



**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT

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

# BOARD OF EDUCATION AGENDA

**June 30, 2016**

**BOARD OF EDUCATION**

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

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**SUPERINTENDENT**  
Wayne M. Joseph

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5130 Riverside Drive. Chino. California 91710  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us)

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**5130 Riverside Drive, Chino, CA 91710**  
**5:00 p.m. – Closed Session • 7:00 p.m. – Regular Meeting**  
**June 30, 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 – 5:00 P.M.**

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

**Discussion and possible action:**

- a. Conference with Legal Counsel—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) (15 minutes)
- b. Student Expulsion Matters (Education Code 35146, 48918 (c) & (j): Cases 15/16-42, 15/16-43, 15/16-46, and 15/16-47. (45 minutes)
- c. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 minutes)
- d. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Dr. Norm Enfield, Sandra Chen, Dr. Grace Park, Lea Fellows, and Richard Rideout. (30 minutes)
- e. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (15 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**

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

The proceedings of this meeting are being recorded.

I.F. CHANGES AND DELETIONS

**II. ACTION**

II.A. ADMINISTRATION

II.A.1. Resolution 2015/2016-77 Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California, and Ordering School District Election for Governing Board Members Whose Terms Expire December 2, 2016

Page 7

Recommend the Board of Education adopt Resolution 2015/2016-77 Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California, and Ordering School District Election for Governing Board Members Whose Terms Expire December 2, 2016.

Motion \_\_\_ Second \_\_\_  
Preferential Vote: \_\_\_  
Vote: Yes \_\_\_ No \_\_\_

II.B. BUSINESS SERVICES

II.B.1. Adoption of the 2016/2017 Budget

Page 10

Recommend the Board of Education adopt the 2016/2017 budget for all funds and authorize the Superintendent or designee to sign the 2016/2017 District Certification of Budget Adoption.

Motion \_\_\_ Second \_\_\_  
Preferential Vote: \_\_\_  
Vote: Yes \_\_\_ No \_\_\_

II.C. EDUCATIONAL SERVICES

II.C.1. 2016/2017 Local Control and Accountability Plan

Page 12

Recommend the Board of Education adopt the 2016/2017 Local Control and Accountability Plan.

Motion \_\_\_ Second \_\_\_  
Preferential Vote: \_\_\_  
Vote: Yes \_\_\_ No \_\_\_

**III. CONSENT**

Motion \_\_\_ Second \_\_\_  
Preferential Vote: \_\_\_  
Vote: Yes \_\_\_ No \_\_\_

**III.A. ADMINISTRATION****III.A.1. Minutes of the Special Meetings of June 6, 2016, and Regular Meeting of June 16, 2016**

Page 104

Recommend the Board of Education approve the minutes of the special meetings of June 6, 2016, and regular meeting of June 16, 2016.

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

Page 113

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

**III.B.2. Fundraising Activities**

Page 114

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

**III.B.3. Donations**

Page 120

Recommend the Board of Education accept the donations.

**III.B.4. Legal Services**

Page 124

Recommend the Board of Education approve payment for legal services to the law offices of Chidester, Margaret A. & Associates; and Parker & Covert LLP.

**III.B.5. Resolution 2015/2016-78 Use of 2016/2017 Education Protection Account Funds**

Page 125

Recommend the Board of Education adopt Resolution 2015/2016-78 Use of 2016/2017 Education Protection Accounts Funds.

**III.B.6. Resolution 2015/2016-79 Transfers of Appropriations for 2016/2017**

Page 129

Recommend the Board of Education adopt Resolution 2015/2016-79 Transfers of Appropriations for 2016/2017.

**III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****III.C.1. New Board Policy 6152.1 Instruction—Placement in Mathematics Courses**

Page 131

Recommend the Board of Education approve the new Board Policy 6152.1 Instruction—Placement in Mathematics Courses.

**III.D. EDUCATIONAL SERVICES**

**III.D.1. Student Expulsion Cases 15/16-42, 15/16-43, 15/16-46, and 15/16-47**

Page 135 Recommend the Board of Education approve the student expulsion cases 15/16-42, 15/16-43, 15/16-46, and 15/16-47.

**III.D.2. School-sponsored Trips**

Page 136 Recommend the Board of Education approve/ratify the following school-sponsored trips: Chino Hills HS; and Don Lugo HS.

**III.D.3. Local Agreement for Child Development Services CCTR-6194 and CSPP-6398 and the Adoption of Resolution 2015/2016-76**

Page 138 Recommend the Board of Education approve the Local Agreement for Child Development Services CCTR-6194 and CSPP-6398 and the adoption of Resolution 2015/2016-76.

**III.E. FACILITIES, PLANNING, AND OPERATIONS**

**III.E.1. Purchase Order Register**

Page 142 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 143 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

**III.E.3. Surplus/Obsolete Property**

Page 147 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

**III.E.4. Resolution 2015/2016-70 Long Range Facilities Master Plan**

Page 150 Recommend the Board of Education adopt Resolution 2015/2016-70 Long Range Facilities Master Plan.

**III.E.5. Resolution 2015/2016-80 Emergency Request to San Bernardino County Superintendent of Schools for Authorization to Award a Contract Without Bidding and Advertising for Repairs at Chino HS and Woodcrest JHS**

Page 154 Recommend the Board of Education adopt Resolution 2015/2016-80 Emergency Request to San Bernardino County Superintendent of Schools for Authorization to Award a Contract Without Bidding and Advertising for Repairs at Chino HS and Woodcrest JHS.

**III.E.6. Notice of Completion for CUPCCAA Projects**

Page 160 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 163 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

**III.F.2. Rejection of Claim**

Page 172 Recommend the Board of Education reject the claim and refer it to the District's insurance adjuster.

**IV. INFORMATION**

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

**IV.A.1. New Course: Introduction to Business**

Page 173 Recommend the Board of Education receive for information the new course: Introduction to Business.

**IV.A.2. Revision of Administrative Regulation 5111 Students—Admission**

Page 179 Recommend the Board of Education receive for information the revision of Administrative Regulation 5111 Students—Admission.

**V. COMMUNICATIONS**

**BOARD MEMBERS AND SUPERINTENDENT**

**VI. ADJOURNMENT**

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 2016

**TO:** Members, Board of Education

**FROM:** Wayne M. Joseph, Superintendent

**SUBJECT: RESOLUTION 2015/2016-77 ORDER OF ELECTION AND SPECIFICATIONS OF THE ELECTION ORDER IN THE CHINO VALLEY UNIFIED SCHOOL DISTRICT OF SAN BERNARDINO COUNTY, CALIFORNIA, AND ORDERING SCHOOL DISTRICT ELECTION FOR GOVERNING BOARD MEMBERS WHOSE TERMS EXPIRE DECEMBER 2, 2016**

=====

**BACKGROUND**

The Office of the County Superintendent of Schools notified the District on June 16, 2016, that the Biennial election of School Trustees is required to be held on November 8, 2016. It will be a consolidated election to include governing board members in elementary, high school, unified, and community college districts.

The attached Order of Election and Specifications of the Election Order must be adopted by the Board of Education, signed by the clerk or secretary of the Board, and returned to the San Bernardino County Elections office.

Effective July 18, 2016, candidates may obtain their Declaration of Candidacy from the San Bernardino County Elections office, 777 E. Rialto Avenue, San Bernardino, California. The last day to file said Declaration of Candidacy in the San Bernardino County Elections office is 5:00 p.m., August 12, 2016.

If an incumbent has not filed a Declaration of Candidacy by 5:00 p.m. on the 88<sup>th</sup> day (August 12) before the election, the nomination period shall extend to 5:00 p.m. on the 83<sup>rd</sup> day (August 17) before the election for other than the incumbent.

The Board of Education has the responsibility of publishing a legal notice regarding the procedure of appointing a governing board member when no candidate or an insufficient number of candidates have filed for the office.

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

## **RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2015/2016-77 Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California, and Ordering School District Election for Governing Board Members Whose Terms Expire December 2, 2016.

## **FISCAL IMPACT**

The cost of the election will be prorated among the school districts and other agencies consolidating with the election. The District will be billed after the election.

WMJ:pk



**ORDER OF ELECTION  
and  
SPECIFICATIONS OF THE ELECTION ORDER**

**CHINO VALLEY UNIFIED SCHOOL DISTRICT OF  
SAN BERNARDINO COUNTY, CALIFORNIA**

**RESOLUTION 15/16-77 ORDERING SCHOOL DISTRICT ELECTION FOR  
GOVERNING BOARD MEMBER'S WHOSE TERMS EXPIRE DECEMBER 2, 2016**

Resolved that, pursuant to Education Code, Section 5302, the County Superintendent of Schools of this County is hereby ORDERED to call an election for the purpose and in accordance with designations contained in the following specifications of the Election Order made under the authority of Education Code Sections 5304, 5320, and 5322.

**SPECIFICATIONS OF THE ELECTION ORDER**

Date of Election: Tuesday, November 8, 2016  
Purpose: Election of Governing Board Members  
Polls will open at 7:00 a.m. and close at 8:00 p.m.

**PLEASE FILL IN THE NAMES BELOW:**

Governing Board Members whose terms expire DECEMBER 2, 2016

NAME	FULL TERM / SHORT TERM (Circle FT or ST)	APPOINTED / ELECTED (Circle A or E)	DATE OF APPOINTMENT
Andrew Cruz	(FT) ST	A (E)	_____
Irene Hernandez-Blair	(FT) ST	A (E)	_____
James Na	(FT) ST	A (E)	_____
	FT / ST	A / E	_____
	FT / ST	A / E	_____

I, Wayne M. Joseph, Clerk/**Secretary** of the Governing Board of the Chino Valley Unified School District, San Bernardino County California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting on June 30, 2016.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Clerk/**Secretary**

Submit one (1) copy to the San Bernardino County Elections office  
Submit one (1) copy to the County Superintendent of Schools  
One (1) copy for your files

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** June 30, 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: ADOPTION OF THE 2016/2017 BUDGET**

=====

**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. A public hearing was conducted on June 16, 2016. 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.

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

### **RECOMMENDATION**

It is recommended the Board of Education adopt the 2016/2017 budget for all funds and authorize the Superintendent or designee to sign the 2016/2017 District Certification of Budget Adoption.

WMJ:SHC:LP:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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

**DATE:** June 30, 2016  
**TO:** Members, Board of Education  
**FROM:** Wayne M. Joseph, Superintendent  
**SUBJECT: 2016/2017 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 conducted a public hearing on this item at its June 16, 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.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt the 2016/2017 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, 47605.5, 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, 47605.5, 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?

<p><b>Involvement Process</b></p>	<p><b>Impact on LCAP</b></p>
<p><b>District Background Information:</b></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><b>Involvement Process:</b></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><b>Stakeholder Meetings:</b></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><b>Stakeholder Meetings:</b></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 forms 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><b>Publicity:</b></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><b>Publicity:</b></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><b>Superintendent's Cabinet:</b></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><b>Superintendent's Cabinet:</b></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>

<p><b>Annual Update:</b></p> <p>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.</p>	<p><b>Annual Update:</b></p> <p>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.</p>
<p><b>District Annual Review Process:</b></p> <p>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</p>	

**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><b>GOAL 1:</b></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><b>Identified Need :</b></p>	<p><b>Need:</b> 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><b>State Metric:</b> Misassignment Report Local Metric: SARC reports</p> <p><b>Need:</b> Students need access to most current CCSS aligned materials for all core subject areas and facilities in good repair.</p> <p><b>Local Metric:</b> FIT reports</p> <p><b>Need:</b> Students need increased access to technology infrastructure and devices.</p> <p><b>Local Metric:</b> District Technology Plan</p>	
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All</p> <p><b>Applicable Pupil Subgroups:</b> 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	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**

	GOAL 1 Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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</p> <p>2. 100% of students have access to standards aligned curriculum/materials                      State Metric: Student access to standards-aligned instructional materials (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 Indicators (wifi access, computer refresh, site mobile cart usage)</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>					
<p>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</p> <p>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</p> <p>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</p> <p>4. Maintain facilities in good repair                      a. Continuance of deferred maintenance program</p>					<p>1.a 5000-5999: Services and Other Operating Expenditures Base \$15,000                      1.b 1000-1999: Certificated Personnel Salaries Base \$2,000,000</p> <p>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</p> <p>3.a 4000-4999: Books and Supplies Base \$2,000,000                      3.b 5000-5999: Services and Other Operating Expenditures Base \$200,000</p> <p>4.a 6000-6999: Capital Outlay Base \$3,000,000</p>

**LCAP Year 3: 2018-19**

GOAL 1 Expected Annual Measurable Outcomes	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) 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	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	

<p><b>GOAL 2:</b></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><b>Identified Need :</b></p>	<p><b>Need:</b> Increase utilization of instructional practices and materials aligned to CCSS in ELA/ELD, Math, and NGSS.  <b>Metric:</b> Classroom observations and walk through surveys.  <b>Need:</b> Identification of learning needs of all students and implement appropriate interventions and/or enrichment  <b>Metric:</b> FAST Assessment, GATE screening assessment, local achievement assessments  <b>Need:</b> Increase percentage of students scoring "Ready For College" as measured by State indicator  <b>Metric:</b> EAP Assessment Indicator  <b>Need:</b> Increase percentage of students who pass the AP exam with a score of 3 or higher  <b>Metric:</b> AP exam pass and score report</p>	
<p><b>Goal Applies to:</b></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) 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                  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>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>3. Staff utilizes common core aligned interventions                  a. Maintain Instructional Coaches                  b. Hire 2 Special Education Instructional Coaches</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>4. Enrichment                  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>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>5. Support CCSS alignment                  a. Refinement of CCSS units of study                  b. Provide professional development for staff both in-house and contracted</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>

<p>6. Increase enrollment in the A-G course offering</p> <ul style="list-style-type: none"> <li>a. Alignment of new courses to A-G course criteria</li> <li>b. Align current courses to A-G course criteria</li> <li>c. Review of all course offering to ensure they are aligned with college and career readiness</li> <li>d. Continue to align the course offerings within pathways to ensure they are A-G</li> <li>e. Increase Advanced Placement (AP) course offerings at all high schools</li> <li>f. Increase the number of students taking the Advanced Placement (AP) exams</li> <li>g. Implement California College Guidance Initiative to give students and parents access to A-G information and application process for CSU schools.</li> </ul>	<p>LEA-wide</p>	<p>ALL</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"> <li>a. Maintain certificated FTE's for elective course offerings</li> </ul>	<p>LEA-wide</p>	<p>ALL</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"> <li>a. Maintain certificated FTE's for pathway courses</li> <li>b. Professional development for Linked Learning</li> <li>c. Support current pathway classes with instructional materials and supplies</li> </ul>	<p>LEA-wide</p>	<p>ALL</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"> <li>a. Increase the number of sections of Advanced Placement (AP) offerings at each high school</li> </ul>	<p>LEA-wide</p>	<p>ALL</p>	<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**

1. Expand the Multi-Tiered System of Support (MTSS) - A model to provide intervention services to all students needing additional support (academic)
  - a. Instructional intervention materials (intensive)
  - b. Instructional intervention materials (strategic)
  - c. Maintain intervention teachers

**Scope of Service**

LEA-wide

**Pupils to be served within identified scope**

ALL

**Budgeted Expenditures**

- |     |                                           |                                              |
|-----|-------------------------------------------|----------------------------------------------|
| 1.a | (intensive) \$250,000                     | 4000-4999: Books and Supplies Supplemental   |
| 1.b | (strategic) \$250,000                     | 4000-4999: Books and Supplies Supplemental   |
| 1.c | 1000-1999: \$3,000,000                    | Certificated Personnel Salaries Supplemental |
| 1.c | 3000-3999: Employee Benefits Supplemental |                                              |

<p>2. Expand intervention supports                  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>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>3. Staff utilizes common core aligned interventions                  a. Maintain Instructional Coaches                  b. Hire 2 Special Education Instructional Coaches</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>4. Enrichment                  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>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>5. Support CCSS alignment                  a. Refinement of CCSS units of study                  b. Provide professional development for staff both in-house and contracted</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>

<p>6. Increase enrollment in the A-G course offering</p> <ul style="list-style-type: none"> <li>a. Alignment of new courses to A-G course criteria</li> <li>b. Align current courses to A-G course criteria</li> <li>c. Review of all course offering to ensure they are aligned with college and career readiness</li> <li>d. Continue to align the course offerings within pathways to ensure they are A-G</li> <li>e. Increase Advanced Placement (AP) course offerings at all high schools</li> <li>f. Increase the number of students taking the Advanced Placement (AP) exams</li> <li>g. Implement California College Guidance Initiative to give students and parents access to A-G information and application process for CSU schools.</li> </ul>	<p>LEA-wide</p>	<p>ALL</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"> <li>a. Maintain certificated FTE's for elective course offerings</li> </ul>	<p>LEA-wide</p>	<p>ALL</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"> <li>a. Maintain certificated FTE's for pathway courses</li> <li>b. Professional development for Linked Learning</li> <li>c. Support current pathway classes with instructional materials and supplies</li> </ul>	<p>LEA-wide</p>	<p>ALL</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"> <li>a. Increase the number of sections of Advanced Placement (AP) offerings at each high school</li> </ul>	<p>LEA-wide</p>	<p>ALL</p>	<p>9.a \$0</p>

**LCAP Year 3: 2018-19**

<p><b>GOAL 2</b> Expected Annual Measurable Outcomes</p>	<p>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</p>
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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) 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                  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>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>3. Staff utilizes common core aligned interventions                  a. Maintain Instructional Coaches                  b. Hire 2 Special Education Instructional Coaches</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>4. Enrichment                  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>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>
<p>5. Support CCSS alignment                  a. Refinement of CCSS units of study                  b. Provide professional development for staff both in-house and contracted</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>

<p>6. Increase enrollment in the A-G course offering</p> <ul style="list-style-type: none"> <li>a. Alignment of new courses to A-G course criteria</li> <li>b. Align current courses to A-G course criteria</li> <li>c. Review of all course offering to ensure they are aligned with college and career readiness</li> <li>d. Continue to align the course offerings within pathways to ensure they are A-G</li> <li>e. Increase Advanced Placement (AP) course offerings at all high schools</li> <li>f. Increase the number of students taking the Advanced Placement (AP) exams</li> <li>g. Implement California College Guidance Initiative to give students and parents access to A-G information and application process for CSU schools.</li> </ul>	<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"> <li>a. Maintain certificated FTE's for elective course offerings</li> </ul>	<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"> <li>a. Maintain certificated FTE's for pathway courses</li> <li>b. Professional development for Linked Learning</li> <li>c. Support current pathway classes with instructional materials and supplies</li> </ul>	<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"> <li>a. Increase the number of sections of Advanced Placement (AP) offerings at each high school</li> </ul>	<p>ALL</p>	<p>LEA-wide</p>	<p>9.a \$0</p>



<p><b>GOAL 3:</b></p>	<p>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.</p>	<p>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</p>
<p><b>Identified Need :</b></p>	<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>	
<p><b>Goal Applies to:</b></p>	<p>Schools: All                  Applicable Pupil Subgroups:</p>	<p>English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, homeless</p>
<p style="text-align: center;"><b>LCAP Year 1: 2016-2017</b></p>		
<p><b>GOAL 3                  Expected Annual Measurable Outcomes</b></p>	<p>1. All English learners will have academic success as they improve their English language proficiency                  State Metric: CELDT &amp; 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)</p> <p>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</p>	

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

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

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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
		1. English learner (EL) progression toward proficiency and college readiness a. Staffing for English Learner Academy at elementary sites b. Designated ELD will occur daily for 30/45 minutes c. School sites will create and implement college nights with an emphasis on the underserved student population d. 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	Low Income; English Learners; Foster Youth Redesignate d fluent	1.a 1000-1999: Certificated Personnel Salaries Supplemental \$180,000 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
2. Provide tutoring services (Alternative Supports a. Provide tutoring services for foster youth and homeless K-12 b. Provide AVID support to underserved students including teacher training and student tutors. Add AVID at two elementary schools.		LEA-wide School-wide	Low Income; English Learners; Foster Youth Redesignate d fluent; Other Subgroup s: (Specify) Homeless	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>3. Provide additional resources for underserved students</p> <ul style="list-style-type: none"> <li>a. Maintain TYKES program</li> <li>b. Infant/Toddler Teacher at Buena Vista Continuation High School to support underserved pregnant and new mothers graduate from high school.</li> <li>c. Instructional Aides for Childhood Education program to support underserved students to graduate from high school.</li> <li>d. Director of Health Services to support underserved students and oversee health related programs for students identified as at-risk</li> <li>e. Secretary for Health Services department to support the implementation of health services programs for underserved students</li> </ul>	<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"> <li>a. On-going training to office staff regarding operational process enrollment procedures for foster youth</li> <li>b. Provide additional counselor to provide case management for foster youth</li> <li>c. Provide clerical support for foster youth case management</li> </ul>	<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"> <li>a. School Principal for Boys Republic School for foster youth court-appointed students grades 7-12</li> <li>b. School secretary for Boys Republic School</li> <li>c. School Typist Clerk for Boys Republic School</li> <li>d. School Custodian for Boys Republic School</li> <li>e. Certificated teachers to support students at Boys Republic School</li> <li>f. Operating budget for Boys Republic School</li> </ul>	<p>School-wide</p>	<p>Foster Youth</p>	<table border="1"> <tr> <td>5.a</td> <td>1000-1999: Certificated Personnel Salaries Supplemental</td> <td>\$75,897</td> </tr> <tr> <td>5.a</td> <td>1000-1999: Certificated Personnel Salaries Other</td> <td>\$75,897</td> </tr> <tr> <td>5.a</td> <td>3000-3999: Employee Benefits Supplemental</td> <td></td> </tr> <tr> <td>5.a</td> <td>3000-3999: Employee Benefits Other</td> <td></td> </tr> <tr> <td>5.b</td> <td>2000-2999: Classified Personnel Salaries Supplemental</td> <td>\$73,538</td> </tr> <tr> <td>5.b</td> <td>3000-3999: Employee Benefits Supplemental</td> <td></td> </tr> <tr> <td>5.c</td> <td>2000-2999: Classified Personnel Salaries Supplemental</td> <td>\$46,760</td> </tr> <tr> <td>5.c</td> <td>3000-3999: Employee Benefits Supplemental</td> <td></td> </tr> <tr> <td>5.d</td> <td>2000-2999: Classified Personnel Salaries Supplemental</td> <td>\$19,826</td> </tr> <tr> <td>5.d</td> <td>3000-3999: Employee Benefits Supplemental</td> <td></td> </tr> <tr> <td>5.e</td> <td>1000-1999: Certificated Personnel Salaries Supplemental</td> <td>\$1,134,976</td> </tr> <tr> <td>5.e</td> <td>3000-3999: Employee Benefits Supplemental</td> <td></td> </tr> <tr> <td>5.f</td> <td>0001-0999: Unrestricted: Locally Defined Supplemental</td> <td>\$34,203</td> </tr> </table>	5.a	1000-1999: Certificated Personnel Salaries Supplemental	\$75,897	5.a	1000-1999: Certificated Personnel Salaries Other	\$75,897	5.a	3000-3999: Employee Benefits Supplemental		5.a	3000-3999: Employee Benefits Other		5.b	2000-2999: Classified Personnel Salaries Supplemental	\$73,538	5.b	3000-3999: Employee Benefits Supplemental		5.c	2000-2999: Classified Personnel Salaries Supplemental	\$46,760	5.c	3000-3999: Employee Benefits Supplemental		5.d	2000-2999: Classified Personnel Salaries Supplemental	\$19,826	5.d	3000-3999: Employee Benefits Supplemental		5.e	1000-1999: Certificated Personnel Salaries Supplemental	\$1,134,976	5.e	3000-3999: Employee Benefits Supplemental		5.f	0001-0999: Unrestricted: Locally Defined Supplemental	\$34,203
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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 &amp; 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>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> <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>	<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><b>GOAL 4:</b></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 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__                  COE only: 9 10                  Local : Specify</p>		
<p><b>Identified Need :</b></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><b>Goal Applies to:</b></p>	<p>Schools: All                  Applicable Pupil Subgroups: All</p>			
<p><b>LCAP Year 1: 2016-2017</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></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><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1. Improve parent 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</p> <ul style="list-style-type: none"> <li>a. Maintain parent training/ parent trainer and support materials</li> <li>b. Expand Helping Our People Everyday (HOPE) resource centers utilizing contracted services with our cities</li> <li>c. Maintain CVUSD Health Clinic</li> <li>d. Increase parent communication by providing classified bilingual clerks</li> <li>e. Utilize bilingual translation to ensure understanding of District communications</li> </ul>	<p>LEA-wide</p>	<p>ALL</p>	<ul style="list-style-type: none"> <li>3.a 2000-2999: Classified Personnel Salaries Supplemental \$100,000</li> <li>3.a 3000-3999: Employee Benefits Supplemental</li> <li>3.a 4000-4999: Books and Supplies Supplemental \$100,000</li> <li>3.b 2000-2999: Classified Personnel Salaries Supplemental \$500,000</li> <li>3.b 3000-3999: Employee Benefits Supplemental</li> <li>3.b 5800: Professional/Consulting Services and Operating Expenditures Supplemental</li> <li>3.c 1000-1999: Certificated Personnel Salaries Supplemental \$300,000</li> <li>3.c 3000-3999: Employee Benefits Supplemental</li> <li>3.c 4000-4999: Books and Supplies Supplemental</li> <li>3.c 5000-5999: Services and Other Operating Expenditures Supplemental</li> <li>3.d 2000-2999: Classified Personnel Salaries Supplemental \$306,000</li> <li>3.d 3000-3999: Employee Benefits Supplemental</li> <li>3.e 2000-2999: Classified Personnel Salaries Supplemental \$25,000</li> <li>3.e 3000-3999: Employee Benefits Supplemental</li> </ul>
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<b>LCAP Year 2: 2017-2018</b>					
GOAL 4 Expected Annual Measurable Outcomes	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	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	2. Promote and expand parent/family participation in parent programs a. Provide 21st Century Education/NGSS information nights b. Increase parent academies	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	1.a 5800: Professional/Consulting Services and Operating Expenditures Base \$40,000
			LEA-wide	ALL	2.a 4000-4999: Books and Supplies Base \$4,000
			LEA-wide	ALL	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

**LCAP Year 3: 2018-2019**

GOAL 4 Expected Annual Measurable Outcomes	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	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><b>GOAL 5:</b></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><b>Identified Need :</b></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><b>Goal Applies to:</b></p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>	

**LCAP Year 1: 2016-2017**

- GOAL 5**  
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
  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%

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"> <li>a. Continue the Child Welfare and Attendance Coordinator position</li> <li>b. Continue the Community Outreach Advisor position</li> <li>c. Maintain contracted services from San Bernardino County Probation Department</li> <li>d. Director of Student Support Services to support at-risk students</li> <li>e. Secretary for Student Support office to support programs for at-risk students</li> <li>f. School Resource Officers to support at-risk families and students</li> </ul>	<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"> <li>a. Provide strategic alignment of core courses to promote academic proficiency</li> <li>b. Provide additional intervention sections to support at-risk students</li> </ul>	<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"> <li>a. Provide professional development to school site administrators on Alternative Means of Correction</li> <li>b. Safe School Ambassadors program K-12</li> </ul>	<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"> <li>a. Provide professional development to school site administrators on alternative means of correction</li> </ul>	<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  a. Provide parent information nights  b. Expand School Resource Officer presence to selected junior high schools</p>	<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).  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>	<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 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"> <li>a. Continue the Child Welfare and Attendance Coordinator position</li> <li>b. Continue the Community Outreach Advisor position</li> <li>c. Maintain contracted services from San Bernardino County Probation Department</li> <li>d. Director of Student Support Services to support at-risk students</li> <li>e. Secretary for Student Support office to support programs for at-risk students</li> <li>f. School Resource Officers to support at-risk families and students</li> </ul>	<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"> <li>a. Provide strategic alignment of core courses to promote academic proficiency</li> <li>b. Provide additional intervention sections to support at-risk students</li> </ul>	<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"> <li>a. Provide professional development to school site administrators on Alternative Means of Correction</li> <li>b. Safe School Ambassadors program K-12</li> </ul>	<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"> <li>a. Provide professional development to school site administrators on alternative means of correction</li> </ul>	<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          a. Provide parent information nights          b. Expand School Resource Officer presence to selected junior high schools</p>	<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).          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>	<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>

<b>LCAP Year 3: 2018-2019</b>				
GOAL 5 Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified	Budgeted Expenditures
<p>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</p> <p>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</p> <p>3. Increase graduation rate by 0.5% State Metric: High school graduation rates Local Metric: CalPADs</p> <p>4. Decrease the number of students suspended by 0.2% State Metric: Student suspension rates Local Metric: AERIES report</p> <p>5. Decrease the number of students expelled by 0.1% State Metric: Student expulsion rates Local Metric: AERIES report</p> <p>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</p> <p>7. Decrease number of students needing behavioral intervention support Local Metric: Decrease number of student referrals for Special Education assessment by 1%</p>	<p>1. Provide Attendance Counts Program a. Provide Saturday School b. School nurses to monitor at-risk students who may have health related issues</p>	<p>LEA-wide</p>	<p>ALL</p>	<p>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>

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

<p>6. 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>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).          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>	<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?

<p>Original GOAL 1 from prior year LCAP:</p>	<p>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.</p>		<p>Related State and/or Local Priorities:                  1 X 2 X 3 4 5 6 7 8 ___                  COE only: 9 10 ___                  Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<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>	<p>Actual Annual Measurable Outcomes:</p> <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>	
<p>LCAP Year: 2015-2016</p>			
<p>Planned Actions/Services</p>		<p>Budgeted Expenditures</p> <p>1.a 5000-5999: Services And Other Operating Expenditures Base \$15,000                  1.b 1000-1999: Certificated Personnel Salaries Base</p>	<p>Actual Actions/Services</p> <p>Estimated Actual Annual Expenditures</p> <p>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</p>
<p>1. Recruit and retain highly qualified staff                  a. Attend recruitment fairs                  b. Additional certificated FTE's to lower K-3 class size district wide</p>	<p>1. Recruit and retain highly qualified staff                  a. Attend recruitment fairs                  b. Additional certificated FTE's to lower K-3 class size district wide</p>		

	1.b 3000-3999: Employee Benefits Base \$2,000,000	Scope of Service  LEA-wide	Base
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> 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. 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</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 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. 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
<p>Scope of Service: LEA-wide</p> <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>Scope of Service: LEA-wide</p> <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>4. Maintain facilities in good repair</p> <p>a. Continuation of deferred maintenance program</p>	<p>4.a 5000-5999: Services And Other Operating Expenditures Base</p> <p>4.a 6000-6999: Capital Outlay Base \$3,000,000</p>	<p>4. Maintain facilities in good repair</p> <p>a. Continuation of deferred maintenance program</p>	<p>4.a 5000-5999: Services And Other Operating Expenditures Base</p> <p>4.a 6000-6999: Capital Outlay Base \$3,000,000</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</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><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><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><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>What changes in actions, services, and expenditures will be implemented? 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,</p>			

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 for the future and assess the efficacy 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 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.		
<b>LCAP Year: 2015-2016</b>			
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                  X All                  OR:                  ___ Low Income pupils                  ___ English Learners                  ___ Foster Youth                  ___ Redesignated fluent English proficient                  ___ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide                  X 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>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>Scope of LEA-wide Service</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>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>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>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>Scope of Service</p> <p><input checked="" type="checkbox"/> LEA-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>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>OR:</p> <p><input checked="" type="checkbox"/> All</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>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>Scope of Service</p> <p><input checked="" type="checkbox"/> LEA-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 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>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 checked="" type="checkbox"/> LEA-wide</p> <p>OR:</p> <p><input type="checkbox"/> All</p>	<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p>OR:</p> <p><input checked="" type="checkbox"/> All</p>	<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p>OR:</p> <p><input checked="" type="checkbox"/> All</p>	<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p>OR:</p> <p><input checked="" type="checkbox"/> All</p>

<p>__ Low Income pupils                  __ English Learners                  __ Foster Youth                  __ Redesignated fluent English proficient                  __ Other Subgroups: (Specify)</p>		<p>__ Low Income pupils                  __ English Learners                  __ Foster Youth                  __ Redesignated fluent English proficient                  __ 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.**

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Students will have access to broad course of subject areas which lead to graduation and success in college and career.</p>	<p>Related State and/or Local Priorities:                  1 2 3 4 X_5 6 7 X_8 _                  COE only: 9 10 _                  Local : Specify</p>
<p>Goal Applies to: Schools: <u>All</u>                  Applicable Pupil Subgroups: High School- All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>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</p>	<p>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>

	<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.                  6. Ensure students have access to Career Technical Education opportunities                  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.                  7. Provide students with opportunities to take SAT exams to prepare them for college access                  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>
LCAP Year: 2015-2016	
Planned Actions/Services	Actual Actions/Services
Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>1. Increase enrollment in the A-G course offering                  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 the 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</p>	<p>1.a \$0                  1.b \$0                  1.c \$0                  1.d \$0                  1.e \$0                  1.f \$0</p>
<p>Scope of Service: School-wide                  X All                  OR:                  Low Income pupils</p>	<p>Scope of Service: School-wide                  X All                  OR:                  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.a 3000-3999: Employee Benefits Base \$320,000  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 \$50,000  3.c 2000-2999: Classified Personnel Salaries Base  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>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.**

<p>Original GOAL 4 from prior year LCAP:</p>	<p>English learners, low income students, and foster youth receive services to ensure their readiness for college and career.</p>	<p>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</p>
<p>Goal Applies to: <u>Schools: All</u>                  Applicable Pupil Subgroups: English learners, low income students, and foster youth (underserved)</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>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</p>	<p>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</p>



LCAP Year: 2015-2016			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<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 \$180,000</p> <p>1.b \$0</p> <p>1.c 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</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 \$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>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 \$250,000</p>	<p>students including teacher training and student tutors</p>	<p>Salaries Supplemental                  2. b 3000-3999: Employee Benefits Supplemental \$135,000                  2. b 5000-5999: Services And Other Operating Expenditures Supplemental</p>
<p>Scope of Service LEA-wide</p> <p>---All                  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                  ___ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <p>---All                  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                  ___ Other Subgroups: (Specify)</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 TYKES program                  d. Maintain Family Literacy program                  e. Maintain CVUSD Health Clinic                  f. Increase parent communication by providing classified bilingual clerks                  g. Utilize bilingual translation to ensure understand of District message                  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                  3. a 3000-3999: Employee Benefits Supplemental                  3. a 4000-4999: Books And Supplies Supplemental \$200,000                  3. b 2000-2999: Classified Personnel Salaries Supplemental                  3. b 3000-3999: Employee Benefits Supplemental                  3. b 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500,000                  3. c 2000-2999: Classified Personnel Salaries Other                  3. c 3000-3999: Employee Benefits Other \$221,000                  3. c 4000-4999: Books And Supplies Supplemental</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 TYKES program                  d. Maintain Family Literacy program                  e. Maintain CVUSD Health Clinic                  f. Increase parent communication by providing classified bilingual clerks                  g. Utilize bilingual translation to ensure understand of District message                  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                  3. a 3000-3999: Employee Benefits Supplemental                  3. a 4000-4999: Books And Supplies Supplemental \$25,000                  3. b 2000-2999: Classified Personnel Salaries Supplemental                  3. b 3000-3999: Employee Benefits Supplemental                  3. b 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500,000                  3. c 2000-2999: Classified Personnel Salaries Other \$271,000                  3. c 3000-3999: Employee Benefits Other                  3. c 4000-4999: Books And Supplies Supplemental                  3. c 5800: Professional/Consulting</p>

<p>3.c 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p> <p>3.d 2000-2999: Classified Personnel Salaries Other</p> <p>3.d 3000-3999: Employee Benefits Other \$119,000</p> <p>3.e 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3.e 3000-3999: Employee Benefits Supplemental</p> <p>3.e 4000-4999: Books And Supplies Supplemental</p> <p>3.e 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$300,000</p> <p>3.f 2000-2999: Classified Personnel Salaries Supplemental</p> <p>3.f 3000-3999: Employee Benefits Summer school \$306,000</p> <p>3.g 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000</p> <p>3.h 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>3.c 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p> <p>3.d 2000-2999: Classified Personnel Salaries Other</p> <p>3.d 3000-3999: Employee Benefits Other \$119,000</p> <p>3.e 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3.e 3000-3999: Employee Benefits Supplemental</p> <p>3.e 4000-4999: Books And Supplies Supplemental</p> <p>3.e 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$300,000</p> <p>3.f 2000-2999: Classified Personnel Salaries Supplemental</p> <p>3.f 3000-3999: Employee Benefits Summer school \$306,000</p> <p>3.g 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200,000</p> <p>3.h 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>Services And Operating Expenditures Supplemental \$0</p> <p>3.d 2000-2999: Classified Personnel Salaries Other \$119,000</p> <p>3.d 3000-3999: Employee Benefits Other</p> <p>3.e 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3.e 3000-3999: Employee Benefits Supplemental</p> <p>3.e 4000-4999: Books And Supplies Supplemental</p> <p>3.e 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$300,000</p> <p>3.f 2000-2999: Classified Personnel Salaries Supplemental \$251,625</p> <p>3.f 3000-3999: Employee Benefits Supplemental</p> <p>3.g 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500</p> <p>3.h 1000-1999: Certificated Personnel Salaries Supplemental \$900,000</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</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><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.h 3000-3999: Employee Benefits</p>
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<p>4. Improve school site operational processes and enrollment procedures</p> <p>a. On-going training for office staff regarding operational process enrollment procedures for foster youth</p> <p>b. Provide additional counselor to provide case management for foster youth</p> <p>c. Provide clerical support for foster youth case management</p>	<p>Supplemental \$900,000</p> <p>4.a \$0</p> <p>4.b 1000-1999: Certificated Personnel Salaries Supplemental \$99,260</p> <p>4.b 3000-3999: Employee Benefits Supplemental</p> <p>4.c 2000-2999: Classified Personnel Salaries Supplemental \$55,471</p> <p>4.c 3000-3999: Employee Benefits Supplemental</p>	<p>4. Improve school site operational processes and enrollment procedures</p> <p>a. On-going training for office staff regarding operational process enrollment procedures for foster youth</p> <p>b. Provide additional counselor to provide case management for foster youth</p> <p>c. Provide clerical support for foster youth case management</p>	<p>Supplemental</p> <p>4.a \$0</p> <p>4.b 1000-1999: Certificated Personnel Salaries Supplemental \$118,000</p> <p>4.b 3000-3999: Employee Benefits Supplemental</p> <p>4.c 2000-2999: Classified Personnel Salaries Supplemental \$60,000</p> <p>4.c 3000-3999: Employee Benefits Supplemental</p>
<p>Scope of Service</p> <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>Scope of Service</p> <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>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</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)	
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 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.		

**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 X_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.
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
1. Improve parent engagement through the use of community outreach a. Enhance CVUSD's web hosting service b. Research/development of CVUSD app	Budgeted Expenditures  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	Estimated Actual Annual Expenditures  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> <hr/> <p><u>X</u>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</p> <p><input type="checkbox"/> LEA-wide</p> <hr/> <p><u>X</u>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. 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  <input type="checkbox"/> School-wide</p> <hr/> <p><u>X</u>All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <p><input type="checkbox"/> LEA-wide  <input type="checkbox"/> School-wide</p> <hr/> <p><u>X</u>All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</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
<b>LCAP Year: 2015-2016</b>			
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

<p>Scope of Service</p> <p>LEA-wide</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>1.c 4000-4999: Books And Supplies Base \$15,000</p>	<p>Scope of Service</p> <p>LEA-wide</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>1.c 4000-4999: Books And Supplies Base \$0</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</p> <p>LEA-wide</p> <p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>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>X All</p> <p>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>proficiency b. Provide additional intervention sections to support at-risk students</p> <p>Scope of Service: LEA-wide</p> <p>X All</p> <p>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>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.
<b>LCAP Year: 2015-2016</b>			
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	1. Decrease suspensions district-wide a. Provide professional development to school site administrators on Alternative Means of Correction	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>2. a \$0</p>	<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</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>Scope of Service: LEA-wide</p> <p><u>X</u> All  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>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>Scope of Service: LEA-wide</p> <p><u>X</u> All  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>2. a \$0</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>Scope of Service: LEA-wide</p> <p><u>X</u> All  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>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>Scope of Service: LEA-wide</p> <p><u>X</u> All  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>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>

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.**

**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 school site 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.)

<p><b>Total amount of Supplemental and Concentration grant funds calculated:</b></p>	<p><u>\$16,512,884</u></p>
<p>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.</p>	
<p>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:</p>	
<ol style="list-style-type: none"> <li>1. Maintain the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral)</li> <li>2. Provide intervention teachers to support students not performing at grade level.</li> <li>3. Support MTSS behavioral needs with K-12 intervention counselors.</li> <li>4. Maintain instructional coaches to increase effective instruction which will increase student achievement</li> <li>5. Technology support at school sites for both students and staff</li> <li>6. Improve elective course offerings at two junior high schools</li> <li>7. Provide EL Academy at elementary sites</li> <li>8. Provide after school tutoring services to underserved student population</li> <li>9. Provide AVID support to underserved student population</li> <li>10. Improve parent engagement through the use of community outreach, including College Nights</li> <li>11. Promote and expand parent and family participation in parent programs</li> <li>12. Provide additional resources for at-risk families, including Safe Ambassadors program.</li> <li>13. Students will be provided the opportunity to take the SAT</li> <li>14. Improve school site operational processes and enrollment procedures</li> <li>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.</li> <li>16. Provide support to at-risk students through pregnant teen program, Boys Republic school, and additional support from school nurses.</li> </ol> <p>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.</p>	

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> <ol style="list-style-type: none"> <li>1. Maintain the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral) <ul style="list-style-type: none"> <li>• In the 2014-2015 school year, the district employed 33 intervention teachers at various sites.</li> <li>• 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.</li> </ul> </li> <li>* 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. <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>2. Provide intervention teachers to support students not performing at grade level <ul style="list-style-type: none"> <li>• In the 2014-2015 school year, the district employed 33 Intervention Teachers</li> <li>• In the 2015-2016 school year, the district maintained the Intervention Teachers</li> <li>• 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.</li> </ul> </li> <li>3. Support MTSS behavioral needs with K-12 Intervention Counselors <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>* 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.</li> </ul> </li> <li>4. Utilize intervention specialists to increase effective instruction which will increase student achievement <ul style="list-style-type: none"> <li>• In the 2014-2015 school year, the district employed 36.6 Intervention Specialist positions.</li> <li>• In the 2015-2016 school year, the district maintained the Intervention Specialist positions.</li> <li>• 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.</li> <li>* 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.</li> </ul> </li> <li>5. Support students/staff with technology at sites. <ul style="list-style-type: none"> <li>• In the 2014-2015 school year, the district provided technology support to school sites.</li> <li>• In the 2015-2016 school year, the district enhanced the technology support by employing technology specialists</li> <li>• In the 2015-2016 school year, Technology Specialist provided professional development to teachers in the integration of technology into the instructional program.</li> </ul> </li> </ol>
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- \* 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
- 13. 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**

<b>Total Expenditures by Funding Source</b>						
<b>Funding Source</b>	<b>2015-2016 Annual Update Budgeted</b>	<b>2015-2016 Annual Update Actual</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2016-2017- 2018-19 Total</b>
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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2015-2016 Annual Update Budgeted</b>	<b>2015-2016 Annual Update Actual</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2016-2017- 2018-19 Total</b>
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**  
**SPECIAL CLOSED SESSION MEETING OF THE BOARD OF EDUCATION**  
June 6, 2016

**MINUTES**

<b>I. OPENING BUSINESS</b>
----------------------------

**I.A. CALL TO ORDER – 4:00 P.M.**

1. Roll Call

President Cruz called to order the special meeting of the Board of Education, Monday, June 6, 2016, at 4:00 p.m. with Cruz, Feix, Na, and Orozco present. Mrs. Blair was absent.

Administrative Personnel

Wayne M. Joseph, Superintendent  
Norm Enfield, Deputy Superintendent

Pledge of Allegiance

Board Member Sylvia Orozco led the Pledge of Allegiance.

2. Public Comment on Closed Session Items

None.

**I.B. CLOSED SESSION**

President Cruz adjourned to closed session at 4:00 p.m. regarding a student matter: request to appeal revocation of senior activity decision, student I.D. number 306060148.

**I.C. RECONVENE TO OPEN MEETING**

1. Report Closed Session Action

The Board met in closed session from 4:00 p.m. to 5:29 p.m. The Board took action to approve the appeal and rescind the decision to revoke the senior activity decision related to graduation ceremony participation for student ID number 306060148 by a vote of 3-1 with Cruz, Na, and Orozco voting yes, and Feix voting no. No further action was taken that required public disclosure.

<b>II. ADJOURNMENT</b>
------------------------

President Cruz adjourned the special meeting of the Board of Education at 5:30 p.m.



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**SPECIAL CLOSED SESSION MEETING OF THE BOARD OF EDUCATION**  
June 6, 2016

**MINUTES**

<b>I. OPENING BUSINESS</b>
----------------------------

**I.A. CALL TO ORDER – 7:00 P.M.**

1. Roll Call

President Cruz called to order the special meeting of the Board of Education, Monday, June 6, 2016, at 7:00 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

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

2. Pledge of Allegiance

Board Member James Na led the Pledge of Allegiance.

3. Public Comment on Closed Session Items

None.

**I.B. CLOSED SESSION**

President Cruz adjourned to closed session at 7:00 p.m. regarding conference with legal labor negotiators, A.C.T. and CSEA.

**I.C. RECONVENE TO OPEN MEETING**

1. Report Closed Session Action

The Board met in closed session from 7:00 p.m. to 9:20 p.m. No action was taken that required public disclosure.

<b>II. ADJOURNMENT</b>
------------------------

President Cruz adjourned the special meeting of the Board of Education at 9:20 p.m.

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Andrew Cruz, President

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Pamela Feix, Clerk

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
June 16, 2016

**MINUTES**

<b>I. OPENING BUSINESS</b>
----------------------------

**I.A. CALL TO ORDER – 3:30 P.M.**

1. Roll Call

President Cruz called to order the regular meeting of the Board of Education, Thursday, June 16, 2016, at 3:30 p.m. with Blair, Cruz, Feix, and Orozco present. Mr. Na arrived at 3:35 p.m.

Administrative Personnel

Wayne M. Joseph, Superintendent

Norm Enfield, Ed.D., Deputy Superintendent

Sandra H. Chen, Assistant Superintendent, Business Services

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

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

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Cruz adjourned to closed session at 3:30 p.m. regarding conference with legal counsel existing litigation; student discipline; student readmissions; a student admission; public employee discipline/dismissal/release; conference with legal labor negotiators, A.C.T. and CSEA; public employee appointment: elementary principal and assistant principal, junior high principal and assistant principal, and high school assistant principal; 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 3:30 p.m. to 6:52 p.m. regarding conference with legal counsel existing litigation; student discipline; student readmissions; a student admission; public employee discipline/dismissal/release; conference with legal labor negotiators, A.C.T. and CSEA; public employee appointment: elementary principal and assistant principal, junior high principal and assistant principal, and high school assistant principal;

and public employee performance evaluation, Superintendent. By a unanimous vote of 5-0, the Board took action to appoint the following administrators: Debra Letcher-Boeve as principal of Briggs K-8 effective 7/1/16; Patti Jewell as principal of Butterfield Ranch ES effective 7/1/16; Robert Nelson as principal of Townsend JHS effective 7/1/16; and, Al Percy Bennett Jr. as assistant principal of Chino Hills HS effective 7/1/16.

2. Pledge of Allegiance

Mike Kreeger, Chino Valley Fire Board, led the Pledge of Allegiance.

**I.C. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

Todd Hancock, A.C.T. President, thanked everyone for a great school year; thanked everyone for thoughts and prayers on his behalf; introduced the A.C.T. Bargaining Team; announced that a Tentative Agreement has been reached; and thanked the District bargaining team.

Denise Arroyo, CSEA President, congratulated the A.C.T. for contract settlement, and said CSEA is waiting in the wings.

**I.D. COMMENTS FROM COMMUNITY LIAISONS**

Mike Kreeger acknowledged the end of the school year; congratulated Rod Federwisch on his retirement; extended a reminder that kids are out in the summer and to drive safe; provided 4<sup>th</sup> of July firework guidelines; and gave a caution about the upcoming heat wave.

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

Mia Ontiveros addressed the Board regarding planning and serving for next year; Liz Avila addressed the Board regarding prayer; and Catherine Osman addressed the Board regarding GATE.

**I.F. CHANGES AND DELETIONS**

The following change was read into the record: Educational Services, Item III.D.4., School-sponsored Trips, under Chino HS added Girls Basketball Tournament, 6/17-6/19, Palm Springs, 7 students/3 chaperones; \$50.00, student funded.

**II. ACTION****II.A. BUSINESS SERVICES****II.A.1. Public Hearing Regarding the 2016/2017 Budget**

President Cruz opened the public hearing regarding the 2016/2017 budget at 7:20 p.m. There were no speakers, and President Cruz closed the public hearing at 7:20 p.m.

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

President Cruz opened the public hearing regarding the Local Control and Accountability Plan at 7:21 p.m. There were no speakers, and President Cruz closed the public hearing at 7:21 p.m.

**III. CONSENT**

Moved (Blair) seconded (Na) carried unanimously (5-0) to approve the consent calendar, as amended.

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

Approved the minutes of the regular meeting of May 19, 2016.

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

Approved the revision of Board Policy 5116.1 Students—Intradistrict Open Enrollment.

**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.B.4. Legal Services**

Approved 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**

Approved 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**

Approved 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**

Approved 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**

Approved 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**

Approved the student admission case 15/16-04A.

**III.D.4. School-sponsored Trips**

Approved/ratified the following school-sponsored trips: Woodcrest JHS; Ayala HS; Chino HS (as amended); and Chino Hills HS.

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

Approved the revision of Board Policy 5117 Students—Interdistrict Attendance.

**III.E. FACILITIES, PLANNING, AND OPERATIONS****III.E.1. Purchase Order Register**

Approved/ratified the purchase order register.

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

Approved/ratified the Agreements for Contractor/Consultant Services.

**III.E.3. Surplus/Obsolete Property**

Declared the District property surplus/obsolete and authorized 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**

Approved 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**

Adopted 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**

Awarded 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**

Awarded 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**

Approved 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**

Approved the Notice of Completion for CUPCCAA Projects.

**III.F. HUMAN RESOURCES**

**III.F.1. Certificated/Classified Personnel Items**

Approved/ratified the certificated/classified personnel items.

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

Approved the revision of job description for Coordinator of Access, Equity, and Assessment.

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

Approved 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**

Received for information the new Board Policy 6142.92 Instruction—Mathematics Instruction.

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

Received 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**

Received for information Resolution 2015/2016-70 Long Range Facilities Master Plan.

**V. COMMUNICATIONS****BOARD MEMBERS AND SUPERINTENDENT**

Irene Hernandez-Blair spoke about graduations; spoke about school breakfast program expansion; attended the Relay for Life Survivors Fashion Show and acknowledged arrangements by Don Lugo HS floriculture students; and said she would like to know the fiscal impact of stipends paid.

James Na asked Superintendent for staff to meet with Ms. Osman regarding GATE; thanked 2016 graduates; thanked teachers; thanked CSEA members especially grounds workers during the upcoming heat wave; spoke about 4<sup>th</sup> of July; spoke about the terrorists attack in Orlando, Florida; spoke about fighting ISIS; and beseeched continuing the journey to make this nation great.

Pamela Feix spoke about the strong connections to some of her former students; spoke about one of her former students who was instrumental in getting going an elementary level debate program and hopes the student can be highlighted in the fall; said she participated in Eagle Canyon's career day; thanked staff members who coordinate graduations; and asked Superintendent Joseph to convene a committee on employee recognition and retirement for the coming year.

Sylvia Orozco acknowledged the retirees on the agenda; agreed with Mrs. Feix and is hopeful the unions and District recognize employees as in the past; spoke about graduations; spoke parity across District schools relative to lockers being painted at Townsend JHS; and extended summer wishes.

Superintendent Joseph said a Rhodes ES Odyssey of the Mind team took fifth place in their division at the 2016 World Finals held on May 25 to 28 at Iowa State University; said Don Lugo HS Principal Kimberly Cabrera recently received a California Future Farmers of America State Gold Award, and counselors Cristina Domicoli and Darcy Jensen-Ward received the Bronze Award; and said Cori Burdett, Briggs K-8 student, will compete at the 12<sup>th</sup> annual National Junior High Finals Rodeo in Tennessee in June.

President Cruz spoke about Class of 2016 graduations and the sentiments expressed by valedictorians.

<b>VI. ADJOURNMENT</b>
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President Cruz adjourned the regular meeting of the Board of Education with a moment of silence in memory of the victims and families of the Orlando, Florida massacre at 8:08 p.m.

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Andrew Cruz, President

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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 30, 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**

\$1,037,364.83 to all District funding sources.

WMJ:SHC:LP:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** June 30, 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 30, 2016**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Cattle ES</u></b>		
ASB	Discount Card Sale	8/25/16 - 9/15/16
ASB	Holiday Gram Sale	12/1/16 - 12/15/16
<b><u>Chaparral ES</u></b>		
PTO	Catalog Sale	8/12/16 - 9/2/16
ASB - 6th Grade	Community Discount Card Sale	8/15/16 - 9/23/16
PTO	Spirit Wear Sale	8/15/16 - 6/30/17
PTO	After School Monthly Juice-It-Up Sale	8/15/16 - 6/30/17
PTO	Family Fun Night	8/19/16
PTO	After School Bi-Weekly Popcorn/Popsicle Sale	9/8/16 - 5/4/17
PTO	Mother/Son Dance Ticket Sale	10/14/16 - 10/21/16
PTO	McTeacher's Night	10/19/16
PTO	Family Fun Night	11/4/16
ASB - 6th Grade	Off Campus See's Candy Sale	11/7/16 - 11/18/16
PTO	Book Fair	11/14/16 - 11/18/16
PTO	Family Fun Night	12/2/16
PTO	Holiday Boutique	12/8/16 - 12/16/16
PTO	Valentine Gram Sale	2/6/17 - 2/10/17
PTO	Father/Daughter Dance Ticket Sale	2/24/17 - 3/3/17
ASB - 6th Grade	Durable Mixed Bag Sale	3/1/17 - 3/23/17
PTO	Catalog Sale	3/2/17 - 3/15/17
PTO	Family Fun Night	5/5/17
PTO	Book Fair	5/10/17 - 5/17/17
<b><u>Cortez ES</u></b>		
PFA	6th Grade T-Shirt Sale	8/15/16 - 6/5/17
PFA	After School Cotton Candy Sale	8/15/16 - 6/5/17
PFA	After School Popcorn Sale	8/15/16 - 6/5/17
PFA	After School Snack Sale	8/16/16 - 2/3/17
PFA	After School Tuesdays Smoothie Sale	8/16/16 - 6/2/17
PFA	After School Monday/Thursday Popsicle Sale	8/18/16 - 6/1/17
PFA	Spirit Wear Sale	8/19/16 - 5/5/17
PFA	After School Fridays Snow Cone Sale	8/26/16 - 5/26/17
PFA	Cookie Dough/Cheese Cake Sale	9/7/16 - 9/21/16

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**June 30, 2016**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Eagle Canyon ES</u></b>		
ASB - 6th Grade	After School Candy Apple Sale	9/12/16 - 9/28/16
ASB - 6th Grade	Off Campus Christmas Chocolate Boxes	10/3/16 - 10/19/16
PTA	Jog-A-Thon Pledge Drive	1/3/17 - 3/23/17
PTA	Harkins Movie Theatre Ticket Sale	3/1/17 - 4/30/17
PTA	Disney on Ice Ticket Sale	3/1/17 - 4/30/17
PTA	Kids Art Work Sale	4/1/17 - 5/31/17
<b><u>Liberty ES</u></b>		
PFA	PFA Membership Drive	8/15/16 - 9/15/16
PFA	T-Shirt Sale	8/15/16 - 6/2/17
PFA	Color Run Pledge Drive	9/19/16 - 10/7/16
PFA	Fall Gram Sale	10/31/16 - 11/4/16
PFA	Book Fair	11/14/16 - 11/18/16
PFA	Holiday Movie Night	12/2/16
PFA	Holiday Gram Sale	12/5/16 - 12/9/16
PFA	Holiday Boutique	12/12/16 - 12/16/16
<b><u>Litel ES</u></b>		
PTA	Emergency Kit Sale	8/15/16 - 6/2/17
<b><u>Oak Ridge ES</u></b>		
PTA	PTA Membership Drive	7/1/16 - 6/30/17
PTA	Orange County Register Subscription Sale	8/12/16 - 9/2/16
PTA	Yearbook Sale	8/1/16 - 6/1/17
PTA	Spirit Wear Sale	8/1/16 - 6/1/17
PTA	Box Tops for Education	8/15/16 - 6/30/17
ASB	Aloha Gram Sale	9/12/16 - 9/16/16
ASB	Valentine Gram Sale	2/6/17 - 2/14/17
ASB	Shamrock Gram Sale	3/13/17 - 3/17/17
ASB	Penny Wars	5/15/17 - 5/26/17
<b><u>Rolling Ridge ES</u></b>		
PTA	Meet Your Teacher Event	8/11/16
PTA	PTA Membership Drive	8/11/16 - 6/1/17
PTA	Spirit Wear Sale	8/11/16 - 6/1/17
PTA	Yearbook Sale	8/11/16 - 6/1/17

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**June 30, 2016**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Rolling Ridge ES</u></b> (cont.)		
PTA	Happy Birthday Marquee	8/11/16 - 6/1/17
PTA	Birthday Book Club	8/11/16 - 6/1/17
PTA	Amazon Smile/smile.amazon.com	8/11/16 - 6/1/17
PTA	Catalog Sale	8/29/16 - 9/30/16
PTA	Book Fair	9/19/16 - 9/23/16
PTA	CPK Family Night Out	9/21/16
PTA	Movie Night	9/30/16
PTA	Family Fun Night	10/17/16
PTA	Off Campus See's Candy Sale	11/14/16 - 12/16/16
PTA	Holiday Boutique	11/29/16 - 12/2/16
PTA	Movie Night	12/2/16
ASB	Holiday Gram Sale	12/5/16 - 12/16/16
PTA	Fun Run/Jog-A-Thon	3/16/17
PTA	Book Fair	5/1/17 - 5/5/17
<b><u>Cal Aero K-8</u></b>		
ASB	P.E. Clothing Sale	8/15/16 - 6/1/17
ASB	Dance Concession Stands	8/15/16 - 6/1/17
ASB	Agenda Sale	8/15/16 - 6/1/17
ASB	Friday After School Popsicle Sale	8/15/16 - 6/1/17
ASB	After School Juice-It-Up Sale	8/15/16 - 6/2/17
ASB	Holiday Boutique	12/5/16 - 12/18/16
<b><u>Canyon Hills JHS</u></b>		
Music Club	Back-To-School Night Pizza Dinner	8/31/16
<b><u>Ramona JHS</u></b>		
ASB	Leadership T-Shirt Sale	8/15/16 - 9/2/16
ASB	Halloween Maze Ticket Sale	10/27/16 - 10/28/16
ASB	Before School Hot Chocolate Sale	1/3/17 - 2/10/17
ASB	Valentine Gram Sale	2/6/17 - 2/10/17
ASB	Winter Dance	2/17/17
ASB	Fashion Show Ticket Sale	3/1/17 - 3/24/17
ASB	After School Bi-Weekly Shaved Ice Sale	3/1/17 - 5/24/17
ASB	Yogurtland Family Night Out	4/3/17 - 4/28/17
ASB	Spring Formal Ticket Sale	4/3/17 - 4/21/17
ASB	End of the Year Carnival	5/19/17

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**June 30, 2016**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Townsend JHS</u></b>		
Music Boosters	Clothing/Shoe Drive	8/20/16 - 9/15/16
Music Boosters	Jamba Juice Coupon Booklet Sale	8/20/16 - 9/30/16
Music Boosters	Orange County Register Subscription Sale	8/22/16 - 10/15/16
Dance Team	JoJo's Pizza Sale	9/8/16
Dance Team	Movie Afternoons	9/9/16 - 12/2/16
Dance Team	Poinsettia Sale	11/1/16 - 11/11/16
Dance Team	Gold Canyon Candle Sale	11/18/16 - 12/2/16
Dance Team	January Showcase Ticket Sale	1/13/17
<b><u>Woodcrest JHS</u></b>		
Dance Team	Off Campus Krispy Kreme Card Sale	7/25/16 - 8/15/16
Music Boosters	Music Booster Membership Drive	8/15/16 - 6/8/17
Music Boosters	Sponsorship Drive	8/15/16 - 6/8/17
Music Boosters	Band/Booster Shirt Sale	8/15/16 - 6/8/17
Music Boosters	Scrip	8/15/16 - 6/8/17
Music Boosters	After School Music Concession Stand	8/30/16 - 6/8/17
Music Boosters	Off Campus World's Finest Chocolate Sale	9/1/16 - 9/30/16
Music Boosters	March-A-Thon	10/29/16
Music Boosters	Off Campus See's Candy Sale	11/1/16 - 11/20/16
Music Boosters	Reusable Mixed Bag Sale	2/1/17 - 2/20/17
Music Boosters	Off Campus See's Candy Sale	3/1/17 - 3/14/17
<b><u>Ayala HS</u></b>		
Football	Discount Food Coupon Card Sale	7/1/16 - 7/30/16
BAC Boosters	Music-In-Motion Program Advertisement Sale	7/1/16 - 10/15/16
BAC Boosters	Music-In-Motion Vendor Space Sale	7/1/16 - 10/15/16
Spirit Team Boosters	Applebee's Pancake Breakfast Ticket Sale	7/2/16 - 7/23/16
Spirit Team Boosters	Off Campus Krispy Kreme Donut Sale	7/20/16 - 8/6/16
Choral Boosters	Reusable Mixed Bags Sale	7/29/16 - 8/12/16
Track & Field Boosters	Sponsorship Drive	8/1/16 - 6/1/17
BAC Boosters	Reusable Mixed Bags Sale	8/8/16 - 9/30/16
AVID	College Tour Ticket Sale	9/5/16 - 10/17/16
Choral Boosters	Off Campus Candy Apple Sale	10/3/16 - 10/14/16
Choral Boosters	Gold Canyon Candle Sale	10/31/16 - 11/11/16
Choral Boosters	Poinsettia Sale	11/7/16 - 11/21/16

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**June 30, 2016**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Buena Vista HS</u></b>		
ASB	School Supplies/Snack Sale	8/15/16 - 6/8/17
<b><u>Chino HS</u></b>		
Girls Tennis Boosters	Snap-Raise Sponsorship/Donation Drive	7/15/16 - 8/5/16
Baseball Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Softball Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Swimming Boosters	Snack Bar at Meet Locations	7/31/16 - 6/30/17
Track & Field Boosters	Snack Bar at Meet Locations	7/31/16 - 6/30/17
Boys Tennis Boosters	Snack Bar at Match Locations	7/31/16 - 6/30/17
Golf Boosters	Snack Bar at Match Locations	7/31/16 - 6/30/17
Wrestling Boosters	Snack Bar at Match Locations	7/31/16 - 6/30/17
Girls Water Polo Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Girls Basketball Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Girls Soccer Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Boys Soccer Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Cross Country Boosters	Snack Bar at Meet Locations	7/31/16 - 6/30/17
Volleyball Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Boys Water Polo Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
Girls Tennis Boosters	Snack Bar at Game Locations	7/31/16 - 6/30/17
<b><u>Chino Hills HS</u></b>		
Dance Team	Newspaper Subscription Sale	7/1/16 - 8/1/16
Dance Team	Bravo Burger Family Day	7/27/16
Spirit Boosters	Jr. Cheerleader Clinic	8/6/16
Dance Team	Off Campus Rummage Sale	8/20/16
Dance Team	Applebee's Pancake Breakfast	9/20/16
Music Boosters	Mattress Sale	9/24/16

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 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 30, 2016**

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<b><u>WICA - Move Forward Program</u></b>		
Linda Zeigler	Household Cleaning Supplies	\$30.24
<b><u>Borba ES</u></b>		
Target	Cash	\$147.83
<b><u>Cattle ES</u></b>		
Target	Cash	\$224.26
Cattle PFA	Cash	\$277.10
Target	Cash	\$300.00
<b><u>Chaparral ES</u></b>		
Target	Cash	\$300.00
<b><u>Dickey ES</u></b>		
Target	Cash	\$150.35
<b><u>Dickson ES</u></b>		
Target	Cash	\$146.45
<b><u>Eagle Canyon ES</u></b>		
Target	Cash	\$135.05
Esther Lee	Classroom Supplies	\$150.00
Target	Cash	\$200.00
<b><u>Glenmeade ES</u></b>		
Target	Cash	\$154.94
Early Childhood Longitudinal Study	Cash	\$200.00

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**June 30, 2016**

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<b><u>Hidden Trails ES</u></b>		
Target	Cash	\$100.00
Hidden Trails PTA	Cash	\$130.87
<b><u>Lite! ES</u></b>		
Yogurtland	Cash	\$200.00
Target	Cash	\$200.00
<b><u>Oak Ridge ES</u></b>		
Target	Cash	\$299.14
Target	Cash	\$500.00
<b><u>Walnut ES</u></b>		
Target	Cash	\$164.97
<b><u>Wickman ES</u></b>		
Michele Beaver	Library Books	\$250.00
Target	Cash	\$468.73
Char Lindemulder	Library Books	\$800.00
<b><u>Briggs K-8</u></b>		
Target	Cash	\$300.00
<b><u>Cal Aero K-8</u></b>		
Silicon Valley Community Foundation	Cash	\$100.00
<b><u>Canyon Hills JHS</u></b>		
Target	Cash	\$64.61

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**June 30, 2016**

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<b><u>Ramona JHS</u></b>		
Target	Cash	\$14.89
Target	Cash	\$50.00
Yadira Mejia	Cash	\$1,000.00
<b><u>Townsend JHS</u></b>		
Target	Cash	\$156.59
<b><u>Ayala HS</u></b>		
Garden City Group	Cash	\$112.60
Silicon Valley Community Foundation	Cash	\$150.00
The Men's Wearhouse	Cash	\$550.00
<b><u>Boys Republic HS</u></b>		
Daisy IT	Cash	\$9.80
Target	Cash	\$161.89
Target	Cash	\$175.50
<b><u>Chino Hills HS</u></b>		
Your Cause	Cash	\$4.00
Wells Fargo	Cash	\$70.00
Silicon Valley Community Foundation	Cash	\$180.00
Target	Cash	\$791.62
California Community Foundation	Cash	\$2,000.00
<b><u>Don Lugo HS</u></b>		
Erin Grebel	Cash	\$40.00
Phillip Harwood	Cash	\$40.00
Robert & Erin Grebel	Cash	\$120.00
Target	Cash	\$317.97
Carol Duncan	Floral Design Supplies	\$500.00
Target	Cash	\$500.00

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

**DATE:** June 30, 2016

**TO:** Members, Board of Education

**FROM:** Wayne M. Joseph, Superintendent

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

**SUBJECT: LEGAL SERVICES**

=====

**BACKGROUND**

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

FIRM	MONTH	INVOICE AMOUNTS	2015/2016 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	-	-	\$ 144,348.29
Chidester, Margaret A. & Associates	April 2016	\$ 102,947.58	\$ 531,226.78
Parker & Covert LLP	May 2016	\$ 196.00	\$ 2,817.50
	<b>Total</b>	<b>\$ 103,143.58</b>	<b>\$ 678,392.57</b>

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 Chidester, Margaret A. & Associates; and Parker & Covert LLP.

**FISCAL IMPACT**

\$103,143.58 to the General Fund.

WMJ:SHC:LP:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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**DATE:** June 30, 2016  
**TO:** Members, Board of Education  
**FROM:** Wayne M. Joseph, Superintendent  
**PREPARED BY:** Sandra H. Chen, Assistant Superintendent, Business Services  
Liz Pensick, Director, Business Services  
**SUBJECT: RESOLUTION 2015/2016-78 USE OF 2016/2017 EDUCATION PROTECTION ACCOUNT FUNDS**

=====

**BACKGROUND**

Proposition 30 was approved by the voters in California on November 6, 2012. Effective November 7, 2012, Article XIII, Section 36 was added to Proposition 30. Provisions of Article XIII, Section 36 (3) created in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36 (f). Before June 30 of each year, the Superintendent or designee shall estimate the total amount of revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36 (f) that will be available for transfer in the Education Protection Account during the next fiscal year.

In accordance with Article XIII, Section 36, a public meeting must be held on how the Education Protection Account money will be spent. In compliance with Article XIII, Section 36 (e) monies received from the Education Protection Account will be spent as identified in the attachment.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2015/2016-78 Use of 2016/2017 Education Protection Account Funds.

**FISCAL IMPACT**

Education Protection Account Funds will be restricted to instruction purpose only.

WMJ:SHC:LP:wc

**Chino Valley Unified School District  
Resolution 2015/16-78  
Use of Education Protection Account Funds**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30<sup>th</sup> of each year, the Superintendent or designee shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the Board of Education shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

**NOW THEREFORE BE IT RESOLVED:**

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Chino Valley Unified School District Board of Education.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Chino Valley Unified School District Board of Education has determined to spend the monies received from the Education Protection Act as attached.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 30<sup>th</sup> day of June 2016 at Chino, California.

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Wayne M. Joseph, Superintendent  
Secretary, Board of Education

2016/2017 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Expenditures through: June 30, 2017**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	35,849,933.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>35,849,933.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	35,849,933.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>35,849,933.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 2016  
**TO:** Members, Board of Education  
**FROM:** Wayne M. Joseph, Superintendent  
**PREPARED BY:** Sandra H. Chen, Assistant Superintendent, Business Services  
Liz Pensick, Director, Business Services  
**SUBJECT: RESOLUTION 2015/2016-79 TRANSFERS OF APPROPRIATIONS  
FOR 2016/2017**

=====

**BACKGROUND**

Pursuant to Education Code 42600 through 42602, school districts are required to approve a resolution for budget transfers and adjustments and file it with the San Bernardino County Superintendent of Schools each year.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2015/2016-79 Transfers of Appropriations for 2016/2017.

**FISCAL IMPACT**

None.

WMJ:SHC:LP:wc

**Chino Valley Unified School District  
Resolution 2015/2016-79  
Transfers of Appropriations for 2016/2017**

**WHEREAS**, the Board of Education of the Chino Valley Unified School District has determined that during the fiscal year budget revisions become necessary to bring the budgeted revenues and expenditures in balance with actual receipts and expenses;

**WHEREAS**, by making these appropriation adjustments to actuals, the District will reflect a more realistic picture of actual spending patterns of funds; and

**WHEREAS**, the Board of Education of the Chino Valley Unified School District has determined that additional income is assured in excess of the amounts previously budgeted and the timely posting of adjustments will keep each account up to date with accurate uncommitted balances.

**NOW THEREFORE BE IT RESOLVED**, pursuant to Education Code Sections 42600 through 42602, the Chino Valley Unified School District may appropriate any such funds, identify and make such transfers as needed throughout the 2016/2017 fiscal year.

**BE IT FURTHER RESOLVED** the Board of Education of the Chino Valley Unified School District authorizes staff to process the necessary transfers of appropriation to revise budget amounts during the course of the fiscal year to allow appropriation of excess funds, transfers between designated and/or un-appropriated fund balances and any expenditure classifications, or balance any expenditure classification of the budget.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 30<sup>th</sup> day of June 2016 at Chino, California.

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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 30, 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 9<sup>th</sup> 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. This item was presented to the Board on June 16, 2016, for information.

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 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](http://www.csba.org)

California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov)

Common Core State Standards Initiative: [www.corestandards.org/math](http://www.corestandards.org/math)

Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR): [www.lccr.com](http://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 30, 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 15/16-42, 15/16-43, 15/16-46, AND 15/16-47**

=====

**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 15/16-42, 15/16-43, 15/16-46, and 15/16-47.

**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 30, 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:

<b>School-Sponsored Trips</b>	<b>Date</b>	<b>Fiscal Impact</b>
Site: Chino Hills HS Event: Spirit Leader Camp USA Place: Buena Park, CA Chaperone Ratio: 30 students/3 chaperones	June 20-22, 2016	Cost: \$345.00 per student Funding Source: Spirit Boosters
Site: Chino Hills HS Event: Cross Country Team Building Place: Mammoth, CA Chaperone Ratio: 27 students/4 chaperones	July 30-August 6, 2016	Cost: \$400.00 per student Funding Source: Parents



<b>School-Sponsored Trips</b>	<b>Date</b>	<b>Fiscal Impact</b>
Site: Chino Hills HS Event: USSL Spirit Camp Place: Costa Mesa, CA Chaperone Ratio: 35 students/4 chaperones	July 21-24, 2016	Cost: \$400.00 per student Funding Source: Spirit Boosters
Site: Don Lugo HS Event: CADA Leadership Camp Place: Santa Barbara, CA Chaperone Ratio: 10 students/2 chaperones	July 7-10, 2016	Cost: \$450.00 per student Funding Source: ASB/ Parents/fundraising
Site: Don Lugo HS Event: Cross Country Training Camp Place: Mammoth, CA Chaperone Ratio: 16 students/4 chaperones	July 30-August 6, 2016	Cost: \$275.00 per student Funding Source: Parents/ fundraising
Site: Don Lugo HS Event: FFA Officer Retreat Place: Crestline, CA Chaperone Ratio: 7 students/4 chaperones	August 1-3, 2016	Cost: \$290.00 per student Funding Source: Parents/ FFA

**FISCAL IMPACT**

None.

WMJ:JC:Imc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 2016  
**TO:** Members, Board of Education  
**FROM:** Wayne M. Joseph, Superintendent  
**PREPARED BY:** Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services  
Laurel Mullally, Ed.D., Director, Health Services/Child Development  
**SUBJECT: LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES  
CCTR-6194 AND CSPP-6398 AND THE ADOPTION OF RESOLUTION  
2015/2016-76**

=====

**BACKGROUND**

The Local Agreement for Child Development Services represents the annual contract with the California Department of Education to provide state-subsidized general child care to low income families in the Chino Valley Unified School District. These services have been provided in the Chino Valley Unified School District since 1969.

The program award CCTR-6194 will provide general child care and development services and CSPP-6398 will provide the California state preschool program. These programs are located at the Buena Vista Infant/Toddler Center, Chino Children’s Center, Liberty Fun Club, and Newman Fun Club.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Local Agreement for Child Development Services CCTR-6194 and CSPP-6398 and the adoption of Resolution 2015/2016-76.

**FISCAL IMPACT**

\$453,024.00 for local agreement CCRT-6194.  
\$289,571.00 for local agreement CSPP-6398.

WMJ:JC:LM:lmc

Chino Valley Unified School District  
**RESOLUTION 2015/2016-76**

This resolution must be adopted in order to certify the approval of the Board of Education of the Chino Valley Unified School District to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the personnel designated herein to sign contract documents for fiscal year 2015/2016.

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**RESOLUTION**

BE IT RESOLVED that the Board of Education of Chino Valley Unified School District authorizes approval of the amendments for the local agreement number CCTR-6194 and CSPP-6398 for fiscal year 2015/2016 and that the person(s) who are listed below are authorized to sign the transaction for the Board of Education.

<b>NAME</b>	<b>TITLE</b>	<b>SIGNATURE</b>
Wayne M. Joseph	Superintendent	
Jeanette Chien, Ed.D.	Assistant Superintendent	

PASSED AND ADOPTED this 30<sup>th</sup> day of June 2016, by the Board of Education of Chino Valley Unified School District of San Bernardino County, California.

I, Pamela Feix, Clerk of the Board of Education of Chino Valley Unified School District, of San Bernardino County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

\_\_\_\_\_  
Pamela Feix, Clerk

\_\_\_\_\_  
Date



**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

**F. Y. 16 - 17**

DATE: July 01, 2016

CONTRACT NUMBER: CCTR-6194

PROGRAM TYPE: GENERAL CHILD CARE & DEV PROGRAMS

PROJECT NUMBER: 36-6767-00-6

**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

CONTRACTOR'S NAME: CHINO VALLEY UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC-610)\*; the GENERAL CHILD CARE AND DEVELOPMENT PROGRAM REQUIREMENTS\*; the FUNDING TERMS AND CONDITIONS (FT&C)\* and any subsequent changes to the FT&C\*, which are by this reference made a part of this Agreement. Where the GTC-610 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2016 through June 30, 2017. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$38.29 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$453,024.00.

**SERVICE REQUIREMENTS**

Minimum Child Days of Enrollment (CDE) Requirement	11,831.0
Minimum Days of Operation (MDO) Requirement	250

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (\*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2016.asp>

<b>STATE OF CALIFORNIA</b>		<b>CONTRACTOR</b>				
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)				
PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Jeanette Chien, Ed.D., Assistant Superintendent				
TITLE Contracts, Purchasing and Conference Services		ADDRESS 5130 Riverside Drive, Chino CA 91710				
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 453,024	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE		Department of General Services use only		
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) See Attached					
TOTAL AMOUNT ENCUMBERED TO DATE \$ 453,024	ITEM See Attached	CHAPTER	STATUTE			FISCAL YEAR
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO	B.R. NO			
SIGNATURE OF ACCOUNTING OFFICER See Attached		June 30, 2016	Page 40 TE			



**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

**F.Y. 16 - 17**

DATE: July 01, 2016

CONTRACT NUMBER: CSPP-6398

PROGRAM TYPE: CALIFORNIA STATE  
PRESCHOOL PROGRAM

PROJECT NUMBER: 36-6767-00-6

**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

**CONTRACTOR'S NAME: CHINO VALLEY UNIFIED SCHOOL DISTRICT**

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC-610)\*; the STATE PRESCHOOL PROGRAM REQUIREMENTS\*; the FUNDING TERMS AND CONDITIONS (FT&C)\* and any subsequent changes to the FT&C\*, which are by this reference made a part of this Agreement. Where the GTC-610 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2016 through June 30, 2017. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$38.53 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$289,571.00.

**SERVICE REQUIREMENTS**

Minimum Child Days of Enrollment (CDE) Requirement 7,515.0  
Minimum Days of Operation (MDO) Requirement 250

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (\*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2016.asp>.

**STATE OF CALIFORNIA**

**CONTRACTOR**

BY (AUTHORIZED SIGNATURE)

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING

Sueshil Chandra, Manager

PRINTED NAME AND TITLE OF PERSON SIGNING

Jeanette Chien, Ed.D., Assistant Superintendent

TITLE

Contracts, Purchasing and Conference Services

ADDRESS

5130 Riverside Drive, Chino CA 91710

AMOUNT ENCUMBERED BY THIS DOCUMENT

\$ 289,571

PROGRAM/CATEGORY (CODE AND TITLE)

Child Development Programs

FUND TITLE

General

Department of General Services  
use only

PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT

\$ 0

(OPTIONAL USE) 0656

23038-6767

ITEM 30.10.010.

6100-196-0001

CHAPTER

B/A

STATUTE

2016

FISCAL YEAR

2016-2017

TOTAL AMOUNT ENCUMBERED TO DATE

\$ 289,571

OBJECT OF EXPENDITURE (CODE AND TITLE)

702

SACS: Res-6105 Rev-8590

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.

B.R. NO.

SIGNATURE OF ACCOUNTING OFFICER

June 30, 2016  
Page 41

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 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**

\$897,253.20 to all District funding sources.

WMJ:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 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

<b>SUPERINTENDENT</b>	<b>FISCAL IMPACT</b>
<b>S-1617-003 CSBA Gamut Online.</b> To provide Gamut Online Board policy service. Submitted by: Superintendent Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$5,140.00 Funding Source: General Fund
<b>S-1617-004 CSBA Membership.</b> To provide CSBA membership. Submitted by: Superintendent Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$16,766.00 Funding Source: General Fund

<b>DEPUTY SUPERINTENDENT</b>	<b>FISCAL IMPACT</b>
<b>DS-1617-001 Lead Learner Associates.</b> To increase the knowledge and skills of District instructional coaches. Submitted by: Deputy Superintendent Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$27,500.00 Funding Source: Title II
<b>DS-1617-002 Pivot Learning Partners.</b> To increase the knowledge and skills of principals through professional development. Submitted by: Deputy Superintendent Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$176,436.00 Funding Source: Title II
<b>DS-1617-003 K-12 Insight.</b> To assist District leadership with an engagement blueprint plan, calendar, and communication landscape for the 2016-2017 school year. Submitted by: Professional Development Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$78,900.00 Funding Source: General Fund

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-1617-003 Communicaide.</b> To provide translation services. Submitted by: Access and Equity Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$5,000.00 Funding Source: LCAP
<b>CIIS-1617-004 Johns Hopkins University – NNPS.</b> To provide National Network of Partnership School membership. Submitted by: Access and Equity Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$200.00 Funding Source: LCAP
<b>CIIS-1617-005 WestEd Silicon Valley Mathematics Initiative.</b> To provide professional development. Submitted by: Professional Development Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: not to exceed \$12,000.00 Funding Source: Title II
<b>CIIS-1617-006 Ed Leader 21.</b> To provide Tier III professional development. Submitted by: Professional Development Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$13,416.00 Funding Source: Title II
<b>CIIS-1617-007 University of California Extension.</b> To provide GATE certification courses for teachers. Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$31,340.00 Funding Source: GATE



<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-1617-008 FastBridge Learning</b> To provide universal screening for MTSS A & B; grades K-8 Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$90,000.00 Funding Source: LCAP
<b>CIIS-1617-009 Illuminate Education</b> To provide data assessment and year/key data systems for 2016/17 fiscal year. Submitted by: Assessment and Instructional Technology Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$119,948.00 Funding Source: General Fund
<b>CIIS-1617-010 CollegeBoard.</b> To provide PSAT/NMSQT and SAT exams for 10 <sup>th</sup> – 12 <sup>th</sup> grade students. Submitted by: Assessment and Instructional Technology Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$239,739.00 Funding Source: LCAP
<b>CIIS-1617-011 ESGI, LLC.</b> To provide educational software for guiding instruction for transitional kindergarten students. Submitted by: Assessment and Instructional Technology Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$2,500.00 Funding Source: General Fund
<b>CIIS-1617-012 Haiku Learning.</b> To provide teacher, student and domain administrator account annual subscription. Submitted by: Assessment and Instructional Technology Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$7,425.00 Funding Source: General Fund

<b>EDUCATIONAL SERVICES</b>	<b>FISCAL IMPACT</b>
<b>ES-1617-033 GT Soft, Inc.</b> To provide web based child care management system. Submitted by: Child Development Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$7,000.00 Funding Source: Child Development
<b>ES-1617-034 ThomasKelly Software Associates.</b> To provide web based afterschool program attendance management software. Submitted by: Child Development Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$5,800.00 Funding Source: Child Development
<b>ES-1617-035 Interquest Detection Canines of San Diego.</b> To provide canine detection services at junior high and high school sites. Submitted by: Educational Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$15,000.00 Funding Source: Security
<b>ES-1617-036 Susan B. Montgomery.</b> To provide evaluation services for TUPE grant. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$25,000.00 Funding Source: TUPE Grant
<b>ES-1617-037 Ray Lozano/Prevention Plus.</b> To provide professional anti-tobacco speaking presentations at school sites. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$15,000.00 Funding Source: TUPE Grant

<b>HUMAN RESOURCES</b>	<b>FISCAL IMPACT</b>
<b>HR-1617-001 Patricia D. Barrett.</b> To provide hearing officer to conduct administrative hearings. Submitted by: Human Resources Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$2,400.00 Funding Source: Human Resources

<b>APPROVED CONTRACT TO BE AMENDED</b>	<b>AMENDMENT</b>
<b>ES-1314-004 M3 All City Management Services.</b> To provide school crossing guard services. Submitted by: Educational Services Duration of Agreement: July 1, 2016 – June 30, 2017 Original Agreement Board Approved: June 13, 2013	Extend term for one year to June 30, 2017 Increase hourly rate from \$16.59 to \$17.25 Funding Source: General Fund

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 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 30, 2016

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Printer	HP 400	CNF8G3PLY2	Assessment
Laptop	Dell	22470	Health Services
Primary Chairs (60)			Briggs K-8
Primary Desks (60)			Briggs K-8
Tables (5)			Briggs K-8
Computer Tower	Dell Optiplex 745	25042	Townsend JHS
Computer Tower	Dell Optiplex 745	25033	Townsend JHS
Computer Tower	Dell Optiplex 745	25041	Townsend JHS
Computer Tower	Dell Optiplex 745	25043	Townsend JHS
Computer Tower	Dell Optiplex 745	25054	Townsend JHS
Computer Tower	Dell Optiplex 745	25040	Townsend JHS
Computer Tower	Dell Optiplex 745	24912	Townsend JHS
Computer Tower	Dell Optiplex 745	25030	Townsend JHS
Computer Tower	Dell	25818	Townsend JHS
Computer Tower	Dell Optiplex 760	31550	Townsend JHS
Computer Tower	Dell Optiplex GX520	22860	Townsend JHS
Computer Tower	Dell Optiplex 755	27638	Townsend JHS
Computer Tower	Dell Optiplex GX520	22452	Townsend JHS
Computer Tower	Dell Optiplex 760	31014	Townsend JHS
Computer Tower	Dell	31016	Townsend JHS
Computer Tower	Dell	31017	Townsend JHS
Computer Tower	Dell	25061	Townsend JHS
Computer Tower	Dell Optiplex 760	30260	Townsend JHS
Computer Tower	Dell	27643	Townsend JHS
Computer Tower	Dell	25063	Townsend JHS
Computer Tower	Dell	25056	Townsend JHS
Computer Tower	Dell	25059	Townsend JHS
Computer Tower	Dell	22449	Townsend JHS
Computer Tower	Dell	25023	Townsend JHS
Computer Tower	Dell	24916	Townsend JHS
Computer Tower	Dell	25034	Townsend JHS
Computer Tower	Dell Optiplex 760	30351	Townsend JHS
Computer Tower	Dell	23976	Townsend JHS
Computer Tower	Dell	25032	Townsend JHS
Computer Tower	Dell Optiplex 745	25057	Townsend JHS
Computer Tower	Dell Optiplex	25021	Townsend JHS
Computer Tower	Dell Optiplex	25019	Townsend JHS
Computer Tower	Dell Optiplex	25062	Townsend JHS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer Tower	Dell Optiplex	25029	Townsend JHS
Computer Tower	Dell Optiplex	22858	Townsend JHS
Printer	Deskjet HP970 Cxi	35896	Townsend JHS
Printer	Deskjet HP840C	13356	Townsend JHS
Computer Tower	Dell	30333	Townsend JHS
Computer Tower	Dell	30334	Townsend JHS
Computer Tower	Dell	24912	Townsend JHS
Computer Tower	Dell	25020	Townsend JHS
Computer Tower	Dell	24915	Townsend JHS
Computer Tower	Dell	25028	Townsend JHS
Computer Tower	Dell	24910	Townsend JHS
Computer Tower	Dell Optiplex 760	30484	Townsend JHS
Computer Tower	Dell Optiplex 760	30485	Townsend JHS
Computer Tower	Dell Optiplex 760	30482	Townsend JHS
Computer Tower	Dell Optiplex 760	30493	Townsend JHS
Computer Tower	Dell Optiplex 760	30487	Townsend JHS
Computer Tower	Dell Optiplex 760	30502	Townsend JHS
Projector	Epson	29416	Townsend JHS
Printer	Xerox Phaser 3250/N		Townsend JHS
TV	Sharp		Townsend JHS
Spotlight & Stand	Dell Optiplex 745		Townsend JHS
Computer Tower	Dell Optiplex 760	25060	Townsend JHS
Computer Tower	Dell Optiplex GX520	31549	Townsend JHS
Computer Tower	Dell Optiplex 755	22903	Townsend JHS
Computer Tower	Dell Optiplex 745	29287	Townsend JHS
Computer Tower	Dell Optiplex 745	25017	Townsend JHS
Computer Tower	Dell Optiplex 745	75039	Townsend JHS
Computer Tower	Dell Optiplex 760	24907	Townsend JHS
Computer Tower	Dell Optiplex 755	31012	Townsend JHS
Computer Tower	Dell Optiplex 745	29286	Townsend JHS
Computer Tower	Dell Optiplex GX520	26074	Townsend JHS
Computer Tower	Dell Optiplex 760	22861	Townsend JHS
Computer Tower	Dell Optiplex 745	31010	Townsend JHS
Computer Tower	Dell Optiplex 745	25196	Townsend JHS
Computer Tower	Dell Optiplex 745	24091	Townsend JHS
Computer Tower	Dell Optiplex 755	27634	Townsend JHS
Computer	CBS	13279	Townsend JHS

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 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 21<sup>st</sup> 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. This agenda item was presented to the Board of Education on June 16, 2016, for information.

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

### **RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2015/2016-70 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 30th 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 30, 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  
Dan Mellon, Director, Risk Management

**SUBJECT: RESOLUTION 2015/2016-80 EMERGENCY REQUEST TO SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS FOR AUTHORIZATION TO AWARD A CONTRACT WITHOUT BIDDING AND ADVERTISING FOR REPAIRS AT CHINO HS AND WOODCREST JHS**

=====

**BACKGROUND**

On June 13, 2016, and June 15, 2016, the campuses of Chino HS and Woodcrest JHS were broken into. Master keys were stolen from Chino HS and classroom keys were stolen from Woodcrest JHS. The Woodcrest gymnasium and numerous classrooms were vandalized and coated in fire extinguisher powder/dust when fire extinguishers were emptied in the rooms. Although a claim has been filed with the District's insurance carrier, due to the urgent need for timely repairs, normal bidding procedures cannot be followed. County Counsel was advised of the circumstances and agreed with the emergency request option.

Public Contract Code 20113 relieves the Board of Education from bidding requirements when, in an emergency, any repair, alteration, work or improvement is necessary to permit the continuance of existing school classes or to avoid danger to life or property. The Board must vote unanimously to request approval of the San Bernardino County Superintendent of Schools. Once the Board and County approve this item, District staff will proceed in contracting with a vendor for the necessary work.

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

## **RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2015/2016-80 Emergency Request to San Bernardino County Superintendent of Schools for Authorization to Award a Contract Without Bidding and Advertising for Repairs at Chino HS and Woodcrest JHS.

## **FISCAL IMPACT**

Estimated at \$261,000.00

WMJ:GJS:MS:DM:pw

**Chino Valley Unified School District  
Resolution 2015/2016-80  
Emergency Request to San Bernardino County Superintendent of Schools for  
Authorization to Award a Contract without Bidding and Advertising for Repairs at  
Chino HS and Woodcrest JHS**

**WHEREAS**, the California Education Code Section 20113 relieves the governing boards of school districts from bidding requirements when, in an emergency, repairs, alterations, work or improvement are necessary to permit the continuance of existing classes or to avoid danger to life and property;

**WHEREAS**, on June 13, 2016 and June 15, 2016, break-ins and vandalism occurred at Chino HS and Woodcrest JHS, which require the rekeying of both campuses due to stolen keys, and extensive, interior restoration and cleanup of vandalized rooms at Woodcrest JHS;

**WHEREAS**, the normal bidding process will delay and affect the timely repairs and cleanup prior to school starting August 15, 2016;

**WHEREAS**, repairs, alterations, work or improvement are necessary to avoid danger to life or property;

**WHEREAS**, the cost to make such repairs will exceed the statutory limit for bidding requirements; and

**WHEREAS**, the District has insufficient time to advertise for bids.

**THEREFORE BE IT RESOLVED** that the Board of Education of the Chino Valley Unified School District declares that emergency conditions exist at Chino HS and Woodcrest JHS.

**IT IS RESOLVED FURTHER** that the Administration of the Chino Valley Unified School District is authorized to request relief from the bidding requirements from the San Bernardino County Superintendent of Schools, and that the Superintendent or his designee is authorized to sign all related documents.

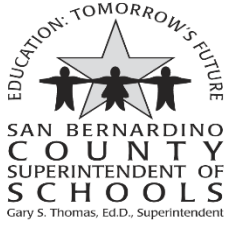
**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 30<sup>th</sup> day of June 2016 by the following vote:

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



**San Bernardino County Superintendent of Schools**

**EMERGENCIES – AWARD OF CONTRACTS  
WITHOUT BIDS**

***Public Contract Codes 20113 (K-12) and 20654 (CC)***

Name of School District Chino Valley Unified School District

Contact Person Gregory Stachura

Telephone (909) 628-1201, Ext. 1200 Date June 22, 2016

In accordance with Public Contract Code 20113 (K-12) or 20654 (CC), an emergency at  
Chino Valley Unified  School District  Community College has  
 arisen.

On the night of Monday, June 13, 2016, Chino High School was broken into and a set of master keys for the campus was stolen. The thieves were then able to access the remainder of the campus, stole a laptop computer and a few other miscellaneous items and also inflicted minimal property damage during their access. On the night of Wednesday, June 15, 2016, Woodcrest Junior High School was broken into and the thieves located keys that allowed access to various parts of the campus. The gymnasium and multiple classrooms were vandalized and coated in fire extinguishing powder from numerous fire extinguishers that were emptied in these same rooms. On Thursday, June 16, 2016, an attempted break in of Liberty Elementary School was thwarted by a school staff member and the juvenile intruders were apprehended by the Ontario Police Department. Ontario PD was able to link the break in of Chino HS and Woodcrest JHS to these same juveniles and they also recovered some but not all of the keys to both campuses, leaving them vulnerable to additional, unwelcomed access. The District’s Director of Risk Management, Dan Mellon, has filed an insurance claim for the damages.

The following repairs, alterations, work or improvement is necessary to:

- Check one
- A. Permit the continuance of existing school classes.
- or
- B. Avoid danger to life or property.

*This approval is for awarding a contract without a bid only. It does not authorize a district to begin a project without obtaining any necessary local or state permits nor does it preclude any local or state building codes or ordinances.*

The type of work to be performed includes:  
 Chino HS - Re-key the entire campus and provide new keys to all areas and staff as required.  
 Woodcrest JHS – Re-key those rooms that still have missing keys and provide new keys to all areas and staff as required. Deep clean and HEPA vacuum gymnasium and vandalized classrooms to remove fire extinguisher powder/dust from all surfaces, clean electronic equipment (printers, computers, servers, etc.) clean ducts and HVAC units as required.

The Governing Board, at a regular meeting on June 30, 2016, approved an emergency request with a vote of     to     and is asking the approval of the County Superintendent of Schools to make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for this purpose without advertising for or inviting bids.

I certify that the above information is true and correct and in accordance with Public Contract Code 20113 or 20654.

Wayne M. Joseph  
Governing Board Designee

Superintendent  
Title

6/30/2016  
Date

Required attachment for Superintendent's approval:  
 Board Minutes/Resolution (unanimous vote)  
Required attachments for DFS processing of payment:  
 Contract documentation (where applicable)  
 Bonds

<input checked="" type="checkbox"/> Approved on: 6/30/2016	<input type="checkbox"/> Disapproved on:
---------------------------------------------------------------	------------------------------------------

\_\_\_\_\_  
Ted Alejandre  
San Bernardino County Superintendent of Schools

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 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.

<b>CUPCCAA Project</b>	<b>Project Description</b>	<b>Contractor</b>	<b>Original Quotation</b>	<b>Change Order</b>	<b>Total</b>	<b>Funding Source</b>
CC2016-25	Security Initiative and Access Control at CVUSD Administrative Offices and Rhodes ES	Kratos Public Safety & Security	\$101,232.11	N/A	\$101,232.11	25
CC2016-28	HVAC Replacement at Borba ES	Leading Edge Air Conditioning	\$16,590.00	N/A	\$16,590.00	25
CC2016-31	Resurfacing of Gym Hardwood Floor at Ayala HS	Coastal Sports Flooring, Inc.	\$41,900.00	\$4,100.00	\$46,000.00	01
CC2016-32	HVAC Replacement at Walnut ES	Leading Edge Air Conditioning	\$38,095.00	N/A	\$38,095.00	25
CC2016-35	Professional Development Office Remodel at Curriculum Office	WCCR Construction	\$17,225.00	N/A	\$17,225.00	25



Documentation indicating satisfactory completion and compliance with specifications has been obtained from school site administrators; Bill Childress, Maintenance and Operations Supervisor; James Costa, Project Manager; 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.

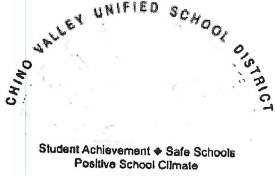
### **RECOMMENDATION**

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

### **FISCAL IMPACT**

\$46,000.00 to General Fund 01.  
\$155,917.11 to Capital Facilities Fund 25.  
\$17,225.00 to RDA Fund 25.

WMJ:GJS: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 #**

**DATE:**  
**PROJECT / BID #:** CC2016-31  
**DSA APPLICATION #:** N/A  
**DSA FILE #:** N/A  
**OWNER:** Chino Valley Unified School District  
**ARCHITECT/ENGINEER:** N/A  
**CONTRACTOR:** Coastal Sports Flooring


THE CONTRACTOR IS HEREBY AUTHORIZED TO DO THE FOLLOWING:

Item 1: Incur overtime as needed in order to expedite the project due to upcoming event within the gym. \$4,100.00

Requested by: James Costa  
Reason: Expedite the project due to upcoming event within the gym.

The original contract amount was: \$ 41,900.00  
The contract amount will be increased by this Change Order: \$ 4,100.00  
The new contract amount including this Change Order will be: \$ 46,000.00  
The contract time will (remain the same) (be increased) (be decreased) by 7 days.

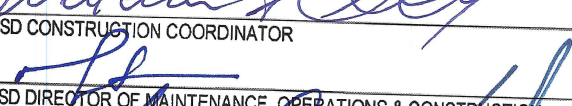
**APPROVED BY:**

  
GENERAL CONTRACTOR N/A

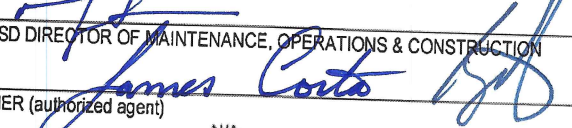
5-26-2016  
DATE

  
DSA INSPECTOR OF RECORD

6/3/16  
DATE

  
CVUSD CONSTRUCTION COORDINATOR

5/2/16  
DATE

  
CVUSD DIRECTOR OF MAINTENANCE, OPERATIONS & CONSTRUCTION  
OWNER (authorized agent) N/A

5-26-16  
DATE

ARCHITECT/ENGINEER/CONSULTANT

DATE

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 2016  
**TO:** Members, Board of Education  
**FROM:** Wayne M. Joseph, Superintendent  
**PREPARED BY:** Grace Park, Ed.D., Assistant Superintendent, Human Resources  
Lea Fellows, Director, Human Resources  
Richard Rideout, Director, Human Resources  
**SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

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

WMJ:GP:LF:RR:jaf

**CERTIFICATED PERSONNEL**

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

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

**RESIGNATIONS**

NASH, Kathy	Principal	Ramona JHS	06/30/2016
GUERRERO, Christian	School Psychologist	Special Ed.	06/21/2016

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

SCHIRO, Kaleigh	Elementary Teacher	Cortez ES	08/09/2016
BALINGIT, Maryanne	Elementary Teacher	Dickey ES	08/09/2016
BRITO, Liliana	Elementary Teacher	Glenmeade ES	08/09/2016
CHOE, Johan	Special Ed. Teacher	Glenmeade ES	08/09/2016
LI, Amy	Special Ed. Teacher	Oak Ridge ES	08/09/2016
FAN, Zhijing	Mandarin Teacher	Ayala HS	08/09/2016
FRAZER, Steven	Biology Teacher	Ayala HS	08/09/2016
RIVAS, Brandon	Social Science Teacher	Ayala HS	08/09/2016
SPELLMAN, Daniel	Art Teacher	Ayala HS	08/09/2016

**RESIGNATIONS**

GHODS, Christina	Elementary Teacher	Rhodes ES	06/30/2016
HOLLYFIELD, Myla	Science Teacher	Briggs K-8	06/10/2016
FARIAS, Melissa	Math Teacher	Chino HS	06/10/2016
FILPI, Coral	Science Teacher	Chino HS	06/16/2016
JENSEN, Brett	Math Teacher	Chino Hills HS	06/14/2016
STEVENS, Jeffrey	Social Science Teacher	Chino Hills HS	07/01/2016
COX, Mary Sue	Child Development Teacher	Health Services	06/30/2016

**RETIREMENT**

VANDER POEL, Cynthia (33 yrs. of service)	PE Teacher	Magnolia JHS	06/10/2016
----------------------------------------------	------------	--------------	------------

**CERTIFICATED PERSONNEL (cont.)**

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

**APPOINTMENT – EXTRA DUTY**

DIAZ, Joshua (NBM)	Band (B)	Canyon Hills JHS	07/01/2016
GORDON, Sean (NBM)	Band (B)	Canyon Hills JHS	07/01/2016
MONTGOMERY, Sarah (NBM)	Cheer (B)	Canyon Hills JHS	07/01/2016
RYU, Anna (NBM)	Band (B)	Canyon Hills JHS	07/01/2016
SANDVIK, Jillian (NBM)	Color Guard (B)	Canyon Hills JHS	07/01/2016
VENDIOLA, Vanessa (NBM)	Band (B)	Canyon Hills JHS	07/01/2016
WICKS, Jonathan (NBM)	Band (B)	Canyon Hills JHS	07/01/2016
WOGAHN, Dana (NBM)	Color Guard (B)	Canyon Hills JHS	07/01/2016
JENKINS, Elizabeth (NBM)	Drill Team (B)	Magnolia JHS	07/01/2016
ARIAS, Darsey (NBM)	Band (B)	Townsend JHS	07/01/2016
FRITZ, William (NBM)	Band (B)	Townsend JHS	07/01/2016
LOPEZ, Jennifer (NBM)	Band (B)	Townsend JHS	07/01/2016
RILEY, Jeremy (NBM)	Band (B)	Townsend JHS	07/01/2016
URBINA Jr., Erick (NBM)	Band (B)	Townsend JHS	07/01/2016
CARO, Anthony (NBM)	Band (B)	Woodcrest JHS	07/01/2016
DINKEL, Brian (NBM)	Band (B)	Woodcrest JHS	07/01/2016
GARRETT, Edana (NBM)	Drill Team (B)	Woodcrest JHS	07/01/2016
HERMAN, Steven (NBM)	Band (B)	Woodcrest JHS	07/01/2016
HUTSON, Lauren (NBM)	Band (B)	Woodcrest JHS	07/01/2016
CHILTON, Jana (NBM)	Pep Squad (B)	Ayala HS	07/01/2016
DUNHAM, Wesley (NBM)	Cross Country (B)	Ayala HS	07/01/2016
GORDON, Sean (NBM)	Band (B)	Ayala HS	07/01/2016
JACKSON, Norman (NBM)	Band (B)	Ayala HS	07/01/2016
MARTINEZ, Alexandra (NBM)	Cheer (B)	Ayala HS	07/01/2016
NGUYEN, Vincent (NBM)	Tennis (B)	Ayala HS	07/01/2016
ROGERS Jr., James (NBM)	Band (B)	Ayala HS	07/01/2016
CORREIA, Joe (NBM)	Band (B)	Chino HS	07/01/2016
CRAWFORD, Kendall (NBM)	Band (B)	Chino HS	07/01/2016
DINKEL, Brian (NBM)	Band (B)	Chino HS	07/01/2016
GOMEZ, Noe (NBM)	Band (B)	Chino HS	07/01/2016
GUERRERO, Brianna (NBM)	Band (B)	Chino HS	07/01/2016
HARTWELL, Matthew (NBM)	Band (B)	Chino HS	07/01/2016
HERMAN, Steven (NBM)	Band (B)	Chino HS	07/01/2016
HUTSON, Lauren (NBM)	Band (B)	Chino HS	07/01/2016
KEYS, Kennette (NBM)	Band (B)	Chino HS	07/01/2016
KLAUDT, Jordan (NBM)	Band (B)	Chino HS	07/01/2016
LAGUMBAY, Emmanuel (NBM)	Band (B)	Chino HS	07/01/2016
MIKAN, Ashley (NBM)	Band (B)	Chino HS	07/01/2016
MIKAN, Timothy (NBM)	Band (B)	Chino HS	07/01/2016

**CERTIFICATED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT – EXTRA DUTY** (cont.)

PRESCOTT, Renay (NBM)	Pep Squad (B)	Chino HS	07/01/2016
PROBST, Jonathan (NBM)	Band (B)	Chino HS	07/01/2016
REED, Jennifer (NBM)	Pep Squad (B)	Chino HS	07/01/2016
ROGERS Jr., James (NBM)	Band (B)	Chino HS	07/01/2016
SAMPANG, Mitchell (NBM)	Band (B)	Chino HS	07/01/2016
STEELE, Jessica (NBM)	Pep Squad (B)	Chino HS	07/01/2016
VEAZIE, Jordin (NBM)	Band (B)	Chino HS	07/01/2016
VIVAS, Victor (NBM)	Pep Squad (B)	Chino HS	07/01/2016
YRIARTE, Carissa (NBM)	Pep Squad (B)	Chino HS	07/01/2016
YRIARTE, Mark (NBM)	Football (B)	Chino HS	07/01/2016
ARIAS, Darsey (NBM)	Band (B)	Chino Hills HS	07/01/2016
CARROLL, Nathan (NBM)	Band (B)	Chino Hills HS	07/01/2016
COUGHLIN, Justin (NBM)	Band (B)	Chino Hills HS	07/01/2016
DAGG, Scott (NBM)	Band (B)	Chino Hills HS	07/01/2016
DUARTE, Tass (NBM)	Band (B)	Chino Hills HS	07/01/2016
ESTUDILLO, Esteban (NBM)	Band (B)	Chino Hills HS	07/01/2016
GONZALEZ, Elizabeth (NBM)	Band (B)	Chino Hills HS	07/01/2016
GROM, Ian (NBM)	Band (B)	Chino Hills HS	07/01/2016
HARTMAN, Chadd (NBM)	Color Guard (B)	Chino Hills HS	07/01/2016
HARTWELL, Matt (NBM)	Band (B)	Chino Hills HS	07/01/2016
LOPEZ, Garret (NBM)	Band (B)	Chino Hills HS	07/01/2016
LOPEZ, Jennifer (NBM)	Band (B)	Chino Hills HS	07/01/2016
MAPES, John (NBM)	Band (B)	Chino Hills HS	07/01/2016
NICKENS, Tabatha (NBM)	Color Guard (B)	Chino Hills HS	07/01/2016
PORTUGAL, Maria (NBM)	Pep Squad (B)	Chino Hills HS	07/01/2016
RASH, Carissa (NBM)	Pep Squad (B)	Chino Hills HS	07/01/2016
RAY, Matthew (NBM)	Band (B)	Chino Hills HS	07/01/2016
RILEY, Jeremy (NBM)	Band (B)	Chino Hills HS	07/01/2016
SMITH, Austin (NBM)	Band (B)	Chino Hills HS	07/01/2016
SPENCE, Joseph (NBM)	Band (B)	Chino Hills HS	07/01/2016
STEPHENS, Holly (NBM)	Pep Squad (B)	Chino Hills HS	07/01/2016
URBINA Jr., Erick (NBM)	Band (B)	Chino Hills HS	07/01/2016
URIBE, Alejandra (NBM)	Pep Squad (B)	Chino Hills HS	07/01/2016
URIBE, Dyanna (NBM)	Pep Squad (B)	Chino Hills HS	07/01/2016
VELEZ, Christopher (NBM)	Band (B)	Chino Hills HS	07/01/2016
ABEL, Jeffrey	Baseball (B)	Don Lugo HS	07/01/2016
CAREY, Erin (NBM)	Dance (B)	Don Lugo HS	07/01/2016
DEGUZMAN, Enrico (NBM)	Tennis (B)	Don Lugo HS	07/01/2016

**CERTIFICATED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT – EXTRA DUTY** (cont.)

FINCH, Richard	Football (B)	Don Lugo HS	07/01/2016
GALDAMEZ, Nathan (NBM)	Wrestling (B)	Don Lugo HS	07/01/2016
GONZALES, Nicholas (NBM)	Football (B)	Don Lugo HS	07/01/2016
HERNANDEZ, Carlos (NBM)	Wrestling (B)	Don Lugo HS	07/01/2016
HERNANDEZ, Carlos (NBM)	Football (B)	Don Lugo HS	07/01/2016
KRANAWETTER, Timothy (NBM)	Football (B)	Don Lugo HS	07/01/2016
MAKOROW, Scott (NBM)	Baseball (B)	Don Lugo HS	07/01/2016
MCKEE, Herb (NBM)	Baseball (B)	Don Lugo HS	07/01/2016
MEDRANO, Maria (NBM)	Volleyball (B)	Don Lugo HS	07/01/2016
MILLER, Jeffrey (NBM)	Baseball (B)	Don Lugo HS	07/01/2016
NGUYEN, Jimmy (NBM)	Band (B)	Don Lugo HS	07/01/2016
POSNER, Andrew (NBM)	Football (B)	Don Lugo HS	07/01/2016
POTEET Jr., Ronald	Football (B)	Don Lugo HS	07/01/2016
PRIETO, Marissa (NBM)	Dance (B)	Don Lugo HS	07/01/2016
RAMIREZ, Mario (NBM)	Drill Team (B)	Don Lugo HS	07/01/2016
SINCLAIR, Todd (NBM)	Baseball (B)	Don Lugo HS	07/01/2016
SIPPRELLE, Delaney (NBM)	Dance (B)	Don Lugo HS	07/01/2016
URABE, Brian (NBM)	Wrestling (B)	Don Lugo HS	07/01/2016
WILSON Jr, Duwyce (NBM)	Football (B)	Don Lugo HS	07/01/2016

**LEAVE OF ABSENCES – 2016/2017**

RODRIGUEZ, Patricia	English Teacher	Chino HS	08/12/2016
SMITH, Samantha	Freshman Transition	Chino HS	08/12/2016

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

AHMAD, Sadia	AHRENS, Janice	ARAGON, Katrina
ARGUELLO, George	ARGUELLO, Patricia	ASHDOWN, Megan
BALARA, Donna	BALDON, Ashley	BARTHOLIO, Carol
BAUGHN, Danielle	BAUTISTA, Graciela	BAYS, Janee
BEYER, Cynthia	BHOJANI, Sharmeen	BLANCHARD, Briana
BOURGOUIN, Judy	BRAZYNETZ, Jessica	BROWN, Ryan
BUB, Rebecca	CAMPOS, Maria	CAREW, Julianne
CAREY, Erin	CASILLAS, Leslie	CASTILLO, Erica
CERVANTES, Michael	CHAMORRO, Ruben	CHANDLER, Amelia
CHAVEZ, James	CHIN, Amber	DONEGAN, Sherrie

**CERTIFICATED PERSONNEL** (cont.)

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

DUFFIELD, Jennifer	EARLS, Brian	ELEYAE, Glory
FLORES, Raul	GILMAN, Rhonda	GISHWILLER, Thomas
GLAUE, Linda	GLEESON, Megan	GONZALEZ, Olivia
GONZALEZ-BERMEJO, Beatriz	GRAHAM, Debra	GRIFFIN, Michael
GUERRERO, Nicholas	GUPTA, Parag	GUTIERREZ, Luise
HARBAUGH, John	HARTE-PARKER, Denise	HOLLINS, Michael
IBARRA-LIMON, Susanna	JOHNSON, Ashley	JONES, Anne
KAYLOR, Jamie	KINNICK, Joshua	KWAN, Trishia
LADIA, Christie	LIAO, Christy	LOPEZ, Carizza
LOPEZ, Donna	MAKOROW, Scott	MALTESE, Cherise
MARQUARDT, Luke	MCLEOD, Marsha	MCPHEETERS, Denise
MCRAVEN, Doreen	MCRAVEN, Michael	MEDINA, Marisol
MENA, Claudia	MIRAMONTES, Susana	MOLINA, Marion
MORALES, Elisa	MORGAN, Janet	MUNOZ, Elena
NAVARRO, Stella	OCHOA, Daniella	OLIVER, Veronica
OROSCO, Ashley	PARKER, Grant	PATALANO, Giovanni
PEARL, Vicki	PEREIRA, Cathy	PIRES, Betty
PULLEY, Elyssa	QUINN, Ryan	RANGEL, Rudy
RHODE, Amanda	RHONE, Elizabeth	RIGO, Lisa
RIGO, Starlyn	RISDEN, John	RIVERA, Jennie
ROBINSON, Melissa	SALAS, Susan	SANCEAU, Sonia
SCANE, Marjorie	SCHNEIDER, Gena	SHUMAKER, Sonia
SIMMONS, Kyle	SIMS, Melvin	STEAR, Eileen
STEWART, Heather	STUART, Lisa	SUHENDRA, Elzagitha
SULPRIZIO, Tina	SURINA, Patrick	TABOR, Samuel
TAPIA, Yolanda	TATUM, Esmeralda	TAYLOR, Carin
TILLET, Gordon	TORRES, Tammy	TREANTOS, Michelle
TRONSKE, Nicole	TRUJILLO, Amber	TUMMINELLI, August
VALENZUELA, Nicole	VILLAGOMEZ, Graciela	VODOLA, Nikki
WRIGHT, Barbara	WALDHEIM, Jessica	WALLACE, Rhonda
WEIK, Sarah	WEINSTEIN, Amelia	WILLET, Audra
WOODARD, Kristina	YARDLEY, Lorraine	YEPEZ, Nerissa
YOUNG, Tracy	YSAIS-PORTGAL, Catherine	ZENDEJAS-LUGO, Claudia
ZIMMERMAN, Janet		



**CLASSIFIED PERSONNEL**

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

MARTINEZ, Melissa	Administrative Secretary IIB	Human Resources	07/02/2016
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY  
SCHEDULE**

**APPOINTMENT**

BAILEY, Rebecca	IA/SPED/SH-SAI (SELPA/GF)	Marshall ES	08/15/2016
REYES, Jessica	IA/SPED/SH-SAI (SELPA/GF)	Marshall ES	08/15/2016
COVARRUBIAS, Maria	Bus Driver (GF)	Transportation	08/11/2016

**RE-HIRE FROM LAYOFF**

CRUZ, Dora	Bilingual Typist Clerk I (GF)	Liberty ES	08/01/2016
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**PROMOTION**

FRUTOS, Tressa	FROM: IA/SPED/RSP (SELPA/GF) 5 hrs./181 work days	Townsend JHS	08/01/2016
	TO: Typist Clerk II (GF) 8 hrs./201 work days	Canyon Hills JHS	
KEMP, Nicole	FROM: Typist Clerk II (GF) 8 hrs./201 work days	Ayala HS	07/19/2016
	TO: School Secretary I (GF) 8 hrs./215 work days	Briggs K-8	

**RESIGNATION**

VALENCIA, Paul	Custodian I (GF)	Ayala HS	06/10/2016
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**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**RETIREMENT**

FRIAR, Carol Yvonne (28 years of service)	IA/SPED/SDC (SELPA/GF)	Oak Ridge ES	11/20/2016
MORITZ, Mary (16 years of service)	Attendance Clerk (GF)	Townsend JHS	07/30/2016

**RETIREMENT DATE CORRECTION**

SHEA, Lael	IA/SPED/SDC (SELPA-GF)	Chino HS	07/01/2016
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**APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2016, THROUGH DECEMBER 31, 2016**

OLLMAN, Misty	IA/SPED/SH	Cal Aero K-8
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**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017**

AGUAYO, Rosa	AHADOBERRY, Marie	ALFARO, Maria
ANDERSON, Emily	ARROYO, Samantha	AUERBACH, Janine
BAEZA, Marilyn	BEADLESCOMB, Barbara	BETANCOURT, Caroline
BIROSAK, Tina	BLANDON, Sandrine	BRENNER, Ma Cleotilde
BURGESS, Kelleigh	CHERNEY, Barbara	CRAWFORD, Levonia
DAMICO, Sandra	DELGADO, Regina	DROZD, Jennifer
DUNCAN, Esther	FIGUEROA, Virginia	GALAZ, Elvira
GALVIN, Kimberly	GONZALEZ, Erika	GONZALEZ, Martin
GUERRA, Marlo	HAMILTON, Bernice	HAYES, Patricia
HENDERTILO, Rachel	HERNANDEZ, Silvia	HOPKINS, Cheryl
IASPARRO, Lesa	ISIDORE, Marita	LARGO, Leovigildo
LEKKERKERK, Wilma	LEYVA, Zulema	LORUSSO, Elizabeth
LUCAS, John	LUNA, Nancy	MANZO, Claudia
MEDINA, Mary Louise	MEHTA, Sarla	MELENDEZ, Cynthia
MELENDEZ, Elvis	MELLO, Karen	MEZA, Mary
MOHLMAN, Janice	MOHLMAN, Tyler	MURRIETTA, Pamela
NEAL, Nicole	OLLMAN, Misty	PAPPAS, Beatrice
PEARSON, Joanne	PENA, Michal	PINDELL, Rita
PRATT, Ashley	PRATT, Sandy	PROUDFIT, Linda
RAMIREZ, Evelia	RAZZAK, Fatima	REYNA, Yolanda
ROBLES, Dalia	RODGERS, Pamela	RYAN, Leslie
SANTANA, Alejandra	SCHMITT, Evangelina	SCHNEIDER, Kimberly
SERNA, Denise	SOLORZANO, Ana	SPAGNOLO, Rebecca

**CLASSIFIED PERSONNEL (cont.)**

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

TORRICO, Mayra	VALADEZ, Blanca	VALENZUELA, Lisa
VILLALPANDO, Krystal	WAPP, Eleanor	WERT, Angelina
WILSON, Dyana	WOODEN, Bulena	YAMAS-ALONZO, Andrea

(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 30, 2016

**TO:** Members, Board of Education

**FROM:** Wayne M. Joseph, Superintendent

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

**SUBJECT: REJECTION OF CLAIM**

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**BACKGROUND**

Claim 16-06-07 was submitted on June 7, 2016, by Adam Aguirre, a parent on behalf of his daughter a student at Woodcrest JHS. Claimant alleges that she was struck in the face by a stray rock that was thrown by other students who were throwing rocks at each other during school hours. As a result, the claimant's eye glasses were broken. Claimant seeks reimbursement for replacement of her eye glasses in the amount of \$209.17.

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

Unknown at present.

WMJ:GP:DPM:lag

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 2016

**TO:** Members, Board of Education

**FROM:** Wayne M. Joseph, Superintendent

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

**SUBJECT: NEW COURSE: INTRODUCTION TO BUSINESS**

=====

**BACKGROUND**

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

Introduction to Business is designed for students who plan to major in business and non-business students who want a glimpse of what a business student curriculum involves and obtain a basic understanding of business to round out their general undergraduate education. The course will provide a brief overview of all areas of business including but not limited to; accounting, finance, human resource, marketing, entrepreneurship, and supply chain management. The course is designed to be interactive and provide additional opportunities for students beyond what is taught in the classroom. Students engage with their peers, business professionals, and their community to actively practice the 21<sup>st</sup> Century skills of Communication, Collaboration, Creativity, and Critical Thinking.

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the new course: Introduction to Business.

**FISCAL IMPACT**

None.

WMJ:NE:DJ:ede

## Chino Valley Unified School District High School Course Description

CONTACTS	
<b>1. School/District Information:</b>	District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: <a href="https://chino.k12.ca.us">https://chino.k12.ca.us</a>
<b>2. Course Contact:</b>	Teacher Contact: Mr. Art Boren Position/Title: Business Teacher Phone: (909) 627-3584 E-mail: <a href="mailto:art_boren@chino.k12.ca.us">art_boren@chino.k12.ca.us</a>
A. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Introduction to Business
<b>2. Transcript Title/Abbreviation:</b>	Intro to Bus
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	elective
<b>6. Grade level(s):</b>	10
<b>7. Unit Value:</b>	5 credits per semester/10 total credits – elective
<b>8. Is this course classified as a Career Technical Education course:</b>	Yes
<b>9. Is this course modeled after an UC-approved course?</b>	Yes
<b>10. Repeatable for credit?</b>	No
<b>11. Date of Board Approval:</b>	
<b>12. Brief Course Description:</b>	This course is an introduction to the trends and opportunities in today's dynamic global business environment. The course covers the introduction of economics, global markets, social responsibility, ownership forms, entrepreneurship, management organization, marketing, human behavior, and financial management. Significant time is devoted to the study of personal financial literacy.
<b>13. Prerequisites:</b>	Successful completion of 9 <sup>th</sup> Grade Computer Technology Completion of Integrated Math 1 with a grade of C or better
<b>14. Context for Course:</b>	Key assignments in this course require students to develop business documents and a marketing plan, practice accounting skills, customer service, and financial literacy. Activities encourage career and college planning; prepare students for post-secondary business courses; and successful participation in the school's business pathway courses. These skills and concepts are wrapped around ethical considerations in business and use technology to research information and produce relevant outcomes. Team building and project management are integrated throughout, as well as current events and accountability.
<b>15. History of Course Development:</b>	The course is designed for students who plan to major in business and non-business students who want a glimpse of what a business student curriculum involves and obtain a basic understanding of business to round out their general undergraduate education. The course will provide a brief overview of all areas of business including but not limited to; accounting, finance, human resource, marketing, entrepreneurship, and supply chain management. The course is designed to be interactive and provide additional opportunities for students beyond what is taught in the classroom. Students engage with their peers, business professionals, and their community to actively practice the 21 <sup>st</sup> Century skills of Communication, Collaboration, Creativity, and Critical Thinking.

# Chino Valley Unified School District

## High School Course Description

<b>16. Textbooks:</b>	
<b>17. Supplemental Instructional Materials:</b>	Score.org, GCFLearnFree.org, Commonsense.org and various appropriate internet resources and trade publications.
<b>B. COURSE CONTENT</b>	
<p><b>Course Purpose:</b>            The Academy of International Business was developed using a four-course sequence. This course, Introduction to Business, is the second course in this sequence of courses.</p> <p>The course combines current business practices with modern and emerging technologies. In addition, students engage in a comprehensive study of personal financial literacy.</p>	
<p><b>Course Outline:</b></p> <p><b>I. Introduction to Economics: The Framework for Business</b></p> <ul style="list-style-type: none"> <li>A. Why Economics Matters</li> <li>B. Microeconomics vs. Macroeconomics</li> <li>C. Economic Systems               <ul style="list-style-type: none"> <li>1. Capitalism</li> <li>2. Planned Economies: Socialism and Communism</li> <li>3. Mixed Economies</li> </ul> </li> <li>D. Evaluating Economic Performance</li> <li>E. Introduction to Fiscal and Monetary Policy</li> </ul> <p><b>II. Focus on American Enterprise</b></p> <ul style="list-style-type: none"> <li>A. Business and its Social Responsibility               <ul style="list-style-type: none"> <li>1. Role of Ethics in Business Decisions</li> <li>2. Consumer Rights</li> <li>3. Corporate Accountability</li> <li>4. Role of Government in Business</li> </ul> </li> <li>B. Forms of Business Organization               <ul style="list-style-type: none"> <li>1. Corporations</li> <li>2. Partnerships</li> <li>3. Limited liability companies</li> </ul> </li> <li>C. Foundations of the American Economic System               <ul style="list-style-type: none"> <li>1. International Business</li> <li>2. Small business and the American Entrepreneur</li> </ul> </li> </ul> <p><b>III. Management</b></p> <ul style="list-style-type: none"> <li>A. The Process of Management               <ul style="list-style-type: none"> <li>1. Historical Development of Management</li> <li>2. Planning</li> <li>3. Organizing</li> <li>4. Influencing</li> <li>5. Controlling</li> </ul> </li> <li>B. Internal Organization               <ul style="list-style-type: none"> <li>1. Organizational Structures</li> <li>2. Managing Change</li> </ul> </li> </ul>	

# Chino Valley Unified School District

## High School Course Description

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- C. Production and Operations Management
  - 1. Responsibility
  - 2. Authority
  - 3. Delegation
- D. Management and Unions
  - 1. Agency
  - 2. Introduction to Labor Law
  - 3. Introduction to Employment Law
- E. Human Resources Management: Motivation and Morale
  - 1. Role of Communication
  - 2. Leadership
  - 3. Groups and Teamwork
  - 4. Employee Empowerment

#### **IV. Marketing**

- A. An Introduction to Marketing
  - 1. Customer Driven Business Organization
  - 2. Role of Culture in Marketing
  - 3. Scientific Techniques for Marketing Research
- B. Product and Pricing Decisions
  - 1. Branding
  - 2. Labeling
  - 3. Competitive Strategies
- C. Promotion
  - 1. Personal Selling
  - 2. Advertising
  - 3. Promotional Activity
- D. Wholesaling, Retailing, and Distribution
  - 1. Domestic
  - 2. International
- E. Marketing and the Internet

#### **V. Business Finance**

- A. Introduction to Short-Term Finance
  - 1. Trade Credit
  - 2. Lines of Credit
- B. Introduction to Long-Term Finance
  - 1. Debt vs. Equity
  - 2. Private vs. Public
  - 3. Secured vs. Unsecured
- C. Introduction to the Stock Market
  - 1. The Money and Banking System
  - 2. Risk Management and Insurance

#### **VI. Personal Financial Literacy**

- A. Introduction to Financial Literacy
- B. Personal Financial Plan
- C. Stock Market and Investments



# Chino Valley Unified School District

## High School Course Description

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### **VII. The Environment of Business**

- A. Introduction to Business Law and Ethics
  - 1. Court Systems
  - 2. Dispute Resolution
- B. Government and Business
  - 1. Introduction to Administrative Law
  - 2. Introduction to Antitrust Law
  - 3. Environmental Issues
- C. International Business

### **Course Objectives:**

Upon completion of this course, the student will be able to:

1. Cite the various ways the U.S. government affects, restricts, and protects business.
2. Compare and contrast the advantages/disadvantages in each form of business ownership.
3. Define business ethics and explain the role of social responsibility in an organization.
4. Compare and contrast the primary economic systems.
5. Identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets.
6. Define and describe the key management functions of planning, organizing, leading, and controlling.
7. Identify current production and operations processes.
8. Identify key human resource management functions and laws.
9. Identify the marketing mix and key tools, terms and strategies related to each element.
10. Describe and identify how technology impacts all the primary functions of business.
11. Evaluate the basic components of financial statements and ratio analysis.
12. Explain the importance of finance to the operations of business; the various types of financing; and the process of internal and external financing and controls.
13. Identify securities markets including investment options, mechanisms of investing, and how to conduct basic analysis of business financial information.
14. Identify and describe the basics of business law.
15. Summarize the components of risk management and basic insurance concepts.

### **Student Learning Outcomes:**

1. Students will use a working vocabulary of business terminology.
2. Students will identify the various functions of a business enterprise.
3. Students will identify the environment in which a business operates.
4. Students will identify the impacts a business enterprise can have on the local, regional, national, and international economies.

In addition to the above, students will engage in the study of financial literacy, both from a business and personal perspective. Students will create their own personal financial plan.

# Chino Valley Unified School District

## High School Course Description

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### **Key Assignments:**

Writing Assignments and/or Proficiency Demonstration:

- A portion of each examination will consist of essay questions related to covered materials.

Assignments that Demonstrate Critical Thinking:

- Analyze and propose solutions to business situational problems discussed in class.
- Analyze and evaluate solutions proposed by textbook authors and others to current business related social and political problems.
- Illustrate the ability to analyze, contrast, compare, and interrelate covered subjects by responding appropriately to examination questions.
- Internet assignments that demonstrate concepts learned in the classroom.

Collaborative Assignments:

- Create group mutual funds, develop a marketing plan, create financial services company (and determine appropriate products to offer). Create multimedia presentations. Team projects.

Business Career Investigation Assignments

Personal Financial Literacy Project

### **Instructional Methods and/or Strategies:**

- Class begins with a writing activity either reviewing prior day's material or previewing current day's material. Instructor engages students in a class discussion to check for understanding.
- Instructor introduces new material in small steps with a 5-8 minute presentation.
- Instructor models learning activity then guides students as they practice the new skill. Instructor asks students process questions throughout the class.
- Instructor supports students individually and in small groups as students practice engaging with new material.
- Class concludes with a closing discussion based on the days' activity where instructor checks for understanding.
- Cooperative based learning strategies include: project-based learning, pair-share activities, and appropriate student groupings (expert/novice).
- Guest speakers and case studies.
- Business related field trips.

### **Assessment Including Methods and/or Tools:**

The instructor will use both formative and summative assessments providing constant feedback to students. In addition, grading rubrics will be used in all projects and writing assignments.

Formative assessments will include quizzes, formal and informal observations, writing assignments, homework, class participation, and in-class activities.

Summative assessments will include tests, individual and group projects.

Students will engage in a final exam.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** June 30, 2016  
**TO:** Members, Board of Education  
**FROM:** Wayne M. Joseph, Superintendent  
**PREPARED BY:** Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support  
Daniel J. Sosa, Director, Elementary Curriculum and Instruction  
**SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 5111 STUDENTS – ADMISSION**

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**BACKGROUND**

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Administrative Regulation 5111 Students – Admission is being revised to reflect the new dates for age of admission into transitional kindergarten, kindergarten, and first grade.

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the revision of Administrative Regulation 5111 Students - Admission.

**FISCAL IMPACT**

None.

WMJ:NE:DJS:smr

**ADMISSION****Age of Admission to Kindergarten**

A child shall be eligible for enrollment in kindergarten at the beginning of the school year, if the child has his/her fifth birthday, on or before ~~one of the following dates:~~ SEPTEMBER 1 OF THAT SCHOOL YEAR. (Education Code 48000, 48010)

1. ~~December 2 of the 2011/12 school year.~~
2. ~~November 1 of the 2012/13 school year.~~
3. ~~October 1 of the 2013/14 school year.~~
4. ~~September 1 of the 2014/15 school year and each school year.~~

**Age of Admission to Transitional Kindergarten**

Any child who will have his/her fifth birthday between SEPTEMBER 2 ~~the date listed above for the applicable school year~~ and December 2 OF THAT SCHOOL YEAR shall be offered a transitional kindergarten program in accordance with law and board policy. (Education Code 48000)

For the purposes of this section, “transitional kindergarten” means the first year of a two year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

**Early Entrance to Kindergarten**

A child who turns five after September 1 of the 2014/15 school year and each school year thereafter, and whose parent/guardian(s) wish to forgo admission to transitional kindergarten, may be admitted to kindergarten with the approval of the Superintendent or designee in accordance with the procedures as follows:

**Procedure for Early Entrance to Kindergarten**

All requests for early entrance to kindergarten must be submitted to the Elementary Curriculum office prior to April 1.

1. Parent/guardian(s) of a potential early entry child must submit the following documents to the Superintendent or designee:

**ADMISSION (cont.)**

- a. A letter requesting entry into kindergarten for their child, and
  - b. A recommendation letter from the most recent preschool teacher of the potential early entry child providing evidence that the child has attained a level of readiness academically, socially, and developmentally which will allow him/her to successfully complete the full kindergarten program during that school year, including the mastery of minimum competencies in math, language arts, and reading.
2. A review of the current enrollment to determine space availability. The parent/guardian(s) will be advised of: (1) the advantages and disadvantages of early school entrance, (2) the availability of transitional kindergarten programs, and (3) the location of available classes (if home school program is at capacity).
  3. After receipt of the required documents, as described in paragraph 1, the superintendent or designee shall review and notify the parent/guardian(s) of the recommendation for further screening.
  4. If further screening is deemed appropriate the superintendent or designee shall schedule an appointment for the potential early entry child to undergo academic and social/emotional screening by district certificated staff. The parent/guardian(s) will be notified of the screening results.
  5. If the potential early entry child passes both the academic and social/emotional screening, the Superintendent or designee shall offer a placement in kindergarten for that school year.

Parent/guardian(s) of a potential early entry child will be required to sign a formal acceptance of placement into the kindergarten program for that school year.

6. If the potential early entry child does not pass either the academic and social/emotional screening, the superintendent or designee shall offer a placement in transitional kindergarten for that school year.

(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 6170.1 - Transitional Kindergarten)

**Age of Admission to First Grade**

A child shall be admitted to the first grade of an elementary school during the first month of a school year if the child will have his/her sixth birthday on or before ~~one of the following dates:~~ SEPTEMBER 1 OF THAT SCHOOL YEAR. (Education Code 48000, 48010)

- ~~1. December 2 of the 2011/12 school year.~~

**ADMISSION (cont.)**

- ~~2. November 1 of the 2012/13 school year.~~
- ~~3. October 1 of the 2013/14 school year.~~
- ~~4. September 1 of the 2014/15 school year and each school year thereafter.~~

**Documentation of Age/Grade**

Prior to admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Evidence of the child's age may include: (Education Code 48002)

- 1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth,
- 2. A duly attested baptism certificate, or
- 3. Passport.

When none of the foregoing is obtainable, the parent/guardian may provide any other appropriate means of proving the age of the child. (Education Code 48002)

(cf. 5125 - Student records)  
(cf. 6146.3 - Reciprocity of academic credit)

**Admission of Other Students**

When a student is admitted to school, he/she will be placed at the grade level assigned by the last school attended. When no records are available, the student will be placed in an age-appropriate grade. No student in grades K-3 will be placed more than one grade level below his/her age-appropriate grade. In grades 4-8, no student will be placed more than two grade levels below his/her age-appropriate grade.

(cf. 5123 - Promotion/Acceleration/Retention)

**Admission to Adult School**

Persons under 18 years of age may be admitted to adult school when it is deemed by the Superintendent or his/her designee, to be advantageous to the student and to the District.

**Chino Valley Unified School District**  
Regulation approved: January 23, 1997  
Revised: April 2, 2009  
Revised: December 13, 2012  
Revised: May 7, 2015  
REVISED: