



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

October 6, 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
3:30 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
October 6, 2016

AGENDA

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

I. OPENING BUSINESS

I.A. CALL TO ORDER – 3:30 P.M.

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

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel–Anticipated Litigation Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9 and Section 54954.5(c): One potential case. (Margaret A. Associates) (45 minutes)
- b. Conference with Legal Counsel–Existing Litigation (Government Code 54954.4(c) and 54956.9)(d)(1): Federal District Court, Case No. EDCV 14-2336-JGB (DTBx) Freedom from Religion Foundation vs. Chino Valley Unified School District Board of Education. (Tyler & Bursch, LLP) (Margaret A. & Associates) (45 minutes)
- c. Conference with Legal Counsel – Existing Litigation (Government Code 54954.4 (c) and 54956.9 (d)(1): Jane Doe 1, et.al. v. Antioch Unified School District, et.al. Case No: N15-1127, Wakefield, Taylor Courthouse, Superior Court of California, Contra Costa. (Atkinson, Andelson, Loya, Ruud & Romo) (10 minutes)
- d. Student Expulsion Matters (Education Code 35146, 48918 (c) & (j)): Cases 16/17-02 and 16/17-03. (30 minutes)
- e. Student Admission Matters (Education Code 35146, 48916 (c)): Cases 16/17-03A and 16/17-04A. (10 minutes)
- f. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Dr. Norm Enfield, Sandra Chen, Dr. Grace Park, Lea Fellows, and Richard Rideout. (10 minutes)
- g. Public Employee Discipline/Dismissal/Release (Government Code 54957): (10 minutes)
- h. Public Employee Appointment (Government Code 54957): Coordinator of Child Development. (5 minutes)
- i. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (45 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

The proceedings of this meeting are being recorded.

I.C. PRESENTATIONS AND RECOGNITIONS

1. Student Showcase: Townsend Junior High School Marching Band
2. Presentation: Multi-tiered Systems of Support for Behavior

I.D. COMMENTS FROM STUDENT REPRESENTATIVE**I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES****I.F. COMMENTS FROM COMMUNITY LIAISONS****I.G. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA****I.H. CHANGES AND DELETIONS****II. ACTION****II.A. ADMINISTRATION****II.A.1. Public Hearing Regarding Oxford Preparatory Academy—Los Serranos Charter School Petition**

Page 8

Recommend the Board of Education conduct a public hearing regarding the Oxford Preparatory Academy—Los Serranos charter school petition.

Open Hearing _____

Close Hearing _____

II.B. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**II.B.1. Instructional Textbook Adoption**

Page 9

Recommend the Board of Education adopt the following instructional textbook: a) Realidades, Level 3, Prentice Hall, 2004, (Spanish 3H/Spanish AP).

Motion _____ Second _____

Preferential Vote: _____

Vote: Yes _____ No _____

II.B.2. Instructional Textbook Adoption

Page 10

Recommend the Board of Education adopt the following instructional textbooks:

- a) Signing Naturally, Level 2, 1992, Dawn Sign Press, Vista American Sign Language,
- b) Signing Naturally, Level 3, 2001, Dawn Sign Press, Vista American Sign Language,
- c) Genki Level 2, 2011: An Integrated Course in Elementary Japanese, The Japan Times,
- d) Descubre 3, 2017, Vista Higher Learning,

Motion _____ Second _____

Preferential Vote: _____

Vote: Yes _____ No _____

- e) Themes, AP French Language and Culture, 2016, Vista Higher Learning,
- f) Temas, AP Spanish Language and Culture, 2014, Vista Higher Learning,
- g) D'accord! 3, 2015, Vista Higher Learning,
- h) Abriendo Puertas: Ampliando Perspectives, 2013, Houghton Mifflin Harcourt,
- i) Zhen Bang!, Chinese 3, 2013, EMC Publishing, LLC, and
- j) French in Action, Part 2, 2015, Yale University Press.

II.C. EDUCATIONAL SERVICES

II.C.1. Public Hearing — Sufficiency of Instructional Materials 2016/2017 and Adoption of Resolution 2016/2017-10

Page 11

Recommend the Board of Education conduct a public hearing regarding the Sufficiency of Instructional Materials 2016/2017, and adopt Resolution 2016/2017-10.

Open Hearing _____

Close Hearing _____

Motion ____ Second ____
 Preferential Vote: ____
 Vote: Yes ____ No ____

II.D. HUMAN RESOURCES

II.D.1. Compensation Increase for Classified Substitutes and Other Non-Bargaining Unit Members (Noonground Supervisors, WIA Students, and AVID Tutors)

Page 17

Recommend the Board of Education approve a compensation increase for classified substitutes and other non-bargaining unit members (Noonground Supervisors, WIA Students, and AVID Tutors).

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 September 15, 2016

Page 19

Recommend the Board of Education approve the minutes of the regular meeting of September 15, 2016.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 26 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. Fundraising Activities

Page 27 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. Donations

Page 32 Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 36 Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Chidester, Margaret A. & Associates.

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

III.C.1. Student Expulsion Cases 16/17-02 and 16/17-03

Page 37 Recommend the Board of Education approve the student expulsion cases 16/17-02 and 16/17-03.

III.C.2. Student Admission Cases 16/17-03A and 16/17-04A

Page 38 Recommend the Board of Education approve the student admission cases 16/17-03A and 16/17-04A.

III.D. EDUCATIONAL SERVICES

III.D.1. School-Sponsored Trips

Page 39 Recommend the Board of Education approve/ratify the following school-sponsored trips: Glenmeade ES; Townsend JHS; Ayala HS; Chino Hills HS; and Don Lugo HS.

III.D.2. Proclamation for Red Ribbon Week October 23-31, 2016

Page 41 Recommend the Board of Education adopt the proclamation for Red Ribbon Week, October 23-21, 2016.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Purchase Order Register

Page 43 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 44 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.E.3. Surplus/Obsolete Property

Page 47 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

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

Page 49 Recommend the Board of Education approve the Notice of Completion for CUPCCA Projects.

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

Page 51 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.F.2. Rejection of Claim

Page 70 Recommend the Board of Education reject the claim and refer it to the District's insurance adjuster.

III.F.3. Resolution 2016/2017-09 Week of the School Administrator

Page 71 Recommend the Board of Education adopt Resolution 2016/2017-09 Week of the School Administrator.

III.F.4. Student Teaching Agreement with National University

Page 74 Recommend the Board of Education approve the student teaching agreement with National University.

III.F.5. Clinical Affiliation Agreement with the University of Michigan-Flint

Page 80 Recommend the Board of Education approve the clinical affiliation agreement with the University of Michigan-Flint.

III.F.6. Revision of Board Policy 4030 Personnel—Nondiscrimination in Employment

Page 89 Recommend the Board of Education approve the revision of Board Policy 4030 Personnel—Nondiscrimination in Employment.

IV. INFORMATION**IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****IV.A.1. New Course Forensic Biology**

Page 94 Recommend the Board of Education receive for information the new course Forensic Biology.

IV.A.2. Revision of Administrative Regulation 6162.51 Instruction—State Academic Achievement Tests

Page 113

Recommend the Board of Education receive for information the revision of Administrative Regulation 6162.51 Instruction—State Academic Achievement Tests.

IV.B. EDUCATIONAL SERVICES

IV.B.1. Student Attendance Calendar for the 2017/2018 School Year

Page 121

Recommend the Board of Education receive for information the Student Attendance Calendar for the 2017/2018 school year.

IV.C. HUMAN RESOURCES

IV.C.1. Revision of Administrative Regulation 4112.6 All Personnel—Personnel Files

Page 123

Recommend the Board of Education receive for information the revision of Administrative Regulation 4112.6 All Personnel—Personnel Files.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Date posted: September 30, 2016

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

ACTION

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

**SUBJECT: PUBLIC HEARING REGARDING OXFORD PREPARATORY
ACADEMY – LOS SERRANOS CHARTER SCHOOL PETITION**

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BACKGROUND

On September 23, 2016, Oxford Preparatory Academy submitted a charter school petition to the Chino Valley Unified School District.

California Education Code Sections 47605 establish the procedures and timelines for charter school petitions. California Education Code section 47605(b) requires the Board of Education to hold a public hearing to consider the level of support for the petition by teachers employed by the District, other employees of the District, and parents.

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing regarding the Oxford Preparatory Academy – Los Serranos charter school petition.

FISCAL IMPACT

None.

WMJ:pk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 6, 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: INSTRUCTIONAL TEXTBOOK ADOPTION

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BACKGROUND

To provide current curriculum and State-mandated standards-based instruction and materials to the students in the Chino Valley Unified School District, the textbook program specified below is proposed for adoption.

On August 19, 2004, the Board of Education adopted Realidades, Books 1 and 2, Prentice Hall, 2004, (Spanish). However, the below proposed textbook was not adopted.

On September 7, 2016, the San Bernardino County Office of Education, Williams' auditors, conducted its instructional materials review at Chino HS. The finding was an insufficiency of instructional material as indicated below.

To resolve the identified insufficiency, the District is seeking Board approval of the below-listed instructional material.

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

RECOMMENDATION

It is recommended the Board of Education adopt the following instructional textbook:

- a) Realidades, Level 3, Prentice Hall, 2004, (Spanish 3H/Spanish AP).

FISCAL IMPACT

None.

WMJ:NE:DJ:smr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: October 6, 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: INSTRUCTIONAL TEXTBOOK ADOPTION

BACKGROUND

To provide current standard-aligned instructional materials to the students in the Chino Valley Unified School District, as mandated by the state of California, the program specified below is proposed for adoption.

The selection process for these materials involved representative teachers with a vested interest in the material. Secondary Curriculum and Instruction and Media Services secured samples of state-adopted programs. Teachers evaluated all programs and selected a program that best matched District goals and needs. Those programs were evaluated using the following criteria: quality of match to California standards, quality of lesson design, quality of teacher materials, provision for universal access, and overall quality of the programs.

These textbooks were 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 adopt the following instructional textbooks:

- a) Signing Naturally, Level 2, 1992, Dawn Sign Press, Vista American Sign Language,
- b) Signing Naturally, Level 3, 2001, Dawn Sign Press, Vista American Sign Language,
- c) Genki Level 2, 2011: An Integrated Course in Elementary Japanese, The Japan Times,
- d) Descubre 3, 2017, Vista Higher Learning,
- e) Themes, AP French Language and Culture, 2016, Vista Higher Learning,
- f) Temas, AP Spanish Language and Culture, 2014, Vista Higher Learning,
- g) D'accord! 3, 2015, Vista Higher Learning,
- h) Abriendo Puertas: Ampliando Perspectives, 2013, Houghton Mifflin Harcourt,
- i) Zhen Bang!, Chinese 3, 2013, EMC Publishing, LLC, and
- j) French in Action, Part 2, 2015, Yale University Press.

FISCAL IMPACT

\$198,211.00 estimated costs to the Lottery: Instructional Material general fund.

Chino Valley Unified School District

Our Motto:

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DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services

SUBJECT: PUBLIC HEARING – SUFFICIENCY OF INSTRUCTIONAL MATERIALS 2016/2017 AND ADOPTION OF RESOLUTION 2016/2017-10

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BACKGROUND

Education Code 60119 states the governing board of a school district shall hold a public hearing at which the board shall encourage participation by parents, teachers, members of the community interested in the affairs of the school district, and bargaining unit leaders.

At this hearing a determination shall be made, through a resolution, as to whether each pupil has sufficient textbooks or instructional materials, or both, to use in class and to take home. These textbooks or instructional materials shall be aligned to the content standards pursuant to Education Code 60605 or 60605.8 in each of the following subjects, that are consistent with the content and cycles of the curriculum framework adopted by the state board in mathematics, science, history-social science, English language arts, including the English language development component of an adopted program, foreign language and health.

Part of the determination of sufficiency includes a Williams instructional materials audit at schools identified by the San Bernardino County Office of Education. During the audit held in September, it was found that textbooks for Spanish 3H and Spanish AP were not adopted in prior years. To resolve this finding, approval for these textbooks is being brought for approval at the Board meeting on October 6, 2016. Students in these classes currently have the textbooks to use in class and to take home.

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

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing regarding the Sufficiency of Instructional Materials 2016/2017, and adopt Resolution 2016/2017-10.

FISCAL IMPACT

None.

WMJ:JC:Imc

**Chino Valley Unified School District
Resolution 2016/2017-10
Sufficiency of Instructional Materials**

WHEREAS, the Board of Education of the Chino Valley Unified School District, in order to comply with the requirements of Education Code 60119, held a public hearing on October 6, 2016, at 7:00 pm, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours;

WHEREAS, the Board provided at least 10 days' notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing;

WHEREAS, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing;

WHEREAS, information provided at the public hearing detailed the extent to which sufficient textbooks or instructional materials were provided to all students, including English learner, in the Chino Valley Unified School District;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage;

WHEREAS, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Chino Valley Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle;

WHEREAS, textbooks or instructional materials were provided to each student, including each English learner, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

English/Language Arts

- TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) 2012
- K-6 Houghton Mifflin Company; HM California Reading, 2002
- 7-8 McDougal Littell; McDougal Littell Reading and Language Arts Program, 2002
- 9-12 Prentice Hall: Timeless Voices; Timeless Themes, 2002
- 9-12 Center for Advancement of Reading, California State University: Expository Reading and Writing Course, Student Reader, Second Edition, 2013

Mathematics

- TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) 2012
- TK Center for Innovation in Education; Math Their Way, 1995
- K-5 Pearson Scott Foresman; enVision Math, 2015
- 6-8 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3, 2015
- 9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III, 2012
- 9-12 Carnegie Learning; Geometry, A Common Core Math Program, 2011
- 9-12 Glencoe; Elementary Statistics, 2006
- 9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2, 2010

History/Social Science

- TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) 2012
- K-5 Harcourt School Publishers; Reflections: California Series, 2007
- 6-8 Holt, Rinehart and Winston; Holt California Social Studies, 2006
- 10 Prentice Hall; World History: The Modern World, 2007
- 11 Holt, Reinhart and Winston; American Anthem: Modern American History, 2007
- 11 Bedford; American's History, 2007
- 12 Glencoe/McGraw-Hill; United States Government: Democracy in Action, 2006
- 12 McDougal Littell; American Government: Institutions & Policies, 2006
- 12 Prentice Hall; Economics, Principles in Actions, 2007
- 12 Prentice Hall; Foundations of Economics, 2007

Science

- TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) 2012
- K-5 Houghton Mifflin Company; Houghton Mifflin California Science, 2007
- 6 Pearson Scott Foresman; Scott Foresman California Science, 2008
- 7-8 Pearson Prentice Hall; Prentice Hall California Science Explorer, Focus on Earth, Life, and Physical Science, 2008
- 9-12 Pearson Prentice Hall; Earth Science, 2006
- 9-12 Pearson Prentice Hall; Biology, 2007
- 9-12 Pearson Prentice Hall; Physical Science: Concepts in Action with Earth and Space Science, 2009
- 10-12 Pearson Prentice Hall; Chemistry, 2007
- 11-12 Glencoe; Physics: Principles and Problems, 2008
- 11-12 Wiley; Environmental Science: Earth as a Living Planet, 2007

WHEREAS, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes:

Foreign Language

- 9-12 Prentice Hall; Realidades, Book 1 and 2, 2004
- 9-12 McDougal Littell; Abriendo Puertas, Tomo, Gramatica, and Lectura 2007
- 9-12 Wayside Publishing; Azulejo, 2002
- 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2, 2003
- 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3, 2002
- 9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3, 2003
- 9-12 Spinner Publications; Bom Dia! Book 1 and 2, 2004 and 2007
- 9-12 Joint Publishing; Chinese Made Easy, 2006
- 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2, 1998

Health

- 9-12 Glencoe; Glencoe Health, 2009

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

WHEREAS, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or instructional materials were provided to students in the following subjects and grade levels at district schools:

Foreign Language

Course	Textbook/Instructional Materials	Percentage of Students	
Spanish 3H Spanish AP	Prentice Hall: Spanish Realidades Level 3, 2004	Ayala HS	.103%
		Chino HS	.095%
		Chino Hills HS	.033%
		Don Lugo HS	.077%

WHEREAS, sufficient textbooks or instructional materials were not provided at each school listed above due to the following reasons:

Each student in the classes listed above have sufficient textbooks to use in class and to take home, however these textbooks were not adopted by the Board of Education. The Board of Education was presented this textbook for adoption on October 6, 2016.

NOW, THEREFORE, BE IT RESOLVED, that for the 2016/2017 school year, the Chino Valley Unified School District has not provided each student with sufficient textbooks or instructional materials that are consistent with the cycles and content of the curriculum framework, and;

BE IT FURTHER RESOLVED, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made.

The Chino Valley Unified School District will audit textbook adoptions annually to ensure that outdated editions of textbooks or textbooks no longer in print are replaced and adopted by the Board of Education.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 6th day of October 2016.

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: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph Superintendent

PREPARED BY: Grace Park Ed.D., Assistant Superintendent, Human Resources

SUBJECT: **COMPENSATION INCREASE FOR CLASSIFIED SUBSTITUTES
AND OTHER NON-BARGAINING UNIT MEMBERS
(NOONGROUND SUPERVISORS, WIA STUDENTS, AND AVID
TUTORS)**

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BACKGROUND

Effective January 1, 2017, the minimum wage will increase to \$10.50 an hour. The District currently provides an hourly rate ranging from \$10.00 to \$16.67 for classified substitutes and other non-bargaining unit members that include Noonground Supervisors, WIA Students, and AVID Tutors. To address the increase in minimum wage, attached is a new proposed salary schedule. The proposed increase will reflect an hourly rate that ranges from \$10.50 to \$17.26.

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

RECOMMENDATION

It is recommended the Board of Education approve a compensation increase for classified substitutes and other non-bargaining unit members (Noonground Supervisors, WIA Students, and AVID Tutors).

FISCAL IMPACT

The fiscal impact is unknown at this time due to the fluctuation of substitutes and student workers.

WMJ:GP:mcm

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
CLASSIFIED SUBSTITUTE SALARY SCHEDULE**

RANGE	POSITIONS	Current HOURLY RATE	PROPOSED SALARY
25	District Media Center Helper	11.38	13.66
26	Instructional Aide District Mail Clerk Noonground Supervisor Typist Clerk I	11.66	13.99
27	ASB Student Store Clerk District Receptionist Duplicating Dept. Clerk High School Receptionist	11.95	14.34
28	Account Clerk I Bilingual Typist Clerk I District Community Attendance Liaison Elementary Library/Media Center Asst.	12.25	14.70
29	Attendance Clerk Custodian I Duplication Operator Groundsworker I Typist Clerk II	12.56	15.07
30	Child Care Specialist Health Technician Secondary Library/Media Assistant	12.88	14.81
31	Warehouse Delivery Person	13.19	15.83
32	Assistant Principal Secretary Account Clerk II Custodian II District Secretary Offset Press Operator Payroll Clerk II Maintenance I - General Maintenance Registrar	13.53	15.56
33	Counseling Assistant	13.86	16.63
34	Career Guidance Technician ROP Technician Security Person	14.21	16.34
36	Payroll Clerk III School Secretary I	14.93	16.42
38	Custodian Specialist School Secretary II	15.69	17.26
<hr/>			
	Nutrition Services Assistant I	11.23	12.00
	Bus Drivers	16.67	17.00
<hr/>			
	WIA Students	10.00	10.50
	AVID Tutor	10.00	12.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
September 15, 2016

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:15 P.M.

1. Roll Call

President Cruz called to order the regular meeting of the Board of Education, Thursday, September 15, 2016, at 5:15 p.m. with Blair, Cruz, Feix, and Orozco present. Mr. Na was absent.

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 5:15 p.m. regarding conference with legal counsel existing litigation; a student admission; conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/release; 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 7:00 p.m. The Board met in closed session from 5:15 p.m. to 6:55 p.m. regarding conference with legal counsel existing litigation; a student admission; conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/release; and public employee performance evaluation, Superintendent. No action was taken that required public disclosure.

2. Pledge of Allegiance

Jasmine Santana, 6th grade student Cortez ES, led the Pledge of Allegiance.

I.C. PRESENTATIONS AND RECOGNITIONS

1. Student Showcase: Cortez ES

Students performed a motivational song.

2. Ayala HS: Elementary Debate League

Ayala HS students Nimsu Ng and Rachael Lee were recognized for creating and expanding the *Elementary Debate League*. The League got its start at Country Springs ES with the assistance of teacher Krista Landgraf.

3. CAASPP: Julian Rodriguez, Director, Curriculum, Instruction, Innovation and Support

Mr. Rodriguez provided a summary of the 2016 CAASPP test results.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Carlos Ruelas extended appreciation regarding the presentations and for being part of the District.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Todd Hancock, A.C.T. President, thanked Superintendent Joseph for recognizing the efforts of unit members; said he is proud of the role unit members play in student success; spoke about report card issues and the District's commitment to solutions; recognized the report card committee; thanked Dr. Enfield, Dan Sosa, Julian Rodriguez, and the A.C.T. team for finding a compromise; spoke in support of Proposition 55; and acknowledged CSEA unit members for getting school ready for the new year.

Denise Arroyo, CSEA President, spoke in support of Propositions 51 and 55; asked the District to consider sending more employees to the March 14-16, 2017, Para-educator Conference in Ontario; and spoke about security and the fact that there is only one patrol position.

I.F. COMMENTS FROM COMMUNITY LIAISONS

None.

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

Sandra Rose addressed the Board regarding personal comments and a local candidate survey; Jim Case addressed the Board regarding Board leadership; Russel Mills, Joe Guterrez, Gilbert Zaragoza, and Bobby Beltran addressed the Board with prayer; Peter O'Brien, Naomi Minogue addressed the Board regarding candidate questionnaires; Lisa Greathouse addressed the Board regarding school Board behavior; and Michael Calta addressed the Board regarding governance.

President Cruz called a recess from 8:42 p.m. to 8:46 p.m.

I.H. CHANGES AND DELETIONS

The following changes were read into the record: Item III.B.2., Business Services, Fundraising Activities, was yellow-sheeted; Item III.D.3., Educational Services, Revision of Board Policy 5131.2 Students-Bullying, under Report and Filing of Complaints, deleted the name Stephanie Johnson, Director, Student Support Services, and inserted the name Jeanette Chien, Assistant Superintendent of Educational Services; and Item III.E.2., Facilities, Planning, and Operations, Agreements for Contractor/Consultant Services, was yellow-sheeted.

II. ACTION

II.A. BUSINESS SERVICES**II.A.1. 2015/2016 Unaudited Actuals Financial Report and 2016/2017 Adopted Budget**

Moved (Blair) seconded (Feix) motion carried (4-0, Na absent) to approve the 2015/2016 Unaudited Actuals Financial Report, and authorized the Superintendent or designee to sign the 2015/2016 District Certification of Unaudited Actual Financial Report. Student representative voted yes.

II.B. HUMAN RESOURCES**II.B.1. 3.5% Partial Stipend Restoration for the Board of Education**

Moved (Blair) seconded (Orozco) motion carried (4-0, Na absent) to approve a 3.5% partial stipend restoration for the Board of Education. Student representative voted yes.

III. CONSENT

Irene Hernandez-Blair pulled for separate action Item III.A.2., and III.A.3., Pamela Feix pulled for separate action Item III.E.2. Moved (Blair) seconded (Feix) motion carried (4-0, Na absent) to approve the consent items, as amended. Student representative voted yes.

III.A. ADMINISTRATION**III.A.1. Minutes of the Special Meeting of August 25, 2016, Regular Meeting of September 1, 2016, and Special Meeting of September 6, 2016**

Approved the minutes of the special meeting of August 25, 2016, regular meeting of September 1, 2016, and special meeting of September 6, 2016.

III.A.2. Resolution 2016/2017-07 in Support of Proposition 51, The Kindergarten Through Community College Public Education Facilities Bond Act of 2016

Moved (Feix) seconded (Blair) motion carried (4-0, Na absent) to adopt Resolution 2016/2017-07 in support of Proposition 51, The Kindergarten Through Community College Public Education Facilities Bond Act of 2016. Student representative voted yes.

III.A.3. Resolution 2016/2017-08 in Support of Proposition 55, The Children's Education and Health Care Protection Act of 2016

Don Bridge addressed the Board in support of this item. Moved (Blair) seconded (Orozco) motion carried (4-0, Na absent) to adopt Resolution 2016/2017-08 in support of Proposition 55, The Children's Education and Health Care Protection Act of 2016. Student representative voted yes.

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

Approved/ratified the warrant register.

III.B.2. Fundraising Activities

Approved/ratified the fundraising activities, as amended.

III.B.3. Donations

Accepted the donations.

III.B.4. Resolution 2016/2017-06 Actual Gann Limit for 2015/2016 and Estimated

Adopted Resolution 2016/2017-06, Actual Gann Limit for 2015/2016 in the amount of \$151,658,728.00 and Estimated Gann Limit for 2016/2017 in the amount of \$155,393,245.00.

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

III.C.1. Student Admission Case 16/17-02A

Approved the student admission case 16/17-02A.

III.D. EDUCATIONAL SERVICES

III.D.1. School-Sponsored Trips

Approved/ratified the following school-sponsored trips: Dickson ES; Rolling Ridge ES; and Ayala HS.

III.D.2. Revision of Board Policy 3513.3 Business and Noninstructional Operations—Tobacco-Free Schools

Approved the revision of Board Policy 3513.3 Business and Noninstructional Operations—Tobacco-Free Schools.

III.D.3. Revision of Board Policy 5131.2 Students—Bullying

Approved the revision of Board Policy 5131.2 Students—Bullying, as amended.

III.D.4. Revision of Board Policy 5131.62 Students—Tobacco

Approved the revision of Board Policy 5131.62 Students—Tobacco.

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 (Orozco) seconded (Blair) motion carried (3-1, Feix voted no; Na absent) to approve/ratify the Agreements for Contractor/Consultant Services, as amended. Student representative voted yes.

III.E.3. Surplus/Obsolete Property

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

III.F. HUMAN RESOURCES

III.F.1. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items.

III.F.2. Reclassification and Revision of the Job Description for Maintenance III—Locksmith

Approved the reclassification and revision of the job description for Maintenance III—Locksmith.

III.F.3. Revision of Board Policy 1312.3 Community Relations—Uniform Complaint Procedures

Approved the revision of Board Policy 1312.3 Community Relations—Uniform Complaint Procedures.

IV. INFORMATION

IV.A. EDUCATIONAL SERVICES

IV.A.1. Revision of Administrative Regulation 6153 Instruction—School-Sponsored Trips

Received for information the revision of Administrative Regulation 6153 Instruction—School-Sponsored Trips.

IV.B. HUMAN RESOURCES

IV.B.1. Revision of Board Policy 4030 Personnel—Nondiscrimination in Employment

Received for information the revision of Board Policy 4030 Personnel—Nondiscrimination in Employment.

IV.B.2. Revision of Administrative Regulation 4161.2 Personnel—Personal Leaves

Received for information the revision of Administrative Regulation 4161.2 Personnel—Personal Leaves.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Irene Hernandez-Blair responded to Michael Calta's comments regarding her union involvement; said a student at Newman ES asked her why honor roll awards were going to be eliminated, and asked that the process be slowed down and that the student be provided with an answer; asked Superintendent Joseph and Greg Stachura if the District can collaborate with local law enforcement agencies and gain cost projections regarding putting cameras outside school buses; announced the Parents as Partners workshops; attended the Chino HS football game on Friday, and highlighted wide receiver Willie Morris; said the Milk Can game is coming up at Chino HS; and thanked Superintendent Joseph and Grace Park, Assistant Superintendent of Human Resources, for providing stipend amounts associated with personnel.

Pamela Feix said she is making an effort to get to all schools in the District and that this week she visited Newman ES; said she is still waiting on employee recognition, and suggested her own way of doing something and invited individuals to speak to her if they think it is a good idea.

Sylvia Orozco announced retirees on the agenda; acknowledged report card committee members for their efforts and valued time; attended the BIA Education Summit 2016 College and Career Ready workshop; attended the Transitioning to the New Accountability System workshop; provided an ROP update, and shared how the ROP newsletter recognizes its employees; provided a reminder to all candidates and the A.C.T. regarding political campaign material distribution on school District campuses, and asked that education code and Board policies be respected in that regard; and extended wedding anniversary wishes to her husband.

Carlos Ruelas announced Don Lugo HS's Blood Drive scheduled for September 19.

Superintendent Joseph announced that Mr. Na was looking after his ailing father-in-law; spoke about test scores going up and gave credit to CSEA contributing to the success of students; said that Grace Park, Assistant Superintendent of Human Resources has started to work on a retirement recognition with A.C.T. and CSEA; congratulated Ayala HS teacher Alexis King for being named a San Bernardino County Teacher of the Year; said a Parent Information Forum was held earlier in the week at Don Lugo HS, and the next forum is scheduled for March 22 at Ayala HS; and announced the upcoming District-wide College Fair scheduled for October 3 at Chino Hills HS.

President Cruz agreed that the District should explore adding additional patrol at night; and addressed the needs of the attendance clerks; and spoke about the contributions to good test scores.

VI. ADJOURNMENT

President Cruz adjourned the regular meeting of the Board of Education at 9:23 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: October 6, 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

\$ 3,015,082.79 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: October 6, 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
October 6, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>GATE</u>		
AdvoGATE	AdvoGATE Membership Drive	10/7/16 - 6/5/17
AdvoGATE	Discovery Science Center Ticket Sale	10/22/16
<u>Butterfield Ranch ES</u>		
PTA	Book Fair	11/14/16 - 11/18/16
PTA	Chili's Restaurant Family Day	11/16/16
PTA	Holiday Shop	12/5/16 - 12/9/16
PTA	Chick-fil-A Family Night Out	12/21/16
<u>Country Springs ES</u>		
Student Council	Active Socktober Sock Sale	10/7/16 - 10/31/16
Student Council	Student Store	10/7/16 - 6/1/17
PFA	Yic Taekwondo Fundraiser	10/7/16 - 6/1/17
PFA	Off Campus Krispy Kreme Donut Sale	10/10/16 - 10/24/16
<u>Dickey ES</u>		
PTO	Catalog Sale	10/7/16 - 10/28/16
PTO	Spirit T-Shirt Sale	10/7/16 - 5/31/17
PTO	Family Monthly Movie Nights/Silent Auctions	10/7/16 - 5/31/17
PTO	After School Tuesdays & Fridays Popcorn Sale	10/7/16 - 5/31/17
ASB	6th Grade T-Shirt Sale	10/7/16 - 5/31/17
PTO	McTeacher's Night	10/17/16
ASB	Memory Book Sale	3/6/17 - 6/2/17
<u>Dickson ES</u>		
PTA	Popcorn/Cheesecake Sale	10/10/16 - 10/21/16
PTA	Halloween Gram Sale	10/12/16 - 10/26/16
PTA	Fall Festival	10/28/16
PTA	Halloween Parade Refreshment Sale	10/31/16
PTA	Fall Book Fair	11/14/16 - 11/18/16
<u>Glenmeade ES</u>		
PTA	Apex Run Fun	10/13/16 - 10/21/16
PTA	Cash 4 Shooz	10/15/16 - 6/10/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 6, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Glenmeade ES</u> (cont.)		
PTA	Chili's Restaurant Family Day	10/19/16
PTA	Mother/Daughter Event	11/4/16
PTA	Book Fair	11/7/16 - 11/10/16
PTA	Project Pie & Creamistry Family Day	11/16/16
<u>Hidden Trails ES</u>		
PTA	Trunk or Treat	10/28/16
<u>Newman ES</u>		
ASB	ONO Hawaiian BBQ Family Night Out	10/14/16
ASB	Chipotle Family Night Day	11/4/16
ASB	Off Campus See's Candy Sale	11/14/16 - 11/25/16
<u>Oak Ridge ES</u>		
PTA	McTeacher's Night	10/13/16
<u>Wickman ES</u>		
PTO	Jog-A-Thon	11/16/16
PTO	Wickman Movie Night	1/13/17
<u>Briggs K-8</u>		
PFA	Smencil Sale	10/7/16 - 6/2/17
PFA	Family Fun Night	10/28/16
<u>Canyon Hills JHS</u>		
ASB	P.E. Clothing Sale	10/7/16 - 6/1/17
<u>Townsend JHS</u>		
Music Boosters	Frosty's Forest Patch Days	10/7/16 - 10/31/16
PTSA	Turkey Trot	11/17/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 6, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Woodcrest JHS</u>		
Music Boosters	Grocery Outlet Rebate Card Sale	10/7/16 - 6/1/17
Athletics	P.E. Clothing Sale	10/7/16 - 6/1/17
<u>Ayala HS</u>		
BAC Boosters	Travel Gram Sale	10/7/16 - 11/9/16
Baseball Boosters	An Evening With Domingo	10/7/16 - 11/30/16
Choral Boosters	Cannataro's Family Night Out	10/11/16
BAC Boosters	Bravo Burgers Family Day	10/11/16
FCCLA	Cookbook Sale	10/13/16 - 10/20/16
Wrestling Boosters	Wrestling Under The Lights	10/15/16
Boys Water Polo Boosters	Senior Banner Sale	10/15/16 - 11/15/16
Boys Water Polo Boosters	Sponsorship Banner Sale	10/15/16 - 11/15/16
Earth Club	Creamistry Family Day	10/20/16
BAC Boosters	Carl's Jr. Family Day	10/25/16
Boys Water Polo Boosters	Tahoe Joe's Family Day	10/26/16
Choral Boosters	Chipotle Family Night Out	11/1/16
Spirit Team Boosters	Chino Hills Pizza Co. Voucher Sale	11/1/16 - 11/15/16
Boys Water Polo Boosters	Chipotle Family Night Out	11/7/16
Spirit Team Boosters	Community Discount Card Sale	12/1/16 - 12/13/16
Wrestling Boosters	Tri-Titans Classic Wrestling Tournament	1/7/17
Wrestling Boosters	Women's Wrestling Invitational Tournament	1/21/17
<u>Chino HS</u>		
Volleyball Boosters	After School Smoothie Sale	10/7/16 - 11/24/16
Drama Boosters	Drama Events Refreshment Sale	10/7/16 - 6/1/17
Sports Boosters	Frozen Juice Drinks/Snack Sale At Events	10/7/16 - 6/10/17
Pep Squad Boosters	Jr. Cheer Camp	10/10/16 - 10/14/16
Pep Squad Boosters	Mountain Mike's Pizza Day	10/11/16
Wrestling Boosters	Taco Dudes Dinner Sale	10/15/16
Wrestling Boosters	Las Brisas Dinner Sale	10/15/16
Wrestling Boosters	Kettle Corn Sale	10/15/16
Tennis Boosters	Cancer Awareness Games Snack Bar	10/20/16
ASB - Athletics	Olive Garden Staff Lunch Sale	10/28/16
Pep Squad Boosters	Chipotle Family Day	11/7/16
Drama Boosters	Off Campus See's Candy Sale	11/28/16 - 12/2/16
Drama Boosters	Off Campus See's Candy Sale	3/13/17 - 3/17/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 6, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino Hills HS</u>		
Dance Boosters	Off Campus Krispy Kreme Donut Sale	10/7/16 - 10/9/16
B.F.F. Club	Husky Spirit Button Sale	10/7/16 - 12/7/16
Academic Decathlon	Donation Drive	10/7/16 - 6/1/17
Spirit Boosters	Scrip Sale	10/7/16 - 6/30/17
Theater	Chipotle Family Night Out	10/10/16
Dance Boosters	Cash 4 Shooz	10/10/16 - 10/14/16
Philanthropy Club	Recycling Drive	10/10/16 - 4/28/17
Choir	Bruxie Family Night Out	10/11/16
Wrestling	All Star Wrestling Event	10/15/16
Basketball	Staff Basketball Game Challenge Ticket Sale	10/17/16 - 10/21/16
Choir	BJ's Restaurant Family Night Out	10/19/16
Club Ed	California Pizza Kitchen Family Day	10/23/16
Philanthropy Club	Halloween Henna Booth	10/27/16
Theater	Frostbites Family Day	11/1/16
<u>Don Lugo HS</u>		
Boys Basketball	Free Throw-A-Thon	10/7/16 - 10/17/16
Yearbook Club	Quotes for Yearbook Sale	10/7/16 - 10/31/16
Floral Club	Fall Floral Designs Sale	10/7/16 - 11/18/16
We Remember	After School Popcorn/Cookie Dough Sale	10/7/16 - 11/20/16
Boys Basketball	Barbeque Dinner	10/14/16
Boys Basketball	Midnight Madness Tournament	11/16/16
Floral Club	Holiday Floral Designs Sale	11/18/16 - 12/16/16
Class of 2019	Color Run	1/6/17
Class of 2019	Applebee's Breakfast	2/17/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: DONATIONS

=====

BACKGROUND

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

Approximate values are determined by the donor.

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 6, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Communications Office</u>		
Pomona Valley Hospital	Cash	\$5,000.00
<u>Elementary C & I **</u>		
Steven & Patricia Memovich	Cash	\$20.00
Donald & Kimberly Berg	Cash	\$25.00
Edris Boyll-Kuzia	Cash	\$25.00
Janet Gasio	Cash	\$25.00
Dwight & Carol Holmes	Cash	\$25.00
Manuel & Grace Pereyda	Cash	\$25.00
Claudia Zorrow	Cash	\$25.00
Jeovani & Brenda Stoute	Cash	\$30.00
Steve & Cindy Worthington	Cash	\$30.00
Steven & Susan Bell	Cash	\$50.00
Peter Blodgett & Sara Hodson	Cash	\$50.00
Cecilia L. Cloughly	Cash	\$50.00
Timothy & Donna Engvail	Cash	\$50.00
Haney Living Trust	Cash	\$50.00
Roger & Jacquelin MacDonald	Cash	\$50.00
George & Patricia Mann	Cash	\$50.00
Gary & Elaine McGuire	Cash	\$50.00
Fernando & Allison Nevarez	Cash	\$50.00
Greg & Terra Parham	Cash	\$50.00
John & Catherine Patalano	Cash	\$50.00
Robert & Cynthia Smit	Cash	\$50.00
Steven & Tracy Buss	Cash	\$100.00
Elise Doran	Cash	\$100.00
Ralph Stuhlmueeller & Jody Biloon	Cash	\$100.00
Steven & Susan Bell	Cash	\$183.00
Robert M. Whale	Cash	\$250.00
IMS Consulting	Cash	\$257.00
Robert M. Whale	Cash	\$434.00

**Donations received for the Vicki Whale Elementary Strings Memorial Fund

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 6, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>HOPE Resource Center</u>		
Chino Valley Smile Center	Student School Supplies	\$100.00
<u>Student Support Services</u>		
California Institute for Women	12 bicycles	\$960.00
<u>Superintendent's Office</u>		
California Dept. of Corrections	Cash	\$543.00
<u>Technology</u>		
Lewis Management Corp.	Computers/Monitors/Mice	\$24,860.00
<u>Glenmeade ES</u>		
Kona Ice - Inland Empire	Cash	\$152.00
<u>Oak Ridge ES</u>		
Laurie Ortiz	Cash	\$20.00
<u>Rolling Ridge ES</u>		
Edison International	Cash	\$60.00
Bowling Business Builders	Cash	\$1,000.00
<u>Wickman ES</u>		
Wickman PTO	Cash	\$2,000.00
<u>Cal Aero K-8</u>		
The Kula Foundation	Cash	\$32.00
Cal Aero Flight Crew	Cash	\$1,500.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 6, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Townsend JHS</u>		
Richard J. Noblett	Apple Computers	\$750.00
<u>Ayala HS</u>		
AHS Summer Camp Boosters	Cash	\$500.00
<u>Don Lugo HS</u>		
William Thigpen	Cash	\$30.00
Nikki Bush	Cash	\$50.00
Wahoos Family Foundation	Cash	\$450.00

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: LEGAL SERVICES

=====

BACKGROUND

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

FIRM	MONTH	INVOICE AMOUNTS	2016/2017 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	August 2016	\$ 11,717.02	\$ 20,905.44
Chidester, Margaret A. & Associates	July 2016	\$ 66,918.40	\$ 66,918.40
Parker & Covert LLP	-	-	\$ 714.00
	Total	\$ 78,635.42	\$ 88,537.84

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; and Chidester, Margaret A. & Associates.

FISCAL IMPACT

\$ 78,635.42 to the General Fund.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: October 6, 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 16/17-02 AND 16/17-03

=====

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 16/17-02 and 16/17-03.

FISCAL IMPACT

None.

WMJ:NE:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 6, 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 ADMISSION CASES 16/17-03A AND 16/17-04A

=====

BACKGROUND

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

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

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

Approval of these item support the goals identified within the District's Strategic Plan.

RECOMMENDATION

Based upon the evidence presented to the Expulsion Hearing Administrative Panels, it is recommended the requests regarding student admission to the Chino Valley Unified School District be approved for case numbers 16/17-03A and 16/17-04A.

FISCAL IMPACT

None.

WMJ:NE:SJ:ss

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services

SUBJECT: SCHOOL-SPONSORED TRIPS

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BACKGROUND

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

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

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

RECOMMENDATION

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

School-Sponsored Trips	Date	Fiscal Impact
Site: Glenmeade ES Event: 6 th Grade Outdoor Camp Place: Running Springs, CA Chaperone Ratio: 83 students/6 chaperones plus camp counselors at 10:1 ratio	February 8-10, 2017	Cost: \$280.00 per student Funding Source: Parents
Site: Townsend JHS Event: Dance Tournament Place: Glendale, AZ Chaperone Ratio: 15 students/21 chaperones	November 4-6, 2016	Cost: \$255.00 per student Funding Source: Parents

School-Sponsored Trips	Date	Fiscal Impact
Site: Ayala HS Event: Big Bear Bonding Place: Big Bear, CA Chaperone Ratio: 8 students/1 chaperone	November 10-13, 2016	Cost: \$1,400.60 per student Funding Source: AHS Girls Basketball USB
Site: Chino Hills HS Event: Contest of Champions Florida Nationals Place: Orlando, FL Chaperone Ratio: 25 students/2 chaperones	March 2-6, 2017	Cost: \$1,059.00 per student Funding Source: Boosters
Site: Don Lugo HS Event: Oxnard Varsity Tournament Place: Oxnard, CA Chaperone Ratio: 12 students/4 chaperones	October 14-15, 2016	Cost: \$75.00 per student Funding Source: Parents
Site: Don Lugo HS Event: National FFA Convention Place: Indianapolis, IN Chaperone Ratio: 5 students/2 chaperones	October 17-23, 2016	Cost: \$1,400.00 per student Funding Source: Parents

FISCAL IMPACT

None.

WMJ:JC:Imc

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
Laurel Mullally, Ed.D., Director, Health Services/Child Development

**SUBJECT: PROCLAMATION FOR RED RIBBON WEEK,
OCTOBER 23-31, 2016**

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BACKGROUND

The Chino Valley Unified School District supports Red Ribbon Week and encourages its students and staff to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug-free and alcohol abuse-free community and lifestyle. The attached proclamation is a means of recognizing the District's support of the official Red Ribbon Week scheduled for October 23-31, 2016. Red Ribbon Week is the oldest and largest drug prevention campaign in the country.

Red Ribbon Week serves as a vehicle for districts, communities, and individuals to take a stand for the hopes and dreams of our children through a commitment to drug prevention education and a personal commitment to live drug-free lives with the ultimate goal being the creation of drug-free America.

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

RECOMMENDATION

It is recommended the Board of Education adopt the proclamation for Red Ribbon Week, October 23-31, 2016.

FISCAL IMPACT

None.

WMJ:JC:LM:lmc

Chino Valley Unified School District
Proclamation
Red Ribbon Week
October 23-31, 2016

WHEREAS, alcohol and other drug abuse has reached epidemic stages in the United States;

WHEREAS, it is imperative that community members launch visible substance abuse prevention education efforts to reduce the demand for drugs;

WHEREAS, Californians for Drug-Free Youth, Inc., is coordinating the California Red Ribbon Campaign in cooperation with the National Red Ribbon Campaign to offer our citizens the opportunity to demonstrate their commitment to drug-free and alcohol abuse-free lifestyles;

WHEREAS, the Red Ribbon Campaign will be celebrated in every community in America during Red Ribbon Week, October 23-31, 2016; and

WHEREAS, business, government, law enforcement, schools, religious institutions, service organizations, youth, senior citizens, military, sports teams, and individuals can demonstrate their commitment to drug-free and alcohol abuse-free, healthy lifestyles by wearing and displaying red ribbons during this campaign.

NOW, THEREFORE, BE IT RESOLVED, the Board of Education of the Chino Valley Unified School District does hereby support October 23-31, 2016, as Red Ribbon Week, and encourages its students and staff to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug-free and alcohol abuse-free community and lifestyle.

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: October 6, 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

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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

\$3,070,000.78 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 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

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BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

As indicated.

WMJ:GJS:pw

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1617-040 Baldy View ROP. To establish and maintain ROP activities within the Chino Valley Unified School District. Submitted by: Curriculum, Instruction, Innovation, and Support Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$43,428.75 Funding Source: ROP

EDUCATIONAL SERVICES	FISCAL IMPACT
ES-1617-044 American Logistics Company, LLC. To provide special education transportation services. Submitted by: Educational Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$75,000.00 Funding Source: Special Education
ES-1617-045 Baldy View ROP. To provide warehouse wreath production teacher at Boys Republic HS. Submitted by: Educational Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$6,500.00 Funding Source: Title I, Part D
ES-1617-046 Staff Rehab. To provide board certified behavior analyst services. Submitted by: Educational Services. Duration of Agreement: October 7, 2016 – June 30, 2017	Contract Amount: \$75,000.00 Funding Source: Special Education

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
SBCSS 15/16-0463 M1 San Bernardino County Superintendent of Schools State Pre-School. To provide state pre-school classrooms for county use at the following school sites; Borba ES, Chaparral ES, Cortez ES, Dickey ES, Dickson ES, Marshall ES, and Newman ES. Submitted by: Educational Services Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: \$31,500.00 Income Funding Source: SBCSS
JUA No. 10-77 San Bernardino County. To provide Joint use agreement between San Bernardino County and Chino Valley Unified School District for county library facilities at Cal Aero Preserve Academy. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: N/A Funding Source: N/A

MASTER CONTRACTS	FISCAL IMPACT
MC-1617-008 Bigfoot Photo Booths. To provide photo booths at school dances and events. Submitted by: Ayala HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters
MC-1617-009 Junior's Westcoast Golf Carts. To provide golf cart rentals for school events. Submitted by: Ayala HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters
MC-1617-010 Ben & Ollie's Navajo Tacos and Sweet Fry Bread. To provide food products at school events. Submitted by: Ayala HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters
MC-1617-011 Project Pie. To provide fundraising opportunities. Submitted by: Don Lugo HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: N/A Funding Source: N/A

MASTER CONTRACTS	FISCAL IMPACT
MC-1617-012 Dalia's Gourmet Popcorn. To provide food products at school events. Submitted by: Chino HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters
MC-1617-013 Tastea. To provide food products at school events. Submitted by: Chino Hills HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters
MC-1617-014 Tuti Frutis. To provide food products at school events. Submitted by: Chino Hills HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters
MC-1617-015 Southland Catering. To provide food products at school events. Submitted by: Chino Hills HS/Purchasing Department Duration of Agreement: July 1, 2016 – June 30, 2019	Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters

APPROVED CONTRACT TO BE AMENDED	AMENDMENT
CIIS-1617-007 M1 UCR Extension. To provide GATE certification courses for teachers. Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2016 – June 30, 2017 Original Agreement Board Approved: June 30, 2016	Cancel second section of scheduled GATE courses. Decrease contract amount from \$31,340.00 to \$16,770.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 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

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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**

October 6, 2016

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Printer	HP 2605	CNGC6DNOCH	Lang. Assess. Center
Shredder	Fellows C420C		Lang. Assess. Center
PC	Dell	27606	Borba ES
Monitor	Dell		Borba ES
Key Board	Dell		Borba ES
Mouse	Dell		Borba ES
TV	Samsung	3CAN800816	Borba ES
Monitor	Dell		Borba ES
Dell Radio Case (6)			Borba ES
Chargers (2)			Borba ES
TV	Toshiba	BAB655148879	Eagle Canyon ES
TV	GE	30493	Eagle Canyon ES
TV	GE	304611	Eagle Canyon ES
TV	Sharp	AG5827809	Eagle Canyon ES
TV	GE	30487	Eagle Canyon ES
TV	GE	30486	Eagle Canyon ES
TV	GE	30500	Eagle Canyon ES
TV	GE	30494	Eagle Canyon ES
TV	Sharp	AG05827717	Eagle Canyon ES
Cartridge Toner (7)	Xerox 6R1046		Litel ES
Xerographic Module	Xerox 133R00672		Litel ES
Box of Staples (2)	Xerox		Litel ES

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: October 6, 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
CC2016-38	Plumbing Repairs at Don Lugo HS and Eagle Canyon ES	Frasca Plumbing Company	\$20,603.96	N/A	\$20,603.96	01
CC2016-39	Replace HVAC Units at Chino HS and Magnolia JHS	Leading Edge Air Conditioning	\$22,790.00	N/A	\$22,790.00	01
CC2017-01	Interior Painting at Ayala HS, Borba ES, Chino HS, Dickey ES, Litel ES, Marshall ES, Newman ES, Oak Ridge ES, and Walnut ES	Omega Construction	\$117,250.00	N/A	\$117,250.00	01
CC2017-06	HVAC Repairs at Chino HS, Chino Hills HS, and Borba ES	Carver Air Conditioning & Heating	\$24,000.00	N/A	\$24,000.00	01

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2017-07	Interior Improvements at Chino HS and Woodcrest JHS	J2 Builders	\$24,600.00	N/A	\$24,600.00	01

Documentation indicating satisfactory completion and compliance with specifications has been obtained from school site administrators; Sam Sousa, Maintenance and Operations Supervisor; James Costa, Maintenance and Operations Supervisor; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for these projects.

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

RECOMMENDATION

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

FISCAL IMPACT

\$128,243.96 to RMA Fund 01.

\$81,000.00 to General Fund 01.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

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

WMJ:GP:LF:RR: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 SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2016/2017 SCHOOL YEAR

BELMA, Pera	Instructional Coach	Liberty ES	10/07/2016
DIZON, Rhoda	English Teacher	Chino Hills HS	10/11/2016

TEACHING OUT OF CREDENTIAL AREA PER EDUCATION CODE §44258.7(b) EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017

JENKINS, Sean	Drill/PE	Magnolia JHS	2016/2017
ALLEN, Jeffrey	Athletic PE	Ayala HS	2016/2017
AMMENTORP, Richard	Athletic PE	Ayala HS	2016/2017
CAMPBELL, Amy	Athletic PE	Ayala HS	2016/2017
DRAUCKER, Sheena	Athletic PE	Ayala HS	2016/2017
GRACIA, Arthur	Athletic PE	Ayala HS	2016/2017
MARCEAU, Paul	Athletic PE	Ayala HS	2016/2017
MOUNCE, John	Athletic PE	Ayala HS	2016/2017
REED, Warren	Athletic PE	Ayala HS	2016/2017
ANGULO, Alex	Athletic PE	Chino HS	2016/2017
CENICEROS, Jesus	Athletic PE	Chino HS	2016/2017
SURINA, Michael	Athletic PE	Chino HS	2016/2017
BERGMANN, James	Athletic PE	Chino Hills HS	2016/2017
CASEY, Sean	Athletic PE	Chino Hills HS	2016/2017
KRUMBINE, Steven	Athletic PE	Chino Hills HS	2016/2017
CICCONE, Thomas	Athletic PE	Don Lugo HS	2016/2017

TEACHING OUT OF CREDENTIAL AREA PER EDUCATION CODE §44263 EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017

SMOUSE, Frank	Stage Craft	Chino HS	2016/2017
ERBST, Bob	Stage Craft	Chino Hills HS	2016/2017
WOODS, Patrick	Principles of Engineering	Don Lugo HS	2016/2017

TEACHING OUT OF CREDENTIAL AREA PURSUANT TO CALIFORNIA CODE OF REGULATIONS TITLE 5 §80020.4(a) & (b) EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017

NANCE, Loretta	Instructional Coach	Borba ES	2016/2017
HOFMANN, Susan	Instructional Coach	Chaparral ES	2016/2017
MANN, Mark	Instructional Coach	Chaparral ES	2016/2017
MADKIN, Kitt	Instructional Coach	Cortez ES	2016/2017
LEONG, Eileen	Instructional Coach	Country Springs ES	2016/2017

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>TEACHING OUT OF CREDENTIAL AREA PURSUANT TO CALIFORNIA CODE OF REGULATIONS TITLE 5 §80020.4(a) & (b) EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017 (cont.)</u>			
HOO, Penelope	Instructional Coach	Cattle ES	2016/2017
MILLIGAN, Janine	Instructional Coach	Eagle Canyon ES	2016/2017
BAKER, Andrea	Instructional Coach	Glenmeade ES	2016/2017
OLGIN, Patricia	Instructional Coach	Hidden Trails ES	2016/2017
BEACH, Terry	Instructional Coach	Litel ES	2016/2017
MILVERSTED, Angela	Instructional Coach	Marshall ES	2016/2017
GROSS, Heidi	Instructional Coach	Oak Ridge ES	2016/2017
KEUNING, Kristi	Instructional Coach	Rhodes ES	2016/2017
COLBY, Stacy	Instructional Coach	Rolling Ridge ES	2016/2017
LANE, Cheryl	Instructional Coach	Wickman ES	2016/2017
SCRANTON, Alison	Instructional Coach	Wickman ES	2016/2017
EMHOFF, Elizabeth	Instructional Coach	Briggs K-8	2016/2017
CHASE, Adrienne	Instructional Coach	Cal Aero K-8	2016/2017
LAO, Emily	Instructional Coach	Cal Aero K-8	2016/2017
LEWIS, Kerry	Instructional Coach	Magnolia JHS	2016/2017
LISTA, Lisa	Instructional Coach	Woodcrest JHS	2016/2017
DESARRO, Diana	TOA – PI – Inst. Coach	District Office	2016/2017
FEWINS, Nancy	TOA – PI – Inst. Coach	District Office	2016/2017
MENDOZA, Norma	TOA – PI – Inst. Coach	District Office	2016/2017
MUHR, Lauren	TOA – PI – Inst. Coach	District Office	2016/2017
SAAVEDRA, Diana	TOA – PI – Inst. Coach	District Office	2016/2017

APPOINTMENT– PEER ASSISTANCE AND REVIEW (PAR) SUPPORT PROVIDER 2016/2017

SWEAT, Carol	PAR Provider	Access & Equity	10/07/2016
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APPOINTMENT – EXTRA DUTY – DEPARTMENT CHAIR

CRAFT, Jerri Lynn	2-3 Grade Level Chair	Borba ES	10/07/2016
DANIELS, Denise	K-1 Grade Level Chair	Borba ES	10/07/2016
GRACIA, Valerie	4-6 Grade Level Chair	Borba ES	10/07/2016
CISNEROS-ALBA, Melissa	4-6 Grade Level Chair	Butterfield ES	10/07/2016
DALEY, Cynthia	4-6 Grade Level Chair	Butterfield ES	10/07/2016
HO, Melody	2-3 Grade Level Chair	Butterfield ES	10/07/2016
LARZO, Melinda	4-6 Grade Level Chair	Butterfield ES	10/07/2016
NICASSIO, Melissa	K-1 Grade Level Chair	Butterfield ES	10/07/2016
OLIVER, Tricia	4-6 Grade Level Chair	Butterfield ES	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

REYES, Kelly	K-1 Grade Level Chair	Butterfield ES	10/07/2016
SCHAFFER, Georgina	4-6 Grade Level Chair	Butterfield ES	10/07/2016
STACHURA, Marlene	2-3 Grade Level Chair	Butterfield ES	10/07/2016
THOMPSON, Jennifer	2-3 Grade Level Chair	Butterfield ES	10/07/2016
BURTON, Holly	K-1 Grade Level Chair	Cattle ES	10/07/2016
DIPAOLLO, Marisol	2-3 Grade Level Chair	Cattle ES	10/07/2016
HIPPEN, Denise	4-6 Grade Level Chair	Cattle ES	10/07/2016
KRALL, Jane	2-3 Grade Level Chair	Cattle ES	10/07/2016
MAY, Debra	4-6 Grade Level Chair	Cattle ES	10/07/2016
NIEBLAS, Lorraine	K-1 Grade Level Chair	Cattle ES	10/07/2016
SHINTAKU, Mari	2-3 Grade Level Chair	Cattle ES	10/07/2016
VANDESTEEL, Carla	4-6 Grade Level Chair	Cattle ES	10/07/2016
CHO, Jane	4-6 Grade Level Chair	Chaparral ES	10/07/2016
CLAUSEN, Traci	K-1 Grade Level Chair	Chaparral ES	10/07/2016
DAVIS, Jason	4-6 Grade Level Chair	Chaparral ES	10/07/2016
HOFMANN, Susan	4-6 Grade Level Chair	Chaparral ES	10/07/2016
MORLEY, Jeannie	2-3 Grade Level Chair	Chaparral ES	10/07/2016
SERL, Ashley	4-6 Grade Level Chair	Chaparral ES	10/07/2016
SIROTA, Valerie	2-3 Grade Level Chair	Chaparral ES	10/07/2016
VALENZUELA, Jean	K-1 Grade Level Chair	Chaparral ES	10/07/2016
CHAPIN, Stephanie	4-6 Grade Level Chair	Cortez ES	10/07/2016
DAVIS, Mary	K-1 Grade Level Chair	Cortez ES	10/07/2016
FELLER, Emily	2-3 Grade Level Chair	Cortez ES	10/07/2016
LOPEZ, Denisse	2-3 Grade Level Chair	Cortez ES	10/07/2016
MORENO, Maria	K-1 Grade Level Chair	Cortez ES	10/07/2016
PARGA, Marcia	4-6 Grade Level Chair	Cortez ES	10/07/2016
CACHO, Debra	K-1 Grade Level Chair	Country Springs ES	10/07/2016
LANDGRAF, Krista	4-6 Grade Level Chair	Country Springs ES	10/07/2016
RICKMAN, Irene	K-1 Grade Level Chair	Country Springs ES	10/07/2016
SMITH, Adrienne	K-1 Grade Level Chair	Country Springs ES	10/07/2016
SYLVIA, James	2-3 Grade Level Chair	Country Springs ES	10/07/2016
TRUEMAN, Trudy	2-3 Grade Level Chair	Country Springs ES	10/07/2016
WHARTON, Terry	4-6 Grade Level Chair	Country Springs ES	10/07/2016
YI, Elise	4-6 Grade Level Chair	Country Springs ES	10/07/2016
ARROYO, Sabrina	4-6 Grade Level Chair	Dickey ES	10/07/2016
HANSEN, Sarah	4-6 Grade Level Chair	Dickey ES	10/07/2016
HAYNES Jr., Michael	K-1 Grade Level Chair	Dickey ES	10/07/2016
HUM, Nadine	2-3 Grade Level Chair	Dickey ES	10/07/2016
JIMENEZ, Lisa	4-6 Grade Level Chair	Dickey ES	10/07/2016
MCCALL, Amber	4-6 Grade Level Chair	Dickey ES	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

NAKAWAKI, Sharon	K-1 Grade Level Chair	Dickey ES	10/07/2016
VELTMAN, Cynthia	2-3 Grade Level Chair	Dickey ES	10/07/2016
DONOHUE, Renee	4-6 Grade Level Chair	Dickson ES	10/07/2016
KERTESZ, Kathryn	2-3 Grade Level Chair	Dickson ES	10/07/2016
KOSEN, Kathleen	4-6 Grade Level Chair	Dickson ES	10/07/2016
LEVAC, Pamela	4-6 Grade Level Chair	Dickson ES	10/07/2016
MORITZ, Arleen	K-1 Grade Level Chair	Dickson ES	10/07/2016
PRINDIVILLE, Denise	K-1 Grade Level Chair	Dickson ES	10/07/2016
SNOW, Lisa	2-3 Grade Level Chair	Dickson ES	10/07/2016
BECKMAN, Hilda	4-6 Grade Level Chair	Eagle Canyon ES	10/07/2016
DALY, Nanette	2-3 Grade Level Chair	Eagle Canyon ES	10/07/2016
EVERHART, Helene	2-3 Grade Level Chair	Eagle Canyon ES	10/07/2016
MILLIGAN, Janine	K-1 Grade Level Chair	Eagle Canyon ES	10/07/2016
SOTO, Kristie	4-6 Grade Level Chair	Eagle Canyon ES	10/07/2016
VELEZ-LYNCH, Arcelia	4-6 Grade Level Chair	Eagle Canyon ES	10/07/2016
HERRERA, Tina	2-3 Grade Level Chair	Glenmeade ES	10/07/2016
LAGUNAS, Silvia	K-1 Grade Level Chair	Glenmeade ES	10/07/2016
PETERS, Jami	4-6 Grade Level Chair	Glenmeade ES	10/07/2016
MYERS, Manya	2-3 Grade Level Chair	Hidden Trails ES	10/07/2016
ONEILL, Jennifer	K-1 Grade Level Chair	Hidden Trails ES	10/07/2016
WICKER, Tina	4-6 Grade Level Chair	Hidden Trails ES	10/07/2016
BUSS, Tracy	2-3 Grade Level Chair	Liberty ES	10/07/2016
BUSS, Tracy	Odyssey of the Mind	Liberty ES	10/07/2016
COOPER, Sarah	2-3 Grade Level Chair	Liberty ES	10/07/2016
DEGROOT, Elizabeth	2-3 Grade Level Chair	Liberty ES	10/07/2016
DURHAM, Patricia	4-6 Grade Level Chair	Liberty ES	10/07/2016
GASIO, Janet	K-1 Grade Level Chair	Liberty ES	10/07/2016
MILLARD, Robin	4-6 Grade Level Chair	Liberty ES	10/07/2016
SUMNERS, Curtis	4-6 Grade Level Chair	Liberty ES	10/07/2016
WEISS, Samantha	K-1 Grade Level Chair	Liberty ES	10/07/2016
WHITE, Sonya	2-3 Grade Level Chair	Liberty ES	10/07/2016
BEENER, Carol	4-6 Grade Level Chair	Litel ES	10/07/2016
PARSONS, AnnLynne	K-1 Grade Level Chair	Litel ES	10/07/2016
PATALANO, Catherine	2-3 Grade Level Chair	Litel ES	10/07/2016
RUPERT, Cynthia	4-6 Grade Level Chair	Litel ES	10/07/2016
SANDVIK, Judith	2-3 Grade Level Chair	Litel ES	10/07/2016
WHIPPO, Karen	K-1 Grade Level Chair	Litel ES	10/07/2016
YOON, Cecilia	4-6 Grade Level Chair	Litel ES	10/07/2016
DAY, Cindy	2-3 Grade Level Chair	Marshall ES	10/07/2016
DWYER, Martin	4-6 Grade Level Chair	Marshall ES	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

FLORES-CORNEJO, Sindy	4-6 Grade Level Chair	Marshall ES	10/07/2016
GALLEGOS, Elizabeth	K-1 Grade Level Chair	Marshall ES	10/07/2016
RIVERA, Carla	4-6 Grade Level Chair	Marshall ES	10/07/2016
SIMS, Crista	K-1 Grade Level Chair	Marshall ES	10/07/2016
TURLEY, Sharron	2-3 Grade Level Chair	Marshall ES	10/07/2016
BOLTON, David	4-6 Grade Level Chair	Newman ES	10/07/2016
CUNNINGHAM, Courtney	4-6 Grade Level Chair	Newman ES	10/07/2016
GREEN, Nathan	2-3 Grade Level Chair	Newman ES	10/07/2016
LANGARICA, Patricia	K-1 Grade Level Chair	Newman ES	10/07/2016
NARAHARA, Judy	2-3 Grade Level Chair	Newman ES	10/07/2016
NELSON, Linda	4-6 Grade Level Chair	Newman ES	10/07/2016
WILSON, Lisa	K-1 Grade Level Chair	Newman ES	10/07/2016
YASSIM, Ashli	2-3 Grade Level Chair	Newman ES	10/07/2016
ALONSO, Selina	4-6 Grade Level Chair	Oak Ridge ES	10/07/2016
COOPER, Jill	K-1 Grade Level Chair	Oak Ridge ES	10/07/2016
COUCHOIS, Sharon	2-3 Grade Level Chair	Oak Ridge ES	10/07/2016
CURTIN, Helen	K-1 Grade Level Chair	Oak Ridge ES	10/07/2016
MARTINEZ, Selena	2-3 Grade Level Chair	Oak Ridge ES	10/07/2016
MILLER, Beth	4-6 Grade Level Chair	Oak Ridge ES	10/07/2016
SINGER, Ellen	4-6 Grade Level Chair	Oak Ridge ES	10/07/2016
BANKS, Christina	2-3 Grade Level Chair	Rhodes ES	10/07/2016
BERNARD-SANDOVAL, Michelle	K-1 Grade Level Chair	Rhodes ES	10/07/2016
CALAWAY, Joleen	2-3 Grade Level Chair	Rhodes ES	10/07/2016
CARTHAN, Amber	4-6 Grade Level Chair	Rhodes ES	10/07/2016
FORT, Mindy	4-6 Grade Level Chair	Rhodes ES	10/07/2016
ROSSEN, Scott	4-6 Grade Level Chair	Rhodes ES	10/07/2016
SAAVEDRA, Monica	K-1 Grade Level Chair	Rhodes ES	10/07/2016
SHIFFLET, Sheila	K-1 Grade Level Chair	Rhodes ES	10/07/2016
BURRIS, Claire	K-1 Grade Level Chair	Rolling Ridge ES	10/07/2016
FARMAKIS, Stephanie	4-6 Grade Level Chair	Rolling Ridge ES	10/07/2016
HAN, Samantha	4-6 Grade Level Chair	Rolling Ridge ES	10/07/2016
LOVATO, Marissa	K-1 Grade Level Chair	Rolling Ridge ES	10/07/2016
LUGO, Michelle	2-3 Grade Level Chair	Rolling Ridge ES	10/07/2016
MCKINNEY, Natalie	4-6 Grade Level Chair	Rolling Ridge ES	10/07/2016
WHYTE, Anne	2-3 Grade Level Chair	Rolling Ridge ES	10/07/2016
ANDREAS, Christina	2-3 Grade Level Chair	Walnut ES	10/07/2016
GONZALES, Loretta	K-1 Grade Level Chair	Walnut ES	10/07/2016
HUNTER-BUFFINGTON, Carri	4-6 Grade Level Chair	Walnut ES	10/07/2016
MCKELLIP, Robert	4-6 Grade Level Chair	Walnut ES	10/07/2016
RITCHIE, Lauryi	2-3 Grade Level Chair	Walnut ES	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

SU, Linda	4-6 Grade Level Chair	Walnut ES	10/07/2016
VALADEZ, Jessica	K-1 Grade Level Chair	Walnut ES	10/07/2016
ALTERMATT, Lauren	4-6 Grade Level Chair	Wickman ES	10/07/2016
FRESCAS, Nicholas	4-6 Grade Level Chair	Wickman ES	10/07/2016
HARIRCHI, Maria	K-1 Grade Level Chair	Wickman ES	10/07/2016
KHADEMI, Joan	2-3 Grade Level Chair	Wickman ES	10/07/2016
MOBARAK, Cynthia	K-1 Grade Level Chair	Wickman ES	10/07/2016
RIEDEL, Carrie	2-3 Grade Level Chair	Wickman ES	10/07/2016
RILEY, Christina	4-6 Grade Level Chair	Wickman ES	10/07/2016
ARMSTRONG, Lawana	4-6 Grade Level Chair	Briggs K-8	10/07/2016
BADER, Lisa	Dept. Chair Voc. Ed./ Music/Art	Briggs K-8	10/07/2016
DIZON, Veronika	2-3 Grade Level Chair	Briggs K-8	10/07/2016
HAMBLIN, Sheri	K-1 Grade Level Chair	Briggs K-8	10/07/2016
MILLSAP, Mark	Dept. Chair Math	Briggs K-8	10/07/2016
PEASE, Adam	Dept. Chair Eng./Read/LA	Briggs K-8	10/07/2016
RICHARDSON, Bradley	Dept. Chair P.E.	Briggs K-8	10/07/2016
SILVA, Michael	Dept. Chair Soc. Science	Briggs K-8	10/07/2016
SPORMAN, Mary Jean	Dept. Chair Special Ed.	Briggs K-8	10/07/2016
WEINSTEIN, Danielle	Dept. Chair Science	Briggs K-8	10/07/2016
ZORRILLA, Linda	K-1 Grade Level Chair	Briggs K-8	10/07/2016
ADAMS, Christopher	Dept. Chair Voc. Ed./ Music/Art	Cal Aero K-8	10/07/2016
BUFFUM, Nicole	2-3 Grade Level Chair	Cal Aero K-8	10/07/2016
BUNSELMEIER, James	Dept. Chair P.E.	Cal Aero K-8	10/07/2016
BURTON, Michael	Dept. Chair P.E.	Cal Aero K-8	10/07/2016
CEBALLOS, Marcus	Dept. Chair Soc. Science	Cal Aero K-8	10/07/2016
CUNNINGHAM, Jennifer	K-1 Grade Level Chair	Cal Aero K-8	10/07/2016
DONALD, Ashley	Dept. Chair Eng./Read/LA	Cal Aero K-8	10/07/2016
LABRUCHERIE, Kassandra	K-1 Grade Level Chair	Cal Aero K-8	10/07/2016
LEE, Rebecca	4-6 Grade Level Chair	Cal Aero K-8	10/07/2016
NARAMORE, Michele	Dept. Chair Science	Cal Aero K-8	10/07/2016
NIEBLAS, Michael	Dept. Chair Eng./Read/LA	Cal Aero K-8	10/07/2016
NIEBLAS, Michael	Dept. Chair Voc. Ed./ Music/Art	Cal Aero K-8	10/07/2016
NOVICK, Jennifer	2-3 Grade Level Chair	Cal Aero K-8	10/07/2016
PANDURO, Iliana	4-6 Grade Level Chair	Cal Aero K-8	10/07/2016
PROULX, Lesley	Dept. Chair Special Ed.	Cal Aero K-8	10/07/2016
QUEZADA, Melissa	Dept. Chair Soc. Science	Cal Aero K-8	10/07/2016
RODRIGUEZ, Quynh	Dept. Chair Math	Cal Aero K-8	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

WELCHEZ, Rachel	4-6 Grade Level Chair	Cal Aero K-8	10/07/2016
BROMLEY, Maureen	Dept. Chair Voc. Ed./ Music/Art	Canyon Hills JHS	10/07/2016
BUCK, Michelle	Dept. Chair Math	Canyon Hills JHS	10/07/2016
CAREW, Kimberly	Dept. Chair Eng./Read/LA	Canyon Hills JHS	10/07/2016
HARRIS, Shari	Dept. Chair Special Ed.	Canyon Hills JHS	10/07/2016
HARTLEY, Sally	Dept. Chair Soc. Science	Canyon Hills JHS	10/07/2016
HAUCK, Deborah	Dept. Chair Eng./Read/LA	Canyon Hills JHS	10/07/2016
HUNT-GIERUT, Deborah	Dept. Chair Science	Canyon Hills JHS	10/07/2016
WALKER, Carri	Dept. Chair P.E.	Canyon Hills JHS	10/07/2016
BARRETT, Arthur	Dept. Chair Math	Magnolia JHS	10/07/2016
KLINKERT, Michelle	Dept. Chair Eng./Read/LA	Magnolia JHS	10/07/2016
LARNED, Kelly	Dept. Chair Science	Magnolia JHS	10/07/2016
ROE, Gaylen	Dept. Chair Voc. Ed./ Music/Art	Magnolia JHS	10/07/2016
SALMON, Darin	Dept. Chair Math	Magnolia JHS	10/07/2016
SCHAUER, Tina	Dept. Chair Special Ed.	Magnolia JHS	10/07/2016
SPICER, Scott	Dept. Chair P.E.	Magnolia JHS	10/07/2016
STANFIELD, Julie	Dept. Chair Soc. Science	Magnolia JHS	10/07/2016
ST. CLAIRE, Tracy	Dept. Chair Eng./Read/LA	Magnolia JHS	10/07/2016
ARMIJO, Michelle	Dept. Chair Special Ed.	Ramona JHS	10/07/2016
DAWSON, Cynthia	Dept. Chair Eng./Read/LA	Ramona JHS	10/07/2016
GONZALEZ, Joseph	Dept. Chair Science	Ramona JHS	10/07/2016
MEHAFFIE, James	Dept. Chair P.E.	Ramona JHS	10/07/2016
RODGERS, Eric	Dept. Chair Soc. Science	Ramona JHS	10/07/2016
VAZQUEZ, Alberto	Dept. Chair Math	Ramona JHS	10/07/2016
BALES, Alison	Dept. Chair Special Ed.	Townsend JHS	10/07/2016
CALLACI, Robert	Dept. Chair Eng./Read/LA	Townsend JHS	10/07/2016
DYER, Mark	Dept. Chair P.E.	Townsend JHS	10/07/2016
ESPINOSA, Noriko	Dept. Chair Science	Townsend JHS	10/07/2016
HARPER, Clifford	Dept. Chair Voc. Ed./ Music/Art	Townsend JHS	10/07/2016
NOBLETT, Jodie	Dept. Chair Soc. Science	Townsend JHS	10/07/2016
MURILLO, Christopher	Dept. Chair Math	Townsend JHS	10/07/2016
DARROW, Sherrie	Dept. Chair Science	Woodcrest JHS	10/07/2016
DEGRAFF, Walter	Dept. Chair Math	Woodcrest JHS	10/07/2016
DREW, Scot	Dept. Chair P.E.	Woodcrest JHS	10/07/2016
GREEN, Maria	Dept. Chair Voc. Ed./ Music/Art	Woodcrest JHS	10/07/2016
GREGORY, Nikki	Dept. Chair Special Ed.	Woodcrest JHS	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

IVEY, Steven	Dept. Chair Soc. Science	Woodcrest JHS	10/07/2016
LOCKMAN, Kelly	Dept. Chair Eng./Read/LA	Woodcrest JHS	10/07/2016
MOORE, Teresa	Dept. Chair Virtual High	Alternative Ed.	10/07/2016
MOREY, Robert	Dept. Chair Ind. Study	Alternative Ed.	10/07/2016
ALLEN, Barbara	Dept. Chair Home Econ.	Ayala HS	10/07/2016
BERGMANN, Jamie	Dept. Chair Counseling	Ayala HS	10/07/2016
CAPPS, Ronald	Dept. Chair P.E.	Ayala HS	10/07/2016
CROSS, Jessica	Dept. Chair ESL	Ayala HS	10/07/2016
DAVIS, Ashley	Dept. Chair Science	Ayala HS	10/07/2016
ELLINGTON, Matthew	Dept. Chair Soc. Science	Ayala HS	10/07/2016
FERNANDEZ, Tiffany	Dept. Chair Perform. Arts	Ayala HS	10/07/2016
HARMON, Jane	Dept. Chair Foreign Lang.	Ayala HS	10/07/2016
KING, Alexis	Dept. Chair English	Ayala HS	10/07/2016
OJINAGA, Paulette	Dept. Chair P.E.	Ayala HS	10/07/2016
PITTMAN, Anthony	Dept. Chair Computer Sci.	Ayala HS	10/07/2016
PUENTE, Jennifer	Dept. Chair SWAS	Ayala HS	10/07/2016
PYE, Steven	Dept. Chair Special Ed.	Ayala HS	10/07/2016
REAMS, Robert	Dept. Chair Special Ed.	Ayala HS	10/07/2016
ROBLETO, Sergio	Dept. Chair Art	Ayala HS	10/07/2016
ROUCHON, Joy	Dept. Chair Math	Ayala HS	10/07/2016
RUSSELL, Kevin	Dept. Chair Art	Ayala HS	10/07/2016
SJOL, Adam	Dept. Chair Math	Ayala HS	10/07/2016
STEVENS, Deborah	Dept. Chair Science	Ayala HS	10/07/2016
STONE, Mark	Dept. Chair Perform. Arts	Ayala HS	10/07/2016
CHRISTENSEN, Niel	Dept. Chair Eng./Soc. Studies	Boys Republic H.S	10/07/2016
DEPARTEE, Rugere	Dept. Chair Math/Science	Boys Republic H.S.	10/07/2016
WOODS, Kristen	Dept. Chair P.E./Voc. Ed./Spec. Ed.	Boys Republic H.S.	10/07/2016
BREMER, Robert	Dept. Chair Elective	Buena Vista HS	10/07/2016
HUTT, Alison	Dept. Chair Core	Buena Vista HS	10/07/2016
BARTMAN, Wendy	Dept. Chair English	Chino HS	10/07/2016
BUTLER, Deborah	Dept. Chair Special Ed.	Chino HS	10/07/2016
CAHILL, Daniel	Dept. Chair Art	Chino HS	10/07/2016
CARDENAS-ISLEY, Adriana	Dept. Chair Foreign Lang.	Chino HS	10/07/2016
GIBBS, Lucia	Dept. Chair Counseling	Chino HS	10/07/2016
INGLIMA, Tom	Dept. Chair P.E.	Chino HS	10/07/2016
RAYA Jr., Joseph	Dept. Chair Math	Chino HS	10/07/2016
SCHUMANN, Donald	Dept. Chair Soc. Science	Chino HS	10/07/2016
WENDLING, Jacqueline	Dept. Chair Science	Chino HS	10/07/2016
WILLIAMS, Elizabeth	Dept. Chair Computer Sci.	Chino HS	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

ACKER, Jennell	Dept. Chair Home Econ.	Chino Hills HS	10/07/2016
BATEMAN, Shelley	Dept. Chair Counseling	Chino Hills HS	10/07/2016
BENTON, Megan	Dept. Chair P.E.	Chino Hills HS	10/07/2016
HAMPTON, Joel	Dept. Chair Math	Chino Hills HS	10/07/2016
HERNANDEZ, Robyn	Dept. Chair English	Chino Hills HS	10/07/2016
KOPECKY, Michael	Dept. Chair Science	Chino Hills HS	10/07/2016
LANATHOUA, Gilbert	Dept. Chair Foreign Lang.	Chino Hills HS	10/07/2016
LINDEMULDER, Charlene	Dept. Chair English	Chino Hills HS	10/07/2016
LINDEMULDER, Craig	Dept. Chair Computer Sci.	Chino Hills HS	10/07/2016
LOPEZ, Cathy	Dept. Chair Special Ed.	Chino Hills HS	10/07/2016
MYERS, Eric	Dept. Chair Soc. Science	Chino Hills HS	10/07/2016
REYES, Albert	Dept. Chair Art	Chino Hills HS	10/07/2016
ROGERS, Cayce	Dept. Chair Soc. Science	Chino Hills HS	10/07/2016
RUTHERFORD, Laura	Dept. Chair Perform. Arts	Chino Hills HS	10/07/2016
SCHEMPP, Michele	Dept. Chair Math	Chino Hills HS	10/07/2016
TAKENAKA, Ryan	Dept. Chair Special Ed.	Chino Hills HS	10/07/2016
VAZQUEZ-ALVARADO, Socorro	Dept. Chair Foreign Lang.	Chino Hills HS	10/07/2016
CANTOS, Odyssees	Dept. Chair Science	Don Lugo HS	10/07/2016
DELEON, Steven	Dept. Chair Counseling	Don Lugo HS	10/07/2016
DOMINGUEZ, Christine H	Dept. Chair ESL	Don Lugo HS	10/07/2016
HIGHSTREET, Eric	Dept. Chair Soc. Science	Don Lugo HS	10/07/2016
JENSEN-WARD, Darcy	Dept. Chair Counseling	Don Lugo HS	10/07/2016
LACKEY, Teresa	Dept. Chair Special Ed.	Don Lugo HS	10/07/2016
LIN, James	Dept. Chair Computer Sci.	Don Lugo HS	10/07/2016
LORD, Heather	Dept. Chair English	Don Lugo HS	10/07/2016
MILLER, Angelin	Dept. Chair Perform. Arts	Don Lugo HS	10/07/2016
NELSON, Kenya	Dept. Chair Science	Don Lugo HS	10/07/2016
RAGLAND, Mary	Dept. Chair P.E.	Don Lugo HS	10/07/2016
REUTER, Alexandra	Dept. Chair Foreign Lang.	Don Lugo HS	10/07/2016
ROBINSON, David	Dept. Chair Math	Don Lugo HS	10/07/2016
PRIETO, Lucina	Dept. Chair Special Ed.	Special Education	10/07/2016
STRAHAN, Thomas	Dept. Chair Special Ed.	Special Education	10/07/2016

TOTAL GF	\$371,438.59
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CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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APPOINTMENT – EXTRA DUTY- ACTIVITIES

COLLINS, Celia	Activities Director	Briggs K-8	10/07/2016
JONES, Douglas	Band Director	Briggs K-8	10/07/2016
MILLER, Amy	Drill Team Advisor	Briggs K-8	10/07/2016
PEASE, Adam	Yearbook Advisor	Briggs K-8	10/07/2016
WEINSTEIN, Danielle	Pep Squad Advisor	Briggs K-8	10/07/2016
NARAMORE, Michele	Yearbook Advisor	Cal Aero K-8	10/07/2016
QUEZADA, Melissa	Activities Director	Cal Aero K-8	10/07/2016
SOUTHERN, Richard	Band Director	Cal Aero K-8	10/07/2016
BERG, Alison	Drill Team Advisor	Canyon Hills JHS	10/07/2016
BERG, Alison	Drama Director	Canyon Hills JHS	10/07/2016
CAREW, Kimberly	Yearbook Advisor	Canyon Hills JHS	10/07/2016
IACOPETTI, Laura	Vocal Music	Canyon Hills JHS	10/07/2016
VERA-MINER, Valerie	Activities Director	Canyon Hills JHS	10/07/2016
WILEY, Jeffrey	Band Director	Canyon Hills JHS	10/07/2016
JENKINS, Elizabeth (NBM)	Drill Team Advisor	Magnolia JHS	10/07/2016
JENKINS, Sean	Band Director	Magnolia JHS	10/07/2016
MITCHELL, Brandi	Yearbook Advisor	Magnolia JHS	10/07/2016
ST. CLAIRE, Tracy	Activities Director	Magnolia JHS	10/07/2016
TAYLOR-CHOVAN, Collette	Pep Squad Advisor	Magnolia JHS	10/07/2016
ALBERS, Victoria	Drill Team Advisor	Ramona JHS	10/07/2016
BALARA, Phillip	7th Grade Decathlon Advisor	Ramona JHS	10/07/2016
BENAVIDEZ, Kirstie	Yearbook Advisor	Ramona JHS	10/07/2016
LEATHERWOOD, Joe	8th Grade Decathlon Advisor	Ramona JHS	10/07/2016
MEHAFFIE, James	Activities Director	Ramona JHS	10/07/2016
ROBERTSON, Matthew	Band Director	Ramona JHS	10/07/2016
AREA, Dianne	Pep Squad Advisor	Townsend JHS	10/07/2016
HALE, Sierra	Drama Director	Townsend JHS	10/07/2016
KUKLINSKI, Kamila	Drama Director	Townsend JHS	10/07/2016
MACKAY, Suzanne	Drill Team Advisor	Townsend JHS	10/07/2016
MURILLO, Christopher	Activities Director	Townsend JHS	10/07/2016
NOBLETT, Jodie	Yearbook Advisor	Townsend JHS	10/07/2016
ROBB, Anne	Band Director	Townsend JHS	10/07/2016
BELL, Pamela	Band Director	Woodcrest JHS	10/07/2016
BELL, Pamela	Drama Director	Woodcrest JHS	10/07/2016
GARRET, Edana (NBM)	Drill Team Advisor	Woodcrest JHS	10/07/2016
IVEY, Steven	Activities Director	Woodcrest JHS	10/07/2016
IVEY, Steven	Pep Squad Advisor	Woodcrest JHS	10/07/2016
PADILLA, Sarai	Yearbook Advisor	Woodcrest JHS	10/07/2016
ALLEN, Barbara	FHA/HERO	Ayala HS	10/07/2016
CHILTON, Jana (NBM)	Assistant Pep Squad	Ayala HS	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

CLARK, Taylor	Freshman Class Advisor	Ayala HS	10/07/2016
CROSS, Jessica	Coach/Acad. Comp. Team	Ayala HS	10/07/2016
CROSS, Jessica	Freshman Class Advisor	Ayala HS	10/07/2016
DAVIS, Ashley	Sophomore Class Advisor	Ayala HS	10/07/2016
FERNANDEZ, Tiffany	Choral Director	Ayala HS	10/07/2016
GARCIA, Lisa	Coach/Acad. Comp. Team	Ayala HS	10/07/2016
HIGGINS, John	Publication Advisor	Ayala HS	10/07/2016
HIGGINS, John	Junior Class Advisor	Ayala HS	10/07/2016
HOLK, Richard	Drama Director	Ayala HS	10/07/2016
KING, Alexis	FBLA/DECCA	Ayala HS	10/07/2016
KING, Alexis	Senior Class Advisor	Ayala HS	10/07/2016
KOENIG, Christy	Senior Class Advisor	Ayala HS	10/07/2016
LOWE, Maxwell	Assistant Band Director	Ayala HS	10/07/2016
PARK, Joanne	Junior Class Advisor	Ayala HS	10/07/2016
PITTMAN, Anthony	Coach/Acad. Comp. Team	Ayala HS	10/07/2016
RAMIREZ, Mario (NBM)	Drill Team Advisor	Ayala HS	10/07/2016
REED Jr., Warren	Athletic Director	Ayala HS	10/07/2016
REEVES, Matthew	Sophomore Class Advisor	Ayala HS	10/07/2016
RODRIGUEZ, Michael J	Yearbook Advisor	Ayala HS	10/07/2016
RUSSELL, Kevin	Audio/Visual Coordinator	Ayala HS	10/07/2016
RUSSELL, Kevin	Photo Advisor	Ayala HS	10/07/2016
STONE, Mark	Band Director	Ayala HS	10/07/2016
SYIEM, Esibon	Coach/Acad. Comp. Team	Ayala HS	10/07/2016
WEISS, Deborah	Activities Director	Ayala HS	10/07/2016
BOWDEN, Douglas	Band Director	Chino HS	10/07/2016
BOWDEN, Douglas	Choral Director	Chino HS	10/07/2016
EDWARDS, Jorge	Audio/Visual Coordinator	Chino HS	10/07/2016
HATCH, Annette	Junior Class Advisor	Chino HS	10/07/2016
HINKLE, Michael	Athletic Director	Chino HS	10/07/2016
HYSLOP, Jaclyn	Audio/Visual Coordinator	Chino HS	10/07/2016
KENT, Melanie	Sophomore Class Advisor	Chino HS	10/07/2016
KEYS, Kenneth (NBM)	Drill Team Advisor	Chino HS	10/07/2016
KEYS, Kenneth (NBM)	Choreographer	Chino HS	10/07/2016
LERMA, Breanne	Yearbook Advisor	Chino HS	10/07/2016
NELSON, Lindsey	Freshman Class Advisor	Chino HS	10/07/2016
NORMAN, Jasmine	Activity Director	Chino HS	10/07/2016
OTTMAN, Peter	Publication Advisor	Chino HS	10/07/2016
PRESCOTT, Renay (NBM)	Pep Squad Advisor	Chino HS	10/07/2016
SCHUMANN, Donald	Senior Class Advisor	Chino HS	10/07/2016
SMOUSE, Frank	Drama Director	Chino HS	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

WILLIAMS, Elizabeth	FHA/HERO	Chino HS	10/07/2016
BATEMAN, Shelley	Junior Class Advisor	Chino Hills HS	10/07/2016
BEHOUNEK, Lisa	Senior Class Advisor	Chino Hills HS	10/07/2016
CHIOTTI, Michelle	Activity Director	Chino Hills HS	10/07/2016
CROW, Gregory	Coach/Acad. Compet. Team	Chino Hills HS	10/07/2016
DORADO, Margo	Publication Advisor	Chino Hills HS	10/07/2016
ERBST, Bob	Senior Class Advisor	Chino Hills HS	10/07/2016
ERBST, Bob	Drama Director	Chino Hills HS	10/07/2016
GADEA, Jamie (NBM)	Assistant Pep Squad	Chino Hills HS	10/07/2016
GUTIERREZ, Tiffany	Coach/Acad. Compet. Team	Chino Hills HS	10/07/2016
KRUMBINE, Steve	Band Director	Chino Hills HS	10/07/2016
LINDEMULDER, Craig	Audio/Visual Coordinator	Chino Hills HS	10/07/2016
MARTIN, Terry	Athletic Director	Chino Hills HS	10/07/2016
MYERS, Eric	Sophomore Class Advisor	Chino Hills HS	10/07/2016
REYES, Albert	Freshman Class Advisor	Chino Hills HS	10/07/2016
REYES, Karen	Junior Class Advisor	Chino Hills HS	10/07/2016
RUPE, Kerry	Drama Director	Chino Hills HS	10/07/2016
RUPE, Kerry	Choreographer	Chino Hills HS	10/07/2016
RUTHERFORD, Laura	Choral Director	Chino Hills HS	10/07/2016
SCHULD, Jeffery	Yearbook Advisor	Chino Hills HS	10/07/2016
THOMAS, Jonathan	Photo Advisor	Chino Hills HS	10/07/2016
TRIBE, Danielle	Drill Team Advisor	Chino Hills HS	10/07/2016
VAUGHN, Joy	Pep Squad Advisor	Chino Hills HS	10/07/2016
VELEZ, Christopher (NBM)	Assistant Band Director	Chino Hills HS	10/07/2016
ALTENBURG, Fred	Photo Advisor	Don Lugo HS	10/07/2016
CRISAFI, William	Junior Class Advisor	Don Lugo HS	10/07/2016
CURETON, Ashley	Agriculture Advisor	Don Lugo HS	10/07/2016
DEMING, Annette	Drama Director	Don Lugo HS	10/07/2016
DEMING, Annette	Publication Advisor	Don Lugo HS	10/07/2016
DEMING, Annette	Senior Class Advisor	Don Lugo HS	10/07/2016
DONOHOO, James	Athletic Director	Don Lugo HS	10/07/2016
DONOHOO, James	Audio/Visual Coordinator	Don Lugo HS	10/07/2016
GREBEL, Robert	Coach/Acad. Comp. Team	Don Lugo HS	10/07/2016
GRIDER, Kiana (NBM)	Drill Team Advisor	Don Lugo HS	10/07/2016
HENSLEY, Irene (NBM)	Assistant Pep Squad	Don Lugo HS	10/07/2016
LIN, James	Yearbook Advisor	Don Lugo HS	10/07/2016
OLSEN-SIEGFRIED, Robin	Agriculture Advisor	Don Lugo HS	10/07/2016
PARTIDA, Patricia (NBM)	Pep Squad Advisor	Don Lugo HS	10/07/2016
POTEET Jr., Ronald	Sophomore Class Advisor	Don Lugo HS	10/07/2016
RIGO-WITT, Farrah	Activities Director	Don Lugo HS	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

RIGO-WITT, Farrah	Audio/Visual Coordinator	Don Lugo HS	10/07/2016
SIPPRELLE, Delaney (NBM)	Choreographer	Don Lugo HS	10/07/2016
WHITE, Guy	Freshman Class Advisor	Don Lugo HS	10/07/2016
YANIK, Stephen	Band Director	Don Lugo HS	10/07/2016
YU, Sophie	Coach/Acad. Comp. Team	Don Lugo HS	10/07/2016
		TOTAL GF	\$252,196.00

APPOINTMENT – EXTRA DUTY - SPORTS

BUNSELMEIER, James	7 th Grade Girls Basketball (GF)	Cal Aero K-8	10/07/2016
BURTON, Michelle	8 th Grade Boys Basketball (GF)	Cal Aero K-8	10/07/2016
FELLOWS, Amber	Track (GF)	Cal Aero K-8	10/07/2016
FELLOWS, Jeremiah	Track (GF)	Cal Aero K-8	10/07/2016
SPICER, Scott	Football (GF)	Magnolia JHS	10/07/2016
SPICER, Scott	Soccer (GF)	Magnolia JHS	10/07/2016
SPICER, Scott	7 th Grade Girls Basketball (GF)	Magnolia JHS	10/07/2016
SPICER, Scott	Volleyball (GF)	Magnolia JHS	10/07/2016
BOUNDS, Kaci (NBM)	Drill Team (B)	Ramona JHS	10/07/2016
CABRERA, Richard	Football (GF)	Ramona JHS	10/07/2016
CABRERA, Richard	7 th Grade Boys Basketball (GF)	Ramona JHS	10/07/2016
GONZALEZ, Joseph	Soccer (GF)	Ramona JHS	10/07/2016
GRIDER, Kiana Jo (NBM)	Drill Team (B)	Ramona JHS	10/07/2016
LEATHERWOOD, Joseph	7 th Grade Girls Basketball (GF)	Ramona JHS	10/07/2016
ROGERS, Nancy	7 th Grade Girls Basketball (GF)	Ramona JHS	10/07/2016
VAZQUEZ, Alberto	Soccer (GF)	Ramona JHS	10/07/2016
DYER, Mark	7 th Grade Boys Basketball (GF)	Townsend JHS	10/07/2016
LONGYEAR, David	Volleyball (GF)	Townsend JHS	10/07/2016
DREW, Scott	Football (GF)	Woodcrest JHS	10/07/2016
DREW, Scott	7 th Grade Girls Basketball (GF)	Woodcrest JHS	10/07/2016
DREW, Scott	7 th Grade Boys Basketball (GF)	Woodcrest JHS	10/07/2016
DREW, Scott	8 th Grade Girls Basketball (GF)	Woodcrest JHS	10/07/2016
DREW, Scott	8 th Grade Boys Basketball (GF)	Woodcrest JHS	10/07/2016
BRUNIER, Grant (NBM)	Wrestling (GF)	Ayala HS	10/07/2016
CAMPBELL, Amy	Girls Basketball (GF)	Ayala HS	10/07/2016
COLIAS, Lucas (NBM)	Boys Basketball (GF)	Ayala HS	10/07/2016
CONSTANTE, Gabrielle (NBM)	Girls Soccer (GF)	Ayala HS	10/07/2016
DICHOSA, Joseph (NBM)	Girls Basketball (GF)	Ayala HS	10/07/2016
FLORES, Bryan (NBM)	Boys Basketball (GF)	Ayala HS	10/07/2016
GERDINE, Seth (NBM)	Girls Basketball (GF)	Ayala HS	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

GONZALEZ, Jesus (NBM)	Girls Soccer (GF)	Ayala HS	10/07/2016
HODGES, Matthew (NBM)	Girls Soccer (GF)	Ayala HS	10/07/2016
HOLLIS, Allen (NBM)	Boys Basketball (GF)	Ayala HS	10/07/2016
INNIS, Kevin (NBM)	Wrestling (GF)	Ayala HS	10/07/2016
MALLOOF, Steven (NBM)	Boys Basketball (GF)	Ayala HS	10/07/2016
MOUNCE, John	Boys Basketball (B)	Ayala HS	10/07/2016
MOUNT, Richard (NBM)	Baseball (GF)	Ayala HS	10/07/2016
NORTHROP, Lucas (NBM)	Wrestling (GF)	Ayala HS	10/07/2016
PLASCENCIA, Emmanuel (NBM)	Boys Soccer (GF)	Ayala HS	10/07/2016
RAMIREZ, Jonathan (NBM)	Wrestling (GF)	Ayala HS	10/07/2016
RIVAS, Brandon	Girls Water Polo (GF)	Ayala HS	10/07/2016
ROCHE, Daniel (NBM)	Boys Basketball (B)	Ayala HS	10/07/2016
ULLMANN, Matthew	Cross Country (B)	Ayala HS	10/07/2016
ULLMANN, Matthew	Track & Field (B)	Ayala HS	10/07/2016
YOUNG, Wayne (NBM)	Girls Basketball (GF)	Ayala HS	10/07/2016
GRANT, Donald	Basketball (GF)	Boys Republic HS	10/07/2016
TRAN, Cesar	Cross Country (GF)	Boys Republic HS	10/07/2016
GUTIERREZ, Mark (NBM)	Wrestling (GF)	Chino HS	10/07/2016
LEDESMA, Matthew (NBM)	Wrestling (GF)	Chino HS	10/07/2016
RAHIM, Kamran (NBM)	Boys Soccer (GF)	Chino HS	10/07/2016
BALDOVINO, Joel (NBM)	Girls Basketball (B)	Chino Hills HS	10/07/2016
BROCKI, Michael (NBM)	Softball (GF)	Chino Hills HS	10/07/2016
BUTLER, Stephanie (NBM)	Girls Basketball (B)	Chino Hills HS	10/07/2016
COTE, Thomas (NBM)	Wrestling (GF)	Chino Hills HS	10/07/2016
GARNICA, Alfred (NBM)	Girls Tennis (B)	Chino Hills HS	10/07/2016
GILLING, Stephan (NBM)	Boys Basketball (GF)	Chino Hills HS	10/07/2016
GOTTBRECHT, John	Boys Basketball (GF)	Chino Hills HS	10/07/2016
JONES, Jeremiah (NBM)	Band (B)	Chino Hills HS	10/07/2016
JONES, Vincent (NBM)	Girls Basketball (GF)	Chino Hills HS	10/07/2016
LINENBERGER, Virginia	Girls Tennis (GF)	Chino Hills HS	10/07/2016
MATTHEWS, Scott (NBM)	Boys Soccer (B)	Chino Hills HS	10/07/2016
OLIVER, Jennifer (NBM)	Girls Soccer (GF)	Chino Hills HS	10/07/2016
PLASCENCIA, Andrew (NBM)	Girls Soccer (GF)	Chino Hills HS	10/07/2016
PRESTATER, Corey (NBM)	Girls Basketball (GF)	Chino Hills HS	10/07/2016
ROGERS, David (NBM)	Girls Basketball (GF)	Chino Hills HS	10/07/2016
STEWART, Stanley (NBM)	Girls Basketball (GF)	Chino Hills HS	10/07/2016
TIBBETTS, Samuel (NBM)	Wrestling (GF)	Chino Hills HS	10/07/2016
TRANTOW, Ian (NBM)	Boys Soccer (GF)	Chino Hills HS	10/07/2016
VAUGHN, Scott (NBM)	Boys Soccer (GF)	Chino Hills HS	10/07/2016
WALTERS, Eric (NBM)	Wrestling (GF)	Chino Hills HS	10/07/2016

CERTIFICATED PERSONNEL (cont.)

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

BETHLEY, Steven (NBM)	Football (B)	Don Lugo HS	10/07/2016
GARMAN Jr., David (NBM)	Boys Basketball (B)	Don Lugo HS	10/07/2016
GONZALES, Michael (NBM)	Football (GF)	Don Lugo HS	10/07/2016
HERNANDEZ, Carlos (NBM)	Wrestling (GF)	Don Lugo HS	10/07/2016
RUIZ, Dylan (NBM)	Band (B)	Don Lugo HS	10/07/2016
LOPEZ, Brian (NBM)	Pep Squad (B)	Don Lugo HS	10/07/2016
RESENDIZ, Liliana (NBM)	Girls Basketball (B)	Don Lugo HS	10/07/2016
WEIR, Brian (NBM)	Boys Basketball (GF)	Don Lugo HS	10/07/2016
TOTAL GF			\$149,316.00

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

CUNNINGHAM, Julie	KAMANSKY, Krista	MERRILL, Steven
REINSBERG, Laura		

CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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ON THE CLASSIFIED CONFIDENTIAL/ MANAGEMENT SALARY SCHEDULE**RESIGNATION**

TRUONG, Peggy	Behavior Intervention Specialist (MH)	Special Education	09/28/2016
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE**APPOINTMENT**

GARIBAY, Betty	IA/SPED/SDC (SELPA/GF)	Dickson ES	10/07/2016
DISBROW, Magdalena	School Secretary I (GF)	Hidden Trails ES	10/10/2016
LOPEZ, David	Custodian I (GF)	Cal Aero K-8	10/07/2016
AREVALO, Emmanuel	Security Person (ABG)	Adult School	10/10/2016
LOPEZ, David	Custodian I (GF)	Maintenance	10/08/2016

RE-HIRE FROM 39 MONTH RE-EMPLOYMENT LIST

MISQUEZ, Sherry	Nutrition Services Asst. I (NS)	Hidden Trails ES	10/07/2016
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PROMOTION

MOONEY, Christina	FROM: IA/SPED/SDC (SELPA/GF) 5 hrs./181 work days TO: Attendance Clerk (GF) 8 hrs./195 work days	Ayala HS Ayala HS	10/07/2016
MARQUEZ, Teresa	FROM: Typist Clerk II (SELPA/GF) 8 hrs./261 contract days TO: Counseling Asst. (GF) 8 hrs./213 work days	Special Ed Ramona JHS	10/07/2016

CHANGE OF ASSIGNMENT

ROCHA, Janet	FROM: Health Technician (GF) 3.5 hrs./185 work days TO: Health Technician (GF) 5.5 hrs./185 work days	Rolling Ridge ES Woodcrest JHS	10/07/2016
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CLASSIFIED PERSONNEL (cont.)

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

MILLER, Andrew	IA/SPED/RSP (SELPA/GF)	Cortez ES	10/07/2016
ANDERSON, Courtney	Child Care Specialist (CDF)	Oak Ridge FC	10/05/2016
BURNSIDE, Theresa	IA/SPED/RSP (SELPA/GF)	Chino HS	09/09/2016
URBINA, Arturo	Security Person (GF)	Don Lugo HS	10/14/2016

RETIREMENT

MORENO, Anita (9 years of service)	Typist Clerk II (GF)	Chino HS	12/30/2016
MCEVILLY, Diane (25 years of service)	District Attendance Specialist (GF)	Business Services	12/30/2016
BURNATH, Curtis (23 years of service)	Grounds Equipment Operator II (GF)	Maintenance	12/29/2016
CHAVEZ, John (16 years of service)	Maintenance III Electrician (GF)	Maintenance	12/29/2016
BUCKLEY, Martha (13 years of service)	Nutrition Services Asst. I (NS)	Nutrition Services	09/13/2016

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

MURRIETA, Pamela	IA/SPED/SH	Country Springs ES
DENVER, Donna	IA/SPED/SH	Glenmeade ES

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

ADAMS, Cassidy	ALLISON, Marissa	ARCIAGA, Armina
CALLES, Scott	CASTRO, Cynthia	CHILTON, Jana
CRISTILLO, Amber	DAVIS, Cynthia	DRUMMOND, Pamela
GARCIA, Angelica	GLICK, Brian	GOMEZ, Eduardo
KAO, Karen	MORREIRA, Richard II	MUNOZ, Yizel
PERDOMO, Devin	PORTER, Cecilia	ROCHA, Ashlie
ROCHA, Devon	SALDANA, Vanessa	SANCHEZ, Alfonso
VILLALOBOS, Erin	WIEBELT, Heidi	

(504) = Federal Law for Individuals with Handicaps
 (ACE) = Ace Driving School
 (ABG) = Adult Education Block Grant
 (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: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: REJECTION OF CLAIM

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BACKGROUND

Claim 16-09-10 was submitted on September 12, 2016, by Janyt E. Camper, a certificated employee at Student Support Services. Claimant alleges that her personal items were stolen after the office was broken into during the weekend of September 9-11, 2016. Claimant seeks reimbursement for personal items in the amount of \$786.00.

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

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

RECOMMENDATION

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

FISCAL IMPACT

Unknown at present.

WMJ:GP:DPM:lag

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: RESOLUTION 2016/2017-09 WEEK OF THE SCHOOL ADMINISTRATOR

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BACKGROUND

Leadership matters for California's public school system, and the future of its public education system depends greatly upon the quality of its leadership. To that end, the state of California has declared October 9-15, 2016, as the Week of the School Administrator.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2016/2017-09 Week of the School Administrator.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:mcm

**Chino Valley Unified School District
Resolution 2016/2017-09
Week of the School Administrator**

WHEREAS, leadership matters for California's public education system and the more than 6 million students it serves;

WHEREAS, school administrators are passionate, lifelong learners who believe in the value of quality public education;

WHEREAS, the title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified education leaders, and the other district employees are considered administrators;

WHEREAS, providing quality service for student success is paramount for the profession;

WHEREAS, most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement;

WHEREAS, public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, school leaders depend on a network of support from school communities – fellow administrators, teacher, parents, students, businesses, community members, board trustees, colleges, and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success;

WHEREAS, research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state;

WHEREAS, the State of California has declared October 9-15, 2016, as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, the future of California's public education system depends upon the quality of its leadership.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the Chino Valley Unified School District that all leaders be commended for the contributions they make to successful student achievement.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 6th day of October 2016.

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

I, Wayne M. Joseph, Secretary, of the Board of Education of the Chino Valley Unified School District, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Board at a regularly meeting as stated.

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: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: STUDENT TEACHING AGREEMENT WITH NATIONAL UNIVERSITY

=====

BACKGROUND

Student teachers provide a high quality of learning, support, and practical classroom experience for professionals in training. The Chino Valley Unified School District has an opportunity to establish a student teaching agreement with National University.

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

RECOMMENDATION

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

FISCAL IMPACT

None.

WMJ:GP:LF:RR:mcm



NATIONAL UNIVERSITY

STUDENT TEACHING AND PRACTICUM AGREEMENT

This agreement, effective on August 30, 2016, made by and between National University, a California non-profit public benefit corporation (the "University") and Chino Valley Unified a public entity (the "District"), with reference to the following facts:

ARTICLE 1 **RECITALS**

1.1 Section 35160 of the California Education Code provides that the governing board of any school district may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or pre-empted by, any law and which is not in conflict with the purposes for which school districts are established.

1.2 An agreement by a school district to provide student teaching or practicum experience to students enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing (the "Commission") is not inconsistent with the purposes for which schools districts are established.

1.3 The University is accredited by the Western Association of Schools and Colleges, and its education credential programs have been approved by the Commission.

1.4 The University desires that the District provide student teaching to students enrolled in the University's teacher training curricula and/or practicum experience to students enrolled in the University's student counseling and other credential curricula. The District agrees to provide such student teaching and/or practicum experience on the terms and conditions specified in this Agreement.

ARTICLES 2 **DEFINITIONS**

2.1 "Student" shall refer to a student enrolled in a program at the University which is approved by the commission and which leads to an education credential

2.2 "Master Teacher" shall refer to an employee of the District holding a valid, clear teaching credential issued by the Commission typically with three or more years teaching experience.

2.3 "Student Teaching" shall refer to the active participation by a Student in the duties and functions of classroom teaching under the direct supervision and instruction of one or more Master Teachers.

2.4 "Student Teaching Assignment" shall typically refer to a full day of Student Teaching, five days a week for 12 to 18 weeks, dependent upon program. Student Teaching Assignments shall satisfy all requirements of the Commission.

2.5 "Practicum Supervisor" shall refer to an employee of the District holding a valid Pupil Personnel Services or other credential issued by the Commission or equivalent certification recognized by the District typically with three or more years experience as a school counselor, school psychologist, school social worker, or other education specialist.

2.6 "Practicum" shall refer to the participation by a Student in the duties and functions of a school counselor, school psychologist, school social worker, or school attendance worker under the direct supervision and instruction of one or more Practicum Supervisors.

2.7 "Practicum Assignment" shall consist of between 90 and 600 hours of Practicum depending upon the specific program requirements.

2.8 "Quarter Unit" shall refer to the amount of academic credit earned by a Student through the successful completion as determined by the University of approximately 25 hours of Student Teaching or between 20 to 40 hours of Practicum.

ARTICLE 3 **TERMS AND CONDITIONS**

3.1 Student Teaching or Practicum. The District shall provide University students with Student Teaching and/or Practicum in schools and classes of the District under the direct supervision and instruction of a Master Teacher or Practicum Supervisor. The University and the District from time to time shall agree as to the number of students assigned to the District for Student Teaching and/or Practicum.

3.2 District Determination. The District at their sole discretion may refuse to accept, or may terminate, any Student assigned to the District for Student Teaching or Practicum based upon its good faith determination that the Student is not performing to the standards of the District. Upon written notification by the District, the University shall promptly terminate the Student's assignment to the District.

3.3 University Determination. The University shall determine the number of units of Student Teaching or Practicum each Student shall receive. Students shall be able to be eligible for more than one Student Teaching Assignment and/or Practicum Assignment at the District.

3.4 District Reimbursement. The University shall reimburse the District for the cost of Student Teaching or Practicum services rendered by the District, paying the District \$300.00 per section of Student Teaching and/or Practicum supervised. The District agrees that the issuance of the stipend to the Master Teacher or the Practicum Supervisor will not render the Master Teacher or Practicum Supervisor an employee or agent of the University.

3.5 Invoice Procedure. Within a reasonable time following the completion of any Student Teaching Assignment or Practicum Assignment, the District shall submit an invoice, in triplicate, to the University which invoice shall specify the number of Quarter Units of Student Teaching or Practicum provided by the District and the amount of reimbursement calculated at the rate provided in Article 3.4. The University shall pay the reimbursement to the District within 30 days following the date the District's invoice is received.

3.6 Insurance. The District will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least \$1,000,000 for each occurrence. The District will provide the University with proof of such insurance upon execution of this Agreement. For purposes of this Agreement, each of the District and the University will provide workman's compensation insurance coverage for their own employees, and Students are not employees of either the District or the University.

University agrees to maintain at least \$1 million per occurrence and \$1 million in General Aggregate Liability Insurance coverage. University agrees to provide District with a Certificate of Insurance including an Endorsement/Additional Covered Party Amendatory Endorsement/Additional Insured naming Chino Valley Unified as an additional insured party in conjunction with this Student Teaching and Practicum Agreement.

University agrees that all Students are not employees of the District and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Workers' Compensation.

3.7 Termination of Assignment. In the event a Student Teaching Assignment or Practicum Assignment is terminated before it is completed, the District shall receive reimbursement of costs at the rate provided in Article 3.4 pro-rated to the nearest completed Quarter Unit.

3.8 Representations. The University represents that all Students assigned to the District for Student Teaching or Practicum are validly enrolled in a University credential program approved by the Commission. The University makes no other representation, express or implied, about, or assumes any responsibility for, the Student's fitness or qualification to participate in the Student Teaching or Practicum. Nothing in this Agreement shall be construed as a delegation by the District to the University of any of the District's duties and responsibilities for operation or supervision of the schools or classes of the District.

3.9 Certificate of Clearance. In accordance with California Education Code Section 44320, each credential candidate prior to assignment to District must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that student's receive a Certificate prior to beginning their assignment in the district or hold a valid document issued by the CTC accounting for fingerprint clearance.

3.10 Tuberculosis Clearance. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at the candidate's sole expense an examination by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, prior to beginning the candidate's assignment in the District.

ARTICLE 4 **GENERAL PROVISIONS**

4.1 Term. This Agreement shall commence as of the date hereof and shall continue until **August 30, 2021** or such time as either party gives the other party written notice of its intent to terminate the Agreement. The termination of the Agreement shall be effective upon the date specified in such written notice. Provided, however, all Students receiving Student Teaching or Practicum from the District as of the date of such notice shall be permitted to

complete their Student Teaching Assignment or Practicum Assignment so long as said student is not the cause of the termination of the agreement.

4.2 Attorney's Fees. In the event any party hereto commences litigation for the interpretation, specific performance, or damages for the breach of this Agreement, the prevailing party shall be entitled to a judgment or award against the other in an amount equal to reasonable attorney's fees and expenses incurred, together with all other appropriate legal or equitable relief.

4.3 Notices. All notices, demands, or other communications given under this Agreement shall be in writing and shall be deemed to have been duly given as of the second business day after mailing by United States mail, postage pre-paid addressed to the addresses on page four hereof, or to such other address or to such other person as any party hereto shall designate to the other for such purposes in the manner hereinabove set forth. Personal delivery of such notice, demand, or communication may also be made to the above-described addressees and shall be deemed given as of the date of such delivery.

4.4 Integration Clause. This Agreement contains the entire agreement between the parties relating to the transactions contemplated hereby and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless the same is in writing and signed by the party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.

4.5 General Provisions. This Agreement (i) shall be binding upon and inure to the benefit and be enforceable by the parties hereto and their respective legal representatives, successors, or assigns, (ii) may be executed in any number of counterparts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (iii) shall be construed and enforced in accordance with the laws of the State of California, and (iv) has been executed at San Diego, California as of the last date set forth below.

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

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

NATIONAL UNIVERSITY, a California
non-profit public benefit corporation

Chino Valley Unified

By _____
Randy C. Frisch, Esq.
Vice Chancellor, Business and
Administration

By 
Signature

Date _____
National University
School of Education
11255 N. Torrey Pines Road
La Jolla, CA 92037

By _____
Name Typed or Printed

Title _____

Date _____

For contact/contract return:
Frank Adame
Contract Coordinator
National University
9980 Carroll Canyon Road
San Diego, CA 92131
(858) 642-8300
credcontracts@nu.edu

District Address/Telephone:

Street

City State Zip

Phone

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 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: CLINICAL AFFILIATION AGREEMENT WITH THE UNIVERSITY
OF MICHIGAN-FLINT**

=====

BACKGROUND

Internships provide a high quality of learning, support and practical experience for professionals in training. The Chino Valley Unified School District has an opportunity to establish a clinical affiliation agreement with The University of Michigan-Flint. The agreement will provide on-site supervised clinical educational experience for academic credit at the University.

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

RECOMMENDATION

It is recommended the Board of Education approve the clinical affiliation agreement with the University of Michigan-Flint.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:mcm

**AFFILIATION AGREEMENT
BETWEEN
THE REGENTS OF THE UNIVERSITY OF MICHIGAN
ON BEHALF OF
THE UNIVERSITY OF MICHIGAN-FLINT
SCHOOL OF HEALTH PROFESSIONS AND STUDIES
DEPARTMENT OF NURSING
AND
CHINO VALLEY UNIFIED SCHOOL DISTRICT**

This Affiliation Agreement (“Agreement”) is made and entered between the Regents of the University of Michigan, a Michigan Constitutional Corporation, on behalf of the University of Michigan-Flint, School of Health Professions and Studies, Department of Nursing (“University”), located in Flint, Michigan, and Chino Valley Unified School District (“Clinical Site”), located in Chino, CA.

In order to fulfill the objectives of its academic nursing program, the University desires to obtain for its students enrolled in the program on-site supervised clinical educational experiences. The Clinical Site recognizes the need for and desires to aid in the educational development of ancillary health professionals and is willing to make its employees and premises available for such purposes. This Agreement is designed to provide the University students with on-site supervised clinical educational experiences through the Clinical Site for academic credit at the University. If the Clinical Site has more than one (1) location, this Agreement shall encompass on-site supervised clinical educational experiences conducted at all Clinical Site locations, facilities, subsidiaries, and affiliates.

I. EDUCATIONAL PREPARATION OF STUDENTS

The University will assign students to the Clinical Site based on the University’s assessment of the students’ learning goals, educational interests, and relevant experience. The University will use its best efforts to ensure that students selected for participation in the clinical experience are prepared for effective participation in the clinical education phase of their overall program and will retain ultimate responsibility for the academic education of its students.

II. RELATIONSHIP OF THE UNIVERSITY AND THE CLINICAL SITE

A. The Clinical Site:

1. Will plan and administer all aspects of client/patient care and clinical services at its facilities. The Clinical Site shall have responsibility for the rendering of high quality patient care and clinical services and shall have final responsibility, authority, and supervision over all aspects of patient care and clinical services.
2. Will participate with the University and the students, where applicable, in the selection of learning opportunities in keeping with the objectives developed by the University for the clinical educational experience. Nothing in this agreement will prevent any patient from requesting not to be a “teaching” patient or prevent the Clinical Site from designating a patient as a nonteaching patient.
3. Will be guided by objectives of the students’ learning in the provision of clinical educational experiences while the students are at the Clinical Site.
4. Will designate a qualified liaison person(s) to work with the University and the students to whom all communication from the University may be sent.
5. Will orient the students to the rules, policies, regulations, and procedures of the Clinical Site.

6. Will provide students with assigned space and essential office equipment and supplies necessary for the clinical educational experience at the Clinical Site.
7. Will allow students access to the Clinical Site's library and other printed materials.
8. Will engage in the regular exchange of information between the University and the Clinical Site through either on-site visits arranged at a mutually convenient time, or written or telephone communications. This exchange of information will also include the timely sharing of any information relating to possible concerns, disciplinary or otherwise, that the Clinical Site may have, or of which the Clinical Site is aware, relating to a University student placed at the Clinical Site pursuant to this Agreement. The Clinical Site also agrees to provide timely responses to any reasonable requests for information that the University may make regarding a University student placed at the Clinical Site pursuant to this Agreement.
9. Will participate in post-program evaluation data-collection, where applicable.
10. Will provide emergency health care, if available, to students for illnesses or injuries incurred while students are on Clinical Site premises under this Agreement. Financial responsibility for such emergency health care shall rest with the individual students.

B. The University:

1. Acknowledges the Clinical Site's need to maintain its standard of service and its relationship within the community.
2. Will be responsible for curriculum planning, admission, administration, matriculation, faculty appointments, and promotions with respect to the University's academic nursing program.
3. Will be responsible for the final evaluation of the students' performance. The University will provide the Clinical Site with student learning objectives to enable the Clinical Site to provide the University with information useful and/or necessary for such evaluation. The University, along with Clinical Site personnel, will evaluate the clinical educational experiences available within the Clinical Site.
4. Will coordinate student placements in the Clinical Site with the designated Clinical Site liaison and will provide the following information to the Clinical Site prior to the beginning of the clinical educational experience:
 - a. the names of students to be placed with the Clinical Site no later than one (1) week prior to the beginning of each clinical educational experience at the Clinical Site;
 - b. the beginning and ending dates of the students' clinical educational experience at the Clinical Site;
 - c. learning objectives for the clinical educational experience; and,
 - d. the level of students (e.g., senior, fourth level students).
5. Will designate a qualified liaison person(s) to whom all communication from the Clinical Site may be sent and will provide for a regular exchange of information between the University and the Clinical Site through either on-site visits arranged at a mutually convenient time, or written, electronic or telephone communications.

6. Will advise its students that students will be subject to the Clinical Site's policies, procedures, clinical protocols, rules, and regulations, including the Clinical Site's policy on uniforms and dress code, while participating in the clinical educational experience at the Clinical Site's facility (ies).
7. Agrees that all students will be instructed in the OSHA Bloodborne Pathogens Standard either through the University or by attending a prescheduled session(s) at the Clinical Site.
8. Will, if requested by the Clinical Site, provide the Clinical Site with summary documentation for each student assigned to the Clinical Site under this Agreement that the student has met the University's prerequisites as set forth in Attachment A. To the extent that the Clinical Site desires student information beyond that which the University provides pursuant to Attachment A, the Clinical Site will need to seek that information directly from each student.
9. Understands that nothing in this Agreement prevents the Clinical Site from honoring the request of any patient/client to not be a teaching patient, or prevents any member of the Clinical Site medical staff from designating any patient a non-teaching patient.

III. ACCEPTANCE/REFUSAL OF STUDENT; STUDENT WITHDRAWAL/REMOVAL

- A. It will be the responsibility of the Clinical Site to set its own professional eligibility standards and requirements for student participation in a clinical experience at the Clinical Site and to evaluate the student information provided to the Clinical Site by the University and/or the students pursuant to Section II.B.8, above. If the Clinical Site determines that a student does not meet its professional eligibility standards and requirements to participate in a clinical educational experience at the Clinical Site, the Clinical Site will notify the student and the University of such determination in writing, including the basis for the Clinical Site's determination. The University will ensure that a student so identified by the Clinical Site does not participate in the clinical experience at the Clinical Site.
- B. The Clinical Site may take immediate action, without giving prior notice to the University, to temporarily remove a student from clinical experience activities at the Clinical Site to correct an emergent situation where the Clinical Site has deemed the student to be a risk to the safety and care of the Clinical Site's patients, or to the safety of the Clinical Site's guests, employees, or the student him/herself. The Clinical Site will notify the University in writing as soon as possible of the action taken, including the basis for the Clinical Site's determination.
- C. The Clinical Site reserves the right to permanently terminate the participation of a student in a clinical educational experience at the Clinical Site for a reasonable cause related to the Clinical Site's need to ensure the quality of patient care or patient safety. The Clinical Site will submit a written notice to the University that the student's participation in the clinical educational experience at the Clinical Site should be terminated. Such notice shall include the basis for the Clinical Site's determination, and the University will immediately comply with the Clinical Site's notice.

IV. STUDENT SUPERVISION

The Clinical Site shall have full supervisory authority and responsibility over the students while they are at the Clinical Site for clinical educational experience pursuant to this Agreement. No University faculty will be assigned to the Clinical Site.

V. STUDENT/NON-EMPLOYEE STATUS

The University's students shall not be deemed to be employees of the Clinical Site or the University for purposes of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding, Social Security, or any other purpose due to their participation in the clinical educational experience at the Clinical Site pursuant to this Agreement. The parties understand and agree that the primary purpose of the University students' placement at the Clinical Site is for the students' learning and each student is placed with the Clinical Site to receive clinical educational experience as a part of the student's academic curriculum. It is further understood that students shall not at any time replace or substitute for any Clinical Site employee, nor shall students perform any of the duties normally performed by an employee of the Clinical Site except such duties as are a part of their training and are performed by the students under the direct supervision of a Clinical Site employee.

VI. CONFIDENTIALITY

- A. The University shall advise its students that they must act pursuant to all applicable federal and state laws and regulations regarding confidentiality of client/patient information and records, including the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").
- B. The parties acknowledge that many student records and other personally identifiable information regarding the University's students ("Education Records") are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. § 99.1 et seq. The Clinical Site shall not release information contained in these Education Records, but shall instead refer all requests for information respecting such Education Records to the University.
- C. Notwithstanding anything else herein, nothing in this Agreement shall prevent either party from producing documents or disclosing information that is required by law (such as the Michigan Freedom of Information Act ("FOIA") or a valid production document (such as a warrant or subpoena).

VII. NON-DISCRIMINATION

Each party shall accept, assign, supervise, and evaluate qualified students regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, disability, veteran status, height, or weight, in accordance with applicable federal and state law. In addition, the University does not discriminate on the basis of sexual orientation (including gender identity and gender expression) in accordance with the policies of the University of Michigan.

VIII. INSURANCE

- A. The University is self-insured and shall maintain in full force and effect for the term of this Agreement, and any renewals thereof, the following occurrence-based insurance covering the University and its students: 1) commercial general liability insurance with minimum limits of coverage of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the general aggregate; 2) professional liability insurance with minimum limits of coverage of not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate. The University will provide the Clinical Site with current certificates of insurance, upon request.

- B. The Clinical Site shall maintain in full force and effect for the term of this Agreement, and any renewals thereof, the following occurrence-based insurance or self-insurance covering the Clinical Site and its employees: 1) commercial general liability insurance with minimum limits of coverage of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the general aggregate; and, 2) professional liability insurance with minimum limits of coverage of not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate. The Clinical Site will furnish the University with current certificates of insurance, upon request.
- C. Compliance with the foregoing requirements as to carrying insurance and furnishing evidence of such will not relieve either party of its liabilities and obligations under this Agreement.

IX. INDEMNIFICATION

Each party shall defend, indemnify and hold harmless the other party, its board members, officers, employees, agents and students (if the University) from and against any costs, losses, damages, liabilities, expenses, demands and judgments, including court costs and attorney fees, which may arise out of the indemnifying party's acts or omissions under this Agreement for which the indemnifying party would be liable in law or equity. The indemnifying party shall keep the other reasonably apprised of the continuing status of the claim, including any proceedings resulting from it, and shall permit the other party, at its expense, to participate in the defense or settlement of the claim. When a claim is resolved by the indemnifying party's payment of money, it shall have final authority regarding defense and settlement. When a claim resolution requires equitable relief against the non-indemnifying party or the indemnifying party has not or will not pay the money required for resolution, the parties shall cooperate regarding defense and settlement.

X. TERM AND TERMINATION

The term of this Agreement shall commence as of the date of last signature by the parties and shall continue for five (5) years, unless terminated as set forth in this Section. This Agreement may be terminated by either party, provided written notice of this effect is given to the other party at least six (6) months prior to the proposed date of termination. In the event of termination or expiration of this Agreement, the parties shall cooperate and use their reasonable best efforts to let any students complete their clinical educational experiences already in progress at the Clinical Site.

XI. AMENDMENT

No amendment or modification to this Agreement, including any amendment or modification of this paragraph, shall be effective unless in writing and signed by both parties.

XII. NOTICES

Any and all notices required to be given under this Agreement shall be directed to:

Clinical Site: Attention: Wayne M. Joseph, Superintendent
Chino Valley Unified School District
5130 Riverside Drive
Chino, CA, 91710
Ph: (909) 628-1201
Email: Laurel_Mullally@chino.k12.ca.us

University: Linda Scott, RN, BSN
Nursing Clinical Coordinator
Department of Nursing
The University of Michigan-Flint
William S. White Building, Rm 2180
303 E. Kearsley St.
Flint, MI 48502-1950
Ph: 810.762.0918
F: 810.237.6554
Email: linscott@umflint.edu

Julie Insalaco
Contract Administrator
The University of Michigan-Flint
Procurement & Contracts
Northbank Center, Ste. 504
303 E. Kearsley St.
Flint, MI 48502-1950
Ph: 810.762.3487
F: 810.766.6830
Email: jinsalac@umflint.edu

XIII. GOVERNING LAW, CONSTRUCTION AND VENUE; SOVEREIGN IMMUNITY

- A. This Agreement shall be governed by and construed under the laws of the State of Michigan without regard for the principles of choice of law. Any claims, demands, or actions asserted against the University shall be brought in the Michigan Court of Claims. The Clinical Site, its successors and assigns, consent to the jurisdiction of a court with applicable subject matter jurisdiction sitting in the State of Michigan with respect to any claim arising under this Agreement.
- B. The parties acknowledge that the University of Michigan is a corporation created under the Michigan Constitution and, as such, retains all rights, immunities, and defenses provided under the Michigan and U.S. Constitutions and applicable federal and state law with regard to any claim, demand, or action arising out of this Agreement.

XIV. MISCELLANEOUS

- A. This Agreement does not create any agency, partnership, joint venture, or employment relationship between the parties.
- B. Each party agrees it will not use the other party's names, marks, or logos in any advertising, promotional material, press release, publication, public announcement, or through other media, whether written, oral, or otherwise, without the prior written consent of the other party. Prior written consent will not be required for use of the other Party's name in the context of factual or descriptive statements regarding the subject matter of this Agreement.

XV. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and all prior discussions, agreements, and understandings between the parties, whether oral or in writing, with respect to the subject matter hereof are hereby superseded by this Agreement.

Signature page follows.

APPROVED

Chino Valley Unified School District

By: _____
Wayne M. Joseph, Superintendent
Legal Signer

Date: _____

**FOR THE REGENTS OF
THE UNIVERSITY OF MICHIGAN**

By: _____
Brenda Roth
Procurement Agent Senior
The University of Michigan-Flint

Date: _____

**FOR THE UNIVERSITY OF MICHIGAN-FLINT
SCHOOL OF HEALTH PROFESSIONS
AND STUDIES**

By: _____
Donna Fry, PT, PhD, CHC
Dean School of Health Professions & Studies

Date: _____

FOR THE DEPARTMENT OF NURSING

By: _____
Margaret M. Andrews, PhD, RN, FAAN
Director & Professor of Nursing

Date: _____

ATTACHMENT A

THE UNIVERSITY OF MICHIGAN-FLINT SCHOOL OF HEALTH PROFESSIONS AND STUDIES DEPARTMENT OF NURSING

STUDENT REQUIREMENT LIST

Due EVERY year

1. Statement of Physical Fitness
 - Signature of physician or nurse practitioner stating that student is physically able to participate in the nursing program is required.
2. Skills and Abilities for Degree Completion
3. Cardiopulmonary Resuscitation Certification (CPR)
 - **ONLY** certification for either the American Heart Association Health Care Provider Course BLS for Healthcare Providers (repeated every 2 years) or the American Red Cross CPR/AED for the Professional Rescuer Course will be accepted.
4. Tuberculin (TB skin test also called PPD)
 - Complete Documentation: Negative PPD
 - Positive result requires a chest x-ray

Due November 1 EVERY year

5. Flu Shot –These will be available to nursing students on campus. Instructions on how to provide proof of compliance with this requirement will be sent every fall.

Due ONCE* prior to attending first class

6. Hepatitis B
 - The Hepatitis B Vaccine is a series of 3 doses.
 - Complete Documentation: Date of the first, second, and third dose of the vaccine OR Positive Hepatitis titer
7. MMR (Measles, Mumps & Rubella)
 - Complete Documentation: Date of first and second dose of vaccine (Pref. MMR) after 12 months of age OR Positive MMR titers
8. Varicella Zoster (Chicken Pox)
 - The chicken pox vaccine requires 2 doses
 - Complete Documentation: Date of first and second dose of vaccine OR Positive Varicella Titer
9. Criminal Background Check
 - Students must order their criminal background check through our vendor, Certified Background at www.certifiedbackground.com
10. Tdap (Tetanus, Diphtheria, Pertussis)
 - Boosters are good for 10 years from date of administration.
11. 6-Panel Drug Screen

*Except Tdap depending on last shot

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 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: REVISION OF BOARD POLICY 4030 PERSONNEL -
NONDISCRIMINATION IN EMPLOYMENT**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 4030 Personnel – Nondiscrimination in Employment is being revised to add verbiage on prohibited discrimination against an employee or job applicant on the basis of his/her association with a person or group with one or more of the legally defined protected characteristics. This agenda item was presented to the Board of Education on September 15, 2016, for information.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 4030 Personnel – Nondiscrimination in Employment.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:mcm

NONDISCRIMINATION IN EMPLOYMENT

The Board of Education desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board of Education prohibits any District employees from discriminating against or harassing any other District employee or job applicant on the basis of the person's actual or perceived race, ~~religion~~ RELIGIOUS creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation. OR ASSOCIATION WITH A PERSON OR GROUP WITH ONE OR MORE OF THESE ACTUAL OR PERCEIVED CHARACTERISTICS.

cf. 0410 - Nondiscrimination in District Programs and Activities
cf. 4119.11 - Sexual Harassment
cf. 4119.41 - Employees with Infectious Disease
cf. 5145.7 - Sexual Harassment

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.

cf. 4154 - Health and Welfare Benefits
cf. 4032 - Reasonable Accommodation

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. IN ACCORDANCE WITH GOVERNMENT CODE 12940, PROHIBITED DISCRIMINATION ON THE BASIS OF RELIGIOUS CREED ALSO INCLUDES THE DISTRICT'S FAILURE OR REFUSAL TO USE REASONABLE MEANS TO ACCOMMODATE AN EMPLOYEE'S OR JOB APPLICANT'S RELIGIOUS BELIEF, OBSERVANCE, OR PRACTICE WHICH CONFLICTS WITH AN EMPLOYMENT REQUIREMENT. HOWEVER, THE DISTRICT SHALL NOT ACCOMMODATE AN EMPLOYEE'S RELIGIOUS DRESS PRACTICE OR RELIGIOUS GROOMING PRACTICE IF IT REQUIRES SEGREGATION OF THE INDIVIDUAL FROM OTHER EMPLOYEES OR THE PUBLIC OR IF IT WOULD RESULT IN A VIOLATION OF THIS POLICY OR ANY LAW PROHIBITING DISCRIMINATION. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code 12926, 12940)

cf. 4033 - Lactation Accommodation

NONDISCRIMINATION IN EMPLOYMENT

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonable interfering with the individual's work performance, or creates an intimidating hostile, or offensive work environment.

cf. 4119.11/4219.11/4319.11 - Sexual Harassment

The Board also prohibits retaliation against any District employee or job applicant who complains, testifies, assists, or in any way participates in the District's complaint procedures instituted pursuant to this policy. NO EMPLOYEE OR JOB APPLICANT WHO REQUESTS AN ACCOMMODATION FOR ANY PROTECTED CHARACTERISTIC LISTED IN THIS POLICY SHALL BE SUBJECTED TO ANY PUNISHMENT OR SANCTION, REGARDLESS OF WHETHER THE REQUEST WAS GRANTED. (GOVERNMENT CODE 12940)

Any District employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The following position is designated as Coordinator for Nondiscrimination in Employment:

Assistant Superintendent, Human Resources
5130 Riverside Drive
Chino, California 91710-4310
(909) 628-1201 ext. 1111

Any employee or job applicant who believes that he/she has been or is being discriminated against or harassed in violation of District policy should, as appropriate, immediately contact his/her supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the District's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 – Complaints Concerning Discrimination in Employment.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

NONDISCRIMINATION IN EMPLOYMENT

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Coordinator or Superintendent as soon as practical after the incident. All other employees are to report such incidents to their supervisor immediately.

THE SUPERINTENDENT OR DESIGNEE SHALL USE APPROPRIATE MEANS TO REINFORCE THE DISTRICT'S NONDISCRIMINATION POLICY. HE/SHE SHALL PROVIDE TRAINING AND INFORMATION TO EMPLOYEES ABOUT HOW TO RECOGNIZE HARASSMENT AND DISCRIMINATION, HOW TO RESPOND APPROPRIATELY, AND COMPONENTS OF THE DISTRICT'S POLICIES AND REGULATIONS REGARDING DISCRIMINATION. THE SUPERINTENDENT OR DESIGNEE SHALL REGULARLY REVIEW THE DISTRICT'S EMPLOYMENT PRACTICES AND, AS NECESSARY, SHALL TAKE ACTION TO ENSURE DISTRICT COMPLIANCE WITH THE NONDISCRIMINATION LAWS.

NOTIFICATIONS

~~The Superintendent or designee shall regularly publicize, within the District and in the community, the District's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin or application form that is used in employee recruitment. (34 CFR 100.6, 106.9)~~

The District's policy shall be posted in all DISTRICT schools and offices including staff lounges (5 CCR 4960)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11019 Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

NONDISCRIMINATION IN EMPLOYMENT

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 20110

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEBSITES

California Department of Fair Employment and Housing: www.dfeh.ca.gov

U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr

U.S. Equal Employment Opportunity Commission: www.eeoc.gov

Chino Valley Unified School District

Policy adopted: November 16, 1995 Revised: March 23, 2000

Revised: April 20, 2000

Revised: September 16, 2010

Revised: September 6, 2012

Revised: September 5, 2013

Revised: November 5, 2015

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 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 FORENSIC BIOLOGY

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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.

Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course is designed to integrate the core scientific disciplines (as outlined in the California State Science Standards for grades 9 -12) while providing students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. These will be supplemented with case studies and aspects of earth science, mathematics, medicine, technology, and sociology. Project-based learning through laboratory investigations, discussions/class lecture will be the primary mode of content delivery to be supplemented by guest speakers with field experience and expertise.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Forensic Biology.

FISCAL IMPACT

None.

Chino Valley Unified School District

High School Course Description

CONTACTS	
1. School/District Information:	School: Chino Valley Unified School District Street Address: 5130 Riverside Drive Mailing Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Dana Lund Position/Title: Science Teacher Phone: (909) 627-7351 ext: 3623 E-mail: dana_lund@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
1. Course Title:	Forensic Biology
2. Transcript Title/Abbreviation:	Forensic Bio
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Elective
6. Grade level(s):	11-12
7. Unit Value:	5 units per semester/10 total credits – elective
8. Repeatable for credit?	Yes
9. Was this course previously approved by UC?	No
10. Is this course classified as a Career Technical Education course:	No
11. Is this course modeled after an UC-approved course?	Yes
12. Date of Board Approval	
13. Brief Course Description: Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course is designed to integrate the core scientific disciplines (as outlined in the California State Science Standards for grades 9 - 12) while providing students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. These will be supplemented with case studies and aspects of earth science, mathematics, medicine, technology, and sociology. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Sample evidence for analysis will include, but is not limited to, fingerprints, DNA, projectiles and trajectories, ballistics, hair, fibers, toxicology, blood spatter patterns, chromatography, entomology, soil samples, plant materials, and impressions. Students will practice process skills such as comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading. Project-based learning through laboratory investigations, discussions/class lecture will be the primary mode of content delivery to be supplemented by guest speakers with field experience and expertise.	
14. Prerequisites:	Completion of biology with a C or better: Required Completion of chemistry with a C or better: Required

Chino Valley Unified School District

High School Course Description

15. Context for Course:

As part of the Chino Valley Unified School District initiative to create Linked-Learning Academies, it has been determined there is a need for a science course to support an increasing student and community interest in the field of Law Enforcement Services. To better prepare students for a career in this area, and to stimulate an interest in advanced science among a broader spectrum of students, the Forensic Biology course has been developed. This one-year course will combine learning from most core areas of science, as well as aspects of English, mathematics, history, sociology, and law. Students who have passed biology and chemistry with a C or better will learn to apply those multiple disciplines in the context of investigation and analysis of crime scene evidence, and will acquire requisite skills in support of a Law, Justice, or Public Service career. It is believed that a science course that includes the practical application of forensic techniques to solve everyday crimes will provide an incentive for students to achieve higher grades in biology and chemistry in order to earn admission into Forensic Biology, and to open a pathway toward a career in Law, Justice, or Public Service.

16. History of Course Development:

As the District began to plan, develop, and roll out a complete sequence of courses for the Linked-Learning Pathway in Law, Justice, and Public Service, it became clear that a course in forensic science is necessary for those who have interest in, or career leanings toward, the law enforcement or crime scene investigation aspects of the pathway. In preparation for teaching this course, I have acquired certification to teach biology, have investigated outlines for similar courses as a basis to develop this one, and have evaluated textbooks and supplementary materials to develop the course outline. I will be collaborating with industry professionals for supplementary presentation materials, for lab ideas and supplies, and to enlist guest speakers to share their areas of experience and expertise. The Forensic Biology course is new to this district, so fine-tuning is anticipated, but it is modeled after successful courses being taught at other schools in California.

17. Textbooks:

TEXTBOOK 15725

Title: Forensic Science for High School (Primary text for class)

Edition: 3rd Edition

Publication Date: 2009

Publisher: Kendall/Hunt

Author(s): Funkhouse/Deslich

Online resources such as Khan Academy Virtual Autopsies

Usage:

Primary text

Read in entirety or near entirety

TEXTBOOK 15726

Title: Crime Lab: A Guide for Non-scientists

Edition: 1st

Publication Date: Jan 2006

Publisher: Calico Press, LLC

Author(s): John Houde

URL Resource:

Usage:

Supplementary or Secondary text

Read in entirety or near entirety

Chino Valley Unified School District

High School Course Description

Supplemental Instructional Materials:

1. Included with the textbook from Kendall/Hunt are the student workbook, assessment software, and internet access for virtual autopsy labs.
2. Crime Scene Investigations, Real-Life Science Labs for grades 6 - 12 – teacher supplemental for labs.

Edition: 1st

Publication Date: 1998

Publisher: John Wiley & Sons, Inc

Authors: Walker/Wood

B. COURSE CONTENT

Course Purpose:

As part of the Linked-Learning Academy for Law Enforcement Services, Forensic Biology has been created to offer Junior/Senior level students, who have passed biology and chemistry, with a topically relevant and challenging science course that will pique student interest, promote critical thinking and reasoning skills, and provide practical experience in the investigation and analysis of crime scene evidence. The rigorous curriculum for this course will require students to apply knowledge from many areas of science (earth science, biology, chemistry, physics, etc.), mathematics (algebra, geometry, trigonometry, and statistics), English, history, social science, and law while performing in-depth reading and expository writing to describe, explain and evaluate real-life case studies or classroom/virtual laboratory exercises they've completed. Students will use the scientific method - forming, testing, and evaluating hypotheses – while honing their critical thinking and reasoning skills.

Specifically, students will:

- Be able to design and conduct scientific investigations by identifying questions and concepts pertaining to Forensic Biology and applying deductive reasoning to develop findings – then communicate them verbally and in written format.
- Learn how to analyze and interpret scientific data.
- Communicate and defend a scientific argument and, if needed, revise a scientific hypothesis using logic and evidence.
- Use computer technology (PowerPoint, Excel, CAD, etc.), and mathematics to improve their investigations and to communicate the results.
- Recognize and evaluate alternative explanations and models.
- Learn appropriate laboratory skills, including the safe handling of equipment and materials.
- Develop the fundamental skills used in Forensic Biology as they relate to chemistry, physics, earth science, biology, botany, and related sciences.
- Develop an appreciation for legal reasoning as it applies to gathering scientific evidence.
- Understand the effects of changing social and technological environments, and the historical basis for adopting new methods or laws in Forensic Biology.

Using modern equipment and techniques, students will develop skills in investigation, lab work, analysis, reasoning, and communication that form a foundation for continuing study and entry into the field of Law, Justice, and public service.

Chino Valley Unified School District

High School Course Description

Course Outline:

Forensic Science for High School Kendall/Hunt Textbook (KH)

Crime Lab; A Guide for Nonscientists Calico Press Textbook (CP)

1. Intro to Forensic Science (Textbook KH and CP)

Objectives:

- How a crime lab works?
- The growth and development of Forensic Biology through history.
- Federal rules of evidence, including the Frye standard and the Daubert ruling.
- Basic types of law in the criminal Justice system.
- Process of evaluating the crime scene and who's in charge.

Students will be able to:

- Describe how the scientific method is used to solve forensic problems.
- Describe different jobs done by forensic scientists and the experts they consult.

Vocabulary:

Criminalistics, evidence, ballistics, odontology, pathology, entomology, palynology, polygraph, case law (common law), stare devises, civil law, misdemeanor, felony, probable cause, Miranda rights, booking, arraignment, nolo contender, preliminary (evidentiary) hearing, bail, grand Jury, indict, plea bargaining, violation, infraction, probative, material, hearsay, expert witness, Frye standard, Daubert ruling, junk science

End of Chapter Review and Workbook (KH)

- Locard's rule.
- Laws of U.S.
- Steps in solving scientific problems.
- Differences between civil and criminal cases.
- Federal Rules of Evidence and why needed.
- Differences between Frye standard and Daubert ruling regarding physical evidence accepted in court of law.

2. Types of Evidence (Textbook KH and CP)

Objectives:

- Value of indirect and direct evidence in a court of law.
- Eyewitness limitations.
- What physical evidence can and cannot prove in court.
- The main goal of the Forensic scientist is to find a unique source for the evidence.
- Perishable evidence (serology and sexual assault evidence; rape kit processing).
- Trace evidence collection; looking for clues in clothing of suspects and victims.

Students will be able to:

- Explain the difference between indirect and direct evidence.
- Describe what is meant by physical evidence and give examples.
- Tell individual evidence apart from class evidence.
- Determine significance of class evidence.

Chino Valley Unified School District

High School Course Description

Vocabulary:

Indirect evidence, circumstantial evidence, individual evidence, class evidence, probative value

End of Chapter Review and Workbook (KH)

- Difference between testimonial evidence and physical evidence.
- Memory factors that affect eyewitnesses.
- Types of physical evidence.
- Significance of Ronald Cotton case.
- Difference between class and individual evidence.
- How class evidence can be useful.
- Direct evidence.
- Where physical evidence is found and collected and its importance.
- Control sample.

3. The Crime Scene (Textbook KH and CP)

Objectives:

- Steps taken when processing a crime scene.
- Type of evidence that determines what packaging should be used.
- Purpose of chain of custody preservation.
- Lab equipment; GC, R spectrometer, GC/MS.

Students will be able to:

- Isolate, record, and search for evidence at a mock crime scene.
- Collect and package evidence at a mock crime scene using proper forensic procedures.

Vocabulary:

Crime scene, modus operandi, accelerant, chain of custody

End of Chapter Review and Workbook (KH)

- Description of physical evidence.
- Describe how crime scene was contaminated and the incorrect procedures used in described scenario.
- Make a sketch of the crime scene set up in class; make it to scale, include measurements and a legend. Take detailed notes; list what types of evidence should be collected from the crime scene; list of controls needed for collection for comparisons; type of packaging used for each type of evidence; steps that need to be taken to maintain chain of custody.

4. Fingerprints (Textbook KH and CP)

Objectives:

- Why fingerprints are individual evidence.
- Why there may be no fingerprint evidence at a crime scene.
- How computers have made personal identification easier.

Chino Valley Unified School District

High School Course Description

Students will be able to:

- Define the three basic properties that allow individual identification by fingerprints.
- Obtain an inked, readable fingerprint for each finger.
- Recognize the general ridge patterns (loops, whorls, and arches) and apply them to the primary Henry-FBI classification.
- Identify friction ridge characteristics and compare two fingerprints with at least ten points of identification.
- Tell the differences among latent plastic and visible fingerprints.
- Develop latent prints (make them visible) using physical and chemical methods.
- Design and carry out scientific investigations.
- Use technology and mathematics to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Fingerprints, loop, delta, core, whorl, arch, minutiae, plastic print, visible print, latent print, ninhydrin, dactylscopy, anthropometry, probative value

- End of Chapter Review and Workbook (KH).
- Match 20 fingerprint impressions.
- Develop and lift fingerprints set by teacher.
- Explain why fingerprints are considered individual evidence rather than class evidence.
- Types of fingerprints (plastic, visible, latent) likely to be found on various fisted material (ex: blood, mud, wood tabletop, etc...)

5. Hair (Textbook KH and CP)

Objectives:

- Hair is class evidence.
- Hair can be used to back up circumstantial evidence.
- Hair absorbs and adsorbs substances both from within the body and the external environment.

Students will be able to:

- Successfully use a compound microscope.
- Describe the structure of a hair.
- Tell the difference between human and animal hair.
- Tell which characteristics of hair are important for forensic analysts.
- Assess the probative value of hair samples.
- Identify questions and ideas that guide scientific investigation.
- Communicate and defend a scientific argument.

Vocabulary:

Locard Exchange Principle, morphology, polymer, cuticle cortex, medulla, keratin, cortical fusi, micrometer, anagen phase, catagen phase, telogen phase, interference patterns, melanin, association, questioned, exemplar, metabolite, false positive

Chino Valley Unified School District

High School Course Description

End of Chapter Review and Workbook (KH)

- Characteristics of hair that make it a useful forensic tool.
- How to determine approximation of how long ago hair sample had been dyed.
- What characteristics to look for to determine if hair is human or animal, and, if animal, what type.
- Other fibers that can also be considered hair.

6. Fibers (Textbook KH and CP)

Objectives:

- Why fibers are class evidence.
- How fibers can be used as circumstantial evidence to link victim, suspect, and crime scene.
- Why statistics are important in determining the value of evidence.

Students will be able to:

- Sample populations using statistical analysis.
- Distinguish and identify different types of fibers.
- Understand polymerization.
- Carry out an experiment in thin-layer chromatography.
- Judge the probative value of fiber evidence.
- Design and carry out scientific investigations.
- Use technology and mathematics to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Fiber, textile, fabric, filament, inorganic, yarn, warp, weft or woof, blend, polymer, polypeptide, helix, keratin, plastic, viscosity, homopolymer, polyether, Becke line, fluorescence, optical brightener, chromatography, chromatograph, elute, retention factor

End of Chapter Review and Workbook (KH)

- Design a sampling procedure to determine the number of raccoons in a particular habitat such as a local county.
- Explain how a fiber can be individualized to a particular garment or a particular textile fabric.
- Explain what to look for in determining whether a particular fiber is synthetic or natural.
- Develop a flowchart for matching a questioned fabric to a known sample for identification.
- Explain what trace evidence is and the common basis (goals) for analyzing it.
- Explain the primary concerns during trial in analyzing and using extremely small bits of trace evidence.
- Explain which fiber, polyester or acrylic, has the more probative value and why.

7. Drugs (Textbook KH and CP)

Objectives:

- How to apply deductive reasoning to a series of analytical data.
- The limitations of presumptive (screening) tests.
- The relationship between the electromagnetic spectrum and spectroscopic analysis.
- The difference between qualitative and quantitative analysis.
- The dangers of using prescription drugs, controlled substances, over-the-counter medications, and alcohol.

Chino Valley Unified School District

High School Course Description

Students will be able to:

- Chemically identify illicit drug types.
- Classify the types of illicit drugs and their negative effects.
- Discuss the federal penalties for possession and use of controlled substances.
- Explain the need for confirmatory tests.
- Describe IR, UV-VIS, spectroscopy, and GC-MS, and explain how they are used in forensic science.
- Present and interpret data with graphs.
- Use technology and mathematics to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Cannabis sativa, teratogen, alkaloid, analgesic, designer drug, false positive, spectrophotometry, presumptive test, immiscible, confirmatory test, ion, analyte

End of Chapter Review and Workbook (KH)

- Explain the differences among a controlled substance, an illicit drug, a prescription drug, and an OTC drug.
- Explain a presumptive test, its usefulness, and its limitations.
- Discuss how illicit drugs are classified.
- Explain what the electromagnetic spectrum is and how it is used in analytical analysis.
- Define the difference between absorbance and transmittance in spectroscopy, and their relationship to analytic concentration.
- Explain the types of chromatography.
- Compare spectroscopy spectrum printouts to verify possible drugs.

8. Toxicology: Poisons and Alcohol (Textbook KH and CP)

Objectives:

- The danger of using alcohol.
- The quantitative approach to toxicology.

Students will be able to:

- Discuss the connection of blood alcohol levels to the law, incapacity, and test results.
- Understand the vocabulary of poisons.
- Use technology and mathematics to improve investigations and communications.
- Design and conduct scientific investigations.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Toxicology, toxin, chronic exposure, acute toxicity, synergism, antagonism, chelating agent, LD₅₀, DUI, DWI, OUI, OWI, MIP

Chino Valley Unified School District

High School Course Description

End of Chapter Review and Workbook (KH)

- List examples of substances that is beneficial in small quantities but poisonous in larger doses.
- Explain some of the influences on the effect of poisons and toxins on the body.
- Explain why arsenic accumulates in hair and fingernails.
- Give the estimated LD_{50} of table salt for a 160 lb man; for $MgCl_2$, and $NiCl_2$. Explain why it's different for each substance.
- Explain the difference between a standard and a control.
- Describe the other sources for lead in our environment besides lead-based paint.
- Explain what an MSOS is and its importance.
- Explain what LD_{100} means.

9. Trace Evidence (Textbook KH and CP)

Objectives:

- How to apply deductive reasoning to analytical data.
- How to follow qualitative analytical schemes.
- How to gather and use information to solve problems.

Students will be able to:

- Identify traces of white powder.
- Identify metals.
- Classify lip prints.
- Use chromatography to compare lipsticks.
- Design and conduct scientific investigations.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Malleable, chemical property, stationary phase, mobile phase, decant

End of Chapter Review and Workbook (KH)

- Determine the density of a metal; state whether density is a physical or chemical property.
- List the common metals that are magnetic.
- List some physical properties of malleable metals.
- Describe what a confirmatory test is; and what it would be for Al^{+3} .
- When using paper chromatography for metal analysis, explain what the mobile and stationary phases are.
- Explain why pencil is used to mark the chromatography strips instead of pen.
- During qualitative analysis of white powders explain what is meant by solubility, the factors that may affect the apparent solubility of the first 10 samples, and if solubility is a physical or a chemical property.
- Explain what R is and how it is calculated.

10. Blood (Textbook KH and CP)

Objectives:

- That an antibody and an antigen of different types will agglutinate, or clump, when mixed together.
- That the evidence's significance depends on a characteristic's relative occurrence in the population.

Chino Valley Unified School District

High School Course Description

Students will be able to:

- Determine whether a stain is blood.
- Determine whether a bloodstain is human or animal blood.
- Determine the blood type of a simulated bloodstain using the ABO/Rh system.
- Explore bloodstain patterns as a function of velocity, direction, and height of fall.
- Design and conduct scientific investigations.
- Use technology and math to improve investigation and communications.
- Identify questions and concepts that guide scientific investigation.
- Communicate and defend a scientific argument.

Vocabulary:

Class evidence, presumptive, chemiluminescence, precipitation test, serum, antibodies, antigens, agglutination, antiserum, serology, plasma, metabolites, erythrocyte, leukocyte, blood factor, secretor

End of Chapter Review and Workbook (KH)

- List the 3 questions an investigator should answer when examining an apparent dried bloodstain.
- Define a presumptive test.
- Describe what property of blood is used in most presumptive tests.
- Explain what a secretor is.
- Define serology and explain how it is used in forensic investigations.
- Explain how much blood is in the average human adult; the four major blood types found in humans.
- Explain what test can be used to determine human versus animal blood; what the basis for this test is; and why the serum used is called human antiserum.
- Explain what happens if a person with type AB blood is given a transfusion of type A blood.
- Explain to whom a person with type B blood can donate blood to and from whom that person can receive blood.
- Explain if a bloodstain can be used for individualization.
- Determine the probability of an AB and Rh blood type combination. If a bloodstain found at a crime scene is B, N, or Rh- calculate the probability that a suspect would have this combination of antigens; determine if a jury can convict on this evidence.

11. DNA Analysis (Textbook KH and CP)

Objectives:

- That DNA is a long-chain polymer found in nucleated cells which contain genetic information.
- That DNA can be used to identify or clear potential suspects in crimes.
- How DNA is extracted and characterized.
- How to apply the concepts of RFLP, PCR, and STRs to characterize DNA.
- The role that statistics plays in determining the probability that two people would have the same sequence in a fragment of DNA.

Students will be able to:

- Explain that DNA is a long molecule, tightly packed in the form of a chromosome with genetic material wrapped around it.
- Isolate and extract DNA from cells.
- Describe the function and purpose of a restriction enzyme.
- Calculate probabilities of identity using STR.

Chino Valley Unified School District

High School Course Description

- Use technology and math to improve investigation and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Chromosome, DNA, gene, proteins, amino acid, enzyme, restriction enzyme, electrophoresis, probe, polymerase chain reaction (PCR), allele, short tandem repeats (STR)

End of Chapter Review and Workbook (KH)

- Explain where chromosomes are located; where genes are located; where DNA is located; and the difference between them.
- The purpose of the Human Genome Project.
- Explain why deoxyribonucleic acid is not called deoxyribonucleic base.
- List what evidence from a crime scene can be used for DNA fingerprinting.
- Explain what RFLP stands for in DNA fingerprinting; the function of the restriction enzyme; and whether or not the sequences of base pairs in same fragments are the same length.
- Explain the advantage in use of PCR for DNA found at crime scene.
- Explain how the DNA molecule is divided in RFLP and PCR; and what is used to divide the DNA.
- Explain the purpose of a primer and the function of a probe.
- Explain what CODIS is and who uses it.
- Define the difference between the forensic index and the offender index.
- Explain what type of evidence is the source for mitochondrial DNA; who nuclear DNA is inherited from; and who mitochondrial DNA is inherited from.

12. Human Remains (Textbook KH and CP)

Objectives:

- How anthropologists can use bones to determine whether remains are human; to determine the sex, age, and sometimes race of an individual; to estimate height; and to determine when the death may have occurred.

Students will be able to:

- Distinguish between a male and female skeleton.
- Give an age range after examining unknown remains.
- Describe differences in skull features among the three major racial categories.
- Estimate height by measuring long bones.
- Describe livor mortis, rigor mortis, and algor mortis.
- Use technology and math to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Algor mortis, livor mortis, rigor mortis, forensic anthropology, osteology, osteons, femur, tibia, humerus, radius, os pubis, ventral arc, epiphyses, diaphysis, clavicle, iliac crest, sutures, symphysis, Caucasoid, Negroid, Mongoloid

Chino Valley Unified School District

High School Course Description

End of Chapter Review and Workbook (KH)

- Explain what anthropologists study.
- Describe what skeletal remains reveal about the identity of a person.
- Explain how animal bones are different from human bones.
- Explain what is meant by algor mortis.
- Explain how livor mortis indicates whether a body has been moved after death.
- Explain when the effects of rigor mortis disappear.
- Describe the difference between tendons and ligaments; the function of the skeleton, and how the height of an individual can be estimated from the skeleton.
- Explain which bones best indicate gender.
- Describe the four stages of epiphyseal union.
- Explain the function of cranial sutures, and when they completely closed.
- Explain how the symphyseal face on the pubis changes as a person ages.
- Name three differences in the skull shapes of the three anthropological racial groups.
- Give some examples of how skeletal remains may show the cause of death.

13. Soil Analysis (Textbook KH and CP)

Objectives:

- Why soils are class evidence.
- When soils can be used as circumstantial evidence.
- How to present data mathematically using graphs.

Students will be able to:

- Identify soil's common constituents.
- Relate soil type to the environment.
- Interpret a topographic map.
- Understand the concept of spectrophotometry and its applications.
- Use technology and mathematics to improve investigations and communications.
- Communicate and defend a scientific argument.

Vocabulary:

Humus, density, spectroscopy, spectrophotometer

End of Chapter Review and Workbook (KH)

- Explain why sand is not as useful as soil as evidence.
- After being given an example of a burglar break in with muddy footprints, explain how the investigation should be handled, including the evidence, and define the exemplars and questioned materials.
- Explain how to tell glass and sand apart.
- Explain the type of soil classification system.

14. Glass (Textbook KH and CP)

Objectives:

- The difference between physical and chemical properties.
- How glass can be used as evidence.
- How individual evidence differs from class evidence.

Chino Valley Unified School District

High School Course Description

- The nature of glass.
- Reflections, refraction, and refractive Index.

Students will be able to:

- Make density measurements on very small particles.
- Use logic to reconstruct events.
- Use technology and math to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Amorphous, conchoidal fracture, Becke line, match point, blowback

End of Chapter Review and Workbook (KH)

- Explain the similarities in the physical properties of amorphous and isotropic substances; and their structural differences.
- Explain how to calibrate a density solution or column.
- Explain how a Galileo thermometer works.
- Explain how to differentiate between fragments of clear polystyrene, glass, and quartz.

15. Document and Handwriting Analysis (Textbook KH and CP)

Objectives:

- That an expert analyst can individualize handwriting to a particular person.
- What types of evidence are submitted to the document analyst?
- Three types of forgery.
- How to characterize different types of paper.

Students will be able to:

- Characterize own handwriting using 12 points of analysis.
- Detect deliberately disguised handwriting.
- Detect erasures and develop impression writing.
- Design an experiment using paper chromatography to determine which pen altered a note.
- List safeguards against the counterfeiting of U.S. currency.
- Design and conduct scientific investigations.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Exemplar, diacritics, forgery, blind forgery, simulated forgery, traced forgery, backhand writing, obliteration, indented writing, sizing

End of Chapter Review and Workbook (KH)

- Describe some common types of specimens submitted for document analysis.
- Explain why it would be more difficult to individualize handwriting made by a fourth- grade student than that of an adult's handwriting.

Chino Valley Unified School District

High School Course Description

- Explain what makes an individual's handwriting unique.
- Discuss if the subconscious handwriting of two individuals can be the same.
- List where the variations in handwriting can be found.
- Discuss when the examiner would have difficulties identifying handwriting.
- Explain what an examiner would look for to determine whether a signature had been traced.
- Explain what a watermark is and how it is made.
- List five basic characteristics that a document examiner would look at to determine a match between two samples.
- Explain the principles used in chromatography for ink analysis.
- List the methods that can be used to develop indented writing.

Laboratory Activities

1. Introduction to Forensic Science and the Law

Vernier caliper Lab:

- Teaches students how to use the Vernier caliper to achieve precise measurements. Students will become experienced with measuring the diameter, length, and inside depth (as applicable) of various coins, PVC pipe, and other objects. This is a crucial tool for students to master.

Stereomicroscope vs. Monocular scope Lab:

- Students will have the opportunity to understand the differences between the two tools and understand when to use a stereomicroscope vs. the monocular scope. Students will observe a penny using the stereomicroscope and the typical "e" exercise on a slide with the monocular scope.

2. Types of Evidence

Probability and Class Evidence Activity

- This activity teaches the students to determine probability between small populations and larger populations

Can this evidence be individualized?

- Students compare various items to determine if they have unique characteristics that enable them to be individualized to their sample, or if others are too similar to allow a unique identification.

Review of case studies "Fracture Match" and "Richard Crafts".

- Students discuss the evidence found and determine what classification the evidence should be placed in and defend their argument.

3. The Crime Scene

Jeffrey MacDonald and Mark Winger

- These case studies will allow students to understand the characteristics of crime scenes based on the type of incident that took place. Students will discuss what was found and defend their argument.

Evaluating a Crime Scene

- Students review the case and are given three scenarios, examine each one and take into account proper crime scene processing. Students will discuss each one in a Socratic seminar method.

4. Fingerprints

Observing and Taking Fingerprints

- Students will learn how to develop their own "good" fingerprints and observe them using a stereomicroscope and magnifying glass, looking for similarities and differences in patterns, as well as scars, cracks, and other unique features.

-

Chino Valley Unified School District

High School Course Description

Developing Latent Fingerprints (both physical and chemical methods)

- Using materials to dust for fingerprints not immediately visible to naked eye, students will then develop the prints using a fuming chamber, UV lamp, ninhydrin solution, silver nitrate solution, and zinc chloride solution.

5. Hair

Observation of Hair

- Students will measure a piece of their scalp hair, record its length and color, observe a lab partner's hair and record same data, then observe under monocular scope with mineral oil on slide. Students will also compare both ends of their hair, and draw their observations. Students will also compare an eyebrow or eyelash hair, record observations, and annotate any unusual features observed in each type of hair.

Microscopic Examination

- Students will return to their drawings from the previous lab and compare diameter of the various hairs and determine the medullary index calculation.

6. Fibers

Collection and Observation

- Students use two-inch-wide transparent tape to remove fibers from their various clothing, then carefully place on clear acetate, label each sample, then look at each sample - first with stereomicroscope, then monocular scope. Students must then try to identify the classification of fibers, then decide which fabric is the best collector and which is the worst.

Observing Fluorescence in Fibers

- Students observe known fabric samples with a UV lamp to determine which types fluoresce more than others, and try to compare from their prior clothing fibers to see if they can identify the type of fibers they pulled from their clothes.

7. Drugs

Spot Test Lab

- Students practice identifying some over-the-counter drugs with spot tests. Use of aspirin, Alka-Seltzer, sodium, bicarbonate, acetaminophen, pH paper, and HCl. Students establish standards then compare unknowns to see if they can determine which type of drugs were found at the crime scene.

8. Trace Evidence

Analysis of White Powders

- Students create standards for 8 known powders, and then try to match unknown powders to their created standards to see how well they observed and recorded their standards information. Observation includes use of stereo microscope and measurement in grams to determine density.

Lip Prints

- Students use lipstick or chap stick and make their own lip print on an index card, developing with fingerprint dust. Students then compare their observations with the lip print found at the crime scene and try to see if they can determine who did it.

9. Blood

ABO/Rh Blood Typing

- After reading the crime information, students use a stereomicroscope, glass slides, simulated blood from crime scene, simulated blood from four suspects, and using simulated anti-A, B, and Rh, students conduct the lab to determine the blood type found at the crime scene and compare with the suspect's. Students must be patient and

Chino Valley Unified School District

High School Course Description

carefully document their results using the given table format from the text, then answer the questions.

Blood Pattern Analysis

- Students will use simulated blood, protractor, ruler, meter stick; paper and butcher paper to develop standards for various blood splatter dimensions (different angles and different heights, and simulating arterial bleed out or walking drip). After establishing standards, students will be given information from a crime scene and they will have to match with their standards to determine what happened. Students will use trigonometry to determine the impact angle (\arcsin).

Simulated Blood Detection (Wards Kit)

- Students will determine whose blood was left at the crime scene by processing the evidence and determining whether it is human or animal, and blood type.

10. DNA Analysis

Extracting DNA from a Banana

- Students will get the opportunity to see DNA with their naked eye by using a lysis buffer, cheesecloth, and ethanol. Students will then record their answers to the questions from the text.

Simulation of RFLP Activity

- Students will use a long strand of simulated DNA and simulated restriction enzymes to cut the strand and make a DNA fingerprint. Students will use a 1.5-meter strip of adding machine paper and poster board for simulated gel box, and graph paper.

Electrophoresis Lab

- Students will have the opportunity to learn about electrophoresis and how it separates DNA due to its polar affects. This lab develops a DNA fingerprint for students to observe traveling through the gel and compare the DNA sample to other simulated DNA samples.

Statistical Sampling Lab

- Students estimate the number of macaroni pieces in a package by counting only a small sample and applying algebra to solve for the total number of macaroni.

Simulation of DNA Replication Using PCR

- Students will look at DNA from a crime scene and determine if it matches to any suspects. Students do this with the 6 DNA sequences (taken from text book) from suspects, and the DNA sequence found at the crime scene. Students simulate by making copies of the crime scene DNA using a PCR-like technique, then cut out the long DNA strand and tape the ends together, make a complementary strand, simulate the denaturing by cutting the DNA into two long pieces, add the primer AT to begin the process and add complementary base pairs. Students do this with all copies of original crime scene DNA, chart the DNA fingerprint, and determine if there's a match.

11. Estimating Height, Sex, and Age from Bones

Estimate Height from Femur

- Using calculations from the textbook, students calculate the height of 2 bodies from the given length of the humerus bone and a tibia bone. Students also work the calculation backwards by measuring their own height and determining the length of their own femur.

Determine Age and Sex

- Using pictures of various human bones from the textbook, students identify the os pubis bone and determine the dorsal side and the ventral side. Students then diagram and label each set of bones in their notebook and determine the sex of the bones and skulls. Students also study pictures of clavicle samples and note the changes of the epiphyseal surface to determine the approximate age.

Chino Valley Unified School District

High School Course Description

12. Where Is Alice Springs?

- After reading the forensic report on the disappearance of a woman, students have to use forensic soil analysis techniques to characterize 5 samples of soil collected. Students then have to submit a report with diagrams, maps, and lab data that can be used in the prosecution of the suspect. Each conclusion must be supported to withstand any cross-examination by the defense.

13. Glass

- Using the glass kit from Wards, students will identify various types of glass through observation, density tests, and refractive tests. Students will characterize the glass and establish standards.

14. Forgery

- Students will conduct a simulated forgery and try to determine whose handwriting is on the forgery by examining the 12 characteristics used by criminologists. Students will also learn to use the letter angle template and analyze their own signature (written out four times), to determine the angles, range of degrees of slant, and whether all letters have the same angle in all signatures.
- Using tracing paper and a ruler, students will analyze the tops and bottoms of letters, looking for slight variations, noting that in forged signatures that have been copied or traced there will be no variance.

Key Assignments:

1. Introduction to Forensics: Students will work in teams and research a forensic department of interest (physical science, ballistics, document examination, photography, toxicology and drug analysis, and fingerprints), and present their findings and descriptions of the department in a Power Point Presentation (minimum 4 info slides).
2. The Crime Scene: Students will work in teams and research cases where the crime scene was compromised, for ex. The Manson murders, the O. J. Simpson case, the Enrique Camarena case, the Jon-Benet Ramsey case. A Power Point presentation will include the synopsis of the crime, the case, and how it was botched.
3. Fingerprints: Students will devise a method of recording and classifying ears, then recording their findings by categorizing all class mates.
4. Hair: Students will investigate the legal aspects of taking a hair sample from a suspect, which has issues similar to fingerprinting. Students will use the debate format to argue or defend whether it is a violation of the 5th amendment.
5. Fibers: To determine how common particular fibers are, students will group and bring in fibers from a blanket at home and run fiber tests on them, then compare their results to their standards. Students will then compare with other groups to determine if their fibers were found on both a victim and a suspect, considering the odds that it was coincidence and not enough association between the fibers.
6. Drugs: Students will write a paper analyzing the arguments about legalizing drugs in the U.S. Which drugs should be legalized? Should drug laws be more severe? How would the cost of drugs be affected? How would the cost of drugs affect violent crime? What has history taught us about government control? Can the success or failure of drug laws in other countries help us decide? Students will structure their paper using the format in the text which lists pro-side with supporting evidence, con-side with supporting evidence, and personal opinion.

Chino Valley Unified School District

High School Course Description

7. **Blood:** To better understand paternity issues, students will research how blood types are passed on to offspring and write a paper explaining how this affects paternity. Students will write a second research paper on the affects of age, sunlight, freezing, and heat on blood with respect to the standard presumptive tests. Group discussions will allow students to verify or dispute their findings.
8. **DNA:** Students will research and write a paper for and against the establishment of a DNA databank. Students will structure their paper according to the textbook to ensure an understanding of both sides of the issue, and to gain experience in identifying and defending the side of the issue they choose. Students will also have to take into consideration the following privacy issue: Who would have access to the databank?
9. **Soil Analysis:** Students will write crime scenario (one-page minimum length) using sand as evidence. They will address what tests could be performed for comparative analysis. Students will group together and score each crime scenario and suggested tests, then debate and provide suggestions for improvement of the crime scenario or of the possible tests to be used.

Instructional Methods and/or Strategies:

1. Students will be required to maintain a full-sized spiral bound notebook and securely attach all handouts, work, and lab write-ups to use as a reference throughout the course.
2. Lecture/Cornell note taking from PowerPoint lectures, reading, research, demonstrations, student presentations and guest speakers.
3. Review and analysis of information of various source media: textbook, journals, newspapers, library, electronic media.
4. Lab analysis: individual, cooperative group, investigative and collaborative. Students will include written analysis and class discussion of results.

Assessment Including Methods and/or Tools:

1. Chapter tests
2. End of chapter review assessment
3. Maintenance of notebook and documentation of all course work
4. Review of coursework (completion and thoroughness)
5. Lab work/practical exams: Results and write-ups
6. Student presentations using Power Point/success of argument position
7. Successful completion of virtual autopsy case and documentation of findings (website of textbook publisher)
8. Two Final Exams (end of 1st and 2nd semester)
 - Test/Quizzes (25%)
 - Lab work (20%)
 - Coursework (20%)
 - Notebook (15%)
 - Final Exam (20%)

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Julian A. Rodriguez, Director, Assessment and Instructional Technology

**SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 6162.51
INSTRUCTION – STATE ACADEMIC ACHIEVEMENT TESTS**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Administrative Regulation 6162.51 Instruction – State Academic Achievement Tests is being revised to reflect new Title 5 regulations which establishes a July 1 deadline for designating a district test coordinator, address the qualifications of “test administrators” who administer California Assessment of Student Performance and Progress (CAASPP) achievement tests and test examiners who administer California Alternative Assessments (CAA) for students with significant cognitive disabilities, prohibit a student’s sibling from serving as his/her translator or scribe during test administration, establish testing windows for the CAA and for schools on year-round tracks, and amend the testing variations that may be used during CAASPP administration.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Administrative Regulation 6162.51 Instruction – State Academic Achievement Tests.

FISCAL IMPACT

None.

WMJ:NE:JAR:smr

STATE ACADEMIC ACHIEVEMENT TESTS

The Superintendent or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all District students at applicable grade levels, except those students exempted by law.

~~The District shall permit any locally funded charter school to administer the CAASPP to its students~~ STUDENTS OF ANY CHARTER SCHOOL THAT RECEIVES ITS STATE FUNDING ALLOCATION THROUGH THE DISTRICT SHALL BE TESTED in coordination with the testing of District students. In addition, the Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a TEST ADMINISTRATOR OR test examiner. (5 CCR 851)

(cf. 0420.4 - Charter School Authorization)

(cf. 6158 - Independent Study)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

ON OR BEFORE JULY 1 OF EACH YEAR, THE SUPERINTENDENT OR DESIGNEE SHALL IDENTIFY ANY DISTRICT SCHOOL(S) WITH STUDENTS WHO ARE UNABLE TO ACCESS THE COMPUTER-BASED ASSESSMENT OF A CAASPP TEST AND SHALL REPORT THE NUMBER OF SUCH STUDENTS TO THE TEST CONTRACTOR. IF AVAILABLE, A PAPER AND PENCIL VERSION OF THE ASSESSMENT MAY BE ADMINISTERED TO SUCH STUDENTS. (5 CCR 853, 857)

On or before ~~September 30~~ JULY 1 of each year, the Superintendent or designee shall designate a District coordinator who shall oversee all matters related to the testing program and serve as the District representative and liaison with the test contractor and the California Department of Education (CDE). The Superintendent or designee shall also designate a coordinator for each test site. The duties of the District and site test coordinators shall include those specified in 5 CCR 857-858. (5 CCR 857-858)

STATE ACADEMIC ACHIEVEMENT TESTS (cont.)

The Superintendent or designee also shall appoint TRAINED test ~~examiner~~ ADMINISTRATOR(s) to administer the ~~state assessments~~. CAASPP ACHIEVEMENT TESTS AND A test examiner(S) TO ADMINISTER ~~shall be an employee or contractor of the District or, for an~~ THE CALIFORNIA Alternate Assessments (CAA) for ~~students with disabilities~~. A TEST EXAMINER shall be a certificated or licensed employee of the ~~school~~, District or County Office of Education. (5 CCR 850)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

As appropriate, the Superintendent or designee shall assign a specially trained District employee to serve as a test proctor to assist the test examiner; a specially trained District employee, or other person supervised by a District employee, to serve as a translator to translate the test directions into a student's primary language; and a District employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian shall not be eligible to be that student's translator or scribe. (5 CCR 850)

~~Test coordinators, examiners, proctors, translators, and scribes shall sign a test security agreement or affidavit.~~ ALL TEST ADMINISTRATORS, TEST EXAMINERS, PROCTORS, TRANSLATORS, SCRIBES, DISTRICT AND SITE TEST COORDINATORS, AND OTHER PERSONS HAVING ACCESS TO ANY OF THE CAASPP ACHIEVEMENT TESTS AND CORRESPONDING TEST MATERIALS, ASSESSMENT TECHNOLOGY PLATFORM, OR TESTS ADMINISTERED PURSUANT TO EDUCATION CODE 60640 SHALL ACKNOWLEDGE THE LIMITED PURPOSE OF THEIR ACCESS TO THE ACHIEVEMENT TESTS BY SIGNING A TEST SECURITY AFFIDAVIT. IN ADDITION, ALL DISTRICT AND SITE TEST COORDINATORS SHALL SIGN A TEST SECURITY AGREEMENT BEFORE RECEIVING ANY CAASPP ACHIEVEMENT TESTS AND CORRESPONDING TEST MATERIALS. THE TEST SECURITY AFFIDAVIT AND TEST SECURITY AGREEMENT SHALL BE THOSE SET FORTH IN 5 CCR 859. (5 CCR 850, 859)

Test Included in the State Assessment System

The District shall administer the following CAASPP assessments: (Education Code 60640; 5 CCR 851.5)

1. The ~~Smarter Balanced Assessment consortium assessments~~ CAASPP ACHIEVEMENT TESTS for English language arts and mathematics in grades 3-8 and 11, except that:

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

STATE ACADEMIC ACHIEVEMENT TESTS (cont.)

- a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law. A RECENTLY ARRIVED ENGLISH LEARNER MAY BE ADMINISTERED THE TEST UPON REQUEST BY HIS/HER PARENT/GUARDIAN.

(cf. 6174 - Education for English Language Learners)

- b. Students with disabilities who are unable to participate in ~~these~~THE ENGLISH LANGUAGE ARTS AND MATHEMATICS assessments, even with the resources described in the section "Testing Variations" below, ~~may~~ SHALL be provided an alternate test ~~in accordance with~~ WHEN DESIGNATED IN their Individualized Education Program (IEP), as provided in item #3 below.

(cf. 6159 - Individualized Education Program)

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

2. Science assessments at grades 5, 8, and 10

HOWEVER, STUDENTS WITH DISABILITIES WHO ARE UNABLE TO PARTICIPATE IN THE SCIENCE ASSESSMENTS, EVEN WITH THE RESOURCES DESCRIBED IN THE "TESTING VARIATIONS" SECTION BELOW, SHALL BE PROVIDED AN ALTERNATE TEST WHEN DESIGNATED IN THEIR IEP, AS PROVIDED IN ITEM #3 BELOW.

(cf. 6142.93 - Science Instruction)

3. For students with disabilities who are unable to take the tests specified in items #1-2 above even with appropriate accommodations or other testing resources, AND WHO HAVE AN IEP THAT DESIGNATES THE USE OF ALTERNATIVE TESTS AT THE APPLICABLE GRADE LEVELS:
 - a. California Alternate Assessment in English language arts and mathematics FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES.
 - b. For the science assessment, either the California ~~Alternate Performance~~ MODIFIED Assessment (CMA) or, FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES, THE California ~~Modified~~ ALTERNATE PERFORMANCE Assessment (CAPA), ~~in accordance with the student's IEP.~~

STATE ACADEMIC ACHIEVEMENT TESTS (cont.)

In addition, the Superintendent or designee may administer a primary language assessment to English learners ~~in grades 2-11~~. Administration of this test shall not replace the administration of the above tests, administered in English, to English learners. (Education Code 60640)

The primary language assessment also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient, subject to the approval of the California Department of Education (CDE) of an agreement between the District and the state testing contractor. (Education Code 60640)

Exemptions

Each year the Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing. (5 CCR 852)

(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually submit to the school a written request to excuse his/her child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. However, District employees shall not solicit or encourage any exemption request on behalf of any student or group of students. (Education Code 60615; 5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Period

The Superintendent or designee shall establish testing days for District students within the following AVAILABLE testing windows: (5 CCR 855)

1. Assessments in English language arts and mathematics shall ~~not~~ be administered BETWEEN THE DATE ON WHICH ~~until~~ at least 66 percent of the school's OR TRACK'S annual instructional days ~~have been completed~~ for grades 3-8, or at least 80 percent of the annual instructional days for grade 11, ~~and may continue up to and including~~ HAVE BEEN COMPLETED AND the last day of instruction for the regular ANNUAL ~~school~~ calendar OF THE SCHOOL OR TRACK.

STATE ACADEMIC ACHIEVEMENT TESTS (cont.)

2. ~~ALL Alternate assessments for students with disabilities and science assessments, INCLUDING CAPA AND CMA, for all students~~ shall be administered during an AVAILABLE testing window of 25 instructional days that includes 12 instructional days before and after completion of 85 percent of the school's, OR track's, or program's ANNUAL instructional days.
3. ~~The primary language assessment shall be administered to English learners within the testing window specified in item #2~~ BEGINNING IN THE 2016/2017 SCHOOL YEAR, THE CAA SHALL BE ADMINISTERED DURING THE AVAILABLE TESTING WINDOWS SPECIFIED IN ITEM #1.

Students who are absent during testing shall be provided an opportunity to take the tests within the testing window.

Testing Variations

CAASPP ACHIEVEMENT ~~Assessments~~ TESTS AND PRIMARY LANGUAGE TEST shall be administered in accordance with the manuals or other instructions provided by the test contractor and CDE, except that, as appropriate, ~~students may be provided universal tools, designated supports, and/or accommodations during testing that are specifically allowed pursuant to~~ THE FOLLOWING TESTING VARIATIONS MAY BE USED: ~~5 CCR 853.5 OR 853.7. (5 CCR 850, 853.5, 853.7 853-853.8)~~

1. UNIVERSAL TOOLS SPECIFIED IN 5 CCR 853.5 MAY BE USED WITH ANY STUDENT.
2. DESIGNATED SUPPORTS SPECIFIED IN 5 CCR 853.5 AND, IF AN ENGLISH LEARNER, IN 5 CCR 853.7, MAY BE USED WITH A STUDENT FOR WHOM THE NEED HAS BEEN INDICATED BY AN EDUCATOR OR TEAM OF EDUCATORS, WITH PARENT/GUARDIAN AND STUDENT INPUT AS APPROPRIATE, OR FOR WHOM THE NEED IS SPECIFIED IN THE STUDENT'S IEP OR SECTION 504 PLAN.
3. ACCOMMODATIONS SPECIFIED IN 5 CCR 853.5 MAY BE USED WITH A STUDENT WITH DISABILITIES WHEN INCLUDED IN THE STUDENT'S IEP OR SECTION 504 PLAN AS RESOURCES THAT ARE REGULARLY USED IN THE CLASSROOM FOR THE STUDENT'S INSTRUCTION AND/OR ASSESSMENT(S). SUCH ACCOMMODATIONS SHALL BE EITHER UTILIZED IN THE ASSESSMENT ENVIRONMENT OR CONSIST OF CHANGES IN PROCEDURES OR MATERIALS THAT INCREASE EQUITABLE ACCESS DURING THE ASSESSMENT.

STATE ACADEMIC ACHIEVEMENT TESTS (cont.)

4. AN UNLISTED RESOURCE THAT HAS NOT BEEN SPECIFICALLY IDENTIFIED AS AN APPROVED UNIVERSAL TOOL, DESIGNATED SUPPORT, OR ACCOMMODATION MAY BE USED WITH A STUDENT WHO HAS AN IEP OR SECTION 504 PLAN PROVIDED THAT THE RESOURCE IS ONE THAT IS REGULARLY USED IN THE CLASSROOM FOR INSTRUCTION AND/OR ASSESSMENT AND THE CDE HAS APPROVED ITS USE. AT LEAST 10 BUSINESS DAYS PRIOR TO THE STUDENT'S FIRST DAY OF CAASPP TESTING, THE DISTRICT OR SCHOOL SITE TEST COORDINATOR MAY ELECTRONICALLY SUBMIT A REQUEST TO THE CDE FOR APPROVAL TO USE THAT UNLISTED RESOURCE DURING THAT YEAR. IF THE CDE DETERMINES THAT THE UNLISTED RESOURCE CHANGES THE CONSTRUCT BEING MEASURED, THE UNLISTED RESOURCE MAY NEVERTHELESS BE USED WITH THE STUDENT IN ORDER TO GENERATE AN INDIVIDUAL SCORE REPORT EVEN THOUGH THE STUDENT SHALL NOT BE COUNTED IN THE PARTICIPATION RATE FOR ACCOUNTABILITY MEASURES. (5 CCR 853.8)

IN THE ADMINISTRATION OF THE CAA TO A STUDENT WITH SIGNIFICANT COGNITIVE DISABILITIES, THE STUDENT MAY HAVE ALL INSTRUCTIONAL SUPPORTS THAT MAY BE USED IN DAILY INSTRUCTION OR ASSESSMENT, INCLUDING LANGUAGE AND PHYSICAL SUPPORTS, WITH THE EXCEPTION OF ANY INAPPROPRIATE TEST PRACTICES LISTED IN TEST ADMINISTRATION MANUALS. (5 CCR 850, 853.6)

~~Designated supports or accommodations provided to students with disabilities shall be those specified in their IEP or Section 504 plan. (5 CCR 850, 853.5)~~

~~If a resource has not been specifically identified in 5 CCR 853.5 or 853.7 but is regularly used by a student in the classroom for instruction and/or assessment, the District or school site test coordinator may submit a written request to the CDE for approval to use that individualized aid. He/she shall submit the request at least 10 business days prior to the student's first day of CAASPP testing. (5 CCR 853.5)~~

Reports of Test Results

For any state assessments that produce valid individual student results, the Superintendent or designee shall forward or transmit the student's test results to his/her parents/guardians within 20 working days from receipt of receiving the results from the test contractor or, if the District receives the results from the contractor after the last day of instruction for the school year, then within the first 20 working days of the next school

STATE ACADEMIC ACHIEVEMENT TESTS (cont.)

year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the District. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present District wide, school-level, and grade-level results to the Board of Education at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

Chino Valley Unified School District

Regulation approved: May 23, 2002

Revised: March 3, 2011

Revised: February 16, 2012

Revised: February 18, 2016

REVISED:

Chino Valley Unified School District

Our Motto:

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

DATE: October 6, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services

SUBJECT: STUDENT ATTENDANCE CALENDAR FOR THE 2017/2018 SCHOOL YEAR

=====

BACKGROUND

Each year, the Board adopts a Student Attendance Calendar applicable for the succeeding school year. The Student Attendance Calendar is adopted sufficiently in advance of the new school year in order to provide community stakeholders with ample time to provide input and conduct advance planning for the coming year. Additionally, adoption of the Student Attendance Calendar at this time permits the District to meet with exclusive representatives of the District's certificated and classified employees regarding applicable work year calendars. The Student Attendance Calendar is not intended to constitute the employee work year calendar, which will be negotiated to the extent required by law.

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 Student Attendance Calendar for the 2017/2018 school year.

FISCAL IMPACT

None.

WMJ:JC:lmc

Chino Valley Unified School District
2017-2018 STUDENT ATTENDANCE CALENDAR
180 School Days – Traditional

JULY 2017

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

AUGUST 2017

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

SEPTEMBER 2017

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

OCTOBER 2017

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

NOVEMBER 2017

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

DECEMBER 2017

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

JANUARY 2018

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

FEBRUARY 2018

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

MARCH 2018

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

APRIL 2018

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

MAY 2018

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

JUNE 2018

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

IMPORTANT DATES

<p>July 4 Independence Day</p> <p>Aug 8-9 ● New Teacher Workday</p> <p>Aug 10 X K-6 Teacher Workday</p> <p>Aug 11 ○ All Teacher Workday</p> <p>Aug 14 First Day of School</p> <p>Sept 4 Labor Day</p> <p>Nov 10 Veteran's Day observed</p> <p>Nov 20-24 Thanksgiving Break</p> <p>Dec 22 △ Workday 7-12 (Student Free); Schoolday K-6</p> <p>Dec 21-Jan 5 Winter Break</p>	<p>Jan 15 Martin Luther King Day</p> <p>Feb 12 Lincoln's Birthday</p> <p>Feb 19 Washington's Birthday</p> <p>April 2-6 Spring Break</p> <p>May 28 Memorial Day</p> <p>May 30 E Last Day of School</p> <p>May 31 E Teacher Workday</p> <p>May 31 S Last Day of School</p> <p>June 1 S Teacher Workday</p>	<p>First day of School</p> <p>Last Day of School</p> <p>Legal Holiday</p> <p>School Closed</p>
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CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: October 6, 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: REVISION OF ADMINISTRATIVE REGULATION 4112.6 ALL
PERSONNEL – PERSONNEL FILES**

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BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Administrative Regulation 4112.6 All Personnel – Personnel Files is being revised to reflect Education Code 44939.5, as amended by AB 1452 (Ch. 59, Statutes of 2015).

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Administrative Regulation 4112.6 All Personnel – Personnel Files.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:mcm

All Personnel

AR 4112.6(a)
AR 4212.6(a)
AR 4312.6(a)

PERSONNEL FILES

The Superintendent or designee shall maintain electronic personnel files for all current employees at the District's central office.

The Superintendent or designee shall determine the types of information to be included in personnel files, including, but not limited to, records required by law, and shall process all material to be placed in such files.

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

~~Personnel records for current and former employees shall be retained in accordance with 5 CCR 16023.~~

Placement of Material in Personnel Files

Any supervisor or administrator who places written material or drafts written material for placement in an employee's file shall sign the material and indicate the date of the placement.

When an employee is asked to sign any material that is to be placed in his/her file, he/she shall be informed that the signature only signifies that he/she has read the material and does not necessarily indicate that he/she agrees with its contents.

Any request by an employee to include materials in his/her personnel file must be approved by the Superintendent or designee.

An employee may initiate a written reaction or response to his/her performance evaluation. The response shall be permanently attached to the evaluation and placed in the employee's personnel file.

(cf. 4115/4215/4315 - Evaluation/Supervision)

Derogatory Information

Information of a derogatory nature shall not be entered into an employee's personnel file unless and until the employee is given notice and an opportunity to review and comment on that information. Such a review shall take place during normal business hours. The employee shall be released from duty for this purpose without a salary reduction. The employee may enter his/her own comments and have them attached to the derogatory statement. (Education Code 44031)

(cf. 1312.1 - Complaints Concerning District Employees)

PERSONNEL FILES (cont.)

(cf. 4112.9 - Employee Notifications)
(cf. 4117.4 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

Persons with Authorized Access

The Superintendent or designee shall maintain the confidentiality of any personnel records which, if inappropriately disclosed, would constitute an unwarranted invasion of the employee's privacy.

Access to an employee's personnel file shall be granted only to the employee, persons authorized by the employee, District personnel, and others with a valid "right to know" or "need to know" who are authorized access by the Superintendent or designee.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

Individual Board of Education members shall not be allowed to access personnel files, but an individual Board member may request pertinent information from an employee's file in cases of personnel action.

(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Any authorized reviewer shall maintain strict confidence of the contents of a personnel file. IN NO CASE SHALL A PERSONNEL FILE BE LEFT UNATTENDED OR LEFT UNSECURED OVERNIGHT.

File Review by Employee

Any employee wishing to inspect his/her personnel record shall contact the Superintendent or designee.

With the exceptions noted below, all personnel records related to the employee's performance or to any grievance concerning the employee shall be made available for inspection by the employee. NONCREDENTIALLED EMPLOYEES SHALL HAVE ACCESS TO ANY NUMERICAL SCORES OBTAINED AS A RESULT OF WRITTEN EXAMINATIONS. (Education Code 44031; Labor Code 1198.5)

The Superintendent or designee shall not be required to make available to the employee: (Education Code 44031; Labor Code 1198.5)

1. Records related to the investigation of a possible criminal offense.

PERSONNEL FILES (cont.)

2. Letters of reference.
3. Ratings, reports, or records that were obtained prior to the employee's employment, prepared by identifiable examination committee members, or obtained in connection with a promotional examination.

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

Personnel records related to the employee's job performance or to any grievance concerning him/her shall be made available to the employee at reasonable intervals and at reasonable times.

The Superintendent or designee shall not be required to make such records available at a time when the employee is required to render services to the District, unless the employee is required to view the file where it is stored. (Education Code 44031; Labor Code 1198.5)

The Superintendent or designee shall permit the employee to inspect the personnel records at the location where the District stores the personnel records, with no loss of compensation to the employee. (Labor Code 1198.5)

The employee may be accompanied by a representative of his/her choice while reviewing his/her personnel records.

Inspection of an electronic personnel file shall take place on a secured computer. The Superintendent or designee shall keep a record of the date and time the file was reviewed and the name and title of the person(s) present during the review.

In no instance shall any material be removed from the records. Requests for copies of material in a personnel record must be made in writing.

RECORDS RETENTION

PERSONNEL RECORDS FOR CURRENT AND FORMER EMPLOYEES SHALL BE RETAINED IN ACCORDANCE WITH 5 CCR 16023.

(cf. 3580 - District Records)

THE SUPERINTENDENT OR DESIGNEE SHALL NOT EXPUNGE FROM AN EMPLOYEE'S PERSONNEL FILE, NOR ENTER INTO AN AGREEMENT THAT WOULD AUTHORIZE EXPUNGING FROM AN EMPLOYEE'S PERSONNEL FILE,

AR 4112.6(d)
AR 4212.6(d)
AR 4312.6(d)

PERSONNEL FILES (cont.)

CREDIBLE COMPLAINTS OF, SUBSTANTIATED INVESTIGATIONS INTO, OR DISCIPLINE FOR EGREGIOUS MISCONDUCT AS DEFINED IN EDUCATION CODE 44932. HOWEVER, SUCH DOCUMENTATION MAY BE REMOVED IF, DURING A HEARING BEFORE THE BOARD, AN ARBITER, PERSONNEL COMMISSION, COMMISSION ON PROFESSIONAL COMPETENCE, OR ADMINISTRATIVE LAW JUDGE, THE EMPLOYEE PREVAILED, THE ALLEGATIONS WERE DETERMINED TO BE FALSE, NOT CREDIBLE, OR UNSUBSTANTIATED, OR A DETERMINATION WAS MADE THAT THE DISCIPLINE WAS NOT WARRANTED. (EDUCATION CODE 44939.5)

Legal Reference:

EDUCATION CODE

35253 Regulations to destroy records

44031 Personnel file contents and inspection

44663 Performance appraisals and related materials

GOVERNMENT CODE

6250-6270 California Public Records Act, especially:

6254 Exemption for personnel records if invasion of personal privacy

6254.3 Disclosure of home address and phone number

LABOR CODE

1198.5 Inspection of personnel files

PENAL CODE

11165.14 Report of investigation of child abuse complaint

CODE OF REGULATIONS, TITLE 5

16020-16022 Records, general provisions

16023-16027 Retention of records

COURT DECISIONS

Marken v. Santa Monica-Malibu Unified School District, (2012) 202 Cal.App.4th 1250

Bakersfield City School District v. Superior Ct. (2004) 118 Cal.App.4th 1041

ATTORNEY GENERAL OPINIONS

Cal. Atty. Gen., Indexed Letter, no. IL 75-73 (June 6, 1975)

Chino Valley Unified School District

Regulation approved: February 7, 2013

REVISED: