



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

March 21, 2019

BOARD OF EDUCATION

James Na, President
Irene Hernandez-Blair, Vice President
Andrew Cruz, Clerk
Christina Gagnier, Member
Joe Schaffer, Member

Alexi Magallanes, Student Representative



SUPERINTENDENT
Norm Enfield, Ed.D.

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
5:30 p.m. - Closed Session • 7:00 p.m. - Regular Meeting
March 21, 2019
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 – 5:30 P.M.

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

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel Existing Litigation (Government Code 54954.5 (c) and 54956.9 (d)(1)): Oxford Preparatory Academy v. Chino Valley Unified School District, et. al. SBC No. CIVDS1710045. (Chidester, Margaret A. & Associates) (5 minutes)
- b. Conference with Real Property Negotiators (Government Code 54956.8): Property: APN #1019-511-06, APN #1019-441-03, APN #1019-441-04 and APN #1019-511-04. Agency negotiator: Terry Tao, Esquire. Under negotiation: Terms and Price. (5 minutes)
- c. Conference with Legal Counsel Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Terry Tao, Esquire) (15 minutes)
- d. Student Readmission Matter (Education Code 35146, 48916 (c)): Case 16/17-08. (10 minutes)
- e. Student Admission Matter (Education Code 35146, 48916 (c)): Case 18/19-03A. (5 minutes)
- f. Public Employee Discipline/Dismissal/Release (Government Code 54957): (10 minutes)
- g. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Frank Arce, Sandra Chen, Lea Fellows, and Richard Rideout. (30 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. PRESENTATIONS

1. Oak Ridge ES
2. Chino Hills HS Boys Basketball CIF State Champions
3. Annual Update: Progress of LCAP Goal 1

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

The proceedings of this meeting are being recorded.

- 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. FACILITIES, PLANNING, AND OPERATIONS

II.A.1. Cal Aero Preserve Academy K-8 Temporary Boundary Change
 Page 8
 Recommend the Board of Education approve the Cal Aero Preserve Academy K-8 temporary boundary change.

Motion ___ Second ___
 Preferential Vote: ___
 Vote: Yes ___ No ___

II.B. HUMAN RESOURCES

II.B.1. Resolution 2018/2019-35 Notice of Layoff of Certain Classified Staff Pursuant to Education Code 45117 and 45298
 Page 13
 Recommend the Board of Education adopt Resolution 2018/2019-35 Notice of Layoff of Certain Classified Staff Pursuant to Education Code 45117 and 45298.

Motion ___ Second ___
 Preferential Vote: ___
 Vote: Yes ___ No ___

III. CONSENT

Motion ___ Second ___
 Preferential Vote: ___
 Vote: Yes ___ No ___

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of March 7, 2019
 Page 15
 Recommend the Board of Education approve the minutes of the regular meeting of March 7, 2019.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register
 Page 24
 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. Fundraising Activities

Page 25 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. Donations

Page 27 Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 30 Recommend the Board of Education approve payment for legal services to the law offices of Margaret A. Chidester & Associates and The Tao Firm.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**III.C.1. Student Readmission Case 16/17-08**

Page 31 Recommend the Board of Education approve student readmission case 16/17-08.

III.C.2. Student Admission Case 18/19-03A

Page 32 Recommend the Board of Education approve student admission case 18/19-03A.

III.C.3. School-Sponsored Trips

Page 33 Recommend the Board of Education approve/ratify the school-sponsored trips for Briggs K-8; Ayala HS; Chino HS; and Don Lugo HS.

III.C.4. Advanced Placement Mathematics and History Textbook Adoption for Grades 9 Through 12

Page 35 Recommend the Board of Education approve the following instructional materials for the Advanced Placement Mathematics and History textbook adoption for grades 9 through 12:

- a) AP Calculus AB: Bedford, Freeman, Worth. *Calculus for the AP Course*. W.H. Freeman. 10th–12th Grade. 2017. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;
- b) AP Calculus BC: Cengage Learning. *Calculus for AP*. R. Larson, P. Battaglia. 11th–12th Grade. 2016. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;
- c) AP Statistics: Pearson. *Stats: Modeling the World, 5th Edition*. David Bock, Paul Velleman, Richard Veaux. 10th-12th Grade, 2019. Replaces: Pearson. *AP Stats Modeling the World 3rd Edition*. David Bock, Paul Velleman, Paul De Veaux. 2010;
- d) AP Comparative Government and Politics: Cengage Learning. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. Mark Kesselman, Joel Krieger, William Joseph. 12th Grade. 2016. New Course-no replacement;

- e) AP United States Government and Politics: Bedford, Freeman & Worth. *American Government: Stories of a Nation; for the AP Course*. Scott Abernathy, Karen Waples. 12th Grade. 2019. Replaces: Wadsworth Publishing. *American Government: Institutions & Policies*. James Wilson, John Dilulio, Meena Bose. 2013; and
- f) AP Human Geography: Pearson. *The Cultural Landscape: An Introduction to Human Geography, 13th Edition*. James Rubenstein. 9th-10th Grade. 2020. New Course-no replacement.

III.C.5. New Course: Emerging English Language Development (ELD)

Page 37 Recommend the Board of Education approve the new course Emerging English Language Development (ELD).

III.C.6. New Course: Expanding English Language Development (ELD) A

Page 42 Recommend the Board of Education approve the new course Expanding English Language Development (ELD) A.

III.C.7. New Course: Expanding English Language Development (ELD) B

Page 49 Recommend the Board of Education approve the new course Expanding English Language Development (ELD) B.

III.C.8. Revision of Board Policy 5145.3 Students—Nondiscrimination/Harassment of Students

Page 54 Recommend the Board of Education approve the revision of Board Policy 5145.3 Students—Nondiscrimination/Harassment of Students.

III.C.9. Revision of Board Policy 6020 Instruction—Parent Involvement

Page 59 Recommend the Board of Education approve the revision of Board Policy 6020 Instruction—Parent Involvement.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Page 64 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 65 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.D.3. CUPCAA Bid 18-19-31I, Transportation Department Restroom Renovation (Rebid)

Page 71 Recommend the Board of Education award CUPCAA Bid 18-19-31I, Transportation Department Restroom Renovation (Rebid) to Angelo Construction.

III.D.4. Notice of Completion for CUPCCAA Project
Page 72 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Project.

III.D.5. Resolution 2018/2019-34 and 2018/2019-36, Authorization to Utilize Piggyback Contracts
Page 73 Recommend the Board of Education adopt Resolution 2018/2019-34 and 2018/2019-36, authorization to utilize piggyback contracts.

III.D.6. Resolution 2018/2019-37, Approving Participation in the School Facility Program for New Construction and Modernization Funding Subject to the Regulations and Processing Procedures that the State Allocation Board Established for Applications Received Beyond Existing Bond Authority
Page 79 Recommend the Board of Education approve Resolution 2018/2019-37, Approving Participation in the School Facility Program for New Construction and Modernization Funding Subject to the Regulations and Processing Procedures that the State Allocation Board Established for Applications Received Beyond Existing Bond Authority.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items
Page 83 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.E.2. Revision of Board Policy 4119.11, 4219.11, and 4319.11 Personnel—Sexual Harassment
Page 89 Recommend the Board of Education approve the revision of Board Policy 4119.11, 4219.11, and 4319.11 Personnel—Sexual Harassment.

IV. INFORMATION

IV.A. FACILITIES, PLANNING, AND OPERATIONS

IV.A.1. Revision of Administrative Regulation 3311 Business and Noninstructional Operations—Bids
Page 93 Recommend the Board of Education receive for information the revision of Administrative Regulation 3311 Business and Noninstructional Operations—Bids.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Date posted: March 15, 2019
Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations

SUBJECT: CAL AERO PRESERVE ACADEMY K-8 TEMPORARY BOUNDARY CHANGE

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BACKGROUND

On August 20, 2009, the Board of Education approved the boundaries for Cal Aero Preserve Academy K-8 (Cal Aero). Since that time, the Preserve area has experienced exponential residential growth. To keep up with the student growth and to expand Cal Aero’s capacity, the District added ten portable classroom buildings in 2014. In the 2015/2016 school year, the school transitioned to a multi -track year-round schedule. Currently, the school is at capacity and these changes are no longer sufficient to allow the enrollment of additional students. Although the second Preserve school is being planned for, until it is built, the District must take other measures to accommodate the growth.

On February 21, 2019, the Board of Education received for discussion a proposed temporary boundary change for Cal Aero. Families living within the temporary boundaries south of Pine Avenue who register on July 1, 2019, or later will attend Liberty ES, Woodcrest JHS, and Chino HS. Current Cal Aero students will not be affected and will remain at the school through 8th grade and will be allowed to attend Chino Hills HS. Siblings of current Cal Aero students will be grandfathered in and attend Cal Aero and Chino Hills HS. This proposed change will also result in a possible reduction of students who would otherwise attend Rhodes ES and Magnolia JHS in that the boundaries of these schools will also change.

Students affected by this temporary boundary change will be eligible for bus transportation to Liberty ES, Woodcrest JHS, and Chino HS. Families affected by this temporary boundary change who wish to transfer to another school will have the same transfer options that are currently available to all other families in the District.

The School District held community meetings, provided a PowerPoint presentation on the proposed boundary change, and answered questions from those in attendance. The community meetings took place from 6 p.m. to 7 p.m. per the following schedule:

Cal Aero Preserve Academy K-8 (Gym) – February 26, 28 and March 14, 2019

Rhodes Elementary School (MPR) – February 27, 2019

Liberty Elementary School (MPR) – March 5, 2019

Magnolia Junior High School (MPR) – March 6, 2019

Chino High School (MPR) – March 12, 2019

Chino Hills High School (MPR) – March 13, 2019

RECOMMENDATION

It is recommended the Board of Education approve the Cal Aero Preserve Academy K-8 temporary boundary change.

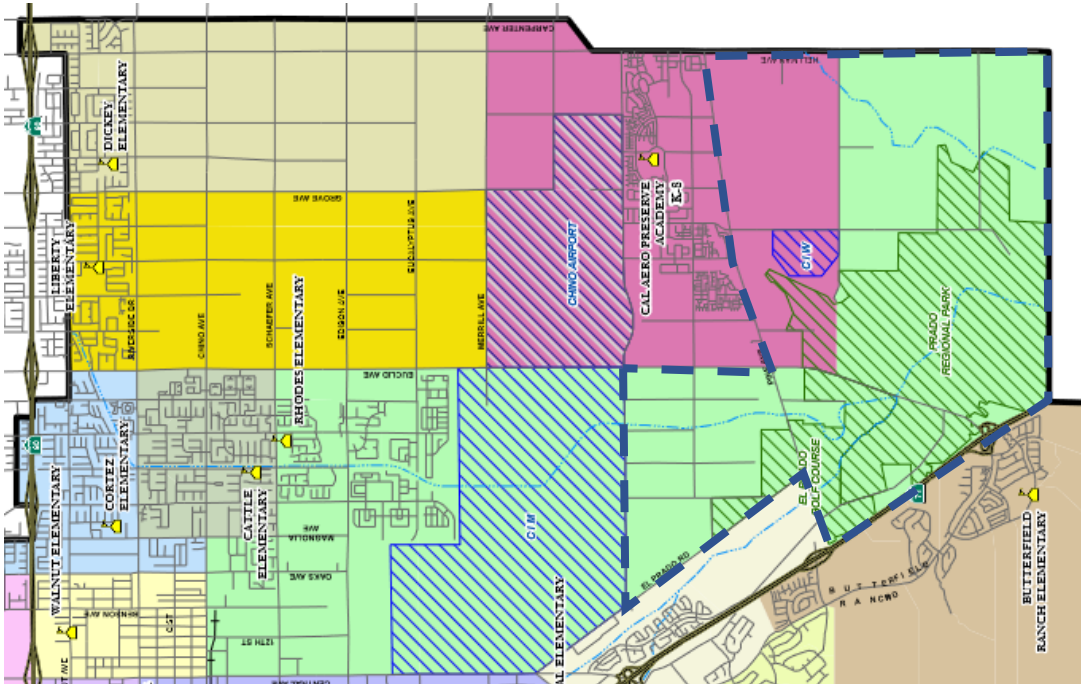
FISCAL IMPACT

Unknown.

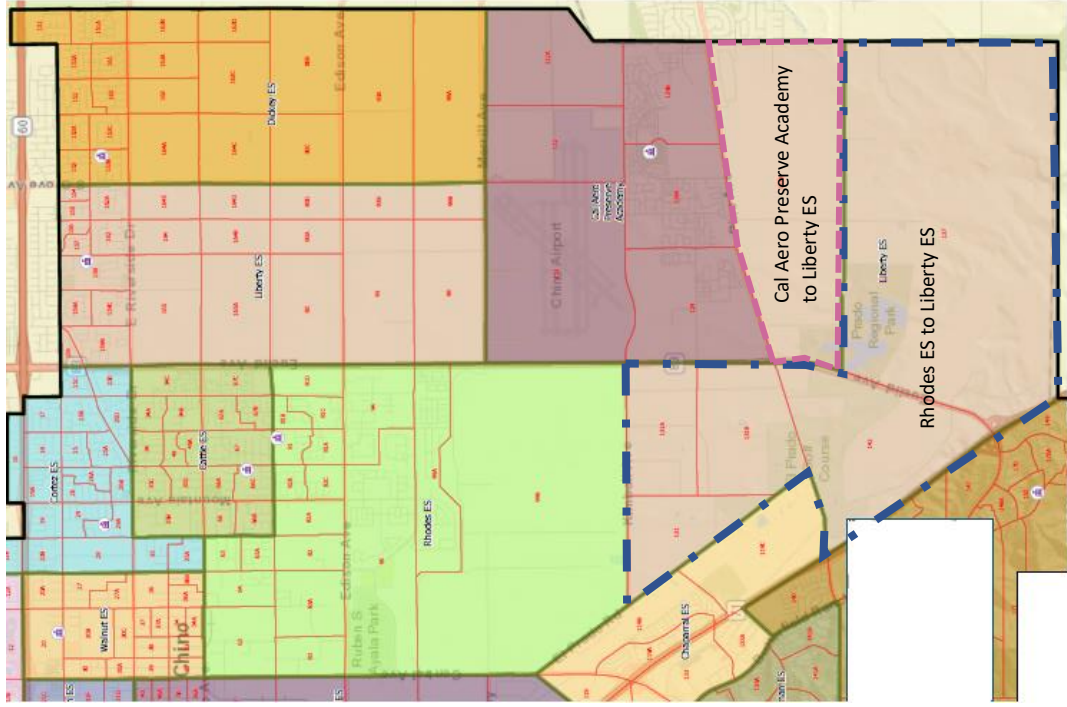
NE:GJS

Elementary Schools (Grades K-6)

Existing Elementary School Boundaries



Proposed Temporary Elementary School Boundaries



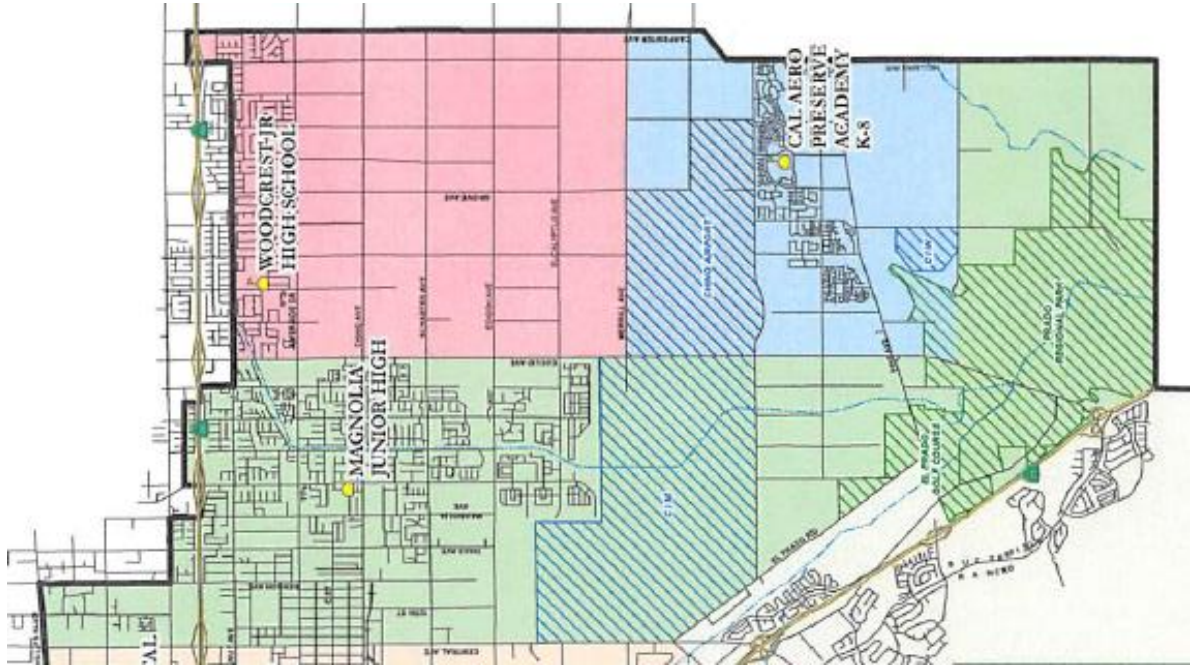
Proposed Temporary Boundary Change:

A portion of Rhodes Elementary School to Liberty Elementary School;

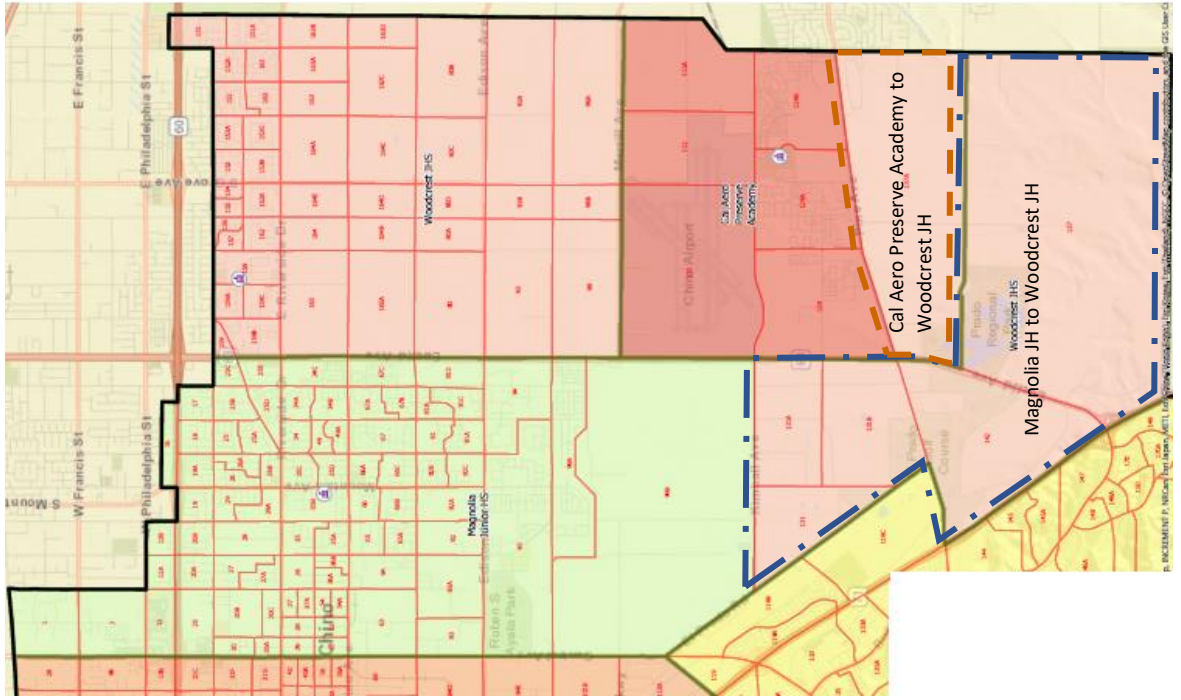
A portion of Cal Aero Preserve Academy to Liberty Elementary School

Junior High Schools (Grades 7-8)

Existing Junior High School Boundaries



Proposed Temporary Junior High School Boundaries



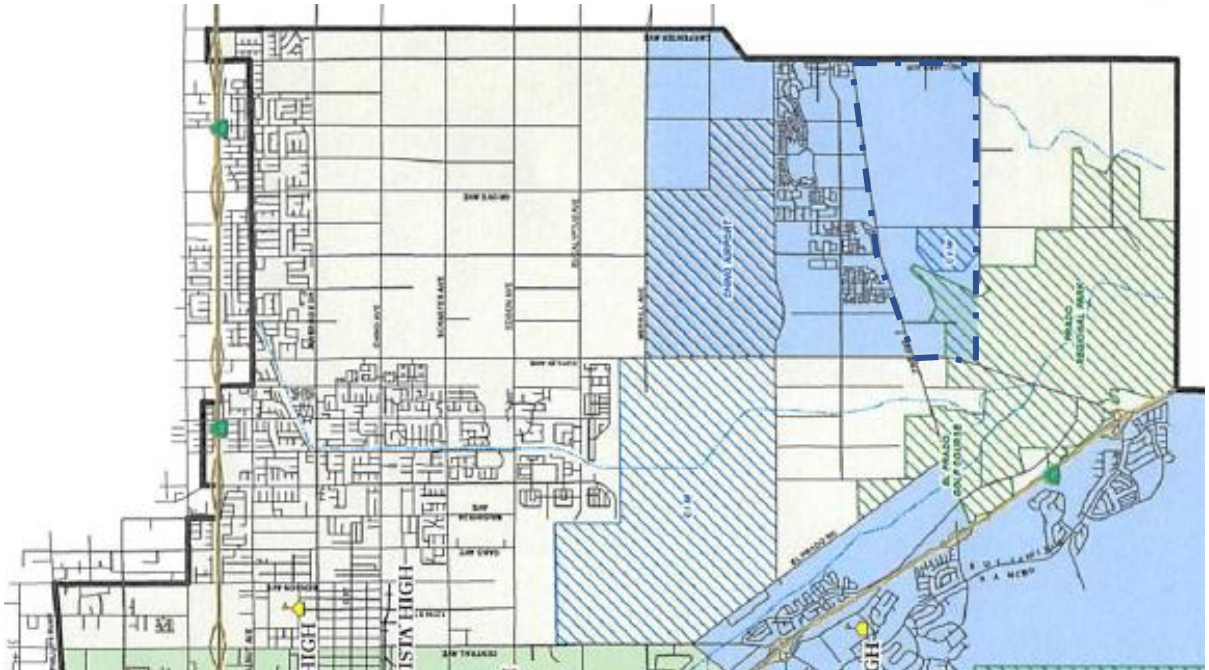
Proposed Temporary Boundary Change:

A portion of Magnolia Junior High School to Woodcrest Junior High School;

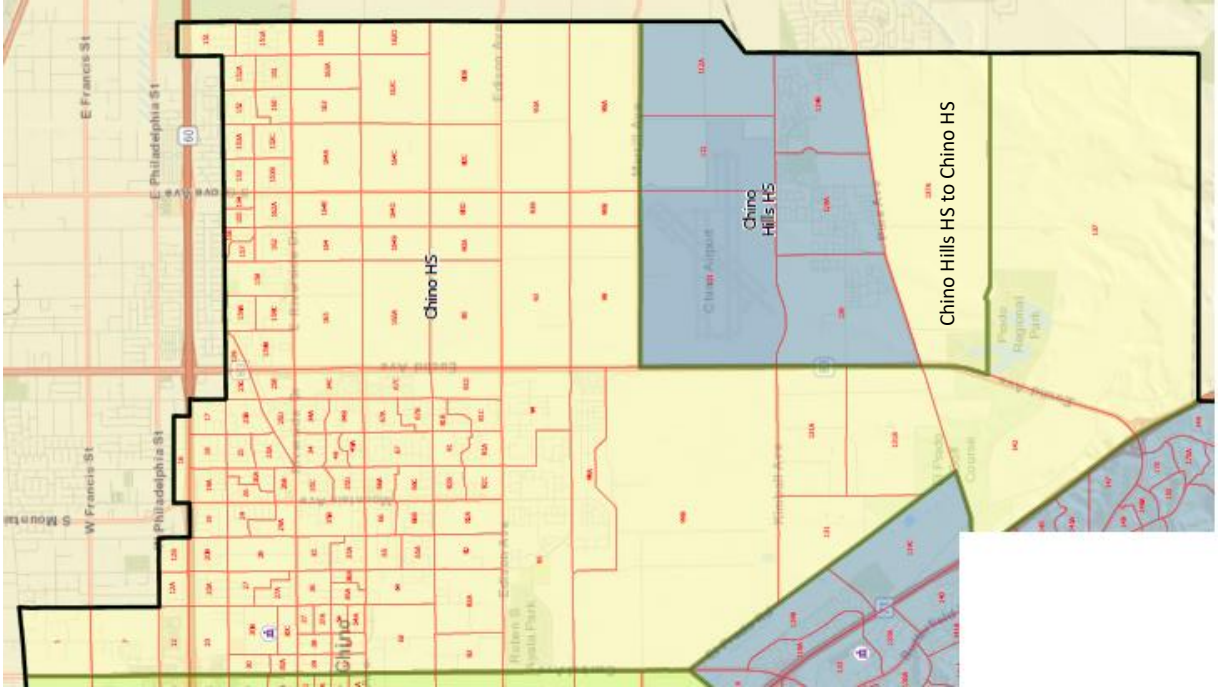
A portion of Cal Aero Preserve Academy to Woodcrest Junior High School

High Schools (Grades 9-12)

Existing High School Boundaries



Proposed Temporary High School Boundaries



Proposed Temporary Boundary Change:

A portion of Chino Hills High School to Chino High School

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, Director, Human Resources

SUBJECT: RESOLUTION 2018/2019-35 NOTICE OF LAYOFF OF CERTAIN CLASSIFIED STAFF PURSUANT TO EDUCATION CODE 45117 AND 45298

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BACKGROUND

The Instructional Aide/Computer Assisted Instruction position at Liberty ES within Chino Valley Unified School District is no longer needed as determined by the School Site Council for this Title I funded position. It has been determined that it is necessary to discontinue this classified service for the 2019/2020 school year due to the lack of need and funds. This requires the elimination of 0.375 full-time equivalent position. Resolution 2018/2019-35 outlines the recommendation for discontinued services.

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2018/2019-35 Notice of Layoff of Certain Classified Staff Pursuant to Education Code 45117 and 45298.

FISCAL IMPACT

\$12,525.00 annual savings to the restricted budget at Liberty ES.

NE:RR:FA:IB:mcm

**Chino Valley Unified School District
Resolution 2018/2019-35
Notice of Layoff of Certain Classified Staff Pursuant to
Education Code 45117 and 45298**

WHEREAS, due to lack of funds or lack of work, the Board of Education of the Chino Valley Unified School District hereby finds that it is in the best interest of the District to eliminate existing classified positions to the following extent:

POSITIONS ELIMINATED

One (1) Instructional Aide/Computer Assisted Instruction 0.375 FTE

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

1. The classified positions specified herein above be eliminated by layoff pursuant to the District rules and regulations and applicable provisions of the California Education Code.
2. The said elimination by layoff become effective sixty (60) calendar days following service of notice of layoff on the affected employees, subject to any negotiations to the extent required by law.
3. Pursuant to Education Code 45117, the Superintendent or his designee is directed to give notices of layoff to the affected classified employees.
4. Pursuant to Education Code 45298, the affected classified employees laid off, pursuant to this resolution shall be eligible for reemployment.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of March 2019 by the following vote:

Blair:	_____
Cruz:	_____
Gagnier:	_____
Na:	_____
Schaffer:	_____

I, Norm Enfield, Ed.D., Secretary of the Board of Education of the Chino Valley Unified School District, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Board at a regular meeting as stated.

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
March 7, 2019

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:30 P.M.

1. Roll Call

President Na called to order the regular meeting of the Board of Education, Thursday, March 7, 2019, at 5:30 p.m. with Cruz, Gagnier, Schaffer, and Na present. Mrs. Blair arrived at 5:35 p.m.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent
Sandra H. Chen, Associate Superintendent, Business Services
Grace Park, Ed.D., Associate Superintendent, CIIS
Lea Fellows, Assistant Superintendent, CIIS
Richard Rideout, Assistant Superintendent, Human Resources
Gregory J. Stachura, Assistant Supt., Facilities, Planning, & Operations

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Na adjourned to closed session at 5:30 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property negotiators; student expulsion matters; public employee discipline/dismissal/release; and conference with labor negotiators: A.C.T. and CSEA negotiations. Student expulsion case 18/19-20 was deleted from the closed session agenda.

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

1. Report Closed Session Action

President Na reconvened the regular meeting of the Board of Education at 7:00 p.m. with Blair, Cruz, Gagnier, Schaffer, and Na present. Student representative Alexi Magallanes present. The Board met in closed session from 5:30 p.m. to 6:48 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property negotiators; student expulsion matters; public employee discipline/dismissal/release; and

conference with labor negotiators: A.C.T. and CSEA negotiations. No action was taken that required public disclosure.

2. Pledge of Allegiance
Student representative Alexi Magallanes led the Pledge of Allegiance.

I.C. STUDENT SHOWCASE/PRESENTATION

1. Cortez ES
The Cortez ES advanced band performed an instrumental piece of music.
2. LCAP Annual Update: English Learners Progress Indicator
Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support, and Yvette Farley, Director, Access and Equity, provided the LCAP Annual Update: English Learners Progress Indicator.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Alexi Magallanes reported on the March 5 Superintendent’s Student Advisory Council meeting, and presented the second Spark the Light of Kindness Campaign video.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Brenda Walker, A.C.T. President, congratulated Canyon Hills JHS and Ayala HS for being honored as California Distinguished Schools; and said that Cattle ES parent volunteer Tony Flores was named as COAT Award (Community Outreach Action Team) recipient.

Yvette Farley, CHAMP President, reminded CHAMP members to apply for their organizations scholarship opportunities; said two unit members will be representing CHAMP and the District at the April 7 and 8 Legislative Action Day in Sacramento; spoke about the books chosen to be donated to schools from CHAMP on behalf of the Board; said over 20 members are involved in a book study regarding empathetic kids; shared a quote regarding creating a positive school environment; and recognized Gerson Renderos, Borba ES principal, for receiving a multilingual award from San Bernardino County, and Julie Fromdahl, Townsend JHS assistant principal, for being recognized by SELPA for her work in special education.

I.F. COMMENTS FROM COMMUNITY LIAISONS

Suzette Dang, field representative from Supervisor Curt Hagman’s office, provided an update on the Prado Regional Park Master Plan project, and invited the community to attend the next master plan workshop scheduled for April 6, 2019, at the Chaffey College Chino Community Center.

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

Lissa Fraga, Sej Gangula, Carey Veldhuis, Joseph Edwards, Patrick Loy, Lindsey Salapares, Youn Kang, Anna Lee, Joe Fraga and Melody Yin, Janson Chang, and Rachel Reyes addressed the Board regarding the proposed temporary Cal Aero Preserve Academy K-8 boundary changes; Deanna Doezie and Nanette Ramero addressed the Board regarding moving the Dickson ES principal; and Elana Lecaro addressed the Board regarding intervention.

President Na called for a recess from 8:17 p.m. to 8:21 p.m.

I.H. CHANGES AND DELETIONS

The following changes/deletions were read into the record: Item III.C.1., CIIS, Student Expulsions, case 18/19-20 was deleted from the agenda; Item III.C.4., CIIS, Revision of Board Policy 5141.12 Students—Administering Medication and Monitoring Health Conditions was pulled from the agenda; and Item III.E.1., Human Resources, Certificated/Classified Personnel Items, under classified appointment, deleted the name Lorena Higuera, Attendance Clerk, Chino Hills HS.

II. ACTION

II.A. ADMINISTRATION

II.A.1. Richard Gird Educational Hall of Fame 2019 Inductees

Moved (Gagnier) seconded (Blair) carried unanimously (5-0) to approve the Richard Gird Educational Hall of Fame 2019 inductees, as follows: Employee Recipients: Brett Benson, Paula Mihalow, John C. Monger, and Distinguished Service Recipient: Judith Rogers. Student representative voted yes.

II.B. BUSINESS SERVICES

II.B.1. 2018/2019 Second Interim Financial Report

Moved (Blair) seconded (Cruz) carried unanimously (5-0) to approve the 2018/2019 Second Interim Financial Report, and authorized the President of the Board of Education and the Superintendent to sign the positive Certification of Financial Condition for the current and two subsequent fiscal years. Student representative voted yes.

III. CONSENT

Joe Schaffer pulled for separate action item III.B.2. Moved (Gagnier) seconded (Blair) carried unanimously (5-0) to approve the consent items, as amended. Student representative voted yes.

III.A. ADMINISTRATION**III.A.1. Minutes of the Regular Meeting of February 21, 2019**

Approved the minutes of the regular meeting of February 21, 2019.

III.A.2. Bylaws of the Board E 9000—Board Protocols

Approved Bylaws of the Board E 9000—Board Protocols.

III.A.3. Revision of Bylaws of the Board 9324—Minutes and Recordings

Approved the revision of Bylaws of the Board 9324—Minutes and Recordings.

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

Approved/ratified the warrant register.

III.B.2. Fundraising Activities

Moved (Blair) seconded (Cruz) to discuss the item; moved (Schaffer) seconded (Blair) motion carried (4-1, Cruz voted no) to amend the conditional approval dates (for the Chino Hills HS general boosters weekly bingo) from March 8, 2019, to April 1, 2019; and moved (Schaffer) seconded (Blair) carried unanimously (5-0) to approve the fundraising activities, as amended. Student representative voted yes.

III.B.3. Donations

Accepted the donations.

III.B.4. Legal Services

Approved payment for legal services to the law office of Atkinson, Andelson, Loya, Ruud & Romo.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**III.C.1. Student Expulsion Cases 18/19-19, 18/19-20, and 18/19-21**

Approved student expulsion cases 18/19-19 and 18/19-21. Case 18/19-20 was deleted from the agenda.

III.C.2. School-Sponsored Trips

Approved/ratified the school-sponsored trips for Butterfield Ranch ES; Liberty ES; Ayala HS; Buena Vista HS; Chino Hills HS; and Don Lugo HS.

III.C.3. Student Attendance Calendars for the 2020/2021, 2021/2022, and 2022/2023 School Years

Approved the Student Attendance Calendars for the 2020/2021, 2021/2022, and 2022/2023 school years.

III.C.4. Revision of Board Policy 5141.21 Students—Administering Medication and Monitoring Health Conditions

This item was pulled from the agenda.

III.C.5. Deletion of Board Policy 6161.3 Instruction—Toxic Art Supplies

Approved the deletion of Board Policy 6161.3 Instruction—Toxic Art Supplies.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Approved/ratified the purchase order register.

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

Approved/ratified the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

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

III.D.4. Notice of Completion for CUPCCAA Project

Approved the Notice of Completion for CUPCCAA Project.

III.D.5. Resolution 2018/2019-32 and 2018/2019-33, Authorization to Utilize Piggyback Contracts

Adopted Resolutions 2018/2019-32 and 2018/2019-33, authorization to utilize piggyback contracts.

III.D.6. Bid 18-19-26F, Ayala HS Alteration HVAC Upgrades—Gym and Kitchen

Awarded Bid 18-19-26F, Ayala HS Alteration HVAC Upgrades—Gym and Kitchen to the following contractors: Bid Package 01, General Construction to RVH Constructors; Bid Package 02, Structural/Misc. Steel to RND Contractors; Bid Package 03, Plumbing/Site Utilities to Continental Plumbing Inc.; Bid Package 04, HVAC to Franklin Mechanical Systems, Inc.; and Bid Package 05, Electrical/Low Voltage to Ryan Electric, Inc.

III.D.7. Bid 18-19-27F, Briggs K-8 New Science Lab Building—Interim Housing

Awarded Bid 18-19-27F, Briggs K-8 New Science Lab Building—Interim Housing to the following contractors: Bid Package 01, Demolition, Grading, Asphalt, Misc. to Incotech Inc.; Bid Package 02, Modular Building Relocation to R. Jensen Co., Inc.; and Bid Package 03, Electrical and Low Voltage Systems to Daniels Electrical Construction Co. Inc.

III.D.8. Approval of Payments to Lee & Stires, Inc.; Bravo Concrete Construction Services Inc.; Kretschmar & Smith, Inc.; VSC, Inc. dba Vulcan Steel Company; Tomahawk Builders, Inc.; Sierra Lathing Co., Inc.; Danny Letner Inc., dba Letner Roofing Co.; Risher Sutherland, Inc. dba United Contractors; Construction Hardware; E & R Glass Contractors Inc.; Floored Tile & Stone, Inc.; Southcoast Acoustical Interiors, Inc.; Cramer Painting Inc.; RVH Constructors, Inc.; Stolo Cabinets, Inc.; Kincaid Industries, Inc.; Empyrean Plumbing; Coutts Heating and Cooling, Inc.; Southern California West Coast Electric, Inc. Under Threat of Potential Litigation or Disputed Claim

Approved payment to the following vendors/contractors under the threat of potential litigation or disputed claim: Bid Package 01 Survey/Demo/Earthwork/Asphalt Paving to Lee & Stires, Inc.; Bid Package 02 Site/Structural Concrete to Bravo Concrete Construction Services Inc.; Bid Package 03 Masonry to Kretschmar & Smith, Inc.; Bid Package 04 Structural Steel/Misc. Steel to VSC, Inc. dba Vulcan Steel Company; Bid Package 05 Wood Framing to Tomahawk Builders, Inc.; Bid Package 06 Insulation/Drywall/Metal Stud Framing/Plaster to Sierra Lathing Co., Inc.; Bid Package 07 Sheet Waterproofing/ Membrane Roofing to Danny Letner Inc., dba Letner Roofing Co.; Bid Package 08 Sheet Metal/Metal Panels to Risher Sutherland, Inc. dba United Contractors; Bid Package 09 Doors/Frames/Hardware to Construction Hardware; Bid Package 10 Glass/Glazing to E & R Glass Contractors, Inc.; Bid Package 11 Tile to Floored Tile & Stone, Inc.; Bid Package 12 Acoustical Panel Ceilings to Southcoast Acoustical Interiors, Inc.; Bid Package 14 Painting to Cramer Painting Inc.; Bid Package 15 Specialties to RVH Constructors, Inc.; Bid Package 16 Laboratory Casework/Finish Millwork to Stolo Cabinets, Inc.; Bid Package 17 Fire Protection to Kincaid Industries, Inc.; Bid Package 18 Plumbing/Site Utilities to Empyrean Plumbing; Bid Package 19 HVAC to Coutts Heating and Cooling, Inc.; and Bid Package 20 Electrical/Fire Alarm/Low Voltage/Elevator to Southern California West Coast Electric, Inc.

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

Approved/ratified the certificated/classified personnel items, as amended.

IV. INFORMATION**IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****IV.A.1. Advanced Placement Mathematics and History Textbook Adoption for Grades 9 Through 12**

Received for information the following instructional materials for the Advanced Placement Mathematics and History textbook adoption for grades 9 through 12: a) AP Calculus AB: Bedford, Freeman, Worth. *Calculus for the AP Course*. W.H. Freeman. 10th–12th Grade. 2017. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007; b) AP Calculus BC: Cengage Learning. *Calculus for AP*. R. Larson, P. Battaglia. 11th–12th Grade. 2016. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007; c) AP Statistics: Pearson. *Stats: Modeling the World, 5th Edition*. David Bock, Paul Velleman, Richard Veaux. 10th–12th Grade, 2019. Replaces: Pearson. *AP Stats Modeling the World 3rd Edition*. David Bock, Paul Velleman, Paul De Veaux. 2010; d) AP Comparative Government and Politics: Cengage Learning. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. Mark Kesselman, Joel Krieger, William Joseph. 12th Grade. 2016. New Course-no replacement; e) AP United States Government and Politics: Bedford, Freeman & Worth. *American Government: Stories of a Nation; for the AP Course*. Scott Abernathy, Karen Waples. 12th Grade. 2019. Replaces: Wadsworth Publishing. *American Government: Institutions & Policies*. James Wilson, John Dilulio, Meena Bose. 2013; and f) AP Human Geography: Pearson. *The Cultural Landscape: An Introduction to Human Geography, 13th Edition*. James Rubenstein. 9th–10th Grade. 2020. New Course-no replacement.

IV.A.2. New Course: Emerging English Language Development (ELD)

Received for information the new course Emerging English Language Development (ELD).

IV.A.3. New Course: Expanding English Language Development (ELD) A

Received for information the new course Expanding English Language Development (ELD) A.

IV.A.4. New Course: Expanding English Language Development (ELD) B

Received for information the new course Expanding English Language Development (ELD) B.

IV.A.5. Revision of Board Policy and Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students

Received for information the revision of Board Policy and Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students.

IV.A.6. Revision of Board Policy and Administrative Regulation 6020 Instruction—Parent Involvement

Received for information the revision of Board Policy and Administrative Regulation 6020 Instruction—Parent Involvement.

IV.A.7. 2018/2019 First Semester Student Expulsion Report

Received for information the 2018/2019 First Semester Student Expulsion Report.

IV.B. HUMAN RESOURCES

IV.B.1. Revision of Board Policy and Administrative Regulation 4119.11, 4219.11, and 4319.11 Personnel—Sexual Harassment

Received for information the revision of Board Policy and Administrative Regulation 4119.11, 4219.11, and 4319.11 Personnel—Sexual Harassment.

<p>V. COMMUNICATIONS</p>

BOARD MEMBERS AND SUPERINTENDENT

Joe Schaffer congratulated Tony Flores on receiving the A.C.T.'s COAT Award; said that Tony Thurmond, State Superintendent of Public Instruction, visited Woodcrest JHS last week; implored the community to consider the source of information and motives regarding Cal Aero Preserve K-8 temporary boundary changes; attended the District Art Showcase at Magnolia JHS; said he was not able to attend Levi Dickey ES's Read Across America due to illness, but hopes to be invited next year; visited Wickman ES for a multi-cultural event presented by the DELAC committee; and provided a Baldy View ROP committee report.

Christina Gagnier thanked everyone who attended the meeting; commented on the temporary boundary changes issue; attended Levi Dickey ES's and Hidden Trails ES's Read Across America event; continued school site visits; announced her community coffee event next Saturday; said that the Chino Valley Chamber of Commerce is working toward career pathway oriented programs; and said she has provided an online application for those who might be interested in serving on the sex education advisory committee.

Andrew Cruz acknowledged Elena Lecaro and thanked her for her comments; spoke about the proposed boundary changes; attended Literacy Day at Hidden Trails ES; attended ASL's 12th Annual Variety event; attended the Annual Festival of Arts showcase; attended the 10th Annual Golf Scholarship event on Monday; acknowledged VEX Robotic team achievements; congratulated Canyon Hills JHS and Ayala HS for their distinguished school status; and said he completed another 5K run.

Irene Hernandez-Blair said her son attended Dickson ES and agrees that Dickson ES is a special school; spoke about personnel changes affecting Dickson ES; addressed Cal Aero Preserve K-8 proposed boundary changes and confirmed that Measure G funds have been spent on the site and work has begun; thanked Dr. Enfield for preparing a FAQ letter that will be sent out to Cal Aero parents; and spoke about misinformation that is being spread regarding the boundary changes.

Superintendent Enfield made no comment.

President Na said he has served 11 years on the Board and that only a few times have parents and students come to speak about their principal; asked if there was a possibility to keep Mr. Buoncristiani until the end of the school year, but acknowledged that it is a District decision; spoke about the Cal Aero Preserve K-8 proposed boundary changes; said he would like to see the Superintendent continue to meet and talk with the Lewis corporation.

VI. ADJOURNMENT

President Na adjourned the regular meeting of the Board of Education at 9:15 p.m.

James Na, President

Andrew Cruz, Clerk

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: WARRANT REGISTER

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$3,649,822.08 to all District funding sources.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal 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.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 21, 2019

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Cattle ES</u>		
PFA	Rustler Round-Up Marquee Mania	4/1/19 - 4/30/19
<u>Litel ES</u>		
PTA	Movie Night Refreshment Sale	5/3/19
<u>Rolling Ridge ES</u>		
PTA	Pieology Dine-Out Day	4/24/19
<u>Ayala HS</u>		
Girls Golf Boosters	Chipotle Family Night Out	4/9/19
Polynesian Club	Lei Sale	4/27/19
Polynesian Club	Luau Bottled Water Sale	4/27/19
<u>Chino Hills HS</u>		
Baseball Boosters	Savers Clothing Drive	4/13/19
<u>Don Lugo HS</u>		
Girls Softball	Banner Sponsorship Sale	3/22/19 - 6/30/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal 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.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 21, 2019

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Assessment & Instructional Technology</u>		
ELB US, Inc.	Use of Furniture for ChET Day	Unknown
All Covered	Amazon Gift Card	\$50.00
Troxell	Amazon Gift Card	\$50.00
Craig & Char Lindmulder	Red Backpack	\$50.00
Mary Jo Madda	Google Home Mini	\$50.00
Safari Montage	Starbucks Gift Cards	\$90.00
Maggie Bunten	Storage Boxes	\$100.00
ClassLink Single Sign On	Rocketbooks & Computer Bag	\$100.00
ClassLink Single Sign On	iTunes Card	\$100.00
Concordia University	100 Rulers	\$100.00
Dell EMC	Drone	\$100.00
Flipgrid	Recording Tent & Stickers	\$100.00
Jet Propulsion Laboratory	Curriculum Material	\$100.00
Starbucks	Cambro of Coffee	\$100.00
Lenovo	Gift Basket w/Tablet	\$130.00
Office Depot	Misc. Instructional Supplies	\$180.00
Blink IT Solutions	Dell Chromebook	\$250.00
Daisy I.T.	300 Tote Bags	\$300.00
Splashtop	10 Splashtop Licenses	\$300.00
ViewSonic	Visa Gift Cards	\$500.00
Office Depot	Various Gift Cards	\$520.00
SchoolsFirst Federal Credit Union	Breakfast for ChET Day	\$695.00
Aeries Student Information System	Cash	\$1,000.00
CDW-G	Electronic Gear	\$2,000.00

Marshall ES

Angela Milversted	Camera Equipment/Accessories	\$240.00
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Wickman ES

Wickman PTO	Cash	\$5,911.00
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CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 21, 2019

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Don Lugo HS</u>		
Patricia E. Sturchio Revocable Trust	Cash	\$25.00
Eugene Beaucage & Patricia Gilbert	Cash	\$100.00
Adam & Wendy Simon	Cash	\$100.00
Deon Veliz	Cash	\$100.00
John & Yolanda Beasley	Cash	\$200.00

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
 Liz Pensick, Director, Fiscal 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	2018/2019 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	-	-	\$ 128,564.23
Fagen Friedman & Fulfroost LLP	-	-	\$ 11,009.63
Margaret A. Chidester & Associates	January 2019	\$112,517.47	\$ 884,404.91
The Tao Firm	February 2019	\$ 4,455.00	\$ 33,157.50
	Total	\$116,972.47	\$1,057,136.27

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

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law offices of Margaret A. Chidester & Associates and The Tao Firm.

FISCAL IMPACT

\$116,972.47 to the General Fund.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT READMISSION CASE 16/17-08

=====

BACKGROUND

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

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

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

RECOMMENDATION

It is recommended the Board of Education approve student readmission case 16/17-08.

FISCAL IMPACT

None.

NF:LF:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT ADMISSION CASE 18/19-03A

=====

BACKGROUND

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

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

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

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

RECOMMENDATION

Based upon the evidence presented to the Expulsion Hearing Administrative Panel, it is recommended the request regarding admission to the Chino Valley Unified School District be approved for student admission case 18/19-03A.

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

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

School-Sponsored Trips	Date	Fiscal Impact
Site: Briggs K-8 Event: East Coast Trip Place: Washington, D.C. and New York, NY Chaperone: 19 students/2 chaperones	March 25-29, 2019	Cost: \$2,299.00 per student Funding Source: Parents
Site: Briggs K-8 Event: Rube Goldberg National Championship Place: Lawrenceburg, IN Chaperone: 10 students/4 chaperones	April 4-7, 2019	Cost: \$1,200.00 per student Funding Source: Parents and donations

Site: Ayala HS Event: Choir - National Competition Choir Tour Place: Boston, MA Chaperone: 60 students/10 chaperones	March 26-31, 2019	Cost: \$1,500.00 per student Funding Source: Fundraising
Site: Chino HS Event: CHOMP Academy - Experience Hospitality Event Place: Anaheim, CA Chaperone: 16 students/2 chaperones	April 8-9, 2019	Cost: \$100.00 per student Funding Source: Parents and Carl Perkins grant
Site: Chino HS Event: Key Club - 2019 District Convention Place: Ontario, CA Chaperone: 4 students/1 chaperone	April 12-14, 2019	Cost: \$180.00 per student Funding Source: Fundraising
Site: Don Lugo HS Event: Journalism - National Journalism Convention Place: Anaheim, CA Chaperone: 8 students/2 chaperones	April 25-28, 2019	Cost: \$319.00 per student Funding Source: Parents

FISCAL IMPACT

None.

NE:LF:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian A. Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

**SUBJECT: **ADVANCED PLACEMENT MATHEMATICS AND HISTORY
TEXTBOOK ADOPTION FOR GRADES 9 THROUGH 12****

=====

BACKGROUND

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

The selection process for these materials involved representative teachers with a vested interest in the material. The Office of Secondary Curriculum and Instruction and Media Services secured samples of curriculum and standards-aligned textbooks. Teachers evaluated all materials and selected one publisher that best matched District goals and needs. The materials were piloted by participating teachers and evaluated using the following criteria: quality of match to California standards and College Board Advanced Placement standards; quality of lesson design; quality of teacher materials; provision for universal access; and overall quality of the programs.

All recommended instructional materials shall be available for public inspection at the District Samuel R. Burton Professional Development and Media Center from March 14-21, 2019. This item was presented to the Board on March 7, 2019, for information.

These textbooks were presented to the Curriculum Council and A.C.T. has been consulted.

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

RECOMMENDATION

It is recommended the Board of Education approve the following instructional materials for the Advanced Placement Mathematics and History textbook adoption for grades 9 through 12:

- a) AP Calculus AB: Bedford, Freeman, Worth. *Calculus for the AP Course*. W.H. Freeman. 10th–12th Grade. 2017. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;
- b) AP Calculus BC: Cengage Learning. *Calculus for AP*. R. Larson, P. Battaglia. 11th–12th Grade. 2016. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;
- c) AP Statistics: Pearson. *Stats: Modeling the World, 5th Edition*. David Bock, Paul Velleman, Richard Veaux. 10th-12th Grade, 2019. Replaces: Pearson. *AP Stats Modeling the World 3rd Edition*. David Bock, Paul Velleman, Paul De Veaux. 2010;
- d) AP Comparative Government and Politics: Cengage Learning. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. Mark Kesselman, Joel Krieger, William Joseph. 12th Grade. 2016. New Course-no replacement;
- e) AP United States Government and Politics: Bedford, Freeman & Worth. *American Government: Stories of a Nation; for the AP Course*. Scott Abernathy, Karen Waples. 12th Grade. 2019. Replaces: Wadsworth Publishing. *American Government: Institutions & Policies*. James Wilson, John Dilulio, Meena Bose. 2013; and
- f) AP Human Geography: Pearson. *The Cultural Landscape: An Introduction to Human Geography, 13th Edition*. James Rubenstein. 9th-10th Grade. 2020. New Course-no replacement.

FISCAL IMPACT

\$432,000.00 estimated costs to the Local Control and Accountability Plan.

\$50,000.00 to the College Career Grant.

NE:GP:JAR:lar

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian A. Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: NEW COURSE: EMERGING ENGLISH LANGUAGE DEVELOPMENT (ELD)

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board on March 7, 2019, for information.

Emerging English Language Development (ELD) is a one-year ELD course specifically designed to accelerate language acquisition for high school students who have been in the United States for less than a year and have been identified by the state language proficiency assessment as Novice. Emerging ELD is the first in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

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 Emerging English Language Development (ELD).

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Emerging English Language Development (ELD)
2. Transcript Title/Abbreviation:	Emerging ELD
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development ELD
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	
13. Brief Course Description:	Emerging ELD is a one-year English Language Development course specifically designed to accelerate language acquisition for students who have been in the U.S. for less than a year and have been identified by the state language proficiency assessment as Novice. This course provides students with an introduction to basic grammar and English vocabulary. Designed as an intensive language development course, the class is taught in a two-period block of English Language Development. The course is structured around California English Language Development Standards and Common Core State Standards in English-Language Arts.
14. Prerequisites:	Students must be in country less than a year and have scored Novice Performance level on the Initial English Language Proficiency Assessments for California (ELPAC).
15. Context for Course:	The Emerging ELD course fulfills a language development requirement for students new to learning English as a second language as determined by the state language proficiency assessment. This course will develop necessary basic language skills students require to access the core content areas.
16. History of Course Development:	This course reflects the 2014 ELA/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.
17. Textbooks:	Pearson Education, Inc. (2017). <i>MyPerspectives: English language arts.</i>
18. Supplemental Instructional Materials:	READ 180/System 44

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

Novice English Learners require substantial linguistic support, therefore this Emerging ELD level course is designed to attend to the language learning needs of ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this course, the CA ELD Standards are used to help students develop critical language skills they need for content learning in English. English Learners' language skills are developed primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; and justifying their opinions by persuading others with relevant evidence. These activities help English Learners strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In this course, students also learn to develop advanced levels of English in order to access core curriculum. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In this Emerging ELD course, students will be provided with a Newcomer Program to be used at the beginning of the course to familiarize students with basic grammar, survival vocabulary, and language they need to obtain necessities, make requests, and understand instructions. These lessons incorporate listening, speaking, reading and writing and will engage students in activities that address the ELD standards. Once students have completed the Newcomer Program, they move on to the next phase of the course which ensures access to the core and is designed to provide students opportunities to connect to a text, collaborate with others, interpret meaning and language, produce written and oral tasks, and reflect upon their learning.

Connect to text:

While students connect to text, they listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others: Students exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges, and adapt language choices to various contexts.

Interpret: Students listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Chino Valley Unified School District

High School Course Description

Produce: Students express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information. Students also justify their own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas. Students learn to modify phrases to add details and connect and condense ideas.

Reflect: Students exchange information and ideas with others, adapt language choices to various contexts, justify their own arguments and evaluate others' arguments in writing. Students select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. First Read: The Best Thanksgiving Ever

Work together in small groups to analyze *"The Best Thanksgiving Ever"* and explain the causes and effects that appear in the plot. Work in small groups to practice sharing and discussing your opinions, using the discussion prompts. Then, use the self-evaluation tool to evaluate your participation in the discussion. Remember to focus on the discussion skill of providing coherent and well-articulated comments. Before commenting, ask yourself:

- Have I thought through what I want to say?
- Does what I say make sense?
- Could I express myself any more clearly?

Discussion Sentence Frames:

- One effect of Katherine's curiosity is the way her mother and Aunt _____
- The cause of the disagreement between Katherine's mother and aunt is _____
- One reason for the event that caused their argument is that Aunt Prudence _____
- One effect of their argument is that Katherine's mother and Aunt Alice _____

2. Vocabulary:

Have students use the Visual Vocabulary chart that accompanies the lowest Lexile® level version of "The Best Thanksgiving Ever." Use these gestures and sentence exemplars as needed to clarify meanings:

- Exposed: Pulling away the drape exposed the painting to the guests.
- Festive: Dance and twirl about
- Perceptive: "I can tell from your face that you're getting hungry."
- Fray: Pantomime arguing
- Studied: Pantomime holding a book and tracing down the page with one's finger
- Disagreeable: Their loud argument was disagreeable to the other party guests, who started to leave.

Then, ask students to complete the chart by dragging and dropping the correct picture to match each word.

3. Meaningful Interaction:

- Point out to students that this story involves many different cause and effect relationships. Some of these relationships are never stated directly in the text; readers must instead infer them from clues in the writer's language and details given about the characters and the situation.
- Have students fill in the sentence frames in the activity on their Access 1 Handout.

Chino Valley Unified School District

High School Course Description

- Have students use sentence frames with substantial guidance in the Access 1 Handout to offer and share opinions. If you have students that are struggling with the sentence frames, rephrase the sentence frames in the form of *yes-no* and/or *wh-* questions. For example:
 - Did past events have an effect on Thanksgiving dinner?
 - What past event caused tension at Thanksgiving dinner?
 - What was the reaction to Katherine's speech at the end?
 - Why do you think Elizabeth was grinning when Katherine's mother yelled at her?

4. Scaffolding writing:

How do we develop empathy for others?

- This is the title/driving question for the unit as a whole. Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy? Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the Blast question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- When drafting their initial response to the driving question, have students refer to this sentence frame on their handout:
 - I believe that we develop empathy through _____ because _____.
 - Point out how the sentence frame borrows the language of the question. Also, point out to students how the _____ frame guides them ("because") to further explain their thoughts and opinions.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian A. Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: NEW COURSE: EXPANDING ENGLISH LANGUAGE DEVELOPMENT (ELD) A

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board on March 7, 2019, for information.

Expanding English Language Development (ELD) A fulfills a language development requirement for high school students acquiring English as a second language. Students increase their understanding of how to use English in a variety of contexts. The course ensures students can use English to learn and communicate about a range of topics and academic content areas. Expanding ELD A is the second course in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

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 Expanding English Language Development (ELD) A.

FISCAL IMPACT

None.

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) A
2. Transcript Title/Abbreviation:	Expanding ELD A
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	
13. Brief Course Description:	The Expanding ELD A course will ensure students engage in complex, cognitively demanding academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts. The course will ensure students can use English to learn and communicate about a range of topics and academic content areas.
14. Prerequisites:	Students must have already completed the Emerging ELD course (or have completed one year of ELD in another district) and scored Performance level 1-3 on English Language Proficiency Assessments for California (ELPAC) Summative Assessment or have scored Intermediate Performance level on ELPAC Initial Assessment. Co-requisite: grade level English course
15. Context for Course:	The Expanding ELD A course fulfills a language development requirement for students acquiring English as a second language as determined by the state language proficiency assessment. This course will develop academic language skills students need to access the core content areas.
16. History of Course Development:	The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.

Chino Valley Unified School District

High School Course Description

17. Textbooks:	Pearson Education, Inc. (2017). <i>MyPerspectives: English language arts</i> .
18. Supplemental Instructional Materials:	READ 180/System 44

C. COURSE CONTENT

1. Course Purpose:

Students at the Expanding ELD A level require moderate linguistic support, therefore this course is designed to attend to the language learning needs of students in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this course, the California English Language Development Standards are used as the focal standards in ways that complement content instruction in order to develop critical language students need for content learning in English. This course will develop English Learners’ language skills primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; and justifying their opinions by persuading others with relevant evidence. Through these activities, students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In the continuum of language development, students in this course further develop English language structures with greater complexity. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In this Expanding ELD level course, students will be challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. In this course, students will engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts.

Connect to text:

While students connect to text, they listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others:

Students exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges and adapt language choices to various contexts.

Interpret:

Students listen actively to spoken English in a range of social and academic contexts, closely read literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Chino Valley Unified School District

High School Course Description

Produce:

Students express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information. Students also justify their own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas. Students learn to modify phrases to add details and connect and condense ideas.

Reflect:

Students exchange information and ideas with others, adapt language choices to various contexts, justify their own arguments and evaluate others' arguments in writing. Students select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. First Read: The Best Thanksgiving Ever

Work together in small groups to analyze *"The Best Thanksgiving Ever"* and explain the causes and effects that appear in the plot. Work in small groups to practice sharing and discussing your opinions, using the discussion prompts. Then, use the self-evaluation tool to evaluate your participation in the discussion. Remember to focus on the discussion skill of providing coherent and well-articulated comments. Before commenting, ask yourself:

- Have I thought through what I want to say?
- Does what I say make sense?
- Could I express myself any more clearly?

Discussion Sentence Frames:

- One effect of Katherine's curiosity is _____
- The event that caused the disagreement was _____
- That event happened because _____
- One effect of their argument is _____
- One effect it has on Katherine is _____
- I think the effect of Katherine's speech at the end will be _____

2. Vocabulary:

- As a class, review the words or phrases in the Visual Vocabulary exercise and introduce the definition for each:
 - Exposed: Put in public view; showed
 - Festive: Fun and happy
 - Perceptive: Having or showing good insight or understanding
 - Fray: A heated argument
 - Studied: Looked at closely
 - Disagreeable: Not pleasant
- Have students use the Visual Vocabulary chart that accompanies the intermediate Lexile[®] level version of "The Best Thanksgiving Ever."
- Ask students to complete the chart by connecting the correct meaning and picture to match each word.

3. Meaningful Interaction:

- Point out to students that this story involves many different cause and effect relationships. Some of these relationships are never stated directly in the text; readers must instead infer them from clues in the writer's language and details given about the characters and the situation.

Chino Valley Unified School District

High School Course Description

- Have students fill in the sentence frames in their Access 2 Handout.
- Have students use the self-evaluation rubric in their Access Handouts to evaluate their own work on this task.
- Model for students how to use the self-evaluation rubric to reflect on their discussion:
 - The first row says, "I identified and explained cause and effect relationships in the text." I'm going to think back on my group work and ask myself if I did this well.
 - I know that I identified several cause and effect relationships in the text; but I think I only explained one in the group.
 - Since I did contribute one explanation to the group, but could have contributed more, I'm going to give myself a "3" which means "I did this pretty well."

4. Critical Reading:

This is a one-week lesson designed to familiarize students with the components and requirements of the iLit Literacy Program.

- Students will focus on reading, vocabulary, collaboration and writing routines using a short text with which to practice critical thinking, analytical writing, and collaborative tasks.
- Students will work individually and in small groups to cover big ideas in reading, writing, speaking, and listening.
- Students will be asked to develop a one-paragraph response about the reading which includes evidence from the text.
- Students will complete the assignment on their computers and publish by sending the paragraph to the teacher.
- Students will learn to cite textual evidence and produce writing that demonstrates their analysis of the text.

5. Media and Technology:

Using expository and narrative texts, students focus on how media and technology are integrated into modern life. Videos, opinion cartoons, and other digital media are utilized in this unit, which also introduces the genre of novel. Issues of digital privacy and citizenship are addressed as students work collaboratively to answer essential questions using textual and media evidence to support their claims.

- Students will engage with the text and media both in classroom conversations and in writing argumentative and narrative paragraphs as well as an expository essay.
- Students will use the writing process to develop an expository essay about the significance of a historical event.
- Students will begin with pre-writing which includes brainstorming and an outline and then move to writing their rough draft including embedded textual evidence.
- Students will work collaboratively to edit and revise their essay before completing a final draft for submission.
- Students will present essay in oral presentation to class.
- Students will learn about and to write three parts of an essay: Introduction, body, and conclusion.
- Students will learn to use the writing process in writing a full-length essay.
- Students will learn to apply in the essay format, the previously learned skill of embedding textual evidence, to build a cohesive essay.

6. Elements of Drama:

This unit focuses broadly on drama and more specifically on Shakespeare's Macbeth.

Chino Valley Unified School District

High School Course Description

- Students will participate in collaborative discussions, writing projects, and performances to analyze and evaluate Shakespearean language and literary elements. The play will serve as a way to study figurative language, theme, imagery, inference, nuance of language, author's choice, and use of dramatic elements.
- Students will re-write and perform a scene from the play in an alternate time-period and setting using precise language, dialogue, and action.
- Students will provide stage directions and setting to reflect time and character.
- Students will analyze figurative language, character motivation, and plot in order to design the scene for a different time period while maintaining Shakespeare's story.
- Students will learn and practice strategies for close reading and develop the perseverance for multiple readings of a challenging, multi-layered text.

7. Scaffolded writing:

How do we develop empathy for others? This is the title/driving question for the unit as a whole.

- Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy?
- Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the driving question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- When drafting their initial response to the driving question, have students refer to this driving sentence frame on their Access 2 handout:
 - I believe that we develop empathy through _____.
 - Point out how the sentence frame borrows the language of the question. The Expanding version of the frame, unlike the Emerging version, does not guide students toward explaining their thoughts. Work with students to understand why this explanation is important.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

Chino Valley Unified School District

High School Course Description

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian A. Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: NEW COURSE: EXPANDING ENGLISH LANGUAGE DEVELOPMENT (ELD) B

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board on March 7, 2019, for information.

Expanding English Language Development (ELD) B engages high school students in increasingly complex, cognitively demanding academic activities while providing students with moderate to limited linguistic support. The course promotes the simultaneous development of content knowledge and advanced levels of English. Expanding ELD B is the third course in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

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 Expanding English Language Development (ELD) B.

FISCAL IMPACT

None.

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) B
2. Transcript Title/Abbreviation:	Expanding ELD B
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	
13. Brief Course Description:	
The Expanding ELD B course will continue to ensure students engage in complex, cognitively demanding academic activities requiring language when provided moderate linguistic support as they develop increasing ease with understanding and using English in a variety of contexts. The course will ensure students can use English to learn and communicate about a range of topics and academic content areas.	
14. Prerequisites:	Students must have already completed the Expanding ELD A course (or have completed two years of ELD in another district) and scored Performance level 3 or below on English Language Proficiency Assessments for California (ELPAC) Summative Assessment with a Scale Score maximum of 1556. Co-requisite: grade level English course
15. Context for Course:	
The ELD Expanding B course is optional for students who need continued support in language development after the Expanding ELD A course. This course will develop academic language skills students need to access the core content areas.	
16. History of Course Development:	
The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.	

Chino Valley Unified School District

High School Course Description

17. Textbooks:	Pearson Education, Inc. (2017). MyPerspectives: English language arts.
18. Supplemental Instructional Materials:	READ 180/System 44

C. COURSE CONTENT

1. Course Purpose:

Students at the Expanding ELD B level require moderate to light linguistic support. The Expanding ELD B course is designed to attend to the language learning needs of English Learners in ways that promote the simultaneous development of content knowledge and advanced levels of English. This course will continue to develop English Learners’ English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks. Students interpret and discuss literary and informational texts. Students also write (both collaboratively and independently) a variety of text types and justify their written and spoken opinions by persuading others with relevant evidence. Students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In this course, students also learn about English in order to develop advanced levels of language skills. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which will allow them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In this Expanding ELD B level course, students will be further challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. In this course, students will engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts.

Connecting to text:

While students connect to text, they will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others:

Students will exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges and adapt language choices to various contexts.

Interpret:

Students will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Produce:

Students will express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information, justify own arguments and evaluate others’

Chino Valley Unified School District

High School Course Description

arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, use verbs, verb phrases, nouns, noun phrases, modify to add details, and connect and condense ideas.

Reflect:

Students will exchange information and ideas with others, adapt language choices to various contexts, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. Scaffolded writing:

How do we develop empathy for others?

- This is the title/driving question for the unit as a whole. Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy? Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the driving question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- Help these students begin drafting original responses to the driving question without the aid of a sentence frame. Refer to the Emerging and Expanding sections for specific aspects of a response to focus on with bridging students. If student struggle to craft a response on their own, supply them with the scaffolds used for other groups.

2. Imagination and Innovation:

A variety of readings, both literary and expository, in addition to media around the topic of the environment are the vehicle to introduce rhetoric and argumentative writing. Students will evaluate expository writing and media for rhetorical appeals and strategies. They will analyze literary text in form of the genre of short story for the use of foreshadowing, characterization, and choice of narrator for author's purpose and theme, as a means of persuasion. In addition, there is a focus on academic vocabulary and Latin roots in this unit.

- Students will develop a claim about the environment based on the readings and media from this unit.
- Students will include use of rhetorical appeals and counterargument in a multi-paragraph essay.
- Students will use evidence found in the readings and media as well as their own experience in order to support their claim and address the counterargument.

3. Non-Fiction Articles and Research Skills:

This unit emphasizes research strategies and the reading of multiple online articles.

- Students will learn how to evaluate sources for reliability, credibility, and validity.
- In this unit, students will continue to hone their speaking and listening skills through class collaboration, discussion, and presentation.
- Through writing and speaking, students will synthesize ideas and information using carefully crafted research questions.

4. Connections:

This unit is about connections between fiction and non-fiction, as well as the connections readers make with text and/or media. Students read the full-length memoir *Students on Strike: Jim Crow, Civil Rights, Brown, and Me*, by John Stokes. Students will discuss how personal experience and previous knowledge interact with new information to create unique experiences for the reader/viewer. Through collaboration, critical reading, and writing, students will synthesize information from genres to find connections in how authors develop character. Using unit readings

Chino Valley Unified School District

High School Course Description

related to civil rights, students will make connections and evaluate an argument. Students also will focus on grammar and the elements of grammar as they are used in different genres.

- After reading *Students on Strike*, students will read a portion of *Brown vs. the Board of Education of Topeka, Kansas*.
- Students will identify and summarize key points of the argument, producing an outline form of these key points.
- Students will learn how to synthesize information from a reading and understand how an argument is developed in a written document.
- Students also will learn about court case arguments as primary sources.

5. Elements of Poetry:

The focus of this unit is poetry and its characteristics. Students will interact with poems from a myriad of authors through different media. Students will analyze authors' use of poetic devices and their impact on the poem in detail and overall. Through close reading, analytical writing and academic discussion, students will identify theme, tone, and authors' choices.

- Students will write an original poem of twenty or more lines with a clear theme and tone.
- Students will include examples of alliteration, repetition, rhyme, symbolism, and figurative language.
- Students will present the poem to the class orally and turn in a written copy.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services

SUBJECT: REVISION OF BOARD POLICY 5145.3 STUDENTS – NONDISCRIMINATION/HARASSMENT OF STUDENTS

=====

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 5145.3 Students – Nondiscrimination/Harassment of Students is being revised to reflect new law (AB 699) which prohibits discrimination based on immigration status. This item was presented to the Board on March 7, 2019, as 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 5145.3 Students – Nondiscrimination/Harassment of Students.

FISCAL IMPACT

None.

NE:LF:SJ:rtr

NONDISCRIMINATION/HARASSMENT OF STUDENTS

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic, extracurricular, and other educational support programs, services and activities. The Board of Education prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, IMMIGRATION STATUS, ethnicity, ethnic group identification, age, religion, marital STATUS, PREGNANCY, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression OR GENETIC INFORMATION, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

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

This policy shall apply to all acts related to school activity or to school attendance occurring within a District school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of education benefits or services.

The Board of Education also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide information on the policy and complaint procedures related to discrimination. The Superintendent or designee shall regularly review the implementation of the District's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the District's educational program. He/she shall report his/her findings and recommendations to the Board of Education after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
 (cf. 1330 - Use of Facilities)
 (cf. 4131 - Staff Development)
 (cf. 4231 - Staff Development)
 (cf. 4331 - Staff Development)
 (cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6145.2 - Athletic Competition)
 (cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension, or expulsion when behavior is severe or pervasive as defined in Education Code 48900.4.

(cf. 4118 - Suspension/Disciplinary Action)
 (cf. 4119.21/4219.21/4319.21 - Professional Standards)
 (cf. 4218 - Suspension, Demotion or Dismissal)
 (cf. 5144 - Discipline)
 (cf. 5144.1 - Suspension and Expulsion/Due Process)
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
 (cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the District to monitor, address, and prevent repetitive prohibited behavior in District schools.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

WEBSITES

California School Boards Association: www.csba.org

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

California Safe Schools Coalition: www.casafeschools.org

California Office of the Attorney General: oag.ca.gov

First Amendment Center: www.firstamendmentcenter.org

National School Boards Association: www.nsba.org

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

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: September 3, 1998

Revised: August 5, 2010

Revised: January 17, 2013

Revised: September 5, 2013

Revised: September 21, 2017

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Yvette Farley, Director, Access & Equity

SUBJECT: REVISION OF BOARD POLICY 6020 INSTRUCTION – PARENT INVOLVEMENT

=====

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 6020 Instruction – Parent Involvement is being revised to reflect requirements for parent involvement in schools receiving federal Title I, Part A funding, as amended by Every Student Succeeds Act, including expanding activities to include engagement of family members. Policy also reflects parent involvement as a state priority that must be addressed in the District’s LCAP. This item was presented to the Board on March 7, 2019, as 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 6020 Instruction – Parent Involvement.

FISCAL IMPACT

None.

NE:LF:SJ:rtr

PARENT INVOLVEMENT

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/GUARDIAN involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall ~~work~~ CONSULT with staff and parents/guardians ~~to~~ IN THE development OF meaningful opportunities ~~at all grade levels~~ for ~~parents/guardians~~ THEM to be involved in District and school activities AT ALL GRADE LEVELS; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
 (cf. 1220 - Citizen Advisory Committees)
 (cf. 1230 - School-Connected Organizations)
 (cf. 1240 - Volunteer Assistance)
 (cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
 (cf. 5145.6 - Parental Notifications)

THE DISTRICT'S LOCAL CONTROL AND ACCOUNTABILITY PLAN SHALL INCLUDE GOALS AND STRATEGIES FOR PARENT/GUARDIAN INVOLVEMENT, INCLUDING DISTRICT EFFORTS TO SEEK PARENT/GUARDIAN INPUT IN DISTRICT AND SCHOOL SITE DECISION MAKING AND TO PROMOTE PARENT/GUARDIAN PARTICIPATION IN PROGRAMS FOR ENGLISH LEARNERS, FOSTER YOUTH, STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE MEALS, AND STUDENTS WITH DISABILITIES. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent/GUARDIAN AND FAMILY involvement ENGAGEMENT efforts, including, but not limited to, input from parents/guardians AND FAMILY MEMBERS, and school staff on the adequacy of ~~parent~~ involvement opportunities and ON barriers that may inhibit ~~parent/guardian~~ participation.

(cf. 0500 - Accountability)

Title I Schools

~~Each year~~ The Superintendent or designee shall ~~identify~~ INVOLVE ~~specific objectives of the District's parentS/GUARDIANS AND FAMILY MEMBERS involvement program~~ for IN ESTABLISHING DISTRICT EXPECTATIONS AND OBJECTIVES FROM MEANINGFUL PARENT/GUARDIAN AND FAMILY ENGAGEMENT IN schools ~~that receive~~ SUPPORTED BY Title I funding, DEVELOPING STRATEGIES THAT

PARENT INVOLVEMENT (cont.)

DESCRIBE HOW THE DISTRICT WILL CARRY OUT EACH ACTIVITY LISTED IN 20 USC 6318, AS CONTAINED IN THE ACCOMPANYING ADMINISTRATIVE REGULATION, ~~He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the SUCH parent involvement programS, ACTIVITIES, AND PROCEDURES. AS APPROPRIATE, THE SUPERINTENDENT OR DESIGNEE SHALL CONDUCT OUTREACH TO PARENTS/GUARDIANS AND FAMILY MEMBERS. (Education Code 11503; 20 USC 6318)~~

(cf. 6171 - Title I Programs)

~~The Superintendent or designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC 6318. (20 USC 6318)~~

The Superintendent or designee shall ~~consult with parents/guardians of participation students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians AND FAMILY MEMBERS of participating students in decisions regarding how the District's Title I funds will be allotted for parent/GUARDIAN AND FAMILY involvement~~ ENGAGEMENT activities AND SHALL ENSURE THAT PRIORITY IS GIVEN TO SCHOOLS IN HIGH POVERTY AREAS IN ACCORDANCE WITH LAW. (20 USC 6318, 6631)

(cf. 3100 - Budget)

EXPENDITURES OF SUCH FUNDS SHALL BE CONSISTENT WITH THE ACTIVITIES SPECIFIED IN THIS POLICY AND SHALL INCLUDE AT LEAST ONE OF THE FOLLOWING: (20 USC 6318)

1. SUPPORT FOR SCHOOLS IN PROVIDING PROFESSIONAL DEVELOPMENT FOR DISTRICT AND SCHOOL STAFF REGARDING PARENT/GUARDIAN AND FAMILY ENGAGEMENT STRATEGIES
2. SUPPORT FOR PROGRAMS THAT REACH PARENTS/GUARDIANS AND FAMILY MEMBERS AT HOME, IN THE COMMUNITY, AND AT SCHOOL
3. DISSEMINATION OF INFORMATION ON BEST PRACTICES FOCUSED ON PARENT/GUARDIAN AND FAMILY ENGAGEMENT, ESPECIALLY BEST PRACTICES FOR INCREASING THE ENGAGEMENT OF ECONOMICALLY DISADVANTAGED PARENTS/GUARDIANS AND FAMILY MEMBERS
4. COLLABORATION WITH COMMUNITY-BASED OR OTHER ORGANIZATIONS OR EMPLOYERS WITH A RECORD OF SUCCESS IN IMPROVING AND INCREASING PARENT AND FAMILY ENGAGEMENT

PARENT INVOLVEMENT (cont.)**5. ANY OTHER ACTIVITIES AND STRATEGIES THAT THE DISTRICT DETERMINES ARE APPROPRIATE AND CONSISTENT WITH THIS POLICY**

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:EDUCATION CODE

11500-11506 Programs to encourage parental involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEBSITES

CALIFORNIA SCHOOL BOARDS ASSOCIATION: www.csba.org

California Department of Education, Family, School, Community Partnerships: www.cde.ca.gov/ls/pf

California Parent Center: www.parent.sdsu.edu

California State PTA: www.capta.org

PARENT INVOLVEMENT (cont.)

National Coalition for Parent Involvement in Education: www.ncpie.org

National PTA: www.pta.org

Parent Information and Resource Centers: www.pirc-info.net

Parent as Teachers National Center: www.parentsasteachers.org

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

Chino Valley Unified School District

Policy adopted: August 21, 1997

Revised: May 20, 2010

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
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

\$1,759,920.97 to all District funding sources.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

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.

NE:GJS:AGH:pw

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
<p>CIIS-1819-170 UB-04 Software Inc. To provide single user software license for completion of required Medicare HCFA 1500 forms. Submitted by: Health Services Duration of Agreement: March 22, 2019 - June 30, 2019</p>	<p>Contract amount: \$169.99 Funding source: School Site Budget</p>
<p>CIIS-1819-171 Reiko Israel dba MusicAlley School of Business. To provide painting party. Submitted by: Country Springs ES Duration of Agreement: March 15, 2019 - March 15, 2019</p>	<p>Contract amount: \$250.00 Funding source: School Site Budget</p>
<p>CIIS-1819-172 Enrichment Programs In Communities dba EPIC Kids. To provide enrichment program for GATE students. Submitted by: Oak Ridge ES Duration of Agreement: August 13, 2018 - June 30, 2019</p>	<p>Contract amount: \$2,088.00 Funding source: GATE</p>
<p>CIIS-1819-173 TechSmith Corporation. To provide Camtasia single-user license for screen recorder and video editor software. Submitted by: Assessment and Instructional Technology Duration of Agreement: March 22, 2019 - March 21, 2020</p>	<p>Contract amount: \$338.00 Funding source: LCAP</p>
<p>CIIS-1819-174 Whooo's Reading. To provide reading comprehension program. Submitted by: Glenmeade ES Duration of Agreement: April 1, 2019 - April 1, 2020</p>	<p>Contract amount: \$2,900.00 Funding source: Title I</p>
<p>CIIS-1819-175 Thinking Maps. To provide one-year online license to Thinking Maps Learning Community. Submitted by: Townsend JHS Duration of Agreement: April 1, 2019 - May 31, 2020</p>	<p>Contract amount: \$149.00 Funding source: School Site Budget</p>
<p>CIIS-1819-176 Practice Fusion, Inc. To provide electronic health records system. Submitted by: Health Services Duration of Agreement: May 1, 2019 - June 30, 2020</p>	<p>Contract amount: \$2,376.00 Funding source: LCAP</p>
<p>CIIS-1819-177 Educational Testing Service. To provide the Adult School, as a state approved test center, the use of nonexclusive, nontransferable, limited right use of test materials for the High School Equivalency Test. Submitted by: Adult School Duration of Agreement: March 22, 2019 - June 30, 2021</p>	<p>Contract amount: No cost to District, students will pay to take the HiSET. Funding source: None</p>
<p>CDE GRANT 14332 California Department of Education. To provide funding for Education for Homeless Children and Youth. Submitted by: Health Services/McKinney-Vento Homeless Program Duration of Agreement: July 1, 2018 - June 30, 2019</p>	<p>Contract amount: \$175,000.00 as of February 19, 2019. Funding source: Grant funds for the Education of Homeless Children and Youth Program.</p>

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
<p>F-1819-055 IWS Environmental Inc. To provide assistance with District Hazardous Materials Business Plans. Submitted by: Maintenance, Operations, and Construction Duration of Agreement: February 25, 2019 - June 30, 2019</p>	<p>Contract amount: Per rate Sheet Funding source: General Fund</p>

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1819-056 Raptor Technologies, LLC. To provide annual access fee for school site Visitor Management system. Submitted by: Purchasing Duration of Agreement: February 1, 2019 - January 31, 2020	Contract amount: \$17,280.00 Funding source: General Fund

MASTER CONTRACTS	FISCAL IMPACT
MC-1819-076 Kyong Yee dba Up Up and Away Face Paint. To provide balloon artist and face painter. Submitted by: Purchasing Duration of Agreement: April 5, 2019 - June 30, 2021	Contract amount: Per rate Sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1819-077 Sportsoft Inc. To provide inventory management single user license. Submitted by: Ayala HS Duration of Agreement: November 9, 2018 - November 8, 2021	Contract amount: \$1,500.00 Funding source: School Site Budget
MC-1819-078 Incredible Entertainment, Inc. dba John's Incredible Pizza Company. To provide catering and venue for school events. Submitted by: Magnolia JHS Duration of Agreement: March 22, 2019 - June 30, 2021	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
F-1718-016 Koppel & Gruber Public Finance. To provide SB1029 Annual Debt Transparency Reporting (ADTR) Services. Submitted by: Facilities, Planning, and Operations Duration of Agreement: December 14, 2017 - June 30, 2018 Original Agreement Board Approved: December 14, 2017 Previously amended on March 7, 2019, to extend to June 30, 2020.	Change funding source from Capital Facilities to Various.
HR-1718-013 U.S. Healthworks. To provide pre-employment and fitness for duty physicals. Submitted by: Human Resources Duration of Agreement: March 1, 2018 - June 30, 2019 Original Agreement Board Approved: March 1, 2018	Name change to Concentra.
Resolution 2016/017-44 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Borba ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017	Changes due in part to solar panel import tariff effective February 7, 2018 <ul style="list-style-type: none"> • Rate change from \$0.116 to \$0.126 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>Resolution 2016/017-50 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Dickson ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.093 to \$0.097 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment
<p>Resolution 2016/017-51 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Eagle Canyon ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.123 to \$0.128 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment
<p>Resolution 2016/017-52 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Glenmeade ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.100 to \$0.104 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment
<p>Resolution 2016/017-56 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Marshall ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.101 to \$0.105 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>Resolution 2016/017-57 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Newman ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.118 to \$0.127 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment
<p>Resolution 2016/017-58 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Oak Ridge ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.104 to \$0.111 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment
<p>Resolution 2016/017-59 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Rolling Ridge ES. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.102 to \$0.106 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment
<p>Resolution 2016/017-60 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Briggs K-8. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.100 to \$0.104 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>Resolution 2016/017-62 Tesla Energy Operations, Inc. formerly known as Solar City Corporation. To provide energy conservation services for Townsend JHS. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 19, 2017 - June 19, 2037 Original Agreement Board Approved: June 15, 2017</p>	<p>Changes due in part to solar panel import tariff effective February 7, 2018</p> <ul style="list-style-type: none"> • Rate change from \$0.096 to \$0.105 • System production update with actual equipment installed and location • Energy storage equipment change/update to complement system changes • Performance Guarantee adjustment

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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Humility • Civility • Service

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: CUPCCAA BID 18-19-31I, TRANSPORTATION DEPARTMENT RESTROOM RENOVATION (REBID)

=====

BACKGROUND

Pursuant to Public Contract Code 22032(b) public projects in the amount of \$175,000.00 or less can be use informal bidding procedures as defined by the Uniform Public Construction Cost Accounting Act.

A Notice to Contractors Calling for Bids for CUPCCAA Bid 18-19-31I, Transportation Department Restroom Renovation (Rebid) was emailed on February 15, 2019, to contractors currently listed on the 2019 list of qualified contractors. Bids were opened at 1:00 p.m. on March 6, 2019. The results are as follows:

Contractor	Bid Amount
Angelo Construction	\$82,114.00

The basic scope of work for this project includes demo of two restrooms in order to convert them to one larger, multi-occupancy, ADA accessible restroom.

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

RECOMMENDATION

It is recommended the Board of Education award CUPCCAA Bid 18-19-31I, Transportation Department Restroom Renovation (Rebid) to Angelo Construction.

FISCAL IMPACT

\$82,114.00 to RDA Fund 25.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations

SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA PROJECT

=====

BACKGROUND

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

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2019-11	Adult School Asphalt Crack Fill and Resurface	Premier Paving Inc.	\$38,470.00	N/A	\$38,470.00	25

Documentation indicating satisfactory completion and compliance with specifications has been obtained from: school site administrator; Alex Rivera, Project Manager; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for this project.

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

RECOMMENDATION

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

FISCAL IMPACT

\$38,470.00 to RDA Fund 25.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: RESOLUTION 2018/2019-34 AND 2018/2019-36, AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS

=====

BACKGROUND

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

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

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

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

Resolution	Contract	Contractor	Description	Term
2018/2019-34	San Bernardino County Superintendent of Schools 17/18-0955	Culver-Newlin	Furniture: Systems and Stand-Alone	5/1/2018-5/31/2019

Resolution	Contract	Contractor	Description	Term
2018/2019-36	California Participating Addendum 7-15-70-34-004	EMC Corporation	Computer Equipment: Desktops; Servers and Storage; and Related Peripherals and Services	11/10/15-3/31/2020

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2018/2019-34 and 2018/2019-36, authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

NE:GJS:AGH:pw

**Chino Valley Unified School District
Resolution 2018/2019-34
Authorization to Utilize the San Bernardino County Superintendent of Schools
Contract 17/18-0955
With Culver-Newlin
to Purchase Furniture: Systems and Stand-Alone
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure furniture: systems and stand-alone for the District;

WHEREAS, San Bernardino County Superintendent of Schools currently has a piggyback contract, 17/18-0955, in accordance with Public Contract Code 20118 with Culver-Newlin, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of furniture: systems and stand-alone through the piggyback contract procured by the San Bernardino County Superintendent of Schools Contract 17/18-0955.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of furniture: systems and stand-alone through the piggyback contract originally procured by the San Bernardino County Superintendent of Schools Contract 17/18-0955 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of furniture: systems and stand-alone in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the San Bernardino County Superintendent of Schools Contract 17/18-0955.

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

Section 5. Effective Date. This resolution shall be effective as of May 1, 2018, for the term ending May 31, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of March 2019 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

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

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

**Chino Valley Unified School District
Resolution 2018/2019-36
Authorization to Utilize the California Participating Addendum 7-15-70-34-004
With EMC Corporation
to Purchase Computer Equipment: Desktops; Servers and Storage; and
Related Peripherals and Services
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure computer equipment: desktops; servers and storage; and related peripherals and services for the District;

WHEREAS, California Participating Addendum currently has a piggyback contract, 7-15-70-34-004, in accordance with Public Contract Code 20118 with EMC Corporation, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of computer equipment: desktops; servers and storage; and related peripherals and services through the piggyback contract procured by the California Participating Addendum 7-15-70-34-004.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of computer equipment: desktops; servers and storage; and related peripherals and services through the piggyback contract originally procured by the California Participating Addendum 7-15-70-34-004 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of computer equipment: desktops; servers and storage; and related peripherals and services in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the California Participating Addendum 7-15-70-34-004.

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

Section 5. Effective Date. This resolution shall be effective as of November 10, 2015, for the term ending March 31, 2020.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of March 2019 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

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

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: **RESOLUTION 2018/2019-37, APPROVING PARTICIPATION IN THE SCHOOL FACILITY PROGRAM FOR NEW CONSTRUCTION AND MODERNIZATION FUNDING SUBJECT TO THE REGULATIONS AND PROCESSING PROCEDURES THAT THE STATE ALLOCATION BOARD ESTABLISHED FOR APPLICATIONS RECEIVED BEYOND EXISTING BOND AUTHORITY**

=====

BACKGROUND

On February 28, 2019, the Office of Public School Construction (OPSC) issued a notification informing all school districts and county superintendents that the School Facility Program (SFP) New Construction and Modernization bond authority has been exhausted. OPSC has received requests for funding that exceed available bond authority.

The State Allocation Board (SAB) acknowledged list for project applications received by the OPSC after bond authority was exhausted. This list is called the "Applications Received Beyond Bond Authority List."

New construction and modernization applications placed on this list will undergo an intake review but will not be fully processed by the OPSC nor presented to the SAB for approval, as specified in SFP Regulation 1859.95.1. All applications received on or after February 28, 2019, will be subject to the regulations and processing procedures which include a school board resolution that includes several acknowledgements.

Chino Valley Unified School District has been participating in the state SFP for state funding in the new construction and modernization of school facilities since 1999. It is necessary to continue processing applications to OPSC for new construction and modernization of school facilities under the regulations and procedures in anticipation of future state fund assistance as the facilities needs arise.

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

RECOMMENDATION

It is recommended the Board of Education approve Resolution 2018/2019-37, Approving Participation in the School Facility Program for New Construction and Modernization Funding Subject to the Regulations and Processing Procedures that the State Allocation Board Established for Applications Received Beyond Existing Bond Authority.

FISCAL IMPACT

None.

NE:GJS:pw

**Chino Valley Unified School District
Resolution 2018/2019-37
Approving Participation in the School Facility Program for New Construction and
Modernization Funding Subject to the Regulations and Processing Procedures
That the State Allocation Board Established for Application Received Beyond
Existing Bond Authority**

WHEREAS, the Board of Education (Board) has determined that school facilities within the Chino Valley Unified School District (District), within San Bernardino County, need to be constructed and or modernized; and

WHEREAS, the State Allocation Board (SAB) has established an “Applications Received Beyond Bond Authority List” for projects that have been received.

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

Pursuant to title 2, Code of California Regulations section 1859.95.1, the Board of Education of the Chino Valley Unified School District hereby acknowledges the following:

- (1) the Board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on these applications.
- (2) the Board acknowledges that the State of California is not expected nor obligated to provide funding for the projects and the acceptance of the applications does not provide a guarantee of future State funding.
- (3) the Board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the applications being submitted.
- (4) the Board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The District’s approved applications may be returned.
- (5) the Board acknowledges that they are electing to commence any pre-construction or construction activities at the District’s discretion and that the State is not responsible for any pre-construction or construction activities.
- (6) the Board acknowledges that, if bond authority becomes available for the SAB to provide funding for the submitted applications, the District must apply for financial hardship status for financial hardship funding.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of March 2019 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

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

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
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DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, 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.

NE:RR:FA:IB:mcm

CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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CERTIFICATED MANAGEMENT PERSONNEL FOR THE 2018/2019 SCHOOL YEAR**AMENDMENT TO EFFECTIVE DATE READ OUT IN CLOSED SESSION ON MARCH 7, 2019**

BUONCRISTIANI, Randal	Principal – HS	Chino Hills HS	06/03/2019
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CERTIFICATED PERSONNEL FOR THE 2018/2019 SCHOOL YEAR**LEAVE OF ABSENCE**

SOLIS-MILLER, Sarah	Mathematics Teacher	Chino HS	04/07/2019 through 05/31/2019
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RETIREMENT

MILLER, Carolyn (31 years of service)	Elementary Teacher	Litel ES	03/06/2019
POPE, Charles (12 years of service)	History Teacher	Don Lugo HS	06/01/2019
AMELUXEN, John (36 years of service)	Math Teacher	Ayala HS	06/01/2019
KERBY, Joni (30 years of service)	ASL Teacher	Ayala HS	06/01/2019

RESIGNATION

INGRAM, Dyan	Elementary Teacher on Leave of Absence	Wickman ES	02/22/2019
GARCIA, Elvis	Special Education Teacher	Woodcrest JHS	05/31/2019

AMENDMENT TO RESIGNATION DATE ON THE JANUARY 17, 2019 AGENDA

SWEAT, Carol (29 years of service)	TOA-Parent, School & Community Specialist	Access & Equity	05/01/2019
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AMENDMENT TO RESIGNATION DATE ON THE FEBRUARY 21, 2019 AGENDA

WACHTEL, Sally (16 years of service)	Elementary Teacher	Cal Aero K-8	03/15/2019
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CERTIFICATED PERSONNEL (cont.)

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

BRITTEN, Kevin	Track & Field (B)	Chino HS	03/22/2019
LEON, Adam (NBM)	Swim (B)	Chino HS	03/22/2019

APPOINTMENT - EXTRA DUTY - ACTIVITIES

ACKER, Jennell	DECCA Advisor	Chino Hills HS	08/13/2018
		TOTAL:	\$2,838.00

**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH
JUNE 30, 2019**

ELEYAE, Glory	SPRAGUE, Ciara
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CLASSIFIED PERSONNEL

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

RESIGNATION

FRAME, Craig	Director, Risk Management and Human Resources (GF)	Risk Management	03/01/2019
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE

APPOINTMENT

BALLARD, Diana	Playground Supervisor (GF)	Newman ES	04/01/2019
SANTOS, Tania	Playground Supervisor (GF)	Wickman ES	04/01/2019
RICO, Jonathan	Purchasing Clerk III (GF)	Purchasing	03/22/2019
ELVIR, Gerald	Network Support Technician (GF)	Technology	03/22/2019

PROMOTION

RODRIGUEZ, Gloria	FROM: Typist Clerk I (GF) 8 hrs./201 work days TO: Assistant Principal Secretary (GF) 8 hrs./213 work days	Ayala HS Ayala HS	04/01/2019
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CHANGE OF ASSIGNMENT

HOLENDOR, Ambar	FROM: IA/Childhood Ed. (CDF) 2.4 hrs./180 work days TO: IA/Special Education/SH (SELPA/GF) 6 hrs./181 work days	Litel FC Glenmeade ES	04/01/2019
LOPEZ, Valerie	FROM: Elementary Library/Media Center Assistant (GF) 3.5 hrs./150 contract days TO: Typist Clerk I (GF) 8 hrs./201 work days	Oak Ridge ES Chino Hills HS	04/01/2019
FLORES, Blanca	FROM: Nutrition Services Assistant II (NS) 3 hrs./181 work days TO: Nutrition Services Assistant II (NS) 5.5 hrs./181 work days	Chino Hills HS Chino Hills HS	04/01/2019

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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INCREASE HOURS/DAYS

MARTINEZ, Denise	FROM: Bus Driver (GF) 5.5 hrs./183 work days TO: Bus Driver (GF) 6 hrs./183 work days	Transportation Transportation	03/22/2019
RAMIREZ, Regina	FROM: Bus Driver (GF) 5.5 hrs./183 work days TO: Bus Driver (GF) 6 hrs./208 work days	Transportation Transportation	03/22/2019

PERSONAL LEAVE OF ABSENCE

DUNCAN, Esther	Playground Supervisor (GF)	Litel ES	04/01/2019 through 04/12/2019
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PLACED ON 39 MONTH RE-EMPLOYMENT LIST

RIVERA, Krystal	IA/Special Ed/SH (SELPA/GF)	Borba ES	03/07/2019
WHITE, Jessa Rae	Bus Driver (GF)	Transportation	02/27/2019

RESIGNATION

BECERRIL, Yesenia	Playground Supervisor (GF)	Liberty ES	03/21/2019
GARZA, Lisa Marie	Playground Supervisor (GF)	Litel ES	02/08/2019

RETIREMENT

MENDEZ, Marie (13 Years of Service)	IA/Special Education (SELPA/GF)	Dickson ES	06/01/2019
GARNICA, Alfred (22 Years of Service)	Security Person (GF)	Chino Hills HS	03/30/2019
BECKER, Shelley (20 Years of Service)	Account Clerk III (GF)	Business Services	08/01/2019

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE APRIL 1, 2019, THROUGH JUNE 30, 2019

RAMOS, Erica	IA/Special Education/SH	Briggs K-8
BAYONA, Karen	IA/Special Education/SH	Chino Hills HS
PALMER, Anne	IA/Special Education/SH	Don Lugo HS
LONDON, Bonny	District Media Center Clerk	Professional Development Center

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2019, THROUGH SEPTEMBER 30, 2019

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

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, Director, Human Resources

**SUBJECT: REVISION OF BOARD POLICY 4119.11, 4219.11, AND 4319.11
PERSONNEL – SEXUAL HARASSMENT**

=====

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 4119.11, 4219.11, and 4319.11 Personnel – Sexual Harassment are being revised to reflect new state regulations, as renumbered, which extend protection against sexual harassment to unpaid interns, require districts to instruct supervisors to report complaints, and revise requirements pertaining to the training of supervisory employees. Policy was also updated to provide a strong statement of the Board's commitment to provide a safe work environment that is free of sexual harassment and intimidation and to align the process for filing complaints of sexual harassment with AR 4030 - Nondiscrimination in Employment. This item was presented to the Board of Education on March 7, 2019, as 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 4119.11, 4219.11, and 4319.11 Personnel – Sexual Harassment.

FISCAL IMPACT

None.

NE:RR:FA:IB:mcm

SEXUAL HARASSMENT

THE BOARD OF EDUCATION IS COMMITTED TO PROVIDING A SAFE WORK ENVIRONMENT THAT IS FREE OF HARASSMENT AND INTIMIDATION. The Board of Education prohibits sexual harassment AGAINST ~~of District employees and job applicants.~~ ~~The Board also prohibits~~ AND retaliatory behavior or action against ~~District employees or~~ ANY other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

SEXUAL HARASSMENT INCLUDES, BUT IS NOT LIMITED TO, HARASSMENT THAT IS BASED ON THE GENDER, GENDER IDENTITY, GENDER EXPRESSION, OR SEXUAL ORIENTATION OF THE VICTIM.

THIS POLICY SHALL APPLY TO ALL DISTRICT EMPLOYEES AND TO OTHER PERSONS ON DISTRICT PROPERTY OR WITH SOME EMPLOYMENT RELATIONSHIP WITH THE DISTRICT, SUCH AS INTERNS AND VOLUNTEERS.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the District's sexual harassment policy to ~~staff~~ EMPLOYEES AND OTHERS TO WHOM THE POLICY MAY APPLY.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

SEXUAL HARASSMENT (cont.)

Any District employee ~~or job applicant~~ who feels that he/she has been sexually harassed IN THE PERFORMANCE OF HIS/HER DISTRICT RESPONSIBILITIES or who has knowledge of any incident of sexual harassment by or against another employee, ~~job applicant or a student~~, shall immediately report the incident to his/her supervisor, ANOTHER SUPERVISOR, ~~principal~~, District COORDINATOR FOR NONDISCRIMINATION, ~~administrator~~ or Superintendent.

A supervisor, ~~principal~~ or District administrator who receives a harassment complaint shall promptly notify the ~~Superintendent~~ ~~or designee~~ COORDINATOR FOR NONDISCRIMINATION.

Complaints of sexual harassment shall be filed AND INVESTIGATED in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any District employee who engages or participates in the sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4117.4 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

SEXUAL HARASSMENT (cont.)

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEBSITES

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

Equal Employment Opportunity Commission: www.eeoc.gov

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

Chino Valley Unified School District

Policy adopted: November 16, 1995

Revised: March 23, 2000

Revised: November 17, 2011

Revised: March 17, 2016

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 21, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations

SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 3311 BUSINESS AND NONINSTRUCTIONAL OPERATIONS – BIDS

=====
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.

Due to a change in state law under AB 1565, effective January 1, 2019, the Prequalification Procedure within is being updated to reflect that change. Administrative Regulation 3311 Business and Noninstructional Operations – Bids.

Old policy language to be deleted is ~~lined~~ through.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Administrative Regulation 3311 Business and Noninstructional Operations – Bids.

FISCAL IMPACT

None.

NE:GJS:pw

BIDS

Advertised/Competitive Bids

The District shall advertise for any of the following: (Public Contract Code 20111)

1. A public project contract that involves an expenditure of \$15,000 or more, including a contract for construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, or repair work involving a district owned, leased, or operated facility

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

(cf. 3311.2 - Lease-Leaseback Contracts)

(cf. 3311.3 - Design-Build Contracts)

2. A contract that exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following:

- a. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district

(cf. 3230 - Federal Grant Funds)

(cf. 3311.4 - Procurement of Technological Equipment)

- b. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters

- c. Repairs that are not a public project, including maintenance

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a District facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. Maintenance does not include painting, repainting, or decorating other than touchup, or among other types of work, janitorial or custodial services and protection provided by security forces. (Public Contract Code 20115)

Instructions and Procedures for Advertised Bids

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the District, or if no such newspaper exists, then in some newspaper of general circulation that is circulated in the county. The Superintendent or designee also may post the notice on the

BIDS (cont.)

District's website or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and website where bids will be opened. (Public Contract Code 20112)

(cf. 1113 - District and School Websites)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

(cf. 3510 - Green School Operations)

2. All bids for construction work shall be presented under sealed cover. The District may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20111, 20112)

The bid shall be accompanied by a form of bidder's security, including either cash, a cashier's check payable to the District, a certified check made payable to the District, or a bid bond executed by an admitted surety insurer and made payable to the District. The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111, 20112)

3. When a standardized proposal form is provided by the District, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)
5. When two or more identical lowest or highest bids are received, the Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)

BIDS (cont.)

6. If the District requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item "a"-below shall be used. (Public Contract Code 20103.8)
 - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the District before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the District before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

7. In determining the lowest bid, the District shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.
 - a. When a bid is determined to be nonresponsive, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the determination.
 - b. When the lowest bidder is determined to be nonresponsive, the Superintendent or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Board.
8. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law, Board policy, and administrative regulation.

BIDS (cont.)

(cf. 1340 - Access to District Records)
 (cf. 3580 - District Records)

Prequalification Procedure

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized prequalification questionnaire and financial record which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

~~When any public project involves an expenditure of \$1,000,000.00 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the District shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Public Contract Code 20111.6)~~

- ~~1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in public contract Code 4113 or business and professions code 7056, or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the District, before the date fixed for the public opening of sealed bids.~~
- ~~2. Prospective bidders shall be prequalified by the District five or more business days, as determined by the District, before the date fixed for the public opening of sealed bids.~~

~~If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors, and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the District, before the date fixed for the public opening of sealed bids.~~

For all other contracts requiring competitive bidding, the District may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public

BIDS (cont.)

opening of sealed bids and shall be prequalified by the District at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

Award of Contract

The District shall award each contract to the lowest responsible bidder except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)
2. When the contract is for any transportation service which involves an expenditure of more than \$10,000.00, and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of A students who is to be transported, in which case the Board may contract with other than the lowest bidder. (Education Code 39802)
3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements. (Public Contract Code 2000-2002)
4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

(cf. 3311.2 - Lease-Leaseback Contracts)

5. When procuring a design-build contract for a public works project in excess of \$1,000,000.00 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the District, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

(cf. 3311.3 - Design-Build Contracts)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the

BIDS (cont.)

Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Limitation on use of Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3002, 3400)

1. Does not directly or indirectly limit bidding to any one specific concern.
2. Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service.

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification.

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or request for proposals (RFP), that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

BIDS (cont.)

1. To conduct a field test or experiment to determine its suitability for future use.
2. To match others in use on a particular public improvement that has been completed or is in the course of completion.
3. To obtain a necessary item that is only available from one source.
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP.

(cf. 9323.2 - Actions by the Board)

Bids Not Required

Without advertising for bids and upon a determination that it is in the best interest of the District, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the District in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the District may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

(cf. 3300 - Expenditures and Purchases)
(cf. 3512 - Equipment)

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the District and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost and savings comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

(cf. 3511 - Energy and Water Management)
(cf. 9320 - Meetings and Notices)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

BIDS (cont.)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

(cf. 3517 - Facilities Inspection)

The District may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

~~Pre-Qualification of Bidders~~

~~The District shall require prospective bidders, including certain cases, where merited, major subcontractors on public works projects, as such term is defined in the Public Contracts Code, with an estimated cost of \$1,000,000 or more, to furnish sufficient proof of minimum public works experience. Such minimum experience must consist of responsibility for the successful completion of at least two public projects. The size of each project must equal at least 80% of estimated construction costs of the project(s) to be bid and must have been completed during the past five years. Not meeting the District's requirements will result in failure to pre-qualify.~~

~~Along with proof of the minimum experience requirement, the prospective bidder shall complete a standard form questionnaire and financial statement and shall submit any required documentation along with the questionnaire and financial statement. When completed, the questionnaire and financial statement shall be certified under oath by the bidder in the manner in which pleadings in civil actions are verified.~~

BIDS (cont.)

~~The District shall apply a uniform system of rating pre-qualified bidders, on the basis of the standard questionnaires and financial statements. The uniform system may be modified from time-to-time by District staff.~~

~~When the standard questionnaires and financial statements are used, a report identifying the pre-qualified bidders by type and size of contract shall be submitted to the Board of Education for approval. The questionnaires and financial statements are not public records and not open to public inspection.~~

~~Questionnaires and financial statements approved by the Board of Education shall be valid for no more than twelve months. Notwithstanding this, the District may, for any given project, require all pre-qualified bidders to submit a new or revised questionnaire and updated financial statement if deemed necessary or desirable.~~

~~Bids shall not be accepted from any person or other entity who is required to complete a questionnaire and financial statement for pre-qualification pursuant to this Board Policy, but has not done so, at least five days prior to the date fixed for the public opening of sealed bids or has not been pre-qualified for at least one day prior to that date.~~

Change Order Procedure

The process of modifying an existing agreement is known as a "change order." For the purpose of controlling District construction costs, all change orders shall be closely monitored by the District, its architects and consultants. The need for a change order request may be identified by District staff, the architect, inspector or general contractor.

There are a number of acceptable reasons change orders occur. These types of changes are either beyond the control of the District, or result in additional value to the District. For example:

1. Weather conditions can delay a project forcing a contractor to request a contract extension to complete the job.
2. Materials specified in the original bid are discontinued by a supplier and a substitute must be found.
3. When contract changes are a result of actions or requirements of another governmental agency, utility company, or are considered to be caused by "an act of God," existing construction agreements may be amended.
4. Existing site conditions reasonably unforeseeable by the architect and/or contractor can result in additional time or cost added to the project.

BIDS (cont.)

5. Contractor engages in value engineering while still delivering the expected outcome at no additional cost or savings to the district.

The District will expect the vendor to be fully responsible for the following types of change orders:

1. Omissions in the architect's plans and specifications for the project for the project which could reasonably be ascertained prior to the request for bids.
2. Omissions in the contractor's submitted bid which could reasonably be ascertained prior to the bid submittal.

Efforts will be made to reduce or minimize change orders generated to make cosmetic or non-essential changes requested by staff that result in added costs to the project.

The following change order process will be used in the Chino Valley Unified School District.

When possible, request for change orders will be included as part of the regular construction meetings with the architect, general contractor, inspector, and District staff.

A request to proceed with a change order will be submitted by the architect in an electronic format to the District outlining the need and rationale for the change. The change order will be submitted to the Director of Maintenance, Operations, and Construction, who will review the request and make a recommendation to the Superintendent/designee to approve or deny the change order request.

When possible, all change orders will be presented to the Board of Education for approval, rather than ratification. However, the District recognizes that a decision on change orders may need to be made prior to Board approval in order not to delay or stop work on the project. The need to proceed with a change order can be especially evident when the timetable affects the opening of a school or other schedule requirements. In instances where the Board of Education will be asked to ratify rather than approve a change order, staff will communicate this information and cost in a timely manner to the Board of Education.

Chino Valley Unified School District

Regulation approved: November 16, 1995

Revised: April 19, 2001

Revised: July 1, 2004

Revised: November 2, 2006

Revised: September 4, 2008

Revised: January 20, 2011

BIDS (cont.)

Revised: December 12, 2013

Revised: November 19, 2015

Revised: December 15, 2016

Revised: March 16, 2017

Revised: August 17, 2017

REVISED: