



**CHINO VALLEY**  
**UNIFIED SCHOOL DISTRICT**

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

# **BOARD OF EDUCATION AGENDA**

**May 2, 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.**

**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**  
**May 2, 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) (30 minutes)
- d. Public Employee Discipline/Dismissal/Release (Government Code 54957): (10 minutes)
- e. 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)
- f. Public Employee Appointment (Government Code 54957): Director, Risk Management and Human Resources. (5 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

**I.C. PRESENTATION**

1. E.J. Marshall ES

**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. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

**II.A.1. Proclamation for National School Nurse Day on May 8, 2019**

Page 8

Recommend the Board of Education adopt the proclamation for National School Nurse Day on May 8, 2019.

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

### II.B. HUMAN RESOURCES

**II.B.1. Resolution 2018/2019-40 Day of the Teacher/Día del Maestro**

Page 10

Recommend the Board of Education adopt Resolution 2018/2019-40 Day of the Teacher/Día del Maestro.

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

**II.B.2. Declaration of Need for Fully Qualified Educators for the 2019/2020 School Year**

Page 13

Recommend the Board of Education approve the Declaration of Need for Fully Qualified Educators for the 2019/2020 school year.

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 April 18, 2019**

Page 17

Recommend the Board of Education approve the minutes of the regular meeting of April 18, 2019.

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

Page 23 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

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

Page 24 Recommend the Board of Education approve/ratify the fundraising activities.

**III.B.3. Donations**

Page 26 Recommend the Board of Education accept the donations.

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

Page 28 Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Margaret A. Chidester & Associates.

**III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****III.C.1. School-Sponsored Trips**

Page 29 Recommend the Board of Education approve/ratify the school-sponsored trips for Eagle Canyon ES, Hidden Trails ES, Oak Ridge ES, Wickman ES, Canyon Hills JHS, Ayala HS, Chino HS, and Chino Hills HS.

**III.C.2. California Department of Education Child Development Agency Annual Report and Parent Handbook 2019/2020**

Page 31 Recommend the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook 2019/2020.

**III.C.3. Memorandum of Understanding Between California Polytechnic University, Pomona Trio Pre-College Programs and Chino Valley Unified School District**

Page 39 Recommend the Board of Education approve the Memorandum of Understanding between California Polytechnic University, Pomona TRIO Pre-College Programs and Chino Valley Unified School District.

**III.C.4. Revision of Board Policy 0460 Philosophy, Goals, Objectives, and Comprehensive Plans—Local Control and Accountability Plan**

Page 43 Recommend the Board of Education approve the revision of Board Policy 0460 Philosophy, Goals, Objectives, and Comprehensive Plans—Local Control and Accountability Plan.

**III.C.5. Revision of Board Policy 5141.21 Students—Administering Medication and Monitoring Health Conditions**

Page 52 Recommend the Board of Education approve the revision of Board Policy 5141.21 Students—Administering Medication and Monitoring Health Conditions.

**III.C.6. Revision of Board Policy 6162.5 Instruction—Student Assessment**  
Page 56 Recommend the Board of Education approve the revision of Board Policy 6162.5 Instruction—Student Assessment.

**III.C.7. Revision of Board Policy 6170.1 Instruction—Transitional Kindergarten**  
Page 60 Recommend the Board of Education approve the revision of Board Policy 6170.1 Instruction—Transitional Kindergarten.

**III.C.8. Revision of Board Policy 6174 Instruction—Education for English Learners**  
Page 65 Recommend the Board of Education approve the revision of Board Policy 6174 Instruction—Education for English Learners.

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

**III.D.1. Purchase Order Register**  
Page 72 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

**III.D.2. Agreements for Contractor/Consultant Services**  
Page 73 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

**III.D.3. Surplus/Obsolete Property**  
Page 76 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

**III.D.4. Bid 18-19-37F, Walnut ES Parking Lot Expansion**  
Page 78 Recommend the Board of Education award Bid 18-19-37F, Walnut ES Parking Lot Expansion to TSR Construction.

**III.D.5. CUPCCAA Bid 18-19-38I, Country Springs ES Playground Equipment Installation**  
Page 80 Recommend the Board of Education award CUPCCAA Bid 18-19-38I, Country Springs ES Playground Equipment Installation to John Buck dba J2 Builders.

**III.D.6. CUPCCAA Bid 18-19-39I, Butterfield Ranch ES Playground Equipment Installation**  
Page 81 Recommend the Board of Education award CUPCCAA Bid 18-19-39I, Butterfield Ranch ES Playground Equipment Installation to John Buck dba J2 Builders.

**III.D.7. Notice of Completion for CUPCCAA Projects**  
Page 82 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Projects.

**III.D.8.      Notice of Completion for CUPCCAA Bid 18-19-03I, Former El Rancho ES Asphalt and Concrete Repair**

Page 84

Recommend the Board of Education approve the Notice of Completion for CUPCCAA Bid 18-19-03I, Former El Rancho ES Asphalt and Concrete Repair.

**III.D.9.      Change Order and Notice of Completion for CUPCCAA Bid 18-19-18I, Borba ES Playground Equipment Installation**

Page 86

Recommend the Board of Education approve the Notice of Completion for CUPCCAA Bid 18-19-18I, Borba ES Playground Equipment Installation.

**III.D.10.    Change Order and Notice of Completion for Bid 18-19-06F, Cattle ES, Litel ES, and Oak Ridge ES Modernization Projects—Interim Housing**

Page 89

Recommend the Board of Education approve the change order and Notice of Completion for Bid 18-19-06F, Cattle ES, Litel ES, and Oak Ridge ES Modernization Projects—Interim Housing.

**III.D.11.    Change Orders and Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project**

Page 94

Recommend the Board of Education approve the change orders for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project.

**III.E.        HUMAN RESOURCES**

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

Page 105

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

**III.E.2.      Rejection of Claims**

Page 114

Recommend the Board of Education reject the claims and refer them to the District's insurance adjuster.

<b>IV.        INFORMATION</b>
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**IV.A.        CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**

**IV.A.1.      San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2018/2019**

Page 115

Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2018/2019.

**IV.A.2. Advanced Placement English 11 Language and Composition Textbook Adoption**  
Page 118

Recommend the Board of Education receive for information the instructional material for Advanced Placement English 11 Language and Composition textbook adoption: Bedford/Saint Martin's. *The Language of Composition*. Renee H Shea, Lawrence Scanlon, Robin Dissin Aufses, Megan Harowitz Pankiewicz. 11<sup>th</sup> Grade. 2018. Replaces: Bedford/St. Martin's. *The Bedford Reader*. X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron, Ellen Kuhl Repetto. 11<sup>th</sup> Grade. 2006; Pearson. *Everyday Use-Rhetoric at Work in Reading and Writing AP*. Hephzibah Roskelly, David A. Jolliffe. 11<sup>th</sup> Grade. 2005.

**IV.A.3. Integrated Mathematics 1 with Computing and Robotics Textbook Adoption**  
Page 120

Recommend the Board of Education receive for information the instructional material for Integrated Mathematics 1 with Computing and Robotics textbook adoption: UC Davis Center for Integrated Computing and STEM Education (C-STEM). *Learning Common Core Mathematics with C/C++ Interpreter CH for Integrated Mathematics 1*. Harry H. Cheng. 2016.

**IV.A.4. New Course: Advanced Placement Research**

Page 121 Recommend the Board of Education receive for information the new course Advanced Placement Research.

**IV.A.5. New Course: Integrated Mathematics 1 with Computing and Robotics**

Page 125 Recommend the Board of Education receive for information the new course Integrated Mathematics 1 with Computing and Robotics.

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

Date posted: April 26, 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:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Lea Fellows, Assistant Superintendent, Curriculum, Instruction,  
Innovation, and Support  
Sherri Johnson, Psy.D., Director, Health Services/Child Development

**SUBJECT: PROCLAMATION FOR NATIONAL SCHOOL NURSE DAY ON  
MAY 8, 2019**

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**BACKGROUND**

National School Nurse Day was created in 1972 to recognize school nurses and to encourage a better understanding of their role in the educational setting. This day is celebrated on the Wednesday within National Nurse Week, and this week is always May 6 through May 12.

National School Nurse Day highlights the school nurse's vital role in advocating for students' health and safety. This day also urges school communities to work with their school nurse to stay informed on public health issues, and health related research and policies for the well-being and safety of our students.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt the proclamation for National School Nurse Day on May 8, 2019.

**FISCAL IMPACT**

None.

NE:LF:SJ:rtr



**Chino Valley Unified School District**  
**Proclamation**  
**National School Nurse Day**  
**May 8, 2019**

**WHEREAS**, students are the future and, by investing in them today, we are ensuring our world for tomorrow;

**WHEREAS**, all students have a right to have their health needs safely met while in the school setting;

**WHEREAS**, children today face more complex and life-threatening health problems requiring care in school;

**WHEREAS**, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by providing a critical safety net for our nation's most fragile children;

**WHEREAS**, school nurses act as a liaison to the school community, parents/guardians, families, and health care providers on behalf of children's health;

**WHEREAS**, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

**WHEREAS**, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day.

**NOW, THEREFORE, BE IT RESOLVED** the Board of Education of the Chino Valley Unified School District celebrates the accomplishments of school nurses everywhere and their efforts of meeting the needs of today's student by improving the effective delivery of health care in our schools and shows gratitude for the nation's school nurses, not just on this National School Nurse Day, but at every opportunity throughout the year.

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 2, 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 2018/2019-40 DAY OF THE TEACHER/DÍA DEL MAESTRO**

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**BACKGROUND**

The Legislature of the State of California has declared Wednesday, May 8, 2019, as Day of the Teacher/Día del Maestro. Resolution 2018/2019-40 supports this statewide effort to recognize the significant contributions of teachers to our society.

The Day of the Teacher/Día del Maestro is co-sponsored by the California Teachers Association and the Association of Mexican-American Educators (AMAE). During the early 1970s, AMAE adopted the Mexican tradition of annually recognizing members of the teaching profession and began organizing appropriate events throughout the state. In 1982, a bill was adopted and became California law; it called for a Day of the Teacher/Día del Maestro to be observed.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2018/2019-40 Day of the Teacher/Día del Maestro.

**FISCAL IMPACT**

None.

NE:RR:FA:IB:mcm

**Chino Valley Unified School District  
Resolution 2018/2019-40  
Day of the Teacher/Día del Maestro**

**WHEREAS**, by nature California teachers are proven leaders in bringing inventive practices and creativity into their classrooms every day;

**WHEREAS**, California teachers have many extraordinary skills that they pull from to reach and teach students;

**WHEREAS**, California teachers fill many roles, as listeners, explorers, role models, motivators and mentors;

**WHEREAS**, California teachers work to open students' minds to ideas, knowledge and dreams;

**WHEREAS**, California teachers have protected and given their lives for their students;

**WHEREAS**, California has produced the thinkers, the scientists, the inventors, the technicians, and the engineers that have led our state to become the eighth largest economy in the world;

**WHEREAS**, California teachers continue to influence us long after our school days are only memories;

**WHEREAS**, California teachers advocated for and currently provide the public education all students deserve;

**WHEREAS**, California owes much of its success to its public schools, colleges and universities that produce scholars, thinkers, and an educated workforce; and

**WHEREAS**, the theme of the 37th annual California Day of the Teacher on May 8 is California Teachers: Great Teaching is Never Forgotten.

**NOW, THEREFORE, BE IT RESOLVED** the Chino Valley Unified School District hereby proclaims Wednesday, May 8, 2019, as "California Day of the Teacher/Día del Maestro." The Board of Education urges all citizens to observe this day by taking time to remember and honor those who give the gift of knowledge through teaching.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 2<sup>nd</sup> day of May 2019.

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:**

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Humility • Civility • Service

**DATE:** May 2, 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: DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS  
FOR THE 2019/2020 SCHOOL YEAR**

=====

**BACKGROUND**

The California Commission on Teacher Credentialing (CCTC), effective July 1, 1994, established requirements regarding the use of teachers with emergency permits. While the current credentialing laws no longer allow the use of emergency multiple, single, and special education permits, the requirement still remains that the Board annually adopt a Declaration of Need for Fully Qualified Educators as there are still select emergency permits available that the District currently utilizes.

Individual teachers with these select emergency permits will be required to fulfill the credentialing requirements in a timely manner. This Declaration of Need must be properly filed with the CCTC prior to July 1 of a school year. Any emergency permits processed without a Declaration of Need on file will be rejected.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Declaration of Need for Fully Qualified Educators for the 2019/2020 school year.

**FISCAL IMPACT**

All personnel employed on emergency permits will be within the approved staffing ratios for the 2019/2020 school year and selections will be in accordance with approved District policies.

NE:RR:FA:IB:mcm



State of California  
Commission on Teacher Credentialing  
Certification Division  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2019/2020

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Chino Valley Unified School District District CDS Code: 36

Name of County: San Bernardino County CDS Code: 67678

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 02 / 2019 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2020.

Submitted by (Superintendent, Board Secretary, or Designee):

Richard Rideout

Assistant Superintendent, Human Resources

*Name*

*Signature*

*Title*

909-703-6106

909-628-1201

May 2, 2019

*Fax Number*

*Telephone Number*

*Date*

5130 Riverside Drive Chino, CA 91710

*Mailing Address*

richard\_rideout@chino.k12.ca.us

*Email Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_



TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	25
Special Education	15
TOTAL	45

#### EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

#### EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☐ No ☒

If no, explain. NA

Does your agency participate in a Commission-approved college or university internship program? Yes ☒ No ☐

If yes, how many interns do you expect to have this year? 20

If yes, list each college or university with which you participate in an internship program.

Cal State Univ., San Bernardino; Cal State Univ., Fullerton; Cal State Poly. Univ., Pomona; Cal State Univ., LA;  
University of La Verne; Point Loma University; Azusa Pacific University; University of Redlands; USC Rossier;  
Cal Baptist Univ.; Alliant International Univ.; Biola Univ.; National Univ.; Chapman Univ.; and Loyola Marymount Univ.

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
 \_\_\_\_\_



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**April 18, 2019**

**MINUTES**

<b>I. OPENING BUSINESS</b>
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**I.A. CALL TO ORDER – 3:50 P.M.**

1. Roll Call

President Na called to order the regular meeting of the Board of Education, Thursday, April 18, 2019, at 3:50 p.m. with Cruz, Gagnier, Schaffer, and Na present. Mrs. Blair arrived at 3:58 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 3:51 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property negotiators; public employee discipline/dismissal/release; conference with labor negotiators: A.C.T. and CSEA negotiations; and public employee performance evaluation: Superintendent.

**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 was present. The Board met in closed session from 3:51 p.m. to 6:35 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property negotiators; public employee discipline/dismissal/release; conference with labor negotiators: A.C.T. and CSEA negotiations; and public employee performance evaluation: Superintendent. No action was taken that required public disclosure.

2. Pledge of Allegiance

Alexi Magallanes led the Pledge of Allegiance.

**I.C. PRESENTATIONS**

1. LCAP Annual Update: Goal 2

Staff provided the LCAP Goal 2 update including goals, highlight of actions and services, and achieved annual measurable outcomes.

**I.D. COMMENTS FROM STUDENT REPRESENTATIVE**

Alexi Magallanes reported on District high schools' activities and said all the high schools received Outstanding Leadership Program awards at the California Association Student Leaders Leadership conference.

**I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

Tom Mackessy, CHAMP President, announced ACSA scholarship award recipients Valeria Montes and Alexis Buss, both from Chino HS; and Emily Lau and Barbara Bearden provided a report on Legislative Action Day.

**I.F. COMMENTS FROM COMMUNITY LIAISONS**

Mars Serna, Parent/Family Engagement Community Specialist LCAP Support and Advisory Services, San Bernardino County Superintendent of Schools, addressed the Board regarding the CVUSD Parent and Family Engagement program, and presented Carol Sweat with a retirement gift of appreciation.

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

Peter Attwood addressed the Board regarding special education.

**I.H. CHANGES AND DELETIONS**

The following change was read into the record: Item II.B.3., Donations, under Woodcrest JHS, deleted the donation from Southern California Edison, Ice Machine, \$3,200.00.

<b>II. CONSENT</b>
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Moved (Blair) seconded (Gagnier) carried unanimously (5-0) to approve the consent items, as amended.

**II.A. ADMINISTRATION**

**II.A.1. Minutes of the Regular Meeting of April 4, 2019**

Approved the minutes of the regular meeting of April 4, 2019.

**II.A.2. Revision of Board Bylaw 9323.2 Bylaws of the Board—Actions by the Board**

Approved the revision of Board Bylaw 9323.2 Bylaws of the Board—Actions by the Board.

**II.B. BUSINESS SERVICES**

**II.B.1. Warrant Register**

Approved/ratified the warrant register.

**II.B.2. Fundraising Activities**

Approved/ratified the fundraising activities.

**II.B.3. Donations**

Accepted the donations, as amended.

**II.B.4. Legal Services**

Approved payment for legal services to the law office of The Tao Firm.

**II.B.5. Resolution 2018/2019-38 Temporary Borrowing Between Funds of the School District**

Adopted Resolution 2018/2019-38 Temporary Borrowing Between Funds of the School District.

**II.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**

**II.C.1. School-Sponsored Trips**

Approved/ratified the school-sponsored trips for Ayala HS, Chino HS, and Don Lugo HS.

**II.D. FACILITIES, PLANNING, AND OPERATIONS**

**II.D.1. Purchase Order Register**

Approved/ratified the purchase order register.

**II.D.2. Agreements for Contractor/Consultant Services**

Approved/ratified the Agreements for Contractor/Consultant Services.

**II.D.3. Surplus/Obsolete Property**

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

**II.D.4. Bid 18-19-33F, Borba ES HVAC Retrofit**

Awarded Bid 18-19-33F, Borba ES HVAC Retrofit to Leading Edge Air Conditioning & Heating.

**II.D.5. Bid 18-19-34F, Newman ES HVAC Retrofit**

Awarded Bid 18-19-34F, Newman ES HVAC Retrofit to Pacific West Industries, Inc.

**II.D.6. Bid 18-19-35F, Glenmeade ES HVAC Retrofit**

Awarded Bid 18-19-35F, Glenmeade ES HVAC Retrofit to Pacific West Industries, Inc.

**II.D.7. Bid 18-19-36F, Magnolia JHS HVAC Retrofit**

Awarded Bid 18-19-36F, Magnolia JHS HVAC Retrofit to RT Contractor Corp.

**II.D.8. CUPCCAA Bid 18-19-33I, Rolling Ridge ES Playground Equipment Installation**

Awarded CUPCCAA Bid 18-19-33I, Rolling Ridge ES Playground Equipment Installation to John Buck dba J2 Builders.

**II.D.9. CUPCCAA Bid 18-19-34I, Litel ES Playground Equipment Installation**

Awarded CUPCCAA Bid 18-19-34I, Litel ES Playground Equipment Installation to NextGen Construction Inc.

**II.D.10. CUPCCAA Bid 18-19-35I, Oak Ridge ES Playground Equipment Installation**

Awarded CUPCCAA Bid 18-19-35I, Oak Ridge ES Playground Equipment Installation to NextGen Construction, Inc.

**II.D.11. Notice of Completion for CUPCCAA Projects**

Approved the Notice of Completion for CUPCCAA Projects.

**II.D.12. Change Order and Notice of Completion for Phase 3 Project Design and Construction of Energy Efficiency Measures 1, 2, and 3 at Various Sites**

Approved the change order and Notice of Completion for Phase 3 Project Design and Construction of Energy Efficiency Measures 1, 2, and 3 at Various Sites.

**II.E. HUMAN RESOURCES**

**II.E.1. Certificated/Classified Personnel Items**

Approved/ratified the certificated/classified personnel items.

### **III. INFORMATION**

#### **III.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**

##### **III.A.1. Revision of Board Policy and Administrative Regulation 0460 Philosophy, Goals, Objectives, and Comprehensive Plans—Local Control and Accountability Plan**

Received for information the revision of Board Policy and Administrative Regulation 0460 Philosophy, Goals, Objectives, and Comprehensive Plans—Local Control and Accountability Plan.

##### **III.A.2. Revision of Board Policy 6162.5 Instruction—Student Assessment**

Received for information the revision of Board Policy 6162.5 Instruction—Student Assessment.

##### **III.A.3. Revision of Board Policy 6170.1 Instruction—Transitional Kindergarten**

Received for information the revision of Board Policy 6170.1 Instruction—Transitional Kindergarten.

##### **III.A.4. Revision of Board Policy and Administrative Regulation 6174 Instruction—Education for English Learners**

Received for information the revision of Board Policy and Administrative Regulation 6174 Instruction—Education for English Learners.

### **IV. COMMUNICATIONS**

#### **BOARD MEMBERS AND SUPERINTENDENT**

Joe Schaffer gave reminder for the April 25 special Board meeting regarding issues surrounding the Preserve; attended Magnolia JHS's April 5 Career Day; attended Assemblymember Freddie Rodriguez' April 5 legislative roundtable; attended Adult School WASC activities; attended Baldy View ROP Student Success Awards ceremony on April 8; attended the AVID coordinators' annual meeting on April 16; attended the We Remember event at Don Lugo HS on April 17; and provided brief committee reports for Baldy View ROP and the Chino Hills Parks and Recreation Commission.

Christina Gagnier said she continued school site visits; attended Assemblymember Freddie Rodriguez' April 5 legislative roundtable; said the city of Chino is having a pop-up city hall event on April 25; and invited the public to share concerns, questions, or information regarding the Preserve via email to her prior to the meeting.

Andrew Cruz attended the Adult School WASC accreditation; attended the California Distinguished School Programs awards ceremony at the Disneyland Resort; and spoke about his visit to Eagle Canyon ES and meeting student Rumair and his teacher Lisa Rachel Moe.

Irene Hernandez-Blair made no comments.

Superintendent Enfield made no comments.

President Na acknowledged Mrs. Laurie Warner and congratulated her on her appointment; attended the Adult School WASC accreditation; acknowledged Adult School teacher Sharon Lustro; attended Baldy View ROP Student Success ceremony; and attended the California Distinguished School Programs awards ceremony at the Disneyland Resort.

<b>V. ADJOURNMENT</b>
-----------------------

President Na adjourned the regular meeting of the Board of Education at 8:11 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:** May 2, 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**

\$5,685,573.29 to all District funding sources.

NE:SHC:LP:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 2, 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**  
**May 2, 2019**

<b><u>SITE/DEPARTMENT</u></b>	<b><u>ACTIVITY/DESCRIPTION</u></b>	<b><u>DATE</u></b>
<b><u>GATE</u></b>		
AdvoGATE	Chick-fil-A Dine Out Days	5/14/19 - 5/19/19
<b><u>Borba ES</u></b>		
PFA	Family Engagement Center Open House Refreshment Sale	5/17/19
<b><u>Ramona JHS</u></b>		
Band Boosters	IHOP Dine Out Days	5/14/19 - 5/15/19
<b><u>Ayala HS</u></b>		
Theatre Arts Boosters	Bundt Cake Sale	5/3/19 - 5/7/19
Badminton Club	Chipotle Family Night Out	5/6/19
FBLA	Off Campus Krispy Kreme Donut Sale	5/8/19 - 5/15/19
Theatre Arts Boosters	Cannataro's Family Nights Out	5/13/19 - 5/14/19
Boys Basketball	Longo Toyota/Lexus Service Supporter	5/18/19
BAC Boosters	Islands Restaurant Family Night Out	6/12/19
<b><u>Chino Hills HS</u></b>		
Wrestling	Wrestling Summer Camp	6/4/19 - 7/25/19
Softball	Softball Summer Camp	6/11/19 - 6/12/19

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 2, 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**  
**May 2, 2019**

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<b><u>Canyon Hills JHS</u></b>		
PTSA	Cash	\$761.00
PTSA	Cash	\$1,513.00
<b><u>Buena Vista HS</u></b>		
SchoolsFirst Federal Credit Union	Cash	\$400.00
<b><u>Chino Hills HS</u></b>		
Edison International	Cash	\$60.00
Pacific Life Foundation	Cash	\$3,500.00
<b><u>Don Lugo HS</u></b>		
Richard Mandleur & Christie Yang	Cash	\$100.00
T. & N. Procaccino	Cash	\$100.00
Regal Packaging, Inc.	Cash	\$100.00
Nancy A. Veliz	Cash	\$150.00
Moore Florrying, Inc.	Cash	\$200.00
Smart & Final Charitable Foundation	Cash	\$250.00
Extreme Grip Equipment, LLC	Cash	\$300.00
Christine Dominguez	Cash	\$330.00

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**DATE:** May 2, 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	February/March 2019	\$ 15,052.62	\$ 148,544.35
Fagen Friedman & Fulfroft LLP	-	-	\$ 11,009.63
Margaret A. Chidester & Associates	February 2019	\$ 38,290.28	\$ 922,695.19
The Tao Firm	-	-	\$ 36,745.00
	<b>Total</b>	\$ 53,342.90	\$1,118,994.17

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$53,342.90 to the General Fund.

NE:SHC:LP:wc

## CHINO VALLEY UNIFIED SCHOOL DISTRICT

### Our Motto:

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Humility • Civility • Service

**DATE:** May 2, 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: Eagle Canyon ES Event: Odyssey of the Mind 2019 World Finals Place: East Lansing, MI Chaperone: 7 students/1 chaperone	May 22-26, 2019	Cost: \$450.00 per student Funding Source: GATE
Site: Hidden Trails ES Event: Sacramento Trip Place: Sacramento, CA Chaperone: 22 students/7 chaperones	May 21, 2019	Cost: \$650.00 per student Funding Source: Parents

Site: Oak Ridge ES Event: Odyssey of the Mind 2019 World Finals Place: East Lansing, MI Chaperone: 7 students/1 chaperone	May 22-26, 2019	Cost: \$450.00 per student Funding Source: GATE
Site: Wickman ES Event: Odyssey of the Mind 2019 World Finals Place: East Lansing, MI Chaperone: 7 students/1 chaperone	May 22-26, 2019	Cost: \$450.00 per student Funding Source: GATE
Site: Canyon Hills JHS Event: Odyssey of the Mind 2019 World Finals Place: East Lansing, MI Chaperone: 7 students/1 chaperone	May 22-26, 2019	Cost: \$450.00 per student Funding Source: GATE
Site: Ayala HS Event: Swim Team - State Championship Swim Meet Place: Fresno, CA Chaperone: 12 students/3 chaperones	May 9-11, 2019	Cost: \$150.00 per student Funding Source: Athletics and USB
Site: Chino HS Event: Odyssey of the Mind 2019 World Finals Place: East Lansing, MI Chaperone: 5 students/1 chaperone	May 22-26, 2019	Cost: \$450.00 per student Funding Source: GATE
Site: Chino HS Event: Associated Student Body - California Association of Directors of Activities Camp Place: Santa Barbara, CA Chaperone: 5 students/1 chaperone	July 17-20, 2019	Cost: \$560.00 per student Funding Source: Parents and fundraising
Site: Chino Hills HS Event: Track and Field - California Interscholastic Federation State Track and Field Championships Place: Clovis, CA Chaperone: 16 students/4 chaperones	May 23-26, 2019	Cost: \$250.00 per student Funding Source: Athletics
Site: Chino Hills HS Event: Associated Student Body - California Association of Directors of Activities Camp Place: Santa Barbara, CA Chaperone: 20 students/2 chaperones	July 7-10, 2019	Cost: \$560.00 per student Funding Source: Parents and ASB

## **FISCAL IMPACT**

None.

NE:LF:rtr

**Chino Valley Unified School District**

**Our Motto:**

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

**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Sherri Johnson, Psy.D., Director, Health Services/Child Development

**SUBJECT: CALIFORNIA DEPARTMENT OF EDUCATION CHILD DEVELOPMENT AGENCY ANNUAL REPORT AND PARENT HANDBOOK 2019/2020**

=====

**BACKGROUND**

The Chino Valley Unified School District contracts with the California Department of Education to provide general child care to children of low-income families in the community. To comply with the funding terms and conditions, an Agency Annual Report has been completed for each contract using the Categorical Program Monitoring/Contract Monitoring Review Summary of Findings, the Environment Rating Scale Summary of Findings, and the Desired Results Program Action Plan. A parent handbook of operational provisions, policies, and procedures is provided under separate cover.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook 2019/2020.

**FISCAL IMPACT**

None.

NE:LF:SJ:rtr



## Program Self-Evaluation Fiscal Year 2018–19

1. **Contractor Legal Name** (Full Spelling of Legal Name required. Acronyms or site names not accepted):  
Chino Valley Unified School District
2. **Four-Digit Vendor Number:**  
6767
3. **Program Director Name** (as listed in the Child Development Management Information System [CDMIS]):  
Sherri Johnson
4. **Program Director Phone Number:**  
909-628-1201 Ext 8917
5. **Program Director Email:**  
sherri\_johnson@chino.k12.ca.us

6. **Statement of Completion:**

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Review Instrument (PRI), age appropriate Environment Rating Scales, Desired Results Parent Survey, Alternative Payment and/or Resource and Referral Parent Survey, and the Desired Results Development Profile for all applicable contract types, per *California Code of Regulations*, Title 5 (5 CCR), Section 18279. I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request.

**Program Review Instrument** (<https://www.cde.ca.gov/ta/cr/proginst201819.asp>) includes:

- ☒ Desired Results Developmental Profile (PRI Item 8)
- ☒ Desired Results Parent Survey (Center-based Contracts, PRI Item 9)
- ☒ Parent Survey (Alternative Payment and/or Resource and Referral Contracts, PRI Item 9)
- ☒ Age Appropriate Environment Rating Scales (PRI Item 18)

7. **Signature of Program Director**, as listed in the CDMIS (Wet signature):

*Sherri Johnson*

8. **Date of Signature:** 4/17/19

9. **Name and Title of contact person completing the PSE:**  
Director of Health Services and Child Development

10. **Contact Person Telephone number:**  
909-628-1201 Ext 8917

11. **Contact Person Email Address:**  
sherri\_johnson@chino.k12.ca.us

12. **NOTE: See instructions for submission of the PSE.**



## **Summary of Program Self-Evaluation**

**Fiscal Year 2018–19**

**13. In accordance with Title 5 California Code of Regulations (5 CCR), Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:**

**A) Staff and**

**B) Board member participation, in the PSE process.**

**ANNUAL PROGRAM SELF-EVALUATION PROCESS:** The self-evaluation process for the Chino Valley Unified School District was conducted in several phases. Child Development District and Center staffs collaborated to complete the self-evaluation process over the course of several months. This report is for both CCTR and CSPP contracts.

**PHASE 1:** In July 2018, administrative and center staffs reviewed the 2017-18 Agency Annual Report, ERS Summary of Findings, Desired Results Parent Survey, and Desired Results Program Action Plan. Staffs reviewed the agency Program Goals and Objectives to follow-up on success toward meeting and/or maintaining identified goals. Adjustments were documented, and summary of findings were posted as a tool to remind parents and staffs of agency efforts toward continuous program improvement.

At enrollment intakes, parent orientation meetings, and PAC meetings, information is provided to parents about the Desired Results for Children and Families system and tools we use to measure program quality.

**PHASE 2:** The initial age appropriate Desired Results Developmental Profile was completed within 60 calendar days of the child's first day of enrollment, and every six months after the initial Desired Results Developmental Profile. All center staffs participated by observing and documenting observations of children's learning and development during their routine center activities. The site supervisors collected and analyzed various evidence, including staffs' anecdotal and observation notes, parent information and observations about their child, pictures taken by staff during routine center activities, and child work samples. The collection of evidence was used to complete the age appropriate Desired Results Developmental Profile for each child on DRDP Online.org. Child's Development reports were printed and parent-teacher conferences were held to share the developmental assessment and to establish learning goals for each child. Throughout the year, a variety DRDP Online.org reports were produced for both individual children and for group of children. The collective reports were utilized to develop the Desired Results Developmental Profile – Summary of Findings Classroom and Family Home (EESD 3900) for each classroom and to develop and implement curriculum and activities that support the learning and development of each child. Follow-up parent-teacher conferences were held six months after the initial parent-teacher conference to share progress toward educational goals, to engage parents in observing their

child's growth and development, and to foster parent involvement in learning activities at home that will enhance the child's growth and development. Agency office and administrative staffs formally reviewed input of DRDP ratings on DRDP Online.org beginning September 2018, followed by a site visit to review portfolios. Randomized checks are conducted monthly to ensure completion, timeliness, and continuous progress toward achieving educational goals. Site Supervisors received training on Desired Results Developmental Profile and DRDP Online.org as needed.

In addition to monthly site meetings, center staffs participated in professional development opportunities. Training opportunities offered were CPIN trainings, Child Care Directors' Meetings, local CAEYC trainings, FIRST 5 California, CVUSD Certificated Professional Developments, and Pre-K CLASS. Site supervisor attended countywide director meetings, a time for training and networking with other center directors in the county.

PHASE 3: Age Appropriate Environment Rating Scale was used to assess program quality and capacity for positive developmental outcomes for each enrolled child. We measured health and safety, the quality of children's learning experiences, the quality of interactions with adults and other children, and the quality and variety of materials and learning opportunities available within the environment. We also measured the quality of staff interactions and parent participation. The ERS results were compiled and program staffs developed a plan of correction for all subscales average score below "5". Ongoing monitoring by agency administrators through routine and random site visits, as well as by the site supervisor at staff meetings, provided problem-solving and reflection time. The ERS Action Steps are routinely referred to for follow-up on and reflection of the plan, to identify progress and to inform decision-making for any adjustments, and to document continuous progress on ERS Summary of Findings (EESD 4002). Agency administrators performed random, unannounced visits to substantiate completion of an ongoing implementation of the steps identified in the action plan. The site supervisor shared the ERS results with center staffs and parents. Results were posted for families to review and they were shared at PAC meetings.

PHASE 4: The Desired Results for Children and Families - Parent Survey was administered in October 2018. The Parent Survey results were collectively summarized, and all site supervisors received the Desired Results Parent Survey Summary Overview. The first planning meeting to develop the Parent Survey Summary of Findings (EESD 4003) was held November 2018, with monthly, formal and informal, follow-up meetings thereafter. Site supervisors used key findings from the parent survey summary overview to identify trends and target areas for improvement. Site supervisor shared the survey results with center staffs and parents. Results were also posted for families to review and were shared at PAC meetings.

A second Parent Survey was distributed in April 2019, and results were used to compare and reflect on progress towards realizing improvement in the areas identified or address ongoing needs as yet unmet.

Parents are actively encouraged to identify areas for improvement, and to collaborate on effective solutions with center staffs. A variety of parent meetings including PAC meetings or parent involvement activities were offered to provide program information, policy changes, and community resources or events of interest to families.

PHASE 5: Desired Results Developmental Profile- Summary of Findings Program Action Plan Educational Goal (EESD 4004) was produced by using summarized DRDP Online.org report data at the program level. Lead planner's, center staffs, office staffs and agency administrators, looked for trends or patterns to identify overall strengths and areas needing improvement at the domain level and an educational program goal for children was defined. Lead Planner's actively collaborated to develop and complete attainable action steps using a variety of strategies to achieve the program education goal. Lead Planner's met monthly to develop and implement the Agency DRDP-Summary of Findings Program Action Plan Educational Goal. Ongoing monitoring of the plan was accomplished through random visits by agency administrators and office staffs, and by site supervisor daily monitoring for action plan implementation. Lead Planner and center staff met monthly to reflect on Action Steps submitted FY 2017-2018 where a narrative summarizing the outcome of each Action Steps were monitored and recorded.

The Desired Results for Children and Families system was supported by parent involvement and active participation in PAC meetings where findings were shared, and ideas were exchanged.

The Program Self-Evaluation is provided to Board members and Administration for review, and to gather questions or concerns raised by the Board or Administration members. The final Program Self-Evaluation is then submitted to the Chino Valley Unified School District Board of Education for formal approval at a regularly scheduled Board meeting. The Board of Education will receive the FY 2018-19 Program Self-Evaluation report and Parent Handbook at the May 2, 2019, Board meeting.

**14. In accordance with 5 CCR, Section 18279(b)(5), provide a summary of the program areas that:**

- A) Did not meet standards and**
- B) A list of tasks needed to improve those areas.**

#### **Desired Results Parent Survey**

Key findings identify that parents were not satisfied on: a) Not enough multicultural activities b) Parents would like more interaction with other parents/parent involvement

To increase our families' satisfaction with information received by our programs, staff will:

- a) Not enough multicultural activities
  - Families will receive a survey asking information related to their family culture, home environment, and hobbies they have at the next parent meeting.
  - Information received from parents will be incorporated into lesson plans.
  - Create an area, close to the sign in and sign out board, for families to see the culture activities done monthly.
- b) Parents would like more interaction with other parents/parent involvement
  - Students will create invitation cards for special events for parent volunteers as a tool to involve and have parents interact with other classroom families.
  - Include monthly opportunities for parents to participate (i.e.: small craft projects that relate to our monthly theme, prepare snacks, prepare activities, file and or change out bulletin boards, etc.

#### **Environment Rating Scale**

Although subscales listed below were observed, key findings identified that there were not enough self and social development activities actively practiced during the time of rating.

To achieve a higher score in the areas of:

##### **Fine Motor**

- Ensure children are exposed to materials that support and interest their development.
- Include and rotate toys that include various levels of difficulty and skill level. Ex. Puzzles, Shape sorters, Beads, Nesting cups, Crayons, Stacking toys etc.

##### **Drama Theater/ Books & Pictures**

- Classrooms will extend dramatic play by creating themes in the Dramatic Play Area.
- Staff will create a back drop that goes along with theme of the month and add child's work to show the children's creativity and make it a conversational piece of art.
- Different items will be rotated to block, house, fine manipulative & science centers that go with theme, puppets will also be added to the different centers for children to role play or give an impromptu puppet show.
- Outside environment will also be supplied with different materials that go with theme of the month.

### Science and Nature

- Will rearrange the science materials for more hands-on exploration, to provide science and nature activities daily.
- New plants will be added inside the classroom and in the garden on campus.
- Staff will continue to provide enrichment activities to lesson plans during different part of our daily schedule.
- Purchase new books, science tools and hands on activities. Example of items needed: Microscope- plastic bug container-specimen plastic plates etc.

### Desired Results

Action steps listed below are some examples of new approaches, modification and/or changes to promote and/or improve children's development in the following domains.

#### Self and Social Emotional Development

- Incorporate books into library that pertain to impulse control.
- Impulse control/ Self Esteem subjects will be implemented into monthly lesson plans.
- During monthly staff meetings, staff will collaborate with each other and discuss students who are in need of specific impulse control/self-esteem development.

#### Communication and Use of language

- Teachers will help scaffold interaction amongst children by being an interested observer and introduce open ended questions, use descriptive words, encourage conversation, to help support language skills thru conversation and discussion during child's play.
- All teachers will come together as a unit to provide children an environment that is rich in language, safe, respectful, and fun for all children who attend.
- Create activities that focus on common words and building vocabulary.

**15. In accordance with 5 CCR, Section 18279(b)(6), provide a summary of program areas that:**

**A) Met standards and**

**B) Explains the procedures for ongoing monitoring to ensure that those areas continue to meet standards**

### **Environmental Rating Scale**

- ERS Feedback tool is useful to help our center improve quality of staff interactions & classroom environment.
- Staff scores high in all indicators of Listening and Talking with children, helping children express and comprehend everyday language while building on existing knowledge, through the use of routine, books, music, and teacher directed activities.
- Centers will continue to have a daily schedule that meets the needs of every child and age groups. A variety of activities throughout the day that is both planned and spontaneous. We will continue to provide special events and field trips for children and families.

### **Parent Survey**

- Use it as an indicator of parent's interest & wants for program.
- Response shows that parents are very satisfied with the overall quality of the program
- Parents consistently respond that they feel their child is happy and safe in our program.

### **Classroom**

- Materials consistently change to go with theme of month, interests of children, and prompts that will help children in their academic needs (i.e.: letter puzzles, board games for focusing, counting, taking turns).
- Staff uses routine and play to encourage Social Emotional Development (SED), encouraging positive relationships and behaviors with peers and familiar adults, building trust in the classroom and with families.
- Children continue to score high with the amount of exercise and fitness provided both indoors and outside. Students encourage others to engage in regular physical activity daily.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 2, 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: MEMORANDUM OF UNDERSTANDING BETWEEN CALIFORNIA  
POLYTECHNIC UNIVERSITY, POMONA TRIO PRE-COLLEGE  
PROGRAMS AND CHINO VALLEY UNIFIED SCHOOL DISTRICT**

=====

**BACKGROUND**

This Memorandum of Understanding sets forth the terms by which California Polytechnic University, Pomona (Cal Poly Pomona) TRIO Pre-College Programs will provide academic and education support services to District students participating in the Educational Talent Search or Upward Bound Classic Chino Valley Programs at Chino HS, Chino Valley Learning Academy, and Don Lugo HS.

TRIO Pre-College Programs provide no-cost academic tutoring, parent and student workshops geared towards college readiness, and opportunities for students to receive high school elective credits for participation in the Upward Bound Summer Residential Program at Cal Poly Pomona.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Memorandum of Understanding between California Polytechnic University, Pomona TRIO Pre-College Programs and Chino Valley Unified School District.

**FISCAL IMPACT**

None.

NE:GP:JAR:lar

# **CAL POLY POMONA TRIO PRE-COLLEGE PROGRAMS AND CHINO VALLEY UNIFIED SCHOOL DISTRICT MOU / MOA**

**Memorandum of Understanding / Agreement between Cal Poly Pomona TRIO Pre-College Programs and Chino Valley Unified School District (CVUSD) regarding Cal Poly Pomona TRIO Pre-College Programs' services provided to CVUSD participating students at Chino High School, Chino Valley Learning Academy, and Don Antonio Lugo High School.**

- 1. PARTIES.** The parties to this Agreement are the Cal Poly Pomona TRIO Pre-College Programs and Chino Valley Unified School District.
- 2. AUTHORITY.** The Agreement is authorized under the provisions of the U.S. Department of Education, Cal Poly Pomona Foundation, Incorporated, Cal Poly Pomona Office of Risk Management, Chino Valley Unified School District, and the Cal Poly Pomona TRIO Pre-College Programs.
- 3. PURPOSE.** The purpose of this Agreement is to set forth terms by which Cal Poly Pomona TRIO Pre-College Programs will provide academic and education support services to CVUSD students participating in the Educational Talent Search or Upward Bound Classic Chino Valley Programs at Chino High School, Chino Valley Learning Academy, and Don Antonio Lugo High School. Under the provisions of the aforementioned grant programs and as approved by the U.S. Department of Education, CVUSD agrees to provide at each school site receiving services: a) classroom space for academic tutoring, b) office space for the Educational Talent Search Program, c) meeting space for parent or student workshops, d) access to student records, e) provide 10 high school elective credits per year per participant who successfully complete an Upward Bound Summer Residential Program each summer, and f) assign a CVUSD administrator as a sitting member of the TRIO Pre-College Programs Advisory Board.
- 4. RESPONSIBILITIES.** The academic and education support services roles and responsibilities of each party are understood as follows:
  - (1) Chino High School, Chino Valley Learning Academy, and Don Antonio Lugo High School  
  
Roles and responsibilities in providing its own academic and education support services at each student participant grade level as appropriate to the standards of the California Department of Education and the U.S. Department of Education
  - (2) Cal Poly Pomona Educational Talent Search Program and Upward Bound Classic Chino Valley Program
    - An acknowledgement by the service recipient (CVUSD participating school district and school sites) that the aforementioned programs are allowed on the campuses



# **CAL POLY POMONA TRIO PRE-COLLEGE PROGRAMS AND CHINO VALLEY UNIFIED SCHOOL DISTRICT MOU / MOA**

- Ensure appropriate personnel background checks (including but not limited to Life Scanning, DMV background check, U.S. Department of Justice Criminal Records check, and college enrollment verification as appropriate) are completed and passed prior to program staff or volunteers working with participants from CVUSD
- Maintain adult supervision by full-time, professional staff and/or certified, trained program staff during all TRIO Pre-College Programs services, events, or activities
- The nature of the services that the service recipient agrees to host on individual school sites with adequate support from school site staff and faculty (dedicated classroom space for tutoring, office space for Educational Talent Search Program staff during school day, access to student records as it pertains to student recruitment, and 10 high school elective credits per participant for completion of the Upward Bound Classic Chino Valley Summer Program)
- Roles and responsibilities in providing academic and education support services at each partner school site

**5. POINTS OF CONTACT.** Cal Poly Pomona TRIO Pre-College Programs point of contact (POC) shall be Dr. Ricardo Quintero, Executive Director, TRIO Pre-College Programs (Cal Poly Pomona University, 3801 W. Temple Avenue, 13D, Pomona, California 91768, 909-869-3439, [rdquintero@cpp.edu](mailto:rdquintero@cpp.edu)), Mary Claire Gager, Associate Director, TRIO Pre-College Programs (Cal Poly Pomona University, 3801 W. Temple Avenue, 13D, Pomona, California 91768, 909-869-3537, [mcgager@cpp.edu](mailto:mcgager@cpp.edu)), and Pedro Carrillo, M.P.A., Director, TRIO Pre-College Chino Valley Programs (Cal Poly Pomona University, 3801 W. Temple Avenue, 13D, Pomona, California 91768, 909-869-5126, [pjcarrillo@cpp.edu](mailto:pjcarrillo@cpp.edu)).

Chino Valley Unified School District POC shall be Dr. Julian Rodriguez, Director of Secondary Curriculum and Instruction (Chino Valley Unified School District, 5130 Riverside Drive, Chino, California 91710, 909-628-1201 extension 1630, [julian\\_rodriguez@chino.k12.ca.us](mailto:julian_rodriguez@chino.k12.ca.us)).

- 6. OTHER PROVISIONS.** Nothing in this Agreement is intended to conflict with current laws or regulations of California or the U.S. Department of Education. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this agreement shall remain in full force and effect.
- 7. EFFECTIVE DATE.** The terms of this agreement will become effective on May 31, 2019.
- 8. MODIFICATION.** This agreement may be modified upon the mutual written consent of the parties.
- 9. TERMINATION.** The terms of this agreement, as modified with the consent of both parties, will remain in effect until the grant end dates for an approved grant. Either party upon 60 days written notice to the other party may terminate this agreement.

**CAL POLY POMONA TRIO PRE-COLLEGE PROGRAMS AND CHINO  
VALLEY UNIFIED SCHOOL DISTRICT MOU / MOA**

**APPROVED BY:**

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Organization and Title

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Signature

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Date

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Date

**Chino Valley Unified School District**

**Our Motto:**

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

**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

**SUBJECT:** **REVISION OF BOARD POLICY 0460 PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS – LOCAL CONTROL AND ACCOUNTABILITY PLAN**

=====

**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 0460 Philosophy, Goals, Objectives and Comprehensive Plans – Local Control and Accountability Plan is being revised to reflect new law (AB 2878) which expands the state priority involvement that must be addressed in the Local Control and Accountability Plan (LCAP) to include family engagement. Policy also reflects new law (AB 1808) which requires consultation on plan development with special education plan administrator(s) and, by July 1, 2019, requires districts to develop a local control funding formula budget overview for parents/guardians in conjunction with the LCAP.

Policy reflects new law (AB 1840) which requires the State Board of Education to expand the LCAP template by January 31, 2020, to include specified information. Section on "Technical Assistance/Intervention" updated to reflect AB 1808 which establishes a single statewide system of support for districts and schools, and AB 1840 which provides that a district receiving an emergency apportionment will be deemed to have been referred to the California Collaborative for Educational Excellence. Section on "Annual Updates" deleted since the annual updates follow the same process and adhere to the same template as the initial LCAP. This item was presented to the Board on April 18, 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 0460 Philosophy, Goals, Objectives and Comprehensive Plans – Local Control and Accountability Plan.

### **FISCAL IMPACT**

None.

NE:LF:rtr

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

The Board of Education desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions WHICH ARE ALIGNED WITH THE DISTRICT BUDGET and to facilitate continuous improvement of District practices.

(cf. 0000 - Concepts and Roles)

(cf. 0200 - Goals for the School District)

The Board shall adopt a Districtwide Local Control and Accountability Plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the District budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, 52064, 5 CCR 15494-15497)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, STUDENTS WITH DISABILITIES, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, ~~or as otherwise defined by the Superintendent of Public Instruction (SPI).~~ (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the ~~Single~~ SCHOOL Plan for Student Achievement (SPSA) submitted by each District school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (cont.)**

The LCAP shall also be aligned with other District and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)  
 (cf. 0440 - District Technology Plan)  
 (cf. 0450 - Comprehensive Safety Plan)  
 (cf. 5030 - Student Wellness)  
 (cf. 6171 - Title I Programs)  
 (cf. 7110 - Facilities Master Plan)

AS PART OF THE LCAP ADOPTION AND ANNUAL UPDATE TO THE LCAP, THE BOARD SHALL SEPARATELY ADOPT AN LCFF BUDGET OVERVIEW FOR PARENTS/GUARDIANS, BASED ON THE TEMPLATE DEVELOPED BY THE SBE, WHICH INCLUDES SPECIFIED INFORMATION RELATING TO THE DISTRICT'S BUDGET. THE BUDGET OVERVIEW SHALL BE ADOPTED, REVIEWED, AND APPROVED IN THE SAME MANNER AS THE LCAP AND THE ANNUAL UPDATE. (Education Code 52064.1)

Any complaint that the District has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

**Plan Development**

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Superintendent or designee shall consult with teachers, principals, administrators, other school personnel, and employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)  
 (cf. 4140/4240/4340 - Bargaining Units)  
 (cf. 6020 - Parent Involvement)

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (cont.)****Public Review and Input**

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include ~~at least one~~ parentS/guardianS of an unduplicated studentS as defined above. (Education Code 52063; 5 CCR 15495)

Whenever District enrollment includes at least 15 percent English learners with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners TO REVIEW AND COMMENT ON THE LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

AS PART OF THE PARENT/GUARDIAN AND COMMUNITY ENGAGEMENT PROCESS, THE DISTRICT SHALL SOLICIT INPUT ON EFFECTIVE AND APPROPRIATE INSTRUCTIONAL METHODS, INCLUDING, BUT NOT LIMITED TO, ESTABLISHING LANGUAGE ACQUISITION PROGRAMS TO ENABLE ALL STUDENTS, INCLUDING ENGLISH LEARNERS AND NATIVE ENGLISH SPEAKERS, TO HAVE ACCESS TO THE CORE ACADEMIC CONTENT STANDARDS AND TO BECOME PROFICIENT IN ENGLISH. (Education Code 305-306)

THE SUPERINTENDENT OR DESIGNEE SHALL CONSULT WITH THE ADMINISTRATOR(S) OF THE SPECIAL EDUCATION LOCAL PLAN AREA OF WHICH THE DISTRICT IS A MEMBER TO ENSURE THAT SPECIFIC ACTIONS FOR STUDENTS WITH DISABILITIES ARE INCLUDED IN THE LCAP AND ARE CONSISTENT WITH STRATEGIES INCLUDED IN THE ANNUAL ASSURANCES SUPPORT PLAN FOR THE EDUCATION OF STUDENTS WITH DISABILITIES. (Education Code 52062)

(cf. 0430 - Comprehensive Local Plan for Special Education)

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (cont.)**

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

**Adoption of the Plan**

The Board shall adopt the LCAP prior to adopting the District budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

**Submission of Plan to County Superintendent of Schools**

Not later than five days after adoption of the LCAP, THE DISTRICT BUDGET, AND THE BUDGET OVERVIEW FOR PARENTS/GUARDIANS, the Board shall file the LCAP, THE BUDGET, AND THE BUDGET OVERVIEW with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

IF THE COUNTY SUPERINTENDENT DOES NOT APPROVE THE DISTRICT'S LCAP, THE BOARD SHALL ACCEPT TECHNICAL ASSISTANCE FROM THE COUNTY SUPERINTENDENT FOCUSED ON REVISING THE PLAN SO THAT IT CAN BE APPROVED. (Education Code 52071)

**Monitoring Progress**

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by ~~him/her~~ THE SUPERINTENDENT and the Board, regarding the District's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of District and school performance reported on the California School Dashboard. Evaluation Data SHALL be used to recommend any necessary revisions to the LCAP.



**LOCAL CONTROL AND ACCOUNTABILITY PLAN (cont.)**

(cf. 0500 - Accountability)

**Technical Assistance/Intervention**

~~When it is in the best interest of the District~~ AT ITS DISCRETION, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in ~~the identification~~ ~~YING~~ of District strengths and weaknesses in regard to state priorities, ~~WHICH INCLUDES and THE review OF PERFORMANCE DATA ON THE STATE AND LOCAL INDICATORS INCLUDED IN THE DASHBOARD AND OTHER RELEVANT LOCAL DATA, AND IN IDENTIFYING of effective, evidence-based programs OR PRACTICES that apply ADDRESS to the District's goals~~ ANY AREAS OF WEAKNESS.
2. Assistance from an academic, PROGRAMMATIC, OR FISCAL expert, OR team of academic experts, ~~or another district in the county~~ in identifying and implementing effective programs AND PRACTICES THAT ARE DESIGNED to improve ~~the outcomes for student subgroups~~ PERFORMANCE IN ANY IDENTIFIED AREAS OF WEAKNESS. THE DISTRICT MAY ENGAGE OTHER SERVICE PROVIDERS, INCLUDING, BUT NOT LIMITED TO, OTHER SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, OR CHARTER SCHOOLS, TO PROVIDE SUCH ASSISTANCE.
3. ~~Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074.~~

In the event that the County Superintendent requires the District to receive technical assistance BASED ON ONE OR MORE NUMERICALLY SIGNIFICANT STUDENT SUBGROUPS MEETING THE CRITERIA ESTABLISHED pursuant to Education Code ~~52074~~ 52064.5, the Board shall ~~review all recommendations received from~~ WORK WITH the County Superintendent, or ~~other advisor~~ ANOTHER SERVICE PROVIDER AT DISTRICT EXPENSE, and shall ~~consider~~ PROVIDE revisions ~~to the COUNTY SUPERINTENDENT LCAP as appropriate in accordance with the process specified in Education Code 52062~~ TIMELY DOCUMENTATION OF THE DISTRICT'S COMPLETION OF THE ACTIVITIES LISTED IN ITEMS #1-2 ABOVE OR SUBSTANTIALLY SIMILAR ACTIVITIES. (Education Code 52071)

IF REFERRED TO THE CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE BY EITHER THE COUNTY SUPERINTENDENT OR THE SUPERINTENDENT OF PUBLIC INSTRUCTION (SPI), THE DISTRICT SHALL IMPLEMENT THE RECOMMENDATIONS OF THAT AGENCY IN ORDER TO ACCOMPLISH THE GOALS SET FORTH IN THE DISTRICT'S LCAP. (Education Code 52071, 52074)

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (cont.)**

If the Superintendent of Public Instruction (SPI) identifies the District as needing intervention ~~pursuant to Education Code 52072~~, the District shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1. Revision of the District's LCAP.
2. Revision of the District's budget in accordance with changes in the LCAP.
3. A determination to stay or rescind any District action that would prevent the District from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement.

**Legal Reference:****EDUCATION CODE**

305-306 English language education  
 17002 State School Building Lease-Purchase Law, including definition of good repair  
 33430-33436 Learning Communities for School Success Program; grants for LCAP implementation  
 41020 Audits  
 41320-41322 Emergency apportionments  
 42127 Public hearing on budget adoption  
 42238.01-42238.07 Local control funding formula  
 44258.9 County superintendent review of teacher assignment  
 48985 Parental notices in languages other than English  
 51210 Course of study for grades 1-6  
 51220 Course of study for grades 7-12  
 52052 Numerically significant student subgroups  
 52059.5 Statewide system of support  
 52060-52077 Local control and accountability plan  
 52302 Regional occupational centers and programs  
 52372.5 Linked learning program  
 54692 Partnership academies  
 60119 Sufficiency of textbooks and instructional materials; hearing and resolution  
 60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission  
 64001 Single plan for student achievement  
 99300-99301 Early Assessment Program

**WELFARE AND INSTITUTIONS CODE**

300 Dependent child of the court

**CODE OF REGULATIONS, TITLE 5**

15494-15497 Local control and accountability plan and spending requirements

**UNITED STATES CODE, TITLE 20**

6312 Local educational agency plan  
 6826 Title III funds, local plans

**Management Resources:****CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS**

The California School Dashboard and Small Districts, October 2018

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN (cont.)**

### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

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

California Career Technical Education Model Curriculum Standards, 2013

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

### WEBSITES

California School Boards Association: [www.csba.org](http://www.csba.org)

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

California School Dashboard: [www.caschooldashboard.org](http://www.caschooldashboard.org)

## **Chino Valley Unified School District**

Policy adopted: August 7, 2014

Revised: April 7, 2016

Revised: September 7, 2017

Revised: December 14, 2017

REVISED:

**Chino Valley Unified School District**

**Our Motto:**

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

**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Sherri Johnson, Psy.D., Director, Health Services/Child Development

**SUBJECT: REVISION OF BOARD POLICY 5141.21 STUDENTS – ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

=====

**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 5141.21 Students – Administering Medication and Monitoring Health Conditions is being revised to be in alignment with state law that allows districts to train nonmedical District employees to administer medication. This item was presented to the Board on February 21, 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 5141.21 Students – Administering Medication and Monitoring Health Conditions.

**FISCAL IMPACT**

None.

NE:LF:SJ:rtr

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

The Board of Education believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Chronic Absence and Truancy)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 Rehabilitation Act of 1973 shall be administered in accordance with the student's Individualized Education Program or Section 504 services plan, as applicable.

(cf. 5141.24 - Specialized Health Care Services)  
(cf. 6159 - Individualized Education Program)  
(cf. 6164.6 - Identification and Education under Section 504)

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the District's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition.

(cf. 1250 - Visitors/Outsiders)  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.23 - Asthma Management)  
(cf. 5141.27 - Food Allergies/Special Dietary Needs)  
(cf. 6116 - Classroom Interruptions)

In addition, upon written request by the parent/guardian and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes safety and privacy.

(cf. 5141 - Health Care and Emergencies)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.23 - Asthma Management)  
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (cont.)**

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

**Administration of Medication by School Personnel**

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel WITH APPROPRIATE TRAINING.

School nurses and other designated school personnel, with appropriate training, shall administer medications to students in accordance with law, board policy, and administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

~~Only a school nurse or other school employee with an appropriate medical license may administer an insulin injection to a student. In the event such licensed school personnel are unavailable, the District may contract with a licensed nurse from a public or private agency to administer insulin to the student. However, in an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer an insulin injection to a student.~~

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (cont.)**

### **Legal Reference:**

#### **EDUCATION CODE**

48980 Notification at beginning of term  
49407 Liability for treatment  
49408 Emergency information  
49414 Emergency epinephrine auto-injectors  
49414.3 Emergency medical assistance; administration of medication for opioid overdose  
49414.5 Providing school personnel with voluntary emergency training  
49422-49427 Employment of medical personnel, especially:  
49423 Administration of prescribed medication for student  
49423.1 Inhaled asthma medication  
49480 Continuing medication regimen; notice

#### **BUSINESS AND PROFESSIONS CODE**

2700-2837 Nursing, especially:  
2726 Authority not conferred  
2727 Exceptions in general  
3501 Definitions  
4119.2 Acquisition of epinephrine auto-injectors  
4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

#### **CODE OF REGULATIONS, TITLE 5**

600-611 Administering medication to students

#### **UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act of 1974  
1400-1482 Individuals with Disabilities Education Act

#### **UNITED STATES CODE, TITLE 29**

794 Rehabilitation Act of 1973, Section 504

#### **COURT DECISIONS**

American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

### **Management Resources:**

#### **AMERICAN DIABETES ASSOCIATION PUBLICATIONS**

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

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

Program Advisory on Medication Administration, 2005

#### **NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS**

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

#### **WEBSITES**

California School Boards Association: [www.csba.org](http://www.csba.org)

American Diabetes Association: [www.diabetes.org](http://www.diabetes.org)

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

National Diabetes Education Program: [www.ndep.nih.gov](http://www.ndep.nih.gov)

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: [www.nhlbi.nih.gov/health/public/lung/index.htm#asthma](http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma)

## **Chino Valley Unified School District**

Policy adopted: January 23, 1997

Revised: May 7, 2009

Revised: May 5, 2011

Revised: October 5, 2017

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 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  
Tracy Freed, Ed.D., Director, Assessment and Instructional Technology

**SUBJECT: REVISION OF BOARD POLICY 6162.5 INSTRUCTION – STUDENT ASSESSMENT**

=====

**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 6162.5 Instruction – Student Assessment is being updated to reflect new law, Assembly Bill 1035, which addresses the use and purpose of interim and formative assessments that are part of the California Assessment of Student Performance and Progress, prohibits their use for high-stakes purposes as defined, and requires that teachers who administer the assessments have access to all pertinent functions and information. This agenda item was presented to the Board of Education on April 18, 2019, for information.

New language is provided in UPPERCASE.

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 6162.5 Instruction – Student Assessment.

**FISCAL IMPACT**

None.

NE:GP:TF:smr



**STUDENT ASSESSMENT**

The Board of Education recognizes that student assessments are an important instructional and accountability tool. To obtain the most accurate evaluation of student performance, the District shall use a variety of measures, including District, state, and/or national assessments.

(cf. 6162.51 - State Academic Achievement Tests)

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in District programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the District to identify and review student achievement goals in the District's Local Control and Accountability Plan and evaluate District educational programs.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 0500 - Accountability)  
(cf. 2140 - Evaluation of the Superintendent)  
(cf. 4115 - Evaluation/Supervision)  
(cf. 4315 - Evaluation/Supervision)  
(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 6011 - Academic Standards)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6190 - Evaluation of the Instructional Program)

In selecting or developing a District assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions, and that test administration procedures are fair and equitable for all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 6162.54 - Test Integrity/Test Preparation)

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall provide professional development as needed to assist administrators, and teachers in interpreting and using assessment data to improve student performance and the instructional program.

(cf. 4131/4313 - Staff Development)

**STUDENT ASSESSMENT (cont.)**

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the community in understanding test results.

(cf. 0510 - School Accountability Report Card)

**INTERIM AND FORMATIVE ASSESSMENTS**

STATE INTERIM AND FORMATIVE ASSESSMENTS MAY BE USED IN COMBINATION WITH OTHER SOURCES OF INFORMATION TO GAIN TIMELY FEEDBACK ABOUT STUDENT PROGRESS IN AN EFFORT TO CONTINUALLY ADJUST INSTRUCTION TO IMPROVE LEARNING. RESULTS FROM INTERIM AND FORMATIVE ASSESSMENTS SHALL NOT BE USED FOR ANY HIGH-STAKES PURPOSE, INCLUDING, BUT NOT LIMITED TO, TEACHER OR OTHER SCHOOL STAFF EVALUATION, ACCOUNTABILITY, STUDENT GRADE PROMOTION OR RETENTION, GRADUATION, COURSE OR CLASS PLACEMENT, IDENTIFICATION FOR GIFTED OR TALENTED EDUCATION, RECLASSIFICATION OF ENGLISH LEARNERS, OR IDENTIFICATION AS AN INDIVIDUAL WITH EXCEPTIONAL NEEDS. (Education Code 60642.6, 60642.7)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6152 - Class Assignment)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Learners)

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT TEACHERS WHO ADMINISTER INTERIM AND FORMATIVE ASSESSMENTS HAVE ACCESS TO ALL FUNCTIONS AND INFORMATION DESIGNED FOR TEACHER USE RELATED TO SUCH ASSESSMENTS AND STUDENT PERFORMANCE ON THE ASSESSMENTS. (Education Code 60642.6)

**Individual Record of Accomplishment**

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the state achievement tests REQUIRED AND administered AS PART OF THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS, or any predecessor assessments, pursuant to Education Code 60640-60649
2. The results of any end-of-course examinations taken

## **STUDENT ASSESSMENT (cont.)**

### **3. The results of any vocational education certification examinations taken**

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any persons, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if her/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

(cf. 5125 - Student Records)

#### **Legal Reference:**

##### EDUCATION CODE

313 Assessment of English language development

10600-10610 California Education Information System

44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)

49558 Free and reduced-price meals; use of individual applications and records

51041 Evaluation of educational program

51450-51455 Golden State Seal Merit Diploma

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

60600-60649 Assessment of academic achievement, especially:

60640-60649 California Assessment of Student Performance and Progress

60800 Physical fitness testing

60810-60812 Assessment of English language development

60900 California Longitudinal Pupil Achievement Data System

##### CODE OF REGULATIONS, TITLE 5

850-864 California Assessment of Student Performance and Progress

##### UNITED STATES CODE, TITLE 20

9622 National Assessment of Educational Progress

#### **Management Resources:**

##### WEBSITES

California School Boards Association: [www.csba.org](http://www.csba.org)

California Department of Education, Testing and Accountability: [www.cde.ca.gov/ta](http://www.cde.ca.gov/ta)

Smarter Balanced Assessment Consortium: [www.smarterbalanced.org](http://www.smarterbalanced.org)

U.S. Department of Education: [www.ed.gov](http://www.ed.gov)

## **Chino Valley Unified School District**

Policy adopted: August 21, 1997

Revised: August 20, 2009

Revised: January 6, 2011

Revised: May 5, 2016

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 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  
Luke Hackney, Director, Elementary Curriculum and Instruction  
Stephanie Johnson, Director, Student Support Services

**SUBJECT: REVISION OF BOARD POLICY 6170.1 INSTRUCTION –  
TRANSITIONAL KINDERGARTEN**

=====

**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 6170.1 Instruction – Transitional Kindergarten is being revised to reflect minor changes. This agenda item was presented to the Board of Education on April 18, 2019, for information.

New language is provided in UPPERCASE 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 6170.1 Instruction – Transitional Kindergarten.

**FISCAL IMPACT**

None.

NE:GP:LH:SJ:smr

**TRANSITIONAL KINDERGARTEN**

The Board of Education desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist ~~(TK) children~~ STUDENTS in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The District's TK PROGRAM shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among District preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in ~~program~~ THE development, implementation, and evaluation OF THE DISTRICT'S TK PROGRAM.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 6020 - Parent Involvement)

**Eligibility**

The District's TK program shall admit children whose fifth birthday is from September 2 through December 2 (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)  
(cf. 5111.1 - District Residency)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.31 - Immunizations)  
(cf. 5141.32 - Child Health and Disability Prevention Program)

Upon request of a child's parents/guardians, the District may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the District's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

**Curriculum and Instruction**

The District's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development Implementation and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

**TRANSITIONAL KINDERGARTEN (cont.)**

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)  
 (cf. 6011 - Academic Standards)  
 (cf. 6174 - Education for English Language Learners)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

**Staffing**

The Superintendent or designee shall ensure that the teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification - All Personnel)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the District standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

**Continuation to Kindergarten**

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed ~~parental permission~~ KINDERGARTEN CONTINUANCE Fform for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

## **TRANSITIONAL KINDERGARTEN (cont.)**

A student shall not attend more than two years in a combination of TK and kindergarten.  
(Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

### **Assessment**

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Review and Evaluation)

(cf. 6162.5 - Student Assessment)

### **Legal Reference:**

#### EDUCATION CODE

8235 California State Preschool Program

8973 Extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

48200 Compulsory education, starting at age six

### **Management Resources:**

#### CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 3, 2013

California Preschool Learning Foundations, Vol. 3, 2012

California Preschool Curriculum Framework, Vol. 2, 2011

California Preschool Learning Foundations, Vol. 2, 2010

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

## **TRANSITIONAL KINDERGARTEN (cont.)**

### WEBSITES

California School Boards Association: [www.csba.org](http://www.csba.org)

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

California Kindergarten Association: [www.ckanet.org](http://www.ckanet.org)

Commission on Teacher Credentialing: [www.ctc.ca.gov](http://www.ctc.ca.gov)

Transitional Kindergarten California: [www.tkcalifornia.org](http://www.tkcalifornia.org)

### **Chino Valley Unified School District**

Policy adopted: February 16, 2012

Revised: September 3, 2015

REVISED:



**Chino Valley Unified School District**

**Our Motto:**

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

**DATE:** May 2, 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 6174 INSTRUCTION – EDUCATION FOR ENGLISH LEARNERS**

=====

**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 6174 Instruction – Education for English Learners is being revised to reflect new state regulations (Register 2018, No. 20) governing the implementation of Proposition 58 requirements pertaining to language acquisition programs. This item was presented to the Board on April 18, 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 6174 Instruction – Education for English Learners.

**FISCAL IMPACT**

None.

NE:LF:YF:rtr

## EDUCATION FOR ENGLISH LEARNERS

The Board of Education intends to provide English learners with challenging curriculum and instruction that ~~develop~~ MAXIMIZE THE ATTAINMENT OF HIGH LEVELS OF proficiency in English, ADVANCE MULTILINGUAL CAPABILITIES, ~~while~~ AND facilitatingE student achievement in the District's regular course of study.

The District shall identify in its Local Control and Accountability Plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3100 - Budget)

THE SUPERINTENDENT OR DESIGNEE SHALL ENCOURAGE PARENT/GUARDIAN AND COMMUNITY INVOLVEMENT IN THE DEVELOPMENT AND EVALUATION OF PROGRAMS FOR ENGLISH LEARNERS.

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 6020 - Parent Involvement)

English learners shall be provided DIFFERENTIATED English language development instruction WHICH IS targeted to their English proficiency level, INTEGRATED ACROSS ALL SUBJECT AREAS, and aligned with state content standards ~~and curriculum framework~~. The District's program shall be based on sound instructional theory, use standards-aligned instructional materials, EMPHASIZE INQUIRY-BASED LEARNING AND CRITICAL THINKING SKILLS, and ~~assist~~ PROVIDE students ~~in~~ WITH accessing TO the full educational program.

(cf. 6011 - Academic Standards)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 6161.11 - Supplementary Instructional Materials)  
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

The District shall provide effective professional development to teachers, administrators, and other school ~~staff~~ PERSONNEL to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. SUCH PROFESSIONAL DEVELOPMENT SHALL BE OF SUFFICIENT INTENSITY AND DURATION TO PRODUCE A POSITIVE AND LASTING IMPACT ON TEACHERS' PERFORMANCE IN THE CLASSROOM. (20 USC 6825)

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

**EDUCATION FOR ENGLISH LEARNERS (cont.)**

~~The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, tTo support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.~~

**Identification and Assessment**

The Superintendent or designee shall maintain procedures for the ~~accurate~~ EARLY identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1 and 854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

(cf. 6162.51 - State Academic Achievement Tests)

FORMATIVE ASSESSMENTS MAY BE UTILIZED TO ANALYZE STUDENT PERFORMANCE AND APPROPRIATELY ADAPT TEACHING METHODOLOGIES AND INSTRUCTIONS.

(cf. 6162.5 - Student Assessment)

**Language Acquisition Programs**

THE DISTRICT SHALL OFFER RESEARCH-BASED Llanguage acquisition programs ~~are educational programs~~ that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. ~~The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency achievement in both English and another language.~~ (Education Code 306; 5 CCR 11300)

AT A MINIMUM, ~~Tthe District shall offer A STRUCTURED English learner a structured English immersion program to ensure that English learners have access to the core academic content standards,~~ WHICH includingES the DESIGNATED AND INTEGRATED English language development standards and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

**EDUCATION FOR ENGLISH LEARNERS (cont.)**

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, “nearly all” means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

IN ADDITION, LANGUAGE ACQUISITION PROGRAMS OFFERED BY THE DISTRICT MAY INCLUDE, BUT IS NOT LIMITED TO OFFERING A DUAL-LANGUAGE IMMERSION PROGRAM THAT PROVIDES INTEGRATED LANGUAGE LEARNING AND ACADEMIC INSTRUCTION FOR NATIVE SPEAKERS OF ENGLISH AND NATIVE SPEAKERS OF ANOTHER LANGUAGE, WITH THE GOALS OF HIGH ACADEMIC ACHIEVEMENT, FIRST AND SECOND LANGUAGE PROFICIENCY, AND CROSS-CULTURAL UNDERSTANDING. (Education Code 305-306)

(cf. 6142.2 - World/Foreign Language Instruction)

IN ESTABLISHING THE DISTRICT’S LANGUAGE ACQUISITION PROGRAMS, THE SUPERINTENDENT OR DESIGNEE SHALL CONSULT WITH PARENTS/GUARDIANS AND THE COMMUNITY DURING THE LCAP DEVELOPMENT PROCESS. HE/SHE SHALL ALSO CONSULT WITH ADMINISTRATORS, TEACHERS, AND OTHER PERSONNEL WITH APPROPRIATE AUTHORIZATIONS AND EXPERIENCE IN ESTABLISHING A LANGUAGE ACQUISITION PROGRAM. (Education Code 305)

AT THE BEGINNING OF EACH SCHOOL YEAR OR UPON A STUDENT’S ENROLLMENT, PARENTS/GUARDIANS SHALL BE PROVIDED INFORMATION ON THE TYPES OF LANGUAGE ACQUISITION PROGRAMS AVAILABLE TO STUDENTS ENROLLED IN THE DISTRICT, INCLUDING, BUT NOT LIMITED TO, A DESCRIPTION OF EACH PROGRAM, THE PROCESS TO BE FOLLOWED IN MAKING A PROGRAM SELECTION, IDENTIFICATION OF ANY LANGUAGE TO BE TAUGHT IN ADDITION TO ENGLISH WHEN THE PROGRAM INCLUDES INSTRUCTION IN ANOTHER LANGUAGE, AND THE PROCESS TO REQUEST ESTABLISHMENT OF A LANGUAGE ACQUISITION PROGRAM. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

**Placement of English Learners RECLASSIFICATION**

When an English learner is determined pursuant to BASED ON state and District reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student’s parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

The following measures shall be used to determine whether an English learner shall be reclassified as fluent English proficient: (Education Code 313; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state’s English language proficiency assessment

**EDUCATION FOR ENGLISH LEARNERS (cont.)**

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parents/guardians with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level.

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least ~~two~~ FOUR years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

**Program Evaluation**

To evaluate the effectiveness of the District's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or at risk of being classified as long-term English learners; in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. ANY LANGUAGE ACQUISITION PROGRAM THAT INCLUDES INSTRUCTION IN A LANGUAGE OTHER THAN ENGLISH, STUDENT ACHIEVEMENT IN THE NON-ENGLISH LANGUAGE
- ~~5-6.~~ Progress toward any other goals for English learners identified in the District's LCAP
- ~~6-7.~~ A comparison of current data with data from at least the previous year

The Superintendent or designee also shall provide the Board with regular reports from any District or school-wide English learner advisory committees.

## EDUCATION FOR ENGLISH LEARNERS (cont.)

### Legal Reference:

#### EDUCATION CODE

300-340 English language education, especially:  
 305-310 Language acquisition programs  
 313-313.5 Assessment of English proficiency  
 430-446 English Learner and Immigrant Pupil Federal Conformity Act  
 33050 State Board of Education waiver authority  
 42238.02-42238.03 Local control funding formula  
 44253.1-44253.11 Qualifications for teaching English learners  
 48980 Parental notifications  
 48985 Notices to parents in language other than English  
 52052 Academic Performance Index; numerically significant student subgroups  
 52060-52077 Local control and accountability plan  
 52160-52178 Bilingual Bicultural Act  
 56305 CDE manual on English learners with disabilities  
 60603 Definition, recently arrived English learner  
 60640 California Assessment of Student Performance and Progress  
 60810-60812 Assessment of language development  
 62005.5 Continuation of advisory committee after program sunsets

#### CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations  
 854.9 CAASPP and unlisted resources for students with disabilities  
 11300-11316 English learner education  
 11510-11517.5 California English Language Development Test  
 11517.6-11519.5 English Language Proficiency Assessments for California

#### UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility  
 1701-1705 Equal Educational Opportunities Act  
 6311 Title I state plan  
 6312 Local education agency plans  
 6801-7014 Title III, Language instruction for limited English proficient and immigrant students  
 7801 Definitions

#### CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited  
 200.16 Assessment of English learners

#### COURT DECISIONS

Valeria O. v. Davis, (2002) 307 F.3d 1036  
 California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141  
 McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196  
 Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

#### ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 40 (2000)

### Management Resources:

#### CALIFORNIA SCHOOL BOARDS ASSOCIATE PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018  
 English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018  
 English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017  
 English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016  
 English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

**EDUCATION FOR ENGLISH LEARNERS (cont.)**

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

**THE EDUCATION TRUST- WEST PUBLICATIONS**

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

**WEBSITES**

California Association for Bilingual Education: [www.gocabe.org](http://www.gocabe.org)

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

National Clearinghouse for English Language Acquisition: [www.ncela.us](http://www.ncela.us)

The Education Trust-West: [www.west.edtrust.org](http://www.west.edtrust.org)

U.S. Department of Education: [www.ed.gov](http://www.ed.gov)

**Chino Valley Unified School District**

Policy Adopted: August 21, 1997

Revised: February 22, 2001

Revised: September 4, 2003

Revised: June 18, 2009

Revised: March 21, 2013

Revised: March 3, 2016

Revised: September 7, 2017

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 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**

\$2,080,786.90 to all District funding sources.

NE:GJS:AGH:pw



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 2, 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

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-1819-188 Soren Bennick Productions, Inc.</b> To provide enrichment programs. Submitted by: Newman ES Duration of Agreement: January 29, 2019 - June 30, 2019	Contract amount: \$865.00  Funding source: Title I
<b>CIIS-1819-189 International Academy of Science.</b> To provide online software licences for international students. Submitted by: Alternative Education Center Duration of Agreement: December 5, 2018 - June 30, 2019	Contract amount: \$1,800.00  Funding source: School Site Budget
<b>CIIS-1819-190 SHI.</b> To provide Office 365 services, email, and mailbox threat protection. Submitted by: Technology Duration of Agreement: June 1, 2019 - May 31, 2020	Contract amount: \$146,064.00  Funding source: General Fund
<b>CIIS-1819-191 Florida Virtual School.</b> To provide online software licenses for Calculus AB/BC/Honors/LAM. Submitted by: Alternative Education Duration of Agreement: May 3, 2019 - May 2, 2020	Contract amount: \$3,888.25  Funding source: School Site Budget
<b>CIIS-1819-192 TNT Educational Adventures.</b> To provide light snacks and learning tools to support NEU and AVID strategies. Submitted by: Dickey ES Duration of Agreement: March 19, 2019 - June 30, 2019	Contract amount: \$1,000.00  Funding source: Title I
<b>CIIS-1819-193 Kook Kids Snow Cones.</b> To provide unlimited snow cones at after school functions. Submitted by: Hidden Trails ES Duration of Agreement: May 28, 2019 - June 30, 2019	Contract amount: \$200.00  Funding source: Parent Donation
<b>CIIS-1819-194 Vista Sight-N-Sound Productions,</b> To provide photobooth and entertainment. Submitted by: Hidden Trails ES Duration of Agreement: May 28, 2019 - June 30, 2019	Contract amount: \$335.00  Funding source: Parent Donation
<b>CIIS-1819-195 Stellar Event Services LLC dba Level Up Entertainment.</b> To provide photo booth services. Submitted by: Don Lugo HS Duration of Agreement: May 3, 2019 - June 30, 2022	Contract amount: Per rate sheet  Funding source: ASB/USB/PFA/PTA/Boosters
<b>CIIS-1920-019 Turnitin.</b> To provide service and maintenance to help instructors check student originality and give personalized feedback. Submitted by: Technology Duration of Agreement: July 1, 2019 - June 30, 2020	Contract amount: \$32,954.29  Funding source: General Fund
<b>CIIS-1920-020 Sandra So MD.</b> To provide collaborating physician services for the District's Health Center and Child Health and Disability Prevention Program (CHDP). Submitted by: Health Services Duration of Agreement: July 1, 2019 - June 30, 2020	Contract amount: \$1,000.00  Funding source: LCAP
<b>CIIS-1920-021 Inland Empire United Way.</b> To provide backpacks and food to identified students. Submitted by: Health Services Duration of Agreement: August 1, 2019 - June 30, 2020	Contract amount: None  Funding source: None

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-1920-023 Paws of Love.</b> To provide interaction with therapy dogs and handlers. Submitted by: Chino HS Duration of Agreement: April 1, 2019 - June 30, 2022	Contract amount: Per rate sheet  Funding source: ASB/USB/PFA/PTA/Boosters
<b>FACILITIES, PLANNING, AND OPERATIONS</b>	<b>FISCAL IMPACT</b>
<b>F-1819-057 Transfinder.</b> To provide student transporation managment system. Submitted by: Transportation Duration of Agreement: February 28, 2019 - February 28, 2020	Contract amount: \$7,850.00  Funding source: General Fund
<b>MASTER CONTRACTS</b>	<b>FISCAL IMPACT</b>
<b>MC-1819-085 Jose Ferri dba Bubblemania and Company.</b> To provide bubble show. Submitted by: Liberty ES Duration of Agreement: May 30, 2019 - June 30, 2021	Contract amount: Per rate sheet  Funding source: ASB/USB/PFA/PTA/Boosters
<b>MC-1819-086 King Equipment.</b> To provide rental and service of equipment, material, and scissor lifts. Submitted by: Ayala HS Duration of Agreement: May 3, 2019 - June 30, 2021	Contract amount: Per rate sheet  Funding source: ASB/USB/PFA/PTA/Boosters

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: SURPLUS/OBSOLETE PROPERTY**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

Increase to the General Fund from proceeds of sale.

NE:GJS:pw

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

May 2, 2019

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	iMac	23043	Chaparral ES
Computer	iMac	23143	Chaparral ES
Laptop	iMac	33339	Chaparral ES
Laptop	iMac	22954	Chaparral ES
Computer	iMac	23150	Chaparral ES
Computer	iMac	23100	Chaparral ES
Computer	iMac	23003	Chaparral ES
Computer	iMac	23054	Chaparral ES
Computer	iMac	23073	Chaparral ES
Computer	iMac	23088	Chaparral ES
Computer	iMac	23065	Chaparral ES
Computer	iMac	23119	Chaparral ES
Computer	iMac	23116	Chaparral ES
Printer	HP	CNBF171850	Hidden Trails ES
DVD	Toshiba	BCC920086695	Rolling Ridge ES
TV	RCA	E412DA174	Rolling Ridge ES
TV	Samsung	32669	Rolling Ridge ES
Boom Box	Califone	DD04250	Rolling Ridge ES
Wet/Dry Vacuum	Kent Industrial	A20338	Rolling Ridge ES
Laptop	Apple	21290	Rolling Ridge ES
Printer	HP	SG06111OCB	Rolling Ridge ES
Tower	Dell	33750	Rolling Ridge ES
Monitor	Dell	A5501	Rolling Ridge ES
Monitor	Dell	CN-OXJ5TR	Rolling Ridge ES
Keyboard	Dell	BU03N1	Rolling Ridge ES
Boom Box	Emerson	A16647	Rolling Ridge ES
Computer	Dell	33031	Townsend JHS

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**DATE:** May 2, 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: BID 18-19-37F, WALNUT ES PARKING LOT EXPANSION**

=====

**BACKGROUND**

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for 18-19-37F, Walnut ES Parking Lot Expansion was Published in the Inland Valley Daily Bulletin on March 25, and April 1, 2019. Bids were opened at 1:00 p.m. on April 18, 2019. The results are as follows:

<b>Contractor</b>	<b>Bid Amount</b>
TSR Construction	\$187,400.00
Access Pacific	\$213,500.00
Single Source Construction & Maintenance Inc.	\$220,000.00
Golden Phoenix Construction Inc.	\$225,000.00
Asphalt Fabric & Engineering, Inc.	\$229,000.00
ABC Resource, Inc.	\$249,920.00
ABNY General Engineering	\$272,000.00
C.H.I. Construction	\$283,200.00
Horizons Construction	\$287,000.00
JM Builders Inc.	\$292,000.00
1st California Construction, Inc.	\$329,345.00

The basic scope of work for this project includes expansion of existing front parking lot. Scope includes demo of area; grading; relocation of existing irrigation; installation of concrete walkway as well as curbs and ramps; compacting and paving asphalt; and painting and striping.

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

**RECOMMENDATION**

It is recommended the Board of Education award Bid 18-19-37F, Walnut ES Parking Lot Expansion to TSR Construction.

**FISCAL IMPACT**

\$187,400.00 to Capital Facilities Fund 25.

NE:GJS:AGH:pw

## CHINO VALLEY UNIFIED SCHOOL DISTRICT

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**DATE:** May 2, 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 18-19-38I, COUNTRY SPRINGS ES PLAYGROUND EQUIPMENT INSTALLATION**

=====

### **BACKGROUND**

Pursuant to Public Contract Code 22032(b) public projects in the amount of \$200,000.00 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 18-19-38I, Country Springs ES Playground Equipment Installation was emailed on March 25, 2019, to contractors currently listed on the 2019 list of qualified contractors. Bids were opened at 1:00 p.m. on April 15, 2019. The results are as follows:

Contractor	Bid Amount
John Buck dba J2 Builders	\$174,100.00

The basic scope of work for this project includes removal and disposal of existing kindergarten and primary playground equipment and fall zone surfacing; and installation new equipment and surfacing.

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 18-19-38I, Country Springs ES Playground Equipment Installation to John Buck dba J2 Builders.

### **FISCAL IMPACT**

\$174,100.00 to Building Fund 21.



## CHINO VALLEY UNIFIED SCHOOL DISTRICT

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**DATE:** May 2, 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 18-19-39I, BUTTERFIELD RANCH ES PLAYGROUND EQUIPMENT INSTALLATION**

=====

### **BACKGROUND**

Pursuant to Public Contract Code 22032(b) public projects in the amount of \$200,000.00 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 18-19-39I, Butterfield Ranch ES Playground Equipment Installation was emailed on March 25, 2019, to contractors currently listed on the 2019 list of qualified contractors. Bids were opened at 1:00 p.m. on April 15, 2019. The results are as follows:

Contractor	Bid Amount
John Buck dba J2 Builders	\$151,800.00
Epsilon Engineering	\$339,568.00

The basic scope of work for this project includes removal and disposal of existing kindergarten and primary playground equipment and fall zone surfacing; and installation of new equipment and surfacing.

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 18-19-39I, Butterfield Ranch ES Playground Equipment Installation to John Buck dba J2 Builders.

### **FISCAL IMPACT**

\$151,800.00 to Building Fund 21.

## CHINO VALLEY UNIFIED SCHOOL DISTRICT

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**DATE:** May 2, 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 PROJECTS**

### **BACKGROUND**

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

<b>CUPCCAA Project</b>	<b>Project Description</b>	<b>Contractor</b>	<b>Original Quotation</b>	<b>Change Order</b>	<b>Total</b>	<b>Funding Source</b>
CC2019-18	Wickman ES Safety and Security Intercom System Upgrade	Time & Alarm Systems	\$31,597.00	N/A	\$31,597.00	21
CC2019-37	Adult School Marquee Installation & Supplies	Encore Image	\$22,355.85	N/A	\$22,355.85	11
CC2019-43	Chino HS Reconstruction – Interim Weight Room Flooring	Rite-Way Flooring Inc.	\$21,030.00	N/A	\$21,030.00	21

Documentation indicating satisfactory completion and compliance with specifications has been obtained from: school site administrators; James Costa, Construction Coordinator; Sam Sousa, Project Manager; and Greg Stachura, Assistant Superintendent, Facilities, Planning, and Operations.

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

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

## **RECOMMENDATION**

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

## **FISCAL IMPACT**

\$22,355.85 to Adult Education Fund 11.

\$52,627.00 to Building Fund 21.

NE:GJS:pw

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

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**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations  
Martin Silveira, Director, Maintenance and Operations

**SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA BID 18-19-03I, FORMER EL RANCHO ES ASPHALT AND CONCRETE REPAIR**

## **BACKGROUND**

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

On July 19, 2018, the Board of Education awarded CUPCCAA Bid 18-19-03I, Former El Rancho ES Asphalt and Concrete Repair to Premier Paving Inc. All contracted work was completed on March 29, 2019. Contract summary is provided below.

CUPCCAA Bid	Project Description	Contractor	Total Contract	Change Order	Total	5% Retention Amount	Funding Source
18-19-03I	Former El Rancho ES Asphalt and Concrete Repair	Premier Paving Inc.	\$172,950.00	N/A	\$172,950.00	\$8,647.50	21

Documentation indicating satisfactory completion and compliance with specifications and project requirements has been obtained from the following individuals: Jonathan Campbell, Project Manager; and Greg Stachura, Assistant Superintendent, Facilities, Planning, and Operations.

Staff recommends approval of the Notice of Completion for this bid. The final retention payment of 5% of the value of work done under this contract shall be made 35 days after the Notice of Completion is recorded with the County Recorder.

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 Bid 18-19-03I, Former El Rancho ES Asphalt and Concrete Repair.

**FISCAL IMPACT**

\$172,950.00 to Building Fund 21.

NE:GJS:MS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations  
Martin Silveira, Director, Maintenance and Operations

**SUBJECT: CHANGE ORDER AND NOTICE OF COMPLETION FOR CUPCCAA  
BID 18-19-18I, BORBA ES PLAYGROUND EQUIPMENT  
INSTALLATION**

=====

**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:

On December 13, 2018, the Board of Education awarded CUPCCAA Bid 18-19-18I, Borba ES Playground Equipment Installation to John Buck dba J2 Builders. All contracted work was completed on March 29, 2019. Contract summary is provided below.

<b>CUPCCAA Bid</b>	<b>Project Description</b>	<b>Contractor</b>	<b>Total Contract</b>	<b>Change Order</b>	<b>Total</b>	<b>5% Retention Amount</b>	<b>Funding Source</b>
18-19-18I	Borba ES Playground Equipment Installation	John Buck dba J2 Builders	\$106,200.00	\$8,600.00	\$114,800.00	\$5,740.00	25

Documentation indicating satisfactory completion and compliance with specifications and project requirements has been obtained from the following individuals: school site administrator; Alex Rivera, Project Manager; and Greg Stachura, Assistant Superintendent, Facilities, Planning, and Operations.

Staff recommends approval of the Notice of Completion for this bid. The final retention payment of 5% of the value of work done under this contract shall be made 35 days after the Notice of Completion is recorded with the County Recorder.

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 Bid 18-19-18I, Borba ES Playground Equipment Installation.

### **FISCAL IMPACT**

\$114,800.00 to Capital Facilities Fund 25.

NE:GJS:MS:pw



Chino Valley Unified School District  
Facilities, Planning, and Operations Division

## CHANGE ORDER

Date: March 26, 2019 BID/ CUPCAA #: 18-19-18I Change Order #: 1  
Project Title: Anna Borba ES Playground Equipment Installation  
Owner: Chino Valley Unified School District DSA Application #: \_\_\_\_\_ DSA File #: \_\_\_\_\_  
Architect: \_\_\_\_\_ Contractor: John Buck DBA J2 Builders

**The Contractor is hereby authorized to do the following:**

Locate 4" leaking main line. Excavate trench to expose old rusted pipe. Excavate trench along pipe until suitable tie in connection is located. Cut pipe and couple using MJ couplings and C900 pipe.

**Item # 1** Recompact trench to 90% and dispose of existing pipe.

Requested By: District Project Manager Increase/Decrease amount: \$8,600.00

Reason: During construction of new playground, contractor found a pre-existing leak. The leak needed to be repaired to continue with the installation of playground equipment.

**Item # 2**

Requested By: \_\_\_\_\_ Increase/Decrease amount: \_\_\_\_\_

Reason: \_\_\_\_\_

**Item # 3**

Requested By: \_\_\_\_\_ Increase/Decrease amount: \_\_\_\_\_

Reason: \_\_\_\_\_

Original contract completion date:	<u>March 31, 2019</u>	Original contract amount:	<u>\$106,200.00</u>
Increase/Decrease of days:	<u>0</u>	Increase/Decrease amount:	<u>\$8,600.00</u>
New contract completion date:	<u>March 31, 2019</u>	New contract amount:	<u>\$114,800.00</u>

Approved by:

NA	Signature	Date
DSA Inspector of Record		

NA	Signature	Date
Architect / Engineer		

NA	Signature	Date
Construction/Project Manager		

NA	Signature	Date
CVUSD Construction Coordinator		

Alex Rivera	Signature	Date
CVUSD Project Manager		<u>4-8-2019</u>

NA	Signature	Date
Director, Maintenance, Operations & Construction		

Greg Stachura	Signature	Date
Owner (Authorized Agent)		<u>4/9/19</u>



## CHINO VALLEY UNIFIED SCHOOL DISTRICT

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**DATE:** May 2, 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: CHANGE ORDER AND NOTICE OF COMPLETION FOR BID 18-19-06F, CATTLE ES, LITEL ES, AND OAK RIDGE ES MODERNIZATION PROJECTS – INTERIM HOUSING**

### BACKGROUND

On September 20, 2018, the Board of Education awarded Bid 18-19-06F, Cattle ES, Litel ES, and Oak Ridge ES Modernization Project – Interim Housing to the following contractors: Bid Package 01, Elite Earthworks & Engineering, dba GK Backlund; Bid Package 02, Rancho Pacific Electric Inc.; and Bid Package 03, RVH Constructors, Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change orders have been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	Bid Package 01-Demo, Site Clearing, Grading, Paving, and Fencing-Elite Earthworks & Engineering dba GK Backlund	(\$31,538.00)
Bid Amount:		\$452,870.00
Revised Total Project Amount:		\$421,332.00
Retention Amount:		\$21,066.60

The change order results in a net decrease of \$31,538.00 to the construction cost and no change in contract time. The revised total project cost, including all change orders, is \$1,668,382.00. Approval of the change order allows for compensation to the contractor to perform the additional work as described. All contracted work was completed on April 12, 2019 (Bid Package 01) and April 4, 2019 (Bid Package 02 and 03).

Documentation indicating satisfactory completion and compliance with specification and Division of the State Architect (DSA) requirements has been obtained from the following individuals: Glenn Gonzalez and Frank Sand, DSA Inspectors; Jim Di Camillo, Architect; Hung Truong, Project Manager; and Sam Sousa, Construction Coordinator.

Staff recommends the approval of the Notice of Completion for this bid. The final retention payment of 5% of the value of work done under this contract shall be made 35 days after the Notice of Completion is recorded with the County Recorder.

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

### **RECOMMENDATION**

It is recommended the Board of Education approve the change order and Notice of Completion for Bid 18-19-06F, Cattle ES, Litel ES, and Oak Ridge ES Modernization Projects – Interim Housing.

### **FISCAL IMPACT**

\$31,538.00 to Building Fund 21.

NE:GJS:AGH:pw



## CHINO VALLEY UNIFIED SCHOOL DISTRICT

Facilities, Planning and Operations Division

5130 Riverside Drive

Chino, CA 91710

Telephone: 909.628.1202, Ext. 145 Fax: 909.548.6034

## CHANGE ORDER

DATE: 04/12/19 BID #: 18-19-06F CHANGE ORDER: 001

PROJECT: Cattle, Oak Ridge & Litel Elementary School Modernization Projects – Interim Housing

DSA APPLICATION #: See below DSA FILE #: See below

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects, Inc. CONTRACTOR: Elite Earthworks & Engineering

The Contractor is hereby authorized to make the following changes to your construction contract when this change order has been approved by the undersigned parties:

### **Cattle Elementary School**

DSA Application #A04-117637

ITEM NO. 1:	Description:	BP-01 Cattle Unused Unforeseen Allowance Reconciliation
	Reason:	Reconcile unused unforeseen allowance value to be credited back to District.
	Document Ref:	Change Order Request No. C-004 (PCO No. C-015)
	Requested by:	District
	Change in Contract Sum:	<\$3,510.00> / DEDUCT
	Time Extension:	0 Calendar days

### **Oak Ridge Elementary School**

DSA Application # A04-117748

ITEM NO. 1:	Description:	BP-01 Oak Ridge Unused Unforeseen Allowance Reconciliation
	Reason:	Reconcile unused unforeseen allowance value to be credited back to District.
	Document Ref:	Change Order Request No. O-006 (PCO No. O-015)
	Requested by:	District
	Change in Contract Sum:	<\$11,371.00> / DEDUCT
	Time Extension:	0 Calendar days

**Litel Elementary School**  
**DSA Application #A04-117723**

ITEM NO. 1:	Description:	Eliminated Bid Scope – Site Concrete, Asphalt, Striping & Signage
	Reason:	Eliminate Interim Housing phase scope of work that is already included in Alteration phase.
	Document Ref:	Change Order Request No. L-006 (PCO No. L-004)
	Requested by:	District
	Change in Contract Sum:	<\$3,299.00> / DEDUCT
	Time Extension:	0 Calendar days
ITEM NO. 2:	Description:	Added Top Soil & Asphalt Demo due to Low Subgrade
	Reason:	Removed added top soil and additional asphalt demo from Interim Housing phase scope and will address as part of Alteration phase.
	Document Ref:	Change Order Request No. L-007 (PCO No. L-019)
	Requested by:	District
	Change in Contract Sum:	<\$3,358.00> / DEDUCT
	Time Extension:	0 Calendar days
ITEM NO. 3:	Description:	BP-01 Litel Unused Unforeseen Allowance Reconciliation
	Reason:	Reconcile unused unforeseen allowance value to be credited back to District.
	Document Ref:	Change Order Request No. L-008 (PCO No. L-018)
	Requested by:	District
	Change in Contract Sum:	<\$10,000.00> / DEDUCT
	Time Extension:	0 Calendar days

**\*END OF CHANGE ORDER NO. 001 ITEMS\***

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**SCHOOL SITE SUMMARY**

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School	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Cattle ES	\$160,870.00	\$0.00	<\$ 3,510.00>	\$157,360.00
Litel ES	\$129,000.00	\$0.00	<\$16,657.00>	\$112,343.00
Oak Ridge ES	\$163,000.00	\$0.00	<\$11,371.00>	\$151,629.00
<b>Total</b>	<b>\$452,870.00</b>	<b>\$0.00</b>	<b>&lt;\$31,538.00&gt;</b>	<b>\$421,332.00</b>

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### CONTRACT SUMMARY


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The original contract amount was:	\$452,870.00
The contract amount will be increased/decreased by this Change Order:	<\$31,538.00>
The new contract amount including this change order will be:	\$421,332.00
The original contract completion date:	11/16/18
The contract time will be increased/decreased by days:	0
The date of completion as a result of this Change Order is:	11/16/18

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This Change Order is a full and final compromise settlement of any and all known and unknown claims by the Contractor against the Owner, and the Project. This Change Order represents and reflects the entire adjustment of the Contract Price and the Contract Time due Contractor, including but not limited to, disputed, undisputed and doubtful claims. Payment by Owner of the amount agreed under this Change Order shall constitute a full and complete accord and satisfaction of all such claims and shall constitute payment in full of all such claims and a full release and discharge of Owner, and their respective officers, directors, agents, sureties and employees from any and all further liability in connection with the subject project and contract. Contractor expressly waives any and all rights under California Civil Code Section 1542 which provide as follows: "A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor."


#### APPROVED BY:

  
Elite Earthworks & Engineering  
(Contractor)


  
Print Name / Title

  
Date

  
DSA Inspector of Record (Team Inspections)

  
Frank Sand / Inspector

Date

  
Construction Manager (CW Driver)

Hung Truong / Project Manager

  
Date

  
CVUSD

Samuel Sousa / Construction Coordinator,  
Maintenance, Operations & Construction

  
Date

  
Owner (authorized agent)

Greg Stachura / Assistant Superintendent, Facilities,  
Planning & Operations Department

  
Date

  
WLC Architects Inc. (Architect)

Jim DiCamillo / President  
Print Name / Title

  
Date

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 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: CHANGE ORDERS FOR BID 18-19-10F, CATTLE ES, LITEL ES, AND OAK RIDGE ES ALTERATION PROJECT**

=====

**BACKGROUND**

On December 13, 2018, the Board of Education awarded Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project to the following contractors: Bid Package 02-01, Precision Contracting; Bid Package 03-01, KAR Construction; Bid Package 06-01, Miller Construction; Bid Package 06-02, Stolo Cabinets; Bid Package 07-01, Letner Roofing; Bid Package 08-01, Construction Hardware; Bid Package 09-01, Mirage Builders; Bid Package 09-02, Continental Marble & Tile; Bid Package 09-03, CG Acoustics; Bid Package 09-04, Signature Flooring, Inc.; Bid Package 09-05, AJ Fistes Corp.; Bid Package 10-01, Bogh Engineering, Inc.; Bid Package 11-01, Kitcor Corp.; Bid Package 22-01, Emyrean Plumbing; Bid Package 23-01, Aire-Masters Air Conditioning; Bid Package 26-01, RDM Electric; and Bid Package 32-01, General Consolidated. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change orders have been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	Bid Package 03-01-Concrete & Reinforcing Steel (Structural & Site)-KAR Construction	\$74,770.00
Bid Amount:		\$619,000.00
Revised Total Project Amount:		\$693,770.00

Change Order	Contractor	Amount
1	Bid Package 09-04-Flooring-Signature Flooring, Inc.	\$135,270.00
Bid Amount:		\$498,800.00
Revised Total Project Amount:		\$634,070.00

<b>Change Order</b>	<b>Contractor</b>	<b>Amount</b>
1	Bid Package 10-01-Miscellaneous Specialties- Bogh Engineering, Inc.	\$51,742.00
Bid Amount:		\$1,552,000.00
Revised Total Project Amount:		\$1,603,742.00

The total change order amounts for KAR Construction and Signature Flooring exceed the legal limit of 10% of their total contract amounts. Upon approval of the change orders by the Board of Education, San Bernardino County Superintendent of Schools District Financial Services is prepared to process payments to the contractors as the work in the change orders is considered unforeseen.

The change orders result in a net increase of \$261,782.00 to the construction cost and no change in contract time. The revised total project cost, including all change orders, is \$2,931,582.00 Approval of the change order allows for compensation to the contractor to perform the additional work as described.

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

### **RECOMMENDATION**

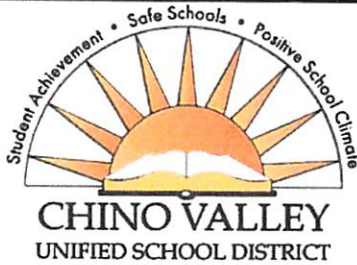
It is recommended the Board of Education approve the change orders for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project.

### **FISCAL IMPACT**

\$261,782.00 to Building Fund 21.

NE:GJS:AGH:pw





## CHINO VALLEY UNIFIED SCHOOL DISTRICT

Facilities, Planning and Operations Division

5130 Riverside Drive

Chino, CA 91710

Telephone: 909.628.1202, Ext. 145 Fax: 909.548.6034

## CHANGE ORDER

DATE: 4/10/19 BID #: 18-19-10F CHANGE ORDER: 001

PROJECT: Cattle, Oak Ridge & Litel Elementary School – Alterations

DSA APPLICATION #: See below DSA FILE #: See below

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects, Inc. CONTRACTOR: K.A.R. Construction, Inc.

The Contractor is hereby authorized to make the following changes to your construction contract when this change order has been approved by the undersigned parties:

### Litel Elementary School

DSA Application #A04-117036 / DSA File #36-11

ITEM NO. 1:	Description:	Litel Existing Concrete Floor Float Demo
	Reason:	Demo existing concrete floor float for new concrete floor leveling.
	Document Ref:	Change Order Request No. L-001 (PCO No. L-025)
	Requested by:	District
	Change in Contract Sum:	\$48,727.00 / ADD
	Time Extension:	0 Calendar days

### Oak Ridge Elementary School

DSA Application # A04-117034 / DSA File #36-11

ITEM NO. 1:	Description:	Oak Ridge Existing Concrete Floor Float Demo
	Reason:	Demo existing concrete floor float for new concrete floor leveling.
	Document Ref:	Change Order Request No. O-001 (PCO No. O-020)
	Requested by:	District
	Change in Contract Sum:	\$26,043.00 / ADD
	Time Extension:	0 Calendar days

\*END OF CHANGE ORDER NO. 001 ITEMS\*



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### SCHOOL SITE SUMMARY

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School	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Cattle ES	\$207,000.00	\$0.00	\$ 0.00	\$207,000.00
Litel ES	\$162,000.00	\$0.00	\$48,727.00	\$210,727.00
Oak Ridge ES	\$250,000.00	\$0.00	\$26,043.00	\$276,043.00
<b>Total</b>	<b>\$619,000.00</b>	<b>\$0.00</b>	<b>\$74,770.00</b>	<b>\$693,770.00</b>

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### CONTRACT SUMMARY

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The original contract amount was: \$619,000.00

The contract amount will be increased/decreased by this Change Order: \$74,770.00

The new contract amount including this change order will be: \$693,770.00

The original contract completion date: 4/16/20

The contract time will be increased/decreased by days: 0

The date of completion as a result of this Change Order is: 4/16/20

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The cumulative adjustment of the Contract Price and the Contract Time for each Change included in this Change Order represents and reflects the entire adjustment of the Contract Price and the Contract Time due Contractor for such items of Changes. The Contract Price adjustment herein for the items included in this Change Order includes without limitation, all costs for labor, materials, services and/or equipment as well as any and all costs arising out of or associated in any manner with impacts, disruptions, interference, delays or hindrances in performing or providing the Changes included in this Change Order. By executing this Change Order, Contractor acknowledges the foregoing and agrees that any rights or claims of Contractor, whether known or unknown, for costs or times associated with providing or performing the Changes included in this Change Order and not specifically reflected and included in this Change Order are waived, relinquished and released by Contractor; in connection with the foregoing, Contractor waives and releases any rights under Civil Code Section 1542 with regard to any unknown costs or additional time associated with the changes included in this Change Order.

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#### APPROVED BY:

  
K.A.R. Construction, Inc. (Contractor)KURT ROHWER / OWNER  
Print Name / Title4/18/19  
Date  
Frank Sand / Inspector


Frank Sand / Inspector


4-16-2019  
Date  
Construction Manager (CW Driver)

Hung Truong / Project Manager

4/10/19  
Date

  
CVUSD

  
Owner (authorized agent)

  
WLC Architects Inc. (Architect)

Samuel Sousa / Construction Coordinator,  
Maintenance, Operations & Construction

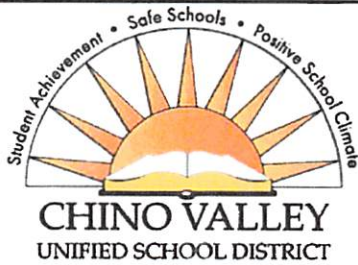
Greg Stachura / Assistant Superintendent, Facilities,  
Planning & Operations Department

Jim DiCamillo / President  
Print Name / Title

  
Date

  
Date

  
Date



## CHINO VALLEY UNIFIED SCHOOL DISTRICT

Facilities, Planning and Operations Division

5130 Riverside Drive

Chino, CA 91710

Telephone: 909.628.1202, Ext. 145 Fax: 909.548.6034

## CHANGE ORDER

DATE: 4/10/19 BID #: 18-19-10F CHANGE ORDER: 001

PROJECT: Cattle, Oak Ridge & Litel Elementary School – Alterations

DSA APPLICATION #: See below DSA FILE #: See below

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects, Inc. CONTRACTOR: Signature Flooring, Inc.

The Contractor is hereby authorized to make the following changes to your construction contract when this change order has been approved by the undersigned parties:

### **Cattle Elementary School**

DSA Application #A04-117035 / DSA File #36-11

ITEM NO. 1:	Description:	Cattle Walk-off Mats Revisions
	Reason:	Reduction in walk-off mat quantities and manufacturer change.
	Document Ref:	Change Order Request No. C-001 (PCO No. C-014)
	Requested by:	District
	Change in Contract Sum:	<\$24,039.00> / DEDUCT
	Time Extension:	0 Calendar days

### **Litel Elementary School**

DSA Application #A04-117036 / DSA File #36-11

ITEM NO. 1:	Description:	Litel Concrete Floor Leveling and Walk-off Mats Revisions
	Reason:	Concrete floor leveling in classrooms and reduction in walk-off mat quantities and manufacturer change.
	Document Ref:	Change Order Request No. L-001 (PCO No. L-025)
	Requested by:	District
	Change in Contract Sum:	\$111,830.00 / ADD
	Time Extension:	0 Calendar days

**Oak Ridge Elementary School**

DSA Application # A04-117034 / DSA File #36-11

ITEM NO. 1: Description: Oak Ridge Concrete Floor Leveling and Walk-off Mats Revisions

Reason: Concrete floor leveling in classrooms and reduction in walk-off mat quantities and manufacturer change.

Document Ref: Change Order Request No. O-001 (PCO No. O-020)

Requested by: District

Change in Contract Sum: \$47,479.00 / ADD

Time Extension: 0 Calendar days

\*END OF CHANGE ORDER NO. 001 ITEMS\*

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**SCHOOL SITE SUMMARY**

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School	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Cattle ES	\$250,000.00	\$0.00	<\$ 24,039.00>	\$225,961.00
Litel ES	\$124,400.00	\$0.00	\$111,830.00	\$236,230.00
Oak Ridge ES	\$124,400.00	\$0.00	\$ 47,479.00	\$171,879.00
<b>Total</b>	<b>\$498,800.00</b>	<b>\$0.00</b>	<b>\$135,270.00</b>	<b>\$634,070.00</b>

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**CONTRACT SUMMARY**

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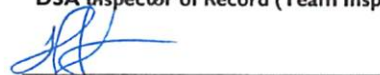



The original contract amount was:	<u>\$498,800.00</u>
The contract amount will be increased/decreased by this Change Order:	<u>\$135,270.00</u>
The new contract amount including this change order will be:	<u>\$634,070.00</u>
The original contract completion date:	<u>4/16/20</u>
The contract time will be increased/decreased by days:	<u>0</u>
The date of completion as a result of this Change Order is:	<u>4/16/20</u>

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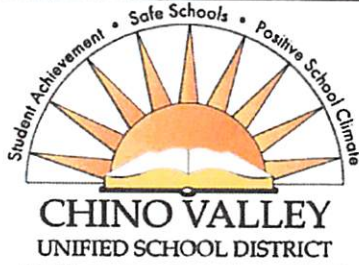
The cumulative adjustment of the Contract Price and the Contract Time for each Change included in this Change Order represents and reflects the entire adjustment of the Contract Price and the Contract Time due Contractor for such items of Changes. The Contract Price adjustment herein for the items included in this Change Order includes without limitation, all costs for labor, materials, services and/or equipment as well as any and all costs arising out of or associated in any manner with impacts, disruptions, interference, delays or hindrances in performing or providing the

Changes included in this Change Order. By executing this Change Order, Contractor acknowledges the foregoing and agrees that any rights or claims of Contractor, whether known or unknown, for costs or times associated with providing or performing the Changes included in this Change Order and not specifically reflected and included in this Change Order are waived, relinquished and released by Contractor; in connection with the foregoing, Contractor waives and releases any rights under Civil Code Section 1542 with regard to any unknown costs or additional time associated with the changes included in this Change Order.

**APPROVED BY:**

 Signature Flooring, Inc. (Contractor)	<u>CESAR LENCINA / PM</u> Print Name / Title	<u>4/19/19</u> Date
 DSA Inspector of Record (Team Inspections)	<u>Frank Sand / Inspector</u>	<u>4-16-2019</u> Date
 Construction Manager (CW Driver)	<u>Hung Truong / Project Manager</u>	<u>4/10/19</u> Date
 CVUSD	<u>Samuel Sousa / Construction Coordinator, Maintenance, Operations &amp; Construction</u>	<u>4/17/19</u> Date
 Owner (authorized agent)	<u>Greg Stachura / Assistant Superintendent, Facilities, Planning &amp; Operations Department</u>	<u>4/24/19</u> Date
 WLC Architects Inc. (Architect)	<u>Jim DiCamillo / President</u> Print Name / Title	<u>4.18.19</u> Date





## CHINO VALLEY UNIFIED SCHOOL DISTRICT

Facilities, Planning and Operations Division

5130 Riverside Drive

Chino, CA 91710

Telephone: 909.628.1202, Ext. 145 Fax: 909.548.6034

## CHANGE ORDER

DATE: 4/10/19 BID #: 18-19-10F CHANGE ORDER: 001

PROJECT: Cattle, Oak Ridge & Litel Elementary School – Alterations

DSA APPLICATION #: See below DSA FILE #: See below

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects, Inc. CONTRACTOR: Bogh Engineering, Inc.

The Contractor is hereby authorized to make the following changes to your construction contract when this change order has been approved by the undersigned parties:

### Litel Elementary School

DSA Application #A04-117036 / DSA File #36-11

ITEM NO. 1:	Description:	Litel Existing Sprinkler Heads Replacement
	Reason:	Replace existing interior sprinkler heads with new sprinkler heads at Bldg B, C, D, E, F, G & H.
	Document Ref:	Change Order Request No. L-002 (PCO No. L-012)
	Requested by:	District
	Change in Contract Sum:	\$24,274.00 / ADD
	Time Extension:	0 Calendar days

### Oak Ridge Elementary School

DSA Application # A04-117034 / DSA File #36-11

ITEM NO. 1:	Description:	Oak Ridge Existing Sprinkler Heads Replacement
	Reason:	Replace existing interior sprinkler heads with new sprinkler heads at Bldg B, C, D, E, F, G & H.
	Document Ref:	Change Order Request No. O-002 (PCO No. O-010)
	Requested by:	District
	Change in Contract Sum:	\$27,468.00 / ADD
	Time Extension:	0 Calendar days

\*END OF CHANGE ORDER NO. 001 ITEMS\*

### SCHOOL SITE SUMMARY

School	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Cattle ES	\$545,000.00	\$0.00	\$ 0.00	\$545,000.00
Litel ES	\$509,000.00	\$0.00	\$24,274.00	\$533,274.00
Oak Ridge ES	\$498,000.00	\$0.00	\$27,468.00	\$525,468.00
<b>Total</b>	<b>\$1,552,000.00</b>	<b>\$0.00</b>	<b>\$51,742.00</b>	<b>\$1,603,742.00</b>

### CONTRACT SUMMARY

The original contract amount was: \$1,552,000.00

The contract amount will be increased/decreased by this Change Order: \$51,742.00

The new contract amount including this change order will be: \$1,603,742.00

The original contract completion date: 4/16/20

The contract time will be increased/decreased by days: 0

The date of completion as a result of this Change Order is: 4/16/20

The cumulative adjustment of the Contract Price and the Contract Time for each Change included in this Change Order represents and reflects the entire adjustment of the Contract Price and the Contract Time due Contractor for such items of Changes. The Contract Price adjustment herein for the items included in this Change Order includes without limitation, all costs for labor, materials, services and/or equipment as well as any and all costs arising out of or associated in any manner with impacts, disruptions, interference, delays or hindrances in performing or providing the Changes included in this Change Order. By executing this Change Order, Contractor acknowledges the foregoing and agrees that any rights or claims of Contractor, whether known or unknown, for costs or times associated with providing or performing the Changes included in this Change Order and not specifically reflected and included in this Change Order are waived, relinquished and released by Contractor; in connection with the foregoing, Contractor waives and releases any rights under Civil Code Section 1542 with regard to any unknown costs or additional time associated with the changes included in this Change Order.

#### APPROVED BY:

 Bugh Engineering, Inc. (Contractor)	<u>Lisa Venable / Authorized Signer</u> Print Name / Title	<u>4/22/19</u> Date
 <i>For Frank</i> DSA Inspector of Record (Team Inspections)	Frank Sand / Inspector	<u>4/24/19</u> Date
 Construction Manager (CW Driver)	Hung Truong / Project Manager	<u>4/10/19</u> Date

  
CVUSD

Samuel Sousa / Construction Coordinator,  
Maintenance, Operations & Construction

  
Date

4/17/19

Owner (authorized agent)

Greg Stachura / Assistant Superintendent, Facilities,  
Planning & Operations Department

Date

4/24/19

  
WLC Architects Inc. (Architect)

Jim DiCamillo / President  
Print Name / Title

Date

4.11.19



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 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**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2018/2019 SCHOOL YEAR**

DINH, Jennifer	Elementary Teacher	Litel ES	05/03/2019
ROHDE, Katie	SAI Teacher	Special Education	05/03/2019
STEPHENS, Fabio	English Teacher	Chino Hills HS	05/03/2019

**RETIREMENT**

MCGUIRE, Elaine (40 years of service)	Elementary Teacher	Eagle Canyon ES	06/01/2019
WEITZ, Gina (20 years of service)	Elementary Teacher	Litel ES	06/01/2019
SINGER, Ellen (22 years of service)	Elementary Teacher	Oak Ridge ES	06/01/2019
AREA, Dianne (28 years of service)	PE Teacher	Townsend JHS	06/01/2019
BATES, Paul (28 years of service)	Math Teacher	Townsend JHS	06/01/2019
CRITES, Charles (31 years of service)	Social Science Teacher	Chino HS	06/01/2019
GOTTBRECHT, John (33 years of service)	Social Science Teacher	Chino Hills HS	06/01/2019
REED, Will (16 years of service)	Math Teacher	Chino Hills HS	06/01/2019
SNEDDON, Kimberly (20 years of service)	Health Teacher	Chino Hills HS	06/01/2019
VITELLO, Thomas (24 years of service)	Math Teacher	Chino Hills HS	06/01/2019

**RESIGNATION**

SURMA, Thomas	School Psychologist	Special Education	06/14/2019
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**LEAVE OF ABSENCE 2019/2020**

GREEN, Maria	Social Studies Teacher 40%	Woodcrest JHS	2019/2020
MOTT, Jenny	School Nurse 20%	Health Services	2019/2020

**APPOINTMENT - EXTRA DUTY**

LAROSA, Vince (NBM)	Football (B)	Chino HS	05/03/2019
SANSUR, Jorge (NBM)	Football (B)	Chino HS	05/03/2019
VALENZUELA, Benito	Football (B)	Chino HS	05/03/2019

**CERTIFICATED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT - SUMMER SCHOOL ADMINISTRATORS**

JONES, Douglas	Principal	Newman ES/ Walnut ES	06/05/2019
HATCH, Annette	Principal	Ayala HS	06/05/2019
MORAR, Sangeeta	Principal	Chino HS	06/05/2019
HINKLE, Christine	Principal	Chino Hills HS	06/05/2019
HOLBROOK, Jessica	Principal	Don Lugo HS	06/05/2019

**APPOINTMENT - SUMMER SCHOOL TEACHERS**

HARIRCHI, Maria	1 <sup>st</sup> Grade	Newman ES	06/05/2019
INGRAM, Carol	6 <sup>th</sup> Grade	Newman ES	06/05/2019
KAHN, Lorraine	5 <sup>th</sup> Grade	Newman ES	06/05/2019
MAY, Debra	4 <sup>th</sup> Grade	Newman ES	06/05/2019
PAINTER, Michael	3 <sup>rd</sup> Grade	Newman ES	06/05/2019
SAENZ-RODRIGUEZ, Patricia	2 <sup>nd</sup> Grade	Newman ES	06/05/2019
CEDERGREN, Andrew	English 10 CP	Ayala HS	06/05/2019
EBEL, Lance	Biology CP	Ayala HS	06/05/2019
GRACIA, Arthur	World History	Ayala HS	06/05/2019
HUNTER-BUFFINGTON, Carrie	Integrated Math 1	Ayala HS	06/05/2019
LAWHORN, Brian	Earth Science	Ayala HS	06/05/2019
MURILLO, Christopher	Algebra Intervention	Ayala HS	06/05/2019
NELSON, Gregory	Integrated Math 3	Ayala HS	06/05/2019
NELSON, Lindsey	Health	Ayala HS	06/05/2019
NIEBLAS, Michael	English 11 CP	Ayala HS	06/05/2019
POPOCA, Victor	Integrated Math 2	Ayala HS	06/05/2019
SAIZ, Manny	PE	Ayala HS	06/05/2019
SHAW-MORGAN, Janice	English 9 CP	Ayala HS	06/05/2019
SWANBERG, John	US History	Ayala HS	06/05/2019
WAGNER, Sarah	English 7/8 Intensive	Ayala HS	06/05/2019
DAVIS, Jonathon James	US History	Chino HS	06/05/2019
DUNGCA, Marilou	Integrated Math 3	Chino HS	06/05/2019
INGLIMA, Tom	PE	Chino HS	06/05/2019
KNEIP, Maria	Earth Science	Chino HS	06/05/2019
LARNED, Kelly	Biology CP	Chino HS	06/05/2019
LEGAZCUE, Monique	English 9 CP	Chino HS	06/05/2019
LERMA, Breanne	English 10 CP	Chino HS	06/05/2019
MYERS, Maurice	English 11 CP	Chino HS	06/05/2019
QUEZADA, Adriana	Integrated Math 2	Chino HS	06/05/2019
REID, Rhonda	Health	Chino HS	06/05/2019
WALWORTH, Floyd	World History	Chino HS	06/05/2019
YURK, Timothy	Integrated Math 1	Chino HS	06/05/2019
BARTOLO GARCIA, Monica	English 9 CP	Chino Hills HS	06/05/2019

**CERTIFICATED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT- SUMMER SCHOOL TEACHERS** (cont.)

BATY, James	PE	Chino Hills HS	06/05/2019
BOURNE, Lisette	Health	Chino Hills HS	06/05/2019
ERBST, Bob	World History	Chino Hills HS	06/05/2019
HAYES, Lisa	Biology CP	Chino Hills HS	06/05/2019
MOORE, Aubrey	Integrated Math 1	Chino Hills HS	06/05/2019
STITZ, Catherine	Earth Science	Chino Hills HS	06/05/2019
SUH, David	Integrated Math 3	Chino Hills HS	06/05/2019
TERRY, Mykeal	US History	Chino Hills HS	06/05/2019
VAN SCHAICK, Kathleen	English 11 CP	Chino Hills HS	06/05/2019
VIVANCO, Lora	English 10 CP	Chino Hills HS	06/05/2019
WON CHOI, Jung	Integrated Math 2	Chino Hills HS	06/05/2019
BARRETT, Arthur	Algebra Intervention	Don Lugo HS	06/05/2019
BERRUECOS, George	Health	Don Lugo HS	06/05/2019
BRISENO, Blanca	Health	Don Lugo HS	06/05/2019
CABRERA, Richard	World History	Don Lugo HS	06/05/2019
CALLACI, Robert	English 7/8 Intensive	Don Lugo HS	06/05/2019
DEMING, Annette	English 10 CP	Don Lugo HS	06/05/2019
GANNO, Greg	PE	Don Lugo HS	06/05/2019
HEACOCK, Jacqueline	Earth Science	Don Lugo HS	06/05/2019
KIRWAN, James	Integrated Math 3	Don Lugo HS	06/05/2019
MACIAS, Tanya	English 9 CP	Don Lugo HS	06/05/2019
PAHL-MARTINEZ, Sabrina	Integrated Math 1	Don Lugo HS	06/05/2019
THIGPEN, William	English 11 CP	Don Lugo HS	06/05/2019
VIRAMONTES DORADO, Fernando	Integrated Math 2	Don Lugo HS	06/05/2019
VOGT, Christopher	US History	Don Lugo HS	06/05/2019
WEINSTEIN, Danielle	Biology CP	Don Lugo HS	06/05/2019

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

CABALLERO, Brianna	CARROLL Jr., Richard
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**CLASSIFIED PERSONNEL**

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

BROWN, Catherine	Behavior Intervention Specialist (C/GF)	Special Education	05/06/2019
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**RETIREMENT**

KLEINJAN, Carla (20 Years of Service)	Sustainability Coordinator	Maintenance	08/06/2019
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE****APPOINTMENT**

FREUDE, Amy	Playground Supervisor (GF)	Cortez ES	05/03/2019
OCAMPO-BARRAGAN, Martha	IA/Special Education/SH (SELPA/GF)	Walnut ES	05/03/2019
FREGOSO, Phoebe	Playground Supervisor (GF)	Magnolia JHS	05/03/2019
PORTUGAL, Brook	Account Clerk III (GF)	Business Services	05/06/2019
JOHNSTON, Andrea	Public Information Officer (GF)	Communications	05/13/2019

**PROMOTION**

LOPEZ, Elizabeth	FROM: Behavior Intervention Aide (MH) 6 hrs./190 work days TO: Attendance Clerk (GF) 8 hrs./195 work days	Special Education  Don Lugo HS	05/03/2019
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**APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL**

BECKMAN, Yvonne	Playground Supervisor (SS)	Ayala HS	06/06/2019
BUTRISS, Sue	High School Receptionist (SS)	Ayala HS	06/10/2019
ORTEGA, Celia	Playground Supervisor (SS)	Chino HS	06/10/2019
GARCIA, Marcial	Playground Supervisor (SS)	Chino Hills HS	06/10/2019
RAMIREZ, Jennifer	Nutrition Services Manager I (SS)	CVLA	05/31/2019
ANCHONDO, Lori	IA/Special Education (SS)	Special Education	06/06/2019
BAEZA, Marilyn	IA/Special Education/SH (SS)	Special Education	06/06/2019
BARKLEY, Jennifer	IA/Special Education/SH (SS)	Special Education	06/06/2019

**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL** (cont.)

BENNETT, Maria	IA/Special Education/SH (SS)	Special Education	06/06/2019
BORJA, Julie	IA/Special Education/SH (SS)	Special Education	06/06/2019
BURGESS, Sarah	IA/Special Education/SH (SS)	Special Education	06/06/2019
BURKS, Linda	IA/Special Education (SS)	Special Education	06/06/2019
CHUONG, Colleen	IA/Special Education/SH (SS)	Special Education	06/06/2019
CHUONG, Lauren	IA/Special Education/SH (SS)	Special Education	06/06/2019
CLARK, Holly	IA/Special Education/SH (SS)	Special Education	06/06/2019
CRUMP, Laura	IA/Special Education/SH (SS)	Special Education	06/06/2019
DROOG, Lisa	IA/Special Education/SH (SS)	Special Education	06/06/2019
EDWARDS, Cynthia	IA/Special Education/SH (SS)	Special Education	06/06/2019
FIGUEROA, Virginia	IA/Special Education/SH (SS)	Special Education	06/06/2019
FISK, Tayna	IA/Physical Education (SS)	Special Education	06/06/2019
GALINDO, Patricia	IA/Special Education/SH (SS)	Special Education	06/06/2019
GARCIA, Nicole	IA/Special Education/SH (SS)	Special Education	06/06/2019
GONZALEZ, Raul	IA/Special Education (SS)	Special Education	06/06/2019
GONZALEZ Jr., Byron	IA/Special Education/SH (SS)	Special Education	06/06/2019
HAWKINS, Alisa	IA/Special Education/SH (SS)	Special Education	06/06/2019
HILL, Laurie	IA/Special Education (SS)	Special Education	06/06/2019
HOFFERBERT, Dianna	IA/Special Education/SH (SS)	Special Education	06/06/2019
HUIE, Kelly	IA/Special Education/SH (SS)	Special Education	06/06/2019
KANTAWALA, Swati	IA/Special Education (SS)	Special Education	06/06/2019
KOYRO, Patricia	IA/Special Education/SH (SS)	Special Education	06/06/2019
MACIAS, Alba	IA/Special Education (SS)	Special Education	06/06/2019
MILVERSTED, Dana	IA/Special Education/SH (SS)	Special Education	06/06/2019
MONTES, Deborah	IA/Special Education (SS)	Special Education	06/06/2019
MORALES, Lilia	IA/Special Education/SH (SS)	Special Education	06/06/2019
MURRIETTA, Pamela	IA/Special Education/SH (SS)	Special Education	06/06/2019
NELMS, Susan	IA/Special Education (SS)	Special Education	06/06/2019
ORRIS, Nancy	IA/Special Education/SH (SS)	Special Education	06/06/2019
PACHECO, Erica	IA/Special Education/SH (SS)	Special Education	06/06/2019
PALACIOS, Theresa	IA/Special Education/SH (SS)	Special Education	06/06/2019
PARTIDA, Liliana	IA/Special Education (SS)	Special Education	06/06/2019
PENG, Iwona	IA/Special Education (SS)	Special Education	06/06/2019
PERRY, Kathleen	IA/Special Education/SH (SS)	Special Education	06/06/2019
RAMIREZ, Evelia	IA/Special Education/SH (SS)	Special Education	06/06/2019
REYES, Jessica	IA/Special Education/SH (SS)	Special Education	06/06/2019
REYES, Elizabeth	IA/Special Education/SH (SS)	Special Education	06/06/2019
RIZZO-VASQUEZ, Alisha	IA/Special Education/SH (SS)	Special Education	06/06/2019
RODRIGUEZ, Veronica	IA/Special Education/SH (SS)	Special Education	06/06/2019
RODRIGUEZ, Maria L.	IA/Special Education/SH (SS)	Special Education	06/06/2019
SANCHEZ, Mark	IA/Special Education/SH (SS)	Special Education	06/06/2019

**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL** (cont.)

SHULER, Debra	IA/Special Education (SS)	Special Education	06/06/2019
TAGLE, Veronica	IA/Special Education/SH (SS)	Special Education	06/06/2019
TENORIO, Natasha	IA/Special Education/SH (SS)	Special Education	06/06/2019
VIZENOR, Christine	IA/Special Education (SS)	Special Education	06/06/2019
WAKE, Alyssa	IA/Special Education/SH (SS)	Special Education	06/06/2019
WILLIAMS, Susan	IA/Special Education/SH (SS)	Special Education	06/06/2019
YANEZ, Claudia	IA/Special Education/SH (SS)	Special Education	06/06/2019
ZARCAL, Brittany	IA/Special Education/SH (SS)	Special Education	06/06/2019
HERNANDEZ, Elena	IA/Special Education/SH (SS)	Special Education	06/06/2019
CONRARDY, Victoria	IA/Special Education/SH (SS)	Special Education	06/06/2019

**PLACED ON 39 MONTH RE-EMPLOYMENT LIST**

KING, Judy	Nutrition Services Manager I (NS)	Glenmeade ES	04/13/2019
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**RESIGNATION**

CORNEJO, Fanny	Health Technician (GF)	Marshall ES	04/25/2019
CALZADA, Jaime	Network Technician (GF)	Technology	04/30/2019

**RETIREMENT**

DOOLEY, Virginia (15 Years of Service)	Secondary Library/Media Center Assistant (GF)	Don Lugo HS	06/30/2019
VANDER SCHAAF, Carol (14 Years of Service)	Typist Clerk I (GF)	Don Lugo HS	06/18/2019

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

TRUJILLO, Jocelyn	Account Clerk II	Transportation
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**APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2019, THROUGH SEPTEMBER 30, 2019**

TRUJILLO, Jocelyn	Account Clerk II	Transportation
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**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2019, THROUGH  
JUNE 30, 2020**

ACEVES, Lorraine	ALVARADO, Erika	ALVAREZ, Monica	
AMOS, Catherine	ARRISON, Shannon	AZERA, Delio	
BEADLESCOMB, Barbara	BLAZER, Katherine	BLOM, Heather	
BOISELLE, Michelle	BOSSANO, Maria	BRANDYBERRY, Lillian	
BUQUID, Natasha	BURGESS, Kelleigh	CARMONA, Sindia	
CARNES, Dawn	CHAMBERS, Carrie	DELGADILLO, Daniel	
DE LA TORRE, Roxana	ELLERBECK, Antonina	FAGELSON, Jeanette	
FERREIRA, Christina	FLUM, Mary Lou	FODDRILL, Derek	
FORTIE-NUDO, Marlina	FREGOSO, Phoebe	GALAZ, Elvira	
GRAZIANO, Arlene	GREEN, Melissa	GUARACHA, Erma	
GUPTA, Kriti	HALL, Kimberly	HERRERA, Mark	
HOENISCH, Susan	HOLZMEISTER, Esther	IBARRA, Erika	
JOHNSTON-AU, Theresa	JONES, Marsha	KALINOWSKI, Aubree	
KATSUHIRO, Leticia	KENDRENA, Sandra	KING, Shannon	
KIRBY, Giovanna	KUDER, Mallory	LOPEZ, Judith	
MACANAS, Maileen	MARTINEZ, Dina	MARTINEZ, Vanessa	
MELO, Vanessa	MENDOZA, Madison	MOHLMAN, Janice	
MORRISON, Amanda	ORODPOUR, Kristi	ORTIZ, Maria L.	
PAREDES, Maria	PEREZ, Veda	PHANBUH, Wandalin	
PIMENTA, Manuel	POINTER, Delphine	QUINTERO, Edith	
REYES, Elsa	ROMAN, Candice	ROMERO, Soledad	
SALAZAR, Amanda	SALDANA, Vanessa	SANCHEZ, Maria	
SCHMITT, Evangelina	SEKI, Margaret	SERRA, Alicia	
SERRANO LOPEZ, Francisca	SHAH, Sejal	SHELERETIS, Norma	
SHIRLEY, Colleen	SOLORZANO, Annete	SWEENEY, Carmen	
TORENO, Brooke	TURLEY, Colleen	VELAZQUEZ VELAZQUEZ, Maria	
VISAYA, Anne	WILLIAMS, Nanette	ZELAYA-AGUILAR, Amalia	



(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:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Richard Rideout, Assistant Superintendent, Human Resources

**SUBJECT: REJECTION OF CLAIMS**

=====

**BACKGROUND**

Claim 19-04-02 was submitted on April 8, 2019, by Endel Kelsey, a member of the public. Claimant alleges that a District bus backed into his residence's retaining wall during a turn-around maneuver at the bus stop of Oak Way Lane and Carbon Canyon Road. Claimant seeks reimbursement for the repair of the retaining wall in the amount of \$1,150.00.

Claim 19-04-03 was submitted on April 12, 2019, by Suzanne E. Swezey, an employee at Student Support Services. Claimant alleges severe tire damage due to contractors' lack of keeping the site's parking lot free of debris. Claimant seeks reimbursement for tire damage in the amount of \$1,035.00.

The Board is requested to reject claims against the District to allow insurance carriers to investigate the claims and make recommendations regarding the dispositions.

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

Unknown at present.

NE:RR:lag

**Chino Valley Unified School District**

**Our Motto:**

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

**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

**PREPARED BY:** Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

**SUBJECT:** **SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS  
WILLIAMS FINDINGS DECILE 1-3 SCHOOLS THIRD QUARTERLY  
REPORT 2018/2019**

=====

**BACKGROUND**

California Education Code 1240 requires that the San Bernardino County Superintendent of Schools visit all decile 1-3 schools (Williams monitored schools currently based on the 2012 Academic Performance Index and all Quality Education Investment Act schools) identified in the county and report the results of findings on a quarterly basis to ensure compliance with the Williams Legislation. The San Bernardino County Superintendent of Schools office is required to file quarterly reports on schools progress in rectifying any findings.

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 San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2018/2019.

**FISCAL IMPACT**

None.

NE:LF:rtr



# San Bernardino County Superintendent of Schools

*Transforming lives through education*

Ted Alejandre  
County Superintendent

Chino Valley Unified School District  
Superintendent's Office  
**RECEIVED**  
APR 19 2019

April 15, 2019

Dr. Norm Enfield, Superintendent  
Chino Valley Unified School District  
5130 Riverside Drive  
Chino, CA 91710-4130

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report serves as your district's **third quarterly report** for the 2018/19 fiscal year.

Education Code section 1240 (c)(2)(G) also requires that the results of the visits and/or reviews be reported to the governing board of each school district at a regularly scheduled meeting held in accordance with public notification requirements. ***Please be sure to include this report as an agenda item for your next regularly scheduled Board meeting.***

In summary, there are no findings to report in the following areas:

**1. Instructional Materials**

The instructional materials sufficiency reviews were conducted during the first quarter of the 2018/19 fiscal year as part of the *Williams* site visitations and the findings were reported in the first quarterly reports generated in October 2018.

**2. School Accountability Report Cards (SARC)**

The SARC reviews were conducted during the second quarter of the 2018/19 fiscal year and the findings were reported in the second quarterly report generated in January 2019.

**3. School Facilities**

The facilities inspections were conducted during the first quarter of the 2018/19 fiscal year as part of the *Williams* site visitations and the findings were reported in the first quarterly reports generated in October 2018.

Office of the Superintendent

601 North E Street • San Bernardino, CA 92415-0020 • P: 909.386.2406 • F: 909.888.5480 • [www.sbcss.k12.ca.us](http://www.sbcss.k12.ca.us)

**4. Teacher Assignments**

The annual assignment monitoring and review process for the 2018/19 fiscal year began November 1, 2018, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2019. The final teacher assignment information will be provided in the fourth quarterly report in July 2019.

On behalf of the SBCSS *Williams* team, it has been a pleasure to work in partnership with you and the staff of the Chino Valley Unified School District.

Sincerely,

A handwritten signature in black ink, appearing to read "Ted Alejandre", with a long, sweeping horizontal line extending to the right.

Ted Alejandre  
County Superintendent

cc: Mr. James Na, Board President  
Dr. Grace Park, *Williams* Liaison  
Ms. Regan Rico, SARC Contact  
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services  
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer  
Ms. Supriya Barrows, SBCSS Legislative Services Manager  
Ms. Cheryl Varela, SBCSS Credentials Manager

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: ADVANCED PLACEMENT ENGLISH 11 LANGUAGE AND  
COMPOSITION TEXTBOOK ADOPTION**

=====

**BACKGROUND**

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

The selection process for these materials involved representative teachers with a vested interest in the material. The Office of Curriculum and Instruction secured samples and distributed them to teachers and students. The materials were evaluated using the following criteria: quality of match to course and California standards, quality of lesson design, quality of teacher materials, provision for universal access, and overall quality of the materials.

The recommended instructional material shall be available for public inspection at the District Samuel R. Burton Professional Development and Media Center from May 6-15, 2019.

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

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

## **RECOMMENDATION**

It is recommended the Board of Education receive for information the instructional material for Advanced Placement English 11 Language and Composition textbook adoption: Bedford/Saint Martin's. *The Language of Composition*. Renee H Shea, Lawrence Scanlon, Robin Dissin Aufses, Megan Harowitz Pankiewicz. 11<sup>th</sup> Grade. 2018. Replaces: Bedford/St. Martin's. *The Bedford Reader*. X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron, Ellen Kuhl Repetto. 11<sup>th</sup> Grade. 2006; Pearson. *Everyday Use-Rhetoric at Work in Reading and Writing AP*. Hephzibah Roskelly, David A. Jolliffe. 11<sup>th</sup> Grade. 2005.

## **FISCAL IMPACT**

\$158,000.00 to Local Control and Accountability Plan.

NE:GP:JAR:lar

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 2, 2019

**TO:** Members, Board of Education

**FROM:** Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: INTEGRATED MATHEMATICS 1 WITH COMPUTING AND ROBOTICS TEXTBOOK ADOPTION**

=====

**BACKGROUND**

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

The selection process for these materials involved representative teachers with a vested interest in the material. The Office of Curriculum and Instruction secured samples and distributed them to teachers and students. The materials were evaluated using the following criteria: quality of match to course and California standards, quality of lesson design, quality of teacher materials, provision for universal access, and overall quality of the materials. There is no fiscal impact for these textbooks as they were purchased as part of the pilot.

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

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

**RECOMMENDATION**

It is recommended that the Board of Education receive for information the instructional material for Integrated Mathematics 1 with Computing and Robotics textbook adoption: UC Davis Center for Integrated Computing and STEM Education (C-STEM). *Learning Common Core Mathematics with C/C++ Interpreter Ch for Integrated Mathematics 1*. Harry H. Cheng. 2016

**FISCAL IMPACT**

None.



## **CHINO VALLEY UNIFIED SCHOOL DISTRICT**

### **Our Motto:**

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

**DATE:** May 2, 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: ADVANCED PLACEMENT RESEARCH**

=====

### **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.

Advanced Placement (AP) Research is the second course in the AP Capstone program. Throughout AP Research, students further the skills they learned in AP Seminar by utilizing research methodology to build their inquiry and adhere to academic research practices while gathering, analyzing, and synthesizing their data into findings. Students explore an academic topic or real-world problem then design, plan, and conduct a year-long research-based investigation to address it. The course culminates in a 4,000 to 5,000 word academic paper and oral defense. Currently, the District offers only the first year of the two-year AP Capstone program, AP Seminar. Students require both classes for the opportunity to receive either the AP Capstone certificate or diploma.

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

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

### **RECOMMENDATION**

It is recommended the Board of Education receive for information the new course Advanced Placement Research.

### **FISCAL IMPACT**

None.

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Advanced Placement Research
<b>2. Transcript Title/Abbreviation:</b>	AP Research
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	Yes
<b>5. Subject Area/Category:</b>	Elective
<b>6. Grade Level(s):</b>	11-12
<b>7. Unit Value:</b>	5 credits per semester/10 credits total
<b>8. Course Previously Approved by UC:</b>	Yes
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	
<b>13. Brief Course Description:</b>	AP Research is the 2 <sup>nd</sup> year of the AP Capstone Diploma Program and will give current AP Seminar students the opportunity to receive the AP Capstone Diploma if they successfully complete the exam for both years with a score of 3 or higher. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.
<b>14. Prerequisites:</b>	AP Seminar
<b>15. Context for Course:</b>	AP Capstone is a diploma program that requires students to pass their AP exam in AP Seminar and AP Research with a score of 3 or higher. If students complete the course, meeting the requirements, they will receive an AP Capstone Certificate. If they meet that requirement, while also passing 4 or higher on other subject-matter AP exams, they will receive an AP Capstone Diploma, in addition to their high school diploma.  Currently, the District offers only the first year of the program, AP Seminar, and will need to offer the 2 <sup>nd</sup> year, AP Research next year to offer students the opportunity to receive either the AP Capstone Certificate or Diploma.
<b>16. History of Course Development:</b>	In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000 to 5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.
<b>17. Textbooks:</b>	None Required
<b>18. Supplemental Instructional Materials:</b>	Various Scholarly Articles

## C. COURSE CONTENT

### 1. Course Purpose:

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### 2. Course Outline:

Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to:

- Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000 to 5000 word paper (accompanied by an additional piece of scholarly work — where applicable — to be performed or exhibited).
- Present (using appropriate media) and defend the research design, approach, and findings to a panel.
- Document their processes and curate the artifacts of the development of their scholarly work in a portfolio. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, Team, Transform, and Transmit.
- Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- In the classroom and independently (while possibly consulting any expert advisers), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000 to 5,000 words that includes the following elements: › Introduction › Method, Process, or Approach › Results, Product, or Findings › Discussion, Analysis, and/or Evaluation › Conclusion and Future Directions › Bibliography.
- Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisers as needed, and reflections on their thought processes. Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work.
- Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.

### 3. Key Assignments:

#### Academic Paper

- Introduces and contextualizes the research question and initial student assumptions and/or hypotheses.
- Reviews previous work in the field to synthesize information and a range of perspectives related to the research question (e.g., Literature Review).
- Identifies the gap in the current field of knowledge to be addressed.
- Explains and provides justification for the chosen method, process, or approach.
- Presents the findings, evidence, results, or product.
- Interprets the significance of the findings, results, or product; explores connections to original research question.
- Discusses the implications and limitations of the research or creative work.
- Reflects on the process and how this project could impact the field.
- Discusses possible next steps and/or future directions.

- Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

#### Research Presentation: Multimedia Presentation

- Students present the findings of their research papers.
- All students will develop a 15 to 20 minute presentation (using appropriate media) and deliver it to an oral defense panel.
- Students may choose any appropriate format for their presentation, as long as the presentation reflects the depth of their research.
- Prior to the presentation, students whose academic paper was accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) will arrange for the teacher and panelists to view the scholarly work.

#### Oral Defense: Answer Questions

- Students defend their work by answering questions provided by the teacher regarding their process and findings.
- The defense will include three to four questions from a panel consisting of the AP Research teacher and two additional panel members (chosen at the discretion of the AP Research teacher).

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

- Close Reading
- Process Reflections and Portfolios
- Class Discussions
- Informal and Formal Speeches/Presentations
- Journals
- Annotated Bibliographies
- Online and Offline Research
- Socratic Seminars
- Peer Review of Writing and Presentations

#### **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:** May 2, 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: INTEGRATED MATHEMATICS 1 WITH  
COMPUTING AND ROBOTICS**

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### **BACKGROUND**

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

Integrated Mathematics 1 with Computing and Robotics prepares high school students for college and career by integrating computing and robotics technologies with mathematics. The course is aligned with Common Core State Standards for Mathematics as well as Career Technical Education standards in the Information and Communications Technology Industry Sector. The course is designed as a concentrator course in the Software and Systems Development career pathway.

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

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

### **RECOMMENDATION**

It is recommended the Board of Education receive for information the new course Integrated Mathematics 1 with Computing and Robotics.

### **FISCAL IMPACT**

\$1,000.00 annually to the Local Control and Accountability Plan Pathway Fund.

NE:GP:JAR:lar

Cal	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Integrated Mathematics 1 with Computing and Robotics
<b>2. Transcript Title/Abbreviation:</b>	IM1 CRP
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "c" Mathematics requirement
<b>6. Grade Level(s):</b>	9-12
<b>7. Unit Value:</b>	5 credits per semester/ 10 credits total
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	Yes
<b>10. Modeled after an UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	
<b>13. Brief Course Description:</b>	Integrated Mathematics 1 with Computing and Robotics prepares students for both college and career by integrating computing and robotics technologies with mathematics instruction. The course guides students through topics in Integrated Mathematics 1 in Common Core State Standards for Mathematics while simultaneously teaching students programming and computational thinking. The course is aligned with Career Technical Education (CTE) standards in the Information and Communications Technology (ICT) industry sector.
<b>14. Prerequisites:</b>	
<b>15. Context for Course:</b>	Students use programming in C/C++ interpreter Ch, a proprietary cross-platform scripting and language environment to reinforce and extend their knowledge of mathematical concepts by analyzing real life situations, identifying given information, formulating steps that a computer program could calculate to find a solution, analyzing the results for accuracy, and revising/modifying the programming solutions as necessary. Robotics activities allow students to reenact physically derived mathematical problems through robotics technologies, such as RoboBlockly and RoboSim via C-STEM Studio, to visualize situations, associate linear and exponential graphs with physical phenomenon, predict and identify key features of the graphs with robotic systems, and solve robotics problems through mathematical modeling and programming.
<b>16. History of Course Development:</b>	The course was designed to provide students with the skills and knowledge to be successful in successive Integrated Mathematics courses as well as in the Software and Systems Development career pathway.
<b>17. Textbooks:</b>	Cheng, H. H. (2016). <i>Learning Common Core Mathematics with C/C++ Interpreter Ch</i> (2nd ed.). CA: UC Davis C-STEM Center.
<b>18. Supplemental Instructional Materials:</b>	Cheng, H.H. (2016) <i>Learning Computer Programming with Ch for the Absolute Beginner</i> . (6 <sup>th</sup> ed.) CA: UC Davis C-STEM Center.

Cheng, H.H. (2018) *Learning Robot Programming with Linkbot for the Absolute Beginner*. (7<sup>th</sup> ed.) CA: UC Davis C-STEM Center.  
C/C++ Software

## C. COURSE CONTENT

### 1. Course Purpose:

This course is designed for the California Career and Technical Education Information and Communication Technologies (ICT) sector. This course is aligned to the California Career and Technical Education Standards: Software and Systems Development pathway and is designed to be a concentrator level course.

### 2. Course Outline:

Unit 1: Introduction to Computing and Robotics/Operations with Real Numbers and Expressions

This unit introduces students to how a computer works and the importance of computing in the 21st century.

- Students will learn the basics of programming and programming language syntax in C/C++ using the C/C++ interpreter Ch.
- Students will evaluate expressions and practice order of operations in a Ch Command Shell.
- Students will write proper programming language syntax to review and practice basic operations with real numbers, order of operations, and manipulating and evaluating variables in simple algebraic equations.
- Students will persevere in solving specific problems with attention to precision, construct variable arguments and critique the reasoning of others, and model with mathematics.
- Students will understand problems that arise in real life context of programming with robotics and find solutions of multi-step problems, choose and interpret the problems with formulas and conceptual understanding, and choose and interpret the scale of measurement.
- Students will apply their knowledge and understanding of basic programming syntax and number sense, expressions and equations to create mathematical models.

Unit 2: Using Functions and Robotics for Math Application

In this unit, students learn function notations and develop the concepts of domain and range.

- Students will explore four types of functions (arithmetic sequence, geometric sequence, linear, and exponential) and interpret them graphically, numerically, symbolically, and verbally.
- Students will interpret arithmetic sequences and geometric sequences as the linear functions and exponential functions.
- Students will work as a development project team to construct programs in Ch that define a function, call the function using correct syntax, and debug it.
- Students will construct graphs of functions using **plot.func2D()** and **plot.expr()** with arguments specific to the graphed function.
- Students will graph linear and exponential function with transformations.
- Students will diagram processes using flowcharts.
- Students will integrate a variety of media into development projects, develop web and online projects, and develop programs that control the motions of robotics using **robot.driveDistance()** and **robot.drivexyToFunc()**.
- Students will practice and improve their writing, reading, listening, and language skills.

Unit 3: Linear Models and Solving Linear Equations and Inequalities

In this unit, students work on multiple tasks integrating on concepts of mathematics, software development, and robotics.

- Students connect two dimensional lines and systems of linear equations as well as inequalities algebraically and graphically using robots and programming.

- Students will learn the graph of a linear function is the set of all ordered pair of solutions plotted on a plane as well as the meaning of the solution to a system of two linear equations by using the robot simulation environment RoboBlockly and RoboSim with virtual robots.
- Robots are used to deepen the students' understanding of what a line means and the meaning of two crossing lines in terms of real-life situations. This is reinforced by graphical output of the two programs *recorddistance.ch* and *recorddistanceoffset.ch*.
- Students learn to plot all solutions to any equation in two variables, graph the equations while displaying its data, and run the code to explore what happens when one changes the speed or distance that a robot travels.
- Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, and attending to precision by focusing on Standards of Mathematical Practice.

#### Unit 4: Statistical Data Analysis

In this unit, students learn to reason abstractly and quantitatively to create plots with a title, labels, and specific points using member functions **plot.title()**, **plot.label()**, and **plot.point()**, respectively.

- Students will make use of copying, pasting, and printing the displayed plot.
- Students will informally fit a straight line to a scatter plot and find the trend line for the data.
- Students will summarize, represent and interpret data using single variable statistical measures like mode, mean, median, and standard deviation.
- Students will use simple linear regression and residuals to analyze two-variable data. The data can also be interpreted using statistical models like scatter plots, dot plots, bar graphs, histograms, and Box-and-Whisker plots.

#### Unit 5: Congruency and Geometric Transformation

In this unit, students apply previously gained knowledge of software development and robots to the mathematical concepts of congruence, similarity and the four primary geometric transformations of translation, rotation, and reflection by programming a pair of unconnected robots to be simultaneously moved with identical movements, except the second robot is affected by a type of transformation.

- Students will learn how geometric transformations are applied to the movement of objects in a plane through rules that define that motion.
- Students will apply RoboSim with the x and y coordinate system when writing their computer programs in Ch.
- Students expand their computer programs with plotting that visually demonstrate and reinforce the different types of primary geometric transformations and coordinate geometry.
- Students will develop an understanding of rigid motions and similarity as it applies to polygons and transformation after the introduction of the concept of congruency.
- Student will use best programming practices and apply mathematical concepts precisely.
- Students will practice using appropriate tools strategically and attend to precision.

#### Unit 6: Coordinate Geometry and Geometric Construction

In this unit, students build depth of knowledge upon their prior understanding of geometry with a Cartesian coordinate system to verify geometric relationships, including properties of special triangles, quadrilaterals, circles, and slopes of parallel and perpendicular lines, as well as areas and perimeters of polygons.

- Students will design computer programs for other geometric shapes including triangles and other polygons, introducing congruence and geometric transformations by noting the robot is pre-imaged and applying the unit shifts from the translated coordinates.
- Students will expand their programming capacity by adding a control and loop structure in programming, continually, building one task after another. This extends into designing three additional computer programs for a triangle with reflection transformations under three circumstances.



- Students will design additional computer programs for other geometric shapes, while taking the original coordinates for the first robot and applying different scale factors to the second robot.
- Students will use coordinates to prove simple geometric theorems algebraically; this includes the slope formula and expressing geometric properties with equations.
- Students will communicate their reasoning, demonstrate conceptual and procedural fluency, find examples of connecting Algebra and Geometry through coordinates in real life contexts by applying the elements of mathematical modeling, and become efficient problem solvers.
- Students will use a compass, straightedge, and protractor to copy a line segment, copy an angle, bisect a segment, construct a perpendicular line, bisect an angle, construct a line parallel to a given line through a point, construct a regular hexagon inscribed in a circle, construct an equilateral triangle, and construct a square.

### 3. Key Assignments:

Unit 1: Students can create a program that successfully makes a robot move along a number line by evaluating positive and negative integers as it relates to measurement of distance. In this task, students are introduced to the functions in Ch by declaring and initializing variables and the basic programming syntax. In order for the robot to move along the number line, students must create a number line with a scale of 1 unit integer = 1 inch. Students then create another conversion for converting distance measurements in inches to robot joint angles. The program should allow input and output functions of passing distance and displaying questions and distance traveled by the robot. The robots move along the number line using the member functions **robot.driveDistance()**, **robot.driveAngle()**, and **robot.driveTime()**.

Unit 2: Students can write a program that directs a robot's motions to be based on distance, time, and different speeds to interpret functions numerically, symbolically, and verbally. Students create a table of inputs and outputs for the distance equals speed multiplied by time function with different speeds. Next, students write a program that uses the function **robot.drivexyToFunc()** to direct the robot's motions with different speeds used and prints a list of distances traveled by the robot.

Unit 3: An object moving at a constant rate is a good example of a linear equation in two variables. Students working in pairs of two run the code *recorddistance.ch*. Students explore what happens when one changes the speed or distance that the robot travels. Then, they record the distance as the robot moves with a time interval of 0.1 second. Once the students have a strong grasp of how the speed and distance affect its graph, students summarize what they learned by writing a short essay.

Unit 4: Students plot points with the x- and y- values given on a chart to determine the relationship between the points and to form a linear equation. Additionally, students need to be in groups of 2-4 with 2 robots per group. Students will create a 4 by 4 grid and place the two robots at teacher-defined (x,y) coordinates. The goal of this activity is to have the robots be aligned in a straight line with a slope of 1 when they finish moving. Students apply their understanding of linear relationships by moving the robots in a straight line.

Unit 5: To enhance students' understanding of a geometric translation, they create a computer program in Ch to make a robot move in the geometric shape of a rectangle. Students test their program first using RoboSim with the x and y coordinate system and visible tracking to illustrate a correct geometric shape. Once students have a correctly working simulation, students then take the original coordinates and apply specific shifts to a second robot. By adjusting the second robot to the translated coordinates, and re-executing the program, students observe both robots creating the exact same rectangle shape, one at the original location, and one at a different location.

Unit 6: Students can create an island on which there are many geometrically shaped buildings blocking a straight path from one end of the island to the opposite end in RoboSim. Teams in the class will design a path that is the

shortest route to get from one end of the island to the other opposite end. Then, they write a program in Ch which will control a robot to complete the route they designed. Upon completion of this task, they time how long it takes the robot to complete the course. With this benchmark time, other students in the class will compete in designing a path that beats the best time needed to complete the route by a robot.

**4. Instructional Methods and/or Strategies:**

- Direct instruction
- Hands on labs
- Project based learning
- Work based learning
- Collaborative environment
- Modeling

**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