



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

June 16, 2016

BOARD OF EDUCATION

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

SUPERINTENDENT
Wayne M. Joseph

5130 Riverside Drive. Chino. California 91710
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CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
3:30 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
June 16, 2016

AGENDA

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

I. OPENING BUSINESS

I.A. CALL TO ORDER – 3:30 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) & (i): Cases 15/16-38 and 15/16-39. (25 minutes)
- c. Student Readmission Matters (Education Code 35146, 48916 (c)): Readmission cases 14/15-07, 15/16-02, 15/16-03, 15/16-07, and 15/16-08. (25 minutes)
- d. Student Admission Matter (Education Code 35146, 48916 (c)): Case 15/16-04A. (5 minutes)
- e. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 minutes)
- f. 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)
- g. Public Employee Appointment (Government Code 54957): Elementary Principal and Assistant Principal; Jr. High Principal and Assistant Principal; and High School Assistant Principal. (20 minutes)
- h. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (45 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. COMMENTS FROM EMPLOYEE REPRESENTATIVES

I.D. COMMENTS FROM COMMUNITY LIAISONS

The proceedings of this meeting are being recorded.

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

I.F. CHANGES AND DELETIONS

II. ACTION

II.A. BUSINESS SERVICES

II.A.1. Public Hearing Regarding the 2016/2017 Budget

Page 7

Recommend the Board of Education conduct a public hearing regarding the 2016/2017 Budget.

Open Hearing _____

Close Hearing _____

II.B. EDUCATIONAL SERVICES

II.B.1. Public Hearing Regarding the Local Control and Accountability Plan

Page 9

Recommend the Board of Education conduct a public hearing regarding the Local Control and Accountability Plan.

Open Hearing _____

Close Hearing _____

III. CONSENT

Motion ___ Second ___

Preferential Vote: ___

Vote: Yes ___ No ___

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of May 19, 2016

Page 103

Recommend the Board of Education approve the minutes of the regular meeting of May 19, 2016.

III.A.2. Revision of Board Policy 5116.1 Students—Intradistrict Open Enrollment

Page 112

Recommend the Board of Education approve the revision of Board Policy 5116.1 Students—Intradistrict Open Enrollment.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 118

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

III.B.2. Fundraising Activities

Page 119

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

III.B.3. Donations

Page 126 Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 129 Recommend 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.

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

III.C.1. Designation of California Interscholastic Federation Representatives to League for 2016/2017

Page 130

Recommend the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2016/2017.

III.C.2. Revision of Board Policy 5121 Students—Grades/Evaluation of Student Achievement

Page 133

Recommend the Board of Education approve the revision of Board Policy 5121 Students—Grades/Evaluation of Student Achievement.

III.D. EDUCATIONAL SERVICES

III.D.1. Student Expulsion Cases 15/16-38 and 15/16-39

Page 140

Recommend the Board of Education approve the student expulsion cases 15/16-38 and 15/16-39.

III.D.2. Student Readmission Cases 14/15-07, 15/16-02, 15/16-03, 15/16-07, and 15/16-08

Page 141

Recommend the Board of Education approve the student readmission cases 14/15-07, 15/16-02, 15/16-03, 15/16-07, and 15/16-08.

III.D.3. Student Admission Case 15/16-04A

Page 142

Recommend the Board of Education approve the student admission case 15/16-04A.

III.D.4. School-sponsored Trips

Page 143

Recommend the Board of Education approve/ratify the following school-sponsored trips: Woodcrest JHS; Ayala HS; Chino HS; and Chino Hills HS.

III.D.5. Revision of Board Policy 5117 Students—Interdistrict Attendance

Page 145

Recommend the Board of Education approve the revision of Board Policy 5117 Students—Interdistrict Attendance.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Purchase Order Register

Page 149

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

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

Page 150 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.E.3. Surplus/Obsolete Property

Page 154 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.E.4. License Agreement Between Chino Valley Unified School District and Spectrum Center, Inc. for the Use of Real Property 2016/2017

Page 159 Recommend the Board of Education approve the license agreement between Chino Valley Unified School District and Spectrum Center, Inc. for the use of real property 2016/2017.

III.E.5. Resolution 2015/2016-69, 2015/2016-71, 2015/2016-72, 2015/2016-73, 2015/2016-74, and 2015/2016-75 for Authorization to Utilize Piggyback Contracts

Page 170 Recommend the Board of Education adopt Resolution 2015/2016-69, 2015/2016-71, 2015/2016-72, 2015/2016-73, 2015/2016-74, and 2015/2016-75 for authorization to utilize piggyback contracts.

III.E.6. Bid 15-16-07, Exterior Painting at Various Sites

Page 184 Recommend the Board of Education award Bid 15-16-07, Exterior Painting at Various Sites to the following contractors for individual school projects as follows: Butterfield Ranch ES; Glenmeade ES; Hidden Trails ES; and Walnut ES to European Style Painting Co.; and Townsend JHS lockers to Omega Construction Co., Inc.

III.E.7. Bid 15-16-08, Canned Goods and Condiments

Page 186 Recommend the Board of Education award Bid 15-16-08, Canned Goods and Condiments to A & R Food Distributors; Bernards Food Industries, Inc.; Gold Star Foods; Global Foods, Inc.; Shamrock Foods Company; Sysco Riverside & Los Angeles; and US Foods.

III.E.8. Change Order and Notice of Completion for Bid 14-15-06, Replacement of Transportation Department Lifts

Page 188 Recommend the Board of Education approve the change order and Notice of Completion for Bid 14-15-06, Replacement of Transportation Department Lifts.

III.E.9. Notice of Completion for CUPCCAA Projects

Page 191 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Projects.

III.F. HUMAN RESOURCES

III.F.1. Certificated/Classified Personnel Items

Page 193 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.F.2. Revision of Job Description for Coordinator of Access, Equity, and Assessment

Page 204

Recommend the Board of Education approve the revision of job description for Coordinator of Access, Equity, and Assessment.

III.F.3. Student Teaching Agreement with Biola University

Page 212

Recommend the Board of Education approve the student teaching agreement with Biola University.

IV. INFORMATION

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

IV.A.1. New Board Policy 6142.92 Instruction—Mathematics Instruction

Page 224

Recommend the Board of Education receive for information the new Board Policy 6142.92 Instruction—Mathematics Instruction.

IV.A.2. New Board Policy 6152.1 Instruction—Placement in Mathematics Courses

Page 228

Recommend the Board of Education receive for information the new Board Policy 6152.1 Instruction—Placement in Mathematics Courses.

IV.B. FACILITIES, PLANNING, AND OPERATIONS

IV.B.1. Resolution 2015/2016-70 Long Range Facilities Master Plan

Page 232

Recommend the Board of Education receive for information Resolution 2015/2016-70 Long Range Facilities Master Plan.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • School Safety • Positive School Climate
Humility • Civility • Service

DATE: June 16, 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: PUBLIC HEARING REGARDING THE 2016/2017 BUDGET

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BACKGROUND

In July 2013, Governor Jerry Brown enacted a budget that included a brand new education funding system called the Local Control Funding Formula (LCFF). The LCFF distributed combined resources to school districts through a base grant per unit of average daily attendance with additional supplemental funding allocated to districts based on their proportion of English learners, foster youth, and free and reduced-price meal eligible students. The estimated timeframe to fully transition to the new funding formula is 2020/2021.

On May 13, 2016, Governor Brown released the May Revision of his proposed budget for 2016/2017. The May Revision mainly focused on the fact that revenue collections in April were well below the level projected in January. The May Revision was also silent on the effect of the significant increase in employer costs for the California State Teachers' Retirement System and the California Public Employees' Retirement System.

The Governor's 2016/2017 May Revision continues implementation of the LCFF with an infusion of \$2.979 billion to close 54.84% of the gap remaining to full implementation of the LCFF. When combined with the previous years of LCFF funding, implementation progress would close almost 96% of the gap in just four years.

In his press conference, the Governor warned that the surging tide of revenue is beginning to turn and stressed the importance of living within our means and avoiding the boom-bust budgeting of the past. With the slowdown of the economy, districts are advised to stay focused on stabilizing expenditures, maintaining adequate reserves, and planning to sustain current programs.

The District's proposed budget for 2016/2017 reflects the Governor's proposed LCFF funding and structures included in his May Revision, using the LCFF calculators provided by School Services of California and the San Bernardino County Superintendent of Schools. The proposed budget for 2016/2017 also reflects the actions and services included in the proposed Local Control and Accountability Plan.

Based on the current revenue assumptions and current expenditure plan, the proposed general fund budget for 2016/2017 and two subsequent years will meet the minimum statutory reserve requirement. All other funds are also in balance.

Education Code 52062 requires the Board of Education to conduct a public hearing prior to approving the 2016/2017 budget at its June 30, 2016 meeting. The 2016/2017 Budget is being presented under separate cover. A hard copy is available for public inspection in the School District Lobby of the Chino Valley Unified School District.

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing regarding the 2016/2017 budget.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
SUBJECT: PUBLIC HEARING REGARDING THE LOCAL CONTROL AND ACCOUNTABILITY PLAN

=====

BACKGROUND

The Local Control Funding Formula (LCFF) system requires that each Local Educational Agency (LEA) develop, adopt and annually update a three-year Local Control and Accountability Plan (LCAP) to be implemented commencing July 1, 2014. The LCAP is required to identify goals and measure progress for student subgroups (English language learners, socioeconomically disadvantaged students, and foster youths) across multiple performance indicators.

Pursuant to Education Codes 52060 and 52066, the LCAP describes the District's overall vision for students, annual goals, and specific actions the District will take to achieve its identified vision and goals. Additionally, the LCAP must focus on eight areas identified as state priorities. The plan also demonstrates how the District's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes. As such, the District is required to annually update its three-year LCAP, as necessary.

The Board of Education is required to conduct a public hearing prior to approving the LCAP at its June 30, 2016 meeting. Subsequently, the District is required to submit its LCAP to the San Bernardino County Superintendent of Schools. The approved LCAP becomes effective July 1, 2016.

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing regarding the Local Control and Accountability Plan.

FISCAL IMPACT

An estimated \$31 million from General and Restricted Funds.

WMJ:lmc

Introduction:

LEA: Chino Valley Unified School District **Contact:** Wayne Joseph, Superintendent, wayne_joseph@chino.k12.ca.us, (909) 628-1201 ext. 1100 **LCAP Year:** 2016/2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47606.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47606.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>District Background Information:</p> <p>Chino Valley Unified School District offers premiere educational opportunities for over 28,000 students from Transitional Kindergarten through 12th grade. Nestled in the region known as the Four Corners – on the boundaries of Los Angeles, Orange, and Riverside Counties located within San Bernardino County – the District serves the communities of Chino, Chino Hills, and parts of south Ontario. There are 35 schools in the District including 20 elementary (K-6), 2 K-8 schools, 5 junior highs, 4 comprehensive high schools, 1 continuation high school, 1 court placement high school, 1 adult school and 1 Community Day school. The District consist of over 49% unduplicated students (English learners, low income and/or foster youth) as reported by CALPADS Fall 1 Reporting.</p> <p>Eighteen schools have enrollments at or above 50% who are English learners, low income and/or foster youth students. Based upon this data, resources in the plan are being allocated to support the achievement of all students, with additional actions/services provided to the English learners, low income, and foster youth students.</p> <p>The District employs about 2,300 people, making it one of the largest employers in San Bernardino County. The District is home to California Distinguished Schools, a National Blue Ribbon school, Title 1 Achieving Schools, and a California Department of Education Service-Learning Leaders School.</p> <p>Student test scores traditionally lead the County of San Bernardino. Alternative education opportunities are available for students needing a nurturing environment outside the traditional classroom. The District offers a wide variety of elective courses, ROP career pathways courses, small learning academies, a F1 Visa program for non-immigrant students, and is responsive to the needs of families offering before and after school care. Thriving performing arts and athletic programs, nationally recognized athletic teams and marching bands, and invigorating parent involvement programs distinguish Chino Valley Unified School District as one of the best school districts in California. Humility, Civility, and Service is the District's guiding principles and the District motto is: Student Achievement, Safe Schools, and Positive School Climate.</p>	<p>California legislation, enacted in 2013-2014, has created major changes both to the way the state allocates funding to school districts and the way the state supports and intervenes in underperforming districts. The legislation was the culmination of more than a decade of research and policy work on California's K-12 funding system. The major components of this new legislation is the state's new funding formula and the state's new system of district support and intervention.</p> <p>The Local Control Funding Formula (LCFF) provides additional funds for particular student groups. Under this formula, each English learner, foster youth, or student from low-income families in a district generates an additional 20% of the qualifying student's adjusted grade-span base rate. Students who are both English learners and low-income are counted only once.</p> <p>The Legislature provides concentration funding for districts with higher English learner/low income populations. Districts whose English learner/low income populations exceed 55% of their enrollment receive concentration funding.</p> <p>These districts receive an additional 50% of the adjusted base grant for each English learner/low income student above the 55% threshold.</p> <p>Chino Valley Unified School District (CVUSD) falls under the 55% unduplicated student threshold for English learners, foster youth, and students from low income families. CVUSD only has 49% of our students in the unduplicated count. Therefore, CVUSD does not get as much concentration funding as neighboring districts.</p>

Vision: United together, the Chino Valley Unified School District's staff, parents/guardians, community, and Board of Education work to provide an educational environment whereby our students possess the personal and academic skills to be successful, responsible, and productive. They are motivated, self-confident, and life-long learners. They exhibit integrity and contribute to the well-being of their communities. They successfully solve problems, using their intellectual capacity, and appropriate technology tools. They respect the ideas of other people, while holding true to their own convictions. Students recognize that academic achievement is essential to competing in the global economic setting. They face the future knowing that goals are within their reach, by continuing their education and through individual commitment and hard work.

Mission: The Chino Valley Unified School District provides all students a rigorous and relevant education in a safe learning environment.

Core Values:

- All students can learn.
- High academic expectations can be met through excellent teaching and active learning.
- Each student has unique needs that are recognized and addressed.
- Building character is as important as building minds.
- Parents/guardians are our partners in the educational process.
- Collaboration, cooperation, and respectfulness are essential in the learning environment.
- Community partners are essential to enriching the lives of students.
- We provide excellent service to all students.
- Positive school climate supports student learning.

<p>Involvement Process:</p> <p>Effective outreach and stakeholder engagement was multi-faceted and led by site and district administrators to ensure broad representation and inclusive means of gathering feedback throughout the process. Multiple approaches were utilized in gathering input from individual site stakeholder meetings, district level meetings utilizing structured protocols, to student focus groups which yielded both quantitative and qualitative feedback.</p> <p>The stakeholder processes were based on the 2015-2016 LCAP goals and actions/services. The message to each stakeholder group was that their input is invaluable and the forums offer an unprecedented opportunity for all stakeholders to play a role in developing a plan that will provide optimum educational benefits for all students.</p>	
<p>Stakeholder Meetings:</p> <p>The LCAP stakeholder involvement process began in October 2015 and continued into May 2016 with parent meetings which included: District English Language Advisory Committee (DELAC), Parent Advisory Committee, employee meetings (classified and certificated), site stakeholder meetings (representatives of the schools' key stakeholders) and student forums.</p> <p>Each school site discussed the LCAP at parent meetings, School Site Council meetings and many sites held various stakeholder meetings to specifically share actions implemented in the present year and gather input for the development of the LCAP for the 2016-2017 school year. These meetings were held for parents, community members, bargaining unit members, and administrators. Principals ensured that parents of English learners, foster youth, homeless, socio-economically disadvantaged students were invited to participate and review the current plan and give input at these meetings.</p> <p>As part of a Principal's meeting on December 7, 2015, the LCAP site stakeholder meeting was discussed. A power point that included the state priorities, district goals, and actions/services for the 2015-2016 school year was presented as part of the information that would need to be shared with school stakeholders. In addition, principals were provided with a feedback form that was to be distributed at the meetings to gather input on actions/services related to conditions for learning, student outcomes and</p>	<p>Stakeholder Meetings:</p> <p>The parent forums were structured to enable participants to learn about the state priorities and their foundation for district goals, actions/services that were to be provided in the 2015-2016 school year. For student forums, questions based on the district goals were developed to inquire about the effectiveness of actions/services being implemented and to gather feedback from the student perspective as to how actions/services can be maintained or modified.</p> <p>A review of the CVUSD's Strategic Plan's alignment with the eight state priorities that must be included in the LCAP was presented to the stakeholders. The LCAP presentation for site stakeholders was developed collaboratively with district and site administrators. Principals led this presentation at each individual school site and focused on explaining the implementation of the actions/services across the district and specifically to their school site.</p> <p>Stakeholders were provided feedback forms in English and Spanish to gather written comments and suggestions. These meetings had a positive impact on those who participated in that they felt better informed about the LCAP and how the actions/services were being implemented at their individual schools.</p> <p>The LCAP Advisory Committee and District English Learner Advisory Council (DELAC) representatives reviewed quantitative and qualitative data and asked</p>

engagement. The form also included a space for new recommendations, suggestions or modifications to existing actions/services. Both power point and feedback form were translated into Spanish.

Between December 8, 2015 and February 2016, principals held LCAP site stakeholder meetings utilizing power point and feedback forms provided by the District. Schools had various meetings to ensure parent representation of English learners, foster youth, homeless, socio-economically disadvantaged, and students with disabilities. In addition to parents, community members, teachers, and classified staff participated in giving feedback and input. The principals then submitted all feedback forms to the District to determine site specific priorities and to examine trends across all 35 schools. A total of 575 feedback forms were submitted.

A fifteen (15) member District LCAP Advisory Committee representing the district's demographic make-up, including English learners, foster youth, socio-economically disadvantaged, students with disabilities and GATE was convened. The committee met on November 3, 2015, in the district board room at 9:00am. At this meeting there was a power point presentation regarding the purpose of the LCAP, state priorities, District goals, and process for development of the annual report and LCAP for the 2016-2017 school year.

Translation services were provided for parents on the committee. In addition, the Superintendent's Cabinet met with the District LCAP Advisory Committee on March 8, 2016, to review current goals and actions/services. On March 19, 2016, the Superintendent's Cabinet and several department directors met with the LCAP Parent Advisory group to review data results for all goals in the 2015-2016 LCAP. Parents were provided the opportunity to ask questions regarding data results. There was a presentation of current data points and participants were given the opportunity to ask questions regarding data results. The committee engaged in a protocol to gather feedback and input. The same process was then utilized on March 15, 2016, with the District English Learner Advisory Council. Translation was also provided. On May, 10, 2016, the Superintendent his Cabinet met with the LCAP Parent Advisory Committee and DELAC to review the LCAP draft. There were 14 parents present representing English learners, socioeconomically disadvantaged, Special education, foster youth, and GATE students. Parents asked clarifying questions and provided the district staff with suggestions for implementation of actions/services.

questions about the implementation of the actions/services. They also gave the district staff feedback as to how these actions/services were impacting the schools and students they represented. The representatives also gave feedback on which actions/services should be maintained, modified, or eliminated. They also gave feedback on the development of new goals and made recommendations for new actions/services to serve all students in the district. These representatives expressed agreement regarding the new goals and included recommendations for increased support services, access to technology, and enrichment programs.

Student representatives were articulate and thoughtful about which services/actions were necessary for their success in school. They made recommendations focused on intervention and enrichment programs, including AVID, athletics, tutoring, and performing arts. They also gave feedback on programs and opportunities to access college and career information, A-G requirements, SAT and AP requirements. Students also made recommendations on access and use of technology in their courses.

The administrators provided insight and specific recommendations on how to improve the actions/services from the current year. Recommendations on access and integration of technology into the classrooms was provided. They also gave feedback on the implementation of intervention services (academic and behavioral) and the utilization of support personnel. Administrators further provided feedback on career pathways, course offerings, parent outreach, and school connectedness strategies.

The certificated and classified bargaining units gave input and feedback on current actions/services and gave feedback on those that needed to be added, modified and/or eliminated. They gave input on providing increased opportunities for training (classified) and professional development focused on the Common Core standards. They also gave input on the need for increased support programs and services for students and providing competitive salaries for members of their respective units.

Discussion from the group and feedback gathered supported the new district goals, actions/services and metrics.

The Public Hearing is an opportunity for the Board of Education to receive community input regarding the LCAP.

Approval will allow for implementation of the plan.

The Assistant Superintendent of Educational Services and several directors from the division of Curriculum, Instruction and Innovation Support visited each comprehensive high school and continuation high school to talk with students regarding LCAP and seek their input. Students that participated in these meetings were representative of district demographic groups, including English learners, foster youth, homeless, socio-economically disadvantaged, students with disabilities, and GATE. Student representatives were also members of various programs offered at the high schools, such as athletics, ASB, clubs, performing groups, etc. The first meeting was held on February 16, 2016, at Chino HS with 21 students attending. The next meeting took place on February 22, 2016, at Ayala HS with 40 students in attendance. On February 24, 2016, a meeting was held at Chino Hills HS with 18 students in attendance; on February 29, 2016, a meeting was held at Don Lugo HS with 16 students in attendance; on March 11, 2016, a meeting was held with students at Buena Vista HS with 8 students in attendance, and on March 16, 2016, a meeting was held at Chino Valley Learning Academy with 8 students present. Focus group conversations emphasized the District goals. Students were encouraged to provide feedback and suggestions on the actions/services provided in the LCAP.

At the principal's meeting held February 1, 2016, and an assistant principal's meeting held on February 22, 2016, administrators went through a process of reviewing the district LCAP goals and actions/services and providing feedback. A protocol was utilized whereby administrators had the opportunity to discuss the implementation of actions/services at their sites and across the district.

They were then split into smaller groups and in a carousel method, visited each goal, and gave input to either keep actions/services, modify the actions/services with opportunities for specific recommendations, or to eliminate the action/service based on current student needs. Both administrator groups posted individual and group feedback and input on charts. These were then collected and coded for integration in the development of the 2016-2017 LCAP.

On February 9, 2016 and February 29, 2016, the Assistant Superintendent of Educational Services met separately with classified and certificated bargaining unit executive boards separately. The LCAP purpose, state priorities, district goals, and current actions/services were presented. A condensed summary of the 2015-2016 actions/services was distributed and a discussion about the process to gather input from classified and certificated employees was held.

<p>Both bargaining union presidents and cabinet members were in attendance. The bargaining units communicated with classified and certificated employees about the process. On March 1, 2016, a meeting was held with the classified site employee and district representatives to review current actions/services and gather input. The same protocol was utilized as in the administrator meetings. On March 7, 2016, the same process was used at a meeting with the certificated bargaining unit site and district representative group. The feedback and suggestions were collected and coded for integration in the development of the 2016-2017 LCAP.</p> <p>The LCAP draft was presented to the LCAP District Advisory Committee and DELAC on May 10, 2016. Discussions during this meeting centered on district goals and the alignment of the actions/services to these goals. In addition, a discussion was held around an increase in services for low income, English learners, foster youth, homeless, and students with disabilities. Feedback was gathered and responses to comments and questions were provided.</p> <p>A public hearing was held on June 16, 2016, to give the public and school community the opportunity to give input and speak to the draft LCAP. The Board of Education approved the 2016-2017 LCAP on June 30, 2016.</p>	<p>Publicity:</p> <p>Due to the efforts of the communication department, school sites, and employee bargaining unit leadership there was an increase in participation by various stakeholder groups.</p>
<p>Methods used to publicize the opportunities to participate in the LCAP meetings included use of direct email to stakeholder groups; invitation and flyer on school websites; School Messenger phone calls to parents; announcements at Board of Education meetings; flyers available at school sites and throughout the District office; and in school newsletters. Personal invitations were made to parents on the District LCAP Advisory Committee and DELAC.</p>	<p>Publicity:</p> <p>Methods used to publicize the opportunities to participate in the LCAP meetings included use of direct email to stakeholder groups; invitation and flyer on school websites; School Messenger phone calls to parents; announcements at Board of Education meetings; flyers available at school sites and throughout the District office; and in school newsletters. Personal invitations were made to parents on the District LCAP Advisory Committee and DELAC.</p>
<p>Superintendent's Cabinet:</p> <p>Cabinet members were intimately involved in developing the LCAP presentation that was used by principals during LCAP Site Stakeholder meetings. They also reviewed data and analyzed metrics to review effectiveness and level of implementation of actions/services. Cabinet also met with the District LCAP Advisory Committee and shared district goals, data, and actions/services. Cabinet was also instrumental in reviewing feedback data and revising district goals for the 2016-2017 LCAP.</p>	<p>Superintendent's Cabinet:</p> <p>LCAP discussions in the Superintendent's Cabinet began in October 2015 and continued through May 2016. There was a collaborative effort to review data, to monitor budgets, plan meetings, and revise goals and actions/services based on data analysis and feedback priorities.</p>

Annual Update:

Within the involvement process, the current year LCAP goals, action/services and metrics were reviewed and implementation of the plan was discussed extensively. (See above for specific dates and groups). Stakeholders were provided the opportunity to review metrics, reflect on the progress made on the actions/services and give feedback on changes that would impact the development of the new plan. A form was utilized to gather written feedback from stakeholders at individual school sites. A protocol was also utilized to gather written feedback from LCAP Advisory Committee, DELAC, administrators and certificated and classified employees. All input was coded and priorities were established.

Annual Update:

The stakeholder feedback was helpful to gain a district-wide perspective of LCAP goals, actions/services. The process allowed for stakeholders to reflect on level of implementation of actions/services, to analyze data aligned to actions/services, and to engage in a meaningful protocol where all voices and perspectives were accepted. The input was critical in establishing priorities for each stakeholder group and district-wide. As a result of analyzing data and having collaborative discussions, the goals were shifted from having seven goals in the 2015-2016 plan to five goals in the 2016-2017 plan. The stakeholders agreed that combining proficiency in two content areas was not a comprehensive approach to where the instructional program is moving. They wanted to see more of a vertical alignment between all grades so that students are progressing in all content area, towards becoming college and career ready. The groups also felt that the district provides services to students in a more holistic manner when it comes to student engagement and positive learning environments. Two previous goals were then combined to create one goal. Another outcome to the annual review process was that most actions/services are still viable and stakeholders support their implementation and discussed how to improve upon them. In addition, the process also allowed district staff to collaborate across departments and gather formative input as to how actions/services are being implemented and how they can support sites and monitor effectiveness.

District Annual Review Process:

On January 7, 2016, directors from the Curriculum, Instruction and Innovation Support division and Educational Services met to undergo an alignment process of the LCAP goals, identified student needs, metrics, and actions/services. The process allowed directors to clearly identify quantitative and qualitative data that was to be collected and analyzed that would assist in measuring the effectiveness of the 2015-2016 actions/services. On January 27, 2016, directors gathered and shared data points and determined that many of the actions/services were new and the district would be reporting baseline data as part of the Annual Report. On February 17, 2016, directors met to review goals to determine whether revisions or modifications needed to be made for the LCAP based on data analysis and review of current action/services. The group proposed combining goals to develop a more seamless approach to academic support for all students as we prepare them for college and career. The same was true in combining goals to develop a more comprehensive approach to safety and student engagement.

Board of Education Presentations:

On March 3, 2016, a presentation to the Board of Education on the identified state and district metrics for Goals 1, 5, 6, and 7 was provided. Baseline data was shared with the Board and public as it pertained to the current actions/services. Data was focused on Conditions for Learning and Student Engagement. In addition, the stakeholder engagement process and timeline was shared.

On April 2, 2016, a presentation on data pertaining to actions/services found in Goals 2, 3, and 4 was made to the Board of Education. This presentation centered on metrics related to Student Outcomes and Conditions for Learning. Board members made recommendations for further data collection and district priorities.

A public hearing was held on June 16, 2016, to give the public and school community the opportunity to give input and speak to the draft LCAP.

The Board of Education approved the 2016-2017 LCAP on June 30, 2016.

Board of Education Presentations:

The LCAP updates to the Board of Education are intended to provide information, gain direction, and offer transparency regarding the implementation and development of the LCAP. Both quantitative and qualitative data was shared with the Board of Education.

The Public Hearing is an opportunity for the Board of Education to receive community input regarding the LCAP.

Approval will allow for implementation of the plan.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL 1:</p>	<p>All students are provided appropriately assigned/credentialed teachers; students and teachers will have access to standards aligned materials; 21st century learning; and school facilities will be in good repair.</p>	<p>Related State and/or Local Priorities: 1 X 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Increase percentage of teachers who are appropriately assigned and credentialed as measured by teacher rate of misassignment and SARC "Highly Qualified Teacher" report. 99.4% teachers are Highly Qualified to teach core subjects areas. There are 13 misassignments district-wide.</p>	
	<p>State Metric: Misassignment Report Local Metric: SARC reports</p>	
	<p>Need: Students need access to most current CCSS aligned materials for all core subject areas and facilities in good repair.</p>	
	<p>Local Metric: FIT reports</p>	
	<p>Need: Students need increased access to technology infrastructure and devices.</p>	
	<p>Local Metric: District Technology Plan</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

1. 99% of teachers are appropriately assigned and credentialled

State Metric: Rate of teacher misassignment

Local Metric: Percentage of teachers that are Highly Qualified in core subject areas Number of participants in aspiring administrator program

2. 100% of students have access to standards aligned curriculum/materials

State Metric: Student access to standards-aligned instructional materials

3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware.

Local Metric: District Technology Plan Indicators (wifi access, computer refresh, site mobile cart usage)

4. 100% of facilities will have a good or higher rating with minimal deficiencies

State Metric: Facilities in good repair

Local Metric: Facilities Inspection Tool (FIT)

GOAL 1

Expected Annual Measurable Outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit and retain highly qualified staff a. Attend recruitment fairs, establish shadowing days for future administrators b. Additional certificated FTE's to maintain K-3 class size district wide	LEA-wide	ALL	1.a 5000-5999: Services and Other Operating Expenditures Base \$15,000 1.b 1000-1999: Certificated Personnel Salaries Base \$2,000,000
2. Provide CCSS aligned instructional materials a. CCSS aligned instructional materials/textbooks adoptions. Adopt ELA/ELD materials for grades K-6. b. CCSS aligned supplemental materials c. Duplication of CCSS materials d. CCSS aligned instructional materials and assessment for Moderate to Severe classrooms	LEA-wide	ALL	2.a 4000-4999: Books and Supplies Base \$3,000,000 2.b 4000-4999: Books and Supplies Base \$130,000 2.c 5700-5799: Transfers of Direct Costs Base \$100,000 2.d 4000-4999: Books and Supplies Base \$100,000
3. Provide adequate technology infrastructure and equipment a. Upgrade of technology infrastructure and replacement of computers and equipment b. Acquire technology tools for computer programming K-12	LEA-wide	ALL	3.a 4000-4999: Books and Supplies Base \$2,000,000 3.b 5000-5999: Services and Other Operating Expenditures Base \$200,000
4. Maintain facilities in good repair a. Continuance of deferred maintenance program	LEA-wide	ALL	4.a 6000-6999: Capital Outlay Base \$3,000,000

LCAP Year 2: 2017-2018

<p align="center">GOAL 1 Expected Annual Measurable Outcomes</p>	<ol style="list-style-type: none"> 1. 99% of teachers are appropriately assigned and credentialled State Metric: Rate of teacher misassignment Local Metric: Percentage of teachers that are Highly Qualified in core subject areas Number of participants in aspiring administrator program 2. 100% of students have access to standards aligned curriculum/materials State Metric: Student access to standards-aligned instructional materials (Williams report) 3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware. Local Metric: District Technology Plan Indicators (wifi access, computer refresh, site mobile cart usage) 4. 100% of facilities will have a good or higher rating with minimal deficiencies State Metric: Facilities in good repair Local Metric: Facilities Inspection Tool (FIT) report
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. Recruit and retain highly qualified staff <ol style="list-style-type: none"> a. Attend recruitment fairs, establish shadowing days for future administrators b. Additional certificated FTE's to maintain K-3 class size district wide 	LEA-wide	ALL	<ol style="list-style-type: none"> 1.a 5000-5999: Services and Other Operating Expenditures Base \$15,000 1.b 1000-1999: Certificated Personnel Salaries Base \$2,000,000
<ol style="list-style-type: none"> 2. Provide CCSS aligned instructional materials <ol style="list-style-type: none"> a. CCSS aligned instructional materials/textbooks adoptions. Adopt ELA/ELD materials for grades K-6. b. CCSS aligned supplemental materials c. Duplication of CCSS materials d. CCSS aligned instructional materials and assessment for Moderate to Severe classrooms 	LEA-wide	ALL	<ol style="list-style-type: none"> 2.a 4000-4999: Books and Supplies Base \$3,000,000 2.b 4000-4999: Books and Supplies Base \$130,000 2.c 5700-5799: Transfers of Direct Costs Base \$100,000 2.d 4000-4999: Books and Supplies Base \$100,000
<ol style="list-style-type: none"> 3. Provide adequate technology infrastructure and equipment <ol style="list-style-type: none"> a. Upgrade of technology infrastructure and replacement of computers and equipment b. Acquire technology tools for computer programming K-12 	LEA-wide	ALL	<ol style="list-style-type: none"> 3.a 4000-4999: Books and Supplies Base \$2,000,000 3.b 5000-5999: Services and Other Operating Expenditures Base \$200,000
<ol style="list-style-type: none"> 4. Maintain facilities in good repair <ol style="list-style-type: none"> a. Continuance of deferred maintenance program 	LEA-wide	ALL	<ol style="list-style-type: none"> 4.a 6000-6999: Capital Outlay Base \$3,000,000

LCAP Year 3: 2018-19

GOAL 1 Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. 99% of teachers are appropriately assigned and credentialled State Metric: Rate of teacher misassignment Local Metric: Percentage of teachers that are Highly Qualified in core subject areas Number of participants in aspiring administrator program 2. 100% of students have access to standards aligned curriculum/materials State Metric: Student access to standards-aligned instructional materials (Williams report) 3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware. Local Metric: District Technology Plan Indicators (wifi access, computer refresh, site mobile cart usage) 4. 100% of facilities will have a good or higher rating with minimal deficiencies State Metric: Facilities in good repair Local Metric: Facilities Inspection Tool (FIT) report 				
<ol style="list-style-type: none"> 1. Recruit and retain highly qualified staff <ol style="list-style-type: none"> a. Attend recruitment fairs, establish shadowing days for future administrators b. Additional certificated FTE's to maintain K-3 class size district wide 	LEA-wide	ALL	<ol style="list-style-type: none"> 1.a 5000-5999: Services and Other Operating Expenditures Base \$15,000 1.b 1000-1999: Certificated Personnel Salaries Base \$2,000,000 	
<ol style="list-style-type: none"> 2. Provide CCSS aligned instructional materials <ol style="list-style-type: none"> a. CCSS aligned instructional materials/textbooks adoptions. Adopt ELA/ELD materials for grades K-6. b. CCSS aligned supplemental materials c. Duplication of CCSS materials d. CCSS aligned instructional materials and assessment for Moderate to Severe classrooms 	LEA-wide	ALL	<ol style="list-style-type: none"> 2.a 4000-4999: Books and Supplies Base \$3,000,000 2.b 4000-4999: Books and Supplies Base \$130,000 2.c 5700-5799: Transfers of Direct Costs Base \$100,000 2.d 4000-4999: Books and Supplies Base \$100,000 	
<ol style="list-style-type: none"> 3. Provide adequate technology infrastructure and equipment <ol style="list-style-type: none"> a. Upgrade of technology infrastructure and replacement of computers and equipment b. Acquire technology tools for computer programming K-12 	LEA-wide	ALL	<ol style="list-style-type: none"> 3.a 4000-4999: Books and Supplies Base \$2,000,000 3.b 5000-5999: Services and Other Operating Expenditures Base \$200,000 	
<ol style="list-style-type: none"> 4. Maintain facilities in good repair <ol style="list-style-type: none"> a. Continuance of deferred maintenance program 	LEA-wide	ALL	<ol style="list-style-type: none"> 4.a 6000-6999: Capital Outlay Base \$3,000,000 	

<p>GOAL 2:</p>	<p>All students progressively demonstrate growth towards mastery of the CA academic standards in preparation for College and Career.</p>	<p>Related State and/or Local Priorities: 1__ 2 X__ 3__ 4 X__ 5__ 6__ 7 X__ 8 X__ COE only: 9 10 Local: Specify</p>
<p>Identified Need :</p>	<p>Need: Increase utilization of instructional practices and materials aligned to CCSS in ELA/ELD, Math, and NGSS. Metric: Classroom observations and walk through surveys. Need: Identification of learning needs of all students and implement appropriate interventions and/or enrichment Metric: FAST Assessment, GATE screening assessment, local achievement assessments Need: Increase percentage of students scoring "Ready For College" as measured by State indicator Metric: EAP Assessment Indicator Need: Increase percentage of students who pass the AP exam with a score of 3 or higher Metric: AP exam pass and score report</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-2017

Increase student achievement
 State Metric: Performance on standardized tests.
 Local Metric: Other indicators of student performance
 1. Increase number of students meeting academic goals in ELA and Math
 State Metric: Other indicators of student performance in required areas of study
 Local Metric: Progress monitoring tools (FAST Bridge - elementary, READ 180 and MATH 180- secondary) to measure student progress
 75% of students exiting intervention support services
 2. Increase utilization of instructional practices aligned to CCSS
 State Metric: Implementation of content and performance standards for all students, including EL
 Local Metric: Teacher, administrator and student surveys
 75% of teachers reporting that they feel prepared to teach state academic content standards
 90% of administrators reporting that they feel prepared to support teachers to address state academic content standards
 3. Increase identification of students in Gifted and Talented Education to attain target of 10% of student population
 Local Metric: Number of Gifted and Talented students identified
 4. Increase number of students having access to SAT college entrance exams
 Local Metric: Increase percentage of students taking PSAT (10th grade) and SAT (11th and 12th grade)
 5. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements
 State Metric: Student access and enrollment in all required areas of study
 Local Metric: Master schedule; A-G Completion Report
 6. Increase student access to Career Pathway opportunities
 Local Metric: Percentage of students completing Career Pathway Profile via CCGI Platform
 Percentage of underrepresented students in CTE courses
 7. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)
 State Metric: Share if students determined prepared for college by the Early Assessment Program (EAP).
 Local Metric: CAASPP 11th grade assessment
 8. Increase by 1% the number of students, including underrepresented students passing the AP exam with a score of 3 or higher
 State Metric: Share of students that pass Advanced Placement exams with 3 or higher
 Local Metric: AP Exam Report

GOAL 2
 Expected Annual Measurable Outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Expand the Multi-Tiered System of Support (MTSS) - A model to provide intervention services to all students needing additional support (academic) <ul style="list-style-type: none"> a. Instructional intervention materials (intensive) b. Instructional intervention materials (strategic) c. Maintain intervention teachers 	LEA-wide	ALL	1.a (intensive) 4000-4999: Books and Supplies Supplemental \$250,000 1.b (strategic) 4000-4999: Books and Supplies Supplemental \$250,000 1.c 1000-1999: Certificated Personnel Salaries Supplemental \$3,000,000 1.c 3000-3999: Employee Benefits Supplemental

<p>2. Expand intervention supports</p> <ul style="list-style-type: none"> a. Maintain one counselor at Alternative Education Center (AEC) b. Hire Intervention Counselors for junior high schools to support students in meeting academic goals 	<p>ALL</p>	<p>LEA-wide</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Supplemental \$122,476</p> <p>2.b 1000-1999: Certificated Personnel Salaries Supplemental \$580,336</p> <p>2.a 3000-3999: Employee Benefits Supplemental</p> <p>2.b 3000-3999: Employee Benefits Supplemental</p>
<p>3. Staff utilizes common core aligned interventions</p> <ul style="list-style-type: none"> a. Maintain Instructional Coaches b. Hire 2 Special Education Instructional Coaches 	<p>ALL</p>	<p>LEA-wide</p>	<p>3.a 1000-1999: Certificated Personnel Salaries Supplemental \$3,600,000</p> <p>3.b 1000-1999: Certificated Personnel Salaries Supplemental \$236,000</p> <p>3.a 3000-3999: Employee Benefits Supplemental</p> <p>3.b 3000-3999: Employee Benefits Supplemental</p>
<p>4. Enrichment</p> <ul style="list-style-type: none"> a. Provide enrichment through GATE b. Provide enrichment through VAPA c. Provide SAT summer prep to underserved students d. Provide students the opportunity to take the SAT 	<p>ALL</p>	<p>LEA-wide</p>	<p>4.a 1000-1999: Certificated Personnel Salaries Base</p> <p>4.a 4000-4999: Books and Supplies Base \$250,000</p> <p>4.b 4000-4999: Books and Supplies Base</p> <p>4.b 5700-5799: Transfers of Direct Costs Base \$100,000</p> <p>4.c 1000-1999: Certificated Personnel Salaries Summer school</p> <p>4.c 3000-3999: Employee Benefits Summer school</p> <p>4.c 4000-4999: Books and Supplies Summer school \$16,000</p> <p>4.d 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$250,000</p>
<p>5. Support CCSS alignment</p> <ul style="list-style-type: none"> a. Refinement of CCSS units of study b. Provide professional development for staff both in-house and contracted 	<p>ALL</p>	<p>LEA-wide</p>	<p>5.a 1000-1999: Certificated Personnel Salaries Base</p> <p>5.a 3000-3999: Employee Benefits Base</p> <p>5.a 4000-4999: Books and Supplies Base</p> <p>5.a 5700-5799: Transfers of Direct Costs Base \$100,000</p> <p>5.b 1000-1999: Certificated Personnel Salaries Title II</p> <p>5.b 3000-3999: Employee Benefits Title II</p> <p>5.b 5800: Professional/Consulting Services and Operating Expenditures Title II \$2,100,000</p>

<p>6. Increase enrollment in the A-G course offering</p> <ol style="list-style-type: none"> Alignment of new courses to A-G course criteria Align current courses to A-G course criteria Review of all course offering to ensure they are aligned with college and career readiness Continue to align the course offerings within pathways to ensure they are A-G Increase Advanced Placement (AP) course offerings at all high schools Increase the number of students taking the Advanced Placement (AP) exams Implement California College Guidance Initiative to give students and parents access to A-G information and application process for CSU schools. 	LEA-wide	ALL	<p>6.a \$0</p> <p>6.b \$0</p> <p>6.c \$0</p> <p>6.d \$0</p> <p>6.e \$0</p> <p>6.f \$0</p> <p>6.g 5800: Professional/Consulting Services and Operating Expenditures Other \$25,000</p>
<p>7. Increase and improve elective course offerings</p> <ol style="list-style-type: none"> Maintain certificated FTE's for elective course offerings 	LEA-wide	ALL	<p>7.a 1000-1999: Certificated Personnel Salaries Supplemental \$160,000</p> <p>7.a 3000-3999: Employee Benefits Supplemental</p>
<p>8. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school</p> <ol style="list-style-type: none"> Maintain certificated FTE's for pathway courses Professional development for Linked Learning Support current pathway classes with instructional materials and supplies 	LEA-wide	ALL	<p>8.a 1000-1999: Certificated Personnel Salaries Base \$320,000</p> <p>8.b 1000-1999: Certificated Personnel Salaries Base</p> <p>8.b 3000-3999: Employee Benefits Base</p> <p>8.b 5800: Professional/Consulting Services and Operating Expenditures Base \$50,000</p> <p>8.c 4000-4999: Books and Supplies Base \$150,000</p> <p>8.c 5700-5799: Transfers Of Direct Costs Carl D. Perkins Career and Technical Education \$150,000</p>
<p>9. Students pass the Advanced Placement (AP) exam with a score of 3 or higher</p> <ol style="list-style-type: none"> Increase the number of sections of Advanced Placement (AP) offerings at each high school 	LEA-wide	ALL	<p>9.a \$0</p>

LCAP Year 2: 2017-2018

Increase student achievement
 State Metric: Performance on standardized tests.
 Local Metric: Other indicators of student performance
 1. Increase number of students meeting academic goals in ELA and Math
 State Metric: Other indicators of student performance in required areas of study
 Local Metric: Progress monitoring tools (FAST Bridge - elementary, READ 180 and MATH 180- secondary) to measure student progress
 75% of students exiting intervention support services
 2. Increase utilization of instructional practices aligned to CCSS
 State Metric: Implementation of content and performance standards for all students, including EL
 Local Metric: Teacher, administrator and student surveys
 75% of teachers reporting that they feel prepared to teach state academic content standards
 90% of administrators reporting that they feel prepared to support teachers to address state academic content standards
 3. Increase identification of students in Gifted and Talented Education to attain target of 10% of student population
 Local Metric: Number of Gifted and Talented students identified
 4. Increase number of students having access to SAT college entrance exams
 Local Metric: Increase percentage of students taking PSAT (10th grade) and SAT (11th and 12th grade)
 5. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements
 State Metric: Student access and enrollment in all required areas of study
 Local Metric: Master schedule; A-G Completion Report
 6. Increase student access to Career Pathway opportunities
 Local Metric: Percentage of students completing Career Pathway Profile via CCGI Platform
 Percentage of underrepresented students in CTE courses
 7. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)
 State Metric: Share if students determined prepared for college by the Early Assessment Program (EAP).
 Local Metric: CAASPP 11th grade assessment
 8. Increase by 1% the number of students, including underrepresented students passing the AP exam with a score of 3 or higher
 State Metric: Share of students that pass Advanced Placement exams with 3 or higher
 Local Metric: AP Exam Report

GOAL 2
 Expected Annual
 Measurable
 Outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope	Budgeted Expenditures
1. Expand the Multi-Tiered System of Support (MTSS) - A model to provide intervention services to all students needing additional support (academic) <ul style="list-style-type: none"> a. Instructional intervention materials (intensive) b. Instructional intervention materials (strategic) c. Maintain intervention teachers 	LEA-wide	ALL	1.a (intensive) 4000-4999: Books and Supplies Supplemental \$250,000 1.b (strategic) 4000-4999: Books and Supplies Supplemental \$250,000 1.c 1000-1999: Certificated Personnel Salaries Supplemental \$3,000,000 1.c 3000-3999: Employee Benefits Supplemental

<p>2. Expand intervention supports</p> <ul style="list-style-type: none"> a. Maintain one counselor at Alternative Education Center (AEC) b. Hire Intervention Counselors for junior high schools to support students in meeting academic goals 	LEA-wide	ALL	<ul style="list-style-type: none"> 2.a 1000-1999: Certificated Personnel Salaries Supplemental \$122,476 2.b 1000-1999: Certificated Personnel Salaries Supplemental \$580,336 2.a 3000-3999: Employee Benefits Supplemental 2.b 3000-3999: Employee Benefits Supplemental
<p>3. Staff utilizes common core aligned interventions</p> <ul style="list-style-type: none"> a. Maintain Instructional Coaches b. Hire 2 Special Education Instructional Coaches 	LEA-wide	ALL	<ul style="list-style-type: none"> 3.a 1000-1999: Certificated Personnel Salaries Supplemental \$3,600,000 3.b 1000-1999: Certificated Personnel Salaries Supplemental \$236,000 3.a 3000-3999: Employee Benefits Supplemental 3.b 3000-3999: Employee Benefits Supplemental
<p>4. Enrichment</p> <ul style="list-style-type: none"> a. Provide enrichment through GATE b. Provide enrichment through VAPA c. Provide SAT summer prep to underserved students d. Provide students the opportunity to take the SAT 	LEA-wide	ALL	<ul style="list-style-type: none"> 4.a 1000-1999: Certificated Personnel Salaries Base 4.a 4000-4999: Books and Supplies Base \$250,000 4.b 4000-4999: Books and Supplies Base 4.b 5700-5799: Transfers of Direct Costs Base \$100,000 4.c 1000-1999: Certificated Personnel Salaries Summer school 4.c 3000-3999: Employee Benefits Summer school 4.c 4000-4999: Books and Supplies Summer school \$16,000
<p>5. Support CCSS alignment</p> <ul style="list-style-type: none"> a. Refinement of CCSS units of study b. Provide professional development for staff both in-house and contracted 	LEA-wide	ALL	<ul style="list-style-type: none"> 5.a 1000-1999: Certificated Personnel Salaries Base 5.a 3000-3999: Employee Benefits Base 5.a 4000-4999: Books and Supplies Base 5.a 5700-5799: Transfers of Direct Costs Base \$100,000 5.b 1000-1999: Certificated Personnel Salaries Title II 5.b 3000-3999: Employee Benefits Title II 5.b 5800: Professional/Consulting Services and Operating Expenditures Title II \$2,100,000

<p>6. Increase enrollment in the A-G course offering</p> <ul style="list-style-type: none"> a. Alignment of new courses to A-G course criteria b. Align current courses to A-G course criteria c. Review of all course offering to ensure they are aligned with college and career readiness d. Continue to align the course offerings within pathways to ensure they are A-G e. Increase Advanced Placement (AP) course offerings at all high schools f. Increase the number of students taking the Advanced Placement (AP) exams g. Implement California College Guidance Initiative to give students and parents access to A-G information and application process for CSU schools. 	LEA-wide	ALL	<p>6.a \$0</p> <p>6.b \$0</p> <p>6.c \$0</p> <p>6.d \$0</p> <p>6.e \$0</p> <p>6.f \$0</p> <p>6.g 5800: Professional/Consulting Services and Operating Expenditures Other \$25,000</p>
<p>7. Increase and improve elective course offerings</p> <ul style="list-style-type: none"> a. Maintain certificated FTE's for elective course offerings 	LEA-wide	ALL	<p>7.a 1000-1999: Certificated Personnel Salaries Supplemental \$160,000</p> <p>7.a 3000-3999: Employee Benefits Supplemental</p>
<p>8. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school</p> <ul style="list-style-type: none"> a. Maintain certificated FTE's for pathway courses b. Professional development for Linked Learning c. Support current pathway classes with instructional materials and supplies 	LEA-wide	ALL	<p>8.a 1000-1999: Certificated Personnel Salaries Base \$320,000</p> <p>8.b 1000-1999: Certificated Personnel Salaries Base</p> <p>8.b 3000-3999: Employee Benefits Base</p> <p>8.b 5800: Professional/Consulting Services and Operating Expenditures Base \$50,000</p> <p>8.c 4000-4999: Books and Supplies Base \$150,000</p> <p>8.c 5700-5799: Transfers Of Direct Costs Carl D. Perkins Career and Technical Education \$150,000</p>
<p>9. Students pass the Advanced Placement (AP) exam with a score of 3 or higher</p> <ul style="list-style-type: none"> a. Increase the number of sections of Advanced Placement (AP) offerings at each high school 	LEA-wide	ALL	<p>9.a \$0</p>

LCAP Year 3: 2018-19

Increase student achievement
 State Metric: Performance on standardized tests.
 Local Metric: Other indicators of student performance
 1. Increase number of students meeting academic goals in ELA and Math
 State Metric: Other indicators of student performance in required areas of study
 Local Metric: Progress monitoring tools (FAST Bridge - elementary, READ 180 and MATH 180- secondary) to measure student progress
 75% of students exiting intervention support services
 2. Increase utilization of instructional practices aligned to CCSS
 State Metric: Implementation of content and performance standards for all students, including EL
 Local Metric: Teacher, administrator and student surveys
 75% of teachers reporting that they feel prepared to teach state academic content standards
 90% of administrators reporting that they feel prepared to support teachers to address state academic content standards
 3. Increase identification of students in Gifted and Talented Education to attain target of 10% of student population
 Local Metric: Number of Gifted and Talented students identified
 4. Increase number of students having access to SAT college entrance exams
 Local Metric: Increase percentage of students taking PSAT (10th grade) and SAT (11th and 12th grade)
 5. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements
 State Metric: Student access and enrollment in all required areas of study
 Local Metric: Master schedule; A-G Completion Report
 6. Increase student access to Career Pathway opportunities
 Local Metric: Percentage of students completing Career Pathway Profile via CCGI Platform
 Percentage of underrepresented students in CTE courses
 7. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)
 State Metric: Share if students determined prepared for college by the Early Assessment Program (EAP).
 Local Metric: CAASPP 11th grade assessment
 8. Increase by 1% the number of students, including underrepresented students passing the AP exam with a score of 3 or higher
 State Metric: Share of students that pass Advanced Placement exams with 3 or higher
 Local Metric: AP Exam Report

GOAL 2
 Expected Annual Measurable Outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope	Budgeted Expenditures
1. Expand the Multi-Tiered System of Support (MTSS) - A model to provide intervention services to all students needing additional support (academic)	LEA-wide	ALL	
a. Instructional intervention materials (intensive)			1.a (intensive) 4000-4999: Books and Supplies Supplemental \$250,000
b. Instructional intervention materials (strategic)			1.b (strategic) 4000-4999: Books and Supplies Supplemental \$250,000
c. Maintain intervention teachers			1.c 1000-1999: Certificated Personnel Salaries Supplemental \$3,000,000 1.c 3000-3999: Employee Benefits Supplemental

<p>2. Expand intervention supports</p> <ul style="list-style-type: none"> a. Maintain one counselor at Alternative Education Center (AEC) b. Hire Intervention Counselors for junior high schools to support students in meeting academic goals 	LEA-wide	ALL	<ul style="list-style-type: none"> 2.a 1000-1999: Certificated Personnel Salaries Supplemental \$122,476 2.b 1000-1999: Certificated Personnel Salaries Supplemental \$580,336 2.a 3000-3999: Employee Benefits Supplemental 2.b 3000-3999: Employee Benefits Supplemental
<p>3. Staff utilizes common core aligned interventions</p> <ul style="list-style-type: none"> a. Maintain Instructional Coaches b. Hire 2 Special Education Instructional Coaches 	LEA-wide	ALL	<ul style="list-style-type: none"> 3.a 1000-1999: Certificated Personnel Salaries Supplemental \$3,600,000 3.b 1000-1999: Certificated Personnel Salaries Supplemental \$236,000 3.a 3000-3999: Employee Benefits Supplemental 3.b 3000-3999: Employee Benefits Supplemental
<p>4. Enrichment</p> <ul style="list-style-type: none"> a. Provide enrichment through GATE b. Provide enrichment through VAPA c. Provide SAT summer prep to underserved students d. Provide students the opportunity to take the SAT 	LEA-wide	ALL	<ul style="list-style-type: none"> 4.a 1000-1999: Certificated Personnel Salaries Base 4.a 4000-4999: Books and Supplies Base \$250,000 4.b 4000-4999: Books and Supplies Base 4.b 5700-5799: Transfers of Direct Costs Base \$100,000 4.c 1000-1999: Certificated Personnel Salaries Summer school 4.c 3000-3999: Employee Benefits Summer school 4.c 4000-4999: Books and Supplies Summer school \$16,000 4.d 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$250,000
<p>5. Support CCSS alignment</p> <ul style="list-style-type: none"> a. Refinement of CCSS units of study b. Provide professional development for staff both in-house and contracted 	LEA-wide	ALL	<ul style="list-style-type: none"> 5.a 1000-1999: Certificated Personnel Salaries Base 5.a 3000-3999: Employee Benefits Base 5.a 4000-4999: Books and Supplies Base 5.a 5700-5799: Transfers of Direct Costs Base \$100,000 5.b 1000-1999: Certificated Personnel Salaries Title II 5.b 3000-3999: Employee Benefits Title II 5.b 5800: Professional/Consulting Services and Operating Expenditures Title II \$2,100,000

<p>6. Increase enrollment in the A-G course offering</p> <ul style="list-style-type: none"> a. Alignment of new courses to A-G course criteria b. Align current courses to A-G course criteria c. Review of all course offering to ensure they are aligned with college and career readiness d. Continue to align the course offerings within pathways to ensure they are A-G e. Increase Advanced Placement (AP) course offerings at all high schools f. Increase the number of students taking the Advanced Placement (AP) exams g. Implement California College Guidance Initiative to give students and parents access to A-G information and application process for CSU schools. 	<p>ALL</p>	<p>LEA-wide</p>	<p>6.a \$0 6.b \$0 6.c \$0 6.d \$0 6.e \$0 6.f \$0 6.g 5800: Professional/Consulting Services and Operating Expenditures Other \$25,000</p>
<p>7. Increase and improve elective course offerings</p> <ul style="list-style-type: none"> a. Maintain certificated FTE's for elective course offerings 	<p>ALL</p>	<p>LEA-wide</p>	<p>7.a 1000-1999: Certificated Personnel Salaries Supplemental \$160,000 7.a 3000-3999: Employee Benefits Supplemental</p>
<p>8. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school</p> <ul style="list-style-type: none"> a. Maintain certificated FTE's for pathway courses b. Professional development for Linked Learning c. Support current pathway classes with instructional materials and supplies 	<p>ALL</p>	<p>LEA-wide</p>	<p>8.a 1000-1999: Certificated Personnel Salaries Base \$320,000 8.b 1000-1999: Certificated Personnel Salaries Base 8.b 3000-3999: Employee Benefits Base 8.b 5800: Professional/Consulting Services and Operating Expenditures Base \$50,000 8.c 4000-4999: Books and Supplies Base \$150,000 8.c 5700-5799: Transfers Of Direct Costs Carl D. Perkins Career and Technical Education \$150,000</p>
<p>9. Students pass the Advanced Placement (AP) exam with a score of 3 or higher</p> <ul style="list-style-type: none"> a. Increase the number of sections of Advanced Placement (AP) offerings at each high school 	<p>ALL</p>	<p>LEA-wide</p>	<p>9.a \$0</p>

GOAL 3:	All English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other underrepresented students will receive additional support services necessary to progressively demonstrate growth toward mastery of the CA academic standards in preparation for College and Career.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9 10 Local : Specify
Identified Need :	<p>Need: Increase academic intervention services to English learners, students with disabilities, foster youth, socioeconomically disadvantaged students and other underrepresented students.</p> <p>Metric: SBAC Assessment, FAST Bridge assessment, CELDT assessment, local achievement assessments Need: Students of underserved groups should have increased access in taking advanced courses.</p> <p>Metric: Master Schedules, AP course enrollment and pass reports</p>	
Goal Applies to:	Schools: All	English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, homeless
LCAP Year 1: 2016-2017		
GOAL 3 Expected Annual Measurable Outcomes	<ol style="list-style-type: none"> All English learners will have academic success as they improve their English language proficiency State Metric: CELDT & SBAC Assessment State Metric: Other indicators of student performance in required areas of study Local Metric: Reclassification Criteria Graduation Rate for English Learners Successful Completion of courses (Grades -12) All homeless, foster youth, socioeconomically disadvantaged students and students with disabilities will demonstrate academic success State Metric: SBAC Assessment Local Metric: Graduation Rates for homeless, foster youth, socioeconomically disadvantaged students and students with disabilities Dropout Rates for homeless, foster youth, socioeconomically disadvantaged students and students with disabilities 	

Actions/Services	Scope of Service	Pupils to be served within identified scope	Budgeted Expenditures
<p>1. English learner (EL) progression toward proficiency and college readiness</p> <ol style="list-style-type: none"> Staffing for English Learner Academy at elementary sites Designated ELD will occur daily for 30/45 minutes School sites will create and implement college nights with an emphasis on the underserved student population Coordinator of Access and Equity to assist in implementation of ELD standards, instructional strategies and monitor English learner progress at secondary schools. 	LEA-wide School- wide	<p>Low Income; English Learners; Foster Youth Redesignated fluent</p>	<p>1.a 1000-1999: Certificated Personnel Salaries Supplemental 1.a 3000-3999: Employee Benefits Supplemental \$180,000 1.b \$0 1.c. 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$10,000 1.d 1000-1999: Certificated Personnel Salaries Base \$34,487 1.d 1000-1999: Certificated Personnel Salaries Supplemental \$103,460 1.d 3000-3999: Employee Benefits Supplemental</p>
<p>2. Provide tutoring services (Alternative Supports</p> <ol style="list-style-type: none"> Provide tutoring services for foster youth and homeless K-12 Provide AVID support to underserved students including teacher training and student tutors. Add AVID at two elementary schools. 	LEA-wide School- wide	<p>Low Income; English Learners; Foster Youth Redesignated fluent; Other Subgroups: (Specify) Homeless</p>	<p>2.a 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$100,000 2.b 1000-1999: Certificated Personnel Salaries Supplemental 2.b 3000-3999: Employee Benefits Supplemental 2.b 5000-5999: Services And Other Operating Expenditures Supplemental \$300,000</p>

<p>3. Provide additional resources for underserved students</p> <ul style="list-style-type: none"> a. Maintain TYKES program b. Infant/Toddler Teacher at Buena Vista Continuation High School to support underserved pregnant and new mothers graduate from high school. c. Instructional Aides for Childhood Education program to support underserved students to graduate from high school. d. Director of Health Services to support underserved students and oversee health related programs for students identified as at-risk e. Secretary for Health Services department to support the implementation of health services programs for underserved students 	<p>LEA-wide</p> <p style="text-align: center;">-</p>	<p>Low Income; English Learners; Foster Youth; Redesignated fluent English proficient; Other Subgroups: (Specify) Homeless</p>	<ul style="list-style-type: none"> 3.a 2000-2999: Classified Personnel Salaries Other \$221,000 3.a 3000-3999: Employee Benefits Supplemental 3.a 4000-4999: Books And Supplies Supplemental 3.a 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000 3.b 1000-1999: Certificated Personnel Salaries Supplemental \$50,374 3.b 3000-3999: Employee Benefits Supplemental 3.c 2000-2999: Classified Personnel Salaries Supplemental \$50,244 3.c 3000-3999: Employee Benefits Supplemental 3.d 1000-1999: Certificated Personnel Salaries Supplemental \$90,084 3.d 3000-3999: Employee Benefits Supplemental 3.d 1000-1999: Certificated Personnel Salaries Other \$51,737 3.d 3000-3999: Employee Benefits Other 3.e 2000-2999: Classified Personnel Salaries Supplemental \$19,211 3.e 2000-2999: Classified Personnel Salaries Other \$57,633 3.e 3000-3999: Employee Benefits Supplemental 3.e 3000-3999: Employee Benefits Other
<ul style="list-style-type: none"> 4. Improve school site operational processes and enrollment procedures <ul style="list-style-type: none"> a. On-going training to office staff regarding operational process enrollment procedures for foster youth b. Provide additional counselor to provide case management for foster youth c. Provide clerical support for foster youth case management 	<p>School-wide</p>	<p>Foster Youth</p>	<ul style="list-style-type: none"> 4.a \$0 4.b 1000-1999: Certificated Personnel Salaries Supplemental \$118,000 4.c 3000-3999: Employee Benefits Supplemental \$60,000

<p>5. Support foster youth students to show progress towards meeting State academic standards and preparing for career</p> <ul style="list-style-type: none"> a. School Principal for Boys Republic School for foster youth court-appointed students grades 7-12 b. School secretary for Boys Republic School c. School Typist Clerk for Boys Republic School d. School Custodian for Boys Republic School e. Certificated teachers to support students at Boys Republic School f. Operating budget for Boys Republic School 	<p>School-wide</p> <p style="text-align: center;">-</p>	<p>Foster Youth</p>	<p>5.a 1000-1999: Certificated Personnel Salaries Supplemental \$75,897</p> <p>5.a 1000-1999: Certificated Personnel Salaries Other \$75,897</p> <p>5.a 3000-3999: Employee Benefits Supplemental</p> <p>5.a 3000-3999: Employee Benefits Other</p> <p>5.b 2000-2999: Classified Personnel Salaries Supplemental \$73,538</p> <p>5.b 3000-3999: Employee Benefits Supplemental</p> <p>5.c 2000-2999: Classified Personnel Salaries Supplemental \$46,760</p> <p>5.c 3000-3999: Employee Benefits Supplemental</p> <p>5.d 2000-2999: Classified Personnel Salaries Supplemental \$19,826</p> <p>5.d 3000-3999: Employee Benefits Supplemental</p> <p>5.e 1000-1999: Certificated Personnel Salaries Supplemental \$1,134,976</p> <p>5.e 3000-3999: Employee Benefits Supplemental</p> <p>5.f 0001-0999: Unrestricted: Locally Defined Supplemental \$34,203</p>
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LCAP Year 2: 2017-2018

GOAL 3 Expected Annual Measurable Outcomes	1. All English learners will have academic success as they improve their English language proficiency State Metric: CELDT & SBAC Assessment State Metric: Other indicators of student performance in required areas of study Local Metric: Reclassification Criteria Graduation Rate for English Learners Successful Completion of courses (Grades -12)	2. All homeless, foster youth, socioeconomically disadvantaged students and students with disabilities will demonstrate academic success State Metric: SBAC Assessment Local Metric: Graduation Rates for homeless, foster youth, socioeconomically disadvantaged students and students with disabilities Dropout Rates for homeless, foster youth, socioeconomically disadvantaged students and students with disabilities	Actions/Services	Scope of Service	Pupils to be served within identified scope	Budgeted Expenditures
	<p>1. English learner (EL) progression toward proficiency and college readiness</p> <p>a. Staffing for English Learner Academy at elementary sites</p> <p>b. Designated ELD will occur daily for 30/45 minutes</p> <p>c. School sites will create and implement college nights with an emphasis on the underserved student population</p> <p>d. Coordinator of Access and Equity to assist in implementation of ELD standards, instructional strategies and monitor English learner progress at secondary schools.</p>	LEA-wide School-wide	<p>Low Income; English Learners; Foster Youth Redesignate d fluent</p>	<p>1.a 1000-1999: Certificated Personnel Salaries Supplemental \$180,000</p> <p>1.a 3000-3999: Employee Benefits Supplemental \$180,000</p> <p>1.b \$0</p> <p>1.c. 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$10,000</p> <p>1.d 1000-1999: Certificated Personnel Salaries Base \$34,487</p> <p>1.d 1000-1999: Certificated Personnel Salaries Supplemental \$103,460</p> <p>1.d 3000-3999: Employee Benefits Supplemental</p>		
<p>2. Provide tutoring services (Alternative Supports</p> <p>a. Provide tutoring services for foster youth and homeless K-12</p> <p>b. Provide AVID support to underserved students including teacher training and student tutors. Add AVID at two elementary schools.</p>	LEA-wide School-wide	<p>Low Income; English Learners; Foster Youth Redesignate d fluent; Other Subgroup s: (Specify) Homeless</p>	<p>2.a 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$100,000</p> <p>2.b 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>2.b 3000-3999: Employee Benefits Supplemental</p> <p>2.b 5000-5999: Services And Other Operating Expenditures Supplemental \$300,000</p>			

<p>3. Provide additional resources for underserved students</p> <ul style="list-style-type: none"> a. Maintain TYKES program b. Infant/Toddler Teacher at Buena Vista Continuation High School to support underserved pregnant and new mothers graduate from high school. c. Instructional Aides for Childhood Education program to support underserved students to graduate from high school. d. Director of Health Services to support underserved students and oversee health related programs for students identified as at-risk e. Secretary for Health Services department to support the implementation of health services programs for underserved students 	<p>LEA-wide</p>	<p>Low Income; English Learners; Foster Youth; Redesignated fluent English proficient; Other Subgroups: (Specify) Homeless</p>	<p>3.a 2000-2999: Classified Personnel Salaries Other \$221,000 3.a 3000-3999: Employee Benefits Supplemental 3.a 4000-4999: Books And Supplies Supplemental 3.c 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000 3.d 1000-1999: Certificated Personnel Salaries Supplemental \$50,374 3.d 3000-3999: Employee Benefits Supplemental 3.e 2000-2999: Classified Personnel Salaries Supplemental \$50,244 3.f 3000-3999: Employee Benefits Supplemental 3.g 1000-1999: Certificated Personnel Salaries Supplemental \$90,084 3.d 3000-3999: Employee Benefits Supplemental 3.d 1000-1999: Certificated Personnel Salaries Other \$51,737 3.d 3000-3999: Employee Benefits Other 3.h 2000-2999: Classified Personnel Salaries Supplemental \$19,211 3.e 2000-2999: Classified Personnel Salaries Other \$57,633 3.e 3000-3999: Employee Benefits Supplemental 3.e 3000-3999: Employee Benefits Other</p>
<p>4. Improve school site operational processes and enrollment procedures</p> <ul style="list-style-type: none"> a. On-going training to office staff regarding operational process enrollment procedures for foster youth b. Provide additional counselor to provide case management for foster youth c. Provide clerical support for foster youth case management 	<p>School-wide</p>	<p>Foster Youth</p>	<p>4.d \$0 4.e 1000-1999: Certificated Personnel Salaries Supplemental \$118,000 4.f 3000-3999: Employee Benefits Supplemental \$60,000</p>

<p>5. Support foster youth students to show progress towards meeting State academic standards and preparing for career</p> <ul style="list-style-type: none"> a. School Principal for Boys Republic School for foster youth court-appointed students grades 7-12 b. School secretary for Boys Republic School c. School Typist Clerk for Boys Republic School d. School Custodian for Boys Republic School e. Certificated teachers to support students at Boys Republic School f. Operating budget for Boys Republic School 	<p>School-wide</p>	<p>Foster Youth</p>																																							
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LCAP Year 3: 2018-19

GOAL 3 Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	<p>1. All English learners will have academic success as they improve their English language proficiency</p> <p>State Metric: CELDT & SBAC Assessment</p> <p>State Metric: Other indicators of student performance in required areas of study</p> <p>Local Metric: Reclassification Criteria</p> <p>Graduation Rate for English Learners</p> <p>Successful Completion of courses (Grades -12)</p> <p>2. All homeless, foster youth, socioeconomically disadvantaged students and students with disabilities will demonstrate academic success</p> <p>State Metric: SBAC Assessment</p> <p>Local Metric: Graduation Rates for homeless, foster youth, socioeconomically disadvantaged students and students with disabilities</p> <p>Dropout Rates for homeless, foster youth, socioeconomically disadvantaged students and students with disabilities</p>	<p>LEA-wide School-wide</p>	<p>Low Income; English Learners; Foster Youth Redesignated fluent</p>	<p>1.a 1000-1999: Certificated Personnel Salaries Supplemental \$180,000</p> <p>1.a 3000-3999: Employee Benefits Supplemental \$180,000</p> <p>1.b \$0</p> <p>1.c. 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$10,000</p> <p>1.d 1000-1999: Certificated Personnel Salaries Base \$34,487</p> <p>1.d 1000-1999: Certificated Personnel Salaries Supplemental \$103,460</p> <p>1.d 3000-3999: Employee Benefits Supplemental</p>
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<p>GOAL 4:</p>	<p>Parents, families, and community will have the opportunity to receive training and resources to support their children and engage with school staff in collaborative discussions and decision making.</p>	<p>Related State and/or Local Priorities: 1__2__3__X__4__5__6__7__8__ COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Increase participation of family input into the student learning process</p> <p>Metric: Parent Participation rates, sign-ins, surveys</p> <p>Need: Increased parent participation in parent programs/trainings</p> <p>Metric: Parent Training Participation rates, sign-ins, surveys</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>State Metric: Efforts to seek parent input and decision-making Local Metric: Increase in parents participating in School Site Council meetings State Metric: Promotion of parent participation Local Metric: % of sites providing parents with training</p>	
	<p>Actions/Services</p>	<p>Budgeted Expenditures</p>
<p>1. Improve parent outreach a. Maintain CVUSD's web hosting service</p>	<p>Scope of Service LEA-wide</p>	<p>Pupils to be served within identified scope of service ALL</p> <p>1.a 5800: Professional/Consulting Services and Operating Expenditures Base \$40,000</p>
<p>2. Promote and expand parent/family participation in parent programs a. Provide 21st Century Education/NGSS information nights b. Increase parent academies</p>	<p>Scope of Service LEA-wide</p>	<p>2.a 4000-4999: Books and Supplies Base \$4,000</p>

<p>3. Promote and expand parent/ family participation and provide additional resources</p> <ul style="list-style-type: none"> a. Maintain parent training/ parent trainer and support materials b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities c. Maintain CVUSD Health Clinic d. Increase parent communication by providing classified bilingual clerks e. Utilize bilingual translation to ensure understanding of District communications 	<p>LEA-wide</p>	<p>ALL</p>	<ul style="list-style-type: none"> 3.a 2000-2999: Classified Personnel Salaries Supplemental \$100,000 3.a 3000-3999: Employee Benefits Supplemental 3.a 4000-4999: Books and Supplies Supplemental \$100,000 3.b 2000-2999: Classified Personnel Salaries Supplemental \$500,000 3.b 3000-3999: Employee Benefits Supplemental 3.b 5800: Professional/Consulting Services and Operating Expenditures Supplemental 3.c 1000-1999: Certificated Personnel Salaries Supplemental \$300,000 3.c 3000-3999: Employee Benefits Supplemental 3.c 4000-4999: Books and Supplies Supplemental 3.c 5000-5999: Services and Other Operating Expenditures Supplemental 3.d 2000-2999: Classified Personnel Salaries Supplemental \$306,000 3.d 3000-3999: Employee Benefits Supplemental 3.e 2000-2999: Classified Personnel Salaries Supplemental \$25,000 3.e 3000-3999: Employee Benefits Supplemental
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LCAP Year 2: 2017-2018

<p>GOAL 4 State Metric: Efforts to seek parent input and decision-making Local Metric: Increase in parents participating in School Site Council meetings State Metric: Promotion of parent participation Local Metric: % of sites providing parents with training</p>	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope</p>	<p>Budgeted Expenditures</p>
<p>1. Improve parent engagement through the use of community outreach a. Maintain CVUSD's web hosting service</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>1.a 5800: Professional/Consulting Services and Operating Expenditures Base \$40,000</p>	
<p>2. Promote and expand parent/family participation in parent programs a. Provide 21st Century Education/NGSS information nights b. Increase parent academies</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>2.a 4000-4999: Books and Supplies Base \$4,000</p>	
<p>3. Promote and expand parent/ family participation and provide additional resources a. Maintain parent training/ parent trainer and support materials b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities c. Maintain CVUSD Health Clinic d. Increase parent communication by providing classified bilingual clerks e. Utilize bilingual translation to ensure understanding of District communications</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>3.a 2000-2999: Classified Personnel Salaries Supplemental \$100,000 3.c 3000-3999: Employee Benefits Supplemental 3.a 4000-4999: Books and Supplies Supplemental \$100,000 3.d 2000-2999: Classified Personnel Salaries Supplemental \$500,000 3.b 3000-3999: Employee Benefits Supplemental 3.d 5800: Professional/Consulting Services and Operating Expenditures Supplemental 3.e 1000-1999: Certificated Personnel Salaries Supplemental \$300,000 3.c 3000-3999: Employee Benefits Supplemental 3.c 4000-4999: Books and Supplies Supplemental 3.c 5000-5999: Services and Other Operating Expenditures Supplemental 3.f 2000-2999: Classified Personnel Salaries Supplemental \$306,000 3.d 3000-3999: Employee Benefits Supplemental 3.g 2000-2999: Classified Personnel Salaries Supplemental \$25,000 3.e 3000-3999: Employee Benefits Supplemental</p>	

LCAP Year 3: 2018-2019

State Metric: Efforts to seek parent input and decision-making
 Local Metric: Increase in parents participating in School Site Council meetings
 State Metric: Promotion of parent participation
 Local Metric: % of sites providing parents with training

GOAL 4
 Expected Annual Measurable Outcomes

Actions/Services	Scope of Service	Pupils to be served within identified scope	Budgeted Expenditures
1. Improve parent engagement through the use of community outreach a. Maintain CVUSD's web hosting service	LEA-wide	ALL	1.a 5800: Professional/Consulting Services and Operating Expenditures Base \$40,000
2. Promote and expand parent/family participation in parent programs a. Provide 21st Century Education/NGSS information nights b. Increase parent academies	LEA-wide	ALL	2.a 4000-4999: Books and Supplies Base \$4,000
3. Promote and expand parent/ family participation and provide additional resources a. Maintain parent training/ parent trainer and support materials b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities c. Maintain CVUSD Health Clinic d. Increase parent communication by providing classified bilingual clerks e. Utilize bilingual translation to ensure understanding of District communications	LEA-wide	ALL	3.a 2000-2999: Classified Personnel Salaries Supplemental \$100,000 3.a 3000-3999: Employee Benefits Supplemental 3.a 4000-4999: Books and Supplies Supplemental \$100,000 3.b 2000-2999: Classified Personnel Salaries Supplemental \$500,000 3.b 3000-3999: Employee Benefits Supplemental 3.b 5800: Professional/Consulting Services and Operating Expenditures Supplemental 3.c 1000-1999: Certificated Personnel Salaries Supplemental \$300,000 3.c 3000-3999: Employee Benefits Supplemental 3.c 4000-4999: Books and Supplies Supplemental 3.c 5000-5999: Services and Other Operating Expenditures Supplemental 3.d 2000-2999: Classified Personnel Salaries Supplemental \$306,000 3.d 3000-3999: Employee Benefits Supplemental 3.e 2000-2999: Classified Personnel Salaries Supplemental \$25,000 3.e 3000-3999: Employee Benefits Supplemental

<p>GOAL 5:</p>	<p>Every member of CVUSD will contribute to a positive learning environment, which focuses on safety, school connectedness, and student engagement.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ X 6__ X 7__ 8__ COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Increase student attendance</p> <p>Metric: District and Site monthly attendance reports, Chronic Absenteeism rate</p> <p>Need: Decrease percentage of drop-out students</p> <p>Metric: Cohort Drop-Out Rate</p> <p>Need: Increase percentage of students graduating high school</p> <p>Metric: Cohort Graduation Rate</p> <p>Need: Decrease percentage of suspended students</p> <p>Metric: District and site suspension rates</p> <p>Need: Decrease percentage of expelled students</p> <p>Metric: District and site expulsion rates</p> <p>Need: Increase percentage of students who feel safe and connected to their school</p> <p>Metric: California Safe School Kids Survey Results, Student Focus Group Results</p> <p>Need: Decrease number of students needing behavioral intervention support</p> <p>Metric: Special Education assessment referral report</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-2017

1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves.

State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report

2. Reduce by 0.5% the number of student drop-outs

State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs

3. Increase graduation rate by 0.5%

State Metric: High school graduation rates

Local Metric: CalPADs

4. Decrease the number of students suspended by 0.2%

State Metric: Student suspension rates

Local Metric: AERIES report

5. Decrease the number of students expelled by 0.1%

State Metric: Student expulsion rates

Local Metric: AERIES report

6. Increase the number of students who feel safe and connected to their school by 5%

State Metric: Other local measures

Local Metric: Healthy Kids Survey, District Senior Survey, and Parent Survey

7. Decrease number of students needing behavioral intervention support

Local Metric: Decrease number of student referrals for Special Education assessment by 1%

GOAL 5
Expected Annual
Measurable
Outcomes

Actions/Services

Scope of
Service

Pupils to be
served within
identified scope
of service

Budgeted
Expenditures

1. Provide Attendance Counts Program

a. Provide Saturday School

b. School nurses to monitor at-risk students who may have health related issues

LEA-wide

ALL

1.a 1000-1999: Certificated Personnel Salaries Base \$20,000

1.a 3000-3999: Employee Benefits Base

1.b 1000-1999: Certificated Personnel Salaries Supplemental \$925,621

1.b 3000-3999: Employee Benefits Supplemental

<p>2. Support families of at-risk students</p> <ul style="list-style-type: none"> a. Continue the Child Welfare and Attendance Coordinator position b. Continue the Community Outreach Advisor position c. Maintain contracted services from San Bernardino County Probation Department d. Director of Student Support Services to support at-risk students e. Secretary for Student Support office to support programs for at-risk students f. School Resource Officers to support at-risk families and students 	<p>LEA-wide</p>	<p>ALL</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Supplemental \$137,947 2.a 3000-3999: Employee Benefits Supplemental 2.a 2000-2999: Classified Personnel Salaries Supplemental \$52,786 2.b 3000-3999: Employee Benefits Supplemental 2.c 2000-2999: Classified Personnel Salaries Supplemental \$56,244 2.c 3000-3999: Employee Benefits Supplemental 2.d 1000-1999: Certificated Personnel Salaries Base \$81,967 2.d 1000-1999: Certificated Personnel Salaries Supplemental \$81,967 2.d 3000-3999: Employee Benefits Base 2.d 3000-3999: Employee Benefits Supplemental 2.e 2000-2999: Classified Personnel Salaries Base \$33,827 2.e 2000-2999: Classified Personnel Salaries Supplemental \$33,827 2.e 3000-3999: Employee Benefits Base 2.e 3000-3999: Employee Benefits Supplemental</p>
<p>3. Increase graduation rate</p> <ul style="list-style-type: none"> a. Provide strategic alignment of core courses to promote academic proficiency b. Provide additional intervention sections to support at-risk students 	<p>LEA-wide</p>	<p>ALL</p>	<p>3.a \$0 3.b \$0</p>
<p>4. Decrease suspension district-wide</p> <ul style="list-style-type: none"> a. Provide professional development to school site administrators on Alternative Means of Correction b. Safe School Ambassadors program K-12 	<p>LEA-wide</p>	<p>ALL</p>	<p>4.a \$0 4.b 5800: Professional/Consulting Services and Operating Expenditures Base \$120,000</p>
<p>5. Decrease expulsions district-wide</p> <ul style="list-style-type: none"> a. Provide professional development to school site administrators on alternative means of correction 	<p>LEA-wide</p>	<p>ALL</p>	<p>5.a \$0</p>

<p>6. Promote and expand community forums to increase parent awareness of teen issues</p> <ul style="list-style-type: none"> a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools 	LEA-wide	ALL	<p>6.a 4000-4999: Books and Supplies Base \$4,000</p> <p>6.a 5700-5799: Transfers Of Direct Costs Base</p> <p>6.b 2000-2999: Classified Personnel Salaries Base \$212,526</p> <p>6.b 3000-3999: Employee Benefits Base</p> <p>6.b 2000-2999: Classified Personnel Salaries Supplemental \$319,204</p> <p>6.b 3000-3999: Employee Benefits Supplemental</p>
<p>7. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (behavioral).</p> <ul style="list-style-type: none"> a. Expand behavioral intervention materials/ measurement tools b. Four high school Intervention Counselors to support MTSS behavioral needs. c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs. d. Eight elementary K-12 Intervention Counselors to support MTSS behavioral needs. 	LEA-wide	ALL	<p>7.a 4000-4999: Books and Supplies Mental Health \$500,000</p> <p>7.b 1000-1999: Certificated Personnel Salaries Supplemental \$472,000</p> <p>7.b 3000-3999: Employee Benefits Supplemental</p> <p>7.c 1000-1999: Certificated Personnel Salaries Supplemental \$118,000</p> <p>7.c 3000-3999: Employee Benefits Supplemental</p> <p>7.d 1000-1999: Certificated Personnel Salaries Supplemental \$472,000</p> <p>7.d 3000-3999: Employee Benefits Supplemental</p> <p>7.d 1000-1999: Certificated Personnel Salaries Supplemental \$531,000</p> <p>7.d 3000-3999: Employee Benefits Supplemental</p>

LCAP Year 2: 2017-2018

1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves.

State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report

2. Reduce by 0.5% the number of student drop-outs

State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs

3. Increase graduation rate by 0.5%

State Metric: High school graduation rates

Local Metric: CalPADs

4. Decrease the number of students suspended by 0.2%

State Metric: Student suspension rates

Local Metric: AERIES report

5. Decrease the number of students expelled by 0.1%

State Metric: Student expulsion rates

Local Metric: AERIES report

6. Increase the number of students who feel safe and connected to their school by 5%

State Metric: Other local measures

Local Metric: Healthy Kids Survey, District Senior Survey, and Parent Survey

7. Decrease number of students needing behavioral intervention support

Local Metric: Decrease number of student referrals for Special Education assessment by 1%

GOAL 5
Expected Annual
Measurable
Outcomes

1. Provide Attendance Counts Program

a. Provide Saturday School

b. School nurses to monitor at-risk students who may have health related issues

Actions/Services

Scope of Service

LEA-wide

Pupils to be served within identified

ALL

Budgeted Expenditures

1.a 1000-1999: Certificated Personnel Salaries Base \$20,000

1.a 3000-3999: Employee Benefits Base

1.b 1000-1999: Certificated Personnel Salaries Supplemental \$925,621

1.b 3000-3999: Employee Benefits Supplemental

<p>2. Support families of at-risk students</p> <ul style="list-style-type: none"> a. Continue the Child Welfare and Attendance Coordinator position b. Continue the Community Outreach Advisor position c. Maintain contracted services from San Bernardino County Probation Department d. Director of Student Support Services to support at-risk students e. Secretary for Student Support office to support programs for at-risk students f. School Resource Officers to support at-risk families and students 	<p>LEA-wide</p>	<p>ALL</p>	<ul style="list-style-type: none"> 2.a 1000-1999: Certificated Personnel Salaries Supplemental \$137,947 2.a 3000-3999: Employee Benefits Supplemental 2.a 2000-2999: Classified Personnel Salaries Supplemental \$52,786 2.b 3000-3999: Employee Benefits Supplemental 2.c 2000-2999: Classified Personnel Salaries Supplemental \$56,244 2.c 3000-3999: Employee Benefits Supplemental 2.d 1000-1999: Certificated Personnel Salaries Base \$81,967 2.d 1000-1999: Certificated Personnel Salaries Supplemental \$81,967 2.d 3000-3999: Employee Benefits Base 2.d 3000-3999: Employee Benefits Supplemental 2.e 2000-2999: Classified Personnel Salaries Base \$33,827 2.e 2000-2999: Classified Personnel Salaries Supplemental \$33,827 2.e 3000-3999: Employee Benefits Base 2.e 3000-3999: Employee Benefits Supplemental
<p>3. Increase graduation rate</p> <ul style="list-style-type: none"> a. Provide strategic alignment of core courses to promote academic proficiency b. Provide additional intervention sections to support at-risk students 	<p>LEA-wide</p>	<p>ALL</p>	<ul style="list-style-type: none"> 3.a \$0 3.b \$0
<p>4. Decrease suspension district-wide</p> <ul style="list-style-type: none"> a. Provide professional development to school site administrators on Alternative Means of Correction b. Safe School Ambassadors program K-12 	<p>LEA-wide</p>	<p>ALL</p>	<ul style="list-style-type: none"> 4.a \$0 4.b 5800: Professional/Consulting Services and Operating Expenditures Base \$120,000
<p>5. Decrease expulsions district-wide</p> <ul style="list-style-type: none"> a. Provide professional development to school site administrators on alternative means of correction 	<p>LEA-wide</p>	<p>ALL</p>	<ul style="list-style-type: none"> 5.a \$0

<p>6. Promote and expand community forums to increase parent awareness of teen issues</p> <ul style="list-style-type: none"> a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools 	<p>LEA-wide</p>	<p>ALL</p>	<p>6.a 4000-4999: Books and Supplies Base \$4,000 6.a 5700-5799: Transfers Of Direct Costs Base 6.b 2000-2999: Classified Personnel Salaries Base \$212,526 6.b 3000-3999: Employee Benefits Base 6.b 2000-2999: Classified Personnel Salaries Supplemental \$319,204 6.b 3000-3999: Employee Benefits Supplemental</p>
<p>7. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (behavioral).</p> <ul style="list-style-type: none"> a. Expand behavioral intervention materials/ measurement tools b. Four high school Intervention Counselors to support MTSS behavioral needs. c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs. d. Eight elementary K-12 Intervention Counselors to support MTSS behavioral needs. 	<p>LEA-wide</p>	<p>ALL</p>	<p>7.a 4000-4999: Books and Supplies Mental Health \$500,000 7.b 1000-1999: Certificated Personnel Salaries Supplemental \$472,000 7.b 3000-3999: Employee Benefits Supplemental 7.c 1000-1999: Certificated Personnel Salaries Supplemental \$118,000 7.c 3000-3999: Employee Benefits Supplemental 7.d 1000-1999: Certificated Personnel Salaries Supplemental \$472,000 7.d 3000-3999: Employee Benefits Supplemental 7.d 1000-1999: Certificated Personnel Salaries Supplemental \$531,000 7.d 3000-3999: Employee Benefits Supplemental</p>

LCAP Year 3: 2018-2019

GOAL 5 Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified	Budgeted Expenditures
<ol style="list-style-type: none"> 1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves. State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report 2. Reduce by 0.5% the number of student drop-outs State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs 3. Increase graduation rate by 0.5% State Metric: High school graduation rates Local Metric: CalPADs 4. Decrease the number of students suspended by 0.2% State Metric: Student suspension rates Local Metric: AERIES report 5. Decrease the number of students expelled by 0.1% State Metric: Student expulsion rates Local Metric: AERIES report 6. Increase the number of students who feel safe and connected to their school by 5% State Metric: Other local measures Local Metric: Healthy Kids Survey, District Senior Survey, and Parent Survey 7. Decrease number of students needing behavioral intervention support Local Metric: Decrease number of student referrals for Special Education assessment by 1% 	<ol style="list-style-type: none"> 1. Provide Attendance Counts Program <ol style="list-style-type: none"> a. Provide Saturday School b. School nurses to monitor at-risk students who may have health related issues 	LEA-wide	ALL	<ol style="list-style-type: none"> 1.a 1000-1999: Certificated Personnel Salaries Base \$20,000 1.a 3000-3999: Employee Benefits Base 1.b 1000-1999: Certificated Personnel Salaries Supplemental \$925,621 1.b 3000-3999: Employee Benefits Supplemental

<p>2. Support families of at-risk students</p> <ul style="list-style-type: none"> a. Continue the Child Welfare and Attendance Coordinator position b. Continue the Community Outreach Advisor position c. Maintain contracted services from San Bernardino County Probation Department d. Director of Student Support Services to support at-risk students e. Secretary for Student Support office to support programs for at-risk students f. School Resource Officers to support at-risk families and students 	<p>ALL</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> 2.a 1000-1999: Certificated Personnel Salaries Supplemental \$137,947 2.a 3000-3999: Employee Benefits Supplemental 2.a 2000-2999: Classified Personnel Salaries Supplemental \$52,786 2.b 3000-3999: Employee Benefits Supplemental 2.c 2000-2999: Classified Personnel Salaries Supplemental \$56,244 2.c 3000-3999: Employee Benefits Supplemental 2.d 1000-1999: Certificated Personnel Salaries Base \$81,967 2.d 1000-1999: Certificated Personnel Salaries Supplemental \$81,967 2.d 3000-3999: Employee Benefits Base 2.d 3000-3999: Employee Benefits Supplemental 2.e 2000-2999: Classified Personnel Salaries Base \$33,827 2.e 2000-2999: Classified Personnel Salaries Supplemental \$33,827 2.e 3000-3999: Employee Benefits Base 2.e 3000-3999: Employee Benefits Supplemental
<p>3. Increase graduation rate</p> <ul style="list-style-type: none"> a. Provide strategic alignment of core courses to promote academic proficiency b. Provide additional intervention sections to support at-risk students 	<p>ALL</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> 3.a \$0 3.b \$0
<p>4. Decrease suspension district-wide</p> <ul style="list-style-type: none"> a. Provide professional development to school site administrators on Alternative Means of Correction b. Safe School Ambassadors program K-12 	<p>ALL</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> 4.a \$0 4.b 5800: Professional/Consulting Services and Operating Expenditures Base \$120,000
<p>5. Decrease expulsions district-wide</p> <ul style="list-style-type: none"> a. Provide professional development to school site administrators on alternative means of correction 	<p>ALL</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> 5.a \$0

<p>6. Promote and expand community forums to increase parent awareness of teen issues</p> <ul style="list-style-type: none"> a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools 	<p>LEA-wide</p>	<p>ALL</p>	<p>6.a 4000-4999: Books and Supplies Base \$4,000 6.a 5700-5799: Transfers of Direct Costs Base 6.b 2000-2999: Classified Personnel Salaries Base \$212,526 6.b 3000-3999: Employee Benefits Base 6.b 2000-2999: Classified Personnel Salaries Supplemental \$319,204 6.b 3000-3999: Employee Benefits Supplemental</p>
<p>7. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (behavioral).</p> <ul style="list-style-type: none"> a. Expand behavioral intervention materials/ measurement tools b. Four high school Intervention Counselors to support MTSS behavioral needs. c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs. d. Eight elementary K-12 Intervention Counselors to support MTSS behavioral needs. 	<p>LEA-wide</p>	<p>ALL</p>	<p>7.a 4000-4999: Books and Supplies Mental Health \$500,000 7.b 1000-1999: Certificated Personnel Salaries Supplemental \$472,000 7.b 3000-3999: Employee Benefits Supplemental 7.c 1000-1999: Certificated Personnel Salaries Supplemental \$118,000 7.c 3000-3999: Employee Benefits Supplemental 7.d 1000-1999: Certificated Personnel Salaries Supplemental \$472,000 7.d 3000-3999: Employee Benefits Supplemental 7.d 1000-1999: Certificated Personnel Salaries Supplemental \$531,000 7.d 3000-3999: Employee Benefits Supplemental</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal 1 from prior year LCAP:	All students are provided appropriately assigned/credentialed teachers; teachers and students will have access to standards aligned materials, 21st century learning, and school facilities will be in good repair.		Related State and/or Local Priorities: 1 X 2 X 3 4 5 6 7 8 ___ COE only: 9 10 ___ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>1. 98% of teachers are appropriately assigned and credentialed State Metric: Rate of teacher misassignment</p> <p>2. 100% of students have access to standards aligned curriculum/materials State Metric: Student access to standards-aligned instructional materials -- Local Metric: Williams report</p> <p>3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware Local Metric: District Technology Plan</p> <p>4. 80% of facilities will have a good or higher rating with minimal deficiencies State Metric: Facilities in good repair Local Metric: Facilities Inspection Tool (FIT) report</p>	Actual Annual Measurable Outcomes:	<p>1. 99.4% of teachers are appropriately assigned and credentialed State Metric: 13 total number of teacher misassignments</p> <p>2. 100% of students have access to standards aligned curriculum/materials State Metric: Student access to standards-aligned instructional materials Local Metric: Williams report</p> <p>3. 100% teachers and staff will have access to upgraded technology, both via infrastructure and hardware Local Metric: District Technology Plan (Wifi access report, computer refresh report)</p> <p>4. 100% of facilities will have a good or higher rating with minimal deficiencies State Metric: Facilities in good repair Local Metric: Facilities Inspection Tool (FIT) report</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Recruit and retain highly qualified staff a. Attend recruitment fairs b. Additional certificated FTE's to lower K-3 class size district wide	1.a 5000-5999: Services And Other Operating Expenditures Base \$15,000 1.b 1000-1999: Certificated Personnel Salaries Base	1. Recruit and retain highly qualified staff a. Attend recruitment fairs b. Additional certificated FTE's to lower K-3 class size district wide	1.a 5000-5999: Services And Other Operating Expenditures Base \$6,521 1.b 1000-1999: Certificated Personnel Salaries Base \$2,000,000 1.b 3000-3999: Employee Benefits

	1. b 3000-3999: Employee Benefits Base \$2,000,000		Base
<p>Scope of Service: <input type="checkbox"/> LEA-wide</p> <p>X <input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: <input type="checkbox"/> LEA-wide</p> <p>X <input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Provide CCSS aligned instructional materials</p> <p>a. CCSS aligned instructional materials/textbooks adoptions</p> <p>b. CCSS aligned supplemental materials</p> <p>c. Duplication of CCSS materials</p>	<p>2.a 4000-4999: Books And Supplies Base \$2,000,000</p> <p>2.b 4000-4999: Books And Supplies Base \$130,000</p> <p>2.c 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>	<p>2. Provide CCSS aligned instructional materials</p> <p>a. CCSS aligned instructional materials/textbooks adoptions</p> <p>b. CCSS aligned supplemental materials</p> <p>c. Duplication of CCSS materials</p>	<p>2.a 4000-4999: Books And Supplies Base \$0</p> <p>2.b 4000-4999: Books And Supplies Base \$130,000</p> <p>2.c 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>
<p>Scope of Service: <input type="checkbox"/> LEA-wide</p> <p>X <input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: <input type="checkbox"/> LEA-wide</p> <p>X <input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Provide adequate technology infrastructure and equipment</p> <p>a. Upgrade of technology infrastructure and acquisition of computers and equipment</p> <p>b. Addition of technology personnel</p> <p>c. Pilot 21st Century technology for future districtwide implementation</p>	<p>3.a 4000-4999: Books And Supplies Base \$2,000,000</p> <p>3.b 2000-2999: Classified Personnel Salaries Supplemental</p> <p>3.b 3000-3999: Employee Benefits Supplemental \$550,000</p> <p>3.c 4000-4999: Books And Supplies</p>	<p>3. Provide adequate technology infrastructure and equipment</p> <p>a. Upgrade of technology infrastructure and acquisition of computers and equipment</p> <p>b. Addition of technology personnel</p> <p>c. Pilot 21st Century technology for future districtwide implementation</p>	<p>3.a 4000-4999: Books And Supplies Base \$2,000,000</p> <p>3.b 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>3.b 3000-3999: Employee Benefits Supplemental \$612,859</p> <p>3.c 4000-4999: Books And Supplies</p>

	Base \$2,000,000		Base \$200,000
Scope of Service: LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Maintain facilities in good repair a. Continuation of deferred maintenance program	4.a 5000-5999: Services And Other Operating Expenditures Base 4.a 6000-6999: Capital Outlay Base \$3,000,000	4. Maintain facilities in good repair a. Continuation of deferred maintenance program	4.a 5000-5999: Services And Other Operating Expenditures Base 4.a 6000-6999: Capital Outlay Base \$3,000,000
Scope of Service: LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	As a result of reviewing progress made in this goal, the addition of providing shadowing experiences to aspiring administrators was added to address recruiting highly qualified candidates. Based on input and feedback from stakeholders,		

made as a result of reviewing past progress and/or changes to goals?

it was also determined that ELA instructional materials be adopted and purchased for grades K-6. The focus of these materials being on the data results from the MTSS-A universal screening assessment. The stakeholders also indicated that Special Education students in moderate to severe classroom settings also have access to instructional materials that are aligned to the CCSS and Universal Design for Learning framework. As a result of last year's action to pilot technology ~~each of the LEA's goals to the raise mobile devices~~ ~~to the fields and assessment~~ of technology in the classrooms.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Students will demonstrate proficiency in English Language Arts (ELA) and math		Related State and/or Local Priorities: 1 X_2 X_3 4 X_5 6 7 8 X COE only: 9 10 ___ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes: Increase student achievement State Metric: Performance on standardized tests. Local Metric: Other indicators of student performance in required areas of study. May include performance on other exams such as district benchmarks	Actual Annual Measurable Outcomes: Increase student achievement State Metric: Performance on standardized test 54% of students either met or exceeded standards district-wide in ELA and 43% of students met or exceeded standards district-wide in math as measured by SBAC assessment Local Metric: FAST Universal screening assessment: 62% of students of students identified as "on track" for MTSS-A and 11% of students identified as at-risk for MTSS-B. 55 School Site trainings provided and 11 site parent trainings provided. Local Metric: GATE Identification data. 8% students identified as GATE grades 2-12. 4% EL students identified, 3% homeless students and 5.7% Special Education students identified as GATE. 44 teachers are working on GATE certification. Local Metric: Number of hours of professional development provided to teachers on CCSS instructional practices. 7 hours of ELA elementary, 7 hours math elementary K-2, 14 hours elementary 3-6, 14 hours ELA- secondary, 14 hours math- secondary.		
LCAP Year: 2015-2016			
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services
1. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (academic and behavioral) a. Expand behavioral intervention		1.a 4000-4999: Books And Supplies Mental Health \$500,000 1.b (intensive) 4000-4999: Books And Supplies Supplemental \$250,000	Estimated Actual Annual Expenditures 1.a 4000-4999: Books And Supplies Mental Health \$150,000 1.b (intensive) 4000-4999: Books And Supplies Supplemental \$250,000 1.c (strategic) 4000-4999: Books And

<p>materials/ measurement tools b. Instructional intervention materials (intensive) c. Instructional intervention materials (strategic) d. Maintain intervention teachers</p>	<p>1.c (strategic) 4000-4999: Books And Supplies Supplemental \$250,000 1.d 1000-1999: Certificated Personnel Salaries Supplemental 1.d 3000-3999: Employee Benefits Supplemental \$3,000,000</p>	<p>materials/ measurement tools b. Instructional intervention materials (intensive) c. Instructional intervention materials (strategic) d. Maintain intervention teachers</p>	<p>Supplies Supplemental \$250,000 1.d 1000-1999: Certificated Personnel Salaries Supplemental \$3,000,000 1.d 3000-3999: Employee Benefits Supplemental</p>
<p>Scope of Service LEA-wide <u>X</u>All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide <u>X</u>All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)</p>	
<p>2. Expand intervention supports a. Maintain one counselor at Alternative Education Center (AEC) b. Four high school K-12 Intervention Counselors to support MTSS behavioral needs c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs d. Four elementary K-12 Intervention Counselors to support MTSS behavioral needs</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Supplemental \$122,476 2.a 3000-3999: Employee Benefits Supplemental 2.b 1000-1999: Certificated Personnel Salaries Supplemental \$401,270 2.b 3000-3999: Employee Benefits Supplemental 2.c 1000-1999: Certificated Personnel Salaries Supplemental \$100,317 2.c 3000-3999: Employee Benefits Supplemental 2.d 1000-1999: Certificated Personnel Salaries Supplemental \$401,270 2.d 3000-3999: Employee Benefits Supplemental</p>	<p>2. Expand intervention supports a. Maintain one counselor at Alternative Education Center (AEC) b. Four high school K-12 Intervention Counselors to support MTSS behavioral needs c. One K-12 Intervention Counselor for the K-8 schools to support MTSS behavioral needs d. Four elementary K-12 Intervention Counselors to support MTSS behavioral needs</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Supplemental \$118,000 2.a 3000-3999: Employee Benefits Supplemental 2.b 1000-1999: Certificated Personnel Salaries Supplemental \$472,000 2.b 3000-3999: Employee Benefits Supplemental 2.c 1000-1999: Certificated Personnel Salaries Supplemental \$118,000 2.c 3000-3999: Employee Benefits Supplemental 2.d 1000-1999: Certificated Personnel Salaries Supplemental \$472,000 2.d 3000-3999: Employee Benefits Supplemental</p>

<p>Scope of LEA-wide Service</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of LEA-wide Service</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Staff utilizes interventions to aligned to CCSS</p> <p>a. Maintain Intervention Specialists</p>	<p>3.a 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3.a 3000-3999: Employee Benefits Supplemental \$3,600,000</p>	<p>3. Staff utilizes interventions to aligned to CCSS</p> <p>a. Maintain Intervention Specialists</p>	<p>3.a 1000-1999: Certificated Personnel Salaries Supplemental \$3,600,000</p> <p>3.a 3000-3999: Employee Benefits Supplemental</p>
<p>Scope of LEA-wide Service</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>4. Enrichment</p> <p>a. Provide enrichment through GATE</p> <p>b. Provide enrichment through VAPA</p> <p>c. Provide SAT summer prep to underserved students</p> <p>d. Provide students the opportunity to take the SAT</p>	<p>4.a 1000-1999: Certificated Personnel Salaries Base</p> <p>4.a 4000-4999: Books And Supplies Base \$250,000</p> <p>4.b 4000-4999: Books And Supplies Base</p> <p>4.b 5700-5799: Transfers Of Direct Costs Base \$100,000</p> <p>4.c 1000-1999: Certificated Personnel Salaries Summer school</p> <p>4.c 3000-3999: Employee Benefits Summer school</p>	<p>4. Enrichment</p> <p>a. Provide enrichment through GATE</p> <p>b. Provide enrichment through VAPA</p> <p>c. Provide SAT summer prep to underserved students</p> <p>d. Provide students the opportunity to take the SAT</p>	<p>4.a 1000-1999: Certificated Personnel Salaries California Career Pathways Trust</p> <p>4.a 4000-4999: Books And Supplies Base \$150,000</p> <p>4.b 4000-4999: Books And Supplies Base</p> <p>4.b 5700-5799: Transfers Of Direct Costs Base \$85,000</p> <p>4.c 1000-1999: Certificated Personnel Salaries Summer school</p> <p>4.c 3000-3999: Employee Benefits</p>

<p>Summer school</p> <p>4.c 5800: Professional/Consulting Services And Operating Expenditures Summer school \$16,000</p> <p>4.d 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$250,000</p>		<p>4.c 5800: Professional/Consulting Services And Operating Expenditures Summer school \$16,000</p> <p>4.d 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$250,000</p>	<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>
<p>5. a 1000-1999: Certificated Personnel Salaries Base \$500,000</p> <p>5. a 3000-3999: Employee Benefits Base</p> <p>5. a 4000-4999: Books And Supplies Base</p> <p>5. a 5700-5799: Transfers Of Direct Costs Base</p> <p>5. b 1000-1999: Certificated Personnel Salaries Title II \$200,000</p> <p>5. b 3000-3999: Employee Benefits Title II \$800,000</p> <p>5. b 5800: Professional/Consulting Services And Operating Expenditures Base \$200,000</p>	<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5. a 1000-1999: Certificated Personnel Salaries Base</p> <p>5. a 3000-3999: Employee Benefits Base</p> <p>5. a 4000-4999: Books And Supplies Base</p> <p>5. a 5700-5799: Transfers Of Direct Costs Base \$500,000</p> <p>5. b 1000-1999: Certificated Personnel Salaries Title II</p> <p>5. b 3000-3999: Employee Benefits Title II \$719,491</p> <p>5. b 5800: Professional/Consulting Services And Operating Expenditures Base \$200,000</p>	<p>5. Support CCSS alignment</p> <p>a. Refinement of CCSS units of study</p> <p>b. Provide professional development for staff both in-house and contracted</p> <p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>

<p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
<p> What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? </p>	<p> When reviewing the current LCAP goals, the stakeholders chose to combine goals 2 and 3 into one goal that focuses on teaching and learning Pre-K to Adult Education. The conversations also led to moving away from a narrow focus on ELA and Math proficiency to include measuring and setting goals towards increment growth in all content areas. As such, the actions that were focused on the behavioral aspects of the Multi-Tiered System of Support were found to be invaluable but were shifted to a new goal focusing on student engagement. We found that although Intervention Specialists were a support to the academic needs of students, there was a need to hire two additional specialists to support the Special Education students and staff. These additional specialists will provide support that is highly specialized. In reviewing the data related to providing A-G courses, access to AP courses and Career Pathways, it was determined that students and parents need to have a plan for monitoring their class progress and be provided with college prep information. The addition of providing a platform (CCGI) for students to plan and monitor their progress towards graduation and college and career opportunities will be part of the 16-17 plan. </p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Students will have access to broad course of subject areas which lead to graduation and success in college and career.	Related State and/or Local Priorities: 1 2 3 4 X_5 6 7 X_8 ___ COE only: 9 10 ___ Local : Specify
Goal Applies to: Schools: <u>All</u> Applicable Pupil Subgroups: High School- All		
Expected Annual Measurable Outcomes:	1. Increase student enrollment by 0.25% in the A-G course offering as compared to the 2014-2015 data State Metric: Student access and enrollment in all required areas of study Local Metric: Master schedule; A-G Completion Report; District Senior Survey 2. Based on the data obtained from the District Senior Survey, course offerings will be adjusted as necessary State Metric: Student access and enrollment in all required areas of study Local Metric: District Senior Survey 3. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements State Metric: Student access and enrollment in all required areas of study Local Metric: Master schedule; A-G Completion Report 4. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the EAP State Metric: Share if students determined prepared for college by the Early Assessment Program Local Metric: CAASPP 11th grade assessment 5. Increase by 1% the number of students passing the AP exam with a score of 3 or higher State Metric: Share of students that pass Advanced Placement exams with 3 or higher Local Metric: AP exam report	Actual Annual Measurable Outcomes: 1. Increase student enrollment by 0.25% in the A-G course offering as compared to the 2014-2015 data State Metric: Student access and enrollment in all required areas of study Local Metric: Master schedule; A-G Completion Report. 124 A-G courses offered and 1,620 A-G sections offered. 2. Based on the data obtained from the District Senior Survey, course offerings will be adjusted as necessary State Metric: Student access and enrollment in all required areas of study Local Metric: Master Schedule 3. Ensure each high school has at least two pathways with fully developed courses aligned with A-G requirements State Metric: Student access and enrollment in all required areas of study Local Metric: Master schedule; A-G Completion Report 4. Increase by 1% the number of students demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the EAP State Metric: Share if students determined prepared for college by the Early Assessment Program Local Metric: CAASPP 11th grade assessment. 27% of students identified as "ready" in ELA and 12% of students identified as "ready" in math EAP proficiency measure. Remained at same level as 14-15 school year in ELA and increased by 2% in math as compared to 14-15 school year. 5. Increase by 1% the number of students passing the AP exam with a score of 3 or higher State Metric: Share of students that pass Advanced Placement exams with 3 or higher

	<p>Local Metric: AP exam report . 63.7% of students scored a "3" or higher on AP exams in 2015 as compared to ___in 2014.</p> <p>6. Ensure students have access to Career Technical Education opportunities</p> <p>Local Metric: CTE Enrollment Report. 3,370 students enrolled in a CTE course. 137 EL students enrolled, 7 Foster Youth students enrolled, and 1,319 socioeconomically disadvantaged students enrolled.</p> <p>7. Provide students with opportunities to take SAT exams to prepare them for college access</p> <p>Local Metric: Number of students taking SAT exams. 2,128 students took the SAT in 11th grade and 1,550 students took SAT in 12th grade. This is baseline data for the 15-16 school year.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures	Actual Expenditures	Estimated Actual	Annual Expenditures
<p>1. Increase enrollment in the A-G course offering</p> <p>a. Alignment of new courses to A-G course criteria</p> <p>b. Align current courses to A-G course criteria</p> <p>c. Review of all course offering to ensure they are aligned with college and career readiness</p> <p>d. Continue to align the course offerings within the pathways to ensure they are A-G</p> <p>e. Increase Advanced Placement (AP) course offerings at all high schools</p> <p>f. Increase the number of students taking the Advanced Placement (AP) exams</p>	<p>1. Increase enrollment in the A-G course offering</p> <p>a. Alignment of new courses to A-G course criteria</p> <p>b. Align current courses to A-G course criteria</p> <p>c. Review of all course offering to ensure they are aligned with college and career readiness</p> <p>d. Continue to align the course offerings within the pathways to ensure they are A-G</p> <p>e. Increase Advanced Placement (AP) course offerings at all high schools</p> <p>f. Increase the number of students taking the Advanced Placement (AP) exams</p>	<p>1.a \$0</p> <p>1.b \$0</p> <p>1.c \$0</p> <p>1.d \$0</p> <p>1.e \$0</p> <p>1.f \$0</p>	<p>1.a \$0</p> <p>1.b \$0</p> <p>1.c \$0</p> <p>1.d \$0</p> <p>1.e \$0</p> <p>1.f \$0</p>
<p>Scope of Service</p> <p>School-wide</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p>	<p>Scope of Service</p> <p>School-wide</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p>		

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> <p>2. Increase and improve elective course offerings a. Maintain certificated FTE's for elective course offerings b. Continue to explore signature practices</p> <p>Scope of Service: School-wide</p> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Supplemental \$160,000 2.a 3000-3999: Employee Benefits Supplemental \$160,000 2.b 4000-4999: Books And Supplies Base \$5,000</p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> <p>2. Increase and improve elective course offerings a. Maintain certificated FTE's for elective course offerings b. Continue to explore signature practices</p> <p>Scope of Service: School-wide</p> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Supplemental \$160,000 2.a 3000-3999: Employee Benefits Supplemental 2.b 4000-4999: Books And Supplies Base \$0</p>
<p>3. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school a. Maintain certificated FTE's for pathway courses b. Professional development for Linked Learning c. Classified community/business liaison d. Externships for teachers/internships for students e. Support current pathway classes with instructional materials and supplies</p>	<p>3.a 1000-1999: Certificated Personnel Salaries Base \$320,000 3.b 1000-1999: Certificated Personnel Salaries Base \$50,000 3.c 2000-2999: Classified Personnel Salaries Base \$75,000 3.c 3000-3999: Employee Benefits Base \$75,000 3.d 5800: Professional/Consulting</p>	<p>3. Expand career pathways through (CTE) Linked Learning including hands-on experiences from junior high to high school a. Maintain certificated FTE's for pathway courses b. Professional development for Linked Learning c. Support current pathway classes with instructional materials and supplies</p>	<p>3.a 1000-1999: Certificated Personnel Salaries Base \$320,000 3.a 3000-3999: Employee Benefits Base 3.b 1000-1999: Certificated Personnel Salaries Base \$50,000 3.b 3000-3999: Employee Benefits Base 3.b 5800: Professional/Consulting Services And Operating Expenditures Base \$ 3.c 2000-2999: Classified Personnel Salaries Base \$75,000 3.c 3000-3999: Employee Benefits Base 3.d 5000-5999: Services And Other</p>

<p>Scope of Service</p> <p><input checked="" type="checkbox"/> School-wide</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Services And Operating Expenditures Base \$10,000</p> <p>3.e 4000-4999: Books And Supplies Base \$150,000</p> <p>3.e 5700-5799: Transfers Of Direct Costs Carl D. Perkins Career and Technical Education \$150,000</p>	<p>Scope of Service</p> <p><input checked="" type="checkbox"/> School-wide</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Operating Expenditures Base \$10,000</p> <p>3.e 4000-4999: Books And Supplies Base \$150,000</p> <p>3.e 5700-5799: Transfers Of Direct Costs Carl D. Perkins Career and Technical Education \$150,000</p>
<p>4. Demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)</p> <p>a. Offer and encourage all 11th grade students to take the Early Assessment Program (EAP)</p>	<p>4.a \$0</p>	<p>4. Demonstrating proficiency on the "Ready for College" in English Language Arts (ELA) and math on the Early Assessment Program (EAP)</p> <p>a. Offer and encourage all 11th grade students to take the Early Assessment Program (EAP)</p>	<p>4.a \$0</p>
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> School-wide</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.a \$0</p>	<p>5. Students pass the Advanced Placement (AP) exam with a score of 3</p>	<p>5.a \$0</p>

<p>3 or higher</p> <p>a. Increase the number of sections of Advanced Placement (AP) offerings at each high school</p>	<p>Scope of Service: School-wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>or higher</p> <p>a. Increase the number of sections of Advanced Placement (AP) offerings at each high school</p>	
<p>Scope of Service: School-wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Scope of Service: School-wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>In reviewing the current goals, the stakeholders made the decision to combine this current goal with goal 2 of the current plan. It was deemed more appropriate to have a goal that was comprehensive of all academic needs through vertical alignment of Pre-K to Adult Education. The focus would also move away from proficiency in ELA and math to be more inclusive of all content areas and move from mastery of standards to a growth mindset of student progress.</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In reviewing the current goals, the stakeholders made the decision to combine this current goal with goal 2 of the current plan. It was deemed more appropriate to have a goal that was comprehensive of all academic needs through vertical alignment of Pre-K to Adult Education. The focus would also move away from proficiency in ELA and math to be more inclusive of all content areas and move from mastery of standards to a growth mindset of student progress.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	English learners, low income students, and foster youth receive services to ensure their readiness for college and career.	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 <u>X</u> 5 6 7 8 <u>X</u> COE only: 9 10 <u> </u> Local : Specify
Goal Applies to: <u>Schools: All</u> Applicable Pupil Subgroups: English learners, low income students, and foster youth (underserved)		
Expected Annual Measurable Outcomes:	1. 100% English learners will have academic success as they improve their English language proficiency State Metric: Share of English Learners that become English proficient Local Metric: Annual CELDT scores 2. 100% English learners will have high quality designated and integrated English Language Development (ELD) in order to be reclassified within 3-5 years State Metric: English learner reclassification rate Local Metric: CELDT scores, CAHSEE ELA, district benchmarks 3. Proactively promote parent participation and use of all available resources through clear and constant communication with our neediest families, baseline year State Metric: Parent participation Local Metric: Documentation of actions/services 4. Increase support for all underserved student populations by 5% to increase college and career readiness State Metric: Student access and enrollment in all required areas of study Local Metric: Documentation of actions/services	Actual Annual Measurable Outcomes: 1. 100% English learners will have academic success as they improve their English language proficiency State Metric: Share of English Learners that become English proficient Local Metric: Annual CELDT scores 2. 100% English learners will have high quality designated and integrated English Language Development (ELD) in order to be reclassified within 3-5 years State Metric: English learner reclassification rate Local Metric: CELDT scores, CAHSEE ELA, district benchmarks 3. Increase support for all underserved student populations by 5% to increase college and career readiness State Metric: Student access and enrollment in all required areas of study Local Metric: Documentation of actions/services. 15 College Nights and college related events held for students. Local Metric: AVID support for underserved students. 870 students enrolled in AVID elective in grades 7-12. %0% of these students are socioeconomically disadvantaged, 72% are Hispanic, 5% African American, 14% white and 8% Asian. Local Metric: Number of English Learners enrolled in ELD Summer Academy. 616 students enrolled in 2015. 4. Increase intervention/tutoring support for homeless and Foster Youth students Local Metric: SES and other tutoring services reports. 18 Homeless or Foster Youth students received SES tutoring support in 14-15 compared to 65 Homeless or Foster Youth students in 15-16 school year. 5. Increase support to at-risk students and families in health services, social-emotional well-being and literacy development

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
LCAP Year: 2015-2016				
<p>1. English learner (EL) progression toward proficiency and college readiness</p> <p>a. Staffing for English learner (EL) Summer Academy (Jumpstart Program) at elementary sites</p> <p>b. Designated English Language Development (ELD) will occur daily for 30/45 minutes</p> <p>c. High schools will create and implement college nights with an emphasis on the underserved student population</p>	<p>1.a 1000-1999: Certificated Personnel Salaries Supplemental \$180,000</p> <p>1.a 3000-3999: Employee Benefits Supplemental \$10,000</p> <p>1.b \$0</p> <p>1.c 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000</p>	<p>1. English learner (EL) progression toward proficiency and college readiness</p> <p>a. Staffing for English learner (EL) Summer Academy (Jumpstart Program) at elementary sites</p> <p>b. Designated English Language Development (ELD) will occur daily for 30/45 minutes</p> <p>c. High schools will create and implement college nights with an emphasis on the underserved student population</p>	<p>1.a 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>1.a 3000-3999: Employee Benefits Supplemental</p> <p>1.b \$0</p> <p>1.c 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500</p>	
<p>Scope of Service</p> <p>___All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>___Other Subgroups: (Specify)</p>	<p>Scope of Service</p> <p>___All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>___Other Subgroups: (Specify)</p>	<p>2. Provide tutoring services</p> <p>a. Provide Supplemental Educational Services (SES) for foster youth and homeless K-12</p> <p>b. Provide AVID support to</p>	<p>2.a 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$51,419</p> <p>2.b 1000-1999: Certificated Personnel</p>	
<p>2. Provide tutoring services</p> <p>a. Provide Supplemental Educational Services (SES) for foster youth and homeless K-12</p> <p>b. Provide AVID support to</p>	<p>2.a 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000</p>	<p>2. Provide tutoring services</p> <p>a. Provide Supplemental Educational Services (SES) for foster youth and homeless K-12</p> <p>b. Provide AVID support to underserved</p>	<p>2.a 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$51,419</p> <p>2.b 1000-1999: Certificated Personnel</p>	

<p>underserved students including teacher training and student tutors</p> <p>Scope of Service: LEA-wide</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2. b 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>2. b 3000-3999: Employee Benefits Supplemental</p> <p>2. b 5000-5999: Services And Other Operating Expenditures Supplemental \$250,000</p>	<p>students including teacher training and student tutors</p> <p>Scope of Service: LEA-wide</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries Supplemental</p> <p>2. b 3000-3999: Employee Benefits Supplemental \$135,000</p> <p>2. b 5000-5999: Services And Other Operating Expenditures Supplemental</p>
<p>3. Promote and expand parent/family participation and provide additional resources</p> <p>a. Maintain parent training/parent trainer and support materials</p> <p>b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities</p> <p>c. Maintain TYKES program</p> <p>d. Maintain Family Literacy program</p> <p>e. Maintain CVUSD Health Clinic</p> <p>f. Increase parent communication by providing classified bilingual clerks</p> <p>g. Utilize bilingual translation to ensure understand of District message</p> <p>h. Provide additional intervention support to Chino HS, Don Lugo HS, and Buena Vista HS</p>	<p>3. a 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3. a 3000-3999: Employee Benefits Supplemental</p> <p>3. a 4000-4999: Books And Supplies Supplemental \$200,000</p> <p>3. b 2000-2999: Classified Personnel Salaries Supplemental</p> <p>3. b 3000-3999: Employee Benefits Supplemental</p> <p>3. b 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500,000</p> <p>3. c 2000-2999: Classified Personnel Salaries Other</p> <p>3. c 3000-3999: Employee Benefits Other \$221,000</p> <p>3. c 4000-4999: Books And Supplies Supplemental</p>	<p>3. Promote and expand parent/family participation and provide additional resources</p> <p>a. Maintain parent training/parent trainer and support materials</p> <p>b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities</p> <p>c. Maintain TYKES program</p> <p>d. Maintain Family Literacy program</p> <p>e. Maintain CVUSD Health Clinic</p> <p>f. Increase parent communication by providing classified bilingual clerks</p> <p>g. Utilize bilingual translation to ensure understand of District message</p> <p>h. Provide additional intervention support to Chino HS, Don Lugo HS, and Buena Vista HS</p>	<p>3. a 1000-1999: Certificated Personnel Salaries Supplemental \$114,906</p> <p>3. a 3000-3999: Employee Benefits Supplemental</p> <p>3. a 4000-4999: Books And Supplies Supplemental \$25,000</p> <p>3. b 2000-2999: Classified Personnel Salaries Supplemental</p> <p>3. b 3000-3999: Employee Benefits Supplemental</p> <p>3. b 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500,000</p> <p>3. c 2000-2999: Classified Personnel Salaries Other \$271,000</p> <p>3. c 3000-3999: Employee Benefits Other</p> <p>3. c 4000-4999: Books And Supplies Supplemental</p> <p>3. c 5800: Professional/Consulting</p>

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In reviewing the actions and services under this goal, it was found that the district is attempting to meet the needs of the whole child. This is especially true for students who are underperforming and are identified as Foster Youth, homeless, English language Learner, socioeconomically disadvantaged. There are several barriers that were identified such as attending school as a teenage parent. The addition of an Infant Toddler teacher and instructional assistants to support pregnant teens and fathers is crucial in allowing students to stay in school and graduate. Another barrier identified through these discussions was the need for health services and the coordination of resources to support students to be present at school and engage in school. The additional support of the Coordinator of Access and Equity, Health Services Director and the secretary of the Health Services department to supplement the core program for those students identified as part of a subgroup will be added to the 16-17 plan. In addition, the district supports a non-profit school (Boys Republic) that serves court-appointed Foster Youth students to provide a comprehensive instructional program. The staff and operating budget will support these students to graduate from high school as they transition into the workforce.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Students, parents, staff, and community will receive ongoing and timely communication.		Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 6 7 8 ___ COE only: 9 10 ___ Local : Specify
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. Increase by 10% the total number of parents who indicated they had an opportunity to provide input into the student learning process State Metric: Efforts to seek parent input Local Metric: End of year parent survey 2. Increase by 10% the total number of parents participating in parent programs, trainings, and/or workshops State Metric: Promotion of parental participation Local Metric: Training sign in sheets and surveys	Actual Annual Measurable Outcomes:	1. Increase by 10% the total number of parents who indicated they had an opportunity to provide input into the student learning process State Metric: Efforts to seek parent input Local Metric: Sign-in sheets for LCAP district and site meetings. 575 parents participated in either district and/or site LCAP meetings and provided input to development of plan. 2. Increase by 10% the total number of parents participating in parent programs, trainings, and/or workshops State Metric: Promotion of parental participation Local Metric: Training sign in sheets and surveys. 17 Parent Academies provided to families district-wide. 3. Ensure communication regarding district information and student progress Local Metric: Website Report and Aeries Parent Report. 1,388,819 web hits to district web site have been tallied throughout the year and 41% of parents at secondary schools have an active Parent Portal account.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Improve parent engagement through the use of community outreach a. Enhance CVUSD's web hosting service b. Research/development of CVUSD app	1.a 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000 1.b 4000-4999: Books And Supplies Base \$10,000	1. Improve parent engagement through the use of community outreach a. Enhance CVUSD's web hosting service	1.a 5800: Professional/Consulting Services And Operating Expenditures Base \$0 1.b 4000-4999: Books And Supplies Base \$2,000

<p>Scope of Service</p> <p><input checked="" type="checkbox"/> LEA-wide</p> <p><u>X</u>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><u>X</u>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2. Promote and expand parent/family participation in parent programs</p> <p>a. Provide 21st Century Education/NGSS Information Nights</p> <p>b. Increase parent academies</p> <p>c. Utilize facilitator services</p> <p>d. Distribute district wide and site based surveys</p> <p>e. Host district wide and site based community forums related to LCAP</p>	<p>2. a 4000-4999: Books And Supplies Base</p> <p>2. a 5700-5799: Transfers Of Direct Costs Base \$4,000</p> <p>2. b 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000</p> <p>2. c 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000</p> <p>2. d 4000-4999: Books And Supplies Base</p> <p>2. d 5700-5799: Transfers Of Direct Costs Base \$1,000</p> <p>2. e 4000-4999: Books And Supplies Base</p> <p>2. e 5700-5799: Transfers Of Direct Costs Base \$1,000</p>	<p>2. Promote and expand parent/family participation in parent programs</p> <p>a. Increase parent academies</p> <p>b. Host district wide and site based community forums related to LCAP</p>	<p>2. a 4000-4999: Books And Supplies Base</p> <p>2. a 5700-5799: Transfers Of Direct Costs Base \$0</p> <p>2. b 5800: Professional/Consulting Services And Operating Expenditures Base \$500</p> <p>2. c 5800: Professional/Consulting Services And Operating Expenditures Base \$6,000</p> <p>2. d 4000-4999: Books And Supplies Base \$0</p> <p>2. e 4000-4999: Books And Supplies Base \$0</p> <p>2. e 5700-5799: Transfers Of Direct Costs Base \$0</p>
<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><input type="checkbox"/> School-wide</p> <p><u>X</u>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><input type="checkbox"/> School-wide</p> <p><u>X</u>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>2. Promote and expand parent/family participation in parent programs</p>	<p>2. a 4000-4999: Books And Supplies Base</p> <p>2. a 5700-5799: Transfers Of Direct Costs Base \$1,000</p> <p>2. e 4000-4999: Books And Supplies Base</p> <p>2. e 5700-5799: Transfers Of Direct Costs Base \$1,000</p>	<p>2. Promote and expand parent/family participation in parent programs</p>	<p>2. a 4000-4999: Books And Supplies Base</p> <p>2. a 5700-5799: Transfers Of Direct Costs Base \$0</p> <p>2. b 5800: Professional/Consulting Services And Operating Expenditures Base \$500</p> <p>2. c 5800: Professional/Consulting Services And Operating Expenditures Base \$6,000</p> <p>2. d 4000-4999: Books And Supplies Base \$0</p> <p>2. e 4000-4999: Books And Supplies Base \$0</p> <p>2. e 5700-5799: Transfers Of Direct Costs Base \$0</p>

__Redesignated fluent English proficient __Other Subgroups: (Specify)		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the goals and actions/services, there were no recommendations for changes to what is currently in place.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Increase student attendance rates and graduation rates to reduce the number of student drop-outs.		Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 7 8 __ COE only: 9 10 __ Local : Specify
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups:	English learners	
Expected Annual Measurable Outcomes:	1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves. State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report 2. Reduce by 0.5% the number of student drop-outs State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs 3. Increase graduation rate by 0.5% State Metric: High school graduation rates Local Metric: CalPADs	Actual Annual Measurable Outcomes:	1. District will strive to reach 97.5% student attendance rate. The District will also monitor students with chronic absenteeism and work with families to ensure their attendance improves. State Metric: School attendance rates; chronic absenteeism rates Local Metric: P2 report. 97% Attendance district-wide 6.7% Chronic absenteeism rate Local Metric: Home Visit Logs and SARB meetings for attendance follow-up. 338 home visits conducted and 43 SARB meetings held to address chronic attendance issues. 2. Reduce by 0.5% the number of student drop-outs State Metric: High school drop-out rates; middle school drop-out rates Local Metric: CalPADs. 6.2% cohort dropout rate 3. Increase graduation rate by 0.5% State Metric: High school graduation rates Local Metric: CalPADs. 89.4% cohort graduation rate
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
1. Promote Attendance Counts Program a. Provide Saturday school b. Provide attendance incentives back to school site budgets c. Purchase banners and flyers for Attendance Counts Program	Budgeted Expenditures 1.a 1000-1999: Certificated Personnel Salaries Base 1.a 3000-3999: Employee Benefits Base \$20,000 1.b 4000-4999: Books And Supplies Base \$20,000	1. Promote Attendance Counts Program a. Provide Saturday school b. Provide attendance incentives back to school site budgets	Estimated Actual Annual Expenditures 1.a 1000-1999: Certificated Personnel Salaries Base \$21,568 1.a 3000-3999: Employee Benefits Base 1.b 4000-4999: Books And Supplies Base \$12,800

	1.c 4000-4999: Books And Supplies Base \$15,000		1.c 4000-4999: Books And Supplies Base \$0
<p>Scope of Service: LEA-wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Support families of at-risk students</p> <p>a. Continue the Child Welfare and Attendance Coordinator position</p> <p>b. Continue the Community Outreach Advisor position</p> <p>c. Maintain contracted services from San Bernardino County Probation Department</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Base \$112,378</p> <p>2.a 3000-3999: Employee Benefits California Career Pathways Trust</p> <p>2.b 2000-2999: Classified Personnel Salaries Base \$50,686</p> <p>2.b 3000-3999: Employee Benefits Base</p> <p>2.c 5800: Professional/Consulting Services And Operating Expenditures Base \$165,000</p>	<p>2. Support families of at-risk students</p> <p>a. Continue the Child Welfare and Attendance Coordinator position</p> <p>b. Continue the Community Outreach Advisor position</p> <p>c. Maintain contracted services from San Bernardino County Probation Department</p>	<p>2.a 1000-1999: Certificated Personnel Salaries Base \$123,000</p> <p>2.a 3000-3999: Employee Benefits Base</p> <p>2.b 2000-2999: Classified Personnel Salaries Base \$55,000</p> <p>2.b 3000-3999: Employee Benefits Base</p> <p>2.c 5800: Professional/Consulting Services And Operating Expenditures Base \$56,244</p>
<p>Scope of Service: LEA-wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Increase graduation rate</p> <p>a. Provide strategic alignment of core courses to promote academic</p>	<p>3.a \$0</p> <p>3.b \$0</p>	<p>3. Increase graduation rate</p> <p>a. Provide strategic alignment of core courses to promote academic</p>	<p>3.a \$0</p> <p>3.b \$0</p>

<p>proficiency b. Provide additional intervention sections to support at-risk students</p> <p>Scope of Service: LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>proficiency b. Provide additional intervention sections to support at-risk students</p> <p>Scope of Service: LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In reviewing the current goals, stakeholders agreed that current goal 5 and goal 6 should be combined to address student connectedness and engagement in one comprehensive goal. Groups agreed that actions and services for this goal should be comprehensive and not viewed in isolation. In these discussions, stakeholders identified specific barriers for student attendance issues and discipline concerns. To address these needs, additional services were identified to support students. Receiving additional nurse support, providing additional behavioral counseling support, the presence of School Resource officers and additional support and coordination from the Director of Student Support Services and her clerical staff are actions/services that will be added to the 16-17 plan. In addition, a pilot program that addresses a proactive approach to discipline will also be expanded at the secondary schools.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Provide safe and secure school environments		Related State and/or Local Priorities: 1 2 3 4 5 6 <u>X</u> 7 8 ___ COE only: 9 10 ___ Local : Specify
Goal Applies to:	Schools: <u>All</u>	High school	
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	1. Decrease the number of students suspended by 0.2% State Metric: Student suspension rates Local Metric: AERIES report 2. Decrease the number of students expelled by 0.1% State Metric: Student expulsion rates Local Metric: AERIES report 3. Increase the number of students who feel safe and connected to their school by 5% State Metric: Other local measures Local Metric: Healthy Kids Survey, District Senior Survey, and Parent Survey	Actual Annual Measurable Outcomes:	1. Decrease the number of students suspended by 0.2% State Metric: Student suspension rates Local Metric: AERIES report. 3.3% suspension rate 2. Decrease the number of students expelled by 0.1% State Metric: Student expulsion rates Local Metric: AERIES report. 0.1% expulsion rate 3. Increase the number of students who feel safe and connected to their school by 5% State Metric: Other local measures Local Metric: Healthy Kids Survey, District Senior Survey, and Parent Survey.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
1. Decrease suspensions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction	1.a \$0	Budgeted Expenditures	Estimated Actual Annual Expenditures 1.a \$0
Scope of Service <u>X</u> All OR: ___Low Income pupils ___English Learners	LEA-wide	Scope of Service <u>X</u> All OR: ___Low Income pupils ___English Learners	LEA-wide

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Decrease expulsions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction</p>	<p>2.a \$0</p>	<p>2. Decrease expulsions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction</p>	<p>2.a \$0</p>
<p>Scope of Service: LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Promote and expand community forums to increase parent awareness of teen issues a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools</p>	<p>3.a 4000-4999: Books And Supplies Base 3.a 5700-5799: Transfers Of Direct Costs Base \$4,000 3.b 5800: Professional/Consulting Services And Operating Expenditures Base \$70,000</p>	<p>3. Promote and expand community forums to increase parent awareness of teen issues a. Provide parent information nights b. Expand School Resource Officer presence to selected junior high schools</p>	<p>3.a 4000-4999: Books And Supplies Base 3.a 5700-5799: Transfers Of Direct Costs Base \$0 3.b 5800: Professional/Consulting Services And Operating Expenditures Base \$70,000</p>
<p>Scope of Service: LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

In reviewing current goals, it was deemed more appropriate to combine this goal with goal 6 of the current plan. The focus of the new goal is a comprehensive approach to student connectedness and engagement. A decision to move all the actions and services related to the behavioral aspects of the Multi-Tiered System of Support framework were moved to the new goal as the primary goal is to reduce at-risk behaviors.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Students, parents, staff and community receive ongoing and timely communication.		Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 6 7 8 ___ COE only: 9 10 ___ Local : Specify
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups:	English learners; Foster Youth; LI	
Expected Annual Measurable Outcomes:	Increase by 1% the total number of parents who indicated they had an opportunity to provide input into the student learning related process as measured through the end of the year "parent survey."	Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Improve parent engagement through the use of community outreach	Budgeted Expenditures Enhance CVUSD's web hosting service 5000-5999: Services And Other Operating Expenditures Base 25,000	Scope of Service <u>X</u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	Estimated Actual Annual Expenditures
Promote and expand parent and family participation in parent programs	21st Century Education/SBAC Information Nights 4000-4999: Books And Supplies Base 4,000 Parent Academies development		

<p>Scope of Service</p> <p><input checked="" type="checkbox"/> LEA-wide School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base 15,000</p> <p>Facilitator Services 5000-5999: Services And Other Operating Expenditures Base 7,500</p>	<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Develop and distribute district wide and site based surveys 4000-4999: Books And Supplies Base 1000</p> <p>District-wide and site-based community forums related to LCAP 5000-5999: Services And Other Operating Expenditures Base 1000</p>	<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Encourage parent, family and community input in their students' learning</p>	<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated: \$16,512,884

The district's LCFF supplemental grant target amount at full implementation is estimated at \$21.8 million. Using the estimated gap funding percentage for 2016-2017 of 49.08%, the increase in estimated supplemental grant funding is \$5.1 million. The total estimated LCFF supplemental minimum expenditures for 2016-2017 is \$12.9 million.

For the 2016-2017 school year, the district is expecting to allocate approximately \$12.9 million to actions and services that directly support low income, foster youth, and English learner pupils. Specifically, the actions and services include:

1. Maintain the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral)
2. Provide intervention teachers to support students not performing at grade level.
3. Support MTSS behavioral needs with K-12 intervention counselors.
4. Maintain instructional coaches to increase effective instruction which will increase student achievement
5. Technology support at school sites for both students and staff
6. Improve elective course offerings at two junior high schools
7. Provide EL Academy at elementary sites
8. Provide after school tutoring services to underserved student population
9. Provide AVID support to underserved student population
10. Improve parent engagement through the use of community outreach, including College Nights
11. Promote and expand parent and family participation in parent programs
12. Provide additional resources for at-risk families, including Safe Ambassadors program.
13. Students will be provided the opportunity to take the SAT
14. Improve school site operational processes and enrollment procedures
15. Supplemental support from district personnel, including Coordinator of Access and Equity, Directors of Health Services and Student Support Services and secretaries to coordinate services and monitor underserved student progress.
16. Provides support to at-risk students through pregnant teen program, Boys Republic school, and additional support from school nurses.

By allocating resources in a districtwide or school wide manner, the district is able to provide services to all unduplicated pupils, including those pupils at schools with less than 40% of enrollment of unduplicated pupils.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.8	%
<p>The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year is calculated as 7.8%. Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils as described below:</p>	
<p>1. Maintain the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral)</p> <ul style="list-style-type: none"> • In the 2014-2015 school year, the district employed 33 intervention teachers at various sites. • In the 2015-2016 school year, the district maintained the number of intervention teachers. In addition, more school sites will be equipped with appropriate intervention materials. • In the 2015-2016 school year, the district implemented FastBridge, a universal screening program for MTSS for student in the area of ELA, math and behavior. * In the 2016-2017 school year, the district will provide intervention materials for all tiers of the MTSS-A and MTSS-B in schools grades K-8. <p>2. Provide intervention teachers to support students not performing at grade level</p> <ul style="list-style-type: none"> • In the 2014-2015 school year, the district employed 33 Intervention Teachers • In the 2015-2016 school year, the district maintained the Intervention Teachers • In the 2015-2016 school year, the district provided professional development for Intervention Teachers to help support the implementation of FastBridge, a universal screening program for ELA, math and behavior. <p>3. Support MTSS behavioral needs with K-12 Intervention Counselors</p> <ul style="list-style-type: none"> • In the 2014-2015 school year, the district employed intervention counselors at each junior high and high school and .5 at the K-8 schools. • In the 2015-2016 school year, the district hired an additional K-12 Intervention Counselors: one at each comprehensive high school; 0.5 at each K-8; four the elementary level; and one to work specifically with foster youth students. * In the 2016-2017 school year, the district will increase the number of intervention counselors to support students in MTSS-B in grades K-12. <p>4. Utilize intervention specialists to increase effective instruction which will increase student achievement</p> <ul style="list-style-type: none"> • In the 2014-2015 school year, the district employed 36.6 Intervention Specialist positions. • In the 2015-2016 school year, the district maintained the Intervention Specialist positions. • In the 2015-2016 school year, Intervention Specialist received professional development on Common Core Instructional Shifts, 8 Standards of Mathematical Practices, critical thinking, communication, collaboration, creativity, and instructional technology to support and coach teachers. * In the 2016-2017 school year, the district will hire two additional instructional coaches (previously intervention specialists) to support underserved students, including students with disabilities. <p>5. Support students/staff with technology at sites.</p> <ul style="list-style-type: none"> • In the 2014-2015 school year, the district provided technology support to school sites. • In the 2015-2016 school year, the district enhanced the technology support by employing technology specialists • In the 2015-2016 school year, Technology Specialist provided professional development to teachers in the integration of technology into the instructional program. 	

- * In the 2016-2017 school year, the Technology Specialists will continue to provide professional development to an increased number of teachers in the integration of technology into the instructional program.
- 6. Improve elective course offerings at two junior high schools
 - In the 2014-2015 school year, the district expanded the elective course offerings with an additional 2 FTE's
 - In the 2015-2016 school year, the district maintained the FTE's for junior high elective courses
- * In the 2016-2017 school year, the district will maintain the FTEs for the junior high elective courses
- 7. Summer school jumpstart
 - In the 2014-2015 school year, the district increased opportunities for elementary sites to offer summer intervention programs for EL students.
 - In the 2015-2016 school year, the district increased opportunities for every elementary school site to offer summer intervention programs for EL students.
- * In the 2016-2017 school year, the district will offer EL Academy during intersession, in addition to the summer, to further provide access to intervention programs for EL students.
- 8. Provide after school tutoring services
 - In the 2014-2015 school year, the district increased the after school tutoring opportunities for foster youth
 - In the 2015-2016 school year, the district increased the after school tutoring opportunities for foster youth and homeless students
- * In the 2016-2017 school year, the district will maintain after school tutoring opportunities for foster youth and homeless students
- 9. Provide AVID support to underserved population of students
 - In the 2014-15 school year, the district will provide AVID support to underserved student in addition teacher training will be provided a long with student tutors.
 - In the 2015-2016 school year, the district maintained AVID support to underserved students, in addition teacher training was provided a long with student tutors.
- * In the 2016-2017 school year, the district will expand AVID support to two elementary schools with a high population of underserved students
- 10. Improve parent engagement through the use of community outreach
 - In the 2014-2015 school year, the district hired part time bilingual clerks at sites with more than 15% of their student population speaking a language other than English. In addition, the district provided translation services as necessary.
 - In the 2015-2016 school year, the district maintained part time bilingual clerks at sites with more than 15% of their student population speaking a language other than English. The district maintained translation services.
- * In the 2016-2017 school year, the district will maintain part time bilingual clerks at sites with more than 15% of their student population speaking a language other than English. The district maintained translation services.
- 11. Promote and expand parent and family participation in parent programs
 - In the 2014-2015 school year, the district hired a Parent Trainer to support schools sites and improved parent participation and engagement.
 - In the 2015-2016 school year, the district maintained the Parent Trainer who will increase parent participation/engagement through development of a customized curriculum to CVUSD and expanded opportunities for parents to participate.
- * In the 2016-2017 school year, the district maintained the Parent Trainer who will increase parent participation/engagement through development of a customized curriculum to CVUSD and expanded opportunities for parents to participate, including College Information nights.
- 12. Provide additional resources for at-risk families
 - In the 2014-2015 school year, the district expanded the Parent Resource Centers to provide additional services to at-risk families with students in grades TK-12.
 - In the 2015-2016 school year, the district will expand the Parent Resource Centers to additional school sites and provide resources for the district Health Clinic.
- * In the 2016-2017 school year, the district will maintain the Parent Resource Centers to additional school sites and provide resources for the district Health Clinic. Students will be provided the opportunity to take the SAT
- In the 2014-2015 school year, students paid to participate in the SAT
- In the 2015-2016 school year, the district provided funding for any student to participate in the SAT
- * In the 2016-2017 school year, the district will continue to provide funding for any student to participate in the SAT
- 14. Improve school site operational processes and enrollment procedures
 - In the 2014-2015 school year, training was provided to school staff to ensure the streamline of operational processes and enrollment procedures for foster youth.

- In the 2015-2016 year, ongoing training will be provided to school staff to ensure the streamline of operational processes and enrollment procedures for foster youth.
- 15. Provide supplemental support from district personnel to provide coordination of programs and monitor underserved student progress
- * In the 2016-2017 school year, the Coordinator of Access and Equity will provide support to teachers in secondary schools in EL instruction.
- * In the 2016-2017 school year, the Director of Health Services and Director of Student Support Services and their respective secretaries will provide additional support to homeless and foster youth students
- * In the 2016-2017 school year, the district assigned nurses will provide additional support to at-risk students (beyond health-related services provided by health clerks and nurses assigned to sites)
- * In the 2016-2017 school year, School Resource officers will be assigned to support secondary schools

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	28,032,119.0 0	22,842,442.0 0	30,760,055.0 0	30,760,055.0 0	30,760,055.0 0	92,280,165.0 0
	0.00	0.00	0.00	0.00	0.00	0.00
Base	13,970,564.0 0	9,323,633.00	12,065,807.0 0	12,065,807.0 0	12,065,807.0 0	36,197,421.0 0
Carl D. Perkins Career and Technical Education	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	450,000.00
Mental Health	500,000.00	150,000.00	500,000.00	500,000.00	500,000.00	1,500,000.00
Other	340,000.00	390,000.00	431,267.00	431,267.00	431,267.00	1,293,801.00
Summer school	322,000.00	16,000.00	16,000.00	16,000.00	16,000.00	48,000.00
Supplemental	12,030,064.0 0	11,812,809.0 0	15,496,981.0 0	15,496,981.0 0	15,496,981.0 0	46,490,943.0 0
Title II	719,491.00	1,000,000.00	2,100,000.00	2,100,000.00	2,100,000.00	6,300,000.00
						6,300,000.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	28,032,119.0 0	22,842,442.0 0	30,760,055.0 0	30,760,055.0 0	30,760,055.0 0	92,280,165.0 0
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	34,203.00	34,203.00	34,203.00	102,609.00
1000-1999: Certificated Personnel Salaries	1,379,971.00	12,337,474.0 0	14,894,226.0 0	14,894,226.0 0	14,894,226.0 0	44,682,678.0 0
2000-2999: Classified Personnel Salaries	161,157.00	831,625.00	2,127,626.00	2,127,626.00	2,127,626.00	6,382,878.00
3000-3999: Employee Benefits	12,170,491.0 0	1,547,859.00	240,000.00	240,000.00	240,000.00	720,000.00
4000-4999: Books And Supplies	7,824,000.00	3,319,800.00	6,754,000.00	6,754,000.00	6,754,000.00	20,262,000.0 0
5000-5999: Services And Other Operating Expenditures	648,500.00	116,521.00	565,000.00	565,000.00	565,000.00	1,695,000.00
5700-5799: Transfers Of Direct Costs	760,000.00	235,000.00	450,000.00	450,000.00	450,000.00	1,350,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,088,000.00	1,454,163.00	2,695,000.00	2,695,000.00	2,695,000.00	8,085,000.00
6000-6999: Capital Outlay	3,000,000.00	3,000,000.00	3,000,000.00	3,000,000.00	3,000,000.00	9,000,000.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	28,032,119.00	22,842,442.00	30,760,055.00	30,760,055.00	30,760,055.00	92,280,165.00
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	34,203.00	34,203.00	34,203.00	102,609.00
1000-1999: Certificated Personnel Salaries	Base	255,378.00	3,014,568.00	2,456,454.00	2,456,454.00	2,456,454.00	7,369,362.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	127,634.00	127,634.00	127,634.00	382,902.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,124,593.00	9,122,906.00	12,310,138.00	12,310,138.00	12,310,138.00	36,930,414.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	200,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	105,686.00	130,000.00	246,353.00	246,353.00	246,353.00	739,059.00
2000-2999: Classified Personnel Salaries	Other	0.00	390,000.00	278,633.00	278,633.00	278,633.00	835,899.00
2000-2999: Classified Personnel Salaries	Supplemental	55,471.00	311,625.00	1,602,640.00	1,602,640.00	1,602,640.00	4,807,920.00
3000-3999: Employee Benefits	Base	2,415,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	340,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Summer school	306,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	8,390,000.00	747,859.00	240,000.00	240,000.00	240,000.00	720,000.00
3000-3999: Employee Benefits	Title II	719,491.00	800,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	6,624,000.00	2,644,800.00	5,638,000.00	5,638,000.00	5,638,000.00	16,914,000.00
4000-4999: Books And Supplies	Mental Health	500,000.00	150,000.00	500,000.00	500,000.00	500,000.00	1,500,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Summer school	0.00	0.00	16,000.00	16,000.00	16,000.00	48,000.00
4000-4999: Books And Supplies	Supplemental	700,000.00	525,000.00	600,000.00	600,000.00	600,000.00	1,800,000.00
5000-5999: Services And Other Operating Expenditures	Base	398,500.00	116,521.00	215,000.00	215,000.00	215,000.00	645,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00

5000-5999: Services And Other Operating Expenditures	Supplemental	250,000.00	0.00	350,000.00	350,000.00	350,000.00	1,050,000.00
5700-5799: Transfers Of Direct Costs	Base	610,000.00	85,000.00	300,000.00	300,000.00	300,000.00	900,000.00
5700-5799: Transfers Of Direct Costs	Carl D. Perkins Career and Technical Education	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	450,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	562,000.00	332,744.00	210,000.00	210,000.00	210,000.00	630,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	25,000.00	25,000.00	25,000.00	75,000.00
5800: Professional/Consulting Services And Operating Expenditures	Summer school	16,000.00	16,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,510,000.00	1,105,419.00	360,000.00	360,000.00	360,000.00	1,080,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	2,100,000.00	2,100,000.00	2,100,000.00	6,300,000.00
6000-6999: Capital Outlay	Base	3,000,000.00	3,000,000.00	3,000,000.00	3,000,000.00	3,000,000.00	9,000,000.00
7000-7439: Other Outgo	Base	0.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
May 19, 2016

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 3:00 P.M.

1. Roll Call

President Cruz called to order the regular meeting of the Board of Education, Thursday, May 19, 2016, at 3:00 p.m. with Blair, Cruz, Feix, Na, and Orozco present.

Administrative Personnel

Wayne M. Joseph, Superintendent

Norm Enfield, Ed.D., Deputy Superintendent

Sandra H. Chen, Assistant Superintendent, Business Services

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

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

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Cruz adjourned to closed session at 3:00 p.m. regarding conference with legal counsel existing and anticipated litigation; public employee discipline/dismissal/release; student discipline; a student matter; conference with legal labor negotiators, A.C.T. and CSEA; and public employee performance evaluation, Superintendent.

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

1. Report Closed Session Action

The Board met in closed session from 3:00 p.m. to 6:41 p.m. regarding conference with legal counsel existing and anticipated litigation; public employee discipline/dismissal/release; student discipline; a student matter; conference with labor negotiators: A.C.T. and CSEA; and public employee performance evaluation, Superintendent.

The Board took action as to approving the appeal of District residency of student number 321070141 by a vote of 1-4 with Blair voting yes, and Feix, Na, Orozco, and Cruz voting *no*. Mr. Joseph excused himself during public employee performance evaluation. No further action was taken that required public disclosure.

I.C. PRESENTATIONS

1. Presentation of Colors
Don Lugo HS Junior ROTC presented the Colors.
2. Pledge of Allegiance
Board member James Na led the Pledge of Allegiance.
3. Military Salute
President Cruz and members of the Board presented graduating seniors enlisted in the military with certificates of recognition.
4. West End SELPA 18th Annual Art & Writing Contest Winners
President Cruz acknowledged the winners of the West End SELPA 18th Annual Art & Writing Contest: Buggy Aguilar, Santos Alvarez, Bridgette Moreno, Casandra Salazar, Rafael Orantes, Isaiah Reynoso, Alexander To, and Ricardo Ayala.
5. Southern California Edison Scholarship Recipient
President Cruz presented a certificate of recognition to Naedum DomNwachukwu, Chino Hills HS student.
6. San Bernardino County Multilingual Recognition for Service to English Language Students
President Cruz acknowledged award recipients: Irene Cheng, Parent, Wickman ES; Sara Maldonado, paraprofessional, Glenmeade ES; Saira Jayadi, student, Ayala HS; Helene Everhart, teacher, Eagle Canyon ES; and David Quirarte, paraprofessional, Chino HS.
7. Employee Recognitions:
 - a) & b) Todd Hancock, A.C.T. President, announced the: Elementary Teacher of the Year, Rochelle Moss, 5th grade teacher at Cortez ES; Secondary Teacher of the Year, Rhonda Fellows, biology teacher at Ayala HS; and Counselor of the Year, Melissa Hughes, Chino Hills HS.
 - c) School Nurse of the Year: Laurel Mullally, Director of Health Services, announced the School Nurse of the Year, Dori Bernhard.
 - d) CSEA Employee of the Year: Denise Arroyo, CSEA President, announced the Employee of the Year, Liz Lara.

- e) West End SELPA Awards: President Cruz recognized award recipients: Maria Alexandra Bennett, para-educator, Eagle Canyon ES; Sandra Horta-Barsamian, para-educator, Eagle Canyon ES; Jennifer Daly, teacher, Don Lugo HS; Ryan Davis, teacher, Walnut ES; Marnie Murray, clerk, Special Education Department; and Mary Roy, secretary, Chino Hills HS.
- f) California Association of Student Leaders' Outstanding Leadership Program Award recipients: President Cruz recognized award Recipients: Terri Wood, Canyon Hills JHS; Deborah Weiss, Ayala HS; Michelle Chiotti, Chino Hills HS; and Farrah Rigo-Witt, Don Lugo HS.
- g) San Bernardino County Medal of Honor – Teachers Nominated for Excellence in Education/Education Professional: President Cruz recognized: Lisa Lista, Country Springs ES; Robert Mount, Ayala HS; and Kevin Russell, Ayala HS.
- h) ACSA Administrators of the Year: President Cruz recognized: Yvette Farley, Elementary Principal of the Year, Hidden Trails ES; Ryan Candelaria, Elem. Co-principal of the Year, Glenmeade ES; Rod Federwisch, Wilson A. Grace Award, Butterfield Ranch ES; and HOPE Center program.

President Cruz called a recess from 7:50 p.m. to 7:57 p.m.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Shweta Shah spoke about student achievement and success; congratulated seniors on year-end work; thanked students for volunteering to serve in the military; attended Hidden Trails ES 20th Year Anniversary celebration; and said this was one of her favorite Board meetings.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Todd Hancock, A.C.T. President, announced A.C.T. scholarship recipients: Cristian Acevedo, Justin Barbour, Andrew Bearden, Bridgette Becerra, Devin Collins, Brooke Hanlon, Emily Hofmann, James Klingelberg, James Lagunas, Lexy Mobarak, Joseph Nguyen, Rebeca Ruiz, Sean Sedey, Heather Spaun, and Myra Zhan; thanked James Na and Pam Feix for attending the A.C.T. Day of the Teacher event; thanked CSEA unit members for working collaboratively; extended special thanks to students serving our country; said we have amazing students; and spoke about wearing white to symbolize hope for a positive resolution to bargaining.

Denise Arroyo, CSEA President, announced CSEA Community College scholarship recipient: Vanessa Parrilla; thanked Todd Hancock for his cooperation with CSEA regarding Classified Employees Week; recognized students going into the military; and acknowledged the close of another school year, and thanked classified employees for all they do throughout the year.

Yvette Farley, CHAMP President, thanked students who joined the military and also acknowledged their parents; spoke about Hidden Trails ES 20th Year Anniversary celebration; said Chaparral ES celebrated its 10th year anniversary last Friday; announced upcoming open houses at the various schools; and spoke about the end of the school year.

I.F. COMMENTS FROM COMMUNITY LIAISONS

Art Bennett, Chino Hills Mayor, acknowledged the District's teachers, staff, and students; spoke about the military salute and commended students who enlisted; spoke about the passing of former school Board member Lonnie Truett; asked that we remember the personal sacrifice of soldiers; announced that the City of Chino Hills is having a budget study session next Tuesday; spoke about Memorial Day; spoke about upcoming graduations; and announced his state of the City address, "Then Now and the Future."

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

Don Bridge addressed the Board regarding various items; Joe Schaffer addressed the Board regarding year end recap; and Jennifer Cini addressed the Board regarding teacher appreciation.

I.H. CHANGES AND DELETIONS

The following changes were read into the agenda: Item III.A.1., Communications, 2016 Senior Scholarship Recipients, under Ayala HS, corrected name to read Keziah Douglas; III.C.2., Educational Services, School Sponsored Trips, for Chino HS, under fiscal impact funding source deleted *parents* and inserted *ASB*.; Item III.E.1., Human Resources, Certificated/Classified Personnel, under 'Appointment – Summer School Teachers, and Appointment, Summer School Teachers – Extended School Year,' amended the dates so that they read effective date June 13, 2016.

Student representative left the meeting.

II. ACTION**II.A. EDUCATIONAL SERVICES****II.A.1. 2016/2017 Student Member on the Board of Education**

Moved (Na) seconded (Blair) carried unanimously (5-0) to approve Carlos Ruelas from Don Lugo HS for the 2016/2017 Student Member on the Board of Education, and President Cruz administered the oath of office.

II.B. HUMAN RESOURCES**II.B.1. Declaration of Need for Fully Qualified Educators for the 2016/2017 School Year**

Moved (Blair) seconded (Na) carried unanimously (5-0) to approve the Declaration of Need for Fully Qualified Educators for the 2016/2017 school year.

III. CONSENT

Sylvia Orozco pulled for separate action item III.C.1. and III.D.5.; President Cruz pulled for separate action item III.A.3. and III.E.3. Moved (Na) seconded (Blair) carried unanimously (5-0) to approve the remainder of the consent items, as amended.

III.A. ADMINISTRATION**III.A.1. Minutes of the Regular Meeting of May 5, 2016**

Approved the minutes of the regular meeting of May 5, 2016.

III.A.2. Revision of Board Policy 2140 Administration—Evaluation of the Superintendent

Approved the revision of Board Policy 2140 Administration—Evaluation of the Superintendent.

III.A.3. 2016 Senior Scholarship Recipients

Moved (Blair) seconded (Na) carried unanimously (5-0) to approve the 2016 senior scholarship recipients, as amended.

III.B. BUSINESS SERVICES**III.B.1. Warrant Register**

Approved/ratified the warrant register.

III.B.2. Fundraising Activities

Approved/ratified the fundraising activities.

III.B.3. Donations

Accepted the donations.

III.C. EDUCATIONAL SERVICES

III.C.1. Student Expulsion Cases 15/16-31, 15/16-36, and 15/16-41

Moved (Blair) seconded (Na) motion carried (4-1, Feix voted no) to approve student expulsion case 15/16-31; moved (Na) seconded (Orozco) motion carried (4-1, Blair voted no) to approve student expulsion case 15/16-36; and moved (Na) seconded (Orozco) motion carried 3-2, (Blair and Feix voted no) to approve student expulsion case 15/16-41.

III.C.2. School-sponsored Trips

Approved/ratified the following school-sponsored trips: Cortez ES; Ayala HS; and Chino HS.

III.C.3. Comprehensive School Safety Plan

Approved the Comprehensive School Safety Plan for each District school.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Approved/ratified the purchase order register.

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

Approved/ratified the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

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

III.D.4. Bid 15-16-02, District Delivery Vehicles

Awarded Bid 15-16-02, District Delivery Vehicles to Fritts Ford.

III.D.5. Bid 15-16-04, Canned Goods and Condiments

Moved (Blair) seconded (Na) carried unanimously (0-5) to approve Bid 15-16-04, Canned Good and Condiments to A & R Food Distributors, Bernards Food Industries, Inc., Gold Star Foods, Shamrock Foods Company, Sysco Riverside & Los Angeles, and US Food.

- III.D.6. Bid 15-16-05, Installation of New Single Ply Roofing at Various Sites**
Awarded Bid 15-16-05, Installation of New Single Ply Roofing at Various Sites, to the following contractors for individual school projects as follows: Glenmeade ES, Walnut ES, and Professional Development Center I to Bligh Pacific Inc.; District Offices, Oxford Preparatory Academy, and Magnolia JHS to Letner Roofing Co.; and Oak Ridge ES to Best Contracting Services, Inc.
- III.D.7. Bid 15-16-06, Asphalt and Concrete Replacement at Various Sites**
Awarded Bid 15-16-06, Asphalt and Concrete Replacement at Various Sites, to WCCR Construction Inc.
- III.D.8. Resolutions 2015/2016-64, 2015/2016-65, and 2015/2016-66 for Authorization to Utilize Piggyback Contracts**
Adopted Resolutions 2015/2016-64, 2015/2016-65, and 2015/2016-66 for authorization to utilize piggyback contracts.
- III.D.9. Resolution 2015/2016-67 Adopting Notice of Exemption**
Adopted Resolution 2015/2016-67 Notice of Exemption.
- III.D.10. Resolution 2015/2016-68 Authorization to Enter into an Agreement with Southern California Edison to Receive Additional Energy Conservation Funding via the On-Bill Financing Program**
Adopted Resolution 2015/2016-68 Authorization to Enter into an Agreement with Southern California Edison to Receive Additional Energy Conservation Funding via the On-Bill Financing Program.
- III.D.11. Authorization to Approve an Agreement With Trane Energy Solutions to Proceed with Phase 2, Project Design and Construction of Energy Project Energy Efficiency Measures (EEM) 1 and 2 at Various Sites under Government Code 4217**
Approved Trane Energy Solutions to Proceed with Phase 2, Project Design and Construction of Energy Project Energy Efficiency Measures (EEM) 1 and 2 at Various Sites under Government Code 4217.
- III.D.12. Notice of Completion for CUPCCAA Projects**
Approved the Notice of Completion for CUPCCAA Projects.
- III.E. HUMAN RESOURCES**
- III.E.1. Certificated/Classified Personnel Items**
Approved/ratified the certificated/classified personnel item, as amended.
- III.E.2. Rejection of Claims**
Rejected the claims and referred them to the District's insurance adjuster.
- III.E.3. New Job Description for Instructional Coach**
Moved (Na) seconded (Orozco) carried unanimously (5-0) to approve the new job description for Instructional Coach.

III.E.4. Student Teaching Agreements with University of Phoenix and California State University, Long Beach

Approved the student teaching agreements with University of Phoenix and California State University, Long Beach.

IV INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Board Policy 5116.1 Students—Intradistrict Open Enrollment

Received for information the revision of Board Policy 5116.1 Students—Intradistrict Open Enrollment.

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

IV.B.1. Revision of Board Policy and Administrative Regulation 5121 Students—Grades/Evaluation of Student Achievement

Received for information the revision of Board Policy and Administrative Regulation 5121 Students—Grades/Evaluation of Student Achievement.

IV.C. EDUCATIONAL SERVICES

IV.C.1. Revision of Board Policy and Administrative Regulation 5117 Students—Interdistrict Attendance

Received for information the revision of Board Policy and Administrative Regulation 5117 Students—Interdistrict Attendance.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Irene Hernandez-Blair acknowledged audience members who were wearing white; spoke about the end of the school year; spoke about graduation rates improving; spoke about dropout rates decreasing; spoke about EL learner graduation rates increasing; advocated for peer counseling through LCAP funding; spoke about the implementation of new report cards and expressed concerns that they are not widely accepted and suggested a committee for input and buy-in before proceeding; and thanked all levels of staff for a great school year, and is looking forward to graduations.

James Na visited Rhodes ES last week and acknowledged students expressing teacher appreciation; spoke about CSEA Classified Employee Week and wore the CSEA work shirt presented to him by unit members last year; spoke about the cost of increased health benefits; spoke about the passing of former Board member Lonnie Truett; spoke about bullying and the need for character building; spoke about drug problems and the reasons for drug abuse; implored communicating with kids; and spoke about District band showcases.

Pamela Feix apologized for missing the last meeting; spoke about the spirit of celebration in May and attended two celebratory events at Ayala HS and one at Oak Ridge ES; attended the AVID college signing day at Ayala HS; spoke about former students regarding establishing a debate tournament at Oak Ridge ES; and closed by speaking about teachers and shared a piece written by her uncle Jack Schlatter in his book *Gifts by the Side of the Road*.

Sylvia Orozco acknowledged retirees listed in the agenda; expressed that we are an amazing District; spoke about the military salute; congratulated everyone who received recognition during the evening; attended the Legislative Night; attended the CSBA Delegate Assembly; attended the May revise budget workshop; asked for a Board presentation at the beginning of the next school year before any new program is implemented regarding bullying and what each school does to address bullying; and spoke about student Board members, thanked Shweta Shah for her service, and welcomed new student member Carlos Ruelas.

Superintendent Joseph said Chino Hills HS freshman Ria Aldachi, was named a grand prize finalist in the Los Angeles Music Center’s 28th annual Spotlight awards program; and announced the 10 CVUSD schools named to the 2015 California Honor Roll.

President Cruz spoke about senior projects from Brian Engstrom’s students displayed in the CVUSD Board room including projects utilizing scientific processes; encouraged visiting the old Schoolhouse Museum in Chino; attended the Ayala HS Special Education dance; and commended the Ayala HS Band Show case performance.

VI. ADJOURNMENT

President Cruz adjourned the regular meeting of the Board of Education at 9:13 p.m. with a moment of silence in memory of Lonnie Truett, former Board member.

Andrew Cruz, President

Pamela Feix, Clerk

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
**SUBJECT: REVISION OF BOARD POLICY 5116.1 STUDENTS—INTRADISTRICT
OPEN ENROLLMENT**

=====

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 5116.1 Students—Intradistrict Open Enrollment is being revised to clarify the District’s process under the heading Enrollment Priorities item 6. This item was presented to the Board as information on May 19, 2016.

New language is provided in UPPER CASE.

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 5116.1 Students—Intradistrict Open Enrollment.

FISCAL IMPACT

None.

WMJ:pk

INTRADISTRICT OPEN ENROLLMENT

The Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also balancing enrollment in order to maximize the efficient use of district facilities. The Superintendent shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

The District will not assume any responsibility for transportation of students who have received an intra-district transfer.

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside his/her attendance area as follows:

1. Any student enrolled in a district school that has been identified on the state's open enrollment list. (Education Code 48354)

(cf. 5118 – Open Enrollment Act Transfers)

2. If a district school receiving Title I funds are identified for program improvement (PI), corrective action, or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school. (20 USC 6316)

INTRADISTRICT OPEN ENROLLMENT (cont.)

(cf. 0420.4 - Charter Schools)
 (cf. 0520.2 - Title I Program Improvement School)
 (cf. 6117.1 - Title I Programs)

3. If while on school grounds, a student becomes the victim of a violent criminal offense, he/she shall be provided an option to transfer to another district school. (20 USC 7912)
4. If a student attends a school designated by the California Department of Education as "persistently dangerous," he/she shall be provided an option to transfer to another district school. (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

5. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student.

To grant priority under these circumstances, the Superintendent must have received either: (Education Code 35160.5)

- a. A written statement from a representative of an appropriate state or local agency, including but not limited to a law enforcement official or social worker, or a properly licensed registered professional, including but not limited to a psychiatrist, psychologist, or marriage and family therapist
 - b. A court order, including a temporary restraining order and injunction
6. Siblings of students who have established residency in a school shall have first priority for available space at that school in succeeding years, if the older or younger sibling is currently enrolled. Once the sibling has been enrolled, he/she has established residency at that school. Schools may enroll siblings on a day specially established for that purpose prior to the enrollment of other students.

EFFECTIVE WITH THE 2016/2017 SCHOOL YEAR, FOR THE SIBLING PREFERENCE TO APPLY, THE SIBLINGS MUST BOTH ATTEND THE SAME SCHOOL IN THE SAME SCHOOL YEAR.

7. The next priority for open enrollment will be students whose parent/guardian is assigned to that school as his/her primary place of employment.

INTRADISTRICT OPEN ENROLLMENT (cont.)

8. Residency established through the open enrollment option applies only to the elementary, junior high, or high school that granted the transfer. It does not extend to the other schools in the attendance area of choice.

Students enrolled in a school other than their neighborhood attendance area school, through the open enrollment (choice) option, shall declare while in the sixth grade and again in the eighth, whether they desire to remain in the feeder junior high or high school of their selected resident school of choice. The parent must complete an application for the selected school during the open enrollment application period. This election is subject to space availability at the requested school. When sufficient space is not available, requests for admission will be handled in the same random, unbiased, lottery selection process. Students not admitted will be placed on a waiting list (which expires on September 30, each year for all sites. Siblings will have priority as described above. Students not admitted will return to their neighborhood school of residence according to district attendance boundaries.

9. When applications for a given school(s) exceeds available space, all requests for admission will be handled on a random, unbiased lottery basis. By law, a first come, first served selection process does not constitute a random unbiased process.

After the initial lottery has been conducted when space is not available to accommodate all applicants, students shall be placed on a waiting list for the school of choice and be enrolled in the school of the attendance area in which they reside. The waiting list shall be established to indicate the rank order in which students may be accepted as openings occur. Parents will be notified of their child's position on the waiting list. The list will expire on September 30 each year for all sites.

The Superintendent, or designee, shall inform applicants by mail as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.

10. The parent/guardian may request an intradistrict transfer for other special circumstances that do not fall within #1 through #8 above. The Superintendent or designee shall review such requests on a case-by-case basis before making a decision regarding approval.

INTRADISTRICT OPEN ENROLLMENT (cont.)

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

Parents are required to enroll their child in the school in their attendance area until notified of the transfer approval. Students who are not enrolled in their attendance area school on the first day of school may be removed from the transfer process.

Application and Selection Process

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

The Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

Transportation

Except as required by 20 USC 6316 for transfers out of Title I program improvement schools, the District shall not be obligated to provide transportation for students who attend school outside their attendance area.

(cf. 3540 - Transportation)

(cf. 3250 - Bus Passes & Transportation Fees)

INTRADISTRICT OPEN ENROLLMENT (cont.)

Legal Reference:

EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program 48350-48361

Open Enrollment Act

48980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

6316 Transfers from program improvement schools

7912 Transfers from persistently dangerous schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

200.48 Transportation funding for public school choice

COURT DECISIONS

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

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

Public School Choice, January 2009

Unsafe School Choice Option, May 2004

WEBSITES

California School Boards Association: www.csba.org

California Department of Education, Unsafe School Choice Option: www.cde.ca.gov/ls/ss/se/usco.asp

U.S. Department of Education, No Child Left Behind: www.nclb.gov

Chino Valley Unified School District

Policy approved: January 23, 1997

Revised: October 5, 2000

Revised: September 4, 2003

Revised: April 2, 2009

Revised: January 7, 2016

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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

\$7,284,497.08 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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Humility • Civility • Service

DATE: June 16, 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
June 16, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chaparral ES</u>		
PTO	Project Pie Fundraiser Days	8/15/16 - 6/30/17
<u>Eagle Canyon ES</u>		
PTA	PTA Membership Drive	8/1/16 - 10/15/16
PTA	Spirit Wear Sale	8/15/16 - 6/1/17
PTA	Clothing Drive	8/15/16 - 6/1/17
PTA	Personalized Stepping Stone Sale	8/15/16 - 6/1/17
PTA	Chino Hills Pizza Coupon Book Sale	8/15/16 - 6/1/17
PTA	Project Pie Monthly Family Nights Out	8/15/16 - 6/1/17
PTA	After School Snack Sale	8/15/16 - 6/1/17
PTA	After School Kona Ice Sale	8/15/16 - 6/1/17
PTA	Farmers Market Vegetable/Herb Sale	8/15/16 - 6/1/17
PTA	After School Juice-It-Up Sale	8/15/16 - 6/1/17
PTA	Movie Nights Ticket Sale	8/15/16 - 6/1/17
PTA	Evening Performances Ticket Sale	8/16/16 - 6/1/17
PTA	Fall Family Festival Ticket Sale	10/1/16 - 10/31/16
PTA	Catalog Sale	10/31/16 - 11/30/16
PTA	Holiday Boutique	12/1/16 - 12/31/16
<u>Glenmeade ES</u>		
PTA	PTA Membership Drive	8/10/16 - 6/30/17
PTA	Spirit Wear Sale	8/10/16 - 6/30/17
PTA	Yearbook Sale	8/10/16 - 6/30/17
PTA	Merchandise Sale	8/10/16 - 6/30/17
PTA	Angel Bin Shoe Drive	8/10/16 - 6/30/17
PTA	Campbell's Soup Labels	8/10/16 - 6/30/17
PTA	Jamba Juice School Appreciation Card Sale	8/10/16 - 6/30/17
PTA	Shop-A-Roo On-Line Shopping	8/10/16 - 6/30/17
PTA	Box Tops for Education	8/10/16 - 6/30/17
PTA	World's Finest Chocolate Bar Sale	8/10/16 - 6/30/17
<u>Rhodes ES</u>		
PEP Club	Juice-It-Up Coupon Book Sale	8/15/16 - 9/16/16
PEP Club	Carl's Jr. Coupon Book Sale	8/15/16 - 9/16/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 16, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Cal Aero K-8</u>		
Flight Crew	Spirit Wear Sale	7/9/16 - 8/31/16
Flight Crew	Fall Carnival	9/16/16
<u>Canyon Hills JHS</u>		
Renaissance	Agenda Sale	8/1/16 - 6/1/17
ASB	Velocity - "Step It Up" - Pledges	8/31/16 - 9/22/16
Renaissance	World's Finest Chocolate Sale	1/23/17 - 2/8/17
<u>Magnolia JHS</u>		
ASB	Agenda Sale	8/2/16 - 5/15/17
ASB	After School Juice-It-Up Sale	8/15/16 - 5/30/17
ASB	Reusable Bag Sale	8/29/16 - 9/15/16
Travel Club	Off Campus See's Candy Sale	10/3/16 - 11/10/16
Travel Club	Off Campus Popcorn Sale	10/3/16 - 11/10/16
ASB	Active Socks Sale	10/11/16 - 2/28/17
ASB	Halloween Gram Sale	10/25/16 - 10/31/16
ASB	Christmas Gram Sale	12/13/16 - 12/15/16
ASB	Valentine Gram Sale	2/8/17 - 2/10/17
<u>Ramona JHS</u>		
ASB - Athletics	P.E. Clothes/Lock Sale	8/1/16 - 6/1/17
ASB - Yearbook	Yearbook Sale	8/15/16 - 6/1/17
ASB - General	After School Snack Sale	8/15/16 - 6/1/17
ASB - General	Agenda Sale	8/15/16 - 6/1/17
Band Boosters	After School Snack Sale	8/15/16 - 6/10/17
Band Boosters	Cash For Shoes	8/15/16 - 6/10/17
ASB - General	Bi-Weekly After School Juice-It-Up Sale	8/17/16 - 11/2/16
ASB - General	Bi-Weekly After School Kona Ice Sale	8/24/16 - 11/16/16
ASB - General	Yogurtland Family Nights Out	9/1/16 - 9/30/16
ASB - General	Children Cancer Ribbon Sale	9/1/16 - 9/30/16
ASB - General	Back To School Dance	9/2/16
ASB - General	Back To School Carnival	9/9/16
ASB - General	Chipotle Family Nights Out	10/1/16 - 10/31/16
ASB - General	Breast Cancer Ribbon Sale	10/3/16 - 10/31/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 16, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ramona JHS</u> (cont.)		
ASB - General	Halloween Gram Sale	10/24/16 - 10/28/16
ASB - General	Halloween Dance	10/28/16
ASB - General	World's Finest Chocolate Sale	10/31/16 - 12/2/16
ASB - General	Alzheimer's Awareness Ribbon Sale	11/1/16 - 11/30/16
ASB - General	Thanksgiving Gram Sale	11/14/16 - 11/18/16
ASB - General	Winter Gram Sale	11/28/16 - 12/15/16
<u>Townsend JHS</u>		
ASB	Agenda Sale	9/1/16 - 6/8/17
<u>Ayala HS</u>		
Football Boosters	Spirit Wear Sale	6/17/16 - 6/30/16
Football Boosters	Program/Banner Advertisement Sale	6/17/16 - 6/30/16
BAC Boosters	Amazon Smile	7/1/16 - 6/30/17
BAC Boosters	SMG Catering	7/1/16 - 6/30/17
BAC Boosters	Band Merchandise Sale	7/1/16 - 6/30/17
Football Boosters	Bench-A-Thon	7/7/16
BAC Boosters	Grandma Pucci's Band Nights Out	7/12/16 - 7/14/16
BAC Boosters	Smash Burger Band Night Out	7/19/16
BAC Boosters	March-A-Thon Pledges	7/25/16 - 8/10/16
BAC Boosters	Penny Wars	7/25/16 - 8/10/16
BAC Boosters	Clothing Drive	7/25/16 - 8/10/16
Spirit Boosters	Tahoe Joe's Family Nights Out	8/1/16 - 8/18/16
Boys Waterpolo Boosters	Snack Bar at Waterpolo Games	8/1/16 - 11/30/16
Football Boosters	Parking For Football Home Games	8/1/16 - 11/30/16
Athletic Training	Gatorade Products Sale	8/1/16 - 6/8/17
BAC Boosters	Silent Auction	8/9/16
BAC Boosters	Bowl-A-Thon	8/12/16
Girls Tennis	After School Krispy Crème Donut Sale	8/15/16 - 8/25/16
Baseball Boosters	Spirit Wear Sale	8/15/16 - 6/1/17
Grad Night 2018 Boosters	Monthly After School Juice-It-Up Sale	8/15/16 - 6/1/17
Grad Night 2018 Boosters	Scrip Gift Card Sale	8/15/16 - 6/2/17
Grad Night 2018 Boosters	E-Waste Recycling	8/15/16 - 6/2/17
Spirit Boosters	JV Football Games Snack Bar	8/18/16 - 11/3/16
Grad Night 2017 Boosters	Sponsor A Grad	8/20/16 - 10/31/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 16, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ayala HS</u> (cont.)		
BAC Boosters	Tahoe Joe's Band Night Out	8/28/16
Spirit Boosters	Off Campus Krispy Kreme Donut Sale	9/7/16 - 9/17/16
Girls Tennis	After School Krispy Crème Donut Sale	10/3/16 - 10/13/16
Spirit Boosters	Juice-It-Up Family Night Out	10/7/16
BAC Boosters	Music-In-Motion Field Tournament	10/15/16
BAC Boosters	Music-In-Motion Concession Stands	10/15/16
Baseball Boosters	Golf Tournament	10/24/16
Spirit Boosters	After School Candy Apple Sale	10/27/16
Theater Arts Boosters	Fall Main Stage Production	10/27/16 - 11/5/16
Baseball Boosters	Baseball Games Snack Bar Sale	11/1/16 - 5/31/17
Grad Night 2017 Boosters	Cheese Steak Shop Family Night Out	11/20/16

Chino HS

Band Boosters	Sports Cup Sale	7/5/16 - 7/26/16
Band Boosters	Spirit Nights at Super Chili Burger	7/6/16 - 7/13/16
Cross Country Boosters	Cross Country Summer Camp	6/17/16 - 6/24/16
Boys Basketball Boosters	Boys Basketball Summer Camp	6/17/16 - 6/24/16
Volleyball Boosters	Volleyball Summer Camp	6/17/16 - 6/24/16
Baseball Boosters	Varsity Baseball Summer Camp	6/17/16 - 6/28/16
Cross Country Boosters	Fireworks Stand	6/17/16 - 7/4/16
Pep Squad Boosters	Fireworks Stand	6/17/16 - 7/4/16
Boys Soccer Boosters	Fireworks Stand	6/17/16 - 7/4/16
Volleyball Boosters	Fireworks Stand	6/17/16 - 7/4/16
Golf Boosters	Fireworks Stand	6/17/16 - 7/4/16
Track & Field Boosters	Fireworks Stand	6/17/16 - 7/4/16
Swim Team Boosters	Fireworks Stand	6/17/16 - 7/4/16
Softball Boosters	Fireworks Stand	6/17/16 - 7/4/16
Baseball Boosters	Fireworks Stand	6/17/16 - 7/4/16
Wrestling Boosters	Fireworks Stand	6/17/16 - 7/4/16
Girls Waterpolo Boosters	Fireworks Stand	6/17/16 - 7/4/16
Girls Soccer Boosters	Fireworks Stand	6/17/16 - 7/4/16
Girls Basketball Boosters	Fireworks Stand	6/17/16 - 7/4/16
Girls Tennis Boosters	Fireworks Stand	6/17/16 - 7/4/16
Boys Tennis Boosters	Fireworks Stand	6/17/16 - 7/4/16
Boys Waterpolo Boosters	Fireworks Stand	6/17/16 - 7/4/16
Sports Boosters-Football	Football Summer Camp	6/17/16 - 7/8/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 16, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino HS</u> (cont.)		
Aquatics Boosters	Aquatics Summer Camp	6/17/16 - 7/22/16
Wrestling Boosters	Wrestling Summer Camp	6/17/16 - 7/22/16
Baseball Boosters	Baseball Summer Camp	6/20/16 - 6/24/16
Boys Soccer Boosters	Boys Soccer Summer Camp	6/22/16 - 6/29/16
Girls Soccer Boosters	Girls Soccer Summer Camp	6/22/16 - 6/29/16
Boys Tennis Boosters	Boys Tennis Summer Camp	6/27/16 - 7/22/16
Girls Tennis Boosters	Girls Tennis Summer Camp	6/27/16 - 7/22/16
Volleyball Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Pep Squad Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Boys Soccer Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Wrestling Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Track & Field Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Girls Soccer Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Softball Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Girls Tennis Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Golf Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Girls Waterpolo Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Swim Team Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Girls Basketball Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Baseball Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Cross Country Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Boys Tennis Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Boys Waterpolo Boosters	Spirit Wear Sale	7/1/16 - 6/30/17
Golf Boosters	Golf Summer Camp	7/12/16 - 7/21/16
Band Boosters	Yankee Candle Sale	7/26/16 - 8/10/16
Band Boosters	Spirit Night at Chipotle	8/17/16
Band Boosters	Tupperware Sale	9/1/16 - 9/30/16
Band Boosters	Avon Sale	9/1/16 - 9/30/16
Band Boosters	Spirit Night at Cannataro's	9/14/16
Band Boosters	Reusable Mixed Bag Design Sale	10/1/16 - 10/31/16
Band Boosters	Spirit Night at Applebee's	10/12/16
Band Boosters	Off Campus See's Candy Sale	11/1/16 - 11/30/16
Band Boosters	Spirit Night at Pizza Pirates	11/16/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 16, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino Hills HS</u>		
Baseball Boosters	Incoming Freshmen Camp	6/20/16 - 6/22/16
Football Boosters	Discount Card Sale	7/5/16 - 8/4/16
PTSA	Light-Up Merchandise Sale at Football Games	8/1/16 - 12/1/16
PTSA	After School Shaved Ice Sale	8/17/16 - 5/31/17
Athletics	Food Truck at Evening Events	9/14/16 & 10/16/16
Boys Soccer	Spirit Wear Sale	10/1/16 - 1/31/17
AP English	Off Campus See's Candy Sale	10/15/16 - 10/29/16
Baseball Boosters	Golf Tournament	10/17/16
Girls Basketball	Off Campus See's Candy Sale	11/1/16 - 11/18/16
Girls Basketball	Off Campus Gourmet Cupcake Sale	12/1/16 - 12/16/16
Girls Basketball	Varsity Basketball Tournament	12/5/16 - 12/10/16
Girls Basketball	J.V. Basketball Tournament	12/12/16 - 12/17/16
Operation Smile	Chipotle Family Night Out	1/25/17
PTSA	Valentine Carnation Sale	2/9/17 - 2/14/17
National Honor Society	Chipotle Family Night Out	2/14/17
Athletics	Food Truck at Evening Events	2/21/17
<u>Don Lugo HS</u>		
Boys Basketball	Basketball Youth Camp	7/1/16 - 7/29/16
ASB	Discount Card Sale	7/1/16 - 5/31/17
Band Boosters	Golf Ball Drop Ticket Sale	9/1/16 - 9/30/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: DONATIONS

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BACKGROUND

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

Approximate values are determined by the donor.

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 16, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Office of Communications</u>		
California Community Foundation	Cash	\$4,000.00
<u>Borba ES</u>		
General Mills	Cash	\$234.90
<u>Chaparral ES</u>		
Chaparral Heat PTO	Cash	\$5,000.00
<u>Hidden Trails ES</u>		
Truist	Cash	\$44.60
Hidden Trails PTA	Cash	\$340.90
<u>Newman ES</u>		
Garden City Group	Cash	\$56.30
<u>Oak Ridge ES</u>		
Vanessa Herrera	Cash	\$20.00
Hildebrand Family	Cash	\$20.00
Ostendorf Family	Cash	\$20.00
Gilda Ragsdale	Cash	\$20.00
San Juan Family	Cash	\$20.00
Wells Fargo	Cash	\$59.99
Garden City Group	Cash	\$313.63
ASD.com	Cash	\$428.13
<u>Wickman ES</u>		
Wells Fargo	Cash	\$50.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 16, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Briggs K-8</u>		
Garden City Group	Cash	\$112.60
<u>Cal Aero K-8</u>		
Wells Fargo	Cash	\$55.00
<u>Townsend JHS</u>		
Box Tops for Education	Cash	\$56.50
Garden City Group	Cash	\$112.60
<u>Ayala HS</u>		
Gloria & Jack Kramer Family Foundation	Cash	\$2,000.00
Cal Poly Pomona Foundation	Cash	\$2,000.00
<u>Boys Republic HS</u>		
Schools First Federal Credit Union	Cash	\$600.00
<u>Chino HS</u>		
Edison International	Cash	\$50.00
Bottling Group LLC-FSV	Cash	\$56.46
<u>Don Luqo HS</u>		
Kula Foundation	Cash	\$25.06
Erin Grebel	Cash	\$40.00
Larry & Irene Hensley	Cash	\$200.00
Ronald Smallwood	Cash	\$500.00
Millwright & Machine Erectors	Cash	\$933.89
Richard Hayden	6 Animal Clippers	\$1,000.00

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

DATE: June 16, 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

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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	April 2016	\$ 20,136.25	\$ 144,348.29
Chidester, Margaret A. & Associates	March 2016	\$ 129,504.38	\$ 428,279.20
Parker & Covert LLP	April 2016	\$ 1,543.50	\$ 2,621.50
	Total	\$ 151,184.13	\$ 575,248.99

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

\$151,184.13 to the General Fund.

WMJ:SHC:LP:wc

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

DATE: June 16, 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: DESIGNATION OF CALIFORNIA INTERSCHOLASTIC FEDERATION REPRESENTATIVES TO LEAGUE FOR 2016/2017

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BACKGROUND

Each year, the California Interscholastic Federation (CIF) requires the Designation of CIF Representatives to League. It is a legal requirement that league representatives be designated and approved by the Board of Education.

Education Code 33353 gives the governing board of school districts specific authority to select their athletic league representatives. These representatives are responsible for voting on issues, within the league that impact athletics.

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

RECOMMENDATION

It is recommended the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2016/2017.

FISCAL IMPACT

None.

WMJ:NE:DJ:ede



California Interscholastic Federation

www.cifstate.org

2016-2017 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE)** no later than June 29, 2016.

Chino Valley USD School District/Governing Board at its June 16, 2016 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2016-2017 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Ayala High School
NAME OF REPRESENTATIVE Warren Reed POSITION Athletic Director
ADDRESS 14255 Peyton CITY Chino Hills ZIP 91709
PHONE (909) 627-3584 FAX (909) 464-9239 E-MAIL warren_reed@chino.k12.ca.us

NAME OF SCHOOL Ayala High School
NAME OF REPRESENTATIVE Diana Yarboi POSITION Principal
ADDRESS 14255 Peyton CITY Chino Hills ZIP 91709
PHONE (909) 627-3584 FAX (909) 464-9239 E-MAIL diana_yarboi@chino.k12.ca.us

NAME OF SCHOOL Chino High School
NAME OF REPRESENTATIVE Mike Hinkle POSITION Athletic Director
ADDRESS 5472 Park Place CITY Chino ZIP 91710
PHONE (909) 627-7351 FAX (909) 548-6004 E-MAIL mike_hinkle@chino.k12.ca.us

NAME OF SCHOOL Chino High School
NAME OF REPRESENTATIVE Felix Melendez POSITION Principal
ADDRESS 5472 Park Place CITY Chino ZIP 91710
PHONE (909) 627-7351 FAX (909) 548-6004 E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Wayne M Joseph Signature _____
Address 5130 Riverside Drive City Chino Zip 91710
Phone (909) 628-1201 Fax (909) 590-4911

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES=>>>



California Interscholastic Federation

www.cifstate.org

2016-2017 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE)** no later than June 29, 2016.

Chino Valley USD School District/Governing Board at its June 16, 2016 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2016-2017 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Chino Hills High School

NAME OF REPRESENTATIVE _____ POSITION Athletic Director

ADDRESS 16150 Pomona Rincon Road CITY Chino Hills ZIP 91709

PHONE (909) 606-7540 FAX (909) 548-6041 E-MAIL _____

NAME OF SCHOOL Chino Hills High School

NAME OF REPRESENTATIVE Isabel Brenes POSITION Principal

ADDRESS 16150 Pomona Rincon Road CITY Chino Hills ZIP 91709

PHONE (909) 606-7540 FAX (909) 548-6041 E-MAIL Isabel_brenes@chino.k12.ca.us

NAME OF SCHOOL Don Lugo High School

NAME OF REPRESENTATIVE Derek Donoho POSITION Athletic Director

ADDRESS 13400 Pipeline Avenue CITY Chino ZIP 91710

PHONE (909) 591-3902 FAX (909) 548-6020 E-MAIL derek_donoho@chino.k12.ca.us

NAME OF SCHOOL Don Lugo High School

NAME OF REPRESENTATIVE Kimberly Cabrera POSITION Principal

ADDRESS 13400 Pipeline Avenue CITY Chino ZIP 91710

PHONE (909) 591-3902 FAX (909) 548-6020 E-MAIL kimberly_cabrera@chino.k12.ca.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Wayne M Joseph Signature 

Address 5130 Riverside Drive City Chino Zip 91710

Phone (909) 628-1201 Fax (909) 590-4911

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES ⇒ ⇒ ⇒

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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
Julian A. Rodriguez, Director, Assessment and Instructional
Technology
Daniel J. Sosa, Director, Elementary Curriculum and Instruction

**SUBJECT: REVISION OF BOARD POLICY 5121 STUDENTS –
GRADES/EVALUATION OF STUDENT ACHIEVEMENT**

=====

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 5121 Students – Grades/Evaluation of Student Achievement is being revised to reflect current District practices. This item was presented to the Board on May 19, 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 5121 Students – Grades/Evaluation of Student Achievement.

FISCAL IMPACT

None.

WMJ:NE:DJ:JAR:DJS:smr

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Board of Education believes THAT grades serve a valuable instructional purpose by helping students and parents/guardians UNDERSTAND PERFORMANCE EXPECTATIONS AND identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement in mastering course content.

(cf. 5020 - Parents Rights and Responsibilities)
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that student grades conform to the S system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

~~A TEACHER Grades shall be based A STUDENT'S GRADE on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and DISTRICT STANDARDS objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, and portfolios. The Board recognizes portfolios may be especially useful in assessing how skills, knowledge, and thought processes have been combined from a number of different subject areas.~~

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation. (Education Code 49066)

(cf. 5125.3 - Challenging Student Records)

When reporting student ~~grades~~ PERFORMANCE to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

~~Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level. The Superintendent or designee shall establish and regularly evaluate a uniform grading system, and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom as outlined in the course syllabus.~~

(cf. 6020 - Parent Involvement)
(cf. 6011 - Academic Standards)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (cont.)

A REPORT CARD FOR A STUDENT WITH A DISABILITY MAY CONTAIN INFORMATION ABOUT HIS/HER DISABILITY, INCLUDING WHETHER THAT STUDENT RECEIVED SPECIAL EDUCATION OR RELATED SERVICES, PROVIDED THAT THE REPORT CARD INFORMS PARENTS/GUARDIANS ABOUT THEIR CHILD'S PROGRESS OR LEVEL OF ACHIEVEMENT IN SPECIFIC CLASSES, COURSE CONTENT, OR CURRICULUM. HOWEVER, TRANSCRIPTS THAT MAY BE USED TO INFORM POSTSECONDARY INSTITUTIONS OR PROSPECTIVE EMPLOYERS OF THE STUDENT'S ACADEMIC ACHIEVEMENTS SHALL NOT CONTAIN INFORMATION DISCLOSING THE STUDENT'S DISABILITY.

(cf. 5125 - Student Records)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

~~Teachers shall maintain supporting documentation, i.e. gradebooks, for student grades for a period of one year after the completion of the course for which the grade was given.~~

Grade Criteria

Grades are based upon objective criteria. Teachers shall communicate their grading criteria to the site principal, parents/guardians and students at the beginning of the school year and/or beginning of each TRIMESTER/semester.

TRANSITIONAL KINDERGARTEN THROUGH GRADE 6**PERFORMANCE LEVEL MARKS**

- 4 EXTENDING – STUDENTS AT THE EXTENDING LEVEL OF PERFORMANCE HAVE AN IN DEPTH UNDERSTANDING OF GRADE LEVEL PERFORMANCE STANDARDS EXPECTED AT THIS POINT OF THE SCHOOL YEAR.
- 3 ACHIEVING – STUDENTS AT THE ACHIEVING LEVEL OF PERFORMANCE ARE CONSISTENTLY MEETING THE GRADE LEVEL PERFORMANCE STANDARD EXPECTED AT THIS POINT OF THE SCHOOL YEAR.
- 2 PROGRESSING – STUDENTS AT THE PROGRESSING LEVEL OF PERFORMANCE ARE PARTIALLY MEETING THE GRADE LEVEL PERFORMANCE STANDARDS EXPECTED AT THIS POINT OF THE SCHOOL YEAR.

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (cont.)

- 1 BEGINNING/STANDARD NOT MET – STUDENTS AT THE BEGINNING/STANDARD NOT MET ARE NOT YET MEETING THE GRADE LEVEL PERFORMANCE STANDARDS EXPECTED AT THIS POINT OF THE SCHOOL YEAR.

PERFORMANCE LEVEL MARKS DESCRIBE STUDENTS' PROGRESS TOWARD YEAR-END STANDARDS.

FOR GRADES 7 – 12

A	Advanced 90-100 percent
B	Proficient 80-89 percent
C	Basic 70-79 percent
D	Below Basic 60-69 percent
F	Far Below Basic below 60 percent

LETTER GRADE - A ~~Advanced~~

Students at THIS ~~the advanced~~ level demonstrate broad and in-depth understanding of complex concepts and skills embedded in the standards and benchmarks. They make abstract and insightful connections among ideas. These students provide extensive evidence for inferences and justification of solutions. They demonstrate the ability to apply knowledge and skills effectively and independently by applying sophisticated strategies to solve complex problems. These students communicate effectively and thoroughly, invariably supplying answers which are beyond the obvious. They are able to present clear, insightful, logical, sequential, and detailed descriptions of their thought processes.

LETTER GRADE - B ~~Proficient~~

Students at THIS ~~the proficient~~ level demonstrate thorough understanding of concepts and skills embedded in the standards and benchmarks. These students are able to extend their understanding by making meaningful multiple connections among independent ideas and concepts, providing supporting evidence for inferences and justification of solutions. They apply concepts and skills to solve problems using appropriate strategies. THESE ~~Proficient~~ students communicate effectively. They provide clear, logical, sequential descriptions of their thought processes.

LETTER GRADE - C ~~Basic~~

Students performing at THIS ~~the basic~~ level demonstrate understanding of concepts embedded in the standards and benchmarks. They make simple and GENERAL ~~basic~~ connections among ideas, PROVIDE ~~providing~~ limited supporting evidence for inferences and solutions. These students apply concepts and skills to routine problem solving situations. ~~Basic students' communication may be limited because of few details or unclear logic. These students do not yet have a thorough understanding of the standards.~~

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (cont.)**LETTER GRADE - D ~~Below Basic~~**

Students performing at THIS ~~the below basic~~ level demonstrate minimal understanding of concepts and skills embedded in the standards and benchmarks. They occasionally make connections among ideas, PROVIDE ~~providing~~ minimal evidence or support for inferences and solutions. ~~These students have difficulty applying basic knowledge and skills. Below basic students communicate ineffectively, because they have difficulty with clear, logical, sequential, detailed descriptions of their processes.~~ These students have not met the standards.

LETTER GRADE - F ~~Far Below Basic~~

Students performing at THIS ~~the far below basic~~ level DO NOT demonstrate an ~~no~~ understanding of concepts and skills embedded in the standards and benchmarks. They DO NOT ~~are unable to~~ make connections among ideas, PROVIDE ~~providing~~ no evidence or support for inferences OR and solutions. ~~Far below basic students communicate both ineffectively and inadequately. Their communication about their learning processes lacks critical details, is not sequential or lacks logic. These students are also unable to apply basic knowledge and skills.~~ These students have not met the standards.

Behavior, effort, and attendance shall be reported in separate evaluations, not in the student's academic grade.

(cf. 5113 - Absences and Excuses)
 (cf. 5123 - Promotion/Acceleration/Retention)
 (cf. 5125.3 - Challenging Student Records)
 (cf. 6154 - Homework/Make-up Work)

Grade Points**FOR GRADES 7 – 12**

Electives, college preparation, and honors courses are not weighted. Grades received in non-weighted courses will be computed on the following scale:

- A - 4 grade points
- B - 3 grade points
- C - 2 grade points
- D - 1 grade point
- F - 0 grade points

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (cont.)

Advanced Placement and ~~International Baccalaureate Diploma Programme~~ courses at the high school level shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be computed on the following scale:

- A - 5 grade points
- B - 4 grade points
- C - 3 grade points
- D - 1 grade point
- F - 0 grade point

EFFECTS OF Absences ON GRADES

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance. ~~Teachers who withhold class credit for this reason shall so inform the students and parents/guardians at the beginning of the semester.~~

(cf. 6154 - Homework/Makeup Work)

The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (25 percent absences per trimester or semester) may receive a failing grade and may not receive credit for the class(es).

(cf. 5113 - Absences and Excuses)

GRADE POINT AVERAGE

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, honors, and/or concurrent postsecondary courses.

(cf. 6172 - Gifted and Talented Student Program)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (cont.)

Legal Reference:

EDUCATION CODE

48070 Promotion and retention
48205 Excused absences
48800-48802 Enrollment of gifted students in community college
48904-48904.3 Withholding grades, diplomas, or transcripts
49066 Grades; finalization; physical education class
49067 Mandated regulations regarding student's achievement
49069.5 Students in foster care, grades and credits
51242 Exemption from physical education based on participation in interscholastic athletics
76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools
30008 Definition of high school grade point average for student aid eligibility

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)
6101-6251 School-to-Work Opportunities Act of 1994

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS

Owasso Independent School District v. Falvo, (2002) 534 U.S. 426
Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1
Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764
Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Aiming High: High Schools for the 21st Century, 2002
Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students, 2001
Elementary Makes the Grade!, 2000

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEBSITES

California Department of Education: www.cde.ca.gov
California Student Aid Commission: www.csac.ca.gov
U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: August 10, 2000

Revised: January 8, 2004

Revised: January 24, 2008

Revised: August 6, 2009

Revised: June 30, 2011

REVISED:

Chino Valley Unified School District

Our Motto:

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

DATE: June 16, 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 15/16-38 AND 15/16-39

=====

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 15/16-38 and 15/16-39.

FISCAL IMPACT

None.

WMJ:JC:SJ:imc

Chino Valley Unified School District

Our Motto:

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DATE: June 16, 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 READMISSION CASES 14/15-07, 15/16-02, 15/16-03,
15/16-07, AND 15/16-08**

=====

BACKGROUND

Administrative Regulation 5144.1 Students, Suspension and Expulsion/Due Process Readmission after Expulsion states:

- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student’s rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met.
- School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit his/her recommendation regarding readmission to the Board. The Board shall consider this recommendation, in closed session, if information disclosed would be in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

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 readmission cases 14/15-07, 15/16-02, 15/16-03, 15/16-07, and 15/16-08.

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: June 16, 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 15/16-04A

=====

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 15/16-04A.

FISCAL IMPACT

None.

Chino Valley Unified School District

Our Motto:

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Humility • Civility • Service

DATE: June 16, 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: Woodcrest JHS Event: Washington DC/New York Travel Place: Washington DC/New York Chaperone Ratio: TBD students/TBD chaperones	June 5-9, 2017	Cost: \$2,179.00 per student Funding Source: Parents
Site: Ayala HS Event: CADA Leadership Camp Place: Santa Barbara, CA Chaperone Ratio: 6 students/1 chaperone	July 7-11, 2016	Cost: \$553.00 per student Funding Source: Parents/ USB

School-Sponsored Trips	Date	Fiscal Impact
Site: Chino HS Event: FCCLA National Leadership Meeting Place: San Diego, CA Chaperone Ratio: 2 students/1 chaperone	July 3-8, 2016	Cost: \$873.00 per student Funding Source: Grant funding/Parent
Site: Chino HS Event: Pepsi Holiday Classic-Girls Basketball Place: Flagstaff, AZ Chaperone Ratio: 15 students/2 chaperones	December 7-10, 2016	Cost: \$250.00 per student Funding Source: Parents/ Fundraising
Site: Chino Hills HS Event: USA Dance Team Competition Place: Thousand Oaks, CA Chaperone Ratio: 26 students/4 chaperones	July 21-24, 2016	Cost: \$406.00 per student Funding Source: Boosters
Site: Chino Hills HS Event: Explore America - Historic Boston Place: Boston, MA Chaperone Ratio: 40 students/4 chaperones	March 27-31, 2017	Cost: \$1,939.00 per student Funding Source: Parent

FISCAL IMPACT

None.

WMJ:JC:imc

Chino Valley Unified School District

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Humility • Civility • Service

DATE: June 16, 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: REVISION OF BOARD POLICY 5117 STUDENTS – INTERDISTRICT ATTENDANCE

=====

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. The revision of Board Policy 5117 Students – Interdistrict Attendance is being revised to distinguish the requirements of the interdistrict attendance agreement between the boards of two districts and the permit granted to an individual student. This item was presented to the Board of Education on May 19, 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 5117 Students – Interdistrict Attendance.

FISCAL IMPACT

None.

WMJ:JC:SJ:lmc

INTERDISTRICT ATTENDANCE

The Board of Education recognizes that PARENTS/GUARDIANS OF students who reside in one district may, FOR A VARIETY OF REASONS, choose to ENROLL THEIR CHILD IN A attend school in another district ~~and that such choices are made for a variety of reasons.~~ The Board desires to communicate with parents/guardians and students regarding the District's educational programs and services.

(cf. 0520.3 - Title I Program Improvement Districts0

(cf. 5111.1 - District Residency)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5118 - Open Enrollment Act Transfers)

(cf. 5145.6 - Parental Notifications)

Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

INTERDISTRICT ATTENDANCE PERMITS

THE BOARD MAY ENTER INTO AN AGREEMENT WITH ANY OTHER SCHOOL DISTRICT, FOR A TERM NOT TO EXCEED FIVE SCHOOL YEARS, FOR THE INTERDISTRICT ATTENDANCE OF STUDENTS WHO ARE RESIDENTS OF THE DISTRICTS. (EDUCATION CODE 46600)

THE AGREEMENT SHALL SPECIFY THE TERMS AND CONDITIONS UNDER WHICH INTERDISTRICT ATTENDANCE SHALL BE PERMITTED OR DENIED. IT ALSO MAY CONTAIN STANDARDS AGREED TO BY BOTH DISTRICTS FOR REAPPLICATION AND/OR REVOCATION OF THE STUDENT'S PERMIT. (EDUCATION CODE 46600)

UPON RECEIVING A PERMIT FOR TRANSFER INTO THE DISTRICT THAT HAS BEEN APPROVED BY THE STUDENT'S DISTRICT OF RESIDENCE, OR UPON RECEIVING A WRITTEN REQUEST FROM THE PARENT/GUARDIAN OF A DISTRICT STUDENT WHO WISHES TO ENROLL IN ANOTHER DISTRICT, THE SUPERINTENDENT OR DESIGNEE SHALL REVIEW THE REQUEST AND MAY APPROVE OR DENY THE PERMIT SUBJECT TO THE TERMS AND CONDITIONS OF THE INTERDISTRICT ATTENDANCE AGREEMENT.

~~The Superintendent or designee shall ensure that interdistrict permits specify the terms and conditions agreed to by both districts for the granting, denial, or revocation of the permit as well as the standards for reapplication.~~

~~The Superintendent or designee may deny the granting of an interdistrict attendance permit because of overcrowding within district schools or limited district resources.~~

INTERDISTRICT ATTENDANCE (cont.)

~~The school principal or designee shall not allow a student from another school district to register for classes until approval is provided by the Director of Student Support Services.~~

Termination of a transfer shall be recommended by the principal of the school of attendance to the Director of Student Support Services if the student's grades, behavior, or attendance fails to meet the requirements set forth by the District and school or is detrimental to the welfare of other students.

No transfer permits will be approved unless a Board-approved interdistrict agreement is in force with the other district involved.

TRANSPORTATION

TRANSPORTATION SHALL NOT BE PROVIDED FOR STUDENTS ATTENDING ON AN INTERDISTRICT AGREEMENT.

(cf. 3540 - Transportation)

LIMITS ON STUDENT TRANSFERS OUT OF THE DISTRICT TO A SCHOOL DISTRICT OF CHOICE

THE SUPERINTENDENT OR DESIGNEE MAY LIMIT THE NUMBER OF STUDENT TRANSFERS OUT OF THE DISTRICT TO A SCHOOL DISTRICT OF CHOICE BASED ON THE PERCENTAGES OF AVERAGE DAILY ATTENDANCE SPECIFIED IN EDUCATION CODE 48307.

IN ADDITION, TRANSFERS OUT OF THE DISTRICT MAY BE LIMITED DURING THE FISCAL YEAR WHEN THE COUNTY SUPERINTENDENT OF SCHOOLS HAS GIVEN THE DISTRICT A NEGATIVE BUDGET CERTIFICATION OR WHEN THE COUNTY SUPERINTENDENT HAS DETERMINED THAT THE DISTRICT WILL NOT MEET THE STATE'S STANDARDS AND CRITERIA FOR FISCAL STABILITY IN THE SUBSEQUENT FISCAL YEAR EXCLUSIVELY AS A RESULT OF STUDENT TRANSFERS FROM THIS DISTRICT TO A SCHOOL DISTRICT OF CHOICE. (EDUCATION CODE 48307)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

A CHILD OF AN ACTIVE MILITARY DUTY PARENT/GUARDIAN SHALL NOT BE PROHIBITED FROM TRANSFERRING OUT OF THE DISTRICT TO A SCHOOL DISTRICT OF CHOICE, IF THE OTHER SCHOOL DISTRICT APPROVES THE APPLICATION FOR TRANSFER. (EDUCATION CODE 48301)

(cf. 6173.2 - Education of Children of Military families)

INTERDISTRICT ATTENDANCE (cont.)

Legal Reference:

EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

ATTORNEY GENERAL OPINIONS

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

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

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192

Cal.App.4th 234

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

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Transfer Law Comparison, Fact Sheet, March 2011

WEBSITES

California School Boards Association: www.csba.org

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

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: May 7, 2009

Revised: September 22, 2011

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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

\$381,921.89 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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Humility • Civility • Service

DATE: June 16, 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

BUSINESS SERVICES	FISCAL IMPACT
SBCSS 16/17-0039 San Bernardino County Superintendent of Schools. To provide courier services. Submitted by: Business Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$19,407.55 Funding Source: General Fund
B-1617-001 Food Safety Systems. To provide food safety and sanitation services. Submitted by: Nutrition Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$69,435.00 Funding Source: Nutrition Services
B-1617-002 Nutrition Services and Spectrum Center Schools and Programs. To provide breakfast and lunch to Spectrum Center Schools and Programs students, located at Alternative Education Center (AEC). Submitted by: Nutrition Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: Full fee breakfast \$1.25, lunch \$2.75; reduced fee breakfast \$0.25, lunch \$0.40; and \$0.00 breakfast and lunch for exempt students. Funding Source: Spectrum Center Schools and Programs
B-1617-003 Nutrition Services and Child Development-Children's Center. To provide lunch and snacks to the Children's Center. Submitted by: Nutrition Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: 2016/2017 Reimbursement rates Funding Source: Health Services
B-1617-004 Nutrition Services and Child Development-SOAR. To provide snacks to SOAR. Submitted by: Nutrition Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: 2016/2017 Reimbursement rates Funding Source: Health Services

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1516-089 Horizon Prep. To provide SAT prep courses. Submitted by: Alternative Education Duration of Agreement: June 17, 2016 – June 30, 2017	Contract Amount: \$25,000.00 Funding Source: Supplemental Funds
CIIS-1516-090 Eagle Software (Aeries). To provide Aeries migration to new servers. Submitted by: Technology Department Duration of Agreement: June 17, 2016 – June 30, 2016	Contract Amount: not to exceed \$5,000.00 Funding Source: Technology
CIIS-1617-001 Kagan Professional Development. To provide professional staff development to increase cooperative learning and increase student achievement. Submitted by: Access and Equity Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$7,998.00 Funding Source: Title I
CIIS-1617-002 Document Tracking Services. To provide Single Plan for Student Achievement tracking. Submitted by: Access and Equity Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$13,850.00 Funding Source: Title I

EDUCATIONAL SERVICES	FISCAL IMPACT
ES-1617-020 HM Systems, Inc. To provide occupational, speech, and physical therapy. Submitted by: Special Education Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$100,000.00 Funding Source: Special Education
ES-1617-021 Zenith Rehabilitation Services. To provide speech therapy services. Submitted by: Special Education Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$100,000.00 Funding Source: Special Education

EDUCATIONAL SERVICES	FISCAL IMPACT
<p>ES-1617-022 Sandra So, M.D. To provide consulting and physician services for CHDP and CVUSD Health Center. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$1,000.00 Funding Source: LCAP</p>
<p>ES-1617-023 Chino Valley YMCA. To provide ASES after school programs. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$14,700.00 Funding Source: ASES Grant</p>
<p>ES-1617-024 City of Chino Community Services. To provide staffing for ASES afterschool programs. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$438,697.00 Funding Source: ASES Grant</p>
<p>ES-1617-025 City of Chino Community Services. To provide CVUSD Health Center outreach specialist. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$31,814.00 Funding Source: LCAP</p>
<p>ES-1617-026 City of Chino Community Services. To provide TYKES parenting program case management and family support services. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$105,538.00 Funding Source: First 5 San Bernardino</p>
<p>ES-1617-027 City of Chino Community Services. To provide Tobacco Use Prevention Education. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$58,000.00 Funding Source: TUPE Grant</p>
<p>ES-1617-028 City of Chino Community Services. To provide HOPE program case management, counseling and family support services. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$430,000.00 Funding Source: LCAP</p>
<p>ES-1617-029 City of Chino Community Services. To provide EXCEL program case management, counseling, and family support services. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$9,500.00 Funding Source: LCAP</p>
<p>ES-1617-030 City of Chino Community Services. To provide CARE program counseling support services. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$15,000.00 Funding Source: Title I</p>
<p>ES-1617-031 Paradigm Health Care Services. To provide LEA Medi-Cal program billing services and support. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: Per fee schedule Funding Source: LEA Program</p>
<p>ES-1617-032 All City Management Services Inc. To provide crossing guard services for schools in Chino and Chino Hills. Submitted by: Educational Services Duration of Agreement: July 1, 2016 – June 30, 2017</p>	<p>Contract Amount: \$294,462.00 Funding Source: City of Chino, City of Chino Hills, General Fund</p>

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
<p>SBCSS 15/16-068 San Bernardino County Superintendent of Schools. To provide county schools transportation service. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2015 – June 30, 2016</p>	<p>Contract Amount: \$1,589,232.28 Funding Source: General Fund</p>

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
SBCSS 16/17-0108 San Bernardino County Superintendent of Schools. To provide county schools transportation service. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$1,264,221.38 Funding Source: General Fund

MASTER CONTRACTS	FISCAL IMPACT
MC-1617-001 M & I Hawaiian Shaved Ice and Catering. To provide shaved ice treats and catering at school events. Submitted by: Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA/Boosters
MC-1617-002 P Maurer Communication. To provide inspirational speaker. Submitted by: Don Lugo HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: \$2,000.00 Funding Source: ASB/PFA/PTA/Boosters

APPROVED CONTRACT TO BE AMENDED	AMENDMENT
ES-1516-007 Pristine Rehab Care. To provide occupational therapists. Submitted by: Educational Services Duration of Agreement: July 1, 2015 – June 30, 2016 Original Agreement Board Approved: June 25, 2015	Increase contract amount from \$180,000.00 to \$267,000.00 Funding Source: Special Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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**

June 16, 2016

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Clickers (86)	iClicker	31717 & 31718	Access & Equity
Windows XP Tower	Dell	21KPWD1	CVLA
Windows XP Tower	Dell	DRWOWJ1	CVLA
Windows XP Tower	Dell	2384WC1	CVLA
Monitors (6)	Dell		CVLA
Keyboards (3)	Dell		CVLA
Netbook	Dell	8YK8RS1	Special Ed.
Netbook	Dell	4JSAFT1	Special Ed.
Laptop	Dell	869WWL1	Special Ed.
Laptop	Dell	J32RPD1	Special Ed.
Computer	Dell	24120	Student Support
Screen Protectors (3)			Student Support
Printer	Xerox Phaser 3500	WPH052046	Student Support
Chairs (14)			Student Support
Desk (broken)			Student Support
Scanner	Fujitsu/Duplex	603759	Student Support
Desks (oak) (2)			Student Support
Laptop	Dell	39531/J311LQ1	Technology
Laptop	Dell	35800/2C0PKW1	Technology
Laptop	Dell	35756/2BDNKQ1	Technology
Laptop	Dell	35781/2B9TKQ1	Technology
Laptop	Dell	35796/2C0NKQ1	Technology
Laptop	Dell	35776/2B92LQ1	Technology
Laptop	Dell	35773/2B8ZKQ1	Technology
Laptop	Dell	35769/2B9NKQ1	Technology
Laptop	Dell	35780/2BBMKQ1	Technology
Laptop	Dell	35772/2B9VKQ1	Technology
Laptop	Dell	35792/2B9WKQ1	Technology
Laptop	Dell	35760/2BCWKQ1	Technology
Laptop	Dell	35774/2B9PKQ1	Technology
Laptop	Dell	35802/2C12LQ1	Technology
Laptop	Dell	35804/2BZYKQ1	Technology
Laptop	Dell	34721/1B3HRP1	Technology
Laptop	Dell	40393/5TB0BT1	Technology
Laptop	Dell	35767/2BDLKQ1	Technology
Laptop	Dell	35786/2B90LQ1	Technology
Laptop	Dell	32056/31Y3XL1	Technology
Laptop	Dell	32072/H1Y3XL1	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	XXXXX/70Y3XL1	Technology
Laptop	Dell	32051/1RP3XL1	Technology
Laptop	Dell	35775/2BB2LQ1	Technology
Laptop	Dell	35793/2C1LKQ1	Technology
Laptop	Dell	35762/2BDMKQ1	Technology
Laptop	Dell	35771/2BB0LQ1	Technology
Laptop	Dell	35784/2B9QKQ1	Technology
Laptop	Dell	35801/2BZXKQ1	Technology
Laptop	Dell	44666/3LZYM12	Technology
Laptop	Dell	CGWYM12/44635	Technology
Laptop	Dell	44592/5XYM12	Technology
Laptop	Dell	24519/CS96VC1	Technology
Laptop	Dell	35798/2C01LQ1	Technology
Laptop	Dell	35759/2BCRKQ1	Technology
Laptop	Dell	35778/2B9ZKQ1	Technology
Laptop	Dell	35782/2B9XKQ1	Technology
Laptop	Dell	35808/2C0WKQ1	Technology
Bench DM Meter	Simpson	A01608/25195	Technology
Laptop	Dell	F3YPYP1/35258	Technology
Laptop	Dell	FCS1RN1/33830	Technology
Switch	3COM	29019	Technology
Switch	3COM	21613	Technology
Switch	3COM	21612	Technology
Switch	3COM	24154	Technology
Switch	3COM	24150	Technology
Switch	3COM	16774	Technology
Switch	3COM	16338	Technology
Switch	3COM	27140	Technology
Switch	3COM	27141	Technology
Switch	3COM	18618	Technology
Switch	3COM	18616	Technology
Switch	3COM	18615	Technology
Switch	3COM	18620	Technology
Switch	3COM	21608	Technology
Switch	3COM	21045	Technology
Switch	3COM	23732	Technology
Switch	3COM	21610	Technology
Switch	3COM	23731	Technology
Switch	3COM	33566	Technology
Switch	3COM	30997	Technology
Switch	3COM	21607	Technology
Switch	3COM	18622	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Switch	3COM	21617	Technology
Switch	3COM	18339	Technology
Switch	3COM	18626	Technology
Switch	3COM	31676	Technology
Switch	3COM	23733	Technology
Switch	3COM	23734	Technology
Switch	3COM	20146	Technology
Switch	3COM	18617	Technology
Switch	3COM	18619	Technology
Switch	3COM	25175	Technology
Switch	3COM	25315	Technology
Switch	3COM	32385	Technology
Switch	3COM	25306	Technology
Switch	3COM	33588	Technology
Computer	Dell	36893507221	Cattle ES
Computer	Dell	20387920789	Cattle ES
Computer	Dell	14643634069	Cattle ES
Computer	Dell	32783486869	Cattle ES
Computer	Dell	4485316501	Cattle ES
Computer	Dell	25616378773	Cattle ES
Computer	Dell	34324622605	Cattle ES
Computer	Dell	5487552369	Cattle ES
Computer	Dell	41490616213	Cattle ES
Computer	Dell	303631660213	Cattle ES
Computer	Dell	32904419221	Cattle ES
Computer	Dell	4342385429	Cattle ES
Computer	Dell	21716497045	Cattle ES
Computer	Dell	16909249429	Cattle ES
Computer	Dell	6085803925	Cattle ES
Computer	Dell	37257983893	Cattle ES
Computer	Dell	4666715029	Cattle ES
Computer	Dell	24197289877	Cattle ES
Computer	Dell	29945943145	Cattle ES
Computer	Dell	28894574557	Cattle ES
Printer	Xerox	MHB866965	Cattle ES
Projector	Liesegang	RT5B000548	Cattle ES
Power book	Mac	Ty72526775m	Cattle ES
IBook	Apple	22167	Cattle ES
IBook	Apple		Cattle ES
TV 32"	Zenith	31582	Cattle ES
TV 32"	Samsung	C04493	Cattle ES
TV wall brackets (2)			Cattle ES

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
VCR	Sharp	31576	Cattle ES
VCR	Sharp	31581	Cattle ES
Computer	Dell	22480	Cattle ES
Computer	Dell	C015670	Cattle ES
Printer	HP	12915	Cattle ES
Computer	Dell	C015670	Cattle ES
Fax	HP	CN04C6M0H8	Cattle ES
Projector	Epson	19929	Cattle ES
Projector	Epson	14017	Cattle ES
Projector	Epson	11730	Cattle ES
Photo Printers (2)	HP		Cattle ES
Printer	Sharp		Cattle ES
AVR Doc Cam		32502	Cattle ES
Projector Screens (3)			Cattle ES
Projector	Epson	39022	Cattle ES
Tape Recorder			Cattle ES
32" T.V.s (5)	Samsung		Cattle ES
Microwave	GE		Cattle ES
Printers (3)	Xerox Phaser 3124		Canyon Hills JHS
Printer	Xerox Phaser 3450	CVUSD 22102	Canyon Hills JHS
Printer	Epson XP-420		Canyon Hills JHS
Printer	Canon Pixma		Canyon Hills JHS
Microwave	General Electric		Chino Hills HS
Fryers (3)	Rival		Chino Hills HS
Cambro Boxes (2)	Cambro		Chino Hills HS
Cast Iron Skillets (6)			Chino Hills HS
6" Skillets (6)			Chino Hills HS
SS Bowls			Chino Hills HS
Cambro Drink Cont.	Cambro		Chino Hills HS
Wok			Chino Hills HS
Colanders			Chino Hills HS
Waffle Maker	Presto		Chino Hills HS
Aprons (10)			Chino Hills HS
Chef Coats (4)			Chino Hills HS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Jeanette Chien, Ed. D., Asst. Superintendent, Educational Services

SUBJECT: LICENSE AGREEMENT BETWEEN CHINO VALLEY UNIFIED SCHOOL DISTRICT AND SPECTRUM CENTER, INC. FOR THE USE OF REAL PROPERTY 2016/2017

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BACKGROUND

The Chino Valley Unified School District, with the approval of the Board of Education, will continue the license agreement with Spectrum Center, Inc. for the 2016/2017 school year. The license grants a non-exclusive use of facilities for the purpose of operating a California certified private nonpublic school program. Spectrum Center, Inc. will provide a nonpublic school for students at the Alternative Education Center in Rooms 14, 15, 16, 17, 18, 19, and 20.

Nonpublic schools provide “appropriate special educational facilities, special education or designated instruction and services required by the individual with exceptional needs when no appropriate public education program is available.” Spectrum schools recognize the diversity of our student populations and our students’ special needs, and provide a full range of support services that complement the academic programs, life skills training, and transition services. Spectrum offers all support services recommended through a student’s individualized education program.

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

RECOMMENDATION

It is recommended the Board of Education approve the license agreement between Chino Valley Unified School District and Spectrum Center, Inc. for the use of real property 2016/2017.

FISCAL IMPACT

\$1,025.00 charged to Spectrum Center, Inc. per classroom per month.

WMJ:GJS:JC:pw

LICENSE AGREEMENT BETWEEN
CHINO VALLEY UNIFIED SCHOOL DISTRICT
AND
SPECTRUM CENTER, INC.
FOR THE USE OF REAL PROPERTY

THIS LICENSE AGREEMENT (“License” or “Agreement”) is approved and entered into as of this 16th day of June, 2016 (“Effective Date”), by and between the **CHINO VALLEY UNIFIED SCHOOL DISTRICT**, a California public school district duly organized and existing under Chapter 1 of Division 3 of Title 2 of the Education Code of the State of California (the “LICENSOR”) and **SPECTRUM CENTER, INC.** a California certified Nonpublic School (the “LICENSEE”).

RECITALS

WHEREAS, LICENSOR is the owner of certain real property located at 15650 Pipeline Avenue, Chino Hills, CA commonly known as the Alternative Education Center site (“AEC Property”) as more particularly described in Exhibit A, attached hereto and incorporated herein by this reference; and

WHEREAS, LICENSEE desires the use a portion of the Property; and

WHEREAS, LICENSOR is willing to grant to LICENSEE this License for the use of Rooms 14, 15, 16, 17, 18, 19, and 20 at the AEC Property, as designated in Exhibit A, as well as shared use of the computer lab, multi-purpose room/cafeteria, field, bathrooms, library, staff lounge, and meeting room at the Property in accordance with the terms and conditions of this License; LICENSEE and site administration will establish mutually agreed upon times for use of Facilities and will be billed for clean up and/or utility costs as applicable; and

WHEREAS, the parties desire by this License to provide for the terms and conditions for the use of the Facilities.

AGREEMENT

NOW, THEREFORE, the parties hereto for the consideration hereinafter expressed, covenant and agree as follows:

Section 1. Grant of License and Use of Facilities

(a) Grant of License and Use of Facilities. In consideration of the License Fee, LICENSOR grants a non-exclusive license to LICENSEE to use the Facilities for the limited purposes of operating LICENSEE's private nonpublic school program ("Program").

Section 2. License Fee

(a) License Fee. LICENSEE shall pay a fee of Seven Thousand Five Hundred Twenty-Five Dollars (\$7,175.00) per month (\$1,025.00 per classroom) as a License Fee for the use of the Facilities. The first payment is due upon execution of this Agreement and subsequent payments are due on or before the 1st of each month. If LICENSOR does not receive any installment of the License Fee or any other sum due from LICENSEE by 4:00 p.m. within ten (10) days after such amount is due, LICENSEE shall pay to LICENSOR, as an additional License Fee, a late charge equal to ten percent (10%) of such overdue amount or the maximum amount allowed by law, whichever is less. Acceptance of such late charge by LICENSOR shall in no event constitute a waiver of LICENSEE's default with respect to such overdue amount, nor prevent LICENSOR from exercising any of its other rights and remedies granted hereunder. LICENSEE will be charged One Thousand Twenty-Five Dollars (\$1,025.00) per month for each additional classroom added to the Facilities during the original one-year Term of this Agreement.

Section 3. Term

Subject to Section 6 of this License, the term of this License shall be one (1) year ("Term"), unless mutually extended in writing by both parties. The commencement date shall be July 1, 2016 and unless sooner terminated under any provision hereof, this License shall end on June 30, 2017.

Either party may, in its sole discretion, terminate this License for any or no reason, upon thirty (30) days written notice to the other party at the address set forth herein. Upon the expiration or termination of this License, at any time or upon any grounds provided herein, LICENSEE shall immediately vacate the Facilities, and if requested by the LICENSOR, restore the Facilities to its condition as of the Effective Date, at the sole and exclusive cost of LICENSEE.

Section 4. Conditions to Use

(a) Maintenance of Facilities. LICENSOR shall maintain and perform major maintenance and repairs to the Facilities to the same standard as the Property. However, LICENSEE shall be responsible for and shall pay for any repairs or replacements of any character whatsoever which are occasioned or are made necessary by reason of the negligence or misuse of the Facilities by LICENSEE's employees or invitees. LICENSEE shall notify LICENSOR immediately of any damage caused to the Facilities. In the event that LICENSEE fails to maintain or repair the Facilities, LICENSOR may, at LICENSOR's sole discretion, undertake any maintenance or repair of the Facilities and LICENSEE shall reimburse LICENSOR for the costs of such repairs or maintenance within thirty (30) days of invoice by LICENSOR.

(b) Clean up of Facilities. LICENSOR shall be responsible for the clean up of the Facilities and any other portion of the Property used by the LICENSEE at the close of each and every day. The cost to the LICENSOR for these efforts shall be included in the monthly license charge to the LICENSEE for the facilities. Additionally, under no circumstances during the term of this License shall LICENSEE use or cause to be used in the Facilities any hazardous or toxic substances or materials, and under no circumstance during the term of this License shall LICENSEE store or dispose of any such substances or materials in the Facilities. All cleaning agents brought onto the Property by the LICENSEE must conform to the LICENSOR'S existing list of permissible cleaning agents. In the event the LICENSOR becomes aware of any hazardous or toxic substances or unapproved cleaning agents stored within the Property used by the LICENSEE, the LICENSOR may dispose of said cleaning agents at its discretion and at no cost to the LICENSOR.

(c) Non-Interference with LICENSOR Activities. This License shall not grant LICENSEE the right to interfere with any activities of LICENSOR.

(d) Conduct of LICENSEE, Employees, and Invitees. LICENSEE shall ensure that all employees, invitees, and all others in attendance will adhere to proper standards of public conduct. There is to be no consumption of intoxicating beverages or other controlled substances, smoking, gambling, quarreling, fighting, use of profane language, or indecent exposure on or near the Facilities.

(e) Utilities. LICENSEE shall be responsible for payment of the cost of electrical power and waste disposal associated with operation of the Facilities during the periods when LICENSEE has use of the Facilities. LICENSEE's pro-rata share shall \$0.95 per square foot, per year, of classroom space leased based on an average of 1,096.5 square feet per classroom space leased (7,676 square feet total) and shall be billed to the LICENSEE each month, in excess of the monthly license rate of \$1,025.00/classroom. Said invoice shall itemize LICENSEE's share of the total costs of utilities for the Facilities. LICENSEE shall promptly pay to the LICENSOR its share of such utility costs within thirty (30) days of receipt of such invoice. LICENSEE shall also be invoiced at the rate of \$20.00 per student per year for access to the District data lines which provide Internet service.

(f) Insurance.

(i) Public Liability and Property Damage. LICENSEE agrees to maintain in full force and effect throughout the duration of the License a suitable policy or policies of public liability and property damage insurance, insuring against all bodily injury, property damage, personal injury, and other loss or liability caused by or connected with LICENSEE's use of the Facilities under this License. Such insurance shall be in amounts not less than \$1,000,000 per occurrence; \$3,000,000 for general aggregate and \$1,000,000 for property damage.

(ii) Automobile Liability. LICENSEE also agrees to maintain in full force and effect with regard to any LICENSEE owned vehicles which LICENSEE brings onto the Facilities a suitable policy or policies of automobile liability insurance with a combined single limit of \$1,000,000 per accident throughout the duration of the License.

(iii) Workers' Compensation. LICENSEE shall also maintain, in full force and effect throughout the term of this License, Workers' Compensation insurance in accordance with the laws of California, and employers' liability insurance with a limit of not less than \$1,000,000 per employee and \$1,000,000 per occurrence.

(iv) Notice: Additional Named Insured's. All insurance required under this Agreement shall be issued as a primary policy and contain an endorsement requiring thirty (30) days written notice from the insurance company to both parties hereto before cancellation or change in coverage, scope or amount of any policy. LICENSOR, its directors, officers, agents, employees, and consultants, shall be designated as additional named insured's.

(v) Insurance Endorsements. Concurrent with the execution of the License and prior to any use by LICENSEE of the Facilities, LICENSEE will provide LICENSOR with an endorsement(s) verifying such insurance and the terms described herein.

(g) Indemnification.

(i) Tenant Indemnification. Tenant agrees to indemnify, reimburse, hold harmless, and defend District, its officers, employees and agents against any and all claims, causes of action, judgments, obligations or liabilities, and all reasonable expenses incurred in investigating or resisting the same (including reasonable attorneys' fees), on account of, or arising out of, the operation, condition, use or occupancy of the Premises and all areas appurtenant thereto. This Lease is made on the express condition that District shall not be liable for, or suffer loss by reason of, injury to person or property, from whatever cause in any way connected with the condition, use or occupancy of the Premises

specifically including, without limitation, any liability for injury to the person or property of the Tenant, its agents, officers, employees, licensees and invitees.

(ii) District Indemnification. District shall hold harmless and defend and indemnify Tenant from any claims, damages or expenses, including attorneys' fees, arising out of or relating to or in any way connected to District's gross negligence or willful misconduct on the Premises.

LICENSEE further agrees to indemnify, defend and hold harmless LICENSOR, its directors, officers, and employees and each of them from any claim or cause of action arising out of or related to the legality or legal interpretation of this Agreement, including without limitation, LICENSOR's authority to enter into this Agreement. In connection therewith:

(i) Actions Filed. LICENSEE shall defend any action or actions filed in connection with any of said claims, liens, damages, penalties, obligations or liabilities, and will pay all costs and expenses, including attorneys' fees incurred in connection therewith.

(ii) Judgments Rendered. LICENSEE shall promptly pay any judgment rendered against LICENSEE or LICENSOR covering such claims, liens, damages, penalties, obligations and liabilities arising out of or in connection with such use of and operations at the Facilities referred to herein and agrees to save and hold LICENSOR harmless therefrom.

(iii) Costs and Expenses; Attorneys' Fees. In the event LICENSOR is made a party to any action or proceeding filed or prosecuted against LICENSEE for such damages or other claims arising out of the use of and operations at the Facilities referred to herein, LICENSEE agrees to pay LICENSOR any and all costs and expenses incurred by them in such action or proceeding together with reasonable attorneys' and expert witness fees.

The provisions of this Section 4(g) shall survive the termination or expiration of this License.

(h) Scheduling. LICENSEE will have access to the Facilities between 6:00 a.m. and 6:00 p.m. on Monday through Friday ("LICENSEE Hours"). LICENSEE may request use of the Facilities at other times outside of the LICENSEE Hours by submitting a written request to the LICENSOR at least seven (7) calendar days in advance of the proposed use. LICENSOR may allow or deny such request at its sole discretion.

(i) Locks - Keying and Access Authorization. The lock style, types of gates, and key/code authorization to be utilized at the Property and Facilities will be coordinated in such a manner as to allow dual access while maintaining the safety and security of property and persons. LICENSOR shall retain sole discretion and authority to determine lock style, types of gates, and key/code authorization at the Property and Facilities. The LICENSOR shall provide the LICENSEE with one (1) set of keys necessary to access Property/Facility. LICENSOR may require that the LICENSEE return keys at any time. LICENSEE shall deposit with the LICENSOR \$500.00 for each set of keys it is provided to the Property. The deposit is required prior to the handing over of any keys to the LICENSEE. LICENSOR shall return the deposit, less any costs for lost keys, to the LICENSEE within 10 business days of termination of the agreement.

(j) Parking. The LICENSEE shall have non-exclusive use of any parking lot located on the Premises. LICENSEE shall not abandon any inoperative vehicles or equipment on any portion of the Premises. LICENSEE shall be entitled to use the parking areas on the Property during LICENSEE Hours only.

(k) Program Costs/Supplies/Equipment. All Program costs, supplies and/or equipment shall be the sole cost and responsibility of the LICENSEE. Supplies and/or equipment shall remain the sole responsibility of the LICENSEE and must be removed at no cost to LICENSOR upon termination of this Agreement.

(l) Supervision and Safety. LICENSEE shall be responsible for supervising/staffing its Program. LICENSEE students shall be accompanied by a LICENSEE employee at all times. LICENSEE shall designate one or more representatives at the Facilities, who shall be persons of authority in LICENSEE's operational structure, and shall ensure that at least one such representative is present and available at the Facilities during all hours of Program operations. LICENSEE shall provide the LICENSOR with 24-hour contact information for each such representative.

(m) Alterations/Improvements. LICENSEE shall have no right to make any changes, alterations or improvements to the Property or Facilities provided pursuant to this Agreement, unless LICENSOR provides written permission to make such changes, alterations or improvements, which permission may be granted and conditioned in the sole discretion of the LICENSOR.

Section 5. Compliance with Law

LICENSEE shall comply with all laws, ordinances, rules, and regulations applicable to the Property or Facilities, enacted or promulgated by any public or governmental authority or agency, including without limitation LICENSOR, having jurisdiction over the Property or Facilities. LICENSEE shall comply with all laws, ordinances, rules, and regulations applicable to the Program, enacted or promulgated by any public or governmental authority or agency. LICENSEE shall be responsible for obtaining and maintaining throughout the Term of the Agreement all permits, licenses, approvals from any local, state, or federal agency for the use of the Property and Facilities and operation of the Program. LICENSEE shall comply with requirements of state law regarding fingerprinting and background checks as set forth in Education

Code Section 45125.1 or other applicable code sections, and provide LICENSOR with copies of any documentation associated therewith. All compliance shall be at the sole cost of LICENSEE. LICENSEE shall provide LICENSOR with proof of compliance with all applicable laws, ordinances, rules, and regulations prior to occupying the Facilities.

Section 6. Revocation/Termination

Notwithstanding anything to the contrary in this Agreement, whether express or implied, during the Term, this Agreement shall be revocable by LICENSOR at any time upon seven (7) calendar days' written notice, in the event LICENSOR decides, in its sole discretion, that LICENSEE's use of the Facilities is in violation of any provision of this Agreement. The LICENSOR may terminate the Agreement immediately if the LICENSOR determines, in its sole discretion that an unsafe or dangerous condition exists.

Section 7. Legal Interpretation of Instrument

The parties expressly understand and agree that this License constitutes a non-exclusive license for use of the Facilities. This License is not intended by the parties, nor shall it be legally construed, to convey a leasehold, easement, or other interest in real property. Should either party be compelled to institute arbitration, legal, or other proceedings against the other for or on account of the other party's failure or refusal to perform or fulfill any of the covenants or conditions of this License on its part to be performed or fulfilled, the parties agree that the rules and principles applicable to licenses shall govern such actions or proceedings. This License shall be governed by the laws of the State of California.

Section 8. Attorneys' Fees

If any legal action is necessary to enforce any of the terms or conditions of this License, the prevailing party shall be entitled to reasonable attorneys' fees in addition to any other relief to which it may be entitled.

Section 9. Entire Agreement: Amendment

This License constitutes the entire understanding between the parties with respect to the subject matter hereof, superseding all negotiations, prior discussions and preliminary agreements made prior to the date hereof. This License may not be changed except in writing executed by both parties.

Section 10. Notices

Any notice, request, information or other document to be given hereunder to any of the parties by any other parties shall be in writing and shall be deemed given and served upon delivery, if delivered personally, or three (3) days after mailing by United States mail as follows:

If to LICENSEE: SPECTRUM CENTER, INC.
c/o ChanceLight
Attention: Krissy Veater
1321 Murfreesboro Pike, Suite 702
Nashville, TN 37217

If to LICENSOR: CHINO VALLEY UNIFIED SCHOOL DISTRICT
Gregory J. Stachura, Assistant Superintendent
5130 Riverside Drive, Chino, CA 91710

Any party may change the address or persons to which notices are to be sent to it by giving the written notice that such change of address or persons to the other parties in the manner provided for giving notice.

Section 11. Official Representatives

The official representative for LICENSOR shall be Wayne M. Joseph, its Superintendent or his/her designee. The official representative for LICENSEE shall be Donald B. Whitfield, its Executive Vice President & CFO or his/her designee.

Section 12. Employees/Independent Contractors

For purposes of this License, all persons employed by LICENSEE in the performance of services and functions with respect to this License shall be deemed employees of LICENSEE and no LICENSEE employee shall be considered as an employee of the LICENSOR under the jurisdiction of LICENSOR, nor shall such LICENSEE employees have any LICENSOR pension, civil service, or other status while an employee of the LICENSEE. LICENSEE shall have no authority to contract on behalf of LICENSOR. It is expressly understood and agreed by both parties hereto that LICENSEE, while engaged in carrying out and complying with any terms of this License, is not acting as an agent, officer, or employee of LICENSOR.

Section 13. Assignment

LICENSEE shall not assign this Agreement. Any attempt by LICENSEE to assign this Agreement shall automatically terminate the Agreement.

Section 14. Nondiscrimination

In utilizing the Agreement, LICENSEE shall not discriminate against any person on account of race, color, religion, sex, marital status, national origin, or ancestry.

Section 15. As-Is Condition

The Facilities are licensed in as-is condition and LICENSOR makes no representation or warranty of any kind regarding the character of the Facilities. LICENSOR shall not be required to make any alterations or improvements to the Property or Facilities during the term of this Agreement.

Section 16. Signs

LICENSEE shall not have the right to place, construct or maintain any sign, advertisement, awning, banner, or other external decorations on the building or other improvements that are a part of the Facilities or Property without LICENSOR's prior written consent and the consent of the City of Chino Hills, which consent may be withheld or conditions at the LICENSOR's or City of Chino Hills sole discretion.

Section 17. LICENSOR Access

LICENSOR shall have the right, but not the responsibility, to enter the Facilities at reasonable times for the purposes of inspecting the Facilities, making alterations, repairs, improvements or additions to the Facilities or other valid purposes as LICENSOR may deem necessary or desirable.

Section 18. Taxes

The LICENSEE shall be liable for any and all taxes which may be levied or assessed upon the Property or Facilities which are directly attributable to this Agreement. LICENSEE, therefore, must recognize and understand in accepting this Agreement that LICENSEE may be subject to a possible tax and that such tax payment shall not reduce any Fee due the LICENSOR hereunder and such tax shall be the liability of and be paid by the LICENSEE.

Section 19. No LICENSOR Affiliation/Endorsement

LICENSEE shall not imply, indicate or otherwise suggest that the Program and/or any related activities are connected or affiliated with, or are endorsed, favored or supported by, or are opposed by the LICENSOR. No signage, flyers or other material may reference the LICENSOR, any school name, logo or mascot, except to indicate location of Program.

Section 20 Exhibits

The following appendix which is attached hereto is incorporated herein and made a part of this License:

Exhibit A: Location and Description of AEC Property and Facilities

Section 21 Recitals

The Recitals are incorporated into this License as though fully set forth herein.

IN WITNESS WHEREOF, the parties have entered into this License as of the Effective Date.

LICENSOR:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Wayne M. Joseph, Superintendent

By: _____

Its: _____

LICENSEE:

SPECTRUM CENTER, INC.
c/o Educational Services of America
Donald B. Whitfield, Executive Vice President & CFO

By: _____

Its: _____

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt. Facilities, Planning, and Operations
**SUBJECT: RESOLUTION 2015/2016-69, 2015/2016-71, 2015/2016-72,
2015/2016-73, 2015/2016-74, AND 2015/2016-75 FOR
AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS**

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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
2015/2016-69	General Services Administration GS-27F-0032P	Tandus Centiva US, LLC	Furnishing and Floor Coverings	Expires 8/3/2019

Resolution	Contract	Contractor	Description	Term
2015/2016-71	Riverside Unified School District Bid No. 2015/16-42	Team Distributions Inc.	Nutrition Services Paper Supplies	7/1/2016-6/30/2017
2015/2016-72	Riverside Unified School District Bid No. 2015/16-42	Trade Supplies Inc.	Nutrition Services Paper Supplies	7/1/2016-6/30/2017
2015/2016-73	Riverside Unified School District Bid No. 2015/16-42	Sysco Riverside	Nutrition Services Paper Supplies	7/1/2016-6/30/2017
2015/2016-74	Riverside Unified School District Bid No. 2015/16-42	P & R Paper Supply	Nutrition Services Paper Supplies	7/1/2016-6/30/2017
2015/2016-75	Riverside Unified School District Bid No. 2015/16-42	Daxwell	Nutrition Services Paper Supplies	7/1/2016-6/30/2017

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2015/2016-69, 2015/2016-71, 2015/2016-72, 2015/2016-73, 2015/2016-74, and 2015/2016-75 for authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

WMJ:GJS:pw

**Chino Valley Unified School District
Resolution 2015/2016-69
Authorization to Utilize the General Services Administration GS-27F-0032P
With Tandus Centiva US, LLC
to Purchase Furnishing and Floor Coverings
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 furnishing and floor coverings for the District;

WHEREAS, General Services Administration currently has a piggyback contract, GS-27F-0032P, in accordance with Public Contract Code 20118 with Tandus Centiva US, LLC that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of furnishing and floor coverings through the piggyback contract procured by the General Services Administration GS-27F-0032P.

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 furnishing and floor coverings through the piggyback contract originally procured by the General Services Administration GS-27F-0032P 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 furnishing and floor coverings in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the General Services Administration GS-27F-0032P.

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 June 17, 2016, for the term ending August 3, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 16th day of June 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 2015/2016-71
Authorization to Utilize the Riverside Unified School District Bid No. 2015/16-42
With Team Distributions Inc.
to Purchase Nutrition Services Paper Supplies
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 Nutrition Services paper supplies for the District;

WHEREAS, Riverside Unified School District currently has a piggyback contract, Bid No. 2015/16-42, in accordance with Public Contract Code 20118 with Team Distributions Inc. 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 Nutrition Services paper supplies through the piggyback contract procured by the Riverside Unified School District Bid No. 2015/16-42.

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 Nutrition Services paper supplies through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42 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 Nutrition Services paper supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42.

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 July 1, 2016, for the term ending June 30, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 16th day of June 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 2015/2016-72
Authorization to Utilize the Riverside Unified School District Bid No. 2015/16-42
With Trade Supplies Inc.
to Purchase Nutrition Services Paper Supplies
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 Nutrition Services paper supplies for the District;

WHEREAS, Riverside Unified School District currently has a piggyback contract, Bid No. 2015/16-42, in accordance with Public Contract Code 20118 with Trade Supplies Inc. 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 Nutrition Services paper supplies through the piggyback contract procured by the Riverside Unified School District Bid No. 2015/16-42.

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 Nutrition Services paper supplies through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42 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 Nutrition Services paper supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42.

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 July 1, 2016, for the term ending June 30, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 16th day of June 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 2015/2016-73
Authorization to Utilize the Riverside Unified School District Bid No. 2015/16-42
With Sysco Riverside
to Purchase Nutrition Services Paper Supplies
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 Nutrition Services paper supplies for the District;

WHEREAS, Riverside Unified School District currently has a piggyback contract, Bid No. 2015/16-42, in accordance with Public Contract Code 20118 with Sysco Riverside 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 Nutrition Services paper supplies through the piggyback contract procured by the Riverside Unified School District Bid No. 2015/16-42.

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 Nutrition Services paper supplies through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42 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 Nutrition Services paper supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42.

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 July 1, 2016, for the term ending June 30, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 16th day of June 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 2015/2016-74
Authorization to Utilize the Riverside Unified School District Bid No. 2015/16-42
With P & R Paper Supply
to Purchase Nutrition Services Paper Supplies
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 Nutrition Services paper supplies for the District;

WHEREAS, Riverside Unified School District currently has a piggyback contract, Bid No. 2015/16-42, in accordance with Public Contract Code 20118 with P & R Paper Supply 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 Nutrition Services paper supplies through the piggyback contract procured by the Riverside Unified School District Bid No. 2015/16-42.

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 Nutrition Services paper supplies through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42 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 Nutrition Services paper supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42.

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 July 1, 2016, for the term ending June 30, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 16th day of June 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 2015/2016-75
Authorization to Utilize the Riverside Unified School District Bid No. 2015/16-42
With Daxwell
to Purchase Nutrition Services Paper Supplies
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 Nutrition Services paper supplies for the District;

WHEREAS, Riverside Unified School District currently has a piggyback contract, Bid No. 2015/16-42, in accordance with Public Contract Code 20118 with Daxwell 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 Nutrition Services paper supplies through the piggyback contract procured by the Riverside Unified School District Bid No. 2015/16-42.

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 Nutrition Services paper supplies through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42 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 Nutrition Services paper supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Riverside Unified School District Bid No. 2015/16-42.

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 July 1, 2016, for the term ending June 30, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 16th day of June 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: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: BID 15-16-07, EXTERIOR PAINTING AT VARIOUS SITES

=====

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bids for Bid 15-16-07, Exterior Painting at Various Sites, was published in the Inland Valley Daily Bulletin on May 19 and 26, 2016, and in the Champion Newspapers on May 21 and 28, 2016. Bids were opened at 1:00 p.m. on June 2, 2016. The results are as follows:

Contractor	Bid Amount
A.J. Fistes Corporation	\$445,200.00
Cam Painting, Inc.	\$412,000.00
European Style Painting Co.	\$338,500.00
GDL Best Contractors, Inc.	\$468,000.00
Omega Construction Co., Inc.	\$339,700.00
Pacific Contractors Group, Inc.	\$547,000.00
Painting & Décor, Inc.	\$602,300.00
Piana Construction and Painting, Inc.	\$405,900.00
Prime Painting Contractors, Inc.	\$467,000.00
Stolie Painting	\$477,200.00

The basic scope of work for this project includes exterior repainting of Butterfield Ranch ES; Glenmeade ES; Hidden Trails ES; and Walnut ES; and repainting the metal book lockers at Townsend JHS.

Due to a clerical error, Piana Construction and Painting, Inc., requested to withdraw their bid. Based on the line item pricing provided by each contractor, it is recommended that the work at each site be awarded as follows: Butterfield Ranch ES; Glenmeade ES; Hidden Trails ES; and Walnut ES to European Style Painting Co. in the amount of \$293,500.00; and Townsend JHS lockers to Omega Construction Co., Inc. in the amount of \$28,700.00.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 15-16-07, Exterior Painting at Various Sites to the following contractors for individual school projects as follows: Butterfield Ranch ES; Glenmeade ES; Hidden Trails ES; and Walnut ES to European Style Painting Co.; and Townsend JHS lockers to Omega Construction Co., Inc.

FISCAL IMPACT

\$322,200.00 to RMA Fund 01.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: BID 15-16-08, CANNED GOODS AND CONDIMENTS

=====

BACKGROUND

Chino Valley USD is a member of the Pomona Valley School Cooperative Purchasing Group (Co-op). The Co-op solicits competitive bids for items commonly used by all members. Membership in this purchasing group increases purchasing power and results in lower pricing for all members. Responsibility for the canned goods and condiments bid is rotated annually among the 13 participating districts; for 2016/2017, Chino Valley USD is the lead District. Other members of the Pomona Valley Co-op are Alta Loma USD, Bonita USD, Chaffey Joint Union HSD, Claremont USD, Colton Joint USD, Jurupa USD, Moreno Valley USD, Ontario-Montclair SD, Pomona USD, Rialto USD, Riverside USD, and Val Verde USD.

Bid 15-16-08, Canned Goods and Condiments was published in the Inland Valley Daily Bulletin on May 19 and 26, 2016, and in the Champion Newspapers on May 21 and 28, 2016. Bids were opened at 2:00 p.m. on June 2, 2016.

Staff recommends the 237 canned goods and condiments bid items be awarded to seven vendors: A & R Food Distributors; Bernards Food Industries, Inc.; Gold Star Foods; Global Foods, Inc.; Shamrock Foods Company; Sysco Riverisde & Los Angeles; and US Foods. Bid prices are guaranteed July 1, 2016 through June 30, 2017.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 15-16-08, Canned Goods and Condiments to A & R Food Distributors; Bernards Food Industries, Inc.; Gold Star Foods; Global Foods, Inc.; Shamrock Foods Company; Sysco Riverside & Los Angeles; and US Foods.

FISCAL IMPACT

Estimated \$175,000.00 for canned goods and condiments for the 2016/2017 school year to Cafeteria Fund 93.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Martin Silveira, Director, Maintenance, Operations, and Construction
**SUBJECT: CHANGE ORDER AND NOTICE OF COMPLETION FOR BID 14-15-06,
REPLACEMENT OF TRANSPORTATION DEPARTMENT LIFTS**

=====

BACKGROUND

On May 7, 2015, the Board of Education awarded Bid 14-15-06, Replacement of Transportation Department Lifts to Autolift Services, Inc. During the course of construction, modifications to the original approved plans were made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff and project engineers, TMAD Taylor & Gaines.

Change Order	Contractor	Amount
3	Autolift Services, Inc.	\$29,030.23
	Previously Approved Change Order(s):	\$75,713.56
	Starting Total Project Bid:	\$672,900.00
	Revised Total Project Amount:	\$777,643.79

This change order results in a net increase of \$29,030.23 to the construction. The revised total project cost, including all change orders, is \$777,643.79. Approval of the change order allows for compensation to the contractor to perform the additional work as described.

The total change order amounts exceed the legal limit of 10% of the total contract amount. Upon approval of the change orders by the Board of Education, San Bernardino County Superintendent of Schools District Financial Services personnel are prepared to process payments to the contractors.

All contracted work was completed on May 31, 2016. Documentation indicating satisfactory completion and compliance with specifications and project requirements has been obtained from the following individuals; Nestor Ignacio, Project Engineer; TMAD Taylor & Gaines; Maria Sedillo, Director of Transportation; and Martin Silveira, Maintenance, Operations, and Construction.

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

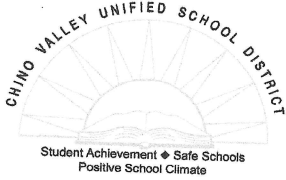
RECOMMENDATION

It is recommended the Board of Education approve the change order and Notice of Completion for Bid 14-15-06, Replacement of Transportation Department Lifts.

FISCAL IMPACT

\$29,030.23 to Capital Facilities Fund 25.

WMJ:GJS:MS:pw



CHINO VALLEY UNIFIED SCHOOL DISTRICT

Maintenance, Operations & Construction Department
5130 Riverside Drive
Chino, CA 91719
Telephone: 909.628.1201 x1450 FAX: 909.590.1639

C H A N G E O R D E R # 3

DATE: May 18, 2016

PROJECT / BID #: Replacement of Transportation Department Lifts, Bid No. 14-15-06

DSA APPLICATION #: N/A

DSA FILE #: N/A

OWNER: Chino Valley Unified School District

ARCHITECT/ENGINEER: TMAD Taylor & Gaines

CONTRACTOR: Autolift Services Inc.

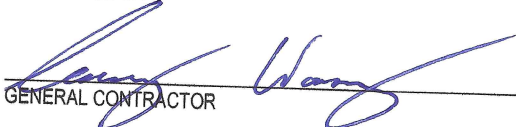
THE CONTRACTOR IS HEREBY AUTHORIZED TO DO THE FOLLOWING:

Item 3.1: Remediation and disposal of oil contaminated soil, including additional concrete fill and encasement. \$ 23,323.78
Requested by: District
Reason: Removal and proper disposal of additional oil contaminated soil required by code / EPA.

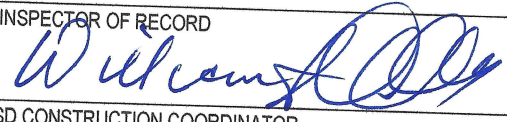
Item 3.2: Three (3) custom lift adapters \$ 5,706.45
Requested by: District
Reason: To ensure lifts can be safely utilized for all District vehicles.

The original contract amount was: \$ 672,900.00
Previously approved change orders: Change Order #1 & 2 \$ 75,713.56
The contract amount will be increased by this Change Order: \$ 29,030.23
The new contract amount including this Change Order will be: \$ 777,643.79


APPROVED BY:


GENERAL CONTRACTOR


5/19/16
DATE

DSA INSPECTOR OF RECORD


DATE
5/25/16

CVUSD CONSTRUCTION COORDINATOR


DATE
5/18/16

CVUSD DIRECTOR OF MAINTENANCE, OPERATIONS & CONSTRUCTION


DATE
5/18/16

OWNER (authorized agent)


DATE
5/24/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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
141519	Installation of Security Cameras at Don Lugo HS	Apple Valley Communications	\$48,772.71	N/A	\$48,772.71	01
CC2016-12	Installation of Pool Scoreboard at Ayala HS	WCCR Construction, Inc.	\$51,000.00	N/A	\$51,000.00	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 CUPCCAA Projects.

FISCAL IMPACT

\$48,772.71 to RMA Fund 01.

\$51,000.00 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: June 16, 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

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

FEDERWISCH, Rodney (23 years of service)	Principal	Butterfield Ranch ES	07/01/2016
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RESIGNATION

PURTHER, Carlo	Assistant Principal	Ayala HS	06/24/2016
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CHANGE IN ASSIGNMENT

MAC CHARLES, Sharyn	FROM: Principal (GF) 8 hrs./215 contract days TO: Assistant Principal (GF) 8 hrs./205 contract days	Townsend JHS Borba ES	07/22/2016
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HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2015/2016 SCHOOL YEAR

DIAZ, Stephanie	English Teacher	Canyon Hills JHS	05/20/2016
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RETIREMENT

CLEMENTS, Jeanne (23 years of service)	Assistant Principal	Borba ES	08/01/2016
RHODE, Denise (7 years of service)	Elementary Teacher	Butterfield Ranch ES	07/01/2016
AGUILAR, Virginia (18 years of service)	Elementary Teacher	Litel ES	07/01/2016
BEAINI, Christine (32 years of service)	Elementary Teacher	Litel ES	06/10/2016
MILLS, Dana (40 years of service)	Elementary Teacher	Wickman ES	07/01/2016
RYAN, Jerry (17 years of service)	Social Science Teacher	Townsend JHS	07/01/2016
FELLOWS, Rhonda (25 years of service)	Science Teacher	Ayala HS	06/10/2016
SHEFFIELD, Raymond (33 years of service)	PE Teacher	Don Lugo HS	06/10/2016

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>RESIGNATION</u>			
OTHMAN, Sawson	Elementary Teacher	Cortez ES	06/30/2016
PLANTE, Rebekah	Intervention Specialist	Dickson ES	06/08/2016
MEZA, Brenda	Elementary Teacher	Hidden Trails ES	06/10/2016
SALINAS, Julie	Special Ed. Teacher	Oak Ridge ES	06/09/2016
VAZQUEZ, Olivia	Elementary Teacher	Oak Ridge ES	06/08/2016
DEARMAN, Crystal	Elementary Teacher	Walnut ES	06/09/2016
ANTAL, Beth	Computer Teacher	Magnolia JHS	06/09/2016
BERRY, Troy	Math Teacher	Woodcrest JHS	06/30/2016
FAIR, Julie	Special Ed. Teacher	Chino HS	06/09/2016
LEE, Wonuk	Math Teacher	Chino Hills HS	06/30/2016
GARCIA, Luis	Spanish Teacher	CVLA	08/01/2016

PLACED ON 24 MONTH RE-EMPLOYMENT

MOON, Cynthia	Science Teacher	Ramona JHS	04/30/2016
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APPOINTMENT – SUMMER SCHOOL TEACHERS

LARRISON, Monica	2 nd Grade Teacher	Walnut ES	06/13/2016
AMELUXEN, John	Algebra 2 Teacher	Ayala HS	06/13/2016
DUNGCA, Marilou	Integrated Math 2 Teacher	Ayala HS	06/13/2016
GRACIA, Arthur	Algebra 2	Ayala HS	06/13/2016
MILLER, Marja	English Teacher (Session 1)	Ayala HS	06/13/2016
SAIZ, Manny	PE	Ayala HS	06/13/2016
SANDOVAL, Sal	Biology CP Teacher	Ayala HS	06/13/2016
ERBST, Bob	Social Science (Session 2)	Buena Vista HS	07/05/2016
ESIBON, Syiem	Earth Science/Biology (Session 1)	Buena Vista HS	06/13/2016
FORD, Walter	Social Science Teacher (Session 1)	Buena Vista HS	06/13/2016
DANG, Thom	Integrated Math 1 Teacher (Session 1)	Chino Hills HS	06/13/2016
MOORE, Larry	PE Teacher	Chino Hills HS	06/13/2016
TORRES, Armando	Integrated Math 1 Teacher	Chino Hills HS	06/13/2016

HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2016/2017 SCHOOL YEAR

BLESSARD, Aaren	Elementary Teacher	TBD	08/09/2016
SONDERS, Amy	Elementary Teacher	TBD	08/09/2016
WIDNER, Kimberly	Elementary Teacher	TBD	08/09/2016
ARAGON, Loraine	Special Ed. Teacher	Marshall ES	08/09/2016
YANG, Grace	Special Ed. Teacher	Wickman ES	08/09/2016

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2016/2017 SCHOOL YEAR (cont.)

KING, Brittany	Elementary Teacher	Cal Aero K-8	07/05/2016
SANDINO, Stephanie	PE Teacher	Townsend JHS	08/09/2016
SILVER, Jazmine	Science Teacher	Woodcrest JHS	08/09/2016
CLARK, Taylor	Social Science Teacher	Ayala HS	08/09/2016
CHOI, Jung Won	Math Teacher	Chino Hills HS	08/09/2016
STEVENS, Christopher	PE Teacher	Chino Hills HS	08/09/2016
CHIANG, Teresa	Speech/Language Pathologist	Special Ed.	08/09/2016

LEAVE OF ABSENCES – JOB SHARES – 2016/2017

RODRIGUEZ, Deanna	English Teacher	Chino Hills HS	2016/2017
LOPEZ, Elizabeth	School Nurse 80%	Health Services	2016/2017
BLASÉ, Mary	Speech/Language Pathologist	Special Ed.	2016/2017 2017/2018
VAN REGENMORTER, Brooke	Speech/Language Pathologist	Special Ed.	2016/2017

APPOINTMENT – EXTRA DUTY - SUMMER

CORDTS, Michael (NBM)	Water Polo (B)	Ayala HS	06/17/2016
DIMARCO, Tonino (NBM)	Cross Country (B)	Ayala HS	06/17/2016
MERCADO, Nathan (NBM)	Water Polo (B)	Ayala HS	06/17/2016
RENTERIA, Robert (NBM)	Water Polo (B)	Ayala HS	06/17/2016
VARGA, Vivian (NBM)	Volleyball (B)	Ayala HS	06/17/2016
GRAY, Gary (NBM)	Football (B)	Chino HS	06/17/2016
HERMAN, Steven (NBM)	Band (B)	Chino HS	06/17/2016
PARRELL, Jessica (NBM)	Cross Country (B)	Chino HS	06/17/2016
GONZALEZ, Elizabeth (NBM)	Band (B)	Chino Hills HS	06/17/2016
MARTIN, Terry	Athletic Director (GF)	Chino Hills HS	06/17/2016
PARRY, Zachary (NBM)	Swim (B)	Chino Hills HS	06/17/2016
DUARTE, Tass (NBM)	Band (B)	Don Lugo HS	06/17/2016
FERNANDEZ, Dustin (NBM)	Band (B)	Don Lugo HS	06/17/2016
GRIDER, Kiana Jo (NBM)	Band (B)	Don Lugo HS	06/17/2016
HARRISON, Hylan (NBM)	Football (B)	Don Lugo HS	06/17/2016
ORDONEZ, Reggie (NBM)	Band (8)	Don Lugo HS	06/17/2016
RAMIREZ, Edgar (NBM)	Band (8)	Don Lugo HS	06/17/2016
TENG, Lyle (NBM)	Band (8)	Don Lugo HS	06/17/2016

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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DELETE – EXTRA DUTY - SUMMER

MERCADO, Nathan (NBM)	Volleyball (B)	Ayala HS	05/20/2016
BAIK, Steven	Boys Basketball (B)	Chino Hills HS	05/20/2016

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017

AKBAR, Humaira	ANDERSON, Joanne	ANTOCICCO, Laurie
APPEL, Joseph	AREVALO, Jose	BABUNDO, Christopher
BAHL, Sunita	BAIN, Sam	BAKER, Lisa
BANUELOS, Marisela	BARBATO, Kalie	BAUGHN, Danielle
BEARDEN, Michael	BELL, Jackie	BENJAMIN, Alberto
BLANK, Charles	BLOCKER, Beverly	BLYSTONE, Matthew
BONDOC, Charlotte	BORGOGNO, Graciela	BROWN, Ryan
BUB, Rebecca	BUTLER, Carolina	CARKHUFF, Suzanne
CARR, Russell	CARRERA, Brianna	CARRERA, Linda
CEPEDA, Jesus	CHILSTROM, Louann	CLARK, Taylor
COHEN, Lauren	CONARD, Roger	COX, Cheryl
CUNNINGHAM, Carolyn	CURTIN, Dain	DELUNA, Leticia
DILLINGHAM, Dawn	DUPREY, Joy	DUTTON, William
DWYER, Lyana	EARLS, Brian	ELLIS, Lizbeth
ENGEL-RODRIGUEZ, Leann	ENGLAND, Kristin	ERTURK, Aydin
ESPINOSA, Pauline	FELLOWS, Jeremiah	FELLOWS, Lindsey
FINKBEINER, Heather	FINNEY, Michelle	FLINT, Andrew
FRANKS, William	GARCIA, Stephanie	GARRETT, Sally
GASS, Janet	GREEN, Gregory	GREENWOOD, Joyce
GRIFFIN, Paul	HAAGSMA, Richard	HANSON, Defarge
HARDING, Karen	HASKELL, Laura	HAYNES, Preciosa
HENRY, Linda	HILL, Rebecca	HOPE, Susan
IRONS, Elizabeth	JAHAHN, Elizabeth	JARA, Priscilla
JEWETT, Michelleann	JOHANSSON, Stephanie	JOHNSTON, Randy
KAHN, Liz	KAITZ, Jared	KELLY, April
KIM, Julia	KINNICK, Joshua	KOBTI, Melissa
KOOISTRA, Shannon	KOSTA, Joseph	KREUTZER, James
KUHN, Dylan	LACHICA, Ezella	LARA, Rafael
LAWRENCE, Sarah	LEIB, Maria	LEMOINE, Luisa
LYCKLAMA, Tania	MARQUEZ, Barbara	MARTINEZ, Roselle
MCCAULEY, Kathleen	MCCREIGHT, Stephen	MCTMAHON, Heather
MEDINA, Sofia	MIHALOW, Paula	MIHELICH, Dennis
MILLER, Jeffrey	MINTON, Eileen	MOET, Camille

CERTIFICATED PERSONNEL (cont.)

**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2016,
THROUGH JUNE 30, 2017** (cont.)

MORAN, Cynthia	MUNOZ, Jorge	MURRAY, Debra
NELSON, Alyson	OLAVER, David	OSTRANDER, Ryan
OWENS, Jonathan	PATTERSON, Julie	PAUL, Karen
PAYNE, John	PEERY, Holly	PERSON, Tricia
PIKE, William	PONNALURI, Sirisha	PRENOVOST, Evan
PROULX, Douglas	RAMIREZ, Christina	RAMIREZ, Yessenia
RIGHETTI, Laurel	SAKURAI, Sandi	SALERNO, Julie
SANCHEZ, Gonzalo	SANDOVAL, Ana	SCHLEGEL, Kimberly
SCHMIDT, Lydia	SEIPP, Stephanie	SHELBY, Whitney
SHIGENAGA, Dana	SILVA, Maria	SOLORIO, Antoinet
ST. AMANT, Joni	STOEHR, Conchita	TALAMANTE, Jordan
TOGNETTI,Carolynn	TROUT, Carol	UKES, Kathleen
VALERO, Jennifer	VEGA, Teresa	WAHL, Lauren
WALLACE, Richard	WALTERS, Lacy	WATKINS, Christopher
WEINSTEIN, Amelia	WEST, Gary	WILLETT, Audra
YARDLEY, Lorraine	ZENDEJAS-LUGO, Claudia	ZIMMERMAN, Janet

CLASSIFIED PERSONNEL

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

CARY, William	Transportation Supervisor (GF)	Transportation	06/17/2016
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RETIREMENT

FEDERWISCH, Joyce (29 years of service)	Admin. Secretary IIB (GF)	Human Resources	07/02/2016
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY
SCHEDULE****APPOINTMENT**

CHRISTY, Melissa	IA/SPED/SH (SELPA/GF)	Walnut ES	08/15/2016
COLE, Mirrya	IA/SPED/RSP (SELPA/GF)	Chino Hills HS	08/15/2016
KIRVES, Elizabeth	Personnel Clerk III (GF)	Human Resources	06/27/2016

ADDITIONAL ASSIGNMENT

SCHNEIDER, Samantha	Child Care Specialist (CDF)	Hidden Trails FC	08/15/2016
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PROMOTION

PATTEN, Barbara	FROM: District Postal Specialist (GF) 8 hrs./261 contract days	Duplicating	06/20/2016
	TO: School Secretary I (GF) 8 hrs./215 work days	Walnut ES	

CHANGE IN ASSIGNMENT

FLORES, Julie	FROM: IA/SPED/SH (SELPA/GF) 6 hrs./181 work days	Rolling Ridge ES	08/01/2016
	TO: Typist Clerk I (GF) 8 hrs./201 work days	Chino Hills HS	

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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CHANGE IN ASSIGNMENT (cont.)

CORONA, Teresa	FROM: Custodian I (GF) 3.75 hrs./261 contract days TO: Custodian I (GF) 8 hrs./261 contract days	Boys Republic HS Chino Hills HS	06/17/2016
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RESIGNATION

MORTENSEN, Amy	IA/SPED/RSP (SELPA/GF)	Glenmeade/ Butterfield Ranch ES	06/08/2016
GARDNER, Gayla	IA/SPED/SH (SELPA/GF)	Rolling Ridge ES	07/30/2016
SILVA, Maria	IA/SPED/RSP (SELPA/GF)	Chino HS	06/09/2016

RETIREMENT

PAGE, Pamela (28 years of service)	IA/SPED/SDC (SELPA-GF)	Dickson ES	06/09/2016
STIELER, Kim (10 years of service)	IA/SPED/SDC (SELPA-GF)	Hidden Trails ES	07/06/2016
COSTA, Iva (29 years of service)	IA/SPED/SDC (SELPA-GF)	Litel ES	05/20/2016
LIDIKAY, Linda (10 years of service)	Central Kitchen Asst. I (NS)	Townsend JHS	05/21/2016
MOHAMED, Haymattie (8 years of service)	IA/SPED/SH (SELPA-GF)	Ayala HS	06/09/2016
SHEA, Lael (10 years of service)	IA/SPED/SDC (SELPA-GF)	Chino HS	06/10/2016
SHERRILL, Isabel (27 years of service)	Career Center Guidance Technician (GF)	Don Lugo HS	06/24/2016
COELHO, Maria (12 years of service)	Custodian I (GF)	Maintenance	07/01/2016
DIAZ, Karen (21 years of service)	District Student Records Specialist (GF)	Student Support Services	08/01/2016

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

MEZA, Mary	IA/SPED/SH	Marshall ES
BURKEY, Lisa	IA/SPED/SH (bus aide)	Special Ed.

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

ANDERSON, Lori	Counseling Assistant	Alternative Ed.
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CLASSIFIED PERSONNEL (cont.)

**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2016,
THROUGH JUNE 30, 2017**

ACEVES, Lorraine	ACKER, Elizabeth	AIRHART, Pearl
ALAMILLO, Marisol	ANCONA, Guadalupe	ANGIANO, Gabriella
ANGUIANO, Leticia	ARAGON, Dorothy	ARMENTA, Linda
ARRISON, Shannon	AZERA, Delio	BACON, Cassie
BAENA, Tony	BAILEY, Rebecca	BALLESTEROS, Venus
BANUELOS, Doreen	BANUELOS, Lesley	BARR, Natalie
BAYONA, Karen	BECERRIL, Lynette	BEGUE, Steven
BENAVIDEZ, Luz	BLEVINS, Donna	BOISELLE, Michelle
BONDE, Nicole	BURKS, Kristi	BUSSER, Megan
CAMERON, Nyla	CAMPBELL, Karynne	CAMPOS-JOHNSON, Tonya
CARMONA, Sindia	CARRASCOS-ALCARAZ, Francisco	CASILLAS, Sylvia
CASTILLO, Monika	CERDA, Misty	CHAIDEZ-GUERRERO, Jesus
CHAMBERS, Carrie	CHAVEZ, Francine	CHRISTOS, Holly
CHUONG, Laureen	CONRARDY, Victoria	CONTRERAS, Esmeralda
CORDOVA, Rick	CORREA, Berta	CRUMP, Laura
CUPP, Victoria	DABAO, Michelangelo	DAVIS, Cody
DAVISON, Donna	DE AZEVEDO-CORREA, Justyn	DE LEON, Randy
DE LOS RIOS, Irene	DEL RIO, Salomon	DEDMAN, Melissa
DENVER, Donna	DIAZ, Rebecca	DONIAK, Kylie
DONOVAN, Brady	ELLERBECK, Antonina	EMMONS, Jason
ERMER, Madison	ESPARZA BARROSO, Wendy	ESTRADA, Leticia
FAVELA ALVARADO, Leticia	FIERRO, Cherryle	FORTIE-NUDO, Marlina
FOSS, Christian	GALLARDO DE AGUILERA, Maria	GARCIA, Deborah
GARCIA, Jacqueline	GARCIA, Mary	GARIBAY, Betty
GARMAN, Amber	GILBERT, Eboni	GOLDEN, Marta
GOLDEN, Rosa	GOMEZ, Michelle	GONZALES, Lachelle
GONZALEZ, Byron	GONZALEZ, Cosme	GONZALEZ, Katia
GONZALEZ, Maria	GONZALEZ, Melanie	GONZALEZ, Nicole
GOOD, Stephanie	GRANT, Lori	GRAZIANO, Arlene
GREEN, Darnisha	GRIJALVA, Jonathan	GUTENSOHN, Joanne
GUTIERREZ, Deborah	HALL, Richard	HARGROVE, Stephanie
HEIL, Kimberley	HERNANDEZ, Antoinette	HERNANDEZ, Claudia
HERNANDEZ, Crystal	HERNANDEZ, Elena	HILL, Kimberly
HOEGEL-PAVELSKY, Vanessa	HOENISCH, Susan	HOLIDAY, Joy
HORN, Sheila	HOUDETSANAKIS, Andrea	IBARRA, Erika
JIMENEZ, Saul	JONES, Marsha	KATSUHIRO, Leticia
KIRBY, Giovanna	KLUCK, Kathleen	KUHNS, Richelle
KUNZ, Chelsea	LADNIER, Linda	LAGUS, David

CLASSIFIED PERSONNEL (cont.)

**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2016,
THROUGH JUNE 30, 2017** (cont.)

LEEWOOD, Lisa	LEPPOLD, Vickie	LIVELY, Danielle
LOERA, Bertha	LONDON, Bonny	LOPEZ, Tyler
LOPEZ, Victor	LOPEZ, Victor M.	MALDONADO, Miguel
MARQUEZ, Ascencion	MARTIN, Brandon	MCCOLLUM, Amy
MELENDREZ, Jacob	MISSERI, Monica	MORALES, Gladys
MORAN, Mary	MORENO, Lourdes	MOYER, Aaron
MULYAPATERA, Sujane	MUNOZ, Jade	NAKASAKI, Nadine
NEWTON, Michael	OROSCO, Jessica	ORTEGA, Celia
ORTIZ, Julie	ORTIZ, Maria	PEREZ, Ranelle
PEREZ, Vidalia	PETERSON, Madeline	PHANBUH, Wandalin
PICHARDO, Diana	POMEPHIMKHAM, Liane	PRESTATER, Corey
QUEVEDO, Lizette	QUINTERO, Edith	RAMIREZ, Tiaira
RAZZAK, Amreen	REYES, Irma	REYES, Jessica
RIVERA, Maria	ROBERSON, Corina	RODIL, Maria
RODRIGUEZ, Adrian	RODRIGUEZ, Araceli	ROJAS JR., Rafael
ROMAN, Candice	ROMERO, Susan	SABUHA, Syeda
SALDIVAR, Eileen	SANCHEZ, Anamaria	SANCHEZ, Mark
SANCHEZ, Virnie	SCHEERER, Brenda	SCHMIDT, Gloria
SEIFERT, Danielle	SEKI, Margaret	SHAH, Honey
SHAH, Sejal	SHELERETIS, Norma	SHELLEY, Sarah
SHIRLEY, Colleen	SHOUKRY, Lilian	SILVA, Rayleen
SIRISUB, Brenda	SLIPICH, Amanda	SOLANO, Crystal
SOLORIO, Stacy	SOTELO, Ruby	SOTO, Beatrice
SOUSA, Vitalina	STAAB, Stacy	STICKLES, Valerie
SUAZO JR., Fernando	TODD, Michelle	TORRES, Monica
TURLEY, Colleen	VAKA, Nancy	VALDEZ, Gloria
VARGAS, Erika	VASQUEZ, Yadira	VAZQUEZ, Evelyn
VELASQUEZ, Maribel	VILLASENOR, Aura	VRIELING, Karen
WARDY, Wadia	WILCOX, Carolyn	WILLIAMS, Nanette
YAMAS, Christina	YEPEZ, Valee	YOUNG, Karen
ZELAYA-AGUILAR, Amalia		

CLASSIFIED PERSONNEL (cont.)

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2015

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: REVISION OF JOB DESCRIPTION FOR COORDINATOR OF ACCESS, EQUITY, AND ASSESSMENT

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BACKGROUND

Job descriptions are a statement of duties, qualifications, and responsibilities associated with a particular job. It is a matter of standard practice to modify and/or create job descriptions as new positions become necessary, jobs evolve, and responsibilities and duties change. Additionally, changes in organizational structure, student needs, and other factors require the revision of existing positions to support the District's mission of increased student achievement.

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of job description for Coordinator of Access, Equity, and Assessment.

FISCAL IMPACT

This position is within the approved budget.

WMJ:GP:LF:RR:jaf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Coordinator OF ACCESS, EQUITY, AND Assessment	REPORTS:	Directors of ACCESS AND EQUITY, and Assessment and Instructional Technology
DEPARTMENT:	CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT Student Support	CLASSIFICATION:	Management
FLSA:	Exempt	WORK YEAR:	226
ISSUED:	1-18-07	SALARY:	Range 23

BASIC FUNCTION:

Under the direction of the Director of ~~ACCESS AND EQUITY Assessment and Instructional Technology~~, the Coordinator **OF ACCESS, EQUITY, AND Assessment and Instructional Technology** **EVALUATES PROGRAMS AND DOES NEED ASSESSMENTS IN ORDER TO DETERMINE GOALS AND OBJECTIVES** ~~plans, directs, and coordinates assessment programs~~ for the department/division; ensures the development and implementation of federal, state, and District-wide ~~testing~~ programs in support of District goals **AND THE LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) PROGRAM REQUIREMENTS**; provides expertise in the area of trends, practices and strategies; acts as a liaison between department and sites; **AND IN COLLABORATION WITH THE DIRECTOR OF ASSESSMENT AND INSTRUCTIONAL TECHNOLOGY PLANS, AND COORDINATES ASSESSMENT PROGRAM** ~~evaluates programs and does need assessments in order to determine goals and objectives~~ for the department/division. The ~~Coordinator of Assessment will also collaborate with the Access and Equity staff.~~

REPRESENTATIVE DUTIES:

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.

E = ESSENTIAL FUNCTIONS

SUPPORTS THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF PROJECT PLANS AND APPROACHES THAT CLEARLY ADDRESS LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) PROGRAM REQUIREMENTS. (E)

ASSISTS IN THE ANALYSIS AND REPORTING OF STUDENT PROGRESS SPECIFIC TO STUDENT GROUPS INCLUDING ENGLISH LEARNERS, LOW-INCOME PUPILS, FOSTER YOUTH, STUDENTS WITH DISABILITIES AND OTHER UNDERPERFORMING STUDENT GROUPS. (E)

MAINTAINS STUDENT RECORDS AND REPORTS NECESSARY TO STUDENT GROUPS INCLUDING ENGLISH LEARNERS, LOW-INCOME PUPILS, FOSTER YOUTH, STUDENTS WITH DISABILITIES AND OTHER UNDERPERFORMING STUDENT GROUPS, PARTICULARLY RELATED TO STATE COMPLIANCE, LCAP, AND REPORTING INITIATIVES (E)

Plans AND ASSISTS IN ~~for and is responsible for the coordination, administration and reporting of the~~ State of California and District group testing results. (E)

Manages, supervises, and evaluates all personnel assigned to the Language Assessment Center (LAC). (E)

Builds the infrastructure to support the administration of designated curriculum assessments. (E)

~~Develops and implements the English Learner (EL) Master Plan. (E)~~

Coordinates testing procedures, dissemination, collection, scoring and reporting according to established regulations and timelines; coordinates schedules and sites for picking up and delivering testing materials; coordinates orders test materials as appropriate. (E)

Coordinates initial and annual administration of the California English Language Development Test (CELDT). (E)

Attends state and county assessment meetings. (E)

~~Serves as coordinator of central and area group testing program planning including state required tests, district/area and optional test surveys. (E)~~

Disseminates test results to students, parents and faculties. (E)

Ensures timely communication with administrators and teachers around purpose, administration, and protocols of all assessments. (E)

~~Prepares informational bulletins regarding group tests and their uses for district wide distribution on a periodic basis. (E)~~

Reviews and prepares recommendations regarding new group test instruments as they become available including solicitation of **A** representative **COMMITTEE**. ~~teacher and curriculum specialist ratings~~ and appropriate field tryouts. (E)

Develops suggestions and procedures for diagnostic uses of group test results. (E)

Coordinates **PROFESSIONAL LEARNING** ~~in service activities~~ related to testing at central and school-site levels. (E)

Assists in the development of new tests and other measurement devices appropriate to the local District curriculum and goals. (E)

Assists in reviewing and preparation of recommendations related to cooperative research requests from colleges, agencies and individuals. (E)

Conducts feeder school meetings and professional development sessions with lead teachers, department chairs and principals in using assessment tools e.g., EduSoft throughout the year. (E)

Builds site administrators' capacity for reflecting on results to support instructional planning, professional development, etc. (E)

Coordinates annual physical fitness testing at elementary, middle and senior high levels. (E)

Supervises the inventory and purchasing of group testing materials required for survey and optional testing programs. (E)

Assists ~~the Coordinator of Data~~ in preparing reports, graphs, charts and tables related to a variety of student assessment tools for the superintendent, the board of education and school sites to show student achievement results at elementary, middle and senior high levels. (E)

Conducts public presentations with staff and/or parents on issues related to testing and test results. (E)

Serves, upon assignment, as a resource person to all division directors in the District. (E)

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions; plans, coordinates, and arranges for appropriate training of subordinates. (E)

Assists in the preparation and maintenance of a variety of narrative and statistical reports, records, and files; prepares agendas and memos. (E)

Assures accurate and timely dissemination of information. (E)

Serves on committees as appropriate or assigned by immediate supervisor. (E)

Assists in writing and revising policies and administrative regulations pertaining to assigned functions. (E)
Keeps informed of current trends in assessment and measurement, public education and other pertinent areas, such as federal, state and local laws and District regulations, policies, and procedures. (E)

Maintains a current working knowledge of laws, policies, and regulations for **EVERY STUDENT SUCCEEDS ACT (ESSA) No Child Left Behind (NCLB)** and state and federal categorical aid programs for English Learners and **LCAP REQUIREMENTS**. (E)

Maintains current knowledge of standards, instructional strategies, materials, and research pertinent to English Learner students. (E)

Coordinates and monitors curriculum development as it pertains to English Learner students. (E)

Monitors and documents English Learner students, placement, services and academic achievement and submits appropriate federal and state reports. (E)

~~Provides school and District personnel with technical assistance for translations and other primary language needs. (E)~~

Conducts the District English Learner advisory committee (DELAC) meetings. (E)

~~Oversees and monitors parent education and involvement opportunities for parents/guardians of English Learner students. (E)~~

Attends pertinent training and District, county and state meetings related to English Learner students. (E)

Performs other duties as assigned.

MINIMUM REQUIREMENTS:

Education, Experience, Licenses, and other requirements:

Bachelor's degree required in ~~Assessment and Measurement, Statistics, Social Science~~, education or related field. Master's degree in related field preferred.

~~Completion of courses in statistics, evaluation, and assessment and measurement desirable. A minimum of three (3) years experience in assessment or institutional research and/or other job related occupations is required. Experience working directly with public school districts is desirable.~~

Possession of a valid California Preliminary or Professional Clear Multiple or Single Subject Teaching Credential authorizing service as an elementary or secondary teacher is desirable.

Possession of a valid California Administrative Credential authorizing service as an administrator is desirable.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend meetings.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LCAP REGULATIONS, TEMPLATE AND REVIEW CRITERIA.**
- Assessment development and content standards.
- State and federal laws, regulations and codes applicable to state and federal testing programs and accountability processes.
- Planning, organization and direction of procedural guidelines of the District's curriculum-based testing program.
- Philosophical, educational, fiscal, and legal aspects affecting assessment and measurement activities.
- Research methods and report writing techniques.
- Record-keeping techniques.
- District organization, operations, policies, and procedures.
- Technical aspects of field of specialty.
- Principles of organization, operation, and supervision.
- Principles, practices, trends, goals, and objectives of public education.

- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties, including Word, Excel, Access, PowerPoint, and statistical software programs.
- Budget preparation and control.
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities.
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics.

Ability to:

- Plan, organize, and administer a comprehensive assessment program.
- Administer assigned budgets and allocate funds.
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective.
- Operate a computer terminal and audio-visual equipment.
- Communicate effectively, both orally and in writing.
- Write in a clear and concise manner for broad public appeal and interpretation.
- Gain cooperation through discussion and persuasion.
- Coordinate and supervise the work of others.
- Analyze situations carefully and adopt an effective course of action.
- Interpret, apply, and explain administrative and Board policies, laws, regulations.
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions.
- Work independently with minimum direction and supervision; work under pressure.
- Understand, analyze, and prepare comprehensive narrative and statistical reports.
- Establish and maintain cooperative and effective working relationships with district personnel, community members, and external companies and agencies in the course of performing assigned duties.
- Supervise and evaluate the performance of assigned staff.

WORKING CONDITIONS:

Environment:

- District office environment and school sites.
- Demanding timelines.
- Subject to driving to a variety of locations to conduct work during day and evening hours.
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public.
- Indoor and outdoor environment.

Physical Demands:

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records.
- Reaching overhead, above the shoulders and horizontally.
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.

- Hearing and speaking to exchange information in person and on the telephone.
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel.
- Sitting for extended periods.
- Standing for extended periods.
- Walking over rough or uneven surfaces.
- Climbing, occasional use of stepladders.
- Physical activity may be required, which could include moderate lifting.

HAZARDS:

- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.

I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of Coordinator, Access, Equity and Assessment and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

(Signature of Employee)

(Date)

In compliance with the Americans with Disabilities Act, the Chino Valley Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourages both prospective and current employees to discuss potential accommodations with the Division of Human Resources.

Board Approved: 01-18-07
Revised: 03-01-07
Revised: 06-26-14
REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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 BIOLA UNIVERSITY

=====

BACKGROUND

Student Teaching 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 Biola University.

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

RECOMMENDATION

It is recommended the Board of Education approve the student teaching agreement with Biola University.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:jaf

AFFILIATION AGREEMENT

This Affiliation Agreement (“Agreement”) is made and entered into this 3rd day of May, 2016 by and between **BIOLA UNIVERSITY, INC.** (hereinafter called “**BIOLA**”) and **CHINO VALLEY UNIFIED SCHOOL DISTRICT** (hereinafter called “**DISTRICT**”).

RECITALS

1. BIOLA has been accredited by the State of California to offer: (a) a course in Student Teaching that can be applied toward multiple subject, single subject, and education specialist (mild/moderate) teaching credential requirement; and (b) a practicum course that serves as the capstone clinical experience for the Level V Early Childhood permit. In addition, BIOLA has received level one approval from the American Speech-Language-Hearing Association’s Council on Academic Accreditation in Audiology and Speech-Language Pathology to move forward in the accreditation process toward offering a Master of Science degree in speech and language pathology.
2. DISTRICT is willing to provide educational experience and training to students of BIOLA for the programs selected below in accordance with the terms and conditions of this Agreement (as described in the General Terms and Conditions section below) and the applicable exhibit(s) for the selected program(s). BIOLA desires to use DISTRICT as an opportunity for its students to obtain such experience and training as required by their curriculum.

_____ Student Teaching, including Multiple Subject, Single Subject, and Special Education. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit A (Terms and Conditions of Student Teaching Experience), which is incorporated herein by reference.

_____ Early Childhood Practicum. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit B (Terms and Conditions of Early Childhood Practicum Experience), which is incorporated herein by reference.

_____ Speech-Language Pathology. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit C (Terms and Conditions of Speech-Language Pathology Experience), which is incorporated herein by reference.

GENERAL TERMS AND CONDITIONS

1. Term. This Agreement shall commence on July 1, 2016 and shall continue in effect until June 30, 2021, unless extended in writing by mutual consent of the parties. However, participating students shall be permitted to complete all experiences and training that began prior to the termination date, and with respect to such experiences and training, all terms

and conditions of this Agreement and the applicable exhibit(s) shall apply until the last such experience and training is completed.

2. Refusal of Assignment. DISTRICT may, at its sole discretion, refuse to accept any student of BIOLA assigned to DISTRICT, and upon request of DISTRICT, BIOLA shall terminate the assignment of any student of BIOLA to DISTRICT.
3. Status of Participants. It is expressly agreed and understood by the parties that the students of BIOLA participating in experiences and training under this Agreement are in attendance for educational purposes only and that such students and any employees or agents of DISTRICT are not considered employees of BIOLA and shall not receive compensation for services, unemployment or employee benefit programs. In addition, such students and any employees or agents of BIOLA shall not be considered employees of DISTRICT for purposes of payment of compensation for services, workers' compensation insurance, unemployment insurance, state disability insurance, employee benefit programs, or any other purpose.
4. Responsibilities of BIOLA.
 - 4.1 BIOLA shall designate students for assignment at DISTRICT.
 - 4.2 BIOLA shall be responsible for maintaining academic records of participating students.
 - 4.3 BIOLA shall assign member(s) of its faculty to participating students to assist in the education and training of such students.
 - 4.4 BIOLA shall ensure that participating students shall be free from active tuberculosis and shall provide evidence of tuberculosis screening administered no more than one year prior to the assignment start date at DISTRICT.
5. Responsibilities of DISTRICT.
 - 5.1 DISTRICT shall maintain complete records and reports on participating students' performance and provide an evaluation to BIOLA on forms provided by BIOLA.
 - 5.2 DISTRICT agrees to promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at DISTRICT's schools or classrooms or involving employees or agents of DISTRICT, to take prompt and effective remedial action when unlawful discrimination or harassment is found to have occurred, and to promptly notify BIOLA of the existence and outcome of any complaint of unlawful discrimination or harassment by, against, or involving any participating student.

6. Insurance. Each party, at their own expense, shall carry the following insurance coverage in connection with and during the term of this Agreement and will furnish copies of insurance certificates upon request:
 - 6.1 Commercial General Liability Insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate, including an additional insured endorsement naming the other party as an additional insured.
 - 6.2 Professional Liability Insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate.
 - 6.3 Workers' Compensation Insurance as required by law. BIOLA shall provide Workers' Compensation coverage for its participating students.
 - 6.4 Business Auto Liability Insurance in the amount of \$1,000,000.
7. Fingerprint Clearance. In accordance with California Penal Code section 11105.3, participating students will not be placed at DISTRICT with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is completed and received by DISTRICT. Subsequent arrest records received by DISTRICT will be cause for DISTRICT review of continued student suitability. DISTRICT will be the sole determiner if it is deemed that a student will be removed from the assignment.
8. Indemnification.
 - 8.1 DISTRICT agrees to indemnify, defend and hold BIOLA, its trustees, officers, employees, agents and representatives, free and harmless from all claims, demands, losses, costs, expenses, liabilities and damages, including attorneys' fees and costs, arising from any negligent act or omission or intentional conduct of DISTRICT, its trustees, officers, employees, agents and representatives, regarding the subject matter of this Agreement.
 - 8.2 BIOLA agrees to indemnify, defend and hold DISTRICT, its trustees, officers, employees, agents and representatives, free and harmless from all claims, demands, losses, costs, expenses, liabilities and damages, including attorneys' fees and costs, arising from any negligent act or omission or intentional conduct of BIOLA, its trustees, officers, employees, agents and representatives, regarding the subject matter of this Agreement.
9. Attorneys' Fees. If any legal action is necessary to enforce the terms of this Agreement or to settle a dispute concerning this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees and court costs in addition to any other relief to which that party may be entitled.

10. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California. The language of this Agreement shall be construed as a whole according to its fair meaning, and not strictly for or against any of the parties hereto.
11. Waiver/Severability. The parties agree that no waiver by either party of any particular provision or right under this Agreement shall be deemed to be a waiver of any other provision or right herein. The parties further agree that each provision or term of this Agreement is intended to be severable from the others so that if any particular provision or term hereof is or determined to be illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the legality or validity of the remaining provisions and terms hereof.
12. Integration. This Agreement and the attached applicable exhibit(s) contain the entire agreement among the parties hereto with respect to the subject matter hereof, and supersedes any prior agreement between the parties. No provision may be modified, waived or discharged unless such waiver, modification or discharge is agreed to in writing and signed by both parties. No agreements or representations, oral or otherwise, express or implied, with respect to the subject matter hereof have been made or relied upon by either party which are not expressly set forth in this Agreement and the applicable exhibit(s).
13. Execution. This Agreement may be executed in counterparts, and a facsimile or duly authorized electronic signature shall have the same force and effect as an original signature penned in ink.

[SIGNATURES ON NEXT PAGE]

BIOLA UNIVERSITY, INC.:

Signature

Date

Breanna Klett

Printed Name

Purchasing Manager

Title

CHINO VALLEY UNIFIED SCHOOL DISTRICT:

Signature

Date

Printed Name

Title

EXHIBIT A
TERMS AND CONDITIONS OF STUDENT TEACHING EXPERIENCE

The following terms and conditions shall apply to any student teaching experience, including multiple subject, single subject, and education specialist (mild/moderate) teaching credential requirement:

1. Definitions.

- 1.1 “Student Teaching” as used herein means active participation in the daily duties and functions of classroom teaching in classes implementing state-adopted academic core curriculum. DISTRICT employees providing direct supervision and instruction to student teachers must hold valid teaching credentials, other than provisional credentials, issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers. If a student is placed in an English Learner (“EL”) classroom, the supervising teacher shall hold valid EL credentials issued by the California Commission on Teacher Credentialing. In the event an EL credentialed teacher is not available, previous experience teaching English learners is required.
- 1.2 “Session of Student Teaching” as used herein and elsewhere in this Agreement is considered to be a full school day of Student Teaching for one semester or a half-day of Student Teaching for two semesters.

2. Assignments and Rates.

- 2.1 Services shall not exceed twenty-five (25) Student Teaching assignments per semester.
- 2.2 An assignment of a student of BIOLA to Student Teaching in schools or classes of DISTRICT shall be, at the discretion of BIOLA, either for one or two eight-week sessions for multiple subject candidates, for an entire semester or its equivalent for single subject candidates, or for a complete summer session at either level.
- 2.3 BIOLA shall pay DISTRICT for performance by DISTRICT for all services required to be performed by DISTRICT under this Agreement and Exhibit A at the rate of Twenty-five Dollars (\$25.00) per unit of Student Teaching, per session, for each master teacher.
- 2.4 Payments shall be made directly to the master teachers or to DISTRICT, which in turn shall pay the master teachers.
- 2.5 Within a reasonable time following the close of each Session of Student Teaching, BIOLA shall remit payment for the services rendered during said Session for all Student Teaching supervision provided by DISTRICT.

- 2.6 In the event a student remains in a Session of Student Teaching for longer than the stated period, DISTRICT shall receive additional payment at the rate of Twenty-five Dollars (\$25.00) per additional week.
- 2.7 Notwithstanding any other provisions of this Agreement or Exhibit A, BIOLA shall not be obligated to pay DISTRICT any amount in excess of the total sum set forth in this section.
3. Student Teaching Experience. DISTRICT shall provide teaching experience through Student Teaching to schools and classes of DISTRICT not to exceed the number of Student Teaching assignments set forth in paragraph 2.1 above. These students of BIOLA shall possess valid Certificates of Clearance or have signed Affidavits for Certificate of Clearance. Student Teaching shall be provided in the schools or classes of DISTRICT, and under the direct supervision and instruction of employees of DISTRICT, as DISTRICT and BIOLA through their duly authorized representatives may agree upon.
4. Termination. In the event that the assignment of a student of BIOLA to Student Teaching is terminated by BIOLA for any reason after the student begins Student Teaching, DISTRICT shall receive payment for one assignment at the rate specified in paragraph 2.3 above as though there had been no termination of the assignment.

EXHIBIT B
TERMS AND CONDITIONS OF EARLY CHILDHOOD PRACTICUM EXPERIENCE

The following terms and conditions shall apply to any early childhood practicum experience:

1. Definitions.

1.1 “Supervised Early Childhood Practicum” as used herein means active participation in the daily duties and functions of classrooms that implement state-adopted academic core curriculum and/or developmentally, culturally, and linguistically appropriate practices. DISTRICT employees providing direct supervision to Early Childhood Practicum teacher candidates must hold valid Child Development Permits and/or teaching credentials, other than provisional credentials, issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers. If a teacher candidate is placed in an English Learner (“EL”) classroom, the supervising teacher will hold valid EL credentials issued by the California Commission on Teacher Credentialing. In the event an EL credentialed teacher is not available, previous experience teaching English learners is required.

1.2 “Session of Supervised Early Childhood Practicum” as used herein and elsewhere in the Agreement is considered to be a three- to six-hour day of Supervised Early Childhood Practicum for a total of seventy-five (75) hours for one semester or a complete summer session.

2. Assignments and Rates.

2.1 Services shall not exceed twenty-five (25) Supervised Early Childhood Practicum assignments per semester.

2.2 BIOLA shall pay DISTRICT for performance by DISTRICT for all services required to be performed by DISTRICT under this Agreement and Exhibit B at the rate of Twenty-five Dollars (\$25.00) per unit of Supervised Early Childhood Practicum, per session, for each master teacher.

2.3 Payments shall be made directly to the master teachers or to DISTRICT, which in turn shall pay the master teachers.

2.4 Within a reasonable time following the close of each Session of Supervised Early Childhood Practicum, BIOLA shall remit payment for the services rendered during said Session for all Supervised Early Childhood Practicum provided by DISTRICT.

2.5 In the event a student remains in a Session of Supervised Early Childhood Practicum for longer than the stated period, DISTRICT shall receive additional payment at the rate of Twenty-Five Dollars (\$25.00) per additional week.

2.6 Notwithstanding any other provisions of this Agreement or Exhibit B, BIOLA shall not be obligated to pay DISTRICT any amount in excess of the total sum set forth in this section.

3. Supervised Early Childhood Practicum Experience. DISTRICT shall provide teaching experience through Supervised Early Childhood Practicum to schools and classes of DISTRICT not to exceed the number of Supervised Early Childhood Practicum assignments set forth in paragraph 2.1 above. These students of BIOLA shall possess valid Certificates of Clearance or have signed Affidavits for Certificate of Clearance. Supervised Early Childhood Practicum shall be provided in such schools or classes of DISTRICT and under the direct supervision and instruction of employees of DISTRICT, as DISTRICT and BIOLA through their duly authorized representatives may agree upon.
4. Termination. In the event that the assignment of a student of BIOLA to Supervised Early Childhood Practicum is terminated by BIOLA for any reason after the student begins Supervised Early Childhood Practicum, DISTRICT shall receive payment for one assignment at the rate specified in paragraph 2.2 above as though there had been no termination of the assignment.

EXHIBIT C
TERMS AND CONDITIONS OF SPEECH-LANGUAGE PATHOLOGY EXPERIENCE

The following terms and conditions shall apply to any speech-language pathology experience:

1. Purpose.

1.1 BIOLA operates a masters level speech-language pathology program. The degree is offered for those desiring to become licensed, certified speech-language pathologists and earn a California State License in Speech-Language Pathology. Candidates completing the required field work experience are eligible to sit for the licensure exam and apply for state licensure as a speech language pathologist.

1.2 The purpose of this Exhibit C is to provide the training required for students of BIOLA enrolled in the Masters of Science Speech-Language Pathology degree program to be eligible to apply for the California State License in Speech-Language Pathology. The parties will mutually benefit by making a clinical training program available to BIOLA students at DISTRICT.

2. Definitions. "Clinical Externship" as used herein and elsewhere in this Agreement means active participation in the daily provision of speech and language intervention services. DISTRICT shall provide a speech-language pathologist ("Clinical Supervisor") who holds an American Speech and Hearing Association ("ASHA") Certificate of Clinical Competence and a California Speech-Language Pathologist license to supervise the Clinical Externship.

3. Assignments and Rates

3.1 Services shall not exceed twenty-five (25) Clinical Externship assignments per semester.

3.2 No compensation will be made to any party for Clinical Externship assignments.

4. Responsibilities of DISTRICT.

4.1 To the extent that the activities performed hereunder are subject to the provisions of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), participating students, as trainees, shall be considered as members of DISTRICT's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. section 160.103, and shall be subject to DISTRICT's policies respecting confidentiality of medical information. To ensure that students comply with such policies, DISTRICT shall provide students with substantially the same training that it provides to its regular employees regarding confidentiality of medical information.

4.2 DISTRICT shall provide the Clinical Supervisor with sufficient and specific time in the work schedule to carry out the supervision duties of the participating student's

Clinical Externship. The supervision duties fulfill the requirements of the accreditation of the graduate program so that the student will meet requirements for state licensure and certification. The minimum requirements for these duties include the following:

- 4.2.1 Allocation of sufficient time to directly observe the supervisee as appropriate. ASHA requires supervisors to provide supervision that is appropriate for the level of the supervisee.
- 4.2.2 Allocation of sufficient time to meet directly with the participating student for purposes of feedback and discussion, which shall occur regularly during the course of supervision.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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 BOARD POLICY 6142.92 INSTRUCTION – MATHEMATICS INSTRUCTION

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. New Board Policy 6142.92 Instruction –Mathematics Instruction reflects Common Core State Standards and new state curriculum framework for mathematics. The policy also reflects Assembly Bill (AB) 166, 2013, which requires the State Board of Education, concurrent with the next revision of textbooks or the curriculum framework in mathematics, to ensure the integration of financial literacy, and AB 97, 2013, which adds material on program evaluation.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new Board Policy 6142.92 Instruction – Mathematics Instruction.

FISCAL IMPACT

None.

WMJ:NE:DJ:smr

MATHEMATICS INSTRUCTION

THE BOARD OF EDUCATION DESIRES TO OFFER A RIGOROUS MATHEMATICS PROGRAM THAT PROGRESSIVELY DEVELOPS THE KNOWLEDGE AND SKILLS STUDENTS WILL NEED TO SUCCEED IN COLLEGE AND CAREER. THE DISTRICT'S MATHEMATICS PROGRAM SHALL BE DESIGNED TO TEACH MATHEMATICAL CONCEPTS IN THE CONTEXT OF REAL-WORLD SITUATIONS AND TO HELP STUDENTS GAIN A STRONG CONCEPTUAL UNDERSTANDING, A HIGH DEGREE OF PROCEDURAL SKILL AND FLUENCY, AND ABILITY TO APPLY MATHEMATICS TO SOLVE PROBLEMS.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

FOR EACH GRADE LEVEL, THE BOARD SHALL ADOPT ACADEMIC STANDARDS FOR MATHEMATICS THAT MEET OR EXCEED THE COMMON CORE STATE STANDARDS. THE SUPERINTENDENT OR DESIGNEE SHALL DEVELOP OR SELECT CURRICULA THAT ARE ALIGNED WITH THESE STANDARDS AND THE STATE CURRICULUM FRAMEWORK.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

THE DISTRICT'S MATHEMATICS PROGRAM SHALL ADDRESS THE FOLLOWING STANDARDS FOR MATHEMATICAL PRACTICES WHICH ARE THE BASIS FOR MATHEMATICS INSTRUCTION AND LEARNING:

1. OVERARCHING HABITS OF MIND OF A PRODUCTIVE MATHEMATICAL THINKER: MAKING SENSE OF PROBLEMS AND PERSEVERING IN SOLVING THEM; ATTENDING TO PRECISION
2. REASONING AND EXPLAINING: REASONING ABSTRACTLY AND QUANTITATIVELY; CONSTRUCTING VIABLE ARGUMENTS AND CRITIQUING THE REASONING OF OTHERS
3. MODELING AND USING TOOLS: MODELING WITH MATHEMATICS; USING APPROPRIATE TOOLS STRATEGICALLY
4. SEEING STRUCTURE AND GENERALIZING: LOOKING FOR AND MAKING USE OF STRUCTURE; LOOKING FOR AND EXPRESSING REGULARITY IN REPEATED REASONING

MATHEMATICS INSTRUCTION (cont.)

IN ADDITION, THE PROGRAM SHALL BE ALIGNED WITH GRADE-LEVEL STANDARDS FOR MATHEMATICS CONTENT.

FOR GRADES K-8, CONTENT SHALL ADDRESS, AT APPROPRIATE GRADE LEVELS, COUNTING AND CARDINALITY, OPERATIONS AND ALGEBRAIC THINKING, NUMBER AND OPERATIONS IN BASE TEN, FRACTIONS, MEASUREMENT AND DATA, GEOMETRY, RATIOS AND PROPORTIONAL RELATIONSHIPS, FUNCTIONS, EXPRESSION AND EQUATIONS, THE NUMBER SYSTEM, AND STATISTICS AND PROBABILITY. STUDENTS SHALL LEARN THE CONCEPTS AND SKILLS THAT PREPARE THEM FOR THE RIGOR OF HIGHER MATHEMATICS.

FOR HIGHER MATHEMATICS, THE DISTRICT SHALL OFFER A PATHWAY OF COURSES THROUGH WHICH STUDENTS SHALL BE TAUGHT CONCEPTS THAT ADDRESS NUMBER AND QUANTITY, ALGEBRA, FUNCTIONS, MODELING, GEOMETRY, AND STATISTICS AND PROBABILITY.

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT STUDENTS ARE APPROPRIATELY PLACED IN MATHEMATICS COURSES AND ARE NOT REQUIRED TO REPEAT A COURSE THAT THEY HAVE SUCCESSFULLY COMPLETED IN AN EARLIER GRADE LEVEL. PLACEMENT DECISIONS SHALL BE BASED ON CONSISTENT PROTOCOLS AND MULTIPLE OBJECTIVE ACADEMIC MEASURES.

(cf. 6152.1 - Placement in Mathematics Courses)

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT CERTIFICATED STAFF HAVE OPPORTUNITIES TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES DESIGNED TO INCREASE THEIR KNOWLEDGE AND SKILLS IN EFFECTIVE MATHEMATICS TEACHING PRACTICES.

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

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT STUDENTS HAVE ACCESS TO SUFFICIENT INSTRUCTIONAL MATERIALS, INCLUDING MANIPULATIVES AND TECHNOLOGY, TO SUPPORT A BALANCED, STANDARDS-ALIGNED MATHEMATICS PROGRAM.

(cf. 0440 - District Technology Plan)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

MATHEMATICS INSTRUCTION (cont.)

THE SUPERINTENDENT OR DESIGNEE SHALL APPLY THE DATA FROM STATE AND DISTRICT MATHEMATICS ASSESSMENTS AND PROGRAM EVALUATIONS TO MONITOR PROGRAM EFFECTIVENESS.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1-6
51220 Areas of study, grades 7-12
51224.5 Algebra in course of study for grades 7-12
51224.7 California Mathematics Placement Act of 2015
51225.3 High school graduation requirements
51284 Financial literacy
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, rev. January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

WEBSITES

CALIFORNIA SCHOOL BOARDS ASSOCIATION: www.csba.org

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

Common Core State Standards Initiative: www.corestandards.org/math

CHINO VALLEY UNIFIED SCHOOL DISTRICT

POLICY ADOPTED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 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 BOARD POLICY 6152.1 INSTRUCTION – PLACEMENT IN MATHEMATICS COURSES

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. New Board Policy 6152.1 Instruction – Placement in Mathematics Courses reflects Senate Bill (SB) 359, which mandates any district which is serving 9th grade students to adopt a mathematics placement policy with specific components before the beginning of the 2016/2017 school year. The Board policy reflects other requirements of SB 359 including, but not limited to, the use of multiple objective academic measures for student placement, provision of at least one checkpoint within the first month of the school year to ensure accurate placement, and annual examination of student placement data by the Superintendent or designee.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new Board Policy 6152.1 Instruction – Placement in Mathematics Courses.

FISCAL IMPACT

None.

WMJ:NE:DJ:smr

PLACEMENT IN MATHEMATICS COURSES

THE BOARD OF EDUCATION BELIEVES THAT A SOUND EDUCATIONAL PROGRAM MUST INCLUDE THE STUDY OF SUBJECTS THAT PREPARE STUDENTS FOR ADMISSION TO HIGHER EDUCATION AND/OR A FULFILLING CAREER. TO THE EXTENT POSSIBLE, DISTRICT STUDENTS SHALL BE PROVIDED AN OPPORTUNITY TO COMPLETE A SEQUENCE OF MATHEMATICS COURSES RECOMMENDED FOR ADMISSION INTO THE UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITY SYSTEMS.

(cf. 6143 - Courses of Study)

THE SUPERINTENDENT OR DESIGNEE SHALL WORK WITH DISTRICT TEACHERS, COUNSELORS, AND ADMINISTRATORS AND THE REPRESENTATIVES OF FEEDER SCHOOLS TO DEVELOP CONSISTENT PROTOCOLS FOR PLACING STUDENTS IN MATHEMATICS COURSES OFFERED AT DISTRICT HIGH SCHOOLS. SUCH PLACEMENT PROTOCOLS SHALL SYSTEMATICALLY TAKE INTO CONSIDERATION MULTIPLE OBJECTIVE ACADEMIC MEASURES THAT MAY INCLUDE, BUT ARE NOT LIMITED TO, INTERIM AND SUMMATIVE ASSESSMENTS, PLACEMENT TESTS THAT ARE ALIGNED TO STATE-ADOPTED CONTENT STANDARDS IN MATHEMATICS, CLASSROOM ASSIGNMENT AND GRADES, AND REPORT CARDS.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

STUDENTS SHALL BE ENROLLED IN MATHEMATICS COURSES BASED ON THE PLACEMENT PROTOCOLS. NO STUDENT SHALL REPEAT A MATHEMATICS COURSE WHICH HE/SHE HAS SUCCESSFULLY COMPLETED BASED ON THE DISTRICT'S PLACEMENT PROTOCOLS.

WHEN A STUDENT DOES NOT QUALIFY TO BE ENROLLED IN A HIGHER LEVEL MATHEMATICS COURSE BASED ON A CONSIDERATION OF THE OBJECTIVE MEASURES SPECIFIED IN THE PLACEMENT PROTOCOLS, HE/SHE MAY NEVERTHELESS BE ADMITTED TO THE COURSE BASED ON THE RECOMMENDATION OF A TEACHER OR COUNSELOR WHO HAS PERSONAL KNOWLEDGE OF THE STUDENT'S ACADEMIC ABILITY.

THE PLACEMENT PROTOCOLS SHALL SPECIFY A TIME WITHIN THE FIRST MONTH OF THE SCHOOL YEAR WHEN STUDENTS SHALL BE REEVALUATED TO ENSURE THAT THEY ARE APPROPRIATELY PLACED IN MATHEMATICS COURSES AND SHALL SPECIFY THE CRITERIA THE DISTRICT WILL USE TO MAKE THIS DETERMINATION.

PLACEMENT IN MATHEMATICS COURSES (cont.)

ANY STUDENT FOUND TO BE MISPLACED SHALL BE PROMPTLY PLACED IN THE APPROPRIATE MATHEMATICS COURSE.

WITHIN 10 SCHOOL DAYS OF AN INITIAL PLACEMENT DECISION OR A PLACEMENT DECISION UPON REEVALUATION, A STUDENT AND HIS/HER PARENT/GUARDIAN WHO DISAGREE WITH THE PLACEMENT OF THE STUDENT MAY APPEAL THE DECISION TO THE SUPERINTENDENT OR DESIGNEE. THE SUPERINTENDENT OR DESIGNEE SHALL DECIDE WHETHER OR NOT TO OVERRULE THE PLACEMENT DETERMINATION WITHIN 10 SCHOOL DAYS OF RECEIVING THE APPEAL. THE DECISION OF THE SUPERINTENDENT OR DESIGNEE SHALL BE FINAL.

(cf. 5123 - Promotion/Acceleration/Retention)

DISTRICT STAFF SHALL IMPLEMENT THE PLACEMENT PROTOCOLS UNIFORMLY AND WITHOUT REGARD TO STUDENTS' RACE, SEX, GENDER, NATIONALITY, ETHNICITY, SOCIOECONOMIC BACKGROUND, OR OTHER SUBJECTIVE OR DISCRIMINATORY CONSIDERATION IN MAKING PLACEMENT DECISIONS.

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

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT ALL TEACHERS, COUNSELORS, AND OTHER DISTRICT STAFF RESPONSIBLE FOR DETERMINING STUDENTS' PLACEMENT IN MATHEMATICS COURSES RECEIVE TRAINING ON THE PLACEMENT PROTOCOLS.

(cf. 4131 - Staff Development)

PRIOR TO THE BEGINNING OF EACH SCHOOL YEAR, THE SUPERINTENDENT OR DESIGNEE SHALL COMMUNICATE THE DISTRICT'S COMMITMENT TO PROVIDING STUDENTS WITH THE OPPORTUNITY TO COMPLETE MATHEMATICS COURSES RECOMMENDED FOR COLLEGE ADMISSION, INCLUDING APPROVED PLACEMENT PROTOCOLS AND THE APPEAL PROCESS, TO PARENTS/GUARDIANS, STUDENTS, TEACHERS, SCHOOL COUNSELORS, AND ADMINISTRATORS.

THIS POLICY AND THE DISTRICT'S MATHEMATICS PLACEMENT PROTOCOLS SHALL BE POSTED ON THE DISTRICT'S WEB SITE. (Education Code 51224.7)

(cf. 1113 - District and School Web Sites)

PLACEMENT IN MATHEMATICS COURSES (cont.)

ANNUALLY, THE SUPERINTENDENT OR DESIGNEE SHALL REVIEW STUDENT DATA RELATED TO PLACEMENT AND ADVANCEMENT IN THE MATHEMATICS COURSES OFFERED AT DISTRICT HIGH SCHOOLS TO ENSURE THAT STUDENTS WHO ARE QUALIFIED TO PROGRESS IN MATHEMATICS COURSES BASED ON THEIR PERFORMANCE ON OBJECTIVE ACADEMIC MEASURES ARE NOT HELD BACK IN A DISPROPORTIONATE MANNER ON THE BASIS OF THEIR RACE, ETHNICITY, GENDER, OR SOCIOECONOMIC BACKGROUND. THE SUPERINTENDENT OR DESIGNEE SHALL ALSO CONSIDER APPROPRIATE RECOMMENDATIONS FOR REMOVING ANY IDENTIFIED BARRIERS TO STUDENTS' ACCESS TO MATHEMATICS COURSES.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48070.5 Promotion and retention; required policy
51220 Areas of study, grades 7-12
51224.5 Completion of Algebra I or Mathematics I
51224.7 California Mathematics Placement Act of 2015
51225.3 High school graduation requirements
51284 Financial literacy
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Math Misplacement, Governance Brief, September 2015

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)

Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes

WEBSITES

California School Boards Association: www.csba.org

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

Common Core State Standards Initiative: www.corestandards.org/math

Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR): www.lccr.com

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
POLICY ADOPTED:**

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 16, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: RESOLUTION 2015/2016-70 LONG RANGE FACILITIES MASTER PLAN

=====

BACKGROUND

On May 7, 2015, the Board of Education amended the District’s Architectural Services Agreement with WLC Architects to add Facilities Master Planning Services to the scope of services provided, to assist the District in the update of the Long Range Facilities Master Plan (LRFMP).

The LRFMP provides a future-oriented vision for each campus. It also provides a set of guiding principles, developed through the engagement of the stakeholders. The guiding principles will aid the District in designing facilities in the future that support long-term educational goals.

Over the course of the past year, WLC Architects, the Superintendent and District staff held multiple meetings at each school site and met with valuable stakeholders including teachers, department chairs, administrators, and community members to obtain feedback on the facilities needs of each site. The LRFMP Executive Steering Committee comprised of members from the Deputy Superintendent’s office; Educational Services; Business Services; Human Resources; and Facilities, Planning, and Operations reviewed the directions advised by the District stakeholder groups. The final LRFMP is the result of a long, collaborative, and engaging process.

The LRFMP incorporates the following factors:

1. To provide facilities that support teaching methods that will be relevant through the 21st century.
2. To provide facilities that support many diverse learning styles so the needs of every student in the District is addressed.
3. To provide a safe, healthy educational environment designed according to principles proven through research to improve student performance and test scores.

4. To provide stewardship of District financial resources and reduce operating costs by designing schools that use energy, water and other natural resources wisely, and building sustainable communities within the Chino Valley Unified School District.
5. Comply with California Department of Education recommendations for maintenance of an up-to-date LRFMP.

The LRFMP is based on student needs over the next 20 years. Having a roadmap based on the District's 20-year vision will make it possible to plan facilities in a way that builds toward objective goals, avoids future conflicts, and makes the best use of District financial resources.

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 Resolution 2015/2016-70 Long Range Facilities Master Plan.

FISCAL IMPACT

None.

WMJ:GJS:pw

**Chino Valley Unified School District
Resolution 2015/2016-70
Long Range Facilities Master Plan**

WHEREAS, the Chino Valley Unified School District's (District) building inventory consists of 35 school sites and two administrative support facilities comprising of over 2.6 million square feet;

WHEREAS, the District has completed the Measure "M" work and remaining needs at each campus should be assessed based on the District's long term vision and the changing external conditions such as declining enrollment, local and state economic issues, and employment market that pose immediate and long term challenges;

WHEREAS, on May 7, 2015, the Board of Education approved an amendment with WLC Architects, the facilities master plan consultant, to assist the District in the development of a Long Range Facilities Master Plan (LRFMP);

WHEREAS, from May 2015 through May 2016, the District worked collaboratively with a number of stakeholders including a broad-based representation of teachers, administrators, classified staff, business/operations personnel, and community members to formulate recommendations for the LRFMP;

WHEREAS, the consultant held 105 stakeholder meetings with more than 1400 interested stakeholders to receive and incorporate feedback from the school sites and community;

WHEREAS, the Master Plan Executive Steering Committee (steering committee) reviewed the results of the stakeholder input and developed recommendations for several planning components including site implementation plans; District facilities design objectives; facilities/site assessment; demographic analysis; and budgetary and funding analysis;

WHEREAS, the District engaged in several planning studies as part of the LRFMP process such as: demographic and enrollment trends, building needs assessments, building inspection surveys, capacity analyses, and state funding analysis in order to understand the current facilities conditions and to identify the future needs; and

WHEREAS, the LRFMP contemplates a 20-year plan that the Board received and considered the draft facilities master plan, which includes information, documentation and recommendations.

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

1. Adopts the CVUSD Long Range Facilities Master Plan,
2. Directs staff to continually assess opportunities for funding projects that may become available to the District,

3. Reserves the authority to prioritize projects as deemed necessary,
4. Directs staff to review and update the master plan, applicable reports and the implementation plan as necessary, and
5. Authorizes staff to create and/or reconvene committees as deemed necessary.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District on this 16th day of June 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