



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

March 2, 2017

BOARD OF EDUCATION

Sylvia Orozco, President

Pamela Feix, Vice President

James Na, Clerk

Irene Hernandez-Blair, Member

Andrew Cruz, Member

Carlos Ruelas, Student Representative

◆◆◆
SUPERINTENDENT

Wayne M. Joseph

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

REGULAR MEETING OF THE BOARD OF EDUCATION

District Office Board Room

5130 Riverside Drive, Chino, CA 91710

6:00 p.m. – Closed Session • 7:00 p.m. – Regular Meeting

March 2, 2017

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.
- Order of business is approximate and subject to change.

I. OPENING BUSINESS

I.A. CALL TO ORDER – 6:00 P.M.

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

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel - Existing Litigation (Government Code 54954.4(c) and 54956.9)(d)(1): Federal District Court, Case No. EDCV 14-2336-JGB (DTBx) Freedom from Religion Foundation vs. Chino Valley Unified School District Board of Education. (Tyler & Bursch, LLP) (15 minutes)
- b. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Dr. Norm Enfield, Sandra Chen, Dr. Grace Park, Lea Fellows, and Richard Rideout. (15 minutes)
- c. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 minutes)
- d. Public Employee Appointment (Government Code 54957): Elementary assistant principal. (10 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. PRESENTATION

1. Chaparral ES
2. Local Control Accountability Plan (LCAP)

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. California School Boards Association Delegate Assembly Election 2017
Page 5 Recommend the Board of Education vote for no more than six (6) candidates to the California School Boards Association Delegate Assembly, subregion 16-B.

III. CONSENT

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

III.A. BUSINESS SERVICES

III.A.1. Warrant Register
Page 21 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.A.2. Fundraising Activities
Page 22 Recommend the Board of Education approve/ratify the fundraising activities.

III.A.3. Donations
Page 26 Recommend the Board of Education accept the donations.

III.A.4. Legal Services
Page 29 Recommend the Board of Education approve payment for legal services to the law office of Chidester, Margaret A. & Associates.

III.A.5. Increase in 2017/2018 School Lunch Prices
Page 30 Recommend the Board of Education approve the increase in 2017/2018 school lunch prices.

III.A.6. New Board Policy 3230 Business and Noninstructional Operations–Federal Grant Funds
Page 32 Recommend the Board of Education approve new Board Policy 3230 Business and Noninstructional Operations–Federal Grant Funds.

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

III.B.1. School-Sponsored Trips

Page 36 Recommend the Board of Education approve/ratify the school-sponsored trips for: Briggs K-8, Ayala High School, Chino High School, and Don Lugo High School.

III.B.2. Revised Multitrack Year-Round Student Attendance Calendar 2017/2018 for Cal Aero Preserve Academy

Page 38 Recommend the Board of Education approve the revised Multitrack Year-Round Student Attendance Calendar 2017/2018 for Cal Aero Preserve Academy.

III.B.3. New Course Advanced Placement Computer Science Applications

Page 40 Recommend the Board of Education approve the new course Advanced Placement Computer Science Applications.

III.C. FACILITIES, PLANNING, AND OPERATIONS

III.C.1. Purchase Order Register

Page 49 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 50 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.C.3. Surplus/Obsolete Property

Page 52 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.C.4. Sale and/or Disposal of Obsolete and Unusable Instructional Materials

Page 54 Recommend the Board of Education approve the sale and/or disposal of obsolete and unusable instructional materials.

III.C.5. Revision of Board Policy 3270 Business and Noninstructional Operations–Sale and Disposal of Books, Equipment, and Supplies

Page 55 Recommend the Board of Education approve the revision of Board Policy 3270 Business and Noninstructional Operations–Sale and Disposal of Books, Equipment, and Supplies.

III.D. HUMAN RESOURCES

III.D.1. Certificated/Classified Personnel Items

Page 58 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.D.2. Revision of Board Policy 4112.2 Personnel—Certification

Page 65 Recommend the Board of Education approve the revision of Board Policy 4112.2 All Personnel—Certification.

IV. INFORMATION

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

IV.A.1. New Course Exploratory Work Experience (Internship)

Page 69 Recommend the Board of Education receive for information new course Exploratory Work Experience (Internship).

IV.A.2. Revision of Board Policy and Administrative Regulation 6164.6 Instruction–Identification and Education Under Section 504

Page 73 Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 6164.6 Instruction–Identification and Education Under Section 504.

IV.A.3. Revision of Board Policy and Administrative Regulation 6200 Instruction–Adult Education

Page 84 Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 6200 Instruction–Adult Education.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

SUBJECT: **CALIFORNIA SCHOOL BOARDS ASSOCIATION DELEGATE ASSEMBLY ELECTION 2017**

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BACKGROUND

Ballots have been received for the 2017 Delegate Assembly Election, along with the biographical sketch forms for the candidates, which have been provided under separate cover. The Board of Education may vote for no more than six (6) candidates in the election. The ballots must be postmarked by March 15, 2017. Delegates will serve two-year terms beginning April 1, 2017, through March 31, 2019. Candidates and their district/county office will be contacted if there is a run-off. Following are the ten (10) candidates for subregion 16-B:

_____	Christina Cameron-Otero (Needles USD)*
_____	Tommy Courtney (Lucerne Valley USD)*
_____	Michael C. Flores (Ontario-Montclair SD)
_____	Margaret Hill (San Bernardino City USD)*
_____	Wilson F. So (Apple Valley USD) *
_____	Gabriel L. Stine (Victor ESD)
_____	Eric Swanson (Hesperia USD)*
_____	Mondi M. Taylor (Etiwanda SD)
_____	Kathy A. Thompson (Central ESD)*
_____	Charles J. Uhalley (Chaffey Joint Union HSD)*

Provision for write-in candidate name and school district

*Denotes incumbent.

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

RECOMMENDATION

It is recommended the Board of Education vote for no more than six (6) candidates to the California School Boards Association Delegate Assembly, subregion 16-B.

FISCAL IMPACT

None.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Christina Cameron-Otero</u>		CSBA Region-subregion #: <u>16-B</u>
District or COE Name: <u>Needles Unified School District</u>		Years on board: <u>8</u>
Profession: <u>Tribal Education Director</u>	Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2011</u>		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

CSBA is committed to serving the children of California and assisting school boards to be stronger and more effective throughout the state. Delegate Assembly is a vital part of this organization. The decisions made by the Delegate Assembly should reflect the diversity and interests of all school districts. As a Native American woman from a small school district, I have contributed a unique perspective to this wonderful association. I have served on my school board for eight years and have been a member of Delegate Assembly for five years. I have served as my tribe's Education Department Director for the past 21 years where I plan and manage programs and activities which service over five hundred students and their families while managing a budget of 2.1 million dollars and supervising a staff of twenty. I believe that being a good leader requires being a good listener first so that solutions may be found and consensus can be achieved. The public educational system allows all children to succeed no matter what their background and this is what drives me to be passionate about serving all students.

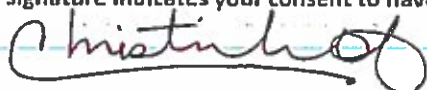
Please describe your activities and involvement on your local board, community, and/or CSBA.

- CSBA Delegate Assembly Member since 2011
- Needles Unified School District Trustee since 2008
- Needles Unified School Board President 2010-2014
- Needles Unified School Board Vice-President since 2014
- Board Liaison for District Negotiating Team 2010-2013
- Policy Council Representative Needles Headstart Program 2001-2003
- Conference Co-Chair Yuman Language Family Summit 2011
- Member of National Indian Education Association since 2000
- Currently serve as Vice-Chair for Fort Mojave Indian Tribe Health Board and Secretary for Fort Mojave Tribe Enrollment Comm.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Certainly the issues of funding and academic achievement are challenges that we continue to experience but the biggest challenge facing school board members now is the changing political landscape. We must continue to aggressively defend public education and CSBA can help address this by continuing to advocate for public education at the state and federal levels. CSBA can also support boards by providing quality training programs and events which promote effective advocacy. By continuing to proactively lobby our legislators about factual needs and issues as well as highlighting successes and best practices, CSBA will be an effective influence during this time of change.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.



1-6-17

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

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Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>TOMMY COURTNEY</u>		CSBA Region-subregion #: <u>16B</u>
District or COE Name: <u>LUCERNE VALLEY UNIFIED SCHOOL DISTRICT</u>		Years on board: <u>21</u>
Profession: <u>GENERAL CONTRACTOR</u>	Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>17yrs</u>		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I bring many skills to the table. As a general contractor I have many dealings with many different types of people. I negotiate and then perform based on those negotiations. I have demonstrated the ability to get along well with others and I have had many years of experience with the Legislators of our great state. I hail from a small school district in Southern California in the largest county in California and I feel that experience (21 yrs) provides me with the unique ability to see things from many angles. As the owner of a small business I am also a very good leader. I have led several committees. I received my Masters of Boardsmanship the first year I was elected as I felt there was so much I needed to know. I enjoy the work of the Delegate Assembly and would enjoy another term.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have in my 21 years served as Board President, Vice President, Clerk of the Board and Member at Large. In my 6 terms I have stood for election 3 times and ran completely unopposed for 3 times. In CSBA I have had the privilege of being one of the on people to chair the Small School District Council that was not a Regional Director. I chaired this committee for 2 terms and was a member of it for about 8 years. I have sat on the Nominating Committee, Policy Platform Committee, led breakout sessions at our yearly meetings, served as Liaison to both the Small School District Association and the ASCA (Association of Superintendents and California Administrators). Locally I am a member of the county Superintendents Executive Committee, and now Co-Chair of SANDABS.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The greatest challenge facing school boards today in proving to the Legislators that at the local level we have the ability to lead, direct, and control our local revenue in such a way as to better individual districts based on local needs and desires. We must find a way to engage our communities in the business of education through our Local Control Accountability Plans and encourage their participation. CSBA can help with the continued training such as Leaders Leading Leaders and the ever necessary work at the capitol. We face new challenges with a new Secretary of Education who has never served in Public Education in any capacity and we need to try to educate her on the need and role of public education in America.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 11/25/2016

2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Michael C. Flores</u>		CSBA Region-subregion #: <u>16-B</u>
District or COE Name: <u>Ontario-Montclair School District</u>		Years on board: <u>2</u>
Profession: <u>College Professor</u>	Contact Number: _____	E-mail: <u>michael.flores@omsd.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have been an assembly delegate for various civic groups in the past. As a professional educator, I offer a specific viewpoint to my local board, and I can offer that to the state organization. Moreover, as a Native American, and a trained historian, I might also offer a unique perspective on California's public education.

Please describe your activities and involvement on your local board, community, and/or CSBA.

In addition to regularly visiting each site in the district, I regularly attend events in other local districts, the region, and the county. I am involved in local political circles, religious organizations, and educational groups. I am active in professional organizations as an educator, and local civic groups. I am also involved in research within my professional field, writing and research various topics.

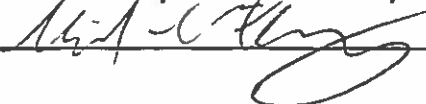
What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Professionalism: we are education professionals, not merely small-town politicians.

Understanding: board members must understand how schools work, from the perspective of the district staff, as well as parents.

Ecumenism—First, we must work side-by-side with the unions and other groups. Second, we must also reach out to the other system of school districts, the community college districts.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 12 December 2016

Dr. Michael C. Flores

, Ontario, California 91764-4100;

Education:

Doctor of Education, Argosy University Major: Instructional Leadership in Higher Education and Higher Education Management	Santa Ana, CA	2008
Master of Arts, California State University at Los Angeles Major: History	Los Angeles, CA	1996
Bachelor of Arts, California State University at Fullerton Major: History	Fullerton, CA	1991
High School Diploma, Chaffey High School Honors Graduate	Ontario, CA,	1987

Credentials/Licenses:

CA State Teaching Credential, California Commission on Teacher Credentialing	1991
California School Boards Association, Master's in Governance Certificate	2015

Summary of Professional Experience:

Cypress Community College, North Orange County Community College District Full-Time and Tenured Professor of History, Education and Teacher Preparation	2000-Present
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Association:

Member, California School Board Association	2014 – Present
Member, <i>Phi Alpha Theta</i> , International Honor Society in History	2000 – Present

Recognition:

Cited in <u>Who's Who among American High School Students</u> , 20 th & 21 st Editions	1986 & 1987
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Civic Responsibility:

Elected as School Trustee, Ontario-Montclair School District	Ontario, CA	2014
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Volunteer work:

UFNOC/CCA/CTA/NEA, Division representative, United Faculty of North Orange County, Central Committee	2004 – Present
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2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Margaret Hill</u>	CSBA Region-subregion #: <u>16</u>
District or COE Name: <u>San Bernardino County</u>	Years on board: <u>Five</u>
Profession: <u>Retired</u> Contact Number: _____ E-mail: _____	
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>3 Yrs.</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

After three years serving as a delegate, I have gained a vast of information to share with my district and fellow board members and since education is a lifetime commitment, I've enjoyed learning of best practices from fellow delegates from other regions. I would like the opportunity to eventually become a presenter based on my experience as a former high school alternative principal, assistant superintendent and now as a seasoned board member. I understand protocol, learned effective leadership, and have used my time management skills as board president to make board meetings more effective.

Please describe your activities and involvement on your local board, community, and/or CSBA.

On my local board, I am serving my second year as board president. In addition, I visit schools on a regular basis, speak to groups of students, and attend many public functions such as graduation, career day, classroom speaker, principal for a day, judge for a tribal law class and other activities. I implemented a program called Mom Mob where several professional women meet and greet students before school starts for the day.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I feel that board members need to understand the cultural proficiency of the district being served and make sure policy supports the education of all students no matter what their socio-economic status may be. The biggest challenge is not just increasing the qualified teacher pool, but increase the effective teacher pool, one where students, not curriculum, are the ones we need to support.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Margaret Hill Date: 1-3-2017

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

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Name: <u>Wilson F. So</u>	CSBA Region-subregion #: <u>16-B</u>
District or COE Name: <u>Apple Valley USD</u>	Years on board: <u>Begin 24th</u>
Profession: <u>Civil environmental Eng</u>	Contact Number: _____ E-mail: _____
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>16 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am committed to serve on the CSBA Delegate Assembly principally to provide a voice on behalf of all California students. I would coordinate and work through CSBA on current legislations and issues that could impact funding and performance of all school districts. I would reach out to fellow school board members in Region 16 via my continued attendance & services on the San Bernardino County School Boards Association. Having served as a municipal engineer for over 40 years and successfully completed 25 Bond Projects, I could offer alternative view-points on school facility construction.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am beginning the 24th year on my local school board. We have served effectively with 4 different Boards and maintained a highly cooperative and mutually respectful working relationship for the success of our students. My services with the San Bernardino CSBA enables me to serve continuously on the past 5 Boardsmanship Committees: providing guidance and training to newly elected school board members (2-year cycle). I am a member of my local Rotary Club providing funding for student books, dictionaries, scholarships and teacher mini-grants. I had served as CSBA Region 16 Director from 2013-2015.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Besides ensuring adequate funding for all schools, we must ensure that all public schools students continue to improve on the "learning process" which in turn will reflect on the test scores. We must continue to promote and support STEAM programs to ensure that all California students are career and college ready (following graduation from high school).

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1-06-2017

2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Gabriel L. Stine, D.C.</u>		CSBA Region-subregion #: <u>16 / B</u>
District or COE Name: <u>Victor Elementary School District</u>		Years on board: <u>17 years</u>
Profession: <u>Chiropractor</u>	Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have enjoyed seventeen years on the Victor Elementary School Districts Board of Trustees and have participated in CSBA conferences and general sessions every year. The VESD Board has listened, learned and adopted CSBA's philosophy for governing boards as well as their passion for the public school students. In short, I have great respect for CSBA. Now I feel it is time for me to step up and get involved. As a delegate I would participate actively with CSBA to advocate for public education.

- I have developed several skills during my tenure as a board member:
- Relationship building with all stakeholders is one of the important skills I have developed in this position.
- Decision making in a methodical, research driven manner with a students-first mentality is another skill I have honed.

My experiences include advocating for public education in many different forums. As a businessman I have opportunities to take my boardmanship to a broader level. These experiences, and so many more, allow me to bring the perspective of the school districts in San Bernardino County and the high desert to CSBA. I am an advocate for public schools and, therefore, CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As a Board member I have enjoyed many different activities including attending forums with our bargaining units, touring all of our school sites and seeing education in action, coaching new board members and attending many community events as a representative of the VESD Board of Trustees.

As a Doctor of Chiropractic, I am a small business owner with a staff that includes three other doctors. This allows me to be involved in our community and hopefully in the future, CSBA. I have belonged to the local Chamber of Commerce for 24 years. I volunteer as team physician for three local high schools as well as developing and implementing health programs at several local schools.

I am an avid follower of CSBA and have attended the AEC annually as well as attended the NSBA annual conferences. I have never walked away from a conference without new learning to bring back to our district. I truly believe that being a delegate will not only allow me to share our region's perspective but also bring information and learning back to our region.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

California has several challenges to face:

- Teacher shortage
- Adequate funding
- Facility funding

Yet, I believe our biggest challenge facing governing boards is ensuring equity for all students. I do not believe that doors are closed intentionally for some students; I just believe that old paradigms in education need to change to allow forward movement. There are many facets to this challenge and governing boards are responsible for some of these facets. Policies need to reflect equity, pure and simple. Instruction needs to be rigorous and engaging for all students. Family engagement should also include addressing the needs of our families. There are challenges, but there are also solutions.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: _____

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Eric Swanson</u>	CSBA Region-subregion #: <u>16 B</u>
District or COE Name: <u>Hesperia Unified School District</u>	Years on board: <u>11 years</u>
Profession: <u>Worldwide Internet Services</u> Contact Number: _____	E-mail: <u>eric.swanson@hesperiausd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My experience and understanding of the needs of our students -not today, but tomorrow- drives me to bring together other local and regional school districts to help find the 21st century solutions that our students will need to be successful, by being fully prepared for the challenges of tomorrow.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am a community advocate that believes participation across our community helps to drive a successful educational system. I have been a CSBA delegate for two years, and am a member of our local Tri-Agency Committee which communicates and coordinates between the three elected bodies in our community: the City of Hesperia, the Hesperia Unified School District and the Hesperia Recreation and Park District. Communication and collaboration between local and regional school districts, along with county schools, CSBA and legislative bodies in Sacramento, is key to the success of our students.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The three most important topics for setting the new educational bar are:

- > The 4 C's - Creativity, Collaboration, Communication and Critical Thinking.
- > Reaching beyond the boundaries of Common Core through blended learning.
- > Closing the widening gap between technology advancement and student learning.

The above are valuable concepts that will help our schools provide quality educational programs that will better equip our students. CSBA's role involves exploring and informing local board members across the state of the challenges that tomorrow's students face.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: 12 / 7 / 2016

Biographical Sketch

Eric Swanson

Eric Swanson was recently re-elected to his third term on the school board in 2014, and is the current President of the Hesperia Unified School District as well as serving as a CSBA Assembly Delegate for the past two years. He is the CEO of a world-wide Internet company, and has been a technical educational consultant for over 22 years.



Eric and his wife, Rebekah, have been residents in the City of Hesperia for over 27 years and, with his son in his first year of college and a daughter in her junior year of high school, have a strong connection to the school system environment.

He has spoken out on the importance of our educational system reaching out beyond the limits of the 13-16 years we invest in our children, going well into the future, with a career and job market that has more positions becoming extinct each day.

Eric Swanson has been part of the driving force behind Hesperia Unified School District's 21st Century Learning Plan, which steps beyond Common Core to help deliver tomorrow's educational tools to our students today.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

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Name: <u>Mondi M. Taylor</u>		CSBA Region-subregion #: <u>16-B</u>
District or COE Name: <u>Etiwanda Elementary</u>		Years on board: <u>19</u>
Profession: <u>Owner Music Academy</u>	Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My career as an educator supports my goal of putting children first. Being a board member for 19 years has taught me how to prioritize resources and make tough choices. As a leader I have guided the school district through rapid growth periods insuring that all children had access to safe and beautiful schools equipped with the latest technology. I have fought to keep arts education in conjunction with science, technology, engineering and math. I believe I have the leadership skills and knowledge of the education system necessary to positively represent all children.

Please describe your activities and involvement on your local board, community, and/or CSBA.

My civic involvement includes serving as a Community Outreach Director for my church; numerous Etiwanda District committees; Founding Board member for the E3 Education Foundation; PTA President, Treasurer, Auditor, and Fundraising Chair. I have also volunteered to lead a children's performing choir for 12 years providing vocal music experience to hundreds of children. I also volunteered my time to teach religious instruction to High School students each day. I have also organized numerous community service projects. I was also instrumental in the committee that helped pass our local bond serving as treasurer to ensure that the committee stayed in compliance with local and state political reform laws.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards in California is to ensure that every child, regardless of background or location, has access to qualified teachers with sufficient funds to ensure that child has every opportunity to learn in a way that best serves the student. CSBA has been key in helping the elected officials in California understand the need for adequate funding as well as local control of those funds to best serve the students in the local school district. I hope to help ensure that CSBA will fight for the rights to education for all students.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Mondi M. Taylor Digitally signed by Mondy M. Taylor
Date: 2017.01.06 13:57:52 -0800

Date: January 6, 2017

Mondi M Taylor

President

Etiwanda School Board of Trustees

School Board Experience

Mondi M Taylor has served as a member of the Etiwanda School Board of Trustees for 19 years. She was first elected in 1991. She served 14 years before moving out of state with her family. Upon her return to Etiwanda, she was appointed back to the Etiwanda School Board of Trustees and has since been elected to her position. During her service to the Etiwanda Community, she has emphasized the need for technology and arts education.

Education

Mondi M Taylor graduated from Brigham Young University, Provo, Utah in April 1987 with a Bachelor of Arts Degree in Family, Home, and Social Science.

Professional

Mondi M Taylor is the sole proprietor of the Mondi M Taylor Music Academy. This music academy provides individual instruction on the piano. Mondi began her music academy in May of 1987 and has instructed hundreds of children and adults in the art of piano performance and accompaniment. Mondi has performed in several venues including accompaniment for school musical performances and soloists.

Mondi M Taylor runs a campaign treasurer business providing services to local candidates to help them stay in compliance with local and state political reform laws. Mondi organizes political events and social events through her event planning company.

Volunteer Work

Mondi M Taylor volunteered to lead a children's performing chorus for 12 years at the local elementary school providing vocal musical experience to hundreds of children. Mondi has also lead Parent Teacher groups in the role of President, Treasurer, Fund-Raiser, Public Liaison, and classroom volunteer. She has volunteered her time to teach religious instruction to High School students each day. Mondi has also served as a Public Affairs Director for her church organizing volunteers for community service projects and being involved in local political affairs.

Personal

Mondi M Taylor has raised four wonderful children. Each of her children has graduated from college. Her children are all married and have provided her with 10 grandchildren. Mondi loves to spend time with her family at their lake cabin.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

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Name: <u>Kathy A. Thompson</u>	CSBA Region-subregion #: <u>16-B</u>
District or COE Name: <u>Central School District</u>	Years on board: <u>21</u>
Profession: <u>Teacher</u> Contact Number: _____ E-mail: _____	
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>18</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As a delegate since 1997, I have attended each meeting from beginning to end. I come to each meeting prepared to engage and contribute. As a newly elected member of the Nominating Committee, I am looking forward to being able to use my skills to help select effective leaders for CSBA. I believe that the ability to communicate the impact of decision-making in Sacramento at the local level is essential to the legislators' grasp of education related decision making that he or she must make, and this a personal priority for me.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am a local member of our local school board since 1995. I have served as Board President and I am currently the District Clerk. I feel that it is important to be visible at schools and frequently visit school sites. As and advocate for music programs, I particularly like attending student performances at both the elementary and middle school level.

In San Bernardino County, we have a County School Boards Association that meets monthly. Our Region's Director attends and is agendized to give reports. She will then solicit our opinions or the impact of current issues in our areas. Our very large county consists of urban, suburban and rural districts, which gives a broad perspective. By participating in these discussions, as well as email and by phone, I am able to communicate with both my director and CSBA's staff.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge I see is adequate stable funding for local school districts. Working to clarify and streamline the LCAP process will benefit every school district in California. This requires educating both the public and legislative bodies in order to communicate the needs of public schools. While accountability is welcomed, it must be meaningful and genuine to make a positive change.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Kathy A. Thompson Date: 12/20/16

KATHY THOMPSON

OBJECTIVE

To continue as a member of the California School Boards Association Delegate Assembly

SUMMARY OF QUALIFICATIONS

1995 - 2016 Central School District Rancho Cucamonga, CA
Central School District Trustee

Member since 1995; ran unopposed in 1999, 2003 and 2008. Re-elected in 2012, 2016.

Specifically relevant to the Delegate Assembly is my investment of time in 1998 achieving the Master of Boardmanship, as well as serving as Board Clerk in 1997, 2002, 2007 and 2012. I served as Board President in 1998, 2003 and 2008. I was elected to serve as Board President in 2013. I have attended all Delegate Assembly meetings. I am the area representative for Upland, Cucamonga and Central School districts. Currently I have just been elected to the Delegate Assembly Nominating Committee.

Golden Bell Evaluator 1999 – present

2001- May, 2010 Baldy View Regional Occupational Program

August, 2010 – Present Riverside County Office Of Education

Teacher, Health Services

EDUCATION

1978 – 1980 Citrus College Azusa, CA

Licensed Vocational Nurse

Specialization of Field: Neonatal and Pediatric Nursing

2001 – 2002 California State University San Bernardino, CA

Full-Time Vocational Education Teaching Credential, Medical Services

COMMUNITY ACTIVITIES

I use my skills as an administrator and a nurse at Community Baptist Church of Alta Loma biannually when I served as a Children's Camp Director and camp nurse for 60 children and a staff of 20 adults. I am an advisor for the Health Occupation Students of America.

VOLUNTEER EXPERIENCE

Since 1990, I have been very active in the school district. I served as a School Site Council member and president, and also as the Parent/Teacher organization president. My service on district committees includes Business Partners in Education and the District Goals committee. I am involved in the activities of our individual school sites, and volunteer as a CPR instructor when needed. I firmly believe that volunteering for the benefit of children does not end when one becomes a Trustee.

2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Charles J. Uhalley</u>	CSBA Region-subregion #: <u>16</u>
District or COE Name: <u>Chaffey Joint Union High School District</u>	Years on board: <u>40</u>
Profession: <u>Attorney at Law</u>	Contact Number: _____ E-mail: _____
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>22 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I want to continue as a delegate, because the Delegate Assembly drives the educational agenda of CSBA. I have been a member of my local board for 40 years and a delegate for 22 years. I have in the past served as Governmental Relations Chair (Assembly District 41), Legislative Network, Annual Conference Planning Committee, Legal Alliance Committee, and regularly attend CSBA events and Delegate Assembly meetings - See attached resume.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have served in all leadership positions on our local board. I helped lead the passage of two bonds in our district totaling over 1 Billion dollars. I am active in local community activities from scouting, youth sports, and the local Museum of History.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

1. Adequate school funding
2. Local Governance
3. Closing the Achievement Gap

I believe these are the key elements for CSBA policies and need to be the driving force for CSBA.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: December 20, 2016

CHARLES J. UHALLEY

CANDIDATE FOR DELEGATE ASSEMBLY

FAMILY INFORMATION

I have been married to Connie for 48 years. We have two daughters who attended local public school system and are both college graduates. We have five grandchildren. My hobbies include sports, flying, model building, surfing, photography, bird watching, reading and travel.

LAW OFFICES OF CHARLES J. UHALLEY

Sole Practitioner - 41years (1975-2016)

EDUCATION

University of California (1968) - B.A. Degree; Laverne College of Law - JD Degree

MILITARY

United States Army, Honorable Discharge; American Legion (Post 0030)

PROFESSIONAL ORGANIZATIONS

California State Bar Association; Los Angeles County Project Manager, Indigent Defense; Eastern Bar Association (Past Board Member); Pomona Contract Lawyers Association (Managing Attorney); California Attorneys for Criminal Justice; Pomona Trial Lawyers Association (Past President); Minimum Continuing Legal Education (MCLE) Presenter; Aircraft Owners & Pilot Association; Coordination Oversight Committee.

CIVIC ACTIVITIES

Rotary Club; Pomona Valley Workshop (Past Board Member); Alta Loma Foundation for the Performing Arts (Past Board Member); AYSO - Coach; Supporter of youth sports, girl scouts, YMCA, and PTA; St. Peter St. Paul (Parish Council); Rancho Cucamonga Police Department (Advisory Committee). Pomona Valley Audubon Society.

SCHOOL BOARD

Chaffey Joint Union High School District Board Member for 40 years (Elected, President, Vice-President, Clerk) ; P.T.A. (Unification Committee); District Leadership Committee; Presenter District Leadership; Budget Committee; 126 Million Dollar Bond Committee - Measure X. 848 Million Dollar Bond Committee - Measure P.

COUNTY SCHOOL BOARD AND CSBA

San Bernardino County School Board Association (Vice-President); Program Committee (Chairman); Nominating Committee (Chairman); Reception Committee; San Bernardino County District Advocates for Better Schools (SANDABS) - Member. CSBA: Member Delegate Assembly (Region 16B); Governmental Relations Chairman (Assembly District 41); Legislative Network; Regular Attendee CSBA conventions and special seminars; CSBA Annual Education Planning Committee; CSBA Legal Alliance Steering Committee. New Boardsmanship Committee.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: WARRANT REGISTER

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$1,659,142.06 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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

DATE: March 2, 2017

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
March 2, 2017

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>GATE</u>		
AdvoGATE	L.A. County Museum of Art Ticket Sale	4/8/17
<u>Borba ES</u>		
PFA	Memory Book Sale	3/3/17 - 4/21/17
<u>Chaparral ES</u>		
PTO	Harkins Summer Movie Fun Pass Sale	3/3/17 - 6/30/17
<u>Cortez ES</u>		
PFA	Chipotle Family Night Out	3/14/17
<u>Dickson ES</u>		
PTA	Spring Book Fair	3/6/17 - 3/10/17
<u>Glenmeade ES</u>		
PTA	Harkins Summer Movie Fun Pass Sale	3/3/17 - 6/1/17
PTA	Jack in the Box Coupon Booklet Sale	3/7/17 - 6/1/17
PTA	McTeacher's Night	3/14/17
<u>Hidden Trails ES</u>		
PTA	Fazoli's Family Night Out	4/12/17
<u>Rolling Ridge ES</u>		
PTA	Pieology Family Night Out	3/15/17
PTA	Chick-fil-A Family Night Out	4/12/17
<u>Walnut ES</u>		
PFA	Catalog Sale	3/8/17 - 3/23/17
PFA	Fairytale Ball	3/17/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 2, 2017

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Canyon Hills JHS</u>		
Music Boosters	Bowl-A-Thon	3/8/17
Music Boosters	Open House Pizza Dinner Sale	4/13/17
<u>Townsend JHS</u>		
PTSA	Project Pie Family Night Out	3/9/17
PTSA	Tastea Family Night Out	3/9/17
PTSA	Creamistry Family Night Out	3/9/17
PTSA	Ranger Roundup Sponsorship Drive	3/3/17 - 4/21/17
Music Boosters	Chipotle Family Fundraiser Day	3/10/17
PTSA	Ranger Roundup Shaved Ice Sale	4/28/17
PTSA	Ranger Roundup Hot Dog-On-A-Stick Sale	4/28/17
Music Boosters	Open House Pizza Dinner Sale	5/10/17
<u>Ayala HS</u>		
Words for the World	Tastea Family Night Out	3/3/17
Make-A-Wish-Club	Creamistry Family Night Out	3/3/17
Baseball Boosters	Food Trucks at Baseball Games	3/3/17 - 5/31/17
Spirit Boosters	After School Krispy Kreme Donut Sale	3/6/17 - 3/17/17
Dance Production	Applebee's Breakfast Ticket Sale	3/10/17 - 4/8/17
Dance Production	Program Advertisement Sale	3/10/17 - 4/28/17
BAC Boosters	WGI Color Guard Regionals Ticket Sale	3/11/17
BAC Boosters	WGI Color Guard Concessions	3/11/17
BAC Boosters	WGI Color Guard Vendor Space Sale	3/11/17
Dance Club	After School Boba Sale	3/13/17 - 3/23/17
Key Club	After School Fluff Ice Sale	3/17/17
Dance Production	Spring Dance Concert Ticket Sale	4/24/17 - 5/12/17
Spirit Boosters	Jr. Cheer Camp	6/20/17 - 6/21/17
<u>Chino HS</u>		
Track & Field	2017 Chino Relays	3/18/17
<u>Chino Hills HS</u>		
Girls Softball	SNAP! Raise Donation Drive	3/3/17 - 4/3/17
Theater	After School Krispy Kreme Donut Sale	3/4/17 - 3/20/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 2, 2017

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino Hills HS</u> (cont.)		
Digital	Wii Sports Tournament Ticket Sale	4/3/17 - 4/7/17
BFF	Garage Sale	4/8/17
<u>Don Lugo HS</u>		
Leadership	After School Juice-It-Up Sale	3/3/17 - 3/31/17
We Remember	We Remember T-Shirt Sale	3/3/17 - 4/3/17
Quest	Donation Drive	3/3/17 - 6/1/17
AVID	Read-A-Thon	3/5/17 - 4/1/17
Drama	Princess Tea & Story Time Ticket Sale	5/20/17

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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Humility • Civility • Service

DATE: March 2, 2017
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
March 2, 2017

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Cattle ES</u>		
Wells Fargo	Cash	\$65.00
<u>Eagle Canyon ES</u>		
Grace Pulido	Cash	\$500.00
<u>Oak Ridge ES</u>		
Wells Fargo	Cash	\$70.00
<u>Cal Aero K-8</u>		
Cal Aero Flight Crew	Cash	\$1,500.00
<u>Townsend JHS</u>		
Asia Educational Services Inc.	Cash	\$500.00
<u>Ayala HS</u>		
Edison International	Cash	\$150.00
<u>Chino HS</u>		
Team Lally, Inc.	Cash	\$1,500.00
<u>Chino Hills HS</u>		
KPC Healthcare Inc.	Cash	\$16,000.00
<u>Don Lugo HS</u>		
Matthew Gonzalez	Cash	\$25.00
N. Munoz	Cash	\$25.00
Salvador Paramo	Cash	\$25.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 2, 2017

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Don Lugo HS</u> (cont.)		
Shirley Van Veen	Cash	\$25.00
Richard & Mary Lou Yamas	Cash	\$25.00
Danette Bender	Cash	\$50.00
Donald Buckley	Cash	\$50.00
Charles Flexser & Vivian Burke	Cash	\$50.00
Carl & Lisa Franke	Cash	\$50.00
Mitchell & Lila Gluck	Cash	\$50.00
Hiroshi & Takeko Imai	Cash	\$50.00
Esther Solis & Maria Barajas	Cash	\$50.00
Gerald & Jane Stowell	Cash	\$50.00
Rudolph Robles Lancaster	Cash	\$100.00
Edward & Maria Sanchez	Cash	\$100.00
JoJo's Acquisition, Inc.	Cash	\$113.00
Bragg Companies	Cash	\$200.00
JMR Custom Finish, Inc.	Cash	\$200.00
Tammy Karelus	Cash	\$300.00
Daniel & Kelli Cooper	Cash	\$325.00
Asia Educational Services Inc.	Cash	\$500.00

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

DATE: March 2, 2017

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	-	-	\$ 95,266.21
Chidester, Margaret A. & Associates	December 2016	\$ 51,285.31	\$ 614,706.01
Parker & Covert LLP	-	-	\$ 1,224.00
	Total	\$ 51,285.31	\$ 711,196.22

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 office of Chidester, Margaret A. & Associates.

FISCAL IMPACT

\$51,285.31 to the General Fund.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Javier Quirarte, Director, Nutrition Services

SUBJECT: INCREASE IN 2017/2018 SCHOOL LUNCH PRICES

=====

BACKGROUND

The Nutrition Services Department ensures that students in the Chino Valley Unified School District receive a healthy and nutritious meal during the school day. A healthy meal is essential to a student's full learning potential in the classroom. A student performs well when a healthy well-balanced meal is a part of the academic day

The Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296, mandates Nutrition Services to complete an annual paid lunch equity calculation to ensure that the school district is gradually increasing the price of the meals offered and not encroaching on the general fund. The National and State reimbursement subsidizes the cost of the meals served to K-12 grade students.

In accordance to the Federal Regulation 7 CFR 210.14(e), staff is recommending the Board approve an increase in school lunch prices in Elementary and Secondary schools. Using the Paid Equity Calculator, the estimated increases listed below would ensure compliance with this Federal Regulation. The cost for reduced status would remain the same at \$0.40.

CURRENT PRICES (2016/2017)		PROPOSED PRICES (2017/2018)	
	Paid Lunch		Paid Lunch
Elementary	\$ 2.50	Elementary	\$ 2.75
Junior High	\$ 2.75	Junior High	\$ 3.00
High School	\$ 2.75	High School	\$ 3.00
Adult	\$ 4.50	Adult	\$ 4.75

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

RECOMMENDATION

It is recommended the Board of Education approve the increase in 2017/2018 school lunch prices.

FISCAL IMPACT

\$20,000.00 additional estimated revenue to the Cafeteria Fund.

WMJ:SHC:JQ:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

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: NEW BOARD POLICY 3230 BUSINESS AND NONINSTRUCTIONAL
OPERATIONS – FEDERAL GRANT FUNDS**

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BACKGROUND

Board policies and regulations are routinely developed as a result of changes in law, mandates, federal regulations, and current practice. New board policy 3230 Business and Noninstructional Operations – Federal Grant Funds is being created to reflect updates to both laws and current practice. This agenda item was presented to the Board of Education on February 16, 2017, for information.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education approve new Board Policy 3230 Business and Noninstructional Operations – Federal Grant Funds.

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

FEDERAL GRANT FUNDS

THE GOVERNING BOARD RECOGNIZES THE DISTRICT'S RESPONSIBILITY TO MAINTAIN FISCAL INTEGRITY AND TRANSPARENCY IN THE USE OF ALL FUNDS AWARDED THROUGH FEDERAL GRANTS. THE DISTRICT SHALL COMPLY WITH ALL REQUIREMENTS DETAILED IN ANY GRANT AGREEMENT WITH AN AWARDING AGENCY AND WITH THE FEDERAL UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS SPECIFIED IN 2 CFR 200.0-200.521 AND ANY STRICTER STATE LAWS AND DISTRICT POLICY.

ANY GOODS OR SERVICES PURCHASED WITH FEDERAL FUNDS SHALL BE REASONABLE IN COST AND NECESSARY FOR THE PROPER AND EFFICIENT PERFORMANCE OR ADMINISTRATION OF THE PROGRAM.

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT THE DISTRICT'S FINANCIAL MANAGEMENT SYSTEMS AND PROCEDURES PROVIDE FOR THE FOLLOWING: (2 CFR 200.302)

1. IDENTIFICATION IN DISTRICT ACCOUNTS OF EACH FEDERAL AWARD RECEIVED AND EXPENDED AND THE FEDERAL PROGRAM UNDER WHICH IT WAS RECEIVED.

(cf. 3100 - Budget)

2. ACCURATE, CURRENT, AND COMPLETE DISCLOSURE OF THE FINANCIAL AND PERFORMANCE RESULTS OF EACH FEDERAL AWARD OR PROGRAM IN ACCORDANCE WITH THE REPORTING REQUIREMENTS OF 2 CFR 200.327 AND 200.328.

(cf. 3460 - Financial Reports and Accountability)

3. RECORDS AND SUPPORTING DOCUMENTATION THAT ADEQUATELY IDENTIFY THE SOURCE AND APPLICATION OF FUNDS FOR FEDERALLY FUNDED ACTIVITIES, INCLUDING INFORMATION PERTAINING TO FEDERAL AWARDS, AUTHORIZATIONS, OBLIGATIONS, UNOBLIGATED BALANCES, ASSETS, EXPENDITURES, INCOME, AND INTEREST.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

4. EFFECTIVE CONTROLS AND ACCOUNTABILITY FOR ALL FUNDS, PROPERTY, AND OTHER ASSETS AND ASSURANCE THAT ALL ASSETS ARE USED SOLELY FOR AUTHORIZED PURPOSES.

FEDERAL GRANT FUNDS (CONT.)

5. COMPARISON OF ACTUAL EXPENDITURES WITH BUDGETED AMOUNTS FOR EACH FEDERAL AWARD
6. WRITTEN PROCEDURES TO IMPLEMENT PROVISIONS GOVERNING PAYMENTS AS SPECIFIED IN 2 CFR 200.305.
7. WRITTEN PROCEDURES FOR DETERMINING THE ALLOW ABILITY OF COSTS IN ACCORDANCE WITH 2 CFR 200.400-200.475 AND THE TERMS AND CONDITIONS OF THE FEDERAL GRANT AWARD. (CF. 3400 - MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS)

THE SUPERINTENDENT OR DESIGNEE SHALL DEVELOP AND IMPLEMENT APPROPRIATE INTERNAL CONTROL PROCESSES TO REASONABLY ASSURE THAT TRANSACTIONS ARE PROPERLY EXECUTED, RECORDED, AND ACCOUNTED FOR SO THAT THE DISTRICT CAN PREPARE RELIABLE FINANCIAL STATEMENTS AND FEDERAL REPORTS, MAINTAIN ACCOUNTABILITY OVER ASSETS, AND DEMONSTRATE COMPLIANCE WITH FEDERAL LAWS, REGULATIONS, AND CONDITIONS OF THE FEDERAL AWARD. (2 CFR 200.61, 200.62, 200.303)

EQUIPMENT PURCHASED WITH FEDERAL FUNDS SHALL BE PROPERLY INVENTORIED AND ADEQUATELY MAINTAINED TO SAFEGUARD AGAINST LOSS, DAMAGE, OR THEFT OF THE PROPERTY.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)

ALL STAFF INVOLVED IN THE ADMINISTRATION OR IMPLEMENTATION OF PROGRAMS AND ACTIVITIES SUPPORTED BY FEDERAL FUNDS SHALL RECEIVE INFORMATION AND TRAINING ON THE ALLOWABLE USE OF FEDERAL FUNDS, PURCHASING PROCEDURES, AND REPORTING PROCESSES COMMENSURATE WITH THEIR DUTIES.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

THE DISTRICT SHALL SUBMIT PERFORMANCE REPORTS TO THE AWARDING AGENCY IN ACCORDANCE WITH THE SCHEDULE AND INDICATORS REQUIRED FOR THAT FEDERAL GRANT BY LAW AND THE AWARDING AGENCY. AS REQUIRED, SUCH REPORTS MAY INCLUDE A COMPARISON OF ACTUAL ACCOMPLISHMENTS TO THE OBJECTIVES OF THE FEDERAL AWARD, THE

FEDERAL GRANT FUNDS (CONT.)

RELATIONSHIP BETWEEN FINANCIAL DATA AND PERFORMANCE ACCOMPLISHMENTS, THE REASONS THAT ESTABLISHED GOALS WERE NOT MET IF APPLICABLE, COST INFORMATION TO DEMONSTRATE COST EFFECTIVE PRACTICES, ANALYSIS AND EXPLANATION OF ANY COST OVERRUNS OR HIGH UNIT COSTS, AND OTHER RELEVANT INFORMATION. THE FINAL PERFORMANCE REPORT SHALL BE SUBMITTED WITHIN 90 DAYS AFTER THE ENDING DATE OF THE GRANT. (2 CFR 200.301, 200.328)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

42122-42129 Budget requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Department of Education Audit Guide

California School Accounting Manual

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers Regarding 2 CFR Part 200, March 17, 2016

WEBSITES

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

Education Audit Appeals Panel: www.eaap.ca.gov

Office of Management and Budget, Uniform Guidance: www.whitehouse.gov/omb/grants_docs

State Controller's Office: www.sco.ca.gov

System for Award Management (SAM): www.sam.gov/portal/SAM/##11

U.S. Department of Education: www.ed.gov

U.S. Government Accountability Office: www.gao.gov

CHINO VALLEY UNIFIED SCHOOL DISTRICT POLICY ADOPTED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

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. School sponsored 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: Briggs K-8 Event: 6 th Grade Camp Place: Running Springs, CA Chaperone: 65 students/18 chaperones	March 20-22, 2017	Cost: \$325.00 per student Funding Source: Parents
Site: Briggs K-8 Event: Washington DC Trip Place: Washington DC; New York, NY Chaperone: 14 students/4 chaperones	March 25-30, 2017	Cost: \$2,600.00 per student Funding Source: Parents

Site: Ayala HS Event: First Tech Challenge (FTC) West Super Regional Championship Place: Tacoma, WA Chaperone: 15 students/2 chaperones	March 9-12, 2017	Cost: \$400.00 per student Funding Source: Parents
Site: Ayala HS Event: First Tech Challenge (FTC) World Championship Place: Houston, TX Chaperone: 15 students/2 chaperones	April 17-21, 2017	Cost: \$500.00 per student Funding Source: Parents
Site: Chino HS Event: Orlando World Strides On Stage Place: Orlando, FL Chaperone: 79 students/10 chaperones	March 27-April 2, 2017	Cost: \$2,400.00 per student Funding Source: Fundraising
Site: Chino HS Event: California Association of Student Leaders Conference Place: San Jose, CA Chaperone Ratio: 8 students/2 chaperones	April 1-3, 2017	Cost: \$100.00 per student Funding Source: Parents
Site: Don Lugo HS Event: Key Club District Convention Place: Anaheim, CA Chaperone Ratio: 6 students/2 chaperones	April 7-9, 2017	Cost: \$500.00 per student Funding Source: Fundraising and Parents

FISCAL IMPACT

None.

WMJ:GP:rtt

Chino Valley Unified School District

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum,
Instruction, Innovation, and Support

SUBJECT: **REVISED MULTITRACK YEAR-ROUND STUDENT
ATTENDANCE CALENDAR 2017/2018 FOR CAL AERO
PRESERVE ACADEMY**

=====

BACKGROUND

Cal Aero Preserve Academy continues to operate as a year-round campus due to the consistent growth in the Preserve area. In order to anticipate the complexity of Cal Aero's year-round schedule, the 2017/2018 multitrack year-round student attendance calendar was developed in advance and submitted for Board approval on December 15, 2016.

The 2017/2018 multitrack year-round student attendance calendar for Cal Aero Preserve Academy is being revised to align Tracks A through D to reflect 175 school days.

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

RECOMMENDATION

It is recommended the Board of Education approve the revised Multitrack Year-Round Student Attendance Calendar 2017/2018 for Cal Aero Preserve Academy.

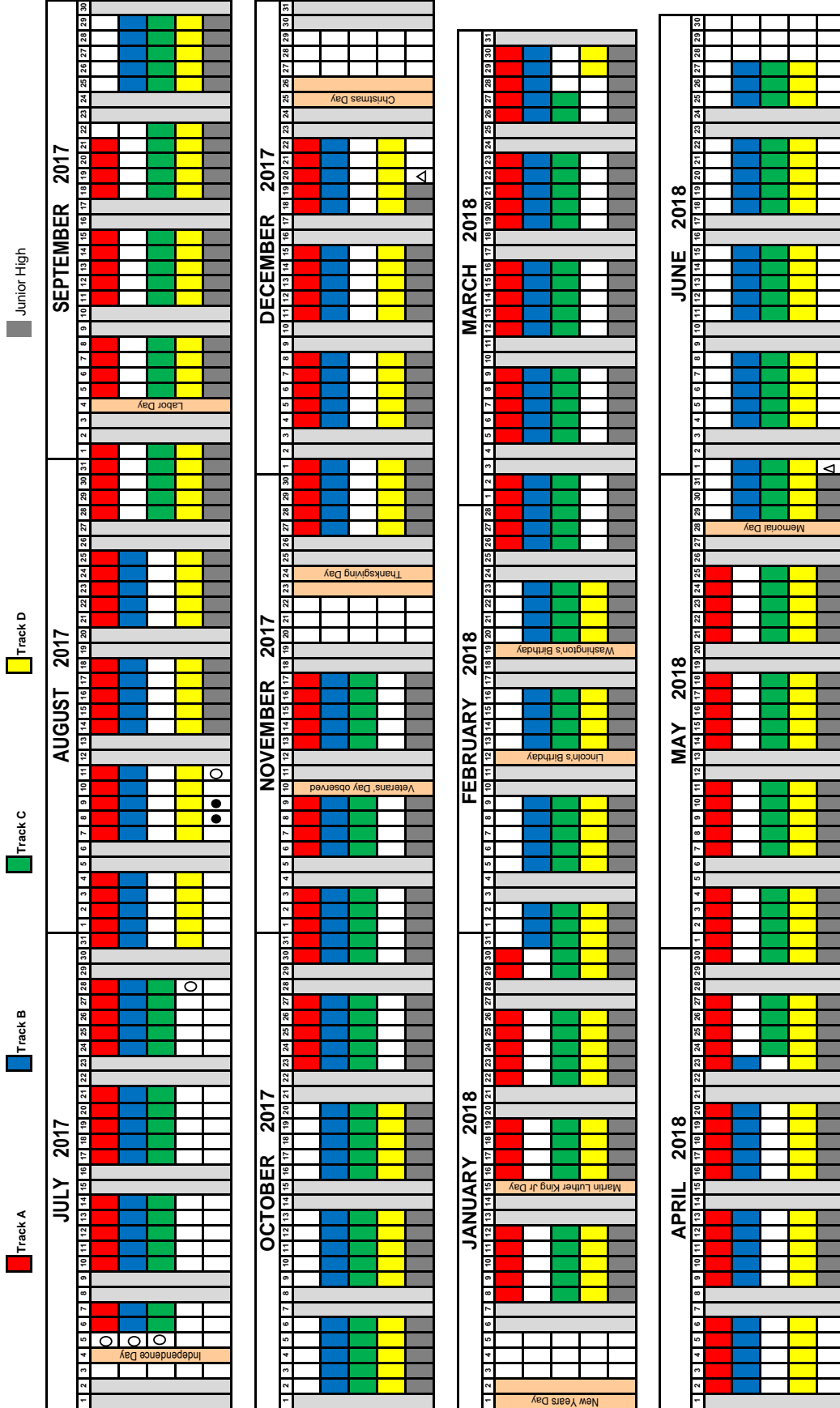
FISCAL IMPACT

None.

WMJ:GP:rtt

2017-2018 MULTITRACK YEAR-ROUND STUDENT ATTENDANCE CALENDAR

Cal Aero Preserve Academy



○ Workday for ALL Teachers (student free day) ● New Teacher Day △ 7-8 Teacher Workday Board Approved:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum,
Instruction, Innovation, and Support
Don Jones, Director, Secondary Curriculum

SUBJECT: NEW COURSE ADVANCED PLACEMENT COMPUTER SCIENCE APPLICATIONS

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 result of a collaborative effort of teachers in the related academic area. This item was presented to the Board of Education on February 16, 2017, for information.

Advanced Placement (AP) Computer Science Applications (CSA) builds on the basic skills learned in AP Computer Science Principles (AP CSP) to teach students Java and authentic Android app development. Students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers: every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. This course aims to fully develop Object Oriented Programming (OOP) skills that were introduced in AP Computer Science Programming.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the new course Advanced Placement Computer Science Applications.

FISCAL IMPACT

None.

WMJ:GP:DJ:lar

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Anthony Pittman Position/Title: Teacher Site: Ayala High School Phone: (909) 627-3584 E-mail: anthony_pittman@chino.k12.ca.us
B. COVER PAGE - COURSE ID	
1. Course Title:	Advanced Placement (AP) Computer Science Applications (CSA)
2. Transcript Title/Abbreviation:	AP CSA
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	AP distinction
5. Subject Area/Category:	Meets "g" a-g UC/CSU elective requirement
6. Grade Level(s):	11-12
7. Unit Value:	10 credits/ 5 credits per semester
8. Course Previously Approved by UC:	Yes
9. Course Classified as a Career Technical Education Course:	No
10. Course Modeled after a UC- Approved Course:	Yes
11. Repeatable for Credit:	Yes
12. Date of Board Approval:	
13. Brief Course Description: <p>AP Computer Science Applications (AP CSA) aligns with the College Board's Computer Science Applications framework and the PLTW (Project Lead the Way) Computer Science framework. AP CSA builds on the basic skills learned in AP Computer Science Principles (AP CSP) to teach students Java and authentic Android app development. Students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers: every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up.</p> <p>AP CSA is designed to cover all learning objectives in the College Board's AP Computer Science Applications framework, and exceeds the College Board's requirement of 20 hours of lab activity. It is also an example of a CSTA (Computer Science Teachers Association) level 3C course.</p> <p>The course is designed to be readily adaptable to student interests and community assets. Individual teachers are encouraged to modify the course content so that it feels as authentic and meaningful within the local context as possible. This course aims to fully develop Object Oriented Programming (OOP) skills that were introduced in AP Computer Science Programming.</p>	
14. Prerequisites:	Integrated Math 3/3H or completion of AP CSP
15. Context for Course:	

This class is designed to further student ability in programming. Instruction includes the learning and practice several programming languages. It also develops awareness and skill in app development for mobile devices. This class will provide the hands-on training and practice in these skills. Students will be working on apps they develop in a project-based-learning model of instruction.

16. History of Course Development:

AP Computer Science Applications had been around for more than 10 years as the AP CSAB (Computer Science Accreditation Board) exam, which was discontinued in 2008 and replaced with the CSA exam. The exam and materials are constantly evolving. The most recent iteration of the exam uses the Google Android platform to develop full-fledged apps using the coding language Java.

17. Textbooks:

None

18. Supplemental Instructional Materials:

Access to computers with appropriate software and access to mobile devices

C. COURSE CONTENT

1. Course Purpose:

AP Computer Science Applications emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction.

1. Object-Oriented Program Design:

The overall goal for designing a piece of software (a computer program) is to correctly solve the given problem. At the same time, this goal should encompass specifying and designing a program that is understandable, and can be adapted to changing circumstances. The design process needs to be based on a thorough understanding of the problem to be solved.

a. Program and Class Design

2. Program Implementation:

Part of the problem-solving process is the statement of solutions in a precise form that invites review and analysis. The implementation of solutions in the Java programming language reinforces concepts, allows potential solutions to be tested, and encourages discussion of solutions and alternatives.

a. Implementation techniques

b. Programming constructs

c. Java library classes and interfaces included in the AP Java subset

3. Program Analysis:

The analysis of programs includes examining and testing programs to determine whether they correctly meet their specifications. It also includes the analysis of programs or algorithms in order to understand their time and space requirements when applied to different data sets.

a. Testing

b. Debugging

c. Runtime exceptions

d. Program correctness

e. Algorithm Analysis

f. Numerical representations of integers

1. Standard Data Structures:

Data structures are used to represent information within a program. Abstraction is an important theme in the development and application of data structures.

- a. Primitive data types (int, Boolean, double)
- b. Strings
- c. Classes
- d. Lists
- e. Arrays (1-dimensional and 2-dimensional)

2. Standard Algorithms:

Standard algorithms serve as examples of good solutions to standard problems. Many are intertwined with standard data structures. These algorithms provide examples for analysis of program efficiency.

- a. Operations on data structures
- b. Searching
- c. Sorting

3. Computing in Context:

An awareness of the ethical and social implications of computing systems is necessary for the study of computer science. These topics need not be covered in detail, but should be considered throughout the course.

- a. System reliability
- b. Privacy
- c. Legal issues and intellectual property
- d. Social and ethical ramifications of computer use

For more detail on the course topics covered in Computer Science A, see the Course Description:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-computer-science-a-course-description.pdf>

2. Course Outline:

Unit 1: Introducing Java:

Unit 1 provides a primer in the basics of the Java programming language and Object Oriented Programming (OOP). Students create classes, instantiate them, add instance data and access that data. They use conditionals, iteration, arithmetic and logical operators, arrays and iterators, first in BlueJ to ensure code correctness, and then in Android Studio to incorporate their own code into fully functional apps. The material provided also includes extra practice on all these Java topics and more.

Introducing Java

Lesson 1.1 Objects in Java:

The goal of this lesson is to give students the tools they need to create Java objects. Students create their own methods and call them to manage and manipulate data. Students then program the logic into a weather app that notifies the user of appropriate courses of action to take when heading out the door in the morning based on the weather forecast. The lesson concludes with students augmenting the artificially intelligent natural language processing Magpie app based on the College Board's Magpie Chatbot lab.

- a. Activity 1.1.1 – Introduction to Android Development
- b. Activity 1.1.2 – Your First Class
- c. Activity 1.1.3 – Making Objects
- d. Activity 1.1.4 – If It's Raining...
- e. Activity 1.1.5 – Your Sci-Fi Name
- f. Activity 1.1.6 – Chatting with Magpie

Lesson 1.2 Manipulating Data:

This lesson focuses on managing data in arrays and using iteration in Java. Students write code in BlueJ that parses string data and then plug that code into an app in Android Studio that retrieves data from the device's local memory. They also write code to manage and maintain a list of billboard music ratings. The unit culminates with students creating an app from the ground up that uses buttons to play sound assets.

- a. Activity 1.2.1 – Parsing Text
- b. Activity 1.2.2 – Today's Top 40
- c. Activity 1.2.3 – Data Storage
- d. Activity 1.2.4 – Create an Android Project
- e. Activity 1.2.5 – Synthesizer

Unit 2: Vanilla Android Development:

Students spend most of this unit developing a viewer for college applications, with college admissions officials as the target audience. Highlights of this unit include working with fragments, mastering encapsulation, and designing and implementing apps that incorporate the most common and useful user interface elements. Students use a Backend as A Service (BaaS) to implement persistent data within their app, allowing a user to access their data from any Android device. At the end of the unit, students design apps and perform usability testing on their designs using a prototyping tool.

Lesson 2.1 App Navigation:

Students begin this lesson by testing out a sample app that showcases the functionality of the final product they are asked to produce in the Unit 2. The College App is designed to quickly show an admissions officer whatever assets an applicant has provided in a mobile format. Students learn to incorporate and extend several common User Interface (UI) features into the College App. In the process, they learn about inheritance and class definitions and also have an opportunity to apply prior knowledge of basic Java constructs. Incorporating a navigation drawer into the app improves usability and gives students experience working with a design pattern found in many real world apps. Finally, students explore and critique a Unified Modeling Language (UML) diagram and other documentation for the College App.

- a. Activity 2.1.1 – Usability Testing
- b. Activity 2.1.2 – Prototyping with proto.io
- c. Activity 2.1.3 – Classes
- d. Project 2.1.4 – App Navigation
- e. Activity 2.1.5 – User Input

Lesson 2.2 Data Persistence:

This lesson continues to emphasize the OOP paradigm, reinforcing previous learning. Additionally, students learn about and use some common data structures including Array Lists. Students create their own checked exceptions, and access a Backend as a Service (BaaS) to implement data persistence. They create classes that inherit from interfaces or other classes and use these within data structures, necessitating a solid understanding of polymorphism. Finally, students decide on a feature to add to the College App and implement it.

- a. Activity 2.2.1 – Exceptions and Scope
- b. Activity 2.2.2 – Remote Database
- c. Activity 2.2.3 – List View
- d. Problem 2.2.4 – One Method, Many Classes
- e. Activity 2.2.5 – List and Detail
- f. Project 2.2.6 – Integration Testing and Unit Testing (4 days)

Lesson 2.3 The Development Process:

Students start out this lesson by accessing Google's libraries for taking and displaying pictures in the College App. Having completed the College App, students will have fully utilized the Array List class in one dimension, extended interfaces and abstract classes, overloaded methods and more. This lesson culminates with students choosing a project in which they will extend their knowledge. They will revisit this project at the end of the course when they know more about Android development. Students must prototype and test their app for usability, as well as properly document and present their final products.

- a. Activity 2.3.1 – Let Me Take a Selfie
- b. Activity 2.3.2 – The Development Process

Unit 3: Advanced Android Features:

The goal of Unit 3 is for students to reach a level of understanding of Google's Android libraries that allows them to create apps using a broad range of mobile features such as Global Positioning Systems (GPS) and Internet services. The major project in this unit is a social networking app that utilizes the BaaS they learned in Unit 2. Students begin by learning to manage a new set of data in the back-end database, writing client and server code in their app. Students then learn to access the GPS features of mobile devices, to reading QR codes (Quick Response codes) and accessing the web. The unit culminates in a problem in which students create a geo-cache style app using the techniques they dev

Lesson 3.1 Trip Tracker:

In this lesson, students learn to add a backend service to their apps. Students store and retrieve user data from the cloud. This provides teachers with an opportunity to connect the OOP that students have learned in Java to authentic web frameworks and APIs (Application Programming Interfaces). The goal of this lesson is to give students the power to create apps that store significant amounts of data, that benefit from crowd/cloud-sourcing, and then allow users to access data from anywhere. Students manage the front and back end interfaces for a social networking app, going through the steps of prototyping and usability testing. They continue to enhance the social networking app throughout this unit.

- a. Activity 3.1.1 – Trip Tracker Start Up
- b. Activity 3.1.2 – User Authentication
- c. Activity 3.1.3 – A New Trip
- d. Activity 3.1.4 – Listing Trips
- e. Activity 3.1.5 – Updates and Deletes
- f. Activity 3.1.6 – Public vs. Private Trips
- g. Activity 3.1.7 – Sort Algorithms
- h. Activity 3.1.8 – Search Algorithms
- i. Project 3.1.9 – Social Networking App – Design
- j. Project 3.1.10 – Social Networking App – Development

Lesson 3.2 Location Awareness:

In this lesson students reinforce their understanding of basic Java language constructs and OOP while making their apps location aware with GPS. They also practice data storage and management by adding location data to posts that users make in the app.

- a. Activity 3.2.1 – Preparing for Google Play Services
- b. Activity 3.2.2 – Using Google Play Services
- c. Project 3.2.3 – Location Awareness App – Design
- d. Activity 3.2.4 – Location Awareness App – Development (4 days)

Lesson 3.3 Contacts in an App:

This lesson concludes work on the Trip Tracker app by adding the ability to query the device to discover locally stored contacts. Each contact is categorized into a subclass of an abstract type and then combined into a large list, requiring students to use and understand polymorphism. To achieve the finished product, students must use common features such as auto boxing, common methods from the String class, and dynamic late binding, in addition to reinforcing all of the Java constructs from the previous unit. Students create a GeoQuest app that combines the camera feature from Unit 2, the geolocation feature from Lesson 3.2 and knowledge of polymorphism, lists, and strings. The app keeps track of a list of polymorphic quest items to find around campus; when a team member discovers a quest item, the user records it in the app with a geolocation tag and an image of the item. When all required items have been found, the quest is complete.

- a. Activity 3.3.1 – Trip Cost and Rating
- b. Activity 3.3.2 – Polymorphic People
- c. Activity 3.3.3 – Persistent People
- d. Activity 3.3.4 – Polymorphic Behavior
- e. Activity 3.3.5 – Geo-Quest

Lesson 3.4 App Analysis:

The goal of this lesson is to explore nuances of the Java language, especially those that occur during computational algorithms. Students will analyze the performance of various sorts and searches, perform statement execution counts, learn a simple rounding algorithm, experiment with operator precedence, witness integer overflow, and convert between the hexadecimal and decimal number systems.

- a. Activity 3.4.1 – Investigating Sort
- b. Activity 3.4.2 – Investigating Search
- c. Activity 3.4.3 – Computations in Java

Unit 4: The LibGDX Game Development Framework:

The goal of Unit 4 is to give students an opportunity to practice and refine their understanding of Java techniques in the context of game development. LibGDX is a popular open source game development framework that is constantly growing due to the contributions of its active community members. An important part of this lesson is teaching students to access resources to help themselves utilize all the tools that are available to them. Students learn to incorporate media assets, and work with graphics and touch events. Students access and manipulate data in 2D data structures, and interpret code created using the MVC pattern before making significant modifications of their own. Finally, students create a unique app that incorporates elements like geolocation, communication with a database, and utilization of the camera, speakers, and microphone. The choice of app theme and topic are left to the student, though they should target a specific audience, and benefit their community in some way.

Students will need to find a "client" with whom they will communicate regularly about the progress of the project. This could be the manager of a GitHub repository, a community leader, or a local business owner. Students might also choose to develop a full-fledged game at this point in the course with their fellow students as the clients.

Lesson 4.1 Creating a New World:

The goal of this lesson is to get students to understand the foundations of game development in LibGDX. The end product uses the touch screen to register user input. Students incorporate 2D graphic assets into the project, and manipulate 2D data structures.

- a. Activity 4.1.1 – LibGDX Setup
- b. Activity 4.1.2 – Level Loading
- c. Activity 4.1.3 – Walls, Characters, and Doodads

Lesson 4.2 Graphic Adventure Game:

In this lesson, students transfer their knowledge to fix problems with existing source code and add entirely new features to an existing game. In order to meaningfully improve the existing code, students must use math and problem solving skills as well as Java and object oriented concepts covered previously in this course.

- a. Activity 4.2.1 – Code Overview
- b. Activity 4.2.2 – Erratic Movement
- c. Project 4.2.3 – Game Improvement

Lesson 4.3 Independent Projects:

Before the start of this lesson, students may opt to investigate bonus activities that cover animation outside of LibGDX, and publish apps they develop. In this lesson students put into practice everything they've explored in the course thus far. Likely more than for any task they've taken on up to this point, this problem requires students to be effective teammates, collaborators, communicators, and developers. Students will be tasked with finding an authentic "client" for their work with whom regular communication is embedded in the Agile design process. This project may be a continuation of student work from Unit 2. Student projects should address authentic needs in their community, though the choice of problem is left to the individual students. Example projects might include a water conservation awareness app for clients living in the drought-riddled southwest, or a puzzle game for friends to play. Students might choose to make an app that allows students to register online for courses at their school, develop an educational game for younger students, or perhaps even build an interactive set of tutorials for this very course. The possibilities are limitless, but the time available is not. Students will need to practice expert time management skills in order to create successful apps.

- a. Problem 4.3.1 – Make an App

Android is a trademark of Google Inc.

3. Key Assignments:

One 2.5-3 week project each semester

4. Instructional Methods and/or Strategies:

Project Lead the Way APB (Activity, Project, and Problem-based) Instructional Design providing students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning.

5. Assessment Including Methods and/or Tools:

- AP Computer Science Applications Course Description (PDF) (Opens in new window)
- AP Computer Science Applications quick reference (PDF) (Opens in new window)

The exam is three hours long and has two sections — multiple choice and free-response.

Students will not be tested on minor points of syntax. All code given is consistent with the AP Java subset. All responses involving code must be answered in Java. The exam also includes a quick reference to both the multiple-choice and free-response sections of the exam.

Section I: Multiple Choice | 40 Questions | 1 hour and 30 minutes | 50% of Final Exam Score

Question topics will include:

- Programming Fundamentals
- Data Structures
- Logic
- Algorithms/Problem Solving
- Object-Oriented Programming
- Recursion
- Software engineering

Section II: Free-Response | 4 Questions | 1 hour and 30 minutes | 50% of Final Exam Score
Short answer questions, each requiring Java programming language.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: PURCHASE ORDER REGISTER

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$557,297.01 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 2, 2017
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

As indicated.

WMJ:GJS:pw

MASTER CONTRACT	FISCAL IMPACT
MC-1617-036 P Train BBQ. To provide catering services at school events. Submitted by: Townsend JHS Duration of Agreement: March 3, 2017 – June 30, 2019	Contract Amount: per rate sheet Funding Source: ASB/PFA/PTA/Boosters/Parents

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
CIIS-1516-079 M2 The California College Guidance Initiative. To provide an electronic format for students grades 8-12 to build college and career folios. Submitted by: Curriculum, Instruction, Innovation, and Support Duration of Agreement: February 5, 2016 – June 30, 2017 Original Agreement Board Approved: February 4, 2016 Previously Amended: January 19, 2017	Extend contract term one year to June 30, 2018 Decrease contract amount for 2016-2017 school year from \$26,007.00 to \$23,661.50 Increase contract amount for 2017-2018 school year from \$23,661.50 to \$31,499.50 Funding Source: CTE Grant
CIIS-1617-035 M1 StudentNest.com. To provide tutoring services. Submitted by: Health Services Duration of Agreement: September 2, 2016 – June 30, 2017 Original Agreement Board Approved: September 1, 2016	Increase contract amount from \$5,000.00 to \$50,000.00 Funding Source: LCAP
ES-1617-012 M1 Haiku Learning. To provide teacher, student and domain administrator account annual subscriptions. Submitted by: Assessment and Instructional Technology Duration of Agreement: July 1, 2016 – June 30, 2017 Original Agreement Board Approved: June 30, 2016	Company name change from Haiku Learning to PowerSchool
ES-1617-016 M1 Staff Rehab. To provide occupational therapy, speech and language pathology, psychologists, nurses and teaching staff. Submitted by: Special Education Duration of Agreement: July 1, 2016 – June 30, 2017 Original Agreement Board Approved: May 19, 2016	Increase contract from \$100,000.00 to \$200,000.00 Funding Source: Special Education
ES-1617-031 M1 Paradigm Healthcare Services. To provide LEA Medi-Cal program billing services and support. Submitted by: Health Services Duration of Agreement: July 1, 2016 – June 30, 2017 Original Agreement Board Approved: June 16, 2016	Extend contract term to June 30, 2021

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 2, 2017
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

WMJ:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY**

March 2, 2017

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	iMac	322iMac3205	Chaparral ES
Projector	Epson	23368	Chaparral ES
Computer Tower	Dell Optiplex 780	33041	Townsend JHS
Computer Tower	Dell Optiplex 780	32268	Townsend JHS
Computer Tower	Dell Optiplex 780	32256	Townsend JHS
Computer Tower	Dell Optiplex 780	33943	Townsend JHS
Computer Tower	Dell Optiplex 745	25197	Townsend JHS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

**SUBJECT: SALE AND/OR DISPOSAL OF OBSOLETE AND UNUSABLE
INSTRUCTIONAL MATERIALS**

=====

BACKGROUND

Board Policy 3270(a) allows for the sale and/or disposal of surplus, dated, damaged and/or otherwise obsolete instructional materials. Instructional materials shall be considered obsolete or unusable by the District if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with the District's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the District. Materials that no longer serve an educational purpose may be disposed of.

With the newly adopted ELA/ELD McGraw Hill Wonders instructional materials, there is no longer a need for the previously adopted ELA/ELD instructional materials. Additionally, the District has accumulated other instructional materials that were previously replaced by revised or new instructional materials that need to be disposed of.

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

RECOMMENDATION

It is recommended the Board of Education approve the sale and/or disposal of obsolete and unusable instructional materials.

FISCAL IMPACT

The sale and/or disposal of obsolete and unusable instructional materials may generate a small amount of revenue to be deposited into one or more of the District's textbook budgets.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

**SUBJECT: REVISION OF BOARD POLICY 3270 BUSINESS AND
NONINSTRUCTIONAL OPERATIONS – SALE AND DISPOSAL OF
BOOKS, EQUIPMENT, AND SUPPLIES**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 3270 Business and Noninstructional Operations – Sale and Disposal of Books, Equipment, and Supplies is being revised to reflect updated minor revisions in the renumbering of legal cites pursuant to the Uniform Guidance for federal grant funds and to cross-reference new BP/AR 3230-Federal Grant Funds. This agenda item was presented to the Board of Education on February 16, 2017, 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 3270 Business and Noninstructional Operations – Sale and Disposal of Books, Equipment, and Supplies.

FISCAL IMPACT

None.

WMJ:GJS:pw

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

The Board of Education recognizes its fiscal responsibility to maximize the use of District equipment, supplies, instructional materials, and other personal property while providing up-to-date resources that facilitate student learning and effective District operations. When the Board, upon recommendation of the Superintendent or designee, declares any District-owned personal property unusable, obsolete, or no longer needed, the Board shall determine the estimated value of the property and shall decide whether the property will be donated, sold or otherwise disposed of as prescribed by law and administrative regulation.

(cf. 0440 - District Technology Plan)

(cf. 3512 - Equipment)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

The Board shall approve the price and terms of any sale or lease of personal property of the District.

If the Board members who are in attendance at a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500.00 in value, the property may be sold without advertising for bids. (Education Code 17546)

(cf. 9323.2 - Actions by the Board)

If the Board members who are in attendance at a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of in ~~district~~ THE LOCAL PUBLIC ~~trash~~ DUMP. (Education Code 17546)

Instructional materials shall be considered obsolete or unusable by the District if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with the District's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the District. Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

1. Contain information rendered inaccurate or incomplete by new research or technologies
2. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (cont.)

3. Are damaged beyond use or repair

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish procedures to be used whenever the District sells equipment or supplies originally acquired under a federal grant or subgrant. Such procedures shall be designed to ensure the highest possible return.
(~~34 CFR 80.32~~) (2 CFR 200.313)

(cf. 3230 - Federal Grant Funds)
(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

17540-17542 Sale or Lease of Personal Property by one District to Another

17545-17555 Sale of Personal Property

35168 Inventory, Including Record of Time and Mode of Disposal

60510-60530 Sale, Donation, or Disposal of Instructional Materials

GOVERNMENT CODE

25505 District Property; Disposition; Proceeds

CODE OF REGULATIONS, TITLE 5

3944 Consolidated Categorical Programs, District Title to Equipment

3946 Disposal of Equipment Purchased With State and Federal Consolidated Application Funds

UNITED STATES CODE, TITLE 40

549 Surplus Property

CODE OF FEDERAL REGULATIONS, TITLE 2

200.0-200.521 Federal Uniform Grant Guidance

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Standards for Evaluating Instructional Materials for Social Content, 2013

WEBSITES

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

School Services of California, Inc.: www.sscal.com

Chino Valley Unified School District

Policy adopted: November 16, 1995

Revised: September 18, 2008

Revised: November 4, 2010

Revised: December 10, 2015

Revised: September 1, 2016

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Human Resources
Suzanne Hernandez, Ed.D., 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:LF:SH:RR:mcm

CERTIFICATED PERSONNEL

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

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

CHANGE OF ASSIGNMENT

PITTMAN, Rachel	FROM: Assistant Principal - HS	Chino HS	04/03/2017
	TO: Assistant Principal - JHS	Briggs K-8	

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

LEAVE OF ABSENCE

REAMS, Robert	Special Ed. Teacher	Ayala HS	2017/2018
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RETIREMENTS

SYLVIA, James	Elementary Teacher	Country Springs ES	06/03/2017
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RESIGNATIONS

CHOE, Johan	Special Ed. Teacher	Glenmeade ES	06/02/2017
WORSTER, Melissa	Elementary Teacher	Glenmeade ES	06/02/2017
HARB, Sawssan	Science Teacher	Briggs K-8	06/08/2017
CORBIN, Rebecca	Elementary Teacher	Cal Aero K-8	06/28/2017
ALEXANDER, LynnDee	Special Ed. Teacher	Canyon Hills JHS	06/30/2017
LEBEOUF, Charmaine	Special Ed. Teacher	Canyon Hills JHS	06/05/2017
FILLHART, Gregory	Computer Teacher	Townsend JHS	06/05/2017
HONIG, Pinchas	Math Teacher	Townsend JHS	06/05/2017
BERGHOEFER, Kevin	Computer Teacher	Woodcrest JHS	06/05/2017
MOELLER, Lora	Special Ed. Teacher	Ayala HS	06/30/2017

APPOINTMENT – EXTRA DUTY

RASMUSSEN, Ryan (NBM)	Baseball (GF)	Boys Republic HS	03/03/2017
OCHOA, Daniella (NBM)	Softball (B)	Chino HS	03/03/2017
SMITH, Michael E. (NBM)	Softball (GF)	Chino HS	03/03/2017
BERGMANN, James	Track & Field (GF)	Chino Hills HS	03/03/2017

CERTIFICATED PERSONNEL (cont.)

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

GRADILLA, Miguel (NBM)	Track & Field (B)	Chino Hills HS	03/03/2017
KUHN, Brooke (NBM)	Color Guard (B)	Chino Hills HS	03/03/2017
MORALES Jr., Richard	Track & Field (GF)	Chino Hills HS	03/03/2017
PETERSON, Harley (NBM)	Track & Field (B)	Chino Hills HS	03/03/2017
MOUNT, Cassidy (NBM)	Girls Soccer (B)	Chino Hills HS	03/03/2017
KIM, Jae (NBM)	Boys Basketball (GF)	Don Lugo HS	03/03/2017
KIM, Jae (NBM)	Boys Tennis (B)	Don Lugo HS	03/03/2017

TOTAL:	\$13,090.00
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**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2016,
THROUGH JUNE 30, 2017**

BROWN-VILLALOBOS, Jamie	HAMILTON, Zelda	SOSA, Gabrielle
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CLASSIFIED PERSONNEL

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

KIM, Sonia	IA/Biling.-Bilit. Korean (ABG)	Adult School	03/06/2017
YARDLEY, Timothy	Maintenance III-Electrician (GF)	Maintenance	03/03/2017

PROMOTION

FJELDSTED, Lisa	FROM: Account Clerk III (GF) 8 hrs./261 contract days	Business	03/03/2017
	TO: Fringe Benefits Technician (GF) 8 hrs./261 contract days	Business	

CHANGE IN ASSIGNMENT

MEZA, Marie	FROM: IA/Special Ed./SH (SELPA/GF) 5 hrs./181 work days	Chaparral ES	03/03/2017
	TO: IA/Special Ed. (SELPA/GF) 5 hrs./181 work days	Chaparral ES	
GONZALES, Gregory	FROM: Nutrition Services Manager I (NS) 3.75 hrs./181 work days	Oak Ridge ES	03/03/2017
	TO: Central Kitchen Assistant I (NS) 6.5 hrs./181 work days	Ramona JHS	

ADDITIONAL ASSIGNMENT

PADILLA, Luis	District Attendance Liaison (GF)	Student Support	03/03/2017
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PLACED ON 39 MONTH RE-EMPLOYMENT LIST

SALAZAR, Valeri	IA/Special Ed. (SELPA/GF)	Borba ES	02/08/2017
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RESIGNATION

ALVAREZ, Daniel	Maintenance II – General Maintenance (GF)	Maintenance	02/24/2017
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CLASSIFIED PERSONNEL (cont.)

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE APRIL 1, 2017, THROUGH JUNE 30, 2017

BARRAGAN, Gabriela	IA/Special Ed./SH	Borba ES
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APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE APRIL 1, 2017, THROUGH JUNE 30, 2017 (cont.)

GILLING, Stephan	IA/Special Ed./SH	Borba ES
NEAL, Nicole	IA/Special Ed./SH	Butterfield Ranch ES
KUHNS, Richelle	IA/Special Ed./SH	Cattle ES
TOWNSELL, Brandy	IA/Special Ed./SH	Chaparral ES
LORUSSO, Elizabeth	IA/Special Ed./SH	Cortez ES
MURRIETA, Pamela	IA/Special Ed./SH	Country Springs ES
SABUHA, Syeda	IA/Special Ed./SH	Country Springs ES
TORRES, Tina	IA/Special Ed./SH	Dickson ES
DENVER, Donna	IA/Special Ed./SH	Eagle Canyon ES
FIGUEROA, Virginia	IA/Special Ed./SH	Eagle Canyon ES
ARRISON, Shannon	IA/Special Ed./SH	Liberty ES
SACCONI, Dana	IA/Special Ed./SH	Litel ES
CONRARDY, Victoria	IA/Special Ed./SH	Marshall ES
MEZA, Mary	IA/Special Ed./SH	Marshall ES
ANGIANO, Gabriella	IA/Special Ed./SH	Oak Ridge ES
RODGERS, Pamela	IA/Special Ed./Collaborative	Oak Ridge ES
HARGROVE, Stephanie	IA/Special Ed./SH	Rhodes ES
JEPEWAY, Gwen	IA/Special Ed./SH	Rhodes ES
CASILLAS, Sylvia	IA/Special Ed./Collaborative	Rolling Ridge ES
HAMILTON, Bernice	IA/Special Ed./Collaborative	Rolling Ridge ES
HOLIDAY, Joy	IA/Special Ed./SH	Wickman ES
CALLES, Scott	IA/Special Ed./SH	Cal Aero K-8
LIM, Angie	IA/Special Ed./SH	Cal Aero K-8
MACANAS, Maileen	IA/Special Ed./SH	Cal Aero K-8
LOERA, Bertha	IA/Special Ed./SH	Magnolia JHS
VALDEZ, Denise	IA/Special Ed./SH	Magnolia JHS
GONZALEZ, Martin	IA/Special Ed./SH	Townsend JHS
RODRIGUEZ, Adrian	IA/Special Ed./SH	Woodcrest JHS
SOLORIO, Stacy	IA/Special Ed./SH	Woodcrest JHS
YAMAS-ALONZO, Andrea	IA/Special Ed./SH	Woodcrest JHS
BALLESTEROS, Venus	IA/Special Ed./SH	Ayala HS
DUNN, Clara	IA/Special Ed./SH	Ayala HS
ROCHA, Ashlie	IA/Special Ed./SH	Ayala HS
ROCHA, Iris	IA/Special Ed./SH	Ayala HS
SANCHEZ, Virnie	IA/Special Ed./SH	Ayala HS
TORRES, Monica	IA/Special Ed./SH	Ayala HS
CRUMP, Laura	IA/Special Ed./SH	Chino HS
ALAMILLO, Marisol	IA/Special Ed./SH	Chino Hills HS

CLASSIFIED PERSONNEL (cont.)

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE APRIL 1, 2017, THROUGH JUNE 30, 2017 (cont.)

BAYONA, Karen	IA/Special Ed./SH	Chino Hills HS
DELGADO, Linda	IA/Special Ed./SH	Chino Hills HS
HERRERA, Susana	IA/Special Ed./SH	Chino Hills HS
PALMER, Anne	IA/Special Ed./SH	Chino Hills HS
VAKA, Nancy	IA/Special Ed./SH	Chino Hills HS
JONES, Marsha	IA/Special Ed./SH	Don Lugo HS
QUEVEDO, Linda	IA/Special Ed./SH	Don Lugo HS
ACEVES, Lorraine	District Media Center Clerk	Media Center
WHITAKER, Kimberly	District Media Center Clerk	Media Center
ZELAYA-AGUILAR, Amalia	IA/Special Ed./SH	Special Education/ABC School
SERRATO, Myra	IA/Special Ed./SH (Bus)	Special Education
WILLIAMS, Janelle	IA/Special Ed./SH (Bus)	Special Education
ROJAS, Michelle	IA/Special Ed./SH (Bus)	Special Education

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2017, THROUGH SEPTEMBER 30, 2017

ACEVES, Lorraine	District Media Center Clerk	Media Center
WHITAKER, Kimberly	District Media Center Clerk	Media Center

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

CANNON, Rebecca	ECHEGARAY, Michelle	GABRIELSON, Douglas
GALLEGOS, Erik	GUAJARDO, Racine	KUDER, Mallory
LOURENCO, Johnny	MCNABB, Kyle	OLIVA, Amparo
REYNOSO, Gregorio	RODRIGUEZ, Matthew	ROMERO, Ramona
ROMO, Denise	SCHARTAU, Karen	SOSA, Carlos
SOSA, Xochitl	STONE, Jennifer	TRUJILLO, Joecelin
VASQUEZ, Lisa		

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

**SUBJECT: REVISION OF BOARD POLICY 4112.2 PERSONNEL -
CERTIFICATION**

=====

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 4112.2 Personnel – Certification is being revised to add requirements, as amended by the Every Student Succeeds Act (P.L. 114-95). The only change is under the heading “Priorities for Hiring Based on Unavailability of Credentialed Teacher,” which indicates that a qualified candidate must possess an intern credential. This agenda item was presented to the Board of Education on February 16, 2017, for information.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 4112.2 Personnel – Certification.

FISCAL IMPACT

None.

WMJ:LF:SH:RR:mcm

CERTIFICATION

The Board of Education recognizes that the District's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or District requirements for the position.

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4112.21 - Interns)
(cf. 4112.22 - Staff Teaching English Language Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.5/4312.5 - Criminal Record Search)
(cf. 4113 - Assignment)
(cf. 4121 - Temporary/Substitute Personnel)
(cf. 5148 - Child Care and Development)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

The Superintendent or designee may provide assistance and support to teachers holding preliminary credentials to help them meet the qualifications required for the clear credential.

(cf. 4131 - Staff Development)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher for each assignment. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who is qualified to participate in and enrolls in an approved intern program in the region of the District AND POSSESSES AN INTERN CREDENTIAL
2. A candidate who is scheduled to complete preliminary credential requirements within six months and who holds a Provisional Internship Permit (PIP) or short-term staff permit issued by the CTC

The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)

CERTIFICATION (cont.)

3. As a last resort, an individual who holds an emergency permit issued by the CTC or for whom a credential waiver has been granted by the CTC

Prior to requesting that the CTC issue an emergency permit pursuant to item #3 above or a limited assignment permit which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled public Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the District's specified employment criteria for the position(s) and that the District has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the District estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification

The Board encourages District teachers to voluntarily complete the requirements for the advanced certification awarded by the National Board for Professional Teaching Standards.

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. In accordance with the collective bargaining agreement and the District budget, the Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program.

CERTIFICATION (cont.)

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel
32340-32341 Unlawful issuance of a credential
35186 Complaints regarding teacher vacancy or misassignment
44066 Limitations on certification requirements
44200-44399.1 teacher credentialing, especially:
44250-44277 Credential types; minimum requirements
44300-44302 Emergency permits
44325-44328 District interns
44330-44355 Certificates and credentials
44420-44440 Revocation and suspension of credentials
44450-44468 University internship program
44830-44929 Employment of certificated persons; requirement of proficiency in basic skills
56060-56063 Substitute teachers in special education

CODE OF REGULATIONS, TITLE 5

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

6312 Title I local educational agency plans; notifications regarding teacher qualifications

CODE OF FEDERAL REGULATIONS, TITLE 34

200.61 Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et al.v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-667 Basic Skills Requirement
CL-856 Provisional Internship Permit
CL-858 Short-Term Staff Permit
13-01 Hiring Hierarchy in Education Code 44225.7, Coded Correspondence, January 30, 2013
Subject Matter Authorization Guideline Book, 2012
Supplementary Authorization Guideline Book, 2012
California Standards for the Teaching Profession, 2009
The Administrator's Assignment Manual, rev. September 2007

WEBSITES

Commission on Teacher Credentialing: www.ctc.ca.gov
Commission on Teacher Credentialing, Credential Information Guide (for employers' use only):
www.ctc.ca.gov/credentials/cig
National Board for Professional Teaching Standards: www.nbpts.org
U.S. Department of Education: www.ed.gov

Chino Valley Unified School District

Policy adopted: November 16, 1995

Revised: April 1, 1999

Revised: March 23, 2000

Revised: November 4, 2010

Revised: November 6, 2014

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum,
Instruction, Innovation, and Support
Don Jones, Director, Secondary Curriculum

**SUBJECT: NEW COURSE EXPLORATORY WORK EXPERIENCE
(INTERNSHIP)**

=====

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 result of a collaborative effort of teachers in the related academic area.

Exploratory Work Experience is an elective course combining paid and/or non-paid work-based learning experiences (job shadowing, observations, and internships) with classroom instruction in employability skills and career exploration. The course is aligned with the state and federal guidelines, Education Codes 51760 and 51775, the California Association of Work Experience Educators (CAWEE) Work Experience Framework, and Content Standards for California Public Schools. Students develop positive work habits, self-confidence, job skills, and a personal career exploration portfolio.

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 Exploratory Work Experience (Internship).

FISCAL IMPACT

None.

WMJ:GP:DJ:lar

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Linda L. Zeigler Position/Title: Work Experience Coordinator Site: Chino Hills High School Phone: (909) 606-7540 ext. 5108 E-mail: linda_zeigler@chino.k12.ca.us
B. COVER PAGE - COURSE ID	
1. Course Title:	Exploratory Work Experience (INTERNSHIP)
2. Transcript Title/Abbreviation:	Exploratory Work Experience
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Elective
6. Grade Level(s):	9-12
7. Unit Value:	5 credits
8. Course Previously Approved by UC:	No
9. Course Classified as a Career Technical Education Course:	Yes
10. Course Modeled after a UC-approved Course:	No
11. Repeatable for Credit:	Yes; not to exceed 20 units
12. Date of Board Approval:	
13. Brief Course Description:	Exploratory Work Experience is an elective course combining paid and/or non-paid work-based learning experiences (job shadowing, observations, and internships) with classroom instruction in employability skills and career exploration. The course is aligned with the state and federal guidelines, Education Codes 51760 and 51775, the California Association of Work Experience Educators (CAWEE) Work Experience Framework, and Content Standards for California Public Schools. Students develop positive work habits, self-confidence, job skills, and a personal career exploration portfolio.
14. Prerequisites:	Counselor Recommendation
15. Context for Course:	Students attend one class period of instruction and serve an average of six hours a week in their work-based learning site each week. All work-based learning experiences, tasks, duties, and work sites must meet all child labor codes and be approved by the work experience coordinator. Credit for this course will be earned by completion of the course requirements based on time sheets, employer evaluation and industry specific assessments, journals, class assignments, and Chino Valley Unified School District required forms (Hold Harmless Waiver, Training Agreements and Volunteer Work Permits).
16. History of Course Development:	Students learn on the job skills as interns, job shadowing, or community servants and earn credits for these work based learning opportunities through enrollment in the regular Work Experience course to meet the NAF/Link Learning guidelines, and protect the district's liability.

17. Textbooks:	None
18. Supplemental Instructional Materials:	None
C. COURSE CONTENT	
1. Course Purpose: Exploratory Work Experience is a course designed to introduce students to a broad spectrum of employability skills and career awareness. The purpose of this course is to prepare, train, monitor, support, and expand students' knowledge, and skills in industry specific areas related to their academy focus.	
2. Course Outline: <ol style="list-style-type: none"> 1. Career Exploration 2. The Intern Process 3. Employability Skills 4. Business Interviews and Orientations 5. Labor Laws 6. Safety in the Work Place 7. Success on the Job 8. Ethics in the Work Place 9. Advancement and Promotions 10. Leaving a Job 11. College and Career Planning 	
3. Key Assignments: <ul style="list-style-type: none"> • Interest and Aptitude Test • Employability Skills • Preparing a Resume and Cover Letter • Techniques to Search for a Job or Internship • Preparing for an Interview - grooming/dress/appearance/body language/hand shake/eye contact • Job Interview Questions • Mock Interviewing • Job Training and Orientations • Labor Laws • First Impressions • Positive Work Skills • Job Survival - getting along with others • Ethics in the Work Place • Safety on the Job • Sexual Harassment in the Work place • Career Portfolio • Getting the Paid Job or Promotion • Career Exploration and Post-Secondary Training • Networking • Employer Appreciation 	
4. Instructional Methods and/or Strategies: <ul style="list-style-type: none"> • Direct Instruction • Simulations/Job Shadowing/Internship • Journaling • Discussions/Debates 	

- Group Projects and Presentations
- Computer Research and Reports
- Audio Visual Presentations
- Worksheets
- Scientific Analysis

5. Assessment Including Methods and/or Tools:

- Program Application, Cover Letter, Resume, and Interviews
- Program Notebook: Journals, Video Notes, and Worksheets
- Code Quizzes and Industry Test
- Student presentations/Skills Demonstrations
- Internship Hours Logs
- Employer/Mentor Evaluations
- Assessments will account for 60-75% of the total grade and assignments will account for 25-40% of the total grade.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent
Stephanie Johnson, Director, Student Support Services

**SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE
REGULATION 6164.6 INSTRUCTION – IDENTIFICATION AND
EDUCATION UNDER SECTION 504**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current District practice. Board Policy and Administrative Regulation 6164.6 Instruction – Identification and Education Under Section 504 are being revised to add requirement to address the needs of students with disabilities in the District's Local Control and Accountability Plan. Additionally, to reflect new federal regulations (81 Fed. Reg. 53203) which primarily revise definitions used in the Americans with Disabilities Act.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy and Administrative Regulation 6164.6 Instruction – Identification and Education Under Section 504.

FISCAL IMPACT

None.

WMJ:NE:SJ:smr

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Board of Education believes that all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. The SUPERINTENDENT OR DESIGNEE ~~District~~ shall work to identify children with disabilities who reside within ~~it's~~ THE jurisdiction OF THE DISTRICT in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide ~~identified~~ QUALIFIED students with disabilities a Free Appropriate Public Education (FAPE), as defined under Section 504 of the Federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of ~~nondisabled~~ students WITHOUT DISABILITIES are met. (34 CFR 104.33)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6145.5 - Student Organizations and Equal Access)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure District compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the District in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (cont.)

Legal Reference:

EDUCATION CODE

49423.5 Specialized physical health care services

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

56043 Special education, timelines

56321 Assessment; development of IEP; parental notifications, consent

CODE OF REGULATIONS, TITLE 5

3051.12 Health and Nursing Services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

705 Definitions; Vocational Rehabilitation Act

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF REGULATIONS, TITLE 28

35.101-35.190 Nondiscrimination on the basis of disability in state and local government services

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially:

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.32 Location and notification

104.33 Free appropriate public education

104.34 Educational setting

104.35 Evaluation and placement

104.36 Procedural safeguards

104.37 Nonacademic services

104.7 Responsible employee; grievance procedures

COURT DECISIONS

Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, December 2007

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

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

Dear Colleague Letter and Resource Guide on Students with ADHD, July 2016

Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, October 2015

Dear Colleague Letter, January 2013

Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools, January 2012

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (cont.)

WEBSITES

California School Boards Association: www.csba.org

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

U.S. Department of Education, Office for Civil Rights: www2.ed.gov/about/offices/list/ocr

Chino Valley Unified School District

Policy adopted: August 21, 1997

Revised: June 18, 2009

Reviewed: May 5, 2011

Revised: September 5, 2013

REVISED:

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Superintendent designates the following position as the District's 504 Coordinator to implement the requirements of Section 504 of the Federal Rehabilitation Act of 1973: (34 CFR 104.7)

~~Colleen Alton~~
Coordinator, Child Welfare and Attendance
~~5130 Riverside Drive~~ 13453 RAMONA AVENUE, Chino, CA 91710
(909) 628-1201 ext. ~~4322~~ 7701

Definitions

For the purpose of implementing Section 504 of the Rehabilitation Act of 1973, the following terms and phrases shall have only the meanings specified below:

Free Appropriate Public Education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of ~~nondisabled~~ students WITHOUT DISABILITIES are met, ~~without~~ AT NO cost to the student or his/her parent/guardian, except when a fee is ~~imposed on nondisabled~~ SPECIFICALLY AUTHORIZED BY LAW FOR ALL students (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

Students with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (~~34 CFR 104.3~~ 28 CFR 35.108)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more ~~of the following~~ body systems, SUCH AS, neurological; musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular; reproductive, digestive, genito-urinary; IMMUNE, hemic and lymphatic; skin; and endocrine. (~~34 CFR 104.3~~ 28 CFR 35.108)

Mental impairment means any mental or psychological disorder, such as INTELLECTUAL DISABILITY ~~mental retardation~~, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (~~34 CFR 104.3~~ 28 CFR 35.108)

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (cont.)

Substantially limits major life activities means limiting a person's ability to perform functions, such as, caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, WRITING, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, SPECIAL SENSE ORGANS AND SKIN, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, CARDIOVASCULAR, endocrine, HEMIC, LYMPHATIC, MUSCULOSKELETAL, and reproductive functions, AS WELL AS THE OPERATION OF AN INDIVIDUAL ORGAN WITHIN A BODY SYSTEM. THE DETERMINATION OF WHETHER AN IMPAIRMENT ~~S~~substantially limits A STUDENT'S MAJOR LIFE ACTIVITIES shall be determined MADE without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures ~~include~~ ARE MEASURES THAT AN INDIVIDUAL MAY USE TO ELIMINATE OR REDUCE THE EFFECTS OF AN IMPAIRMENT, INCLUDING, but ~~are~~ not limited to, medications, MEDICAL SUPPLIES OR EQUIPMENT, prosthetic devices, assistive devices, REASONABLE MODIFICATIONS OR AUXILLARY AIDS OR SERVICES, learned behavioral, or adaptive neurological modifications, PSYCHOTHERAPY, BEHAVIORAL THERAPY, OR PHYSICAL THERAPY ~~which an individual may use to eliminate or reduce the effects of an impairment.~~ (42 USC 12102; ~~34 CFR 104.3~~ 28 CFR 35.108)

Referral, Identification, and Evaluation

Any action or decision to be taken by the District involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the principal or ~~School Section 504~~ Coordinator for identification as a student with a disability under Section 504.
- (cf. 6164.5 - Student Success Teams)
2. Upon receipt of a ANY SUCH referral, the principal, ~~School Section 504~~ Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (cont.)

If it is determined that an evaluation is unnecessary, the principal or ~~School Section 504~~ Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. ~~If it is determined that a~~ THE student needs or is believed to need special education or related services under Section 504, the District shall conduct an evaluation of the student prior to HIS/HER initial placement. (34 CFR 104.35)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the District shall obtain written parent/guardian consent.

The District's evaluation procedures shall ensure that tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the test purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multidisciplinary ~~School Section 504~~ team shall be convened to review the evaluation data in order to make placement decisions.

~~The School Section 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)~~

THE 504 TEAM SHALL CONSIST OF A GROUP OF PERSONS KNOWLEDGEABLE ABOUT THE STUDENT, THE MEANING OF THE EVALUATION DATA, AND THE PLACEMENT OPTIONS. (34 CFR 104.35)

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (cont.)

In interpreting evaluation data and making placement decisions, the ~~School~~ ~~Section 504~~ team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the ~~School~~ ~~Section 504~~ team shall meet to develop a written ~~Section 504 Accommodation~~ SERVICES plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives a FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

3. If the ~~School~~ ~~Section 504~~ team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a ~~disabled~~ person WITH A DISABILITY under Section 504 and shall state the basis for the ~~decision~~ DETERMINATION that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the District can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)

IDENTIFICATION AND EVALUATION UNDER SECTION 504 (cont.)

5. The District shall complete the identification, evaluation, and placement process within a reasonable time frame. THE DISTRICT SHALL ADHERE TO THIS TIME FRAME REGARDLESS OF ANY EXTENDED SCHOOL BREAKS OR TIMES THAT SCHOOL IS OTHERWISE NOT IN SESSION.
6. A copy of the student's Section 504 ~~Accommodation~~ SERVICES Pplan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the ~~accommodation~~ plan's requirements.

If a student transfers to another school within the District, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the ~~accommodation~~ plan prior to the student's enrollment in the new school.

(cf. 5116 - Intradistrict Open Enrollment)
(cf. 5125 - Student Records)

Review and Reevaluation

The ~~School Section~~ Section 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 ~~Accommodation~~ SERVICES Pplan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of ~~nondisabled~~ students WITHOUT DISABILITIES ARE MET. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Procedural Safeguards

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the District regarding the identification, evaluation, or educational placement of THEIR children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the District's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

IDENTIFICATION AND EVALUATION UNDER SECTION 504 (cont.)

If a parent/guardian disagrees with any District action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the District's action or decision, request an administrative review of the action or decision. The ~~School Section 504~~ Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, OR IF THE PARENT/GUARDIAN DID NOT REQUEST AN ADMINISTRATIVE REVIEW, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the ~~Section 504~~ Coordinator within 30 days of receiving the District's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 30 work days of receiving the parent/guardian's request, the Superintendent or designee and ~~District Section 504~~ Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 work days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45- ~~workday~~ deadline may be extended for good cause or by mutual agreement of the parties.

IDENTIFICATION AND EVALUATION UNDER SECTION 504 (cont.)

4. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - b. Present written and oral evidence
 - c. Question and cross-examine witnesses
 - d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The Superintendent or designee shall ensure that the District has taken appropriate steps to notify students and parents/guardians of the District's duty under Section 504. (34 CFR 104.32)

(cf. 5145.6 - Parental Notifications)

Chino Valley Unified School District

Regulation approved: August 21, 1997

Revised: May 7, 2009

Revised: April 7, 2011

Reviewed: December 8, 2011

Revised: August 15, 2013

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 2, 2017

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent
Carl W. Hampton, Principal, Adult School

**SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE
REGULATION 6200 INSTRUCTION – ADULT EDUCATION**

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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 District practice. Board Policy and Administrative Regulation 6200 Instruction – Adult Education are being revised to reflect new law (AB 104, 2015) which establishes the Adult Education Block Grant to fund specified types of programs and coordinate services through regional consortia. Board policy also describes other possible funding sources for adult education, clarifies that adult education courses must be approved by the California Department of Education as well as the district board, adds material on teacher qualifications, moves material from the administrative regulation to the board policy regarding graduation requirements, and adds material on program evaluation. The regulation also deletes prohibition against enrolling students with an F-1 visa, reflects law prohibiting offering a course exclusively through adult education if the course is required for high school graduation or academic progress, and condenses and moves material on community service classes into section on “Programs and Courses.”

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy and Administrative Regulation 6200 Instruction – Adult Education.

FISCAL IMPACT

None.

WMJ:NE:CWH:smr

ADULT EDUCATION

The Board of Education ~~recognizes~~ BELIEVES that education is a lifelong process AND that it is important for individuals to continuously develop new skills. ELIGIBLE ADULTS SHALL BE OFFERED OPPORTUNITIES TO ENROLL IN PROGRAMS AND COURSES THAT DEVELOP ACADEMIC AND WORKFORCE SKILLS AND, AS APPROPRIATE, LEAD TO COMPLETION OF REQUIRMENTS FOR HIGH SCHOOL GRADUATION.

THE DISTRICT SHALL PARTICIPATE IN THE ADULT EDUCATION PROGRAM ADMINISTERED BY THE COUNTY OFFICE OF EDUCATION. DISTRICT STUDENTS ENROLLED IN THIS PROGRAM SHALL BE UNDER THE IMMEDIATE SUPERVISION OF A CERTIFICATED DISTRICT EMPLOYEE.

TO ENSURE EFFICIENT AND COORDINATED ADULT EDUCATION SERVICES, THE DISTRICT SHALL COLLABORATE WITH OTHER LOCAL EDUCATIONAL AGENCIES AND THE COMMUNITY COLLEGE DISTRICT IN THE REGION'S ADULT EDUCATION CONSORTIUM. THE DISTRICT SHALL PARTICIPATE IN THE CONSORTIUM'S IDENTIFICATION OF THE EDUCATIONAL NEEDS OF ADULTS IN THE REGION, IDENTIFICATION OF AVAILABLE FUNDING AND SERVICES, DEVELOPMENT AND APPROVAL OF AN ADULT EDUCATION PLAN PURSUANT TO EDUCATION CODE 84906, AND IMPLEMENTATION OF STRATEGIES TO ADDRESS THE IDENTIFIED NEEDS, IMPROVE THE EFFECTIVENESS OF DISTRICT SERVICES, AND IMPROVE STUDENTS' TRANSITIONS INTO POSTSECONDARY EDUCATION AND THE WORKFORCE.

THE DISTRICT'S REPRESENTATIVE TO THE REGION'S ADULT EDUCATION CONSORTIUM SHALL BE DESIGNATED BY THE BOARD. (Education Code 84905)

(cf. 9140 - Board Representatives)

The Superintendent or designee shall develop and oversee the District's adult education program. The Board shall approve all courses to be offered in this program.

Graduation Requirements for an Adult School Diploma

High school graduation shall require a total of 180 units of course credit as prescribed by the Chino Valley Unified School District (CVUSD) and the state Department of Education.

1. Credits will be given from the 9th grade and beyond in the area of required subjects such as English, math, science, and social studies, as well as any elective subjects. Credits from 8th grade may be given for qualifying math courses that could be used towards high school graduation requirements.

ADULT EDUCATION (cont.)

2. Physical education is not a requirement of adult school.
3. Five units of credit will be given for courses consisting of a minimum of 60 hours of instruction at Chino Valley Adult School.
4. Transfer of credits by concurrently enrolled high school students: Students may transfer a maximum of 20 credits earned from Chino Valley Adult School back to a CVUSD high school in order to receive a diploma from the high school of attendance.

Required Subjects

- a) Math: 20 credits - commencing with the 2003/2004 school year, and each year thereafter, all students must complete a year of algebra or higher. (Education Code 51224.5)
- b) English: 30 credits
- c) Life science: 10 credits
- d) Physical science: 10 credits
- e) U. S. History: 10 credits
- f) American government: 5 credits
- g) World history: 10 credits
- h) Economics: 5 credits
- i) Fine arts or foreign language or Career Technical Education/Regional Occupational Program: 10 credits
- j) Electives: 70 credits
- k) Total of 180 credits must be earned
- l) Residence: two courses of work totaling 10 credits must be taken at Chino Valley Adult School to qualify for an Adult High School diploma

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

EDUCATION CODE

8500-8538 Adult education

10200 CalWORKs education and job training plan

41975-41976.2 Adult education; authorized classes and courses

44260.2-44260.3 Credential requirements, designated subjects adult education credential

44865 Qualifications for home teachers and teachers in special classes

46190-46192 Adult school; days of attendance

46300.1-46300.4 Independent study

51040 Prescribed courses

51056 Adult education course of study

51225.3 Requirements for graduation

ADULT EDUCATION (cont.)

51241 Physical education exemptions
51246 Physical education exemptions
51730-51732 Elementary school special day and evening classes
51745-51749.6 Independent study
51810-51815 Community service classes
52500-52523 Adult schools
52530-52531 Use of hospitals
52540-52544 Adult English classes
52550-52556 Classes in citizenship
52570-52572 Disabled adults
52610-52616.24 Adult schools, finances
52651-52656 Immigrant Workforce Preparation Act
60410 Books for adult classes
84830 Adult education consortium
84900-84920 Adult Education Block Grant

WELFARE AND INSTITUTIONS CODE

11320-11329.5 CalWORKs, including education and job training

CODE OF REGULATIONS, TITLE 5

10501 Adult education
10508 Records and reports
10530-10534 Standards
80034 Teaching credentials, adult education
80034.5 Adult education, substitute teachers
80036-80036.4 Requirements for designated subjects adult education credential
80040.2-80040.2.7 Programs of personalized preparation for the designated subjects adult education teaching credentialing

UNITED STATES CODE, TITLE 20

2301-2415 Carl D. Perkins Career and Technical Education Act

UNITED STATES CODE, TITLE 29

3101-3255 Workforce Innovation and Opportunity Act
3271-3333 Adult Education and Family Literacy Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Adult Education Handbook for California, 2005

Pupil Fees, Charges, and Other Deposits, Fiscal Management Advisory 12-02, April 24, 2013

WEBSITES

California Council for Adult Education: www.ccaestate.org

California Department of Education: www.cde.ca.gov/sp/ae

California Department of Industrial Relations, Division of Apprenticeship Standards: www.dir.ca.gov/das

Commission on Teacher Credentialing: www.ctc.ca.gov

Comprehensive Adult Student Assessment Systems: www.casas.org

Chino Valley Unified School District

Policy adopted: August 21, 1997

Revised: May 5, 2011

Revised: April 21, 2016

REVISED:

ADULT EDUCATION

All adult education programs, courses and classes, and their enrollment period shall be listed in the District's catalog of adult education classes provided to the public. (Education Code 52523)

Enrollment

WITH THE EXCEPTION OF PROGRAMS SPECIFIED IN EDUCATION CODE 52570, ADULT EDUCATION CLASSES SHALL BE LOCATED IN A FACILITY WHICH CLEARLY IDENTIFIES THE CLASS AS BEING OPEN TO THE GENERAL PUBLIC. (EDUCATION CODE 52517, 52570)

Adults shall have first priority for enrollment in any adult education class, provided they enroll during the regular enrollment period. (Education Code 52523)

For purposes of ~~these programs~~ THE ADULT EDUCATION BLOCK GRANT PURSUANT TO EDUCATION CODE 84900-84920, "adults" include persons age 18 YEARS OF AGE or older. FOR OTHER ADULT EDUCATION PROGRAMS, ADULTS INCLUDE PERSONS AGE 18 OR OLDER ~~or~~ AND other persons not concurrently enrolled in a regular high school program. HOWEVER, HIGH SCHOOL STUDENTS MAY BE CONCURRENTLY ENROLLED IN ADULT EDUCATION UNDER THE CONDITIONS SPECIFIED IN THE SECTION "CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS" BELOW. (Education Code 52610, 84901)

Students possessing or seeking an F-1 Visa designation shall not be enrolled in District adult school programs. Students currently enrolled with an F-1 Visa designation shall continue to be eligible for enrollment in District adult schools until their visa expires or until they leave the United States. (8 USC 1184)

(cf. 5111.2 - Nonresident Foreign Students)

Concurrent Enrollment of High School Students

High school students shall be permitted to enroll in adult education program, course or class for sound educational purposes. Such classes shall supplement and not supplant the regular high school curriculum. Sound educational purposes include, but are not limited to, the following: (Education Code 52523)

1. The adult education program, course or class is not offered in the regular high school curriculum.

ADULT EDUCATION (cont.)

2. The student needs the adult education program, course or class in order to make up deficient credits for graduation from high school.

(cf. 6146.1 - High School Graduation Requirements)

3. The adult education program, course or class allows the student to gain vocational and technical skills beyond that provided by the regular high school's vocational and technical education program.

(cf. 6178 - Career Technical Education)

4. The adult education program, course or class supplements and enriches the high school student's educational experience.

High school students are expected to enroll in regular high school classes before seeking admission to any similar classes offered in the adult education program. A failed course, however, may be repeated through adult education.

Before enrolling in an adult education class, the high school student shall complete a counseling session that includes his/her parent/guardian and a certificated representative of the high school. The certificated high school representative shall arrange this session and ensure that the student's school record includes written documentation of the session, and both of the following statements: (Education Code 52500.1, 52523)

1. That the student is enrolling voluntarily in the adult education COURSE OR class, and
2. That this enrollment will enhance the student's progress toward meeting educational requirements for high school graduation.

The above statement shall be signed by the student, the parent/guardian, and the certified high school representative.

(cf. 6164.2 - Guidance/Counseling Services)

CLASSES OFFERED IN THE DISTRICT'S ADULT EDUCATION PROGRAM SHALL SUPPLEMENT AND NOT SUPPLANT THE REGULAR HIGH SCHOOL CURRICULUM. NO COURSE REQUIRED BY THE DISTRICT FOR HIGH SCHOOL GRADUATION OR NECESSARY FOR STUDENTS TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS SHALL BE OFFERED EXCLUSIVELY THROUGH THE ADULT EDUCATION PROGRAM. (EDUCATION CODE 52523)

ADULT EDUCATION (cont.)

PROGRAMS AND Courses

A proposed adult education class shall have an educational purpose and meet the following criteria required for approval by the California Department of Education:

1. The class shall be located in facilities which clearly identify the class as being open to the general public, with the exception of apprenticeship training classes, classes designed to serve the needs of disabled adults, classes in state hospitals, and classes in jails and prisons. (Education Code 52517, 52570)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

2. Class time shall be devoted to instruction.
3. Course content shall be educational and intended to teach a skill or knowledge unrelated to repetitive practices.
4. The course title shall clearly indicate its educational nature.

Adult education classes or courses shall offer instruction in one or more of the following categories: (Education Code 41976)

1. PROGRAMS IN ~~P~~parenting, including parent cooperative preschools, AND classes in child growth and development, and parent-child relationships AND PARENTING
2. PROGRAMS IN ~~E~~elementary and secondary basic skills, INCLUDING PROGRAMS LEADING TO A ~~and other courses and classes required for the~~ high school diploma OR HIGH SCHOOL EQUIVALENCY CERTIFICATE
3. English as a second language
4. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision making, and problem solving, and other classes required for preparation to participate in job-specific technical training.
5. Programs for ADULTS WITH DISABILITIES ~~substantially disabled persons~~
6. Short-term CAREER TECHNICAL EDUCATIONAL ~~vocational~~ programs with high employment potential

ADULT EDUCATION (cont.)

7. Programs for ADULTS, INCLUDING, BUT NOT LIMITED TO, older adults, THAT ARE PRIMARILY DESIGNED TO DEVELOP KNOWLEDGE AND SKILLS TO ASSIST ELEMENTARY AND SECONDARY STUDENTS TO SUCCEED ACADEMICALLY IN SCHOOL
8. Programs OFFERING ~~for~~ PRE-apprenticesHIP TRAINING ACTIVITIES IN COORDINATION WITH ONE OR MORE APPROVED APPRENTICESHIP PROGRAMS
9. PROGRAMS FOR ADULTS, INCLUDING, BUT NOT LIMITED TO, OLDER ADULTS, THAT ARE PRIMARILY RELATED TO ENTRY OR REENTRY INTO THE WORKFORCE
10. PROGRAMS FOR OLDER ADULTS
11. HOME ECONOMICS
12. HEALTH AND SAFTEY EDUCATION

THE SUPERINTENDENT OR DESIGNEE SHALL ANNUALLY SUBMIT TO THE CALIFORNIA DEPARTMENT OF EDUCATION FOR APPROVAL THE TITLES OF CLASSES THAT HAVE BEEN APPROVED BY THE BOARD OF EDUCATION TO BE OFFERED IN ANY OF THE PROGRAM AREAS LISTED ABOVE.

Classes for adults may be offered any day or evening, including weekends, for such length of time during the school year as determined by the Board. (Education Code 52505, 52513)

Community Service Classes

ADULTS ALSO MAY BE ENROLLED IN COMMUNITY SERVICE CLASSES OFFERED BY THE DISTRICT (Education Code 51811)

(cf. 6146.4 - Service Learning/Community Service Classes)

As part of the adult education program, the Board of Education may establish and maintain community service classes to provide instruction that contributes to the physical, mental, moral, economic, or civic development of any persons who may wish to enroll. (Education Code 51810)

ADULT EDUCATION (cont.)

Certificates of skill or accomplishment may be provided upon the satisfactory completion of community service classes. (Education Code 51813)

Chino Valley Unified School District

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