



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

July 21, 2016

BOARD OF EDUCATION

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

SUPERINTENDENT
Wayne M. Joseph

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
4:45 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
July 21, 2016

AGENDA

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

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:45 P.M.

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

Discussion and possible action (times are approximate):

- 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) (10 minutes)
- b. Student Expulsion Matters (Education Code 35146, 48918 (c) & (j)): Cases 15/16-44, 15/16-50, 15/16-51, and 15/16-52. (45 minutes)
- c. Student Readmission Matter (Education Code 35146, 48916 (c)): Readmission case 14/15-38. (5 minutes)
- d. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 minutes)
- e. 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. (15 minutes)
- f. Public Employee Appointment (Government Code 54957): Elementary/Jr. High/High School Assistant Principals. (15 minutes)
- g. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (30 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. HUMAN RESOURCES

II.A.1. Public Hearing and Ratification of the Tentative Agreement Between the Chino Valley Unified School District and the Associated Chino Teachers

Page 6

Recommend the Board of Education:
a) Conduct a public hearing, and
b) Ratify the Tentative Agreement between the Chino Valley Unified School District and the Associated Chino Teachers.

Open Hearing _____

Close Hearing _____

Motion ___ Second ___

Preferential Vote: ___

Vote: Yes ___ No ___

III. CONSENT

Motion ___ Second ___

Preferential Vote: ___

Vote: Yes ___ No ___

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of June 30, 2016

Page 18

Recommend the Board of Education approve the minutes of the regular meeting of June 30, 2016.

III.A.2. Appointment to the Richard Gird Educational Hall of Fame Committee

Page 24

Recommend the Board of Education appoint Darrin Goodman, Jane Lyon, and Kerry Walker to the Richard Gird Educational Hall of Fame Committee.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 25

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

III.B.2. Fundraising Activities

Page 26

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

III.B.3. Donations

Page 33

Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 35 Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Chidester, Margaret A. & Associates; and Parker & Covert LLP.

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

III.C.1. Application for Funding the Consolidated Application for the 2016/2017 School Year and the Title III Local Educational Agency Plan Performance Goal 2

Page 36 Recommend the Board of Education approve the Application for Funding the Consolidated Application for the 2016/2017 school year and the Title III Local Educational Agency Plan Performance Goal 2.

III.C.2. Revision of the 2015/2016 Single Plan for Student Achievement and Adoption of a Schoolwide Title 1 Program for Buena Vista, Chino, and Don Lugo High Schools for the 2016/2017 School Year

Page 59 Recommend the Board of Education approve the revision of the 2015/2016 Single Plan for Student Achievement and Adoption of a Schoolwide Title 1 Program for Buena Vista, Chino, and Don Lugo high schools for the 2016/2017 school year.

III.C.3. New Course: Introduction to Business

Page 156 Recommend the Board of Education approve the new course: Introduction to Business.

III.D. EDUCATIONAL SERVICES

III.D.1. Student Expulsion Cases 15/16-44, 15/16-50, 15/16-51, and 15/16-52

Page 162 Recommend the Board of Education approve the student expulsion cases 15/16-44, 15/16-50, 15/16-51, and 15/16-52.

III.D.2. Student Readmission Case 14/15-38

Page 163 Recommend the Board of Education approve the student readmission case 14/15-38.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Purchase Order Register

Page 164 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 165 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.E.3. Surplus/Obsolete Property

Page 168 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.E.4. Resolutions 2016/2017-01 and 2016/2017-02 for Authorization to Utilize Piggyback Contracts

Page 173 Recommend the Board of Education adopt Resolutions 2016/2017-01 and 2016/2017-02 for authorization to utilize piggyback contracts.

III.E.5. Notice of Completion for CUPCCAA Projects

Page 179 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 181 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

IV. INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Board Bylaw 9150 Bylaws of the Board—Student Board Members

Page 191 Recommend the Board of Education receive for information the revision of Board Bylaw 9150 Bylaws of the Board—Student Board Members.

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

IV.B.1. Revision of Board Policy 6142.92 Instruction—Mathematics Instruction.

Page 194 Recommend the Board of Education receive for information the revision of Board Policy 6142.92 Instruction—Mathematics Instruction.

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: July 21, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: PUBLIC HEARING AND RATIFICATION OF THE TENTATIVE AGREEMENT BETWEEN THE CHINO VALLEY UNIFIED SCHOOL DISTRICT AND THE ASSOCIATED CHINO TEACHERS

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BACKGROUND

On June 16, 2016, the Chino Valley Unified School District and Associated Chino Teachers (A.C.T.) reached a Tentative Agreement with regard to articles reopened for negotiations. Associated Chino Teachers approved the Tentative Agreement by a unit vote conducted July 2, 2016, through July 8, 2016.

The District has provided the necessary Notice to the Public and fiscal disclosure documents to the San Bernardino County Superintendent of Schools for review in advance of this pending action item, as required by Assembly Bill 1200. Additionally, the Board is required to conduct a public hearing in order to receive public input prior to any Board action.

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

RECOMMENDATION

It is recommended the Board of Education:

- a) Conduct a public hearing, and
- b) Ratify the Tentative Agreement between the Chino Valley Unified School District and the Associated Chino Teachers.

FISCAL IMPACT

See Form for Public Disclosure of Proposed Collective Bargaining Agreement for a full financial disclosure.

TENTATIVE AGREEMENT
between the
CHINO VALLEY UNIFIED SCHOOL DISTRICT
and the
ASSOCIATION OF CHINO TEACHERS

**Regarding 2015-2016 Reopener Negotiations for the 2013-2016
Collective Bargaining Agreement**

June 16, 2016

ARTICLE 8: EVALUATIONS

The parties recognize that the evaluation instrument appropriate for non-classroom unit members differs from that used for classroom teachers. The parties agree that it is necessary to design evaluation instruments appropriate for non-classroom unit members through continued negotiations during the ~~2011-2012 and 2012-2013~~, 2014-2015 AND 2015-2016 school years. ~~Negotiated changes to Article 8, shall not replace the right to present two (2) additional Articles for negotiations as described in Article 22 for the 2012-2013 school year.~~ **Sunset Automatically Removed.** The parties recognize the need and agree to work toward the development of evaluation instruments appropriate for non-classroom unit members.

DURING THE 2016-2017 SCHOOL YEAR, THERE WILL BE A PILOT EVALUATION PROGRAM WITH ALL PERMANENT COUNSELORS. THE NEW FORMS TO BE USED DURING THIS PILOT PERIOD FOR ALL PERMANENT COUNSELORS ARE ATTACHED TO THIS TENTATIVE AGREEMENT. THE DISTRICT WILL USE THE CURRENT TEACHER EVALUATION INSTRUMENT, CRITERIA, PROCESS AND PROCEDURES FOR ALL TEMPORARY, PROBATIONARY 1, AND PROBATIONARY 2 COUNSELORS DURING THIS PILOT PERIOD.

THE TIMELINES SHALL FOLLOW THOSE SET FORTH IN ARTICLE 8.

NOTE: It is the intention of the parties that terms and conditions of the counselor evaluation instrument and related forms, rubric, and criteria will be delineated in a memorandum of understanding between the District and the Association.

- 8.4** No later than October 15th of the school year in which the evaluation is to occur, the evaluator and the unit member will meet to discuss the focus of the observation and the evaluation. **DURING THIS MEETING, THE EVALUATOR AND THE UNIT MEMBER WILL MUTUALLY ESTABLISH COMMON GOALS TO SUPPORT THE UNIT MEMBER'S PROFESSIONAL GROWTH.** A written summary of this meeting shall be given to the unit member on the signed and dated pre-evaluation form. This summary shall set forth the focus of the observation and the evaluation as listed in

Page 1 of 6

Paragraph 8.5 herein, areas of performance which may need improvement (when deficiencies have been noted as required by Paragraph 8.10), any professional improvement goals **ESTABLISHED** selected ~~BY THE EVALUATOR AND~~ the unit member, and, at the discretion of the evaluator, any positive directions for the unit member. In the event of a disagreement over the focus of the observation/evaluation, the Association President and the Associate Superintendent, Human Resources, will meet to resolve the issue. The unit member shall be given an opportunity to attach a list of any constraints which he/she feels may inhibit his/her ability to meet the focus of the observation and/or the evaluation. If, after this meeting has been held, a substantial change in circumstances occurs which impacts upon the focus of the observation and/or the evaluation, either participant may request modification of the summary to comport with the new circumstances.

8.5.1 Standard 1: Engaging and Supporting All Students in Learning.

8.5.2 Standard 2: Creating and Maintaining Effective Environment for Student Learning.

8.5.3 Standard 3: Understanding and Organizing Subject Matter for Student Learning.

8.5.4 Standard 4: Planning Instruction and Designating Learning Experiences for All Students.

8.5.5 Standard 5: Assessing Student Learning.

8.5.6 Standard 6: Developing as a Professional Educator. (~~The evaluator will assess the unit member's element rating and standard rating for Standard 6 and will provide this feedback to the unit member. However, the evaluator will not include Standard 6 in the Overall Rating during the pilot period). The Association and the District will meet by June 30, 2013, to determine an implementation date, following the District-wide pilot of Standard.~~

8.5.7 THE NURSE'S OBSERVATION/EVALUATION SHALL BE BASED ON THE FOLLOWING STANDARDS AND THEIR RESPECTIVE ELEMENTS:

8.5.7.1 STANDARD 1: NURSING PROCESS

8.5.7.2 STANDARD 2: HEALTH OFFICE

8.5.7.3 STANDARD 3: QUALITY OF PROFESSIONAL PRACTICE

8.5.7.4 STANDARD 4: HEALTH EDUCATION

8.5.7.5 STANDARD 5: PROFESSIONAL DEVELOPMENT

8.5 Negative material more than three (3) years old shall be removed from the on-site correspondence/evaluation file and not used for the evaluation process.

8.6.1 The evaluation of unit members shall not include, nor be based upon, the following:

~~8.6.1.1 Results of any tests utilized for measuring progress toward the fulfillment of goals set forth in the Single School Plan.~~

8.6.1.1 Achievement of objectives stated in Individualized Education Programs (IEP's) developed for Special Education pupils.

8.6.1.2 Teacher/student portfolios, unless unit members have received in-service on this method of pupil assessment and have agreed to its use during the pre-evaluation meeting referred to in Section 8.4.

8.6.1.3 Correlation of District adopted courses of study, i.e., approved District curriculum, state frameworks.

8.15 The District shall use only the evaluation form and rubric adopted by mutual agreement of the parties:

- 1) Pre-Evaluation Conference Form;
- 2) Formal Teacher Observation Form with Rubric;
- 3) Formal Teacher Evaluation Form with Rubric;
- 4) Teacher Evaluation Criteria Form.

8.15.1 THE DISTRICT SHALL USE ONLY THE EVALUATION FORM AND RUBRIC ADOPTED BY MUTUAL AGREEMENT OF THE PARTIES FOR NURSES EFFECTIVE JULY 1, 2016:

- 1) PRE-EVALUATION CONFERENCE FORM;**
- 2) NURSE OBSERVATION FORM WITH RUBRIC;**
- 3) NURSE EVALUATION FORM WITH RUBRIC.**

ARTICLE 12: WORKING CONDITIONS

The District proposes to maintain current contract language regarding Article 12 except as noted below.

12.1 Ensure unit member representation on District level and school level committees which are concerned with curriculum, budgeting, professional in-service training, pupil evaluation, job evaluation, educational needs assessments, **SAFE SCHOOL PROCEDURES**, or other areas in which unit member experience and professional

Page 3 of 6

preparation make their contributions valuable and provide lawful public information necessary to assist the committee.

ARTICLE 13: LEAVES

The District proposes to maintain current contract language regarding Article 13 except as noted below.

13.2 SICK LEAVE

Full-time unit members on a regular annual contract are entitled to one day of sick leave per eighteen (18) contract days per year, at least a minimum of ten (10) days. Credit for the annual minimum of ten (10) days of sick leave need not be accrued prior to taking such leave by the unit members, and such sick leave may be taken at any time during the school year. The unused portion of the unit member's sick leave shall accumulate without limit.

UNIT MEMBERS SHALL BE ENTITLED TO USE SICK LEAVE FOR DIAGNOSIS, CARE, OR TREATMENT OF AN EXISTING HEALTH CONDITION OF, OR PREVENTIVE CARE, FOR THE EMPLOYEE OR AN EMPLOYEE'S FAMILY MEMBER AS DEFINED IN 13.9.1; OR AN EMPLOYEE WHO IS A VICTIM OF DOMESTIC VIOLENCE, SEXUAL ASSAULT, OR STALKING.

13.2.5 In all cases of absence, every unit member shall notify the District's **SELECTED SUBSTITUTE** ~~Subfinder~~-System as soon as the unit member is aware of the need for absence, whether a substitute is required or not. Satisfactory proof of the nature, extent, and duration of the illness may be required of the unit member in cases where an administrator feels that he/she is violating the intent of the leave policy.

13.15 CATASTROPHIC LEAVE

Unit members will be entitled to catastrophic leave in accordance with the Board Policy and Administrative Regulation. ~~(Board Policy and corresponding Administrative Regulation 4161.9, 4261.9 and 4361.9 are attached.)~~

13.16 FAMILY CARE AND MEDICAL LEAVE

Unit members shall be eligible to utilize family care and medical leave in accordance with Board Policy 4161.8; ~~4261.8 and 4361.8~~ and Administrative Regulation 4161.8 ~~(a); 4261.8 and 4361.8.~~

ARTICLE 17: COMPENSATION

17.1 SALARY & FRINGE BENEFITS AGREEMENT

3% SHALL BE APPLIED TO THE CERTIFICATED SALARY SCHEDULES (APPENDIX B-CERTIFICATED AND CHILD DEVELOPMENT PROGRAMS) EFFECTIVE JULY 1, 2016.

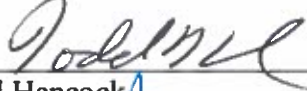
2.5% OFF SCHEDULE FOR THE 2015-2016 SCHOOL YEAR (SUBJECT TO THE CONDITIONS SET FORTH IN THE MARCH 15, 2016 DISTRICT PROPOSAL):

FOR THE 2015-2016 SCHOOL YEAR, UNIT MEMBERS WHO ARE IN PAID STATUS BETWEEN OCTOBER 1, 2015, THROUGH NOVEMBER 30, 2015, SHALL RECEIVE A 2.5% "OFF SCHEDULE" PAYMENT. THE ONE (1) TIME OFF SCHEDULE PAYMENT WILL BE 2.5% OF THEIR SALARY SCHEDULE CELL AS OF NOVEMBER 30, 2015. HOWEVER, UNIT MEMBERS WHO ARE ON AN UNPAID LEAVE OF ABSENCE DURING THE 2015-2016 SCHOOL YEAR OR WHO HAVE SIGNED RESIGNATION AGREEMENTS ANYTIME DURING THE 2015-2016 SCHOOL YEAR WILL NOT BE ELIGIBLE TO RECEIVE THE PAYMENT.

~~For the 2013-2014, 2014-2015, and 2015-2016 school years, Effective July 1, 2016, the District's maximum annual contribution to unit member health and welfare benefit premiums shall be \$7,144.00~~ **\$7644.00**. Unit members selecting policies that have a cost above the maximum District annual contribution shall pay the amount in excess of the maximum District contribution through payroll deduction.

ATTACHED MOU FOR COLLECTIVELY BARGAINED ALTERNATIVE RATIO FOR CLASS SIZE.

FOR THE ASSOCIATION:



Todd Hancock
ACT President



Susie Hofmann
Negotiations Chairperson



Sheri Hamblin
Member



Kelly Larned
Member



Susana Salas
CTA UNISERV Staff

FOR THE DISTRICT:



Grace Park, Ed.D.
Assistant Superintendent of HR



Sandra Chen
Assistant Superintendent of Business



Lea Fellows
Director of Human Resources



Richard Rideout
Director of Human Resources



Tom Mackessy
Principal

**MEMORANDUM OF UNDERSTANDING
BETWEEN
CHINO VALLEY UNIFIED SCHOOL DISTRICT AND THE
ASSOCIATED CHINO TEACHERS**

This Memorandum of Understanding (“MOU”) is entered into by and between the Chino Valley Unified School District (hereinafter “District”) and the Associated Chino Teachers (hereinafter “Association”).

RECITALS

A) The 2013 State Budget Act and Trailer Bills associated therewith contain various provisions regarding the kindergarten through third grade *Grade Span Adjustment* (“GSA”) program. Such provisions establish an average class enrollment of 24 unless the District and the Association have agreed to a “collectively bargained alternative annual average class enrollment for each site.”

B) By entering into this MOU, the District and Association intend to insure compliance with the provisions authorizing collective bargaining alternatives to the statutory averages set forth in the applicable statutes. All previous agreements and understandings of the parties regarding the GSA program are superseded by this MOU.

In light of the foregoing, the parties agree as set forth below:

1. All references in paragraph 7.2 of the Collective Bargaining Agreement (“Agreement”) to kindergarten and kindergarten class sizes shall also apply to Transitional Kindergarten (“TK”) and TK class sizes. The District and the Association hereby agree that the kindergarten (also applicable to Transitional Kindergarten as noted above) through third grade class size provisions set forth in paragraph 7.2 of the Collective Bargaining Agreement (“CBA”) shall constitute a collectively bargained alternative ratio to the ratios and averages set forth in the GSA statutory provisions thus satisfying the collective bargaining agreement exceptions provided for in such provisions.
2. This MOU hereby replaces the provisions set forth in paragraph 7.2.1 of the CBA.
3. Should regulations or other concerns arise that bring into question the District’s compliance with the new GSA requirements, the parties shall immediately meet in order to bring the transitional kindergarten through third grade class size agreements and understandings into compliance with the collective bargaining agreement exceptions provided for in the GSA statutory provisions.
4. This Memorandum of Understanding shall remain in full force and effect from July 1, 2016 through and including June 30, 2021.

For the Association:



Todd Hancock
President, ACT

Date: 6/16/16

For the District:



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

Date: 6/16/16

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Chino Valley Unified SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

**MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE
Associated Chino Teachers (ACT) BARGAINING UNIT**

To be acted upon by the Governing Board at its meeting on **07/21/16**

A. PERIOD OF AGREEMENT:
The proposed bargaining agreement covers the period beginning and ending **07/01/15**
06/30/16
for the following fiscal years **13/14, 14/15, 15/16**

B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)
The total change in costs for salaries and employee benefits in the proposed agreement:

1. Current Year Costs Before Agreement	\$144,513,560.00
2. Current Year Costs After Agreement	\$152,653,402.00
3. Total Cost Change	\$8,139,842.00
4. Percentage Change	5.63%
5. Value of a 1% Change	1,355,636

C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE
The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1. Salary Schedule change (% Change To Existing Salary Schedule)	3.0%
(% change for one time bonus/stipend or salary reduction)	2.5%
2. Step & Column (Average % Change Over Prior Year Salary Schedule)	1.0%
3. TOTAL PERCENTAGE CHANGE FOR THE AVERAGE, REPRESENTED EMPLOYEE	7%
4. Change in # of Work Days (+/-) Related to % Change	
5. Total # of Work Days to be provided in Fiscal Year	183
6. Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only)	180

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Chino Valley Unified

SCHOOL DISTRICT

D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:

1.	Cost of Benefits Before Agreement	28,326,929.00
2.	Cost of Benefits After Agreement	30,076,506.00
3.	Percentage Change in Total Costs	6.18%

E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	\$ 284,537,825.00
2.	Percentage Reserve Level State Standard for District:	3.0%
3.	Amount of State Minimum Reserve Standard:	\$ 8,536,134.75

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	\$25,315,401.00
5.	Unassigned/Unappropriated (Object 9790)	\$27,714,760.00
6.	Total Reserves: (Object 9789 + 9790)	\$53,030,161.00

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	
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TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	\$53,030,161.00
9.	Percentage of General Fund Expenditures/Uses	18.64%
	Difference between District Reserves and Minimum State Requirement	\$44,494,026.25

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Chino Valley Unified

SCHOOL DISTRICT

F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS

N/A

G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The assumptions used to project the available funds were the COLA and gap funding percentages provided by School Services of California. Other assumptions included projections for continuing declining enrollment, including loss of ADA, reduction of staff and loss of other state funding.

H. NARRATIVE OF AGREEMENT

The district shall provide a 3% salary increase to the certificated salary schedules effective July 1, 2016. Unit members who are in paid status between October 1, 2015 and November 30, 2015 shall also receive a 2.5% "off schedule" payment for the 2015-2016 school year. This "off schedule" payment will be 2.5% of their salary schedule cell as of November 30, 2015. Unit members who are on an unpaid leave of absence during the 2015-2016 school year or who have signed resignation agreements anytime during the 2015-2016 school year will not be eligible to receive the payment.

I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT

The following source(s) of funding have been identified to fund the proposed agreement

The district is using LCFF base funding to fund the proposed agreement.

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Chino Valley Unified SCHOOL DISTRICT

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

<i>District Superintendent - signature</i>	<i>Date</i>
<i>Chief Business Official- signature</i>	<i>Date</i>

*After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on **Thursday, July 21, 2016** took action to approve the proposed Agreement with the **Associated Chino Teachers (ACT)** Bargaining Unit.*

<i>President, Governing Board (signature)</i>	<i>Date</i>
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CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
June 30, 2016

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:00 P.M.

1. Roll Call

President Cruz called to order the regular meeting of the Board of Education, Thursday, June 30, 2016, at 5:00 p.m. with Blair, Cruz, Feix, Na, and Orozco present.

Administrative Personnel

Wayne M. Joseph, Superintendent

Norm Enfield, Ed.D., Deputy Superintendent

Sandra H. Chen, Assistant Superintendent, Business Services

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

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

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Cruz adjourned to closed session at 5:00 p.m. regarding conference with legal counsel existing litigation; student discipline; public employee discipline/dismissal/release; conference with legal labor negotiators, A.C.T. and CSEA; and public employee performance evaluation, Superintendent.

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

1. Report Closed Session Action

President Cruz reconvened the regular meeting of the Board of Education at 7:11 p.m. The Board met in closed session from 5:00 p.m. to 7:03 p.m. regarding conference with legal counsel existing litigation; student discipline; public employee discipline/dismissal/release; conference with legal labor negotiators, A.C.T. and CSEA; and public employee performance evaluation, Superintendent. No action was taken that required public disclosure.

- 2. Pledge of Allegiance
Mia Ontiveros led the Pledge of Allegiance.

I.C. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Denise Arroyo, CSEA President, announced that a Tentative Agreement was signed on Wednesday and will go to its membership for a vote on July 24.

I.D. COMMENTS FROM COMMUNITY LIAISONS

None.

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

Mia Ontiveros addressed the Board regarding gratitude; and Kevin Butcher addressed the Board regarding the LCAP.

I.F. CHANGES AND DELETIONS

The following changes were read into the record: Item III.E.5., Facilities, Planning, Operations, under fiscal impact added the words “to the General Fund 01” after \$261,000.00; and Item III.F.1., Human Resources, under hired at the appropriate placement on the certificated salary schedule and appropriate credential for the 2016/2017 school year, added the name Jeremiah Fellows, elementary teacher, Cal Aero K-8, effective July 5, 2016.

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

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

President Cruz asked for and received consensus to bring Item III.C.1., forward on the agenda.

II.C. EDUCATIONAL SERVICES

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

Moved (Blair) seconded (Na) carried unanimously (5-0) to adopt the 2016/2017 Local Control and Accountability Plan.

II.B. BUSINESS SERVICES

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

Moved (Blair) seconded (Na) carried unanimously (5-0) to adopt the 2016/2017 budget for all funds and authorize the Superintendent or designee to sign the 2016/2017 District Certification of Budget Adoption.

III. CONSENT

Pamela Feix pulled for separate action item III.E.2.; and Sylvia Orozco pulled for separate action item III.D.1., related to case 15/16-47. Moved (Blair) seconded (Na) carried unanimously (5-0) to approve the remainder of the consent items.

III.A. ADMINISTRATION

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

Approved 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

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

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

Adopted 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
Adopted 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
Approved 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
Approved the student expulsion cases 15/16-42, 15/16-43, 15/16-46. For case 15/16-47, moved (Blair) seconded (Na) motion carried (4-1, Feix voted no).

III.D.2. School-sponsored Trips
Approved/ratified 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
Approved 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
Approved/ratified the purchase order register.

III.E.2. Agreements for Contractor/Consultant Services
Moved (Na) seconded (Blair) carried unanimously (5-0) to approve/ratify 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. Resolution 2015/2016-70 Long Range Facilities Master Plan
Adopted 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
Adopted 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

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. Rejection of Claim

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

IV. INFORMATION

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

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

Received for information the new course: Introduction to Business.

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

Received for information the revision of Administrative Regulation 5111 Students—Admission.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Irene Hernandez-Blair spoke about a parent who expressed concern about changes to the autism program; said Chino Hills HS is holding bingo this Sunday; extended well wishes to Cal Aero transitioning to year round; and extended 4th of July wishes.

James Na spoke about CVLA students who commented to him that students are significantly younger and Mr. Na explained to them they are being helped at a younger age; commended grounds workers for working outside during the heat wave; spoke about the 4th of July and what it means to him; and extended 4th of July wishes.

Pamela Feix attended the Boys Republic graduation ceremony and awards; spoke about summer school rolling out; and reiterated that she is hoping for a committee to be convened to bring about an employee retirement/recognition program.

Sylvia Orozco acknowledged the retirees on the agenda; attended the Boys Republic graduations; spoke about the resolution regarding emergency repair for damage caused by vandalism, and asked if the District can start looking into grants for security cameras; and wished everyone a happy 4th of July.

President Cruz said he attended Chino Hills concert at the park; and closed with remarks regarding the meaning of the 4th of July.

Superintendent Joseph thanked the A.C.T., CSEA, and District bargaining teams for its work on reaching Tentative Agreements.

VI. ADJOURNMENT

President Cruz adjourned the regular meeting of the Board of Education at 8:07 p.m.

Andrew Cruz, President

Pamela Feix, Clerk

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
SUBJECT: APPOINTMENT TO THE RICHARD GIRD EDUCATIONAL HALL OF FAME COMMITTEE

=====

BACKGROUND

The Richard Gird Educational Hall of Fame Bylaws, Article III, Selection Committee, states “The selection committee shall be appointed by the Board of Education...” Therefore, the Committee is recommending Darrin Goodman, Captain Chino Hills Police Department, and community members Jane Lyon, and Kerry Walker.

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

RECOMMENDATION

It is recommended the Board of Education appoint Darrin Goodman, Jane Lyon, and Kerry Walker to the Richard Gird Educational Hall of Fame Committee.

FISCAL IMPACT

None.

WMJ:pk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: WARRANT REGISTER

=====

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

\$3,827,716.69 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: FUNDRAISING ACTIVITIES

=====

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
July 21, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chaparral ES</u>		
PTO	Corner Bakery Family Nights Out	8/15/16 - 6/30/17
<u>Cortez ES</u>		
PFA	Off Campus Caramel/Candy Apple Sale	10/10/16 - 10/21/16
PFA	Fall Festival	10/21/16
PFA	Community Discount Card Sale	11/1/16 - 11/15/16
PFA	Catalog Sale	2/22/17 - 3/8/17
PFA	Balloon Bouquet Sale	5/7/17 - 6/3/17
<u>Dickey ES</u>		
PTO	Smoothie Sale	8/12/16
<u>Dickson ES</u>		
PTA	Spirit Wear Sale	8/1/16 - 6/1/17
PTA	Book Fair	8/22/16 - 8/26/16
<u>Hidden Trails ES</u>		
ASB	Gobble Gram Sale	11/14/16 - 11/17/16
ASB	Valentine Gram Sale	2/6/17 - 2/10/17
ASB	Hoppity Gram Sale	4/7/17 - 4/13/17
<u>Liberty ES</u>		
PFA	Valentine Gram Sale	2/6/17 - 2/10/17
PFA	Father/Daughter Dance	2/10/17
PFA	Chaparral Bowling Family Fun Night	3/10/17
PFA	McDonald's McTeacher Night	3/9/17
PFA	Parking Lot Sale	5/6/17
PFA	Mother/Daughter Dance	5/12/17
PFA	Promotion Flower/Balloon Sale	6/1/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 21, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Litel ES</u>		
PTA	PTA Membership Drive	8/15/16 - 6/1/17
PTA	Spirit Wear Sale	8/15/16 - 6/1/17
PTA	Yearbook Sale	8/15/16 - 6/1/17
PTA	Gift Card Sale	8/15/16 - 6/1/17
PTA	Trunk or Treat Family Fun Night	10/21/16
PTA	Holiday Boutique	12/13/16 - 12/15/16
PTA	Book Fair	1/23/17 - 1/27/17
PTA	Family Game Night	1/27/17
PTA	Book Fair	5/15/17 - 5/19/17
<u>Oak Ridge ES</u>		
PTA	Spirit Stick Sale	8/15/16 - 6/30/17
PTA	My School Color Run	10/7/16
PTA	Book Fair	11/7/16 - 11/11/16
PTA	Holiday Boutique	12/5/16 - 12/9/16
PTA	Book Fair	4/10/17 - 4/13/17
PTA	Spring Baskets Sale	5/10/17
<u>Rolling Ridge ES</u>		
PTA	Panera Family Night Out	12/14/16
PTA	Chick-fil-A Family Night Out	11/9/16
<u>Walnut ES</u>		
PFA	PFA Membership Drive	8/15/16 - 6/1/17
PFA	Spirit Wear Sale	8/15/16 - 6/1/17
PFA	Yearbook Sale	8/15/16 - 6/1/17
PFA	Box Top Collection	8/15/16 - 6/1/17
PFA	After School Student Supply Store	8/28/16 - 6/1/17
PFA	Refreshment Sale At Christmas Performances	12/6/16
<u>Briggs K-8</u>		
PFA	PFA Membership Drive	8/1/16 - 6/1/17
PFA	Spirit Wear Sale	8/1/16 - 6/1/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 21, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Briggs K-8</u> (cont.)		
PFA	Spirit Cup Sale	8/15/16 - 9/2/16
PFA	Off Campus Candy Sale	8/15/16 - 9/30/16
PFA	After School Ice Cream Sale	8/17/16 - 5/31/17
<u>Magnolia JHS</u>		
Travel Club	Off Campus See's Candy Sale	11/10/16 - 11/17/16
AVID	Off Campus See's Candy Sale	11/10/16 - 11/17/16
Club Creative	Cookbook Sale	11/29/16 - 12/8/16
AVID	Off Campus See's Candy Sale	1/24/17 - 1/31/17
AVID	Off Campus See's Candy Sale	3/13/17 - 3/20/17
ASB	Color Run Registration	4/6/17 - 4/13/17
<u>Ayala HS</u>		
Baseball Boosters	Alumni Baseball Game Ticket/Snack Sale	1/2/17 - 3/1/17
Baseball Boosters	Mattress Sale	1/2/17 - 3/1/17
Baseball Boosters	Spirit Wear Sale	2/1/17 - 3/1/17
Theatre Arts Boosters	Winter Main Stage Production	2/2/17 - 2/11/17
The Positive Place	Carl's Jr. Coupon Booklet Sale	2/27/17 - 3/3/17
Baseball Boosters	Adopt-A-Bulldog Sponsorship Drive	3/1/17 - 5/31/17
Grad Night 2018	Chipotle Family Nights Out	3/1/17 - 3/24/17
Girls Basketball	Power 106 Basketball Game	4/6/17
Theatre Arts Boosters	Spring Musical Production	4/19/17 - 4/29/17
Grad Night 2018	Pieology Family Nights Out	5/1/17 - 5/31/17
Baseball Boosters	Banquet Dinner Ticket Sale	5/1/17 - 5/31/17
BAC Boosters	Music In Motion Vendor Space Sale	6/17/17 - 6/30/17
BAC Boosters	Music In Motion Program Advertisement Sale	6/17/17 - 6/30/17
<u>Chino HS</u>		
Athletics	Scoreboard Advertisement Sponsor Drive	8/1/16 - 12/15/16
Class of 2018	JV/Varsity Football Games Concessions	8/1/16 - 12/31/16
Cowboy Huddle Club	Spirit Wear Sale	8/1/16 - 1/31/17
Cowboy Huddle Club	Football Programs/Banner Sale	8/1/16 - 1/31/17
Cowboy Huddle Club	Football Games Preferred Parking	8/1/16 - 1/31/17
Girls P.E.	Hydration Station	8/3/16 - 6/30/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 21, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino HS</u> (cont.)		
Class of 2017	Senior Sweatshirt Sale	8/7/16 - 6/11/17
Pep Squad Boosters	After School Frozen Treat Sale	8/15/16 - 12/31/16
Class of 2017	Senior Luau Ticket Sale	8/15/16 - 8/19/16
Cross Country Boosters	Snap-Raise Donation Drive	8/22/16 - 8/26/16
AP Club	After School Pizza/Soda Sale	8/23/16 - 4/7/17
AVID	Off Campus Snack Sale	9/5/16 - 9/9/16
Cross Country	Jog-A-Thon	9/12/16
French Club	After School Candy Sale	9/12/16 - 9/16/16
Project Earth	After School Snack Sale	9/19/16 - 9/23/16
Girls Basketball	Off Campus Snack Sale	9/26/16 - 9/30/16
Girls Tennis	Serve-A-Thon	9/28/16 - 10/3/16
Swimming Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Pep Squad Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Baseball Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Boys Soccer Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Softball Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Boys Tennis Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Boys Waterpolo Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Cross Country Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Girls Basketball Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Girls Soccer Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Girls Tennis Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Girls Waterpolo Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Gold Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Track & Field Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Wrestling Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
Volleyball Boosters	Christmas Tree/Wreath/Garland Sale	10/1/16 - 12/31/16
AP Club	Spirit Cup Sale	10/3/16 - 10/7/16
Class of 2020	Color Run Concessions	10/22/16
Every Teen Succeeds	After School Snack Sale	10/24/16 - 10/28/16
Club HOPE	After School Snack Sale	10/31/16 - 11/4/16
AVID	After School Snack Sale	11/7/16 - 11/11/16
Science Club	Christmas Pine Cone Sale	11/14/16 - 11/18/16
Math Club	Off Campus Snack Sale	11/28/16 - 12/2/16
Folklorico Club	Off Campus Snack Sale	12/5/16 - 1/20/17
Math Club	Off Campus Snack Sale	12/5/16 - 12/9/16
Renaissance	Girls Powder Puff Football Game	12/9/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 21, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino HS</u> (cont.)		
Christians on Campus	After School Snack Sale	12/12/16 - 12/15/16
Band Boosters	Off Campus Popcorn Sale	1/1/17 - 1/31/17
Spanish Club	After School Snack Sale	1/3/17 - 1/6/17
Project Earth	After School Snack Sale	1/9/17 - 1/13/17
Band Boosters	Mountain Mike's Family Night Out	1/17/17
Boys Tennis Boosters	Snap-Raise Donation Drive	1/23/17 - 2/13/17
French Club	After School Snack Sale	1/29/17 - 2/3/17
Band Boosters	Yankee Candle Sale	2/1/17 - 2/28/17
Boys Tennis	Serve-A-Thon	2/2/17 - 2/7/17
Track & Field Boosters	Snap-Raise Donation Drive	2/6/17 - 2/10/17
AP English Club	Off Campus Candy Sale	2/6/17 - 2/10/17
Band Boosters	IHOP Family Night Out	2/15/17
Baseball	Baseball Tournament Ticket/Snack Bar Sale	2/25/17 - 3/25/17
Band Boosters	Off Campus See's Candy Sale	3/1/17 - 3/31/17
Track & Field	Off Campus See's Candy Sale	3/6/17 - 3/10/17
Renaissance	Mr. Chino High Ticket Sale	3/10/17
Physics Club	After School Snack Sale	3/13/17 - 3/17/17
Band Boosters	Cannataro's Family Night Out	3/14/17
Christians on Campus	After School Snack Sale	3/20/17 - 3/24/17
Class of 2020	Chick-fil-A Dinner Sale	3/22/17
Band Boosters	Reusable Mixed Bag Designs Sale	4/1/17 - 4/30/17
Class of 2018	Prom Ticket Sale	4/1/17 - 5/26/17
Every Team Succeeds	After School Snack Sale	4/3/17 - 4/7/17
Latino Club	Off Campus Candy Sale	4/17/17 - 4/21/17
Club HOPE	After School Snack Sale	4/24/17 - 4/28/17
Band Boosters	Off Campus Popcorn Sale	5/1/17 - 5/31/17
Band Boosters	Papachino's Family Night Out	5/16/17
Band Boosters	Reusable Mixed Bag Designs Sale	5/26/17 - 6/17/17
Band Boosters	Tupperware Sale	6/1/17 - 6/30/17
Band Boosters	Avon Sale	6/1/17 - 6/30/17
<u>Chino Hills HS</u>		
Spirit Leaders Boosters	Jr. Spirit Leader Clinic	8/6/16
Music Committee	Drumline Viewing Preshow Concessions	1/20/17
Music Committee	Drum Love Gram Sale	4/1/17 - 4/30/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 21, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Don Lugo HS</u>		
Renaissance	Fireworks Stand	7/1/16 - 7/4/16
Grad Night 2017	Concert in the Park Snow Cone Sale	7/7/16 - 8/11/16
Grad Night 2017	Donation Drive	7/22/16 - 6/30/17
Grad Night 2017	Monthly Restaurant Days	8/1/16 - 5/30/17
ASB	Community Discount Card Sale	8/1/16 - 6/30/17
Renaissance	Donation Drive	8/1/16 - 6/30/17
Renaissance	Carl's Jr. Coupon Booklet Sale	8/15/16 - 8/26/16
Renaissance	Tuesdays After School Ice Cream Sale	8/16/16 - 6/2/17
Band Boosters	Funnel Cake Sale at Football Games	8/26/16 - 11/30/16
Baseball	Team Spirit Wear Sale	9/1/16 - 6/1/17
Renaissance	Monthly Restaurant Days	9/7/16 - 6/28/17
JROTC	Off Campus Popcorn Sale	9/19/16 - 10/3/16
Key Club	Off Campus See's Candy Sale	10/7/16 - 10/18/16
Hearts & Heroes Club	Walk-A-Thon Sponsorships	11/1/16 - 11/18/16
Grad Night 2017	Christmas Tree Sale	11/10/16 - 12/3/16
Grad Night 2017	Off Campus Restaurant Tamale Sale	11/28/16 - 12/9/16
Band Boosters	Applebee's Pancake Breakfast	12/3/16
Grad Night 2017	Christmas Boutique	12/10/16
Grad Night 2017	Off Campus Krispy Kreme Donut Sale	1/27/17 - 2/11/17
Baseball	Pre-Season Tournament Entry Fee Sale	2/25/17 - 3/6/17
Baseball	Quakes Ticket Sale	3/1/17 - 4/20/17
JROTC	After School Popcorn Sale	3/6/17 - 3/20/17
Hearts & Heroes Club	Off Campus See's Candy Sale	3/8/17 - 3/22/17
Grad Night 2017	Clothing Drive	3/18/17
Baseball	Spring Break Tournament Entry Fee Sale	3/27/17 - 3/31/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: DONATIONS

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BACKGROUND

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

Approximate values are determined by the donor.

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 21, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Office of Communications</u>		
Watson Land Company	Cash	\$3,000.00
<u>Hidden Trails ES</u>		
Hidden Trails PTA	Cash	\$9,000.00
<u>Marshall ES</u>		
Target	Cash	\$427.77
Michael Sullivan & Associates	Lunch For School Volunteers	\$700.00
Marshall Social Fund	Cash	\$867.42
<u>Briggs K-8</u>		
Target	Cash	\$225.50
<u>Magnolia JHS</u>		
Bob Whitmore III	Cash	\$1,000.00
<u>Ayala HS</u>		
Team Lally, Inc.	Cash	\$5,600.00

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

DATE: July 21, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: LEGAL SERVICES

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BACKGROUND

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

FIRM	MONTH	INVOICE AMOUNTS	2015/2016 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	May 2016	\$ 14,797.45	\$ 159,145.74
Chidester, Margaret A. & Associates	May 2016	\$ 96,465.36	\$ 627,692.14
Parker & Covert LLP	June 2016	\$ 2,989.00	\$ 5,806.50
	Total	\$ 114,251.81	\$ 792,644.38

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

RECOMMENDATION

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

FISCAL IMPACT

\$114,251.81 to the General Fund.

WMJ:SHC:LP:wc

Chino Valley Unified School District

Our Motto:

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

DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Mary M. Salcido, Director, Access and Equity
SUBJECT: APPLICATION FOR FUNDING THE CONSOLIDATED APPLICATION FOR THE 2016/2017 SCHOOL YEAR AND THE TITLE III LOCAL EDUCATIONAL AGENCY PLAN PERFORMANCE GOAL 2

=====

BACKGROUND

The California Department of Education requires that school districts annually indicate in which categorical programs participation will occur during the following school year. The application contains assurances indicating that the Local Education Agency (LEA) will comply with the legal requirements of each program in order to supplement the regular educational programs provided by the District as described in the Title III Local Educational Agency Plan Performance Goal 2. The application becomes part of the entitlement funding process for all districts.

The submission of an application for funding of consolidated categorical programs indicates the District's intention to participate in various categorical programs and provides assurances that the program guidelines will be met. For the 2016/2017 school year, the District will be participating in the following programs: Title I Part A (Basic Grant), Title I Part D (Delinquent), Title II Part A (Educator Quality), Title III Part A Immigrant, and Title III Part A LEP.

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

RECOMMENDATION

It is recommended the Board of Education approve the Application for Funding the Consolidated Application for the 2016/2017 school year and the Title III Local Educational Agency Plan Performance Goal 2.

FISCAL IMPACT

Entitlement funding is determined by approval of the state budget.

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal 2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.chino.k12.ca.us

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Norman Enfield, Ed.d
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent
Authorized Representative Signature Date	06/30/2016

*****Warning*****

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

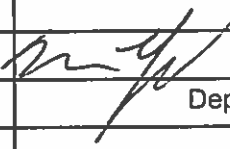
CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	 Norm Enfield, Ed.D
Authorized Representative Title	Deputy Superintendent
Authorized Representative Signature Date	06/06/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	07/21/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Alma Delgado
DELAC review date	04/12/2016
Meeting minutes web address	http://www.chino.k12.ca.us/Page/15220
Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment	
If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title I Part D (Delinquent) ESEA Sec. 1401 SACS 3025	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A LEP (English Learner)	Yes

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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Report Date:6/24/2016

Page 2 of 2



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Chino Valley Unified (36 67678 0000000)

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[Certify Data](#)
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[Data Entry Instructions](#)

2016-17 School Student Counts, Projected

The purpose of this data collection is to allow the LEA to select allowable ranking and funding options and to enter school level student data. The information entered will be used to calculate eligibility and ranking for Economic Impact Aid and or Title I Part A school allocations.

Required fields are denoted with an asterisk ().*

NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

* Group By Grade Span: No Yes

* Select a Low Income Measure:

Note: The columns and student count options displayed below are based on the selections made above. They are also displayed based on the school type and whether or not the school qualifies for Economic Impact Aid funding via the ConApp.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	* Projected Student Enrollment	Projected Low Income
Don Antonio Lugo High	3630035	9	12	3	1698	1091
Ruben S. Ayala High	3630522	9	12	3	2629	528
Boys Republic High	3631587	9	12	3	103	0
Buena Vista Continuation High	3631769	9	12	3	187	131
Chino High	3632502	9	12	3	2229	1343
E. J. Marshall Elementary	6035513	K	6	1	460	323

Glenmeade Elementary	6035554	K	6	1	524	294
Newman Elementary	6035570	K	6	1	651	463
Walnut Avenue Elementary	6035588	K	6	1	680	591
Magnolia Junior High	6059372	7	8	2	658	454
Ramona Junior High	6061840	7	8	2	558	443
Dickson Elementary	6098347	K	6	1	634	495
Alicia Cortez Elementary	6098354	K	6	1	684	463
Anna A. Borba Fundamental Elementary	6098362	K	6	1	565	464
Levi H. Dickey Elementary	6101513	K	6	1	491	364
Lyle S. Briggs Fundamental	6102974	K	8	1	835	403
Robert O. Townsend Junior High	6105712	7	8	2	1083	318
Gerald F. Litel Elementary	6106611	K	6	1	540	162
Eagle Canyon Elementary	6106629	K	6	1	567	167
Oak Ridge Elementary	6107270	K	6	1	674	161
Howard Cattle Elementary	6107288	K	6	1	704	317
Rolling Ridge Elementary	6108195	K	6	1	540	129
Butterfield Ranch Elementary	6108666	K	6	1	734	175
Canyon Hills Junior High	6109813	7	8	2	1083	278
Woodcrest Junior High	6111215	7	8	2	439	290
Country Springs Elementary	6111710	K	6	1	529	66
Hidden Trails Elementary	6112833	K	6	1	508	121
Chino Hills High	3631017	9	12	3	2912	760
Chino Valley Learning Academy	3631181	7	12	3	18	16
Edwin Rhodes Elementary	0100578	K	6	1	825	272
Michael G. Wickman Elementary	0100586	K	6	1	904	109
Liberty Elementary	0100594	K	6	1	687	415
Chaparral Elementary	0110726	K	6			

				1	616	264
Cal Aero Preserve Academy	0120329	K	8	1	1111	263

Schools to Display: 50 ▼

Download Schools Template

Choose File

No file chosen

Upload Schools File

Last Saved: Mary Salcido (msalcido7), 6/23/2016 11:19 AM, Certified

Save

Return to List

[Alan Frank, EIA / SCE | afrank@cde.ca.gov | 916-319-0251](mailto:afrank@cde.ca.gov)
[Sonia Petrozello, EIA / LEP | SPetrozello@cde.ca.gov | 916-319-0950](mailto:SPetrozello@cde.ca.gov)
 General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
 1430 N Street
 Sacramento, CA 95814

[Web Policy](#)

California Department of Education

Chino Valley Unified (36 67678 00000000)

Consolidated Application

Status: Certified
 Saved by: Mary Salcido
 Date: 6/23/2016 10:19 AM

2016-17 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Educator Excellence Office, awilson@cde.ca.gov, 916-445-5669
 Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note: Non-unified elementary and/or high school districts that have applied for Title II, Part A funds have the option to add a shared attendance area nonprofit private school if they wish to share responsibility for that school's Title II equitable services.

Title III, Part A Immigrant and Limited English Proficient Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A Immigrant Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
New Hope Christian Schools	6924385	17	N	N	N	N	N	School closed

Warning

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2016-17 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A Immigrant Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
St. Margaret Mary	6975148	303	Y	Y	N	N	N	
Loving Savior Lutheran School	7089006	286	Y	Y	N	N	N	
Heights Christian School / Chino Hills Christian	7094477	217	Y	Y	N	N	N	

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2016-17 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

CDE Program Contact:

Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private nonprofit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Heights Christian School / Chino Hills Christian	7094477	217	N	Y		N	N	N
Loving Savior Lutheran School	7089006	286	N	Y		N	N	N
New Hope Christian Schools	6924385	17	N	N		N	N	N
St. Margaret Mary	6975148	303	N	Y		N	N	N

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California Department of Education

Chino Valley Unified (36 67678 00000000)

Consolidated Application

Status: Certified

Saved by: Mary Salcido

Date: 6/23/2016 11:19 AM

2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

- Low income measure
- Group Schools by Grade Span
- District-wide Low Income %
- Grade Span 1 Low Income %
- Grade Span 2 Low Income %
- Grade Span 3 Low Income %

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Chino Valley Learning Academy	3631181	3	18	16	88.89	Y	Y	1	N	c	Community Day School
Walnut Avenue Elementary	6035588	1	680	591	86.91	Y	Y	2	Y		
Anna A. Borba Fundamental Elementary	6098362	1	565	464	82.12	Y	Y	3	Y		

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Ramona Junior High	6061840	2	558	443	79.39	Y	Y	4	Y		
Dickson Elementary	6098347	1	634	495	78.08	Y	Y	5	Y		
Levi H. Dickey Elementary	6101513	1	491	364	74.13	Y	N	6	Y		
Newman Elementary	6035570	1	651	463	71.12	Y	N	7	Y		
E. J. Marshall Elementary	6035513	1	460	323	70.22	Y	N	8	Y		
Buena Vista Continuation High	3631769	3	187	131	70.05	Y	N	9	Y		
Magnolia Junior High	6059372	2	658	454	69.00	Y	N	10	Y		
Alicia Cortez Elementary	6098354	1	684	463	67.69	Y	N	11	Y		
Woodcrest Junior High	6111215	2	439	290	66.06	Y	N	12	Y		
Don Antonio Lugo High	3630035	3	1698	1091	64.25	Y	N	13	Y		
Liberty Elementary	0100594	1	687	415	60.41	Y	N	14	Y		
Chino High	3632502	3	2229	1343	60.25	Y	N	15	Y		
Glenmeade Elementary	6035554	1	524	294	56.11	Y	N	16	Y		
Lyle S. Briggs Fundamental	6102974	1	835	403	48.26	Y	N	17	Y		
Howard Cattle Elementary	6107288	1	704	317	45.03	Y	N	18	Y		
Chaparral Elementary	0110726	1	616	264	42.86	N	N	19	Y	a	Meets 35% Low Income requirement
Edwin Rhodes Elementary	0100578	1	825	272	32.97	N	N	20	N		

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Gerald F. Litel Elementary	6106611	1	540	162	30.00	N	N	21	N		
Eagle Canyon Elementary	6106629	1	567	167	29.45	N	N	22	N		
Robert O. Townsend Junior High	6105712	2	1083	318	29.36	N	N	23	N		
Chino Hills High	3631017	3	2912	760	26.10	N	N	24	N		
Canyon Hills Junior High	6109813	2	1083	278	25.67	N	N	25	N		
Oak Ridge Elementary	6107270	1	674	161	23.89	N	N	26	N		
Rolling Ridge Elementary	6108195	1	540	129	23.89	N	N	27	N		
Butterfield Ranch Elementary	6108666	1	734	175	23.84	N	N	28	N		
Hidden Trails Elementary	6112833	1	508	121	23.82	N	N	29	N		
Cal Aero Preserve Academy	0120329	1	1111	263	23.67	N	N	30	N		
Ruben S. Ayala High	3630522	3	2629	528	20.08	N	N	31	N		
Country Springs Elementary	6111710	1	529	66	12.48	N	N	32	N		
Michael G. Wickman Elementary	0100586	1	904	109	12.06	N	N	33	N		
Boys Republic High	3631587	3	103	0	0.00	N	N	34	N		
Oxford Preparatory Academy - Chino Valley	0121590	1	0	0	0.00	N	N	35			

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2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2016-17 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Title III LEA Plan Performance Goal 2

All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 3667678 **LEA Name:** Chino Valley USD **Title III Improvement Status:** Year 3

Fiscal Year: 2016-2017 **LEP Amount Eligibility:** \$341,249 **Immigrant Amount Eligibility:** \$54,813

Plan to Provide Services for Limited English Proficient Students

<p>Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.</p> <p>How the LEA will:</p>	<p>Implement programs and activities in accordance with Title III</p> <p>Chino Valley USD will use the Title III funds to provide the following services to improve academic achievement and the English language acquisition of all English Learner (EL) students:</p> <p>Professional Development for teachers and administrators: All professional learning provided is researched based, and designated as best practices for accelerating language acquisition and concurrently improving/impacting academic performance. The professional learning for teachers will be provided by the CVUSD ELD Instructional Coaches in partnership with Site Administrators and Site Instructional Coaches. The professional learning will include a Framework study, Designated ELD strategies, progress monitoring assessments, and implementation of the CVUSD ELD Units of Study. The professional learning for administrators will be provided by the Director and the Coordinator of Access and Equity. The professional learning provided will support the systematic implementation of Designated and Integrated ELD, and observation techniques to use to monitor implementation of Designated ELD time of 30-45 minutes daily, and integrated ELD including Thinking Maps, which is to be provided throughout the day, and in all content areas to increase content access and academic success in all curricular areas.</p> <p>Extended day/Extended year academic and English language acquisition support for ELs in mastering CA Academic Standards will be provided each school year to Long Term English Learners and Immigrant Students.. These additional services will include before and after school interventions, interventions with the site intervention teacher during the school day/year, and/or a summer program especially designed for improving language acquisition and skills in ELA. CVUSD Long Term English Learners are identified as students who have not gained one proficiency level per year as measured by the CELDT, and have not been redesignated within 3 -5</p>
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years. In order to be proactive in our work with students, CVUSD begins to monitor ELs not making progress on the CELDT and/or not a redesignation candidate after 3 years as an EL, and designates them as a LTEL. This identification list is provided to all school sites, and provides our teachers and administrators the opportunity to begin a systematic series of early interventions for the LTEL students before the language acquisition and learning deficit is extreme. Our goal is to redesignate all CVUSD EL students in elementary school, within 3-5 years of entering CVUSD schools, and/or in the early years of secondary school.

Immigrant Students - a specialized type of ELD has been implemented at all school sites for students who have been in the United States less than 12 months. This group of students is often called newcomers. In elementary schools, many immigrant students are in the early stages of English proficiency, and there is a special set of needs that immigrant students display when entering US schools. Many immigrant students need support with understanding cultural differences, and the expectations of the US school system. Therefore while an intensive ELD for 30-60 minutes might assist immigrant students with language acquisition, school staffs must also be culturally sensitive to provide support and understanding as immigrant students acclimate to the school, academic study, and English language acquisition.

Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs)

AMAO 1 - Annual Progress Learning English: 2014-2015 69.2% (+1.4%)

Our annual goal is to increase by a minimum of 5% the numbers of ELs who have attained success in English proficiency and in all academic areas. With high quality designated and integrated ELD occurring in all of our classrooms, all of our students have the opportunity to successfully meet CA standards. All school sites will provide designated ELD every day for 30-45 minutes to support the language acquisition of all EL students as measured by the number of students moving up one proficiency level per year.

AMAO 2 - English Proficiency: 2014-2015 (a) 34.2% (-1.9%) (b) 68.2% (+2.0%)

Our annual goal is to increase by a minimum of 5% the number of ELs in ELD educational programs fewer than 5 years will attain English language proficiency by successfully moving at least one proficiency level per year.

Our annual goal is to increase by a minimum of 5% the number of ELs in ELD educational programs 5 or more years will attain English language proficiency by successfully moving at least one proficiency level per year. The number of Long Term English Learners in CVUSD is over 1400 students. School site administrators and teachers are annual reviewing the list of LTELs and implementing interventions to support these students. Intensive ELD and/or academic support are being provided to all LTEL students in regular and Special Education classrooms. All school sites will provide systematic ELD and academic interventions for all students who have not completed the redesignation process within 3-5 years. Each school site will increase their numbers of redesignated students by at least 10% each school year, and reduce their number of LTELs by at least 10 students per year.

AMAO 3 - ELA and Math (no current results)

All EL students will be expected to attain academic success each school year. At this time the CAASPP is new and we are establishing a baseline of results. To ensure that all EL students have an equal opportunity to be successful academically and in their acquisition of language, all CVUSD will implement 30-45 minutes of ELD daily, use integrated ELD in all content areas, and provide interventions to all students working below grade level in ELA and/or math. All schools will use systematic progress monitoring methods of reducing the number of LTELs at their schools by using the strategies listed as well as provide parent education and academies

opportunities, keeping their ELAC parents updated and educated on how to help their children at home, and ELL chats between teachers and administrators at least 3 times a year to ensure all EL students are receiving the equitable support services they need to be successful academically.

Hold the school sites accountable

AMAO 1 - Annual Progress Learning English: 2014-2015 69.2% (+1.4%)

Our annual goal is to increase by a minimum of 5% the numbers of ELs who have attained success in English proficiency and in all academic areas. With high quality designated and integrated ELD occurring in all of our classrooms, all of our students have the opportunity to successfully meet CA standards. All school sites will provide designated ELD every day for 30-45 minutes to support the language acquisition of all EL students as measured by the number of students moving up one proficiency level per year.

AMAO 2 - English Proficiency: 2014-2015 (a) 34.2% (-1.9%) (b) 68.2% (+2.0%)

Our annual goal is to increase by a minimum of 5% the number of ELs in ELD educational programs fewer than 5 years will attain English language proficiency by successfully moving at least one proficiency level per year.

Our annual goal is to increase by a minimum of 5% the number of ELs in ELD educational programs 5 or more years will attain English language proficiency by successfully moving at least one proficiency level per year. The number of Long Term English Learners in CVUSD is over 1400 students. School site administrators and teachers are annual reviewing the list of LTELs and implementing interventions to support these students. Intensive ELD and/or academic support are being provided to all LTEL students in regular and Special Education classrooms. All school sites will provide systematic ELD and academic interventions for all students who have not completed the redesignation process within 3-5 years. Each school site will increase their numbers of redesignated students by at least 10% each school year, and reduce their number of LTELs by at least 10 students per year.

AMAO 3 - ELA and Math (no current results)

All EL students will be expected to attain academic success each school year. At this time the CAASPP is new and we are establishing a baseline of results. To ensure that all EL students have an equal opportunity to be successful academically and in their acquisition of language, all CVUSD will implement 30-45 minutes of ELD daily, use integrated ELD in all content areas, and provide interventions to all students working below grade level in ELA and/or math. All schools will use systematic progress monitoring methods of reducing the number of LTELs at their schools by using the strategies listed as well as provide parent education and academies opportunities, keeping their ELAC parents updated and educated on how to help their children at home, and ELL chats between teachers and administrators at least 3 times a year to ensure all EL students are receiving the equitable support services they need to be successful academically.

Promote parental and community participation in programs for ELs

Parent Education and Academies will support parents in their role as an advocate for their child's education. Opportunities will be provided at the school site and at the district level. The CVUSD Parent, School, Community Specialist, paraprofessionals, site administrators, and teachers are all participants in the parent learning opportunities provided. The supports involve learning how to be a proactive member of your child's school and learning program, information and home support skills parents need to assist their child

	with the new CA Academic Standards, homework, and classwork, and a focus on how English proficiency and academic success can be obtained by all EL students in a timely manner.				
How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction</p> <p>a) All EL students will receive 30-45 minutes of designated ELD daily using CVUSD ELD units of study and other systematic ELD strategies and materials. Immigrant students will have 45-60 minutes of designated ELD daily. All teachers providing designated ELD will have a minimum of 1 day of professional learning, and classroom support from the ELD Instructional Coach in a co-plan/co-teach model.</p> <p>b) All EL students will receive integrated ELD/differentiated instruction during all content areas of the CVUSD curriculum. All elementary school teachers working with EL students will participate in the Integrated ELD – Thinking Maps professional learning to ensure content access for all EL students. These strategies support universal lesson design and differentiated instruction for all students.</p> <p>c) All SWD EL students will have IEPs that contain an ELD goal based on their CELDT proficiency level and their academic needs in language acquisition. The IEP goals will support English language acquisition, and the SPED teachers will assess and monitor current demonstrated skills as well as annual language acquisition CELDT results.</p> <p>d) All EL students will be placed in classrooms by the site administrator to ensure the Designated ELD and Integrated ELD will be provided by a properly credentialed and trained teacher.</p> <p>e) All EL students will receive academic and/or ELD interventions to support their learning success, and reduce the possibility of LTEL status.</p>	<p>Access & Equity Dept – director, coordinator, & ELD Instructional Coaches.</p> <p>Site Admin & teachers</p> <p>2015-17</p>	<p>ELD Instructional Coaches</p> <p>Release time for PD and materials</p>	<p>\$300,000</p> <p>\$40,000</p>	<p>LEP</p> <p>Immigrant, LEP, Title I PD</p>

	<p>Provide high quality professional development CVUSD ELD Instructional coaches and Site Instructional Coaches will provide high quality professional development for all teachers and administrators. Current professional learning offerings are: Designated ELD - designed to improve ELD instruction, and progress monitoring of EL students Integrated ELD - designed to improve integrated ELD differentiated instruction during content area instruction of EL students. Current professional learning has utilized Thinking Maps Trainer of Trainers model. ELD Coaching (Co-plan/Co-teach) - designed to support instruction in the classroom especially during the implementation of our new ELA/ELD units of study, designated ELD, and integrated ELD.</p>	<p>Elementary Curriculum and Instruction Dept. Access and Equity Dept. Site Admin. Site Instructional Coaches.</p>		<p>LCAP Title I PD funds</p>
<p>a) Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items 1-3: Please describe the factors contributing to failure to meet AMAO target(s).</p>			
<p>b) Required for Year 4</p>	<p>Goal 2 IPA* for items 1-3: Please describe the factors contributing to failure to meet AMAO target(s).</p> <ul style="list-style-type: none"> CVUSD met the AMAO targets. <p>English Learners who did not meet academic or language acquisition goals will be provided strategic or intensive interventions in the classroom or in an extended time/year model.</p> <p>-Special Education EL students are provide support in the area of language acquisition as described in their IEP. The course planners, Site Instructional Coaches, and ELD instructional coaches have collaborated and developed in unison ELA/ELD units of study to support all students in CVUSD.</p> <p>-ELD instructional coaches have worked diligently to provide support to site teachers and administrators. This year they have work with all Site Instructional Coaches on the coaching model, while supporting classroom instruction at the sites, and writing new curriculum for implementation of CA Academic standards.</p> <p>-Parent, School, Community Specialist works with site principals and parents to plan and organized educational opportunities for the parents of EL students. These academies support parents in the areas of language acquisition and the new CA standards. Site and district opportunities are provided throughout the school year.</p>			

	<p>-The ELD instructional coaches prepare and monitor site inventories of supplemental ELD materials. Orders for additional supplemental materials are ordered in a timely manner. Currently the exploration of technology apps and software programs to support EL students is in progress. Though we have access to devices, recommendations of apps and software that support language acquisition is in an exploration phase.</p> <p>Please describe the factors contributing to failure to meet AMAO target(s). CVUSD has met all of the AMAO targets at this time.</p>
<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>ELA/ELD Units of Study refinement to support ELA and designated ELD for all elementary school sites. ELD Courses for 7th-12th grade were redesigned to meet the goals of the new framework and CA Academic Standards.</p> <p>Frames for Fluency materials were purchased and PD was provided for Immigrant designated ELD. This ELD was specifically designed for immigrant students and their special needs. This ELD was an extra extended period of ELD provided for 6-18 weeks depending on student needs.</p>	<p>Access & Equity Dept – director, coordinator, & ELD Instructional Coaches.</p> <p>Site Admin & teachers</p> <p>LCAP Immigrant</p>

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III LEP funding may include allowable activities.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>(c) Allowable Activities</p> <p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for LEP students *Please see http://www.cde.ca.gov/sp/el/t3/lepview.asp for a list of allowable LEP activities English Learners who did not meet academic or language acquisition goals will be provided strategic or intensive interventions in the classroom or in an extended time/year model. Special Education EL students are provide support in the area of language acquisition as described in their IEP. The course planners, Site Instructional Coaches, and ELD instructional coaches have collaborated and developed in unison ELA/ELD units of study to support all students in CVUSD. ELD instructional coaches have worked diligently to provide support to site teachers and administrators. This year they have work with all Site Instructional Coaches on the coaching model, while supporting classroom instruction at the sites, and writing new curriculum for implementation of CA standards. Parent, School, Community Specialist works with site principals and parents to plan and organized educational opportunities for the parents of EL students. These academies support parents in the areas of language acquisition and the new CA standards. Site and district opportunities are provided throughout the school year. The ELD instructional coaches prepare and monitor site inventories of supplemental ELD materials. Orders for additional supplemental materials have been ordered. Currently the exploration of technology apps and software programs to support EL students is in progress. Though we have access to devices, recommendations of apps and software that supports language acquisition is in an exploration phase.</p>	Curriculum, Instruction, and Innovation Division Site Administrators ELD Instructional Coaches Site Instructional Coaches Intervention Teachers Classroom Teachers	ELD Instructional Coaches Release time for PD - Integrated ELD & Designated ELD	\$300,000 \$27,548	Title III Title III
d) LEP Overall Budget		LEP 2% for Administrative/Indirect Costs:		\$13,701
		LEP Estimated Costs Total:		\$341,249

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.	Describe all allowable activities chosen by LEA relating to:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>e) Allowable Activities</p> <p>Enhanced instructional opportunities to immigrant students and their families*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p> <p>Immigrant Students - a specialized type of ELD has been implemented at all school sites for students who have been in the United States less than 12 months. This group of students is often called newcomers. In elementary schools, many students are in the early stages of English proficiency, but there is a special set of needs that immigrant students display when entering US schools. Many immigrant students need support with understanding cultural differences and expectations of the US school system. Therefore while ELD might assist immigrant students with language acquisition, school staffs must also be sensitive to providing support and understanding as immigrant students acclimate to the school.</p> <p>Parent Education and Academies will support parents in their role as an advocate for their child's education. Opportunities will be provided at the school site and at the district level. The supports involve learning how to be a proactive member of your child's school, information and home support skills parents need to assist their child with the new CA Standards homework and classroom, focus on literacy, and a focus on how English proficiency and academic success can be obtained by all EL students.</p> <p>The ELD Instructional Coaches prepare and monitor site inventories of supplemental ELD materials. Additional supplemental materials have been ordered.</p>	<p>CIIS Division Site Administrators ELD Instructional Coaches Site Instructional Coaches Intervention Teachers Classroom Teachers</p>	<p>PD Release time</p>	<p>\$50,005</p>	<p>Title III – Immigrant Ed Program</p>	
<p>H. Immigrant Overall Budget</p>		<p>Immigrant Administrative/Indirect Costs: \$4808</p>		<p>\$54,813</p>	
		<p>Immigrant Estimated Costs Total:</p>		<p>\$54,813</p>	

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 21, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Mary M. Salcido, Director, Access and Equity

SUBJECT: REVISION OF THE 2015/2016 SINGLE PLAN FOR STUDENT ACHIEVEMENT AND ADOPTION OF A SCHOOLWIDE TITLE I PROGRAM FOR BUENA VISTA, CHINO, AND DON LUGO HIGH SCHOOLS FOR THE 2016/2017 SCHOOL YEAR

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BACKGROUND

A schoolwide Title I program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State Common Core standards.

In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families (Section 1114(a)(1) of Title I of the Elementary and Secondary Education Act).

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in a schoolwide program school is on combining all resources, as allowed, to achieve common goals. Schoolwide Title I programs maximize the impact of Title I funding on the educational program. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The California Department of Education requires every Title I public school adopting a schoolwide Title I program to conduct a comprehensive needs assessment to revise the Single Plan for Student Achievement (SPSA) to develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of the needs assessment.

The School Site Council and the Board of Education must approve both the school's request to adopt a schoolwide Title I program and the school's revised SPSA.

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of the 2015/2016 Single Plan for Student Achievement and Adoption of a Schoolwide Title I Program for Buena Vista, Chino, and Don Lugo high schools for the 2016/2017 school year.

FISCAL IMPACT

None.

WMJ:NE:MMS:smr

The Single Plan for Student Achievement

School: Buena Vista High School
CDS Code: 36676783631769
District: Chino Valley Unified School District
Principal: Rigoberto Vasquez
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rigoberto Vasquez
Position: Principal
Phone Number: (909) 628 9903
Address: 13509 Ramona Avenue
Chino, CA 91710-4130
E-mail Address: rigoberto_vasquez@chino.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

1. Parents are pleased with the level and types of communication they get from teachers/administrators.
2. Parents believe that the school rules and expectations are made clear to students and they are fairly enforced.
3. Parents believe that the overall purpose, direction, expectations and priorities of the school are made clear to all students.
4. Parents believe the school environment is safe and orderly.

2014-2015 Parent Survey Results	
Number of Parent Surveys sent home:	40
Number of Parent Surveys received:	40

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As the principal of BVHS I spend over 50% of my time on campus visiting classrooms. Teachers use primarily direct instruction and a variety of instructional strategies to introduce common core standards. Teacher also meet the needs of many students by allowing them to complete course requirements at an accelerated pace to recover credits. Many teachers use technology to support and enhance their lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC data is utilized along with formative and summative, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during PLC to review data and plan interventions based on student needs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

six week progress reports, unit tests and quizzes, etc. CSS , 504, IEP plans and counselor parent conferences are shared with all teachers.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers at BVHS are fully credentialed and are highly qualified in their subject areas.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of our teachers participate in school wide and district staff development. Math Teachers were able to attend a Statewide Math Conference in Palm Springs. Our one Science Teacher will attend for the first time attend a National Science Conference in December of 2014.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All school wide and CVUSD Professional Staff Development follow the Common Core State Standards.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

BVHS was not part of the LCAP Plan to receive instructional coaches due to our low enrollment.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are meeting in a PLC mode by collaborating by subject area on a monthly basis. Teachers attend one staff meeting a month. In addition, BVHS has been meeting monthly for WASC Focus groups in advance of our WASC visit in February 2015.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All of the CVUSD Materials that support the Common Core State Standards. These materials are used at BVHS.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

BVHS is a continuation high school. Students attending a continuation high school are only required to attend school three hours per day or 15 hours per week. At BVHS, students attend school from 7:30 AM to 1:06 PM five days a week Students attend six periods a day. Class periods are 45 minutes in length. BVHS is well above the required instructional minutes set by the State of California.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

BVHS has a master schedule that meets the needs of our students. There are CAHSEE Intervention classes on the master schedule for those students who have not passed either of the tests. English Language Development classes are scheduled based on the amount of ELD Students. English language Arts and Math Teachers are following the CVUSD Common Core suggested pacing guides. BVHS are receiving the Common Core materials being sent by the CVUSD.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

BVHS uses CVUSD materials based on the Common Core State Standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

BVHS has access to CVUSD curriculum materials based on Common Core State Standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students upon enrolling at BVHS are found to be underperforming and well behind in course credits. BVHS follows the same curriculum set by the comprehensive high schools but in a small class size environment. Students however are able to complete courses at a more rapid rate with staff and instructional support.

14. Research-based educational practices to raise student achievement

CVUSD Materials, etc. (Math and English). In addition BVHS provides small class sizes in all core subjects and most elective courses as well.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The CARE Program, Aim Higher program, Chino Human Services Counseling, TUBE (Tobacco Use Prevention Education), HOPE Family Resource Centers, Buena Vista Pregnant Teens and Infant Toddler Center.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council ELAC

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Teacher Staff Development, etc.

18. Fiscal support (EPC)

LCFF and Title III

Description of Barriers and Related School Goals

For the 2014-2015 School Year, The CVUSD Board of Education voted to restart the previously successful Infant Toddler/Parenting Program (ITC/PP) on BVHS campus. The award winning program recognized within the Inland Empire only a few years ago, provides child care and academic services for pregnant teens within the CVUSD. The ITC/PP initial 's goal is for its students to receive professional child care, infant medical care while still having them pursue their academic goals of obtaining a high school diploma. BVHS continues to create opportunities for students to recover credits by the use of a variety of programs on and off campus. There is a dire need for electives at BVHS. As the result, BVHS has introduced the Accelerated Reader Program (AR) to BVHS students.

Students have the opportunity to read books, take tests on these books and receive elective credit once they have read at least five books. There is a present need to purchase more books to meet the increasing demand of students to read books.

Another program designed for students to recover credits is the Concurrent Credit Recovery (CCR). BVHS Students have the opportunity to take a course they previously failed in an Independent Study format with one of the BVHS Teachers. This eight week CCR has been in place the past three semesters and is funded by the CVUSD Alternative Education Center. There unfortunately is a limit of only 30 students per session (eight weeks).

BVHS has been fortunate to host two Baldy View ROP Courses on campus after school these past few semesters. BVHS Students receive priority enrollment. Students at BVHS are attending ROP classes throughout the Inland Empire. They are receiving much needed elective credits while being introduced to vocational programs and careers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	89	79	88.8	78	2491.8	1	9	41	48
All Grades	89	79	88.8	78		1	9	41	48

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	6	49	45	3	44	54	4	54	42	1	49	50
All Grades	6	49	45	3	44	54	4	54	42	1	49	50

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	89	79	88.8	78	2450.1	0	1	8	90
All Grades	89	79	88.8	78		0	1	8	90

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	1	6	92	1	32	67	0	33	67
All Grades	1	6	92	1	32	67	0	33	67

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	30	34	37
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	30	34	37
Number Met	23	28	30
Percent Met	76.7%	82.4%	81.1%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	30	2	32	0	37
Number Met	--	22	--	25	--	27
Percent Met	--	73.3%	--	78.1%	--	73.0%
NCLB Target	21.4	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	Yes	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate			--
Met Percent Proficient or Above	--		--

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
<p>LCAP Goal 1: 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>LCAP Goal 2: Students will demonstrate proficiency in ELA and math.</p> <p>Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.</p> <p>Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.</p> <p>LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics</p> <p>LEAP Goal 2: All students will be taught by highly qualified teachers</p> <p>LEAP Goal 5: All students will graduate from high school.</p>
SCHOOL GOAL #1:
Buena Vista High School (BVHS) is the continuation high school and sole credit recovery school in CVUSD. The goal is for all BVHS students to complete all four years of English Language Arts in order to meet the graduation requirement to receive a CVUSD High School Diploma.
Data Used to Form this Goal:
English Language Arts completed classes (English 9 thru 12) and SBAC results.
Findings from the Analysis of this Data:
Recommend students to enroll in English Language Arts classes and also consider taking ELA classes through Concurrent Credit Recovery (in partnership with the Alternative Education Center (AEC) of the CVUSD) and CVUSD Adult School after consultation with counselor, student, and parent/guardian. Create or make use of the READ 180 intervention program.
How the School will Evaluate the Progress of this Goal:
Number of students who have enrolled at BVHS and graduate after completing all requirements to receive a high school diploma. They will also give the ELA Unit Tests and evaluate the results. Show a decrease in Standards not Met in scores by at least 10% over the next two years.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will incorporate CCSS instructional strategies as appropriate to increase student critical thinking and academic success. EPC # -	2015-2016	Teachers				
Teachers will reference standards or objectives at the beginning and end of class. EPC # -	2015-2016	Teachers				
Teachers will use a variety of graphic organizers and SDAIE instructional strategies to increase academic of EL students. EPC # -	2015-2016	Teachers	Printer cartridges and increased copy allowance, paper, duplicating	4000-4999: Books And Supplies	LCFF - Supplemental	2000
Two dedicated computers and appropriate accessories in every English classroom EPC # -	2015-2016					
Specific staff development beyond cursory SDAIE training to address the needs of struggling EL students with language and academic content. EPC # -	2015-2016	District/Administration	iTell Integrating Technology for English Language Learners	4000-4999: Books And Supplies	LCFF - Supplemental	665

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
Continue to work with counselor for appropriate placement of EL students EPC # -	2015-2016	Administration/Counseling			
Continue to focus on reading comprehension and writing across the curriculum. Accelerated Reader/AR Program and purchase necessary materials with classified support. EPC # -	2015-2016	Teachers	4000-4999: Books And Supplies	LCFF - Supplemental	1850
Students may not complete a course with less than 70% average over 60 hours of work EPC # -	Ongoing	Administration/Teachers			
Create a READ 180 Course for struggling readers EPC # -	2015-2016	Administration/Counseling			
Purchase and maintain a mobile computer lab that will be used in the English Language Arts Classrooms.	2015-2016	Teachers/Administration			
Attend Regional, State or National Conferences in English Language Arts	2015-2016	ELA Teachers and Administration			
ELA Teachers meet with other ELA Teachers in nearby school districts to review best practices and Common Core Standards	2015-16	ELA teachers and Administration			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Attend Regional Workshops designed to foster 21st. Century Technology Integration in the classroom.	2015-16	ELA Teachers and Administration			
Purchase additional AR (and/or READ 180) Books and subscriptions and headsets	2015-16	Admin.			
Easy Grade Pro Updates	2015-16	Admin.			
Class set of Books for ELA	2015-16	Admin.			
Class/Site Subscriptions for periodical, non-fiction resources	2015-16	Admin.			
Continue Concurrent Credit Recovery with AEC and provide additional subjects	2015-16	Admin.			
Assess and update technology throughout campus	2015-16	Admin. District Support			
Dedicate Staff Development Time to "Tech Triage" or training to assist in integrating technology	2015-16	Admin			
Provide incentives for improved performance in SBAC	2015-16	Admin.			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
<p>LCAP Goal 1: 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>LCAP Goal 2: Students will demonstrate proficiency in ELA and math.</p> <p>Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.</p> <p>Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.</p> <p>LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics</p> <p>LEAP Goal 2: All students will be taught by highly qualified teachers</p> <p>LEAP Goal 5: All students will graduate from high school.</p>
SCHOOL GOAL #2:
Being that BVHS is the sole credit recovery high school in the CVUSD, all or 100% of BVHS Students will complete all Math requirements (30 units) towards completing the remaining 195 credits in order to receive a CVUSD Diploma.
Data Used to Form this Goal:
Data from high school transcripts of BVHS Students.
Findings from the Analysis of this Data:
After reviewing the student transcripts of incoming students to BVHS, assign Math Courses bases on whether student has failed the courses at their previous comprehensive high school.
How the School will Evaluate the Progress of this Goal:
The number of students who have completed all Math requirements (30 units) leading toward a CVUSD Diploma.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use technology to record lessons for student viewing. EPC # -	2015-16	Math Teachers				
Incorporate spiral reviews EPC # -	2015-16	Math Teachers	4000-4999: Books And Supplies	LCFF - Supplemental	500	
Include test-taking strategies within lesson instruction. EPC # -	2015-16	Math Teachers				
Use technology to record bilingual lessons. EPC # -	2015-16	Math Teachers				
Create independent unit lessons EPC # -	2015-2016	Math Teachers	4000-4999: Books And Supplies	LCFF - Supplemental	500	
More positive feedback to student/guardian through Teacher2Parent, email and telephone. EPC # -	2015-16	Math Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a manageable workload; smaller class sizes EPC # -	2015-16	Math Teachers/Administration				
Use technology to record lessons for student viewing and purchase graphic calculators EPC # -	2015-16	Math Teachers	4000-4999: Books And Supplies	LCFF - Supplemental	1000	
Set aside time for Math Teachers to meet two times a year to plan, evaluate and create units based on Common Core Math Standards	2015-2016	Math Teachers/Administration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000	
Purchase use of manipulatives and tools	2015-16	Admin	4000-4999: Books And Supplies	LCFF - Supplemental	500	
Use of Cornell Note-taking, composite or spiral notebooks to encourage higher order thinking	2015-16	Math Teachers				
Common Core activities oriented to support problem solving abilities	2015-16	Math Teachers				
Math Posters, Word Wall/concepts illustration to support vocabulary and concept development for ELL Learners and RSP Students	2015-16	Math Teachers				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
LCAP Goal 4: English learners, low income students, and foster youth receive services to ensure their readiness for college and career.
LEAP Goal 2: All English Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #3:
Buena Vista High School (BVHS) is the sole credit recovery continuation high school in the CVUSD. All English language learners who enroll at BVHS will improve one performance level in CELDT and pass, nearly meet or meet SBAC in Math, English Language Arts, and Science as appropriate.
Data Used to Form this Goal:
CELDT Results, SBAC Results and English Language Learners who receive CVUSD Diplomas.
Findings from the Analysis of this Data:
Place READ 180 in ELA for review as needed. Place ELL students in ELD Classes based on CELDT Scores.
How the School will Evaluate the Progress of this Goal:
Number of CVUSD Graduates who are ELL Students along with SBAC Results, CELDT Scores and number of ELL students who are redesignated.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide opportunities for professional development focused on ELD and academic language acquisition EPC # -	2015-2016	ELD teacher			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
Purchase updated, high interest, district approved ELD textbooks and supplemental material that are aligned to Common Core Standards EPC # -	2015-2016	Principal/EL Coordinator, ELD teacher			
Integrate more interactive lessons that use higher registers of Academic English as presented in professional development workshops EPC # -	2015-16	Principal/EL Coordinator, ELD teacher			
Provide opportunities for professional development focused on ELD and academic language acquisition EPC # -	2015-16	ELD teacher			
Purchase Common Core Standard and district approved ELD supplemental material EPC # -	2015-16	Principal/EL Coordinator, ELD teacher			
Integrate more interactive lessons that use higher registers of Academic English as presented in professional development workshops EPC # -	2015-16	Principal/EL Coordinator, ELD teacher			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Credit students with 10 hours of homework hours toward an ELA or math course who test proficient or advance in respective state tests. Provide incentives to perform well on SBAC. EPC # -	2015-2016	Principal, Counselor, EL coordinator, ELD teachers				
ELs will receive information on how they performed on AMAO 1, 2, 3 goals (data chart) EPC # -	2015-2016	Principal, EL Coordinator, ELD teachers				
Allow collaboration time with other EL teachers and core subject instructors EPC # -	2015-2016	Principal, EL coordinator, EL teacher				
CELDT Materials and Certificated Support	2015-2016	Admin. Teachers EL Coordinator		1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	150

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA GOAL:
LCAP Goal 2: Students will demonstrate proficiency in ELA and math. All students will strive for high standards with the minimal goal of attaining proficiency or better in mathematics. Each student will gain at least one proficiency level each year as the result of highly skilled instruction emphasizing critical thinking and the use of instructional technology. All students and staff will possess 21st. century skills required to assess and use appropriate technology to increase student academic achievement.
SCHOOL GOAL #4:
100% of RSP students enrolled at BVHS for the 2015-6 school year will complete all requirements to receive a CVUSD diploma. BVHS is the sole credit recovery high school in the CVUSD.
Data Used to Form this Goal:
IEP Goals, credit/course completion of all Math and ELA courses required by the CVUSD.
Findings from the Analysis of this Data:
Review and revise goals in IEPs to meet the needs of all RSP students at BVHS.
How the School will Evaluate the Progress of this Goal:
The number of RSP students who meet their annual IEP goals and graduate with a CVUSDF diploma. Tests taken by the students will also be evaluated so that lessons can be planned in the areas where the student scored the lowest.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Type Funding Source Amount
Teachers will use direct instruction methods to accommodate different learning styles. EPC # -	2015-16	Teachers & Admin. 2015-16 academic year		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will reference standards & objectives at the beginning and end of each lesson EPC # -	2015-16	Teachers 2015-16 academic year				
Teachers will check for understanding by calling on a random selection of students EPC # -	2015-16	Teachers 2015-16 academic year				
All English Learners will receive a program of English Language Development (ELD)	2015-16	Staff/administration				
Monitor services of ELD students	2015-16	Staff/administration				
Special Education Teacher will be trained in the PSW model, "Patterns of Strengths and Weaknesses" in determining eligibility and instruction for students with specific learning disabilities.EPC # -	2015-16	Special Education Department, Teacher Admin.				
RSPs will receive information on how they performed on AMAO 1, 2, 3 goals EPC # -	2015-16	Teachers & Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All classrooms will have standards & objectives posted. EPC # -	2015-16	Teachers & Administration				
Parents will receive IEP progress reports towards goals as well as enrolled course progress reports.	2015-16	Special Education Teacher Admin.				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science/Social Science
LEA GOAL:
All BVHS students will be educated in a learning environment that is safe, drug free and conducive to learning. CVUSD will provide safe and secure school environment by assigning campus security and school resource officer from the City Of Chino Police Department. Provide counseling services to all BVHS Students and coordinate outside counseling services to meet the needs of BVHS Students.
SCHOOL GOAL #5:
Because BVHS is the sole credit recovery high school in the CVUSD. All or 100% of BVHS students will complete all Science (20 credits) and Social Science (30 credits) Requirements in order to receive a CVUSD Diploma.
Data Used to Form this Goal:
Review all transcripts of BVHS students and properly place students in Science and Social Science Courses that they have previously failed at their former high school or educational setting.
Findings from the Analysis of this Data:
Place students at BVHS in the proper Science and Social Science Courses. May recommend to BVHS students based on need to take Science and Social Science Courses through Concurrent Credit Recovery through the AEC, CVUSD Adult School or BVHS Summer School.
How the School will Evaluate the Progress of this Goal:
The number of students who complete all requirements of Science and Social Science and the number of graduates who met all requirements to receive a CVUSD Diploma. Students will take unit tests in the subject areas and the results evaluated for possible reteaching.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SCI 1.1</p> <p>Teacher will have clear student objectives for each lesson. The objectives will be reviewed with students at the beginning and end of class. Formative assessments will be used to assess progress toward the objectives.</p> <p>Objectives will be based on state standards.</p> <p>EPC # -</p>	2015-16	Science/Social Science teachers Administrator				
<p>SCI 1.2</p> <p>Students will receive feedback on work to assess their progress toward objectives</p> <p>EPC # -</p>	2015-16	Science/Social Science Teachers				
<p>SCI 1.3</p> <p>Students will complete content writing assignments that require critical thinking and develop writing skills. Assignments will be based on state standards and aligned with course objectives.</p> <p>EPC # -</p>	2015-16	Science/ Social Science teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
SSCI 1.1-Attend workshops/professional development opportunities provided by the district office; use master teacher techniques and effective teaching EPC # -	2015-16	Science/ Social Science Teacher/ Administration			
SSCI 1.2 –Teach students to take Cornell notes, use technology available for research of pertinent topics EPC # -	2015-16	Science and Social Science Teachers/Administration			
SSCI 1.3-Teach students how to take information from various positions and to formulate their own opinions on historical issues that lead to current day decision making EPC # -	2015-16	Social Science Teachers & admin			
PE 1.1 –Use a variety of teaching strategies to provide students with the knowledge and ability needed to maintain an active, healthy life-style. EPC # -	2015-16	Science and Social Science Teachers	4000-4999: Books And Supplies	LCFF - Supplemental	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PE 1.2-Continue to develop curriculum that is both standards based and ESLR's driven EPC # -	2015-16	All Teachers				
PE 1.3 –Evaluate support services and align programs and services so that they target student needs. EPC # -	2015-16	All Teachers				
VPA 1.1 Use of master teaching strategies to integrate standards based teaching of Language Arts and Social Science into the teaching of visual arts EPC # -	2015-16	ELA Teachers, Social Science Teachers and Art Teacher				
VPA 1.2 <ul style="list-style-type: none"> Establish a well crafted, focused, valid, clear curriculum to direct teaching. Align resources to the curriculum of all subjects. Devise assessment strategies for standards based curriculum Provide the necessary Art Supplies to carry out the curriculum EPC # -	2015-16	ART Teacher		4000-4999: Books And Supplies	LCCF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
VPA 1.3 <ul style="list-style-type: none"> Develop a comprehensive, site-based professional development plan. Evaluate support services and align programs and services so that they target all students. EPC # -	2015-16	All Teachers				
Meet with other Science and Social Science Teachers in nearby school districts to review best practices	2015-16	Science/Social Science Teachers and Administration	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	300	
Attend Regional, State or National Conferences in Science and Social Sciences and Visual Performing Arts	2015-16	Science and Social Science Teachers/Administration	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	500	
All students that take courses in the social sciences will have the opportunity to utilize various levels of technology (powerpoint presentations, research for term papers) to support assignments that require critical thinking skills and comprehension of the subject matter	2015-16	teachers students admin				
Hands on Science experiments will support student access to content standards.	2015-16	Teacher Principal	4000-4999: Books And Supplies	LCFF - Supplemental	600	

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Counseling Support
LEA GOAL:
All students will have a safe environment to recover credits
SCHOOL GOAL #6:
All students will graduate from CVUSD with a diploma
Data Used to Form this Goal:
Graduation results
Findings from the Analysis of this Data:
Student data indicates students have emotional barriers that limit their ability to recover credits and graduate.
How the School will Evaluate the Progress of this Goal:
Graduation results

Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Proposed Expenditure(s)		
			Description	Type	Amount
Provide counseling services on a daily basis with the assigned counselor and partnership with the City of Chino Human Services					
Hire a part time counselor to help with BVHS Counseling Services to ensure all students have their emotional needs met in order to have successful academic progress and graduate from CVUSD with a diploma	Principal Part-time counselor	2015-2016	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,000
Create and schedule Workshops for students covering a number of topics that will help their emotional and academic needs.	Principal Part-time counselor Counselor	2015-16			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct workshops for students on enrolling in Community Colleges and Cal State, UC Universities and private Colleges.	2015-16	Principal Part-time Counselor Counselor Counseling/ROP Classified Tech				
Plan College Field Trips to local Universities for students interested in pursuing higher education beyond high school.	2015-16	Principal Counselor Part-time Counselor				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	\$45,665	0.00
Title III Immigrant Education Program	\$0	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	45,665.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	36,950.00
4000-4999: Books And Supplies	8,715.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36,950.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,715.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,515.00
Goal 2	3,500.00
Goal 3	150.00
Goal 5	2,500.00
Goal 6	35,000.00



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2015 Single Plan For Student Achievement	2015-11-19	View	View	View	38

Previous Section
[School Site Council Membership](#)

Current Section
Recommendations and Assurances

Next Section

[Save Data](#) [View Current Document](#) [View Section](#)

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on December 2, 2014

Attested:

Rigoberto Vasquez
Typed Name of School Principal

Rigoberto Vasquez
Signature of School Principal

11/30/15
Date

Denise Arroyo
Typed Name of SSC Chairperson

Denise Arroyo
Signature of SSC Chairperson

12/1/15
Date

Previous Section
[School Site Council Membership](#)

Current Section
Recommendations and Assurances

Next Section

HOW TO USE - DOCUMENT TRACKING SERVICES

- Click on the # under 'Edit By Sections' for the document you want to work with
- Click each Section Name (e.g. "Section 1.") to edit your document data
- To update your data make changes in the appropriate fields and click 'Save Data'.
- To view the updated document, click 'View Current Document'.
- To print the document, click on the 'Print' icon on your internet browser.

School Site Council

MINUTES of Buena Vista High School meeting

Meeting date: 11/19/2015

Call to order: A School Site Council meeting at Buena Vista High School, was held in Chino, Ca. on November 19, 2015. The meeting convened at 6:00p.m, Principal Rigoberto Vasquez presiding, and Maite Maisterrena, secretary.

Members in Attendance: Veronica Rios, counselor

Greg Smart, teacher

Daura Beard, teacher

Denise Amaya, parent

Chris Poire, parent

Patricia Hernandez, parent

Vicky Lozano, parent

Members not in Attendance: Hector Lovatos, student and Steven Lopez, student

Approval of Minutes: First meeting of the year, there were no minutes to approve.

New business:

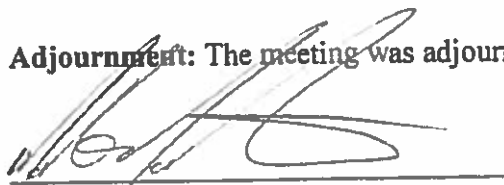
Mr. Vasquez and Mrs. Rios had a Power Point presentation prepared for the meeting.

The six goals for the Buena Vista School Plan for Student Achievement, or the SPSA, were reviewed in detail during the presentation. The hiring of our part time counselor and the LCAP funds used to cover her salary were discussed. Lastly, Mr. Vasquez reviewed the proposed expenditures to cover the cost to reach the discussed goals.

- **Motion:** Moved by Mr. Vasquez to approve the goals written into the School Action Plan. Also moved by Mr. Vasquez the motion to approve the allocation of the LCAP funds, written into the SPSA.

- **Motion carried.**

Adjournment: The meeting was adjourned at 6:45p.m.



Secretary

Buena Vista High School

11-30-15
Date of approval

The Single Plan for Student Achievement

School: Chino High School
CDS Code: 36676783632502
District: Chino Valley Unified School District
Principal: Felix Melendez
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Felix Melendez
Position: Principal
Phone Number: (909) 627 7351
Address: 5472 Park Place
Chino, CA 91710-4130
E-mail Address: felix_melendez@chino.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Survey was sent through SurveyMonkey.

2014-2015 Parent Survey Results	
Number of Parent Surveys sent home:	11
Number of Parent Surveys received:	11

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In addition to formal teacher observations and evaluations, informal classroom walk-throughs occur on a daily basis at Chino High School. Administration and Intervention Specialists ensure to informally observe teachers and students on a daily basis to ensure the Common Core State Standards are being taught from bell to bell and that students are working towards mastery of these standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC data is utilized along with formative and summative, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during PLC to review data and plan interventions based on student needs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The use of CAHSEE results of our 10th grade students scoring proficient on the exam is our main source of data to ensure student mastery of the standards. In addition, each core content area has created common assessments and the use of IEP progress reports are other forms of assessment used to ensure student success at Chino High School.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All new teachers hired at Chino High School meet the requirements of a highly qualified staff member.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

98% of all teachers are fully credentialed.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff have received training in Common Core elements and teaching strategies through site and district professional development. CVUSD has identified areas of emphasis. Teachers emphasize all 4C's with a focus on critical thinking. Math SMP's 1, 3, and 6 are emphasized. Literary Shifts 1 (reading and writing grounded in evidence) and Shift 2 (regular practice with complex text and its academic vocabulary) are stressed in all classes.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Chino High School has implemented the use of two Intervention Specialists. Staff members participate in PLC groups to share best practices. In addition, they participate in district level PD.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Chino High School employs the Professional Learning Communities model with staff each Friday morning. Meetings are 45 minutes in length and are held by subject area or grade level. With attention to Common Core, meetings will now also be cross-subject.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

ELA and Math teachers participate in regular planning and training of the curriculum, both on site and off campus, to ensure alignment with the CCSS throughout the school year.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has built in Math 180, READ 180, CAHSEE ELA, CAHSEE Math, Modified PE, and SAI courses to meet the various needs of Chino High School students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All academic courses have required standards-based instructional materials appropriate to all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials have been board approved by the CVUSD Board of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are all offered open access to the curriculum. Read 180, Math 180, and System 44 are used to help address Math and Language Arts deficiencies and help students progress toward proficiency.

14. Research-based educational practices to raise student achievement

Teachers have been trained to use Direct Interactive Instructional strategies.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school utilizes the Career Center as a parent resource center. Cal Poly Pomona provides free tutoring, financial aid, and college application workshops. Students and families both receive services.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Chino High School administration reaches out to all stakeholder groups to be an active participant in the decision making and monitoring processes at the site. Stakeholders are invited to advisory meetings, SSTs, SSC, ELAC, DLAC, IEPs, and WASC meetings throughout the school year.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention programs built within the master schedule, after school tutoring, and Schmoop for CAHSEE Intervention are all services available to our underperforming students.

18. Fiscal support (EPC)

Chino High School administration develops a budget that bases all expenditures upon the needs of its students with the use of data analysis.

Description of Barriers and Related School Goals

What data did you use to form this goal (findings from data analysis)?

Since these are our early years of implementing the Common Core State Standards, this year will be dedicated to collecting baseline data in this targeted area. All goals developed has been with the analysis of CAHSEE ELA and Math data, as well as, CELDT Data for the past three years. Without the CAHSEE, Chino High School will continue to utilize CELDT scores, but add ELA IAB's and Math SMP's for the 2015-2016 school year and beyond,

Chino High School currently uses current student grades, CAHSEE and CELDT results, progress on IEP goals, and student performance on district benchmark exams. CAASPP results will also be utilized as baseline data. Another barrier is our CELDT results. One

hundred percent of our English Learners did not achieve the district's goal of improving their CELDT scores by one level. In addition, a large percentage of our English Learners are classified as Long Term English Learners (LTEL's) who are not making sufficient progress in attaining English proficiency within the 5 year reclassification time frame set by the district.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	568	552	97.2	543	2600.4	22	40	21	16
All Grades	568	552	97.2	543		22	40	21	16

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	31	52	17	36	46	18	16	66	18	30	56	14
All Grades	31	52	17	36	46	18	16	66	18	30	56	14

Conclusions based on this data:

1. Baseline data for the listening component of the ELA/Literacy portion of the CAASPP indicate 16% of the student population at Above Standard and 82% At or Near Standard and above. Professional development for staff focusing on implementing a listening component within daily lessons in all areas.. IAB results will be utilized to monitor the listening skills of students.
2. Baseline data for the writing component of the ELA/Literacy portion of the CAASPP indicate 36% of the student population at Above Standard and 82% At or Near Standard and above. Professional development for staff focusing on implementing a writing component within daily lessons in all areas. IAB results will be utilized to monitor the writing skills of students.
3. Baseline data for the reading component of the ELA/Literacy portion of the CAASPP indicate 31% of the student population at Above Standard and 83% At or Near Standard and above. Professional development for staff focusing on implementing a reading component within daily lessons in all areas. IAB results will be utilized to monitor the reading skills of students.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	568	552	97.2	530	2542.5	8	18	23	48
All Grades	568	552	97.2	530		8	18	23	48

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	15	31	54	12	49	38	12	52	36
All Grades	15	31	54	12	49	38	12	52	36

Conclusions based on this data:

1. Baseline data for the concepts and procedures portion of the Mathematics component of the CAASPP indicate 15% of the student population at Above Standard and 46% At or Near Standard and above. Professional development will be provided to staff that focus on SMP skill sets in daily lessons. CAASPP results will be utilized to measure student success in reaching mathematics goals.
2. Baseline data for the problem solving and modeling/data analysis portion of the Mathematics component of the CAASPP indicate 12% of the student population at Above Standard and 61% At or Near Standard and above. Professional development will be provided to staff that focus on problem solving and modeling/data analysis in daily lessons.
3. Baseline data for the communicating reasoning portion of the Mathematics component of the CAASPP indicate 12% of the student population at Above Standard and 64% At or Near Standard and above. Professional development will be provided to staff that focus on communication reasoning skills in daily lessons.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	226	252	232
Percent with Prior Year Data	99.6%	99.6%	100.0%
Number in Cohort	225	251	232
Number Met	163	179	180
Percent Met	72.4%	71.3%	77.6%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	29	206	41	224	34	204
Number Met	--	146	11	151	7	153
Percent Met	--	70.9%	26.8%	67.4%	20.6%	75.0%
NCLB Target	21.4	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	Yes	Yes	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	--
Met Percent Proficient or Above	No	Yes	--
Mathematics			
Met Participation Rate	Yes	Yes	--
Met Percent Proficient or Above	No	No	--

Conclusions based on this data:

1. AMAO 1: There was a 6.3% increase in EL students meeting the NCLB target from the 2013-2014 school year to the 2014-2015 school year. Professional development to staff will be provided on SDAIE strategies to increase student progress on the CELDT. CELDT scores and the results on System 44 will be utilized to monitor student progress in language acquisition.
2. AMAO 2: There was a 7.6% increase in EL students receiving EL instruction 5 or more years meeting the NCLB target from the 2013-2014 school year to the 2014-2015 school year. Professional development on the new reclassification requirements will be provided to all stakeholders to increase reclassification of EL students.
3. AMAO 2: There was a 6.2% decrease of EL students receiving EL instruction less than 5 years meeting the NCLB target from the 2013-2014 school year to the 2014-2015 school year. Professional development on the new reclassification requirements will be provided to all stakeholders to increase reclassification of EL students.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LCAP Goal 1: 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.
LCAP Goal 2: Students will demonstrate proficiency in ELA and math.
Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.
Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.
LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics
LEAP Goal 2: All students will be taught by highly qualified teachers
LEAP Goal 5: All students will graduate from high school.
SCHOOL GOAL #1:
70% of 11th graders will demonstrate 10% growth in meeting the standard or exceeding standard as measured by CAASPP, formative, and CVUSD assessments.
Data Used to Form this Goal:
CAASPP data for ELA/Literacy
Findings from the Analysis of this Data:
2014-2015 data shows 63% of Chino High School 11th graders meeting the standard or above.
How the School will Evaluate the Progress of this Goal:
Monitor IABs and analyze 2015-2016 CAASPP data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Shmoop: a computer program that provides test preparation opportunities for the various AP classes offered at Chino High School.	01/2016-6/2016	Administration, teachers	a computer program that provides test preparation opportunities for the various AP classes offered at Chino High School.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	9032.00
Teachers to implement and monitor student progress with Shmoop after school and on Saturdays	01/2016-6/2016	Administration, teachers	Teachers need to implement a computer program that provides test preparation opportunities for the various AP classes offered at Chino High School.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4000.00
Purchase of computer mobile labs to assist with the implementation of Shmoop, CAASPP, and various intervention computer programs.	01/2016	Administration	Mobile computer lab to assist with the implementation of Shmoop, CAASPP, and various intervention computer programs.	4000-4999: Books And Supplies	LCFF - Supplemental	12000.00
Professional development opportunities on and off site for staff that focus on the district's areas of emphasis.	9/2015-6/2016	Administration, Teachers	Professional development opportunities for staff that focus on close reading, SMP 1, 3, and 6, the 4 C's, text dependent questions, etc.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
<p>LCAP Goal 1: 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>LCAP Goal 2: Students will demonstrate proficiency in ELA and math.</p> <p>Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.</p> <p>Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.</p> <p>LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics</p> <p>LEAP Goal 2: All students will be taught by highly qualified teachers</p> <p>LEAP Goal 5: All students will graduate from high school.</p>
SCHOOL GOAL #2:
Chino High School will increase the percentage from 26% to 70% of 11th grade students that will demonstrate 10% growth in meeting the standard or exceeding standard on the CAASPP .
Data Used to Form this Goal:
CAASPP Mathematics
Findings from the Analysis of this Data:
2014-2015 CAASPP data shows 26% of Chino High School 11th graders met the standard or above in mathematics.
How the School will Evaluate the Progress of this Goal:
Monitor SMPs and analyze 2015-2016 CAASPP data in mathematics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Shmoop, a computer program that provides students the opportunity to practice for the various AP classes that are offered at Chino High School.	01/2015-6/2016	Administration, teachers	A computer program that provides students the opportunity to practice for the various AP classes that are offered at Chino High School.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	9000.00
Teachers to implement and monitor student progress with Shmoop after school and on Saturdays	1/2016-6/2016	Administration, teachers	Teacher needed to implement a computer program that provides students the opportunity to practice for the various AP classes that are offered at Chino High School.	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	4000.00
Purchase of computer mobile labs to increase student access to Shmoop, CAASPP, and various computer based intervention programs.	01/2016	Administration	Mobile Computer Lab to increase student access to Shmoop, CAASPP, and various computer based intervention programs.	4000-4999: Books And Supplies	LCFF - Supplemental	12000.00
Math 180 implementation for students needing intervention in Integrated Math I	9/2015-6/2016	District, Administration, Teachers	Math Intervention for Integrated Math I	4000-4999: Books And Supplies	LCFF - Supplemental	0.00
Professional development opportunities on and off site for staff that focus on the district's Areas of Emphasis.	9/2015-6/2016	Administration, Teachers	Professional development opportunities for staff that focus on close reading, the 4 C's, text dependent questions, SMP 1, 3, and 6, etc.	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	8000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
LCAP Goal 4: English learners, low income students, and foster youth receive services to ensure their readiness for college and career.
LEAP Goal 2: All English Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #3:
70 percent of English Learners will score proficient on the CELDT, 70% of EL will demonstrate 10% growth as measured by their CAASPP results.
Data Used to Form this Goal:
AMAO 2 of the Title III Accountability data
Findings from the Analysis of this Data:
There was a 6.2% decrease in the percentage of EL students receiving EL instruction less than five (5) years from the 2013-2014 school year to the 2014-2015 school year.
How the School will Evaluate the Progress of this Goal:
Monitor IABs and CELDT and CAASPP data for the 2015-2016 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of System 44 a computerized program to assist English Learners in bridging their gaps in acquiring the English language.	9/2015-6/2016	District, Administration, Teachers	ELD Intervention that is a computerized program to assist English Learners in bridging their gaps in acquiring the English language.	Books And Supplies	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Staff Professional Development on and off site to increase the staff's knowledge and mastery of SDAIE strategies to support the EL student population's needs.	09/2015-6/2016	Administration, Intervention Specialists	Staff Professional Development that focuses on SDAIE strategies and the district's Areas of Emphasis.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	11000.00
EL Reclassification Celebrations	09/2015-6/2016	Administration, Teachers	Celebrations held for ELL students that have been reclassified	5000-5999: Services And Other Operating Expenditures		
EL Parent meetings and workshops for educational growth in ensuring EL parents are well informed of the needs and expectations of 21st Century education.	09/2015-6/2016	Administration, teachers	ELAC and other ELL parent meetings to educate ELL parents of the ELL program, ELL intervention available, and the reclassification process	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000.00
Bilingual Aides to assist with EL students in core classes.	9/2015-6/2016	Administration	Hiring of bilingual aides to assist in the general education classes with our non-English speaking students	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	43000.00
Community Liaison to assist EL parents with translation services, parent workshops on 21st Century learning and education system, and assist EL parents with various other community needs that surface.	9/2015-6/2016	District, Administration	A community Liaison to assist with our parents, including our ELL parents, to assist with parent concerns, education, interpreting, and general assistance.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19300.00
Mobile computer lab to assist with the implementation of System 44.	01/2016	Administration	Mobile computer lab to assist with the implementation of System 44	4000-4999: Books And Supplies	LCFF - Supplemental	11000.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA GOAL:
LCAP Goal 2: Students will demonstrate proficiency in ELA and math.
SCHOOL GOAL #4:
Special Education students meeting the standard or above on the ELA/Literacy and Mathematics portions of the CAASPP will increase by 10%
Data Used to Form this Goal:
IABs and 2015-2016 CAASPP data.
Findings from the Analysis of this Data:
Currently there is no data available from the 2014-2015 school year.
How the School will Evaluate the Progress of this Goal:
Analysis of the IABs and 2015-2016 CAASPP data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Intervention classes within the master schedule in ELA and Math to support the needs of students not performing at proficiency level in English and/or Math.	9/2015-6/2016	Administration	ELA and Math intervention classes built within the master schedule to support the needs of students not performing at proficiency level in English and/or Math.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental
Implementation of Math 180 a computerized math program to provide support in Integrated Math 1.	9/2015-6/2016	District, Administration, Teachers	Math intervention program for those students in Integrated Math I that are not proficient in mathematics.	4000-4999: Books And Supplies	LCFF - Supplemental

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize special education instructional aides in general education classes during special education teacher preparation periods to assist with special education students in general education classes	09/2015-6/2016	Administration, Teachers, Instructional Aides	Special education instructional aides are used as a resource for special education students within the general education classes	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9000.00
Implementation of Shmoop during after school and on Saturdays to provide support in AP classes to provide opportunities for sped students to partake in AP classes per their IEP.	1/2016-6/2016	Administration, Teachers	A computer based program to be implemented after school and on Saturdays for Advanced Placement courses	4000-4999: Books And Supplies	LCFF - Supplemental	9000.00
Professional development opportunities on and off site for staff that focus on the district's Areas of Emphasis.	9/2015-6/2016	Administration, Teachers	Professional development opportunities for staff that focus on close reading, text dependent questions, SMP 1, 3, and 6, etc.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8000.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Learning Environments
LEA GOAL:
LCAP Goal 7: Provide safe and secure school environments LEAP Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #5:
Reduction of the suspension and expulsion rate by 10% in the 2015 school year
The graduation rate of all students will improve by 10% over the graduation rate for last year
Data Used to Form this Goal:
Suspension and expulsion rate and graduation rate
Findings from the Analysis of this Data:
2011-2012: 24 expulsions and 310 suspensions; 2012-2013: 10 expulsions and 204 suspensions
How the School will Evaluate the Progress of this Goal:
CDE graduation and suspension and expulsion reports and the participation rates in various intervention programs like the HOPE program, Chino Human Services, and the Reach Out program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of the HOPE (Helping Our Peers Everyday) program, a peer leadership program to support the mental health needs of students. In addition, HOPE will provide mental health workshops for students and parents.	9/2015-6/2016	Administration, Teachers	Mental Health and Peer Counseling program built within the master schedule	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HOPE program workshops and staff development that focuses on mental health needs faced by students.	9/2015-6/2016	Administration, Teachers	Opportunities for students, parents and staff to attend workshops that pertain to peer counseling and mental health	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	6100.00
Intervention Counselor to provide intervention to 9th to 11th grade students that are below a 2.0 GPA.	9/2015-6/2016	Administration, Counselors	Intervention counselor to work with 9th through 11th graders that have a GPA less than a 2.0	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	114000.00
Teleparent, a computerized communication program for staff to communicate information to their students' parents.	9/2015-6/2016	Administration, Teachers	Computer program to provide communication between teachers and parents on student progress in class	4000-4999: Books And Supplies	LCFF - Supplemental	6100.00
Reach Out program, a non-profit organization that provides group counseling in the areas of truancy, anger management, drug and alcohol prevention, life skills, etc.	9/2015-6/2016	Administration	Reach Out, a non-profit organization to provide after school intervention to students and families on anger management, drug prevention, etc.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2000.00
SART/SARB, attendance meetings to provide support to students that have poor attendance.	9/2015-6/2016	Administration	SART/SARB meetings for students with poor attendance. Also, host award ceremonies for students that have improved in their attendance.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500
Light refreshments and awards for workshops and award ceremonies	9/2015-6/2016	Administration	Light refreshments and award ceremonies to celebrate student success in areas as academics, behavior, attendance, etc.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Partnership for Learning Network	
LEA GOAL:	
Students, parents, staff and the community receive ongoing and timely communication through a variety of formats.	
SCHOOL GOAL #6:	
Increase parent/school involvement through multiple methods (on site meetings, workshops, electronic information)	
Data Used to Form this Goal:	
Parent participation at various school based events like Back to School Nite, ELAC meetings, CHAPSS meetings, Booster meetings, etc.	
Findings from the Analysis of this Data:	
No data available from the 2014-2015 school year.	
How the School will Evaluate the Progress of this Goal:	
Parent sign in sheets at various school based events like Back to School Nite, ELAC meetings, CHAPSS meetings, Booster meetings, etc.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PIQE, an organization that works with parents to educate them on 21st Century education and financial aide.	9/2015-6/2016	Administration	Parent Institute for Quality Education. Parent information and education.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10000.00
Electronic Scrolling Marquee as a source of communication with parents and the community.	9/2015-6/2016	Administration,	Marquee would provide updated information (important dates, upcoming events, emergency information) and student recognition to all who pass the front of school.	5900: Communications	LCFF - Supplemental	11000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Light refreshments for workshops and award ceremonies	9/2015-6/2016	Administration	Provide light refreshments and awards during workshops, meetings, and award ceremonies to celebrate student successes in improvements in areas such as academics, behavior, attendance, etc.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500.00
Teleparent, a computerized program for staff to communicate with parents on their child's progress in their class.	9/2015-6/2016	Administration, Teachers	Computer program to provide communication between teachers and parents on student progress in class	4000-4999: Books And Supplies	LCFF - Supplemental	7100.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	\$489,992	163,860.00
Title III Immigrant Education Program	\$2007.80	2,007.80

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	326,132.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	146,500.00
2000-2999: Classified Personnel Salaries	62,300.00
4000-4999: Books And Supplies	57,200.00
5000-5999: Services And Other Operating Expenditures	30,032.00
5800: Professional/Consulting Services And Operating	19,100.00
5900: Communications	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	146,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	62,300.00
4000-4999: Books And Supplies	LCFF - Supplemental	57,200.00
5000-5999: Services And Other Operating	LCFF - Supplemental	30,032.00
5800: Professional/Consulting Services And	LCFF - Supplemental	19,100.00
5900: Communications	LCFF - Supplemental	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,532.00
Goal 2	33,000.00
Goal 3	85,300.00
Goal 4	17,000.00
Goal 5	128,700.00
Goal 6	28,600.00

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature
[Handwritten Signature]

Signature

English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Felix Melendez
Typed Name of School Principal

[Handwritten Signature]

Signature of School Principal

12-4-15

Date

Kim Kessler
Typed Name of SSC Chairperson

[Handwritten Signature]

Signature of SSC Chairperson

12-4-15

Date

The Single Plan for Student Achievement

School: Don Antonio Lugo High School
CDS Code: 36676783630035
District: Chino Valley Unified School District
Principal: Kimberly Cabrera, Ed.D.
Revision Date: April 13, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kimberly Cabrera
Position: Principal
Phone Number: (909) 591-3902
Address: 13400 Pipeline Avenue
Chino, CA 91710
E-mail Address: kimberly_cabrera@chino.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2014-2015 SCHOOL SURVEY

1. This school is a supportive and inviting place for students to learn.

- A) Strongly Agree 24.5% (25)
- B) Agree 51% (52)
- C) Neutral 15.7% (16)
- D) Disagree 2% (2)
- E) Strongly Disagree 6.9% (7)

2. This school sets high standards for academic performance for all students.

- A) Strongly Agree 21.5% (22)
- B) Agree 44% (44)
- C) Neutral 21.5% (22)
- D) Disagree 6.8% (7)
- E) Strongly Disagree 5.9%(6)

3. This school promotes academic success for all students.

- A) Strongly Agree 32.4% (32)
- B) Agree 38.2% (39)
- C) Neutral 22.5% (23)
- D) Disagree 3.9% (4)
- E) Strongly Disagree 3.9% (4)

4. This school clearly communicates the consequences of breaking school rules.

- A) Strongly Agree 26.4% (27)
- B) Agree 49% (50)
- C) Neutral 15.7% (16)
- D) Disagree 6.9% (7)
- E) Strongly Disagree 2% (2)

5. Teachers at this school handle discipline problems fairly.

- A) Strongly Agree 9.8% (6)
- B) Agree 39.2% (40)
- C) Neutral 29.4% (30)
- D) Disagree 16.9% (17)
- E) Strongly Disagree 4.9% (5)

6. Administration at this school handles discipline problems fairly.

- A) Strongly Agree 19.6% (20)
- B) Agree 37.3% (38)
- C) Neutral 24.5% (25)
- D) Disagree 10.8% (11)

E) Strongly Disagree 7.8% (8)

7. The school provides adequate counseling and support services for students.

A) Strongly Agree 28.4% (29)
B) Agree 24.5% (25)
C) Neutral 19.6% (20)
D) Disagree 13.7% (14)
E) Strongly Disagree 13.7% (14)

8. This school promotes an appreciation of student diversity and respect for each other.

A) Strongly Agree 20.5% (21)
B) Agree 44.1% (45)
C) Neutral 18.6% (19)
D) Disagree 10.8% (11)
E) Strongly Disagree 4.9% (5)

9. This school is a safe place for students.

A) Strongly Agree 18.6% (19)
B) Agree 56.9% (58)
C) Neutral 15.6% (16)
D) Disagree 3.9% (4)
E) Strongly Disagree 4.9% (5)

10. How many adults at this school acknowledge and pay attention to students?

A) Nearly All 19.6% (20)
B) Most 39.2% (40)
C) Some 20.6% (21)
D) Few 13.7% (14)
E) Almost None 2.0% (2)
F) Does not apply 4.9% (5)

11. How many adults that you come in contact with at this school give you the impression that they want all students to do their best?

A) Nearly All 29.4% (30)
B) Most 35.2% (36)
C) Some 14.7% (15)
D) Few 14.7% (15)
E) Almost None 4.9% (5)
F) Does not apply 1.0% (1)

12. How many adults that you come in contact with at this school listen to what students have to say?

A) Nearly All 17.6% (18)
B) Most 25.5% (26)
C) Some 34.3% (35)
D) Few 10.7% (11)
E) Almost None 7.8% (8)
F) Does not apply 3.9% (4)

13. How many adults that you come in contact with at this school treat all students fairly?

- A) Nearly All 26.5% (26)
- B) Most 28.4% (29)
- C) Some 20.6% (21)
- D) Few 11.7% (12)
- E) Almost None 7.8% (8)
- F) Does not apply 3.9% (4)

14. How many adults that you come in contact with at this school lead you to believe that it is their responsibility to improve this school?

- A) Nearly All 27.4% (28)
- B) Most 21.6% (22)
- C) Some 24.5% (25)
- D) Few 7.8% (8)
- E) Almost None 10.8% (11)
- F) Does not apply 7.8% (8)

15) How much of a problem is harassment or bullying among students at this school?

- A) Very Significant 8.9% (9)
- B) Significant 11.8% (12)
- C) Neutral 56.8% (58)
- D) Insignificant 19.6% (20)
- E) Very Insignificant 2.9% (3)

16. How much of a problem is disruptive student behavior at this school?

- A) Very Significant 8.8% (9)
- B) Significant 11.7% (12)
- C) Neutral 56.9% (58)
- D) Insignificant 19.6% (20)
- E) Very Insignificant 58.8% (9)

17. How much of a problem is cutting class or being truant at this school?

- A) Very Significant 3.9% (4)
- B) Significant 12.7% (13)
- C) Neutral 51.0% (52)
- D) Insignificant 23.5% (24)
- E) Very Insignificant 8.8% (9)

18. This school is preparing my child to go to college and/or be career ready by the time they leave high school.

- A) Strongly Agree 27.4% (28)
- B) Agree 29.4% (30)
- C) Neutral 22.5% (23)
- D) Disagree 11.8% (12)
- E) Strongly Disagree 8.8% (9)

19. The school informed me of my child's language proficiency level, instructional placement, reclassification criteria, and/or my parental rights.

- A) Strongly Agree 32.4% (33)
- B) Agree 23.5% (25)
- C) Does Not Apply 21.6% (22)
- D) Disagree 12.7% (13)

E) Strongly Disagree 9.8% (10)

20. This school provides translators and/or translated materials for parent meetings and workshops.

- A) Strongly Agree 33.3% (34)
- B) Agree 24.5% (25)
- C) Neutral 38.2% (39)
- D) Disagree 1.0% (1)
- E) Strongly Disagree 2.9% (3)

21. I was informed and invited to be a member of a decision-making committee such as School Site Council/School Advisory Committee (SSC/SAC) or other parent advisory councils or team to provide input, PTA, etc.

- A) Agree 43.1% (44)
- B) Disagree 31.4% (32)
- C) Does Not Apply 25.5% (26)

2014-2015 Parent Survey Results	
Number of Parent Surveys sent home:	
Number of Parent Surveys received:	102

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration of Don Lugo High School visited classrooms 2 to 3 times per week on average. Classroom visitations and observations were conducted individually and in pairs. Findings indicated that the majority of teachers at Don Lugo utilize research based strategies in their classrooms. Student engagement is high; however, students do struggle to access the curriculum in core areas, specifically reading in the core curriculum and accessing prior mathematics skills to apply to current mathematics coursework. In the mathematics classrooms, specifically, there is a mixture of students with varied levels of mathematics readiness for current coursework. There is a lack of differentiated instruction for students with varied levels of mathematics knowledge. In much the same manner, there is a lack of differentiated instruction for students who are beginning English learners in core classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC data is utilized along with formative and summative, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during PLC to review data and plan interventions based on student needs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Currently, teachers at DAL use a web-based data system called Illuminate. Teachers are able to retrieve data for classroom and district assessments, as well as state assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

DAL currently has 74 of 74 teachers on staff that are highly-qualified teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at DAL are being provided training for Common Core State Standards and new developments in textbook adoption. Professional development is also offered in new technology programs that are being utilized by the district.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

100% of staff development is aligned to content standards, assessed students performance, student needs and professional needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

DAL has two intervention specialists (IS) as members of its staff. One IS is credentialed in ELA, and the other in Mathematics.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Staff at DAL meet in professional learning communities by grade level three times per month, and as a department once per month. PLC leaders develop an agenda and provide minutes of their meetings to administration on a weekly basis.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Currently, ELA teachers are working in district-wide professional learning communities to develop units through Rigorous Curriculum Design professional development days. In mathematics, teachers are meeting in district-wide PLCs to further develop pacing and sequencing for Integrated Mathematics I and II. There are plans this year by the district to develop the pacing and sequencing for Integrated Mathematics III. Mathematics teachers are being provided professional development days to work together in developing units for Integrated Mathematics I and Integrated Mathematics II.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Currently, English Language Arts teachers are developing Units of study via the Rigorous Curriculum Design planning days. Teachers are researching text that is appropriate to the Common Core State Standards in addition to core text and literature from the current adoption cycle. Mathematics teachers are currently piloting materials based on the Carnegie math curriculum which are aligned to the Common Core State Standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

ELA is currently using the adoption from the 2000 ELA adoption cycle. Additionally, teachers are collaborating within district professional learning communities to develop ELA Units of Study using the Rigorous Curriculum design model. ELA Intervention materials include Read 180 in addition to System 44; teachers have been trained by system trainers from Scholastic who have developed these materials. Mathematics is currently piloting materials through Carnegie Mathematics in the areas of Integrated Mathematics I, Geometry, and Algebra 2. Mathematics intervention includes the use of Math 180, a similar program to Read 180 which is designed to close the gaps that begin to occur with mathematics standards in the third grade.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students at DAL are provided free after school tutoring by credentialed teachers and college tutors. Students may also take advantage of credit recovery opportunities through our virtual education program and Adult School.

14. Research-based educational practices to raise student achievement

Teachers meet weekly in PLCs to discuss assessment and classroom data, formulate assessments, and plan units of study.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

DAL currently offers PIQE to parents in the school community who desire to learn more about the academic and secondary school processes; tutoring is available to all students for no charge after school in ELA and mathematics; Cal Poly Pomona also provides tutors for students in a free after school tutoring program; the district provides Behavioral Mental Health Services to students and families who are covered by Medi-Cal; the district provides the CARE program for all students who fall under the McKinney-Vento act.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

DAL holds School Site Committee meetings 6 times per year; SSC is composed of teachers, students, and administrators. SSC discusses the goals of the school and the use of funding to support student success. DAL also has advisory committee for its academies which are composed of teachers, administrators, and community members. These committees meet to discuss the direction of our academies and provide opportunities for our students to be academically successful within the school community and the community at large. ELAC is yet another group composed of parents, teachers, and administrators who give direction in how to fund programs on campus for student academic success.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

CAHSEE and CELDT bootcamps, Saturday academies, after school tutoring

18. Fiscal support (EPC)

Supports for Don Lugo High School are as follows: LCFF Supplemental and Title III funding

Description of Barriers and Related School Goals

Barrier #1 is the implementation of Common Core State Standards by teachers who are in the early stages of lesson development using the new standards. Teachers will be in need of continuous professional development on how to implement the new standards in the classroom; develop cross-curricular connections based on real-world applications.

Barrier #2 is the lack of curriculum and instructional materials available at this time for teachers in the area of ELA and mathematics. Teachers are currently in the development phase of Rigorous Curriculum Design in English Language Arts, and will need professional development time out of the classroom to be able to continue to develop and adjust lessons based on the Common Core State Standards. Teachers are currently in their first year of a new mathematics adoption for Integrated mathematics. In addition, there is a movement district-wide to change from traditional mathematics courses to Integrated Mathematics courses. This has created difficulty for students and teachers in relation to the subject matter and instructional approach. CCSS mathematics movement at this time has also created severe learning gaps for students who are assumed to have received this type of mathematics instruction and curriculum since Kindergarten. The approach to teaching mathematics in the Common Core is different from what has been done in the past, and will require further professional development and instructional coaching on creating an environment for students to work collaboratively; creating environments rich in challenging tasks, engaging questioning and conversations, and relevant investigations. There will need to be a school-wide focus on increasing the emphasis on reading and writing of nonfiction text across all curricular areas; there will also be a focus on using academic vocabulary throughout the curriculum areas.

Barrier #3 is the need for training of teachers to support the need and commitment to advanced placement courses; increased rigor in all classrooms; and the shift in culture from teaching out of a primary source textbook to utilizing project based learning to deliver the new common core standards.

Barrier #4 Conflicts in master scheduling; declining enrollment that has caused a lower full teaching equivalency number in staff; and the ability to maintain pure academy classes.

1. Increase ELD, Special Education, and socioeconomically disadvantaged students' performance in English and mathematics using data from SBAC, CELDT and EAP as a guide to the needs of all students.
2. Continue to increase the number of students completing A to G requirements.
3. Continue to increase the number of students who enroll in Advanced Placement courses and achieve a 3 or higher on the Advanced Placement exam.
4. Creating and maintaining collaborative classrooms that would enable the mainstreaming of special education students.

5. Transition to a culture of career theme-based academies in an effort to provide academic support and promote an increase in student achievement toward 21st century skills; increase the number of students who complete 1 year of CTE.
6. Continue to increase the number of EL students who are proficient based on CELDT.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	419	403	96.2	402	2606.6	27	34	22	16
All Grades	419	403	96.2	402		27	34	22	16

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	33	50	16	37	45	17	21	63	15	32	53	13
All Grades	33	50	16	37	45	17	21	63	15	32	53	13

Conclusions based on this data:

1. This is the first year of scores from the CAASP, and therefore we have established a baseline of approximately 61% of students meeting or exceeding standard in ELA/literacy.
2. The area of emphasis continues to be writing across the curriculum utilizing non-fiction text. Currently, the science department requires students to write comprehensive laboratory reports based on research and inquiry. In addition to the writing assigned in ELA and social science, this has strengthened the writing component for students at DAL.
3. Areas of improvement are almost equivalent in all four target areas, reading, writing, listening, and research/inquiry; producing clear and purposeful writing is an area with the most apparent number of students below standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	419	400	95.5	397	2549.0	7	17	26	50
All Grades	419	400	95.5	397		7	17	26	50

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	13	33	54	10	51	38	9	59	32
All Grades	13	33	54	10	51	38	9	59	32

Conclusions based on this data:

1. Mathematics data has established a baseline of scores from which to exhibit growth.
2. At this time, approximately 24% of all students are meeting or exceeding standard in mathematics.
3. It is evident, with 54% of students below standard, that applying mathematical concepts and procedures is an area of concern.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	254	196	158
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	254	196	158
Number Met	175	155	141
Percent Met	68.9%	79.1%	89.2%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	35	229	25	178	21	145
Number Met	9	145	--	136	--	119
Percent Met	25.7%	63.3%	--	76.4%	--	82.1%
NCLB Target	21.4	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	--
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	--

Conclusions based on this data:

1. AMAO 1 has seen significant growth from 2012-2013 to 2014-2015 resulting in the Don Lugo High School ELD population decreasing by almost 40%.
2. With a smaller population, a larger percentage of students have met the AMAO 1 criteria likely resulting from smaller class sizes, minimized student to teacher ratio, and greater support within the core subject classrooms.
3. Student achievement in attaining English proficiency in AMAO 2 has consistently increased from 2012-2013 to present; the master schedule has been built to include students in all aspects of the core curriculum, giving them opportunities to access all levels of course offerings, including electives, supported by teachers who are trained in SDAIE strategies and instructional aides in the classrooms.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
<p>LCAP Goal 1: 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>LCAP Goal 2: Students will demonstrate proficiency in ELA and math.</p> <p>Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.</p> <p>Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.</p> <p>LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics</p> <p>LEAP Goal 2: All students will be taught by highly qualified teachers</p> <p>LEAP Goal 5: All students will graduate from high school.</p>
SCHOOL GOAL #1:
<ol style="list-style-type: none"> 100% of ELA teachers will implement the new CVUSD units of study for English Language Arts which are based on the Common Core State Standards; 100% of students will receive instruction in the new CVUSD units of study for English Language Arts based on the Common Core State Standards. 65% of all students will meet or exceed standard in English Language Arts/Literacy as measured by the CAASPP. Increase the number of students enrolling in Advanced Placement courses by 5%, and receiving a score of 3 or higher on the AP exam. 97% of students will take the EAP in ELA. 100% of students will have access to updated technology to prepare for new CAASPP, and engage in 21st century learning.
Data Used to Form this Goal:
Classroom observations, classroom walk-throughs, teacher interviews, student interviews, CAASPP data; attendance rosters from CVUSD professional development for new ELA units of study; master schedule; enrollment data; Advanced Placement Exam data; EAP data.
Findings from the Analysis of this Data:
Nearly 100% of teachers are fully implementing the new CVUSD units of study for English Language Arts; less than 100% of students are receiving instruction in the CVUSD new units of study for English Language Arts based on the Common Core State Standards. The greatest area of student need for English Language Arts/Literacy is in the target area of listening, the second target area which has the most growth potential is research/inquiry. Nearly 19% of students enrolled at DAL are currently enrolled in at least 1 Advanced Placement course.
How the School will Evaluate the Progress of this Goal:
CAASPP data; EAP data; Interim Assessment Data; PLC agendas; common formative and summative assessments; writing assignments across the curriculum, especially in technical fields such as science, social science, and mathematics; CELDT data; administrative walkthroughs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for the development and implementation of CVUSD units of study for English Language Arts.	August 2015-June 2016	Admin.	Provide release time for teachers to attend district sponsored professional development. District is providing school business substitutes and professional development opportunities.	1000-1999: Certificated Personnel Salaries	District Funded	0
Collaboration opportunities for teachers via PLC model	August 2015-June 2016	Admin, Instructional Course Leads, Dept. Chairpersons	Increase the amount of opportunities teachers have within the school day to review new units of study, pacing, develop common assessments based on the common core, review student work, and use student data to guide instruction and share best instructional practices. Increase the number of opportunities for science and social science teachers to develop writing assignments that will be based on the target standards within the common core; create lessons and units of study that emphasize the two instructional shifts of the district, specifically academic vocabulary and	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning opportunities	November 2015- June 2016	Admin Department Chairs ELA teachers	Increase extended learning opportunities for students not meeting standards by developing a school-wide intervention/prevention program, which includes but is not limited to afterschool tutoring, Saturday Academy, Summer Bridge program, etc. to assist students requiring remediation of their academic learning.	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	3000
Hire an Intervention specialist who will guide teachers in implementing the Common Core units of study for ELA	August 2015-June 2016	Admin. Human Resources	An intervention specialist will be responsible for guiding teachers in the implementation and understanding of the new Common Core State Standards. District provides funding for FTE.	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	79000
Purchase materials and supplies for the visual and performing arts to enhance literacy through the Common Core State Standards.	August 2015-June 2016	Admin, teachers	Purchase of materials and supplies for the visual and performing arts.	4000-4999: Books And Supplies	LCFF - Supplemental	500
Purchase materials and supplies for instructors teaching electives and Physical Education so that they can enhance literacy through the Common Core State Standards.	August 2015-June 2016	Admin, Teachers	Purchase of materials and supplies for elective and Physical Education teachers.	4000-4999: Books And Supplies	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for teachers in the areas of social science, science, and technical areas in ELA/literacy instruction.	August 2015-June 2016	Admin, teachers	Provide funding for professional development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3000
Update computer lab with new server and wiring compatible to previously purchased Mac Computers	August 2015	Administration	Provide substitutes for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000
Update computer lab with new server and wiring compatible to previously purchased Mac Computers	August 2015	Administration	Contract for new wiring and server to be able to complete the new computer lab with previously purchase Mac computers	6000-6999: Capital Outlay	LCFF - Supplemental	14965
Provide professional development opportunities for administration to remain current on new Common Core Standards in literacy	August 2015-June 2016	Administration	Provide funding for professional development, travel and conference costs	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
<p>LCAP Goal 1: 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>LCAP Goal 2: Students will demonstrate proficiency in ELA and math.</p> <p>Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.</p> <p>Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.</p> <p>LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics</p> <p>LEAP Goal 2: All students will be taught by highly qualified teachers</p> <p>LEAP Goal 5: All students will graduate from high school.</p>
SCHOOL GOAL #2:
<p>100% of mathematics teachers will implement the new Common Core State Standards in mathematics; 100% of all students will receive instruction in the new common Core State Standards in mathematics.</p> <p>100% of all mathematics teachers will participate in professional development for the common Core State Standards.</p> <p>100% of students will meet the district's 3-year mathematics requirement for graduation.</p> <p>80% of students will meet a-g requirements for UC/CSU.</p> <p>65% of students will pass AP exams with a score of 3 or better.</p> <p>Increase the number of students enrolled in advanced mathematics courses by 1 section per math subject.</p>
Data Used to Form this Goal:
Classroom walkthroughs; curriculum development; attendance data from CVUSD mathematics curriculum training; site expenditures for mathematics professional development; AP exam data; master schedule data; CAASP data; EAP data
Findings from the Analysis of this Data:
Less than 100% of all teachers are fully implementing the Common Core State Standards. 3 of 10 members of the mathematics department have attended CVUSD mathematics training for the new curriculum pathways. Currently, 58.3% of students who took AP exams in mathematics received a 3 or higher on the exam.
How the School will Evaluate the Progress of this Goal:
AP data; classroom walkthroughs; attendance at district professional development; conference requests for mathematics and AP mathematics conferences; a-g completion rate in mathematics; number of students enrolled in higher mathematics courses; CAASP results; SAT results; EAP results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration opportunities for teachers via PLC model	August 2015-June 2016	Admin, Instructional Course Leads, Dept. Chairpersons	Increase the amount of opportunities teachers have within the school day to review units of study, pacing guides, development of Common Cores Assessments, review of student work and common assessments to share best instructional practices.			
Identify alternative supplemental materials to support the core curriculum	August 2015-June 2016	Admin, Department chair, math teacher, secondary curriculum and instruction director	Implement Math 180 and provide training and support for teachers. District has provided Math 180 curriculum and support services, in addition to school business substitutes for teachers who are teaching the Math 180 curriculum.	4000-4999: Books And Supplies	District Funded	
Extended learning opportunities	November 2015-June 2016	Admin, mathematics teachers	Develop a comprehensive school-wide Intervention/Prevention program, that includes but is not limited to after-school tutoring, Saturday Academy, summer bridge program etc., to assist students requiring remediation of their academic learning.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000
Teacher preparation for CAASPP	March 2015	Admin, teachers, CAASPP coordinator	Professional development for teachers to prepare for CAASPP testing	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire an intervention specialist for mathematics	August 2015-June 2016	Administration	An intervention specialist will be responsible for guiding teachers in the implementation and understanding of the new Common Core State Standards. District provides funding for FTE.	1000-1999: Certificated Personnel Salaries	District Funded	
Provide opportunity to mathematics staff to attend the California Mathematics Conference	November 2015	Mathematics teachers	Mathematics teachers will attend 2-day mathematics conference to receive professional development in mathematics.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
LCAP Goal 4: English learners, low income students, and foster youth receive services to ensure their readiness for college and career. LEAP Goal 2: All English Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #3:
EL students will have access to completing A to G requirements through enrollment of Advanced Placement courses and college/career pathways. EL students will have access to completing A to G requirements through services that will increase pass rates in required courses. Based on the CAASPP criteria for ELA/Literacy and Mathematics, the number of students who will "meet standard" will increase by 10%. Increase the number of EL students accessing career technical pathways by 10% Increase the number of English Learners, low income students, and foster youth in the AVID programs by 10%.
Data Used to Form this Goal:
CELDT data, number of students enrolled in Advanced Placement courses, number of students who are enrolled in college/career pathways, number of advanced placement courses offered on the master schedule; number of students who complete the UC/CSU a to g requirements, number of students enrolled in AVID courses, master schedule, Read 180 scores; CAASPP data; EAP Data
Findings from the Analysis of this Data:
69% of EL students were reclassified in the prior school year. 100% of students have access to completing A to G requirements 320 students are currently enrolled in at least 1 Advanced Placement course 21 sections of Advanced Placement classes currently on the master schedule 0% of EL students "met standard" in ELA/Literacy and mathematics on the CAASPP.
How the School will Evaluate the Progress of this Goal:
CELDT data, number of students enrolled in Advanced Placement courses, number of students who are enrolled in college/career pathways, number of advanced placement courses offered on the master schedule; number of students who complete the UC/CSU a to g requirements, number of students enrolled in AVID courses, master schedule, Read 180 scores; CAASPP data; EAP Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students enrolled in ELD 1-4, ELD 5, and ELD 6 will receive the supplemented Read 180 curriculum.	August 2015-June 2016	Principal Assistant Principal, ELD coordinator, ELD teachers	Read 180 training and support materials required for the course.	None Specified	District Funded	
Provide training for Advanced Placement teachers	September 2015-June 2016	Principal Assistant Principal, Advanced Placement coordinator, Advanced Placement teachers	Cover the cost of Advanced Placement conference, travel costs, and substitutes as necessary.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20000
A) To increase parental involvement, staff such as teachers, secretaries, aides, tutors and the bilingual community liaison will assist in reaching out to parents via phone, website, mail, personal contacts, email and other methods to inform them about school programs and meetings. B) Meetings, letters, forms, flyers and phone calls will be translated in Spanish C) Programs such as Pique will be offered. D) Refreshments, translators, and child care will be made available for meetings.	September 2015-June 2016	All Admin, Counselors, Teachers, and other staff	Contract with Pique, cover costs, such as: snacks, refreshments, child-care, other staff, translating services, duplicating, postage, and other materials and resources; bilingual community liaison	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A) To assist EL students in achieving Early Advance (EA) or Advance (A) on the CELDT, intervention programs will be offered, such as: CELDT Boot Camps, the Champion Reader, Rosetta Stone and other programs.</p> <p>B) Supplemental materials for the classroom.</p> <p>C) Students and parents will be notified and signed up for the programs.</p>	September 2015- June 2016	Assistant Principal, ELD Coordinator, Teachers, Support Personnel	Cover costs of training and substitutes for supplemental curriculum such as Rosetta Stone, EDGE curriculum, materials, parent permission slips, letters, postage, and staff to administer intervention.	4000-4999: Books And Supplies	Title III Immigrant Education Program	1882.31
<p>A) Incentive programs will be developed and implemented to encourage student participation and progress in intervention and ELD programs.</p> <p>B) Incentives include donations, certificates, awards, medals, trophies, prizes, sashes, banquets, and other celebrations.</p>	September 2015- June 2016	All Admin, ELD Coordinator, Teachers, Counselors	Cover costs of certificates, trophies, snacks, refreshments, prizes, program booklets, invitations and ceremonies for incentive programs.	0000: Unrestricted	LCFF - Supplemental	600
<p>A) To assist English Learners with more than 5 years of English language program instruction in attaining Early Advance (EA) or Advanced (A) on the CELDT, SSTs or IEPs will be held to determine what supports need to be in place.</p> <p>B) Provide bilingual instructional aides to assist EL students in core curricular classrooms.</p>	September 2015- June 2016	Assistant Principal, ELD Coordinator, Teachers and ELD Counselors	Provide translating services for parents at SSTs and IEPs by support staff Cost of bilingual aides in classrooms to help serve students in core instruction.	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Supplemental LCFF - Supplemental	11000 33100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The progress of students in EL program for more than 5 years will be closely monitored.	September 2015- June 2016	Assistant Principals, counselors, ELD Coordinator, Teachers, Support personnel	Cover costs of students that are being closely monitored and referred to intervention and pay for translators at parent meetings.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	596
Core teachers will participate in professional staff development on curriculum writing and the new units of study in ELA and mathematics.	August 2015-June 2016	District Admin. Principal Assistant Principal	District covers costs for substitute teachers while teachers participate in training.	None Specified	District Funded	
Hire an Intervention counselor to identify students to enroll in more advanced coursework, complete a to g requirements; guide students toward career pathways	August 2015-June 2016	Administrative team	Salary of intervention counselor who will identify students to enroll in more advanced coursework, complete a to g requirements, and guide students toward career pathways.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	79000
Provide Professional Development opportunities for teachers, administrators that will continue to enhance AVID	August 2015-June 2016	Admin, Teachers	Cost of conference, lodging, meals, parking, and mileage to attend conference.	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	3000 1916
Provide opportunities for students to engage in AVID activities such as college visits and field trips	August 2015-June 2016	Admin, teachers	substitutes for teachers and/or mileage for staff Cost of transportation	5000-5999: Services And Other Operating Expenditures 3000-3999: Employee Benefits 5700-5799: Transfers Of Direct Costs	District Funded District Funded District Funded	5000 284 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide tutors for AVID students to promote achievement and success in higher level college preparatory courses	August 2015-June 2016	Admin, Teachers, tutors	Cost of hourly wages for tutors	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	District Funded District Funded	16414 3626
Continue to maintain active membership for AVID with national organization	August 2015-June 2016	Administration	Cost of dues/membership	5000-5999: Services And Other Operating Expenditures	District Funded	871
Update books in the library to allow students greater choices in fictional and non-fictional text to support transition to the CCSS	August 2015-June 2016	Librarian	Cost of books and materials	4000-4999: Books And Supplies	LCFF - Supplemental	250

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA GOAL: LCAP Goal 2: Students will demonstrate proficiency in ELA and math.
SCHOOL GOAL #4: 100% of special education teachers teaching ELA will implement the new CVUSD units of study for English Language Arts; 100% of special education teachers teaching mathematics will implement the new Common Core State Standards curriculum; 100% of special education teachers who teach ELA or mathematics will attend professional development for the new units of study; 100% of students in special education will receive instruction in the new Common Core State Standards for ELA and mathematics; 100% of all students in special education will gain one proficiency level in ELA and mathematics as reported by the CAASPP.
Data Used to Form this Goal: CAASPP data; classroom walk-throughs; PLC notes and agendas; common assessments; attendance rosters from CVUSD professional development for new ELA units of study; attendance rosters from CVUSD mathematics curriculum development; IEP goals and progress toward goals
Findings from the Analysis of this Data: 100% of special education teachers who are teaching ELA and mathematics are implementing the Common Core State Standards; 100% of special education teachers who are teaching ELA are implementing the new CVUSD ELA units of study; 100% of special education teachers who are teaching mathematics are using the new Common Core mathematics curriculum
How the School will Evaluate the Progress of this Goal: CAASPP data; classroom walk-throughs; PLC notes and agendas; common assessments; attendance rosters from CVUSD professional development for new ELA units of study; attendance rosters from CVUSD mathematics curriculum development; IEP goals and progress toward goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for the development and implementation of CVUSD units of study for English Language Arts and mathematics	August 2015-June 2016	District and site administration; special education teachers	District will provide training opportunities to ELA teachers and mathematics teachers. District will provide release time for training opportunities.			
All students, including students in Special Education, can participate in interventions to assist students in specific academic areas when offered by school staff before school, after school, or during other designated periods.	August 2015-June 2016	Site admin. Special education instructors General education instructors	Increase extended learning opportunities for students not meeting standards by developing a school-wide intervention/prevention program, which includes but is not limited to afterschool tutoring, Saturday Academy, etc. to assist students requiring remediation of their academic learning.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000
Disseminate and explain current student assessment data to identify specific areas of strength or deficiency.	August 2015-June 2016	Site Admin Special education teachers General education teachers Guidance counselors	Teachers will receive current assessment data via illuminate to have data chats regarding student progress			
Transition plan training for case carriers.	August 2015-June 2016	District Special Education Director, Administration, Training provider, Case Carriers	Special Education case carriers will be trained on how to use ongoing data with their students and parents to develop accurate and meaningful transition plans	None Specified	Special Education	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Learning Environments
LEA GOAL:
LCAP Goal 7: Provide safe and secure school environments LEAP Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #5:
Students will be educated in a safe, trusting, and self-managing environment in which there will be a decrease in delinquent behaviors, emotional outbursts, and violent acts. Attendance will increase by 1% as a result of decreased student referrals and suspension for behavioral misconduct. Students will be able to take college requirement tests, such as Advanced Placement, SAT, PSAT, in environments that are conducive to testing.
Data Used to Form this Goal:
Attendance rates; student suspension rates; student referral rates. Number of students enrolled in SAT, PSAT, and AP testing. Number of Chairs and tables that are needed for testing each year.
Findings from the Analysis of this Data:
Attendance data from 2014-2015 shows that student attendance for Don Antonio Lugo High School is 95.5%, which is 2% below the district target of 97.5%. Don Antonio Lugo High School is deficient in the number of tables and chairs needed for testing the SAT, PSAT, and advanced placement testing in multiple environments on campus.
How the School will Evaluate the Progress of this Goal:
Don Antonio Lugo High School will monitor attendance rates, referral rates, and suspension/expulsion rates. Don Antonio Lugo High School will be able to conduct testing with sufficient chairs and tables for its students without having to request extra tables and chairs from schools within the district.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

implement EXCEL model within the classroom and the school at large.

<p>established to:</p> <ul style="list-style-type: none"> Develop safe, trusting, self-managing classrooms Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching Develop students' empathy for diverse cultures and backgrounds 	<p>ng Services And Operating Expenditures</p>	<p>1000-1999: Certified Personnel Salaries 73000</p> <p>5000-5999: Services And Other Operating 1500</p>
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Further advancement of academies and pathways in which teachers will be able to closely monitor student progress; students will develop a sense of purpose and interest in the school and its learning environment; students will have mentors within their pathway to be use as support for their academic and emotional progress.	August 2015-June 2016	Administration Teachers	Teachers will have common prep periods within the master schedule; provide extra-curricular experiences for students to enhance their academic experience; provide release time for teachers during the school day to further develop their academies and monitor student progress	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2500
Motivation speaker, Keith Hawkins, for at-risk students and parents; grades 9 and 10.	August 2015	Administration, Activities Director, teachers	Presentation to students regarding bullying and choices involving peer pressure and a commitment to school/graduation. Parents will follow up with presentation in the evening in which presenter will talk to about how to communicate with their teens at home, and focus on the major issues of raising teenage children.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase 8' regulation tables and chairs to be able to conduct state testing and college board exams.	October 2015-June 2016	Administration	8 ft tables are necessary per College Board to test students for the SAT, PSAT, and Advanced Placement testing. CVUSD is now enrolled in the College Board Day program and DAL does not currently have the tables to be able to conduct testing properly.	4000-4999: Books And Supplies	LCFF - Supplemental	2000
SSCI 2.1 course leads will review data using Illuminate. Teachers will use the Illuminate data to drive instruction. EPC # - 4.2						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	\$390,111	0.00
Title III Immigrant Education Program	\$1882.31	0.00
District Funded	\$32,111	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	32,111.00
LCFF - Supplemental	390,111.00
Title III Immigrant Education Program	1,882.31

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	600.00
1000-1999: Certificated Personnel Salaries	249,416.00
2000-2999: Classified Personnel Salaries	61,110.00
3000-3999: Employee Benefits	3,910.00
4000-4999: Books And Supplies	5,632.31
5000-5999: Services And Other Operating Expenditures	21,871.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating	65,600.00
6000-6999: Capital Outlay	14,965.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	1,916.00
2000-2999: Classified Personnel Salaries	District Funded	16,414.00
3000-3999: Employee Benefits	District Funded	3,910.00
5000-5999: Services And Other Operating	District Funded	8,871.00
5700-5799: Transfers Of Direct Costs	District Funded	1,000.00
0000: Unrestricted	LCFF - Supplemental	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	247,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,696.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,750.00
5000-5999: Services And Other Operating	LCFF - Supplemental	13,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	65,600.00
6000-6999: Capital Outlay	LCFF - Supplemental	14,965.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	1,882.31

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	108,465.00
Goal 2	12,500.00
Goal 3	186,539.31
Goal 4	3,000.00
Goal 5	113,600.00

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ <i>Maria E. Rojas</i> Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Monday, November 9, 2015.

Attested:

Kimberly Cabrera, Ed.D.	<i>Kimberly Cabrera</i>	11/9/15
Typed Name of School Principal	Signature of School Principal	Date
Alexis Guzman	<i>Alexis Guzman</i>	11/9/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 21, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: NEW COURSE: INTRODUCTION TO BUSINESS

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board on June 30, 2016, for information.

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 21st Century skills of Communication, Collaboration, Creativity, and Critical Thinking.

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

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 course: Introduction to Business.

FISCAL IMPACT

None.

Chino Valley Unified School District High School Course Description

CONTACTS	
1. School/District Information:	District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Mr. Art Boren Position/Title: Business Teacher Phone: (909) 627-3584 E-mail: art_boren@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
1. Course Title:	Introduction to Business
2. Transcript Title/Abbreviation:	Intro to Bus
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	elective
6. Grade level(s):	10
7. Unit Value:	5 credits per semester/10 total credits – elective
8. Is this course classified as a Career Technical Education course:	Yes
9. Is this course modeled after an UC-approved course?	Yes
10. Repeatable for credit?	No
11. Date of Board Approval:	
12. Brief Course Description:	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.
13. Prerequisites:	Successful completion of 9 th Grade Computer Technology Completion of Integrated Math 1 with a grade of C or better
14. Context for Course:	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.
15. History of Course Development:	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 st Century skills of Communication, Collaboration, Creativity, and Critical Thinking.

Chino Valley Unified School District

High School Course Description

16. Textbooks:	
17. Supplemental Instructional Materials:	Score.org, GCFLearnFree.org, Commonsense.org and various appropriate internet resources and trade publications.
B. COURSE CONTENT	
<p>Course Purpose: 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>Course Outline:</p> <p>I. Introduction to Economics: The Framework for Business</p> <ul style="list-style-type: none"> A. Why Economics Matters B. Microeconomics vs. Macroeconomics C. Economic Systems <ul style="list-style-type: none"> 1. Capitalism 2. Planned Economies: Socialism and Communism 3. Mixed Economies D. Evaluating Economic Performance E. Introduction to Fiscal and Monetary Policy <p>II. Focus on American Enterprise</p> <ul style="list-style-type: none"> A. Business and its Social Responsibility <ul style="list-style-type: none"> 1. Role of Ethics in Business Decisions 2. Consumer Rights 3. Corporate Accountability 4. Role of Government in Business B. Forms of Business Organization <ul style="list-style-type: none"> 1. Corporations 2. Partnerships 3. Limited liability companies C. Foundations of the American Economic System <ul style="list-style-type: none"> 1. International Business 2. Small business and the American Entrepreneur <p>III. Management</p> <ul style="list-style-type: none"> A. The Process of Management <ul style="list-style-type: none"> 1. Historical Development of Management 2. Planning 3. Organizing 4. Influencing 5. Controlling B. Internal Organization <ul style="list-style-type: none"> 1. Organizational Structures 2. Managing Change 	

Chino Valley Unified School District

High School Course Description

- 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

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

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: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT EXPLUSION CASES 15/16-44, 15/16-50, 15/16-51, AND 15/16-52

=====

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 15/16-44, 15/16-50, 15/16-51, and 15/16-52.

FISCAL IMPACT

None.

WMJ:NE:SJ:smr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT READMISSION CASE 14/15-38

=====

BACKGROUND

Administrative Regulation 5144.1 Students – Suspension and Expulsion/Due Process Readmission after Expulsion state:

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

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

RECOMMENDATION

It is recommended the Board of Education approve the student readmission case 14/15-38.

FISCAL IMPACT

None.

WMJ:NE:SJ:smr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: July 21, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: PURCHASE ORDER REGISTER

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$12,007,393.66 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

As indicated.

WMJ:GJS:pw

SUPERINTENDENT	FISCAL IMPACT
S-1617-005 San Bernardino County School Boards Association (SANDABS). To provide SANDABS membership. Submitted by: Superintendent Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$2,000.00 Funding Source: General Fund
S-1617-006 Atkinson, Andelson, Loya, Ruud & Romo. To provide legal counsel. Submitted by: Superintendent Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: Per rate sheet Funding Source: General Fund

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1617-014 Nexcut. To provide service to shred old computer hard drives. Submitted by: Technology Department Duration of Agreement: July 22, 2016 – June 30, 2017	Contract Amount: Not to exceed \$5,000.00 Funding Source: Technology
CIIS-1617-015 Safari Montage. To provide renewal of servers and disc drives that hold video library. Submitted by: Technology Department Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$94,305.32 Funding Source: Technology

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1617-002 SchoolDude.com. To provide MySchoolDude Service, MaintenanceDirect Service, FSDirect Service, and CommunityUse Service. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$26,695.00 Funding Source: General Fund/Capital Facilities

MASTER CONTRACT	FISCAL IMPACT
MC-1617-001 Mobile Ed Productions, Inc. To provide school assembly programs. Submitted by: Eagle Canyon ES/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA/Boosters

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
F-1112-017 M4 Koppel & Gruber Public Finance. To provide arbitrage calculations and compliance services, continuing disclosure and developer fee justification services. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2016 – June 30, 2018 Original Agreement Board Approved: June 30, 2011	Extend term to June 30, 2018
F-1314-007 M1 Chino D.E.S. Club. To provide rental agreement for District use of D.E.S. parking lot. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2016 – June 30, 2019 Original Agreement Board Approved: August 15, 2013	Extend term to June 30, 2019
F-1415-001 M2 CJN Services. To provide DSA closeout and certification services. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2016 – June 30, 2018 Original Agreement Board Approved: June 26, 2012	Extend term to June 30, 2018

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>CIIS-1617-001 M1 Kagan Professional Development. To provide professional staff development to increase cooperative learning and increase student achievement. Submitted by: Dickson ES Duration of Agreement: July 1, 2016 – June 30, 2017 Original Agreement Board Approved: June 16, 2016</p>	<p>Increase contract amount from \$7,998.00 to \$10,248.50 Funding Source: Title I</p>
<p>CIIS-1516-031 Joann Merrick, Ed.D. To provide nine days of leadership development for District administrators concentrating on 21st century education. Submitted by: Curriculum, Instruction, Innovation, and Support Duration of Agreement: July 1, 2016 – June 30, 2017 Original Agreement Board Approved: August 13, 2015</p>	<p>Extend contract term for one additional year</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

WMJ:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY
July 21, 2016**

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Desks (2)			Access & Equity
Hutches (2)			Access & Equity
Book Shelves (2)			Access & Equity
Drawers			Access & Equity
Chairs (3)			Access & Equity
Computer	Dell/Optiplex 760	30338/00144-473-763-	Health Services
Vision Box	Good-Lite/Instaline	C41228	Health Services
Audiometer	Lucas Grason-Stadler	C0153	Health Services
Vision Box	Good-Lite/Instaline	21170/C43357	Health Services
Vision Box	Good-Lite/Instaline	A20658/C15030	Health Services
Vision Box	Good-Lite/Instaline	C13183	Health Services
Vision Box	Good-Lite/Instaline	C10443	Health Services
Vision Box	Good-Lite/Instaline		Health Services
Vision Box	Good-Lite/Instaline	C15041	Health Services
Vision Box	Good-Lite/Instaline	A14350/C09784	Health Services
Vision Box	Good-Lite/Instaline	C10798	Health Services
Vision Box	Good-Lite/Instaline	C12126	Health Services
Vision Box	Good-Lite/Instaline	C15741	Health Services
Vision Box	Good-Lite/Instaline	C23850	Health Services
Computer	Dell	BRD4JC1	Borba ES
Computer	Dell	7RWM5M1	Borba ES
Computer	Dell	H4JS4G1	Borba ES
Computer	Dell	6N3VBK1	Borba ES
Computer	Dell	8L3VBK1	Borba ES
Computer	Dell	7SD4JC1	Borba ES
Computer	Dell	3M3VBK1	Borba ES
Computer	Dell	DP086S1	Borba ES
Projector	Epson	H381A	Borba ES
Printer	Xerox	WPH103381	Borba ES
Computer 745	Dell	GJ30F1	Marshall ES
Computer 745	Dell	FYJ3F1	Marshall ES
Computer 745	Dell	HZJ30F1	Marshall ES
Computer 745	Dell	6GV30F1	Marshall ES
Computer 745	Dell	4JV30F1	Marshall ES
Computer 745	Dell	CV 26271	Marshall ES
Computer 745	Dell	7JJ30F1	Marshall ES
Computer 745	Dell	7GV30F1	Marshall ES
Computer 755	Dell	DVBM1J1	Marshall ES

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer 745	Dell	4LJ30F1	Marshall ES
Computer 745	Dell	3FH30F1	Marshall ES
Computer 745	Dell	FOJ30F1	Marshall ES
Computer 745	Dell	14J64G1	Marshall ES
Computer EMAC	Apple	CV 21200	Marshall ES
Computer 755	Dell	2VBM1J1	Marshall ES
Computer 755	Dell	BVBM1J1	Marshall ES
Computer 755	Dell	48BC1J1	Marshall ES
Computer 745	Dell	9KG30F1	Marshall ES
Computer 745	Dell	4MJ30F1	Marshall ES
Computer 745	Dell	7HJ30F1	Marshall ES
Computer 745	Dell	6NJ30F1	Marshall ES
Computer 745	Dell	6HV30F1	Marshall ES
Computer 745	Dell	5JJ30F1	Marshall ES
Computer 755	Dell	CV 29402	Marshall ES
Computer 745	Dell	BJG30F1	Marshall ES
Computer 745	Dell	CJG30F1	Marshall ES
Computer 745	Dell	DHG30F1	Marshall ES
Computer 755	Dell	HVBM1J1	Marshall ES
Computer 745	Dell	40D7M91	Marshall ES
Computer 745	Dell	5HJ30F1	Marshall ES
Computer 745	Dell	8FG30F1	Marshall ES
Computer 745	Dell	HSJ30F1	Marshall ES
Computer 755	Dell	JVBM1J1	Marshall ES
Computer 745	Dell	G7J30F1	Marshall ES
Computer 745	Dell	3NJ30F1	Marshall ES
Computer 745	Dell	HYJ30F1	Marshall ES
Computer 745	Dell	7LJ30F1	Marshall ES
Computer 755	Dell	48BC1J1	Marshall ES
Computer EMAC	Apple	CV 19647	Marshall ES
Computer EMAC	Apple	CV C-90395	Marshall ES
Laptop E5400	Dell	9ZYJXG1	Marshall ES
Laptop E5400	Dell	CZYJXG1	Marshall ES
Laptop E5400	Dell	CH2KXG1	Marshall ES
Laptop E5400	Dell	OZYJXG1	Marshall ES
Laptop E5400	Dell	CV 29956	Marshall ES
Laptop D620	Dell	7NNZSB1	Marshall ES
Laptop D620	Dell	8TYMLQ1	Marshall ES
Xerox Printers (2)	Xerox 3250		Marshall ES
Monitors (27)	Dell		Marshall ES
Computer	Apple	C07390	Ramona JHS
Computer	Dell	25517	Ramona JHS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Gateway	157206	Ramona JHS
Printer	Epson	C07402	Ramona JHS
Microwave	GE	A28399	Ramona JHS
Printer	Apple	HG723G3RJ05J	Ramona JHS
Printer	HP	CNBKK01049	Ramona JHS
Printer	HP	C-61159	Ramona JHS
Printer	HP	C-61148	Ramona JHS
Printer	HP	C-61139	Ramona JHS
Printer	HP	C-60521	Ramona JHS
Printer	HP	5G64H191DJ	Ramona JHS
Printer	HP	10.40.29.14	Ramona JHS
Printer	Xerox	29511	Ramona JHS
Overhead Projector	3M	70019057	Ramona JHS
Overhead Projector	Buhl	A19206	Ramona JHS
Overhead Projector	Buhl	A20488	Ramona JHS
Overhead Projector	Buhl	C02654	Ramona JHS
Overhead Projector	Buhl	48567	Ramona JHS
Overhead Projector	Buhl	48569	Ramona JHS
Overhead Projector	Dukane	12628	Ramona JHS
Overhead Projector	Horizon	68534	Ramona JHS
Scanner	HP	5G6B71310P	Ramona JHS
Tower	Gateway	3699551	Ramona JHS
TV 27"	Sony	7049197	Ramona JHS
TV 27"	HP	18073	Ramona JHS
TV 27"	JVC	15745	Ramona JHS
TV 27"	JVC	15745	Ramona JHS
TV 27"	JVC	15746	Ramona JHS
TV 27"	Magnavox	A24795	Ramona JHS
TV 27"	Magnavox	A24796	Ramona JHS
TV 27"	Magnavox	A24798	Ramona JHS
TV 27"	Panasonic	L5AA451171	Ramona JHS
TV 27"	Panasonic	33767	Ramona JHS
TV 27"	RCA	F155CE05	Ramona JHS
TV 27"	RCA	F155CE05V	Ramona JHS
TV 27"	RCA	F155CE08E	Ramona JHS
TV 27"	RCA	F155CE08M	Ramona JHS
TV 27"	RCA	F155CE15N	Ramona JHS
TV 27"	Sharp	C05009	Ramona JHS
TV 27"	Sharp	C05010	Ramona JHS
TV 27"	Sharp	C05013	Ramona JHS
TV 27"	Sharp	C05014	Ramona JHS
TV 27"	Sharp	C05019	Ramona JHS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
TV 27"	Sharp	C05020	Ramona JHS
TV 27"	Sharp	C05008	Ramona JHS
TV 27"	Sharp	33821	Ramona JHS
TV 27"	Sharp	33827	Ramona JHS
TV 27"	Sharp	347468	Ramona JHS
TV 27"	Sharp	347768	Ramona JHS
TV 27"	Sharp	347791	Ramona JHS
TV 27"	Sharp	347791	Ramona JHS
TV 27"	Sharp	7075950	Ramona JHS
TV 27"	Sony	707591	Ramona JHS
TV 27"	Sony	707598	Ramona JHS
TV 27"	Sony	7030864	Ramona JHS
TV 27"	Sony	7039169	Ramona JHS
TV 27"	Sony	7039187	Ramona JHS
TV 27"	Sony	7048761	Ramona JHS
TV 27"	Sony	7049200	Ramona JHS
TV 27"	Sony	7049202	Ramona JHS
TV 27"	Sony	7049226	Ramona JHS
TV 27"	Sony	7075957	Ramona JHS
TV 27"	Sony	7075970	Ramona JHS
TV 27"	Sony	7075971	Ramona JHS
TV 27"	Sony	7081139	Ramona JHS
TV 27"	Sony	7081151	Ramona JHS
TV 27"	Xerox	MXV088553	Ramona JHS
VCR	JVC	A29027	Ramona JHS
VCR	JVC	C04376	Ramona JHS
VCR	JVC	062Q3278	Ramona JHS
VCR	Panasonic	A24969	Ramona JHS
VCR	Panasonic	C04900	Ramona JHS
VCR	Panasonic	C04906	Ramona JHS
VCR	Panasonic	C04912	Ramona JHS
VCR	Samsung	6VARC04234X	Ramona JHS
VCR	Sony	C04908	Ramona JHS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: RESOLUTIONS 2016/2017-01 AND 2016/2017-02 FOR AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS

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BACKGROUND

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

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

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

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

Resolution	Contract	Contractor	Description	Term
2016/2017-01	Los Angeles County Office of Education Bid No. 14/15-1543	Office Depot, Inc.	Standard School Supplies	4/13/2016-4/12/2017

Resolution	Contract	Contractor	Description	Term
2016/2017-02	Hawthorne School District RFP for Nutrition Services	Sunrise Produce Company	Produce and Frozen Foods	7/1/2016-6/30/2017

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolutions 2016/2017-01 and 2016/2017-02 for authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

WMJ:GJS:pw

**Chino Valley Unified School District
Resolution 2016/2017-01
Authorization to Utilize the Los Angeles County Office of Education
Bid No. 14/15-1543 With Office Depot, Inc.
to Purchase Standard School Supplies
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure standard school supplies for the District;

WHEREAS, Los Angeles County Office of Education currently has a piggyback contract, Bid No. 14/15-1543, in accordance with Public Contract Code 20118 with Office Depot, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of standard school supplies through the piggyback contract procured by the Los Angeles County Office of Education Bid No. 14/15-1543.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of standard school supplies through the piggyback contract originally procured by the Los Angeles County Office of Education Bid No. 14/15-1543 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of standard school supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Los Angeles County Office of Education Bid No. 14/15-1543.

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

Section 5. Effective Date. This resolution shall be effective as of July 22, 2016, for the term ending April 12, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of July 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

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

Wayne M. Joseph, Superintendent
Secretary, Board of Education

**Chino Valley Unified School District
Resolution 2016/2017-02
Authorization to Utilize the Hawthorne School District RFP for Nutrition Services
With Sunrise Produce Company
to Purchase Produce and Frozen Foods
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure produce and frozen foods for the District;

WHEREAS, Hawthorne School District currently has a piggyback contract, RFP for Nutrition Services, in accordance with Public Contract Code 20118 with Sunrise Produce Company that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of produce and frozen foods through the piggyback contract procured by the Hawthorne School District RFP for Nutrition Services.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of produce and frozen foods through the piggyback contract originally procured by the Hawthorne School District RFP for Nutrition Services is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of produce and frozen foods in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Hawthorne School District RFP for Nutrition Services.

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

Section 5. Effective Date. This resolution shall be effective as of July 22, 2016, for the term ending June 30, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of July 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: July 21, 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

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BACKGROUND

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

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2016-26	Fire Alarm Replacement at Ayala HS	Time & Alarm Systems	\$179,363.14	N/A	\$179,363.14	25
CC2016-33	Intercom Replacement at Marshall ES	Time & Alarm Systems	\$17,684.98	NA	\$17,684.98	25

Documentation indicating satisfactory completion and compliance with specifications has been obtained from Beverly Beemer, Director, Technology; 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

\$179,363.14 to Capital Facilities Fund 25.

\$17,684.98 to RDA Fund 25.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: July 21, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

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BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

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

WMJ:GP:LF:RR:mcm

CERTIFICATED PERSONNEL

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

SURMA, Thomas	School Psychologist	Special Education	08/08/2016
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RESIGNATION

CROCKER, Ilsa	Assistant Principal	Wickman ES	06/30/2016
CORONA, Rosa	Coordinator	Elementary Curr. & Instruction	07/07/2016

LEAVE OF ABSENCE

EDWARDS, Gladys	Assistant Principal	Canyon Hills JHS	2016/2017
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CHANGE IN ASSIGNMENT

LOPEZ-GUTIRREZ, Delia	FROM: Assistant Principal 8 hrs./210 contract days TO: Intervention Counselor 7 hrs./193 contract days	Don Lugo HS Special Education	08/08/2016
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HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2016/2017 SCHOOL YEAR

COLCA, Sarah	Elementary Teacher	Cattle ES	08/09/2016
FALLON, Lindsay	Elementary Teacher	Country Springs ES	08/09/2016
CU, Abigail	Elementary Teacher	Dickey ES	08/09/2016
KILE, Lindsey	TK Teacher	Glenmeade ES	08/09/2016
SALAZAR, Matthew	Elementary Teacher	Liberty ES	08/09/2016
KIM, Johnna	Elementary Teacher	Litel ES	08/09/2016
TOVALI, Jessica	Elementary Teacher	Newman ES	08/09/2016
ODEHNAL, Tori	Elementary Teacher	Oak Ridge ES	08/09/2016
EDWARDS, Bryana	Elementary Teacher	Rolling Ridge ES	08/09/2016
WEBBER, Yvette	Special Ed. Teacher	Rolling Ridge ES	08/09/2016
WIND, Nicole	Elementary Teacher	Walnut ES	08/09/2016
BRAZYNETZ, Jessica	Elementary Teacher	Wickman ES	08/09/2016
RUSSELL, Elena	Elementary Teacher	Wickman ES	08/09/2016
HARB, Sawssan	Science Teacher	Briggs K-8	08/09/2016
LU, Alice	Math Teacher	Cal Aero K-8	08/09/2016

CERTIFICATED PERSONNEL (cont.)

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

RENNER, William	Elementary Teacher	Cal Aero K-8	07/29/2016
ROSENBERY, Kimberly	Science Teacher	Canyon Hills JHS	08/09/2016
BROWN, Ryan	Social Science Teacher	Townsend JHS	08/09/2016
SATHEA, Panchara	English Teacher	CVLA	08/09/2016
KUHN, Dylan	Math Teacher	Ayala HS	08/09/2016
SHIRLEY, Robert	Earth Science Teacher	Ayala HS	08/09/2016
ULLMANN, Matthew	Biology Teacher	Ayala HS	08/09/2016
DE LA TORRE, Miguel	Math Teacher	Chino Hills HS	08/09/2016
BERRY, Alyssa	Agriculture Teacher	Don Lugo HS	08/09/2016
GANO, Gregory	PE Teacher	Don Lugo HS	08/09/2016
NEUNER, Jeremy	Nurse Practitioner	Health Services	08/11/2016
RODE, Jennifer	School Nurse	Health Services	08/11/2016

RETIREMENT

HAZELTON, Susan (32 years of service)	Elementary Teacher	Dickey ES	07/01/2016
CONWAY, Kathryn (28 Years of Service)	Elementary Teacher	Newman ES	06/09/2016
SPENCER, Clarence (25 years of service)	Social Science Teacher	Canyon Hills JHS	06/10/2016
SPADACCINI, Richard (19 Years of Service)	Math Teacher	Don Lugo HS	06/10/2016

RESIGNATION

WATSON, Gail	Elementary Teacher	Cortez ES	06/30/2016
RAMIREZ, Tiffany	Special Ed. Teacher	Dickson ES	06/30/2016
ESCOBEDO, Maggie	Special Ed. Teacher	Eagle Canyon ES	07/30/2016
FREDERICK, Hailey	Elementary Teacher	Oak Ridge ES	06/23/2016
RICH, Shelly	Elementary Teacher	Rhodes ES	07/01/2016
MOON, Christopher	Elementary Teacher	Cal Aero K-8	06/30/2016
MARTINEZ, Leticia	Special Ed. Teacher	Woodcrest JHS	08/01/2016
DINH, Jaime	English Teacher	Ayala HS	06/30/2016
MAST, James	Band Teacher	Ayala HS	07/11/2016
STEVENS, Michelle	Special Ed. Teacher	Ayala HS	06/30/2016
GOMEZ, Candelario	Special Ed. Teacher	Chino Hills HS	08/01/2016

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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RESIGNATION (cont.)

HINOJOSA-CAUL, Carol	Math Teacher	Chino Hills HS	06/30/2016
LAZARO, Marisol	Math Teacher	Chino Hills HS	06/30/2016
ORTIZ-GUERINI, Blanca	Special Ed. Teacher	Don Lugo HS	06/21/2016
HERRERA, Marci	Home Base Teacher	Alternative Ed.	06/22/2016
RICHARDS, Dawn	School Psychologist	Special Education	07/01/2016

LEAVE OF ABSENCE

ACEVEDO, Fiorella	Intervention Teacher 50%	Dickson ES	2016/2017
LAWRENCE, Lynn	Intervention Teacher 50%	Dickson ES	2016/2017
HIRST, Kristi	Intervention Teacher	Marshall ES	2016/2017

APPOINTMENT – EXTRA DUTY

ABILEZ, Peter (NBM)	Volleyball (B)	Ayala HS	07/22/2016
NGUYEN, Vincent (NBM)	Tennis (B)	Ayala HS	07/22/2016
RIVAS, Brandon	Water Polo (B)	Ayala HS	07/22/2016
RIVAS, Brandon	Swim (B)	Ayala HS	07/22/2016
CAVINESS, Jon (NBM)	Football (B)	Chino HS	07/22/2016
RESENDEZ, Eduardo (NBM)	Football (B)	Chino HS	07/22/2016
EICHMANN, Lauren (NBM)	Pep Squad (B)	Chino Hills HS	07/22/2016
GADEA, Jamie (NBM)	Pep Squad (B)	Chino Hills HS	07/22/2016
GIRON, Joseph (NBM)	Football (B)	Chino Hills HS	07/22/2016
GOMEZ III, Juve (NBM)	Wrestling (B)	Chino Hills HS	07/22/2016
JONES, Brian (NBM)	Pep Squad (B)	Chino Hills HS	07/22/2016
SANTOS, Remen (NBM)	Boys Basketball (B)	Chino Hills HS	07/22/2016
WORTHLEY, Jimmy (NBM)	Football (B)	Chino Hills HS	07/22/2016
WORTHLEY, Jimmy (NBM)	Softball (B)	Chino Hills HS	07/22/2016
WORTHLEY, Jimmy (NBM)	Wrestling (B)	Chino Hills HS	07/22/2016
SMITH, Randy (NBM)	Boys Basketball (B)	Chino Hills HS	07/22/2016
HENSLEY, Irene (NBM)	Pep Squad (B)	Don Lugo HS	07/22/2016
PARTIDA, Patricia (NBM)	Pep Squad (B)	Don Lugo HS	07/22/2016

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

ABRAHAM, Charles	BECERRIL, Alberto	CARR, Tonya
CASANAVE, Marcia	CENTENO, Rosalinda	CERVANTES, Anna

CERTIFICATED PERSONNEL (cont.)

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

CHUANG, Catherine
DURAN, Juanite
GONZALES, Brittany
HSU, Jack
KREUTZER, Jenifer
LOMASNEY, Michelle
RASMUSSEN, Geraldine
THOMPSON, Peggy

COOK, Nicole
GALELLI, Martha
GUTIERREZ-CASTILLO, Anna Lia
JONES, Kevin
LENTZ, Kevin
MARAGNI, Paul
RISDEN, John
WALKER, William

DAVIS, Robert
GERDINA, Seth
HALL, Carol
KEDULICH, Michael
LINDEMULDER, John
O'DELL, Marni
STANFORD, Summer

CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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CLASSIFIED CONFIDENTIAL/ MANAGEMENT SALARY SCHEDULE

RETIREMENT

GRAY, Sharon (22 years of service)	Child Development Coordinator	Health Services	09/01/2016
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED CONFIDENTIAL/
MANAGEMENT SALARY SCHEDULE**

WALSH, Jeannette	Administrative Secretary I	Human Resources	07/22/2016
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY
SCHEDULE**

APPOINTMENT

LOPEZ, Valerie	Elem. Library/Media Center Asst. (GF)	Oak Ridge ES	08/22/2016
CHAVEZ, Linda	IA/Computer Asst. (C)	Walnut ES	08/22/2016
ORIHUELA, Diana	Bilingual Typist Clerk I (GF)	Briggs K-8	08/01/2016
CAZAREZ, Wendy	Attendance Clerk (GF)	Magnolia JHS	08/01/2016
DE LA VEGA-DIAZ, Jessica	Typist Clerk II (GF)	Ramona JHS	08/01/2016
FUENTES, Joanna	Counseling Assistant	Townsend JHS	07/25/2016
ISIDORE, Marita	Nutrition Services Asst. II (NS)	Ayala HS	08/12/2016
GUTIERREZ, Gabriel	Security Person (GF)	Don Lugo HS	08/15/2016

PROMOTION

LOCKMAN, Beverly	FROM: Typist Clerk II (GF) 8 hrs./201 work days	Country Springs ES	07/22/2016
	TO: School Secretary I (GF) 8 hrs./215 work days	Country Springs ES	
RAZZAK, Amreen	FROM: Elem. Library/ Media Center Asst. (GF) 3.5 hrs./150 contract days	Glenmeade ES	08/09/2016
	TO: Health Technician (GF) 5.5 hrs./185 work days	Briggs K-8	

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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PROMOTION (cont.)

LANTER, Nicole	FROM: Typist Clerk II (GF) 8 hrs./201 work days	Newman ES	07/22/2016
	TO: School Secretary I (GF) 8 hrs./215 work days	Newman ES	
SEWARD, Michelle	FROM: Elem. Library Media Center Asst. (GF/C) 3.5 hrs./177 work days	Newman ES	7/27/2016
	TO: Secondary Library Media Center Asst. (GF) 4 hrs./213 work days	Chino HS	

CHANGE OF ASSIGNMENT

SPEAR, Tamara	FROM: IA/SPED/SH (SELPA/GF) 5 hrs./181 work days	Don Lugo HS	08/15/2016
	TO: IA/SPED/SH (SELPA/GF) 6 hrs./181 work days	Rolling Ridge ES	
NEWTON, Michael	FROM: Custodian I (GF) 2 hrs./261 contract days	Maintenance	07/22/2016
	TO: Custodian I (GF) 8 hrs./261 contract days	Ayala HS	

DEMOTION OF PROBATIONARY EMPLOYEE WITHOUT PREJUDICE

Employee #24771			08/15/2016
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RESIGNATION

MARQUARDT, Annette	Health Technician (GF)	Litel ES	06/09/2016
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RETIREMENT

DE BIE, Sharon (31 years of service)	Health Technician (GF)	Chino HS	08/13/2016
TIRABASSO, Justin (40 years of service)	Audio-Visual/Computer Electronic Technician (GF)	Technology	08/27/2016

CLASSIFIED PERSONNEL (cont.)

NAME **POSITION** **LOCATION**

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

STICKLES, Valerie	IA/SPED/SH	Borba ES
NEAL, Nicole	IA/SPED/SH	Butterfield Ranch ES
KUHNS, Richelle	IA/SPED/SH	Cattle ES
DAVISON, Donna	IA/SPED/SH	Cortez ES
MCGOWAN, Brandy	IA/SPED/SH	Cortez ES
SABUHA, Syeda	IA/SPED/SH	Country Springs ES
DONG, Kristine	IA/SPED/SH	Eagle Canyon ES
WILCOX, Carolyn	Collaborative Aide-Autism	Eagle Canyon ES
PLUMA, Valerie	IA/SPED/SH	Hidden Trails ES
ARRISON, Shannon	IA/SPED/SH	Liberty ES
GOOD, Stephanie	IA/SPED/SH	Litel ES
PEREZ, Ranelle	IA/SPED/SH	Litel ES
CONRARDY, Victoria	IA/SPED/SH	Marshall ES
MEZA, Mary	IA/SPED/SH	Marshall ES
ANGIANO, Gabriella	IA/SPED/SH	Oak Ridge ES
CUPP, Victoria	IA/SPED/SH	Rhodes ES
JEPEWAY, Gwen	IA/SPED/SH	Rhodes ES
VISTA, Sontri	IA/SPED/SH-Bus Aide	Rolling Ridge ES
HOLIDAY, Joy	IA/SPED/SH	Wickman ES
BACON, Cassie	IA/SPED/SH	Magnolia JHS
RODIL, Maria	IA/SPED/SH	Magnolia JHS
VRIELING, Karen	IA/SPED/SH	Magnolia JHS
GONZALEZ, Byron	IA/SPED/SH	Townsend JHS
GONZALEZ, Martin	IA/SPED/SH	Townsend JHS
RODRIGUEZ, Adrian	IA/SPED/SH	Townsend JHS
BAYONA, Karen	IA/SPED/SH	Woodcrest JHS
HERNANDEZ, Elena	IA/SPED/SH	Woodcrest JHS
SOLORIO, Stacy	IA/SPED/SH	Woodcrest JHS
BALLESTEROS, Venus	IA/SPED/SH	Ayala HS
DONIAK, Kylie	IA/SPED/SH	Ayala HS
FIGUEROA, Virginia	IA/SPED/SH	Ayala HS
SANCHEZ, Mark	IA/SPED/SH	Ayala HS
SANCHEZ, Virnie	IA/SPED/SH	Ayala HS
SCHWARTZMEYER, Nanette	IA/SPED/SH	Ayala HS
CRUMP, Laura	IA/SPED/SH	Chino HS
ALAMILLO, Marisol	IA/SPED/SH	Chino Hills HS
BAEZA, Marilyn	IA/SPED/SH	Chino Hills HS

CLASSIFIED PERSONNEL (cont.)

NAME **POSITION** **LOCATION**

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2016, THROUGH DECEMBER 31, 2016 (cont.)

DELGADO, Linda	IA/SPED/SH	Chino Hills HS
PALMER, Anne	IA/SPED/SH	Chino Hills HS
VAKA, Nancy	IA/SPED/SH	Chino Hills HS
CORREA, Lucia	IA/SPED/SH	Don Lugo HS
GOMEZ, Michelle	IA/SPED/SH	Don Lugo HS
JONES, Marsha	IA/SPED/SH	Don Lugo HS
RIVERA, Maria	IA/SPED/SH	Special Ed. / ABC School
ROJAS, Michelle	IA/SPED/SH	Special Ed. / Bus Aide

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

ALDERETE, David	AVILA, Socorro	BANOWETZ, Charles
BARTON, Nicole	BOTELLO, Jessica	BRIONES, Steven
CERVANTES, Israel	CORREA, Lucia	COTA, Theresa
CUMMINS, Elidia	DELGADO, Linda	DONG, Kristine
ESTRADA, Alejandra	EVERETT, Jessica	FELIX, Araceli
HERNANDEZ, Peter	HORNER, Deborah	JEPEWAY, Gwen
JOHNSTON-AU, Theresa	KEIR, Barbara	LEE, Olivia
LOPEZ, David	MANN, Kelley	MCGOWAN, Brandy
NUNEZ, Selena	OLSON, Gerald	PALMER, Anne
PATEL, Meena	PEREZ, Adriana	PIMENTA, Manuel
PLUMA, Valerie	POINTER, Delphine	ROJAS, Michelle
ROOT, Tommy	SCHWARTZMEYER, Nanette	SERRATO, Myra
SMITH, Joseph	SMITH, Michael	SMITH, Stacy
SONGCO, Margarita	STEBBINS, Juliette	VALDEZ, Kristen
VILLALOBOS, Armeda	VISTA, Sontri	WHITAKER, Kimberly
WILLIAMS, Janelle	WYZYKOWSKI, Brandi	ZALKE, Patricia

(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: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
**SUBJECT: REVISION OF BOARD BYLAW 9150 BYLAWS OF THE BOARD—
STUDENT BOARD MEMBERS**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Bylaw 9150 Bylaws of the Board—Student Board Members is being revised to reflect current practice.

Language to be deleted is ~~lined through~~.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Bylaw 9150 Bylaws of the Board—Student Board Members.

FISCAL IMPACT

None.

WMJ:pk

STUDENT BOARD MEMBERS

The Board of Education believes that engaging the student body and seeking its input and feedback regarding the District's educational programs and activities are vital to achieving the District's mission of educating district students. To enhance communication between the Board and the student body and to encourage student involvement in district affairs, the Board shall include at least one student board member selected by the District's high school students in accordance with procedures approved by the Board.

The term of the student board member shall be one year, commencing on July 1 of each year. A student board member shall have the right to attend all board meetings except closed (executive) sessions. (Education Code 35012)

(cf. 9321 – Closed Session Purposes and Agendas)

A student board member shall be seated with other members of the Board. In addition, a student board member shall be recognized at meetings as a full member, shall receive all materials presented to other Board members except those related to closed sessions, and may participate in questioning witnesses and discussing issues. (Education Code 35012)

(cf. 9322 – Agenda/Meeting Materials)

The student board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall be cast prior to the official board vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the Board meeting minutes. (Education Code 35012)

(cf. 9324 – Minutes and Recordings)

~~A student board member may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)~~

A student board member shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)

(cf. 3350 - Travel and Conference Expense)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

STUDENT BOARD MEMBERS (cont.)

Student Board Member Development

As necessary, the Superintendent or designee shall, at District expense, provide learning opportunities to student board members, through trainings, workshops, and conferences, to enhance their knowledge, understanding, and performance of their board responsibilities.

The Superintendent or designee may periodically provide an orientation for student board member candidates to give them an understanding of the responsibilities and expectations of board service.

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student members to State Board of Education 35012 Board members; number, election and terms; pupil members GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act

Management Resources:

WEBSITES

California School Boards Association: www.csba.org California Association of Student Councils:
www.casc.net National School Boards Association: www.nsba.org

Chino Valley Unified School District

Bylaw adopted: August 17, 1995

Revised: April 23, 1998

Revised: October 21, 2010

Revised: December 8, 2011

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 21, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Don Jones, Director, Secondary Curriculum and Instruction
SUBJECT: REVISION OF BOARD POLICY 6142.92 INSTRUCTION – MATHEMATICS INSTRUCTION

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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. The revision of Board Policy 6142.92 Instruction – Mathematics Instruction reflects Common Core State Standards and new state curriculum framework for mathematics. The policy also reflects Assembly Bill (AB) 166, 2013, which requires the State Board of Education, concurrent with the next revision of textbooks or the curriculum framework in mathematics, to ensure the integration of financial literacy, and AB 97, 2013, which adds material on program evaluation. Additionally, the policy revisions reflect Senate Bill 359 (2015) which ensures students are appropriately placed.

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

WMJ:NE:DJ:smr

MATHEMATICS INSTRUCTION

The Board of Education desires to offer a rigorous mathematics program that PROGRESSIVELY DEVELOPS THE KNOWLEDGE AND SKILLS STUDENTS WILL NEED TO SUCCEED IN COLLEGE AND CAREER. THE DISTRICT'S MATHEMATICS PROGRAM SHALL BE DESIGNED TO TEACH MATHEMATICAL CONCEPTS IN THE CONTEXT OF REAL-WORLD SITUATIONS AND TO HELP STUDENTS GAIN A STRONG CONCEPTUAL UNDERSTANDING, A HIGH DEGREE OF PROCEDURAL SKILL AND FLUENCY, AND ABILITY TO APPLY MATHEMATICS TO SOLVE PROBLEMS. ~~provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life.~~

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

1. ~~Basic mathematical skills: quantification, basic facts, sorting and classification and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares, and square roots.~~
2. ~~Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols, and terms.~~
3. ~~Problem solving: use of mathematical concepts, skills, tools, and reasoning strategies to formulate and solve problems in a variety of situations.~~

~~The mathematical program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.~~

~~The Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematical course options.~~

~~The Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention. The District's program also shall be aligned with the state framework for mathematical instruction.~~

MATHEMATICS INSTRUCTION (cont.)

FOR EACH GRADE LEVEL, THE BOARD SHALL ADOPT ACADEMIC STANDARDS FOR MATHEMATICS THAT MEET OR EXCEED THE COMMON CORE STATE STANDARDS. The Superintendent or designee shall develop ~~grade-level~~ OR SELECT curricula that ~~offer a balanced instructional program, including but not limited to:~~ ARE ALIGNED WITH THESE STANDARDS AND THE STATE CURRICULUM FRAMEWORK.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

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

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

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

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

MATHEMATICS INSTRUCTION (cont.)

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

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

(cf.6152.1 - Placement in Mathematics Courses)

Teachers are expected to use a variety of instructional strategies to accommodate the needs and varying abilities of their students.

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131/4331 - Staff Development)

Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced STANDARDS-ALIGNED mathematics program.

(cf. 0440 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

The Superintendent or designee shall regularly provide the Board with data from state and District mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6190 - Evaluation of Instructional Programs)

(cf. 9000 - Role of the Board)

MATHEMATICS INSTRUCTION (cont.)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51224.5 Algebra in course of study for grades 7-12

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, rev. January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

WEBSITES

California School Boards Association: www.csba.org

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

Common Core State Standards Initiative: www.corestandards.org/math

Chino Valley Unified School District

Policy adopted: August 20, 2009

REVISED: