



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

July 19, 2018

BOARD OF EDUCATION

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



SUPERINTENDENT

Norm Enfield, Ed.D.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
Chino Valley Unified School District
5130 Riverside Drive, Chino, CA 91761 • Board Room
4:00 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
July 19, 2018

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 – 4:00 P.M.

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

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel Existing Litigation: Government Code 54954.5(c) and 54956.9 (d)(1): Federal District Court, Case No. EDCV 14-2336-JGB (DTBx) Freedom from Religion Foundation vs. Chino Valley Unified School District Board of Education. (Tyler & Bursch, LLP) (15 minutes)
- b. Conference with 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) (15 minutes)
- c. Conference with Legal Counsel Anticipated Litigation: Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1): One possible case. (Atkinson, Andelson, Loya, Ruud & Romo) (15 minutes)
- d. Conference with Legal Counsel Anticipated Litigation: Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1): One possible case. (Chidester, Margaret A. & Associates) (30 minutes)
- e. Student Expulsion Matter (Education Code 35146, 48918 (c) & (j)): Case 17/18-31. (5 minutes)
- f. Public Employee Appointment: Government Code 54957: Coordinator, Behavior Intervention; Coordinator, Technology; Elementary Principal; High School Assistant Principals. (10 minutes)
- g. Public Employee Discipline/Dismissal/Release: Government Code 54957: (15 minutes)
- h. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (60 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. PRESENTATIONS

1. Odyssey of the Mind Recognition
2. Website Overview

- I.D. EMPLOYEE REPRESENTATIVES' COMMUNICATIONS
- I.E. COMMUNITY LIAISONS' COMMUNICATIONS
- I.F. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA
- I.G. CHANGES AND DELETIONS

II. ACTION

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

II.A.1. Application for Funding of Consolidated Categorical Programs for the 2018/2019 School Year Motion ____ Second ____
 Page 8 Preferential Vote: ____
 Vote: Yes ____ No ____

Recommend the Board of Education approve the application for funding of consolidated categorical programs for the 2018/2019 school year.

II.A.2. LCAP Federal Addendum Motion ____ Second ____
 Page 22 Preferential Vote: ____
 Vote: Yes ____ No ____

Recommend the Board of Education approve the LCAP Federal Addendum.

II.B. HUMAN RESOURCES

II.B.1. Public Hearing and Adoption of Resolution 2018/2019-06 Provisional Internship Permit Open Hearing ____
 Page 54 Close Hearing ____

Recommend the Board of Education:

- a) Conduct a public hearing, and
- b) Adopt Resolution 2018/2019-06 Provisional Internship Permit.

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 June 28, 2018 Regular Meeting
 Page 56

Recommend the Board of Education approve the minutes of the June 28, 2018 regular meeting.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 63 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. Fundraising Activities

Page 64 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. Donations

Page 69 Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 71 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.B.5. Signature Authorizations for Chino Valley Unified School District

Page 72 Recommend the Board of Education approve the signature authorizations for Chino Valley Unified School District.

III.B.6. 2018/2019 Applications to Operate Fundraising Activities and Other Activities for the Benefit of Students

Page 77 Recommend the Board of Education approve/ratify the 2018/2019 applications to operate fundraising activities and other activities for the benefit of students.

III.B.7. Revision of Board Policy 3100 Business and Noninstructional Operations—Budget

Page 79 Recommend the Board of Education approve the revision of Board Policy 3100 Business and Noninstructional Operations—Budget.

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

III.C.1. Student Expulsion Case 17/18-31

Page 90 Recommend the Board of Education approve student expulsion case 17/18-31.

III.C.2. School-Sponsored Trip

Page 91 Recommend the Board of Education approve/ratify the following school-sponsored trip: Chino HS.

III.C.3. 2018/2019 Expulsion Hearing Administrative Panel

Page 92 Recommend the Board of Education approve the 2018/2019 Expulsion Hearing Administrative Panel.

III.C.4. Revision of Board Policy 5127 Students—Graduation Ceremonies and Activities

Page 94

Recommend the Board of Education approve the revision of Board Policy 5127 Students—Graduation Ceremonies and Activities.

III.C.5. Agricultural Career Technical Education Incentive Grant 2018/2019 Application for Funding for Don Lugo HS

Page 99

Recommend the Board of Education approve the Agricultural Career Technical Education Incentive Grant 2018/2019 Application for funding for Don Lugo HS.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Page 106

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

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

Page 107

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

III.D.3. Surplus/Obsolete Property

Page 112

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

III.D.4. Bid 17-18-35F, Former El Rancho ES HVAC Energy Management System Controls Project

Page 116

Recommend the Board of Education award Bid 17-18-35F, Former El Rancho ES HVAC Energy Management System Controls Project, to Pacific West Industries, Inc.

III.D.5. CUPCCAA Bid 17-18-19-03I, Former El Rancho ES Asphalt and Concrete Repair

Page 117

Recommend the Board of Education award CUPCCAA Bid 17-18-19-03I, Former El Rancho ES Asphalt and Concrete Repair, to Premier Paving, Inc.

III.D.6. Notice of Completion for CUPCCAA Projects

Page 118

Recommend the Board of Education approve the Notice of Completion for CUPCCAA Projects.

III.D.7. Resolutions 2018/2019-01, 2018/2019-02, 2018/2019-03, 2018/2019-04, and 2018/2019-05 for Authorization to Utilize Piggyback Contracts

Page 119

Recommend the Board of Education adopt Resolutions 2018/2019-01, 2018/2019/02, 2018/2019-03, 2018/2019-04, and 2018/2019-05 for authorization to utilize piggyback contracts.

III.D.8. Request for Proposal No.18-19-01, Nutrition Services—Bread
Page 131 Recommend the Board of Education award RFP No. 18-19-01, Nutrition Services—Bread to Galasso’s Bakery.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items
Page 132 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.E.2. Rejection of Claim
Page 138 Recommend the Board of Education reject the claim and refer it to the District’s insurance adjuster.

III.E.3. New Job Description for Procurement Coordinator
Page 139 Recommend the Board of Education approve the new job description for Procurement Coordinator.

IV. INFORMATION

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

IV.A.1. Revision of Board Policy and Administrative Regulation 5123 Students—Promotion/Acceleration/Retention
Page 145 Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 5123 Students—Promotion/Acceleration/Retention.

IV.A.2. Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for April Through June 2018
Page 156 Recommend the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for April through June 2018.

IV.B. FACILITIES, PLANNING, AND OPERATIONS

IV.B.1. Revision of Board Policy and Administrative Regulation 3514 Business and Noninstructional Operations—Environmental Safety
Page 158 Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 3514 Business and Noninstructional Operations—Environmental Safety.

IV.B.2. Revision of Board Policy 3514.1 Business and Noninstructional Operations—Hazardous Substances

Page 172

Recommend the Board of Education receive for information the revision of Board Policy 3514.1 Business and Noninstructional Operations—Hazardous Substances.

IV.B.3. Revision of Administrative Regulation 3514.2 Business and Noninstructional Operations—Integrated Pest Management

Page 176

Recommend the Board of Education receive for information the revision of Administrative Regulation 3514.2 Business and Noninstructional Operations—Integrated Pest Management.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Chino Valley Unified School District

Our Motto:

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

DATE: July 19, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation and Support
Yvette Farley, Director, Access & Equity

SUBJECT: APPLICATION FOR FUNDING OF CONSOLIDATED CATEGORICAL PROGRAMS FOR THE 2018/2019 SCHOOL YEAR

=====

BACKGROUND

The California Department of Education requires that school districts annually indicate in which categorical programs participation will occur during the following school year. The application contains assurances indicating that the LEA will comply with the legal requirements of each program in order to supplement the regular educational programs provided by the District. The application becomes part of the entitlement funding process for all districts.

The submission of an application for funding of consolidated categorical programs indicates the District's intention to participate in various categorical programs and provides assurances that the program guidelines will be met. For the 2018/2019 school year, the District will be participating in the following programs: Title I Part A (Basic Grant), Title I Part D (Delinquent), Title II Part A (Teacher Quality), Title III Part A Immigrant, and Title III Part A LEP.

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

RECOMMENDATION

It is recommended the Board of Education approve the application for funding of consolidated categorical programs for the 2018/2019 school year.

FISCAL IMPACT

Entitlement determined by approval of the State budget.

NE:GP:YF:dt

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Grace Park, Ed.D.
Authorized Representative's Signature	
Authorized Representative's Title	Assistant Superintendent of CIIS
Authorized Representative Signature Date	06/29/2018

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Grace Park, Ed.D.
Authorized Representative Title	Assistant Superintendent of Curriculum, Instruction, Innovation, and Support
Authorized Representative Signature Date	06/29/2018
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<p>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP</p> <p>Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.</p>	<p>09/05/2017</p>
<p>Charter Schools Enter the adoption date of the charter school LCAP</p>	
<p>Authorized Representative's Full Name</p>	<p>Grace Park, Ed.D</p>
<p>Authorized Representative's Title</p>	<p>Assistant Superintendent of CIIS</p>

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Application for Funding

CDE Program Contact:

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

Local Governing Board Approval

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

Date of approval by local governing board	07/19/2018
---	------------

District English Learner Advisory Committee (DELAC) Review

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

DELAC representative's full name	Alma Delgado
DELAC review date	05/08/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	http://www.chino.k12.ca.us/page/18770
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student Support)	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Application for Funding

CDE Program Contact:

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

ESSA Sec. 1112(b)
SACS 4127

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	\$99.05
Estimated English learner student count	3,019
Estimated English learner entitlement amount	\$299,032

Note: \$10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than \$10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$293,169
Parent, family, and community engagement	\$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$5,863
Total budget	\$299,032

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated immigrant per student allocation	\$92.35
Estimated immigrant student count	402
Estimated immigrant entitlement amount	\$37,125

Note: Eligibility criteria

An LEA which has 21 or more eligible immigrant students, or has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$35,544
Direct administration costs (Amount should not exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$1,581
Total budget	\$37,125

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Title I, Part A Nonprofit Private School Participation

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

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRosa, Title I Policy and Program Guidance Office, RDemose@cde.ca.gov, 916-323-0472

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

School Name	School Code	Enrollment	Participating	Low Income Student Count	School Added
City of Knowledge	7087141	198	Y	8	Y
Heights Christian Schools, Chino Hills	7094477	212	N		N
Loving Savior Lutheran School	7089006	295	N		N
Orion International Academy	6145957	23	N		N
St. Margaret Mary	6975148	329	N		N

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Nonprofit Private School Consultation

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

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

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

Note:

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

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred

Y2: timely and meaningful consultation did not occur

Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
City of Knowledge	7087141	198	Y	Y	Y	Y1	Y

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Nonprofit Private School Consultation

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

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Heights Christian Schools, Chino Hills	7094477	212	Y	Y	Y	Y1	N
Loving Savior Lutheran School	7089006	295	Y	Y	Y	Y1	N
Orion International Academy	6145957	23	Y	Y	Y	Y1	N
St. Margaret Mary	6975148	329	Y	Y	Y	Y1	N

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Other ESEA Nonprofit Private School Participation

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

CDE Program Contact:

Anie Wilson, Teacher and Leader Policy Office, awilson@cde.ca.gov, 916-445-5669
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Title II, Part A Improving Teacher and Principal Quality

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

Title III Immigrant and English Learner Student Subgrant Program

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

School Name	School Code	Enrollment	Title II, Part A Participation	Title III Immigrant Participation	Title III English Learner Participation	School Added
Orion International Academy	6145957	23	N	N	N	N
St. Margaret Mary	6975148	329	Y	N	N	N
Loving Savior Lutheran School	7089006	295	Y	N	N	N

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Other ESEA Nonprofit Private School Participation

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

School Name	School Code	Enrollment	Title II, Part A Participation	Title III Immigrant Participation	Title III English Learner Participation	School Added
Heights Christian Schools, Chino Hills	7094477	212	Y	N	N	N

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education
Chino Valley Unified (36 67678 0000000)

Consolidated Application

Status: Certified
Saved by: Mary Salcido
Date: 5/18/2018 8:20 AM

2017-18 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection is to capture the documentable number of private school English learners who received Title III services during the reported fiscal year.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

School Name	School Code	Enrollment	Flagged for English Learner Participation	English Learner Students Served	Participation Explanation (Max 500 char)
St. Margaret Mary	6975148	329	N	0	
Loving Savior Lutheran School	7089006	295	N	0	
Heights Christian Schools, Chino Hills	7094477	212	N	0	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:7/11/2018

Page 1 of 1

2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2017-18 Title II, Part A entitlement	\$724,891
--------------------------------------	-----------

Professional Development Expenditures

Professional development for teachers	\$96,923
Professional development for administrators	\$68,910
All other professional development expenditures	\$903

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$32,221
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	\$15,109
All other allowable expenditures and encumbrances	\$746
Total expenditures and encumbrances	\$214,812
2017-18 Unspent funds	\$510,079

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2017-18 Title III English learner entitlement	\$305,818
Transferred-in amount	\$0
2017-18 Total allocation	\$305,818
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$231,136
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$58,796
4000-4999 Books and supplies	\$609
5000-5999 Services and other operating expenditures	\$1,252
Direct administration costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$5,836
Total year-to-date expenditures	\$297,629
2017-18 Unspent funds	\$8,189

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Sherri
Homeless liaison last name	Johnson
Homeless liaison title	Director of Health Services
Homeless liaison e-mail address (format: abc@xyz.zyx)	sherri_johnson@chino.k12.ca.us
Homeless liaison telephone number (format: 999-999-9999)	909-628-1201
Homeless liaison telephone extension	8,918
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	2.00

Homeless Liaison Training Information

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	02/04/2010
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2017-18 Title I, Part A entitlement	\$4,692,424
2017-18 Title I, Part A direct or indirect services to homeless children reservation	\$111,038
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$100,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

<p>Homeless services provided</p> <p>(Maximum 500 characters)</p>	<p>Homeless services provided: Title 1, Part A provides personal school supplies like backpacks and notebooks, food, transportation to and from the school of origin, counseling services to address issues related to homelessness and tutoring services. It also supports the homeless liaison position through professional development and 10% of the liaison's salary.</p>
<p>No expenditures or encumbrances comment</p> <p>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)</p>	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Title I, Part D Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Use of Funds

Funds provided to local educational agencies under this subpart (section 1424) may be used, as appropriate, for:

- (1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
- (2) dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
- (3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- (4) special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
- (5) programs providing mentoring and peer mediation.

2016-17 Title I, Part D Entitlement	\$253,568
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$48,502
2000-2999 Classified personnel salaries	\$127,075
3000-3999 Employee benefits	\$42,926
4000-4999 Books and supplies	\$1,925
5000-5999 Services and other operating expenditures	\$3,507
Administrative and indirect costs	\$29,633
Total year-to-date expenditures	\$253,568
2016-17 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2016-17 Title II, Part A entitlement	\$707,977
Professional Development Expenditures	
Professional development for teachers	\$461,553
Professional development for administrators	\$101,607
Subject matter project	
Other professional development expenditures	\$29,754
Exams and Test Preparation Expenditures	
Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	
Recruitment, Training, and Retaining Expenditures	
Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	
Miscellaneous Expenditures	
Class size reduction	
Administrative and indirect costs	\$106,196
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	\$8,867
Total expenditures and encumbrances	\$707,977
2016-17 Unspent Funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

2016-17 Title III English learner entitlement	\$370,812
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$287,032
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$71,783
4000-4999 Books and supplies	\$6,098
5000-5999 Services and other operating expenditures	\$65
Administrative and indirect costs	\$5,834
Total year-to-date expenditures	\$370,812
2016-17 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III immigrant entitlement	\$52,907
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$12,477
2000-2999 Classified personnel salaries	\$533
3000-3999 Employee benefits	\$2,020
4000-4999 Books and supplies	\$32,763
5000-5999 Services and other operating expenditures	\$4,126
Administrative and indirect costs	\$988
Total year-to-date expenditures	\$52,907
2016-17 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Yvette Farley, Director, Access & Equity

SUBJECT: LCAP FEDERAL ADDENDUM

=====

BACKGROUND

Each Local Education Agency (LEA) must submit a local board approved Every Student Succeeds Act (ESSA) LCAP Federal Addendum to the California Department of Education to meet Federal LEA Plan requirements for receipt of federal funds under Title I, Part A, Title II, Part A, Title III, Part A and Title IV, Part A of the ESSA beginning in the 2018/2019 school year. The Addendum must address specified federal provisions for receipt of these funds. Approval of the Federal Addendum, in conjunction with the Consolidated Application for Funding Categorical Aid Programs, and the Local Control and Accountability Plan (LCAP), is required for all local education agencies as a condition of receipt of the federal program funds identified above.

This LCAP Federal Addendum provides LEAs with the opportunity to align program services to maximize the impact of federal investments in support of underserved student groups.

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

RECOMMENDATION

It is recommended the Board of Education approve the LCAP Federal Addendum.

FISCAL IMPACT

None

NE:GP:YF:rtr

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Chino Valley Unified School District

CDS Code:

3667678

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and
Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

To maximize student learning, specifically for underserved students, Chino Valley Unified School District (CVUSD) will use federal funds to implement strategies aligned with current Local Control and Accountability Plan (LCAP) goals. With the input of stakeholder groups, CVUSD will continue with the three LCAP goals for the 2018-2020 school years:

Goal 1: All students are provided a high-quality teaching and learning environment.

Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success.

Goal 3: All students are prepared for college and career beyond graduation.

To improve the implementation of academic outcomes for all students, CVUSD will continue to invest in professional development for teachers, including intervention teachers, on the implantation of the common core state standards and targeted support through intervention programs in a Multi-Tiered System of Support for Academics (MTSS-A) system of support for academics. Title I and Title III Instructional Coaches will modify professional development opportunities to support each school's unique needs and/or district initiatives required based on the English Language Arts (ELA)/English Language Development (ELD) framework and data results. Title I Technology Training Specialists provide professional development to administrators, Instructional Coaches, and classroom teachers to support them on the integration of instructional technology with an emphasis on lessons, assessments and use of hardware. Federal funds will be used to support sites in enhancing this priority by acquiring and developing educational technology to support the mastery of the Common Core State Standards in ELA/ELD and Mathematics and to provide release time to support teachers in the areas of upgrading program objectives and instructional strategies such as Thinking Maps, Kagan Cooperative Learning Strategies, and Supplemental English Language Development instruction. Instructional Coaches and Technology Training Specialists will provide staff with follow up support after their participation in the district's professional development in the areas of Professional Learning Communities (PLC), PLC at Work in Mathematics, Next Generation Science Standards (NGSS), GALE Resource Trainings, and Love and Logic Training. Federal funds will be used to provide sites with resources and materials that support other activities that are consistent with the purposes of the set professional development series and focus on creating a schoolwide culture that stimulates high levels of academic achievement.

To ensure that parents, families, and students are connected and engaged to their school, CVUSD will continue to provide learning opportunities through a Multi-Tiered System of Support for Behavior (MTSS-B) to support sites on classroom and school environments that stimulate responsible behavior. The Access and Equity School Community Liaison (SCL) will serve as the communication link between the school, families, and the community at large. The SCL will serve as a facilitator for community input to the school about educational programs and a recruiter of parents, families, and community resource persons to supplement educational programs and to coordinate these activities. Federal funds will be used to enhance this priority by supporting sites with activities that focus on family literacy, parent outreach, and trainings that are designed to assist parents to become active participants in the education of their children.

To provide a rigorous and relevant education, students will be supported through a Multi-Tiered System of Support for Academics (MTSS-A), increasing access and equity in student participation in the PSAT/SAT School Day program at no cost, participation in Career Technical Education (CTE) pathways at the high schools, tutoring services for foster youth and homeless students and increasing college awareness at all levels. Federal funds will be used to support sites in enhancing this priority with the purchase of resources and material such as progress monitoring tools, release time for data analysis and vertical and grade/department level planning, acquire and develop educational technology to support the mastery of the Common Core State Standards in ELA/ELD and Mathematics, increase library and computer aide hours to support students in Before/During/After School Intervention and Enrichment classes and fund opportunities at all levels that promote college and career awareness both on and off campus.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Required review of schools' Single Plan for Student Achievement (SPSA) will ensure that school plans are aligned with LEA goals and priorities. The use of federal funds will also be monitored to ensure alignment between LCAP and SPSA goals. There will also be ongoing support to the school sites in developing the SPSA and training for schools' School Site Council members, so they can be an integral part of the decision on making on the use of federal funds at the sites.

Weekly planning and collaboration meetings will be held with district department directors as part of the decision-making process on how federal district level funds can be used to support the achievement of the LEA goals.

Goal 1: All students are provided a high-quality teaching and learning environment.

Federal funds will be used to provide sites with support from Title I Technology Training Specialists. Title I Technology Training Specialists will provide professional development to administrators, Instructional Coaches, and classroom teachers to support them on the integration of instructional technology with an emphasis on lessons, assessments, and use of hardware. Federal funds will be used to purchase technology apps and software programs to support the progress of underserved students in ELA/ELD and Mathematics. Funds will be used to provide staff with release time to participate in professional development opportunities to enhance their knowledge of integrating technology in the classroom with programs such as Office 365, Schoolwires, Safari Montage, Aeries Gradebook, Illuminate, Coding, and support their use of tools such as interactive white boards, RM Easiteach, data projectors, document cameras, laptops, iPads. This added support will enhance how students demonstrate critical thinking skills by using technology to create and advance their learning in a more meaningful and positive way. Software programs such as Accelerated Reader, Accelerated Math, STAR, MIND Program will be purchased to support progress toward mastery of standards in ELA/ELD and Mathematics at all levels and to increase the hours for both library media aide and computer aide to provide enrichment and support across all content areas.

Title I and Title III Instructional Coaches will provide professional development to all school sites on the ELA/ELD framework and best practices in instruction. This work will include: ELA differentiated instruction, Designated ELD, Integrated ELD, and ELD courses best practices, structures, and instructional strategies. The Title I and Title III Instructional Coaches will provide site level professional development in the co-plan co-teacher model and will be available to individual teachers, site administrators, and district administrators. They will work with site Instructional Coaches as requested to ensure ongoing support for the ELA/ELD instructional program is available to all teachers. Federal funds will be used to provide staff release time and opportunities to attend conferences and workshops for ongoing training opportunities in Designated ELD Planning, Integrated ELD-Language Demands, and continuous support for the newly adopted ELA/ELD programs at both Elementary and Secondary levels.

Federal funds will be used to provide release time for grade level collaboration and data analysis to determine resources and materials needed to address the needs of identified underserved students who are not progressing in meeting mastery of grade level Common Core State Standards. Underserved students will have the opportunity to participate in Before and After School intervention, language development, and enrichment to address targeted need based on student data analysis.

Goal 2: Students, parents, families and staff are connected and engaged to their school to ensure student success.

The District Parent School Community Specialist will provide all schools with training related to academic, social-emotional development, personal growth and SSC governance training. The Parent School Community Specialist will support the School Community Liaisons with proactive strategies to increase parent engagement at the school sites. Federal funds will be used to provide additional support by providing EL and Special Education Parent Academies based on results of School Quality Survey and Parent feedback from SSC, DELAC, ELAC meetings. Additional workshops are provided to parents on parenting, literacy, special needs, instructional strategies, and technology for assisting the parents in supporting the academic achievement and social emotional development of their children. Additional funds will be used to provide the School Community Liaisons with the resources and materials needed to promote home-school partnerships and increase parent engagement through additional parent informational forums.

To ensure the healthy development of underserved students and to monitor students who have been identified with chronic absenteeism, federal funds will be used for staff to work with families before and after school to improve attendance and monitor students with health-related issues who are not progressing in meeting grade level standards.

Goal 3: All students are prepared for college and career beyond graduation.

CVUSD will continue with the implementation of the California College Guidance Initiative to all students in grades 8-12 to give students and parents access to A-G information and the application process for CSU schools. Federal funds will be used to provide additional parent information nights, College and Career Fairs, college tours, and additional counselors to monitor student progress toward meeting the A-G requirements.

With the continuance of the PSAT/SAT School Day Program that is offered to all students in grades 8-12, federal funds will be used to promote awareness and preparation to take these exams. Funds will be used to provide additional resources and materials such as Parent Nights, tutors, web-based resources, books, and staff training to increase student participation.

CVUSD will expand the AVID Program to support underserved students at both the Elementary and Secondary level with tutors, college trips, and parent and teacher training. Federal funds will be used to provide additional tutoring services and technology support for those students who are underperforming while in the AVID Program. Funds will also be used to increase hours for staff who are willing to provide before and after school support to those students who have been identified in need of monitoring for academic progress.

CVUSD students have several opportunities to participate in pathways preparing them for college and career. CVUSD continues to maintain partnership in a Joint Powers Association with Chaffey Joint High School District, Claremont Unified Schools, and Upland Unified Schools via Baldy View ROP. Additionally, CVUSD maintains district created CTE courses and hired faculty and staff. The district also maintains tech-prep courses that are articulated with Chaffey Community College. Courses at all three levels (introductory, concentrator, capstone) are taught at each of our comprehensive high schools as well as at our alternative education sites and provide students the opportunity to learn skills necessary. Many of the concentrator and capstone courses even provide students the opportunity to earn certifications necessary for employment such as CPR, AED, and ServSaf Food Handler. Course curriculum are created, maintained, and adopted per the most recent state and county employment outlook and jobs reports.

High School students will be able to take advantage of several work experience education opportunities through General Work Experience as well as CTE-Work Experience. General work experience opportunities will be available at every high school and will be supervised by schools' Work Experience educators. CTE work experience will be facilitated by the schools' CTE Coordinators and through the district's partnerships with Baldy View ROP and Inland Valley Health Coalitions.

Federal funds will be used to increase knowledge and promote increased participation in high school pathways, ROP and work experience programs. Parent Information Nights and additional counseling services may be used to guide students and parents through developing the necessary skills to ensure preparedness for college and career beyond graduation.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (as applicable)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that highly qualified and experienced teachers are equitably distributed among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students, the Superintendent or designee shall:

1. Annually report to the board comparisons of teacher qualifications across district schools, including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver
2. Ensure equitable access to experienced teachers, which may include, but are not limited to, voluntary transfers, professional development, and/or programs to recruit and retain effective teachers
3. Verify that all teachers of core academic subjects possess state credentials to teach in their assigned content area.
4. Provide hiring priority to schools that have student populations with a poverty level of greater than 40 percent.
5. Compare teacher retention rates across district schools and develop strategies to recruit and retain experienced and effective teachers in hard-to-staff schools.

All effort is made to hire teachers who are fully and appropriately credentialed in their assigned areas. The harder to fill positions such as the sciences or math may necessitate hiring interns. If the need should arise to hire interns, they will be supported by their universities and site administrators. All new teachers, including interns will also benefit from the district's comprehensive professional development series. Additional support is gained through the evaluation cycle, on site coaching at all schools, and embedded collaboration time that is built in as part of the teacher work day to work with other colleagues.

Teachers needing additional support can receive assistance through Peer Assistance Review (PAR), personal growth plans through the evaluation process, and through additional coaching from instructional coaches.

The Superintendent or designee shall annually report to the Board and the California Department of Education (CDE) comparisons of teacher qualifications across district schools. When required by the CDE, the Superintendent or designee shall develop an equitable distribution plan to identify strategies for recruiting, developing, and retaining highly qualified teachers in low-performing schools. As needed and consistent with board policy, the Board may direct the Superintendent to transfer teachers to high need schools in accordance with law and the Collective Bargaining Agreement, and/or may align District resources to improve the skills and qualifications of teachers at those schools.

Teachers needing additional support can receive assistance through Peer Assistance Review (PAR), personal growth plans through the evaluation process, and through additional coaching from instructional coaches.

The Superintendent or designee shall annually report to the Board and the California Department of Education (CDE) comparisons of teacher qualifications across district schools. When required by the CDE, the Superintendent or designee shall develop an equitable distribution plan to identify strategies for recruiting, developing, and retaining highly qualified teachers in low-performing schools. As needed and consistent with board policy, the Board may direct the Superintendent to transfer teachers to high need schools in accordance with law and the Collective Bargaining Agreement, and/or may align District resources to improve the skills and qualifications of teachers at those schools.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD has a Parent and Family Engagement Program that promotes active parent and family engagement. Through the Partnerships for Learning Network (PFLN) and the district's Family Engagement Center (FEC), a committee composed of parents, staff, and the district Parent School Community Specialist will meet to discuss and construct recommendations for enhancing parent and family engagement.

Each school will form an Action Team for Partnership (ATP) that will be composed of teachers, parents, community members, and administrators. One of the responsibilities of the ATP will be to create a School-Parent Compact, which is an annual action plan, with academic and non-academic goals that come from their Single Plan for Student Achievement (SPSA). The compact will outline in detail by grade or department level how classroom instruction and learning at home can work together for high academic and behavioral achievement. The "promising practices" concentrate on meeting a Framework of Six Types of Involvement delineated in the research of Joyce Epstein, Johns Hopkins University, Baltimore, MD. The compact will be explained and distributed to parents and families throughout the year. Another responsibility of the ATP will be to revise the site's Parent and Family Engagement Policy. The district Parent, School, Community Specialist will support each ATP in developing, monitoring, and evaluating their school's parent and family engagement policy/School-Parent Compacts. The ATPs will meet three times yearly as a network to collaborate and share best practices that are supported by data and have resulted in an increase of parent engagement throughout the district.

Information will be provided on best practices focusing on parent and family engagement topics that meet the needs of the schools as described in their annual surveys. ATPs will continue to focus on building parent understanding on use of technology and digital literacy. Each site will complete an annual survey identifying barriers to greater participation by parents, the needs of parents and families at their school, and what effective strategies the site will plan to engage in for the following year. The year will conclude with each site evaluating practices and celebrating successes. Federal funds will be used to continue to support this program in a continuous effort to provide an effective, systematic approach to ensuring that all schools form partnerships with parents and families.

The FEC will provide parents with monthly and weekly workshops and academies on topics they could use to support their child's academic and behavioral success. The FEC will offer two separate seven-week English Learner Parent Academies, a monthly Special Education Support Group meeting, School Site Council training for all schools, and Transition workshops for those crucial years: 1) beginning Kindergarten 2) moving from elementary to junior high and 3) moving from junior high to high school. Schools will also be provided with monthly professional development for their School Community Liaisons (SCL) in a program entitled, School Community Liaison Network. Topics to be covered include: the role of the SCL, identifying barriers to parent and family engagement, LCFF and LCAP information, developing volunteer programs, and providing parent workshops at their schools. These classified staff members will provide leadership at their site in connecting teachers to parents, parents to parents, parents to resources, and providing

workshops/ materials for student learning and social-emotional development. A series of workshops will also be provided to elementary teachers to facilitate parent workshops at their school. Federal funds will be used to support the teacher-parent partnership for building a strong school community for student success.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

There are three programs under sections 1114 and 1115 that support neglected or delinquent children in CVUSD: Boys' Republic High School (BRHS), Chino Valley Learning Academy (CVLA) and Buena Vista High School (BVHS).

Boys Republic High School is a small, comprehensive, four-year high school. The courts place most of the students in the program for problems or failures in school, in their family structure, or violations of the law or probation. Prior to placement, most students have failed even in the alternative high schools, have records of truancy, and average about two years below their expected grade levels where credits are a concern.

Boys Republic High School focuses on the following goals:

1. All students will demonstrate appropriate citizenship while at Boys Republic and become contributing citizens in their own communities after graduation.
2. All students will live the Boys Republic motto, 'Nothing Without Labor' and take that work ethic with them into the job market.
3. Students will make progress toward becoming credit current, or become credit current, or graduate from high school, or pass the GED and or be prepared to enter the work force upon leaving Boys Republic with vocational skills.

BRHS staff and students will participate in monthly staff meetings and quarterly School Site Council (SSC) meetings. Student needs are discussed, along with individual students when a need warrants such discussion. Additional monthly staff meetings address areas of need to improve student success. BRHS has a high turnover rate due to Court Placement and Release. Staff Meetings have become the main process where relevant discussions address all levels of student needs and where the development of actions for intervention occur to positively impact student success.

State assessments such as the Smarter Balanced Assessment Consortium (SBAC) and along with formative and summative ELA and Math assessments aligned with the Common Core State Standards are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Students who have been identified in need of extra assistance are monitored through a weekly grade report given by each teacher and then discussed as a team. Interventions are analyzed for appropriateness and effectiveness. Weekly Town Hall meetings announce success stories and recognize students on a weekly basis. Students are individually recognized upon completion of graduation requirements or earning of the GED.

The institutional staff of BRHS act as parental guardians as students at this court placement facility are wards of the state. Institutional staff, teachers, and administration all provide input into the planning, implementation, and evaluation of each student's educational program. BRHS is a treatment facility. Students are provided with counselors, doctors, and dentists to meet the goals the court has stipulated for successful completion of the student's treatment program.

CVLA is a community day school for students in grades 7 through 12. All students are referred into this program for a specified time as it is designed to meet the needs of students who exhibit behavioral, academic, and/or attendance concerns. The intent of the program is to help students develop problem-solving skills and more effective coping strategies that will result in a greater chance of success when they return to the regular school setting.

CVLA staff meet daily for 30 minutes at the end of the school day to review and discuss student scores on both formative and summative assessments and determine appropriate interventions and resources needed to ensure academic success.

Parents are encouraged to volunteer and visit the school. The CVUSD HOPE Parent Resource Center is housed on the CVLA campus and parents are encouraged to utilize this resource when needed. The Bilingual District Community Liaison will assist parents through the Family Engagement Center by providing primary language support to parents if needed to gain knowledge from the programs provided and equip them with proactive strategies to increase parent engagement at the school site.

BVHS is the only daily “credit recovery program” in CVUSD. Students who have reached the age of sixteen, may opt to ‘voluntarily’ transfer here when they have fallen behind in their academic credits for graduation. Through a consultation process which involves the school administrators, parents, teachers, and students, students are transferred into BVHS. BVHS provides a variety of opportunities for students to recover credits in a small class size environment with a teaching and support staff that has several years of experience working with our most at-risk student population. Students who attain enough credits before graduation may transfer back to their home school or graduate from BVHS.

BVHS offers the needed resources, encouragement, and accountability that many students are lacking in their lives. Services include: individual counseling, Collaboration for Student Success meetings, 504 meetings and support, Individual Education Plans, college advisement, and referrals to outside agencies. Students receive enhanced opportunities to prepare for life after graduation through community partnerships. A team of school administrators, parents, and teachers work with partners to enhance college preparation, encourage personal responsibility, and to prepare for the challenges of the workplace.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In accordance with the McKinney-Vento Homeless Assistance Act, CVUSD's McKinney-Vento CARE Program serves our District's homeless students, unaccompanied youth, and families by ensuring school stability and providing support services for academic success. Homeless students and unaccompanied youth will benefit from immediate school enrollment, even if lacking paperwork normally required. The CVUSD Health Center will provide no-cost immunizations and physicals required for school entry. Additionally, six HOPE Family Resource Centers, centrally located throughout the Chino Valley, will provide resources and referrals for housing, emergency and transitional shelter, counseling, childcare/preschool information, food, clothing and other social supports. Bilingual case managers will provide application assistance for CalFresh, CalWORKs, Medi-Cal, and Covered California benefits while tracking and monitoring our homeless students' grades and attendance throughout the school year. Title I set-aside funds will enhance student learning through counseling, tutoring support, transportation, backpacks/school supplies and emergency food for identified McKinney-Vento students.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD pays attention to transitions to ensure that students successfully move through their educational career. The FEC plays a critical role in working with families as partners during transitions.

Parent workshops to address the following transitions have been planned for the upcoming school year: Transition to Fourth Grade, Transition to High School, Transition to Junior High, Transition to Kindergarten, and Transition to College. In partnership with the Soroptimist International of the Chino Valley, Stepping Up for Girls and Stepping Up for Boys are held annually for 6th grade students in support of their leap from elementary to junior high school. Students along with their parents will be provided information about the expectations upon entering junior high school. This event will offer students the opportunity to make a confident transition into junior high school.

To facilitate effective transitions for students from high school to postsecondary education, Chino Valley Unified School District will work with Baldy View ROP to offer courses that are career oriented, and in some cases, offer a certification that will allow students to secure a job in their chosen field. CVUSD has also partnered with Chaffey College in a Dual Enrollment Program that will allow students to earn credits at both the High School and Chaffey College. The purpose of Dual Enrollment is to increase the likelihood of high school graduation and college completion. Students may graduate high school with college credits and because Dual Enrollment courses are free, CVUSD helps support the reduction of the cost of college. Tuition, materials and textbooks will be covered by Chaffey College. Additionally, our high schools will offer a variety of academy classes that work with industry personnel for internships and "real-world" experience to assist with college and career readiness. High Schools will host career fairs and will take students on field trips to see curriculum related work environments.

High school students will utilize their College and Career Centers to take diagnostic type assessments to assist with finding what careers might interest them. One assessment used is the ASVAB. All students in grades 8-12 will have the opportunity to participate in the PSAT/SAT School Day Program.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD offers instructional programs for students who qualify for gifted and talented education (GATE). All students in grade two are screened for GATE eligibility unless parents/guardians decline screening. Students in grades three through eight may be considered by an educator or parent for possible GATE eligibility. A school staff member then screens the student(s).

GATE programs are provided for students meeting a specific set of criteria which qualifies them to participate in qualitatively different curricular experiences designed to recognize and nurture the special gifts and talents of individual students using depth, complexity, novelty, and/or accelerating the core curriculum. Elementary program options include participation in cluster classes or part-time groupings in the regular classroom. At the secondary level, GATE identified students may participate in honors classes, advanced placement classes, acceleration, leadership experiences, and/or opportunities to attend classes on a college campus.

In addition to the differentiated daily curriculum, GATE programs may be augmented by part-time pull-outs, before and after school opportunities, or Saturday enrichment activities. Enrichment opportunities may develop in the form of an after school academic competition team at the elementary or junior high school levels. These activities should be related to the core curriculum and provide opportunities for GATE students to work together on advanced learning activities.

The school district employs 35 media technicians for all school libraries: 20 at the elementary schools and 15 at the junior high and high schools. Additionally, the high schools benefit from a certificated district teacher librarian. This will be expanded to two district librarians in 2018-2019. To further assist students in achieving academically, library resources continue to expand and will soon be the primary learning center associated with Gale Research platform. Each school's library will be the point-place for this expansive research database.

In fall 2018, Chino Valley Unified will begin offering students an 'a-g' approved course in Library Science that can offer even more opportunities for student to develop literacy skills and improve academic achievement.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Boys Republic High School (BRHS) is a small, comprehensive, four-year high school used to meet the needs of the young men who have been placed in Boys Republic, a juvenile correction placement facility, by the California Courts. The student population varies but is typically about 125-150 young men with a high turnover rate. About 650 young men are placed in the institution annually. The length of stay for each student varies from a few days to nine months. Most of the students who come to BRHS have a background of juvenile delinquency, poor school attendance, and are severely deficient in credits.

BRHS attempts to remediate basic skills while giving students the opportunity to approach or become credit current, receive a high school diploma or a General Equivalency Diploma (GED). To accomplish these goals, significant remediation needs to occur. BRHS develops student paths that will lead to students achieving vocational skills that will provide an adequate standard of living. BRHS works cooperatively with the institution who serve as the guardians of the young men, parent contact is displaced by the institution because the young men are wards of the court.

Administration and staff analyze student data and determine trends that will assist the school in the implementation of programs and the modification of curriculum to promote student success. Additionally, reading placement tests are used by teachers to modify curriculum. Data is also used by administration to place students in the appropriate educational program that will allow for success but will also expand the student's capacity and academic skills. Federal funds will be used to provide supplemental material that will assist students in meeting grade level standards and achieving the credits necessary for a diploma. Funds will also be used to provide for additional Certificated and/or Classified staffing to support remediation in ELA and Math and GED preparation.

BRHS is staffed with highly qualified and effective teachers. Teachers have access to all district provided professional development in the areas of ELA and Math. Site professional development includes visitations to similar schools and training on district adopted curricular programs and reading instruction across content areas. All Chino Valley Unified School District (CVUSD) professional development is aligned to the Common Core. Site professional development is determined by administration and school staff based upon the needs of the teachers to improve student success. Federal funds will be used for additional professional development to support identified student needs determined by staff through a collaboration process.

BRHS will assist students in meeting ELA and Math standards and in credit recovery through computer-based programs. Staff will meet during PLC to explore integration of educational technology across curricula. BRHS also provides various programs in Vocational Arts to support the skills needed for successful transition. Federal funds will be used to provide additional computer-based curriculum and computer hardware to support the academic needs of the students and to provide additional resources to support the Vocational Arts program.

Federal funds will be used to enhance the educational services to ensure students can meet the challenging California academic content and achievement standards, prevent students from dropping out of school, and to successfully transition from institutionalization to further schooling and employment.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The California Department of Education has mandated for local County Offices of Education to pass through Title I, Part D Funds to local entities. A subcontract for district services agreement has been made between the Office of the San Bernardino County Superintendent of Schools and Chino Valley Unified School District whereas, the Office of the San Bernardino County Superintendent of Schools is required to pass through funds to Chino Valley Unified School District for The Boys Republic High School, a school for Neglected or Delinquent Youth. A summary of the contract is provided below.

The Office of the San Bernardino County Superintendent of Schools will provide Student Service's Accountability and Assessment Manager to oversee the Boys Republic program and fiscal support. Services shall also include professional development, technical assistance and the Office of San Bernardino County Superintendent of Schools shall act as a fiduciary agent of the Title I, Part D funds distributed to Chino Valley Unified School District. Oversight will include Single Plan for Student Achievement (SPSA) development, SPSA and Local Control and Accountability Plan (LCAP) alignment, School Site Council Training and Facilitation and support activities as deemed necessary and appropriate.

Chino Valley Unified School District agrees to all federal and state terms and conditions governing the receipt and expenditure of Title I, Part D funds.

Both parties agree to the following fiscal provision:

- a. The maximum amount of "pass through" funds under this Contract shall not exceed Two Hundred Thousand and no/100 Dollars (\$200,000.00) according to the following schedule: July 1, 2018 through December 31, 2018 (\$100,000.00) and January 1, 2019 through September 30, 2019 (\$100,000.00)
- b. The rate of reimbursement is contingent upon Average Daily Attendance as captured by the annual CDE Neglected or Delinquent (NorD) Survey completed annually each October. The Reimbursement rate will reflect a 1 student to \$1,000 ratio (not to exceed \$200,000.00 annually).

The Office of San Bernardino County Superintendent of Schools shall have the absolute right to monitor the performance of Chino Valley Unified School District in the expenditures of funds provided under this Contract. Chino Valley Unified School District shall cooperate with the Office of San Bernardino County Superintendent of Schools in the implementation, monitoring and evaluation of this Contract and comply with any and all reporting requirements established by this Contract.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Because the students at Boys' Republic are wards of the court, the staff works closely with the institution to provide a comparable education for its students. As such, parent contact is displaced, and the staff serves as the students' guardians. In this capacity, they play a crucial role as partners in students' growth and success.

To provide a comparable education for the students, the school will continue to adhere to all federal, state, education codes, and district guidelines for staff, students, curriculum, and instruction.

Instructional staff at Boys' Republic High School are fully and appropriately credentialed in the content areas they teach. Additionally, instructional staff will participate in the district's professional development series to stay current with the areas of instructional emphasis for the school year.

Students will receive academic instruction aligned to the state standards and appropriate interventions to remediate basic skills. Because all students who participate at Boys' Republic are significantly below grade level standards, they will benefit from smaller class sizes, with a 15 to 1, student teacher ratio. English classes will have a 12 to 1 student to teacher ratio. Additionally, students will be further supported by instructional aides who will assist with small group instruction in the classrooms. Read 180, a district adopted English intervention program, will be offered to remediate gaps in English. Vocational programs will continue to be offered to provide another pathway for future career success.

During students' time at Boys' Republic, it is the goal for the students to receive a high school diploma or a General Equivalency Diploma (GED). A+ curriculum will be used as part of the credit recovery program to help students recover deficient credit, so they can complete high school. Students will also participate in 7 classes and not the traditional 6 classes that are offered at comprehensive high schools to assist in the remediation of credits.

Like all other schools, staff will participate in staff meetings and regular team meetings to discuss student needs and monitor their learning goals. Depending on students' instructional needs, students will be supported through individualized educational plans with additional qualifying services. Ongoing celebrations for the distribution of certificates of achievement, recognition of academic and behavioral improvements will be planned to foster a positive learning environment and to instill a culture of success

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Boys Republic is a non-profit, privately-endowed agency providing nationally accredited residential and non-residential youth services to disadvantaged, at-risk young people from throughout California. The Aftercare and Independent Living Programs serve all the agency's facilities. The total capacity for all Boys Republic facilities is 203 including 168 residential beds and the capacity to serve as many as 35 young people (and their families) in day treatment centers. Boys Republic provides diverse programs of educational, psychological, vocational and family reunification services. These programs include:

Educational on-grounds public school (accredited by Western Association of Schools and Colleges)

General testing and assessment

Psychiatric and psychological assessment therapy

Individual professional counseling

Group, single and multi-family counseling

Family preservation, family reunification counseling

Medical, dental and nutritional care

Nationally-recognized independent living program

Athletics, recreation, physical fitness

Educational and vocational counseling

Vocational training (ROP)

Work experience, employment training

Substance abuse education, counseling

Structured 24-hour residential services

Intensive day program

Aftercare services for all graduates

Transitional housing program accommodations

The variety of programs exist to support successful transitions for the students.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The students enter Boys Republic with a variety of issues, including substance abuse, family dysfunctions, learning disabilities, school credit deficits, anger management deficits, low level impulse control, and delinquent peer associations.

Boys Republic provides diverse programs of educational, psychological, vocational and family reunification services to meet the varied needs of the students. These programs include:

Educational on-grounds public school (accredited by Western Association of Schools and Colleges)

General testing and assessment

Psychiatric and psychological assessment therapy

Individual professional counseling

Group, single and multi-family counseling

Family preservation, family reunification counseling

Medical, dental and nutritional care

Nationally-recognized independent living program

Athletics, recreation, physical fitness

Educational and vocational counseling

Vocational training (ROP)

Work experience, employment training

Substance abuse education, counseling

Structured 24-hour residential services

Intensive day program

Aftercare services for all graduates

Transitional housing program accommodations

Through a team approach, which includes Institutional staff, teachers, administrators, counselors, doctors, and dentists, appropriate programs are recommended for the students.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Boys Republic will provide on-site nursing staff during school hours and into the evening to meet the medical needs of the students. Boys Republic's kitchen staff will implement a menu including meals that meets the appropriate nutrition needs of the students.

Students can participate in parenting classes offered by the probation departments in Los Angeles and San Bernardino counties.

The After-Care Department will be utilized to connect the students and their families with resources in their home communities prior to graduating from the program and throughout the first year after being released.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents, family members, and legal guardians are encouraged to be actively involved in their child's program during the stay at Boys' Republic. Parents, family members, or legal guardians are required to participate in Child Family Team Meetings (CFTM) within 10 days of the student's admission, and then 90 days after and 30 days prior to the transition home. Emergency meetings can also be held at any time. If a Native American child is admitted to the program, contact with the child's tribe is made to afford the family the best possible chance for the child to transition back home. Family Permanency is always the priority from the outset of the student's entry into the program.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Boys' Republic High School offers vocational training in auto mechanics, bakery arts, culinary arts, landscaping, masonry, warehouse distribution, welding, and wood working. These programs also provide alternate approaches for English language learners to utilize the English language. Enrollment in programs such as landscape maintenance, auto shop, welding or masonry, allows for Boys Republic to create a culture of success where students can exit the program empowered because of an employable skill set.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Boys' Republic currently works with 11 county probation departments from Northern California to Southern California. Because Los Angeles County Juvenile Probation has the largest population of students admitted within the program, there are five probation officers assigned on campus to assist both treatment staff and school faculty in meeting the needs of the youth being served. Specifically, every student enrolled at Boys' Republic is required to participate in CFTM which include probation officers, Clinicians, Treatment Staff and family members participate to discuss a student's strengths and areas of concern. Faculty members may also participate in CFTM if the student, treatment staff, or probation Officer request their presence. The purpose of the meetings is to establish treatment goals for the youth via engaging, assessing, and teaming as a unit in order to give the best chance at a successful outcome for all stakeholders involved.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students who enter Boys' Republic with an Individualized Education Plan (IEP) will be assigned a case carrier who will serve in the lead role for advocating and outlining services for the students. The IEP will be reviewed and the students individualized program will be established with services in accordance with the IEP. To facilitate academic success, collaboration with the educational team is an inherent part of the IEP process. District administrators will also review students' IEPs and monitor their progress to ensure the staff and students receive the necessary support for students' academic growth.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public-school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Boys' Republic High School, as part of the transition process for when students complete the program, a CFTM is held 30 days prior to youth transitioning home. During this meeting, if it has been determined the youth cannot return to his school of origin, then the following steps would be taken:

1. Attempt to enroll in another high school within the youth's district.
2. If enrolling in another high school of the student's home district is not an option, arrangements with the closest continuation high school for the student is explored.

Treatment Staff and Aftercare Staff at Boys Republic will assist in aiding the student with the enrollment process prior to transitioning from Boys Republic.

Buena Vista High School serves students who were experiencing difficulties at the comprehensive high schools. These difficulties range from attendance issues, credit deficiency, pregnancy to a variety of disciplinary concerns. Buena Vista has the same graduation requirements as the other high schools in the district and follows the same state and district standards for each course offered. Attending Buena Vista is considered voluntary, though students must meet certain criteria to be accepted. These criteria generally require interventions to be taken at the students' home schools and a commitment to recover credits to either graduate or return to the students' home school.

CVLA is designed to meet the needs of students who are exhibiting behavioral, academic, and/or attendance problems. The intent of the program is to help students develop problem-solving skills and more effective coping strategies that will result in a greater chance of success when they return to the regular school setting. As a Community Day School, it services students in grades 7 through 12. Eligible students include:

1. Students who are expelled
2. Students who are probation-referred
3. Students referred by a district-level process

The priority for assignment to CVLA is given to expelled students. Each student enrolled has certain conditions that must be met before they may re-apply back to the school district for readmittance into the regular school setting. CVLA follows the state mandate which requires a community day school to have a minimum of 360 minutes of classroom instruction. CVLA utilizes the district's Common Core based curriculum.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Chino Valley Unified School District is committed to high quality professional development to support growth and improvement of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Areas of Emphasis for 4C's-Critical Thinking and Collaboration, Common Core ELA, Common Core Math, Positive Student Behavior, Instructional Technology, Timely Feedback on Formative Assessments, and Historical Inquiry. These areas were identified by the Teaching and Learning Task Force as focus areas for 2018-2019. Professional learning opportunities will be evaluated through survey results, feedback, Collaborative Learning Rounds, and next steps from end-users.

Professional learning opportunities will be varied in delivery: district-wide days during school hours, after-school workshops, site based professional development offerings and volunteer sessions. Implementation for learning will be supported through site-based professional development from site administrators and coaching opportunities from Instructional Coaches.

Professional growth and improvement is targeted for new teachers (Year 1 and 2), teachers by their grade level and subject area, Assistant Principals, Principals, and District Office Administrators. Professional learning is individualized for each of the groups based on data and learning needs assessment.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of Title II Funds will be prioritized based on data and needs assessment of the staff and students. Data is analyzed each year for areas of growth and areas of opportunities. Needs assessment is gathered from a variety of stakeholders including students, teachers, instructional coaches, site administrators, and district administrators through several vehicles: District surveys, school surveys, and implementation data gathered from Collaborative Learning Rounds. Input is also sought from the District's Teaching and Learning Task Force and Professional Development Committee whose role is to prioritize the district's areas of emphasis and professional development priorities.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District level summative and formative student and school data will be reviewed and analyzed throughout the year. The review process will involve district administrators, parents and families on the Local Control and Accountability Plan Advisory Committee, and site administrators. In this review process, teams will review the progress of district goals and analyze the effectiveness of the actions and services that were identified to support the goals. If performance gaps or a lack of progress are identified, the team will explore the root causes and methods for addressing improvements. The team will meet at least five times during the year to engage in a cycle of inquiry and action planning to foster continuous improvement. Outcomes for the process will be to identify goals, support action steps and services, and metrics for monitoring the progress of the goals.

Schools will also participate in reviewing and analyzing their data with district administrators twice a year. Through a collaborative process and dialogue, teams will determine the effectiveness of their actions and services to support school level goals.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Director of Access and Equity will work closely with school administrators in their development, revision, and the evaluation of the Single Plan for Student Achievement to include site level professional development that meets the needs of students, staff, and community. Additionally, workshops focusing on the instructional design for English learners, assessments, and reclassification will be offered to administrators.

Title III Instructional Coaches will provide professional development in the ELA/ELD framework and on research based best practices in instruction. This work will also include incorporating an effective lesson design and differentiation during Designated ELD and Integrated ELD. Pedagogy will be supported through the co-plan/co-teach model with individual teachers. Follow up support will be available to all school sites to ensure sustained implementation of practices yielded from professional development.

Through the Family Engagement Center, the district Parent, School, Community Specialist will offer professional development to support family and community needs. The schedule for the trainings will be advertised on the district's website with information distributed to all schools to promote participation in the trainings.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant youth will have enhanced opportunities to advance their learning. Title III Instructional Coaches will provide professional development and support to teachers on research-based strategies such as Thinking Maps and Kagan Cooperative Strategies for Immigrant youth to be equipped to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Title III Instructional Coaches will assist and support teachers during release time to help design high quality activities based on the key themes of ELA/Literacy and ELD Instruction which are:

1. Meaning Making – Focus of ELA/Literacy and ELD instruction, analyzing and comprehending text
2. Language Development – Connects to the language and reading standards, highlighting the development of academic and domain-specific vocabulary, syntax, and text structures
3. Effective Expression – includes writing, discussions and presentations, and language conventions
4. Content Knowledge – Connects to informational text and development of the standards related to research and other contents
5. Foundational Skills – Print Concepts and Phonological Awareness

Classroom visits will be scheduled to observe students applying these strategies. Release time will be given to teachers to analyze data from formative and summative assessments and obtain evidence about how students' thinking and language use evolve during the learning process.

Immigrant youth will have access to Lexia which is a comprehensive technology-based literacy program that extends learning for students who are advanced and accelerates learning for students who struggle. Lexia supports phonological awareness and phonics at the earliest skill levels, enhances vocabulary knowledge, develops key comprehension strategies, builds fluency and improves speaking and listening skills.

Sites will provide students with the opportunity to participate in Lexia and other technology-based literacy programs for an extended time before and after school. Additional supplemental materials, resources and technology will be purchased to support extended day school programs focusing on literacy services. Paraprofessionals and specialized instructional support personnel will be hired to provide tutoring and mentoring opportunities for immigrant youth. Sites will provide parent and community outreach activities to assist immigrant parents to become active participants in the education of their children. CVUSD will use funds to provide services that continue to promote meaningful collaboration between home and school to ensure academic success.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To help English learners, increase their English language proficiency and meet the State academic standards, the following initiatives have been planned:

1. Designated ELD (DELD) Training and Planning: Title III Instructional Coaches will provide training to site DELD teachers on the DELD Wonders beyond the DELD publisher training. The ELA/ELD Framework will be reviewed. DELD and ELA planning tools will be shared. Teachers will have the opportunity to delve deeper into DELD Wonders resources and planning options. Title III Instructional Coaches will provide support to teachers as they plan for DELD instruction using planning tools shared.
2. Integrated ELD (IELD)-Language Demands: Title III Instructional Coaches will provide training to site Instructional Coaches and teachers on when IELD takes place, what is used, and how IELD instruction supports the linguistic and academic needs of English learner students. The ELA/ELD Framework will be reviewed. Strategies that can be incorporated during content area instruction will be discussed. English learners will benefit from this training as teachers develop lessons and utilize strategies that will increase language acquisition as well as build content knowledge.
3. Support for new ELA/ELD curriculum-Wonders: Title III Instructional Coaches will provide site training and support to teachers on the ELA/ELD component of Wonders. The purpose of Integrated and Designated ELD in the standards will be reviewed to support teacher understanding. Instructional Coaches will identify best practices embedded within California Wonders and Wonders for English Learners and will collaborate to determine how resources would be best used in the classroom. Teachers will have the opportunity to study ancillary teaching resources available during Designated ELD instruction and will determine how the resources will be used for the year. Assessment options will also be discussed. Students and teachers will benefit from this training as they learn to navigate through the ELA Wonders. Lesson planning, pacing, and utilizing resources will be done with the English learner in mind.
4. Support for newly adopted ELA/ELD curriculum at the Junior High- Houghton Mifflin Harcourt Collections: Title III Instructional Coaches will work with site Instructional Coaches to prioritize components of the ELA/ELD adoption that support EL students with English language proficiency and academic success across content. Title III Instructional Coaches will collaborate and support site Instructional Coaches on the development of professional development for site teachers on how to plan, deliver, and assess Integrated ELD lessons across content. Title III Instructional Coaches will provide training on DELD and will produce video modules that will support English language learning across content.
5. High school ELA/ELD adoption pilot: Title III Instructional Coaches will support ELA and ELD teachers through the ELA/ELD adoption process. They will attend the publisher training and learn about each program to be piloted alongside the teachers. They will assist teachers and site Instructional Coaches on analyzing the Integrated ELD component of each program and its effectiveness on student learning across content areas. Title III Coaches will support teachers in their delivery of Designated ELD lessons by way of the co-plan/co-teach model.

These initiatives will be measured for effectiveness through Data Chats with teachers, site Instructional Coaches, site administration and the Coordinator of Access, Equity and Assessment. Progress monitoring will occur over the year of English proficiency and academic growth. Title III Instructional Coaches will assist teachers with instructional strategies and providing differentiated instruction for those students who are not making growth and have been identified during site data chats as needing extra support to ensure academic success.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Strategic support for elementary and secondary schools will be made available to ensure the success of students to achieve English language proficiency. Through a well-defined scope and sequence of curriculum coupled with ongoing professional development, all teachers of English learners will be supported in their teaching of Designated and Integrated ELD. Onsite coaching through the co-plan/co-teach model will be available to teachers to support their pedagogy. All English learner elementary students who are below standards or not progressing will receive additional support from intervention teachers during the school day. Additional interventions during the day will also be embedded within the school day for English learners at the secondary level. School administrators will also participate in data chats with students, teaching staff, and district office administrators to review student progress for achieving.

The Coordinator of Access, Equity, and Assessment will provide cohesive support to school sites in the implementation of ELD standards, instructional strategies, and the monitoring of student progress on achieving English proficiency based on data received from state, formative, and summative assessments.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Suzanne Hernandez, Ed.D., Director, Human Resources
Richard Rideout, Director, Human Resources
SUBJECT: PUBLIC HEARING AND ADOPTION OF RESOLUTION 2018/2019-06 PROVISIONAL INTERNSHIP PERMIT

=====

BACKGROUND

Effective July 1, 2005, the California Commission on Teacher Credentialing created the Provisional Internship Permit (PIP) in response to the phasing out of emergency permits. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. A district may request a PIP only after a diligent search has been conducted and a fully credentialed teacher could not be found. The PIP is issued for one (1) year. All requests for a PIP must be presented to the governing board of a public school district for approval. Every PIP request that is submitted to the Commission on Teacher Credentialing must also include verification that a notice of intent to employ the named applicant has been made public.

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

RECOMMENDATION

It is recommended the Board of Education:

- a) Conduct a public hearing, and
- b) Adopt Resolution 2018/2019-06 Provisional Internship Permit.

FISCAL IMPACT

None.

NE:LF:SH:RR:mcm

**Chino Valley Unified School District
Resolution 2018/2019-06
Provisional Internship Permit**

WHEREAS, the State of California Commission on Teacher Credentialing authorizes the issuance of a Provisional Internship Permit (PIP) to an employee who meets the minimum requirements and who requires additional time to meet the subject matter competence needed to enter an internship program;

WHEREAS, the State of California Commission on Teacher Credentialing requires that public school districts present this notice to the Governing Board in a public meeting with a signed statement from the superintendent, or his designee, and verification that the item was acted upon favorably.

NOW, THEREFORE, BE IT RESOLVED that the following teachers meet the above criteria and are authorized to apply for a Provisional Internship Permit (PIP) to complete their assignment for the 2018/2019 school year in the Chino Valley Unified School District:

CIENIK, Margaret, Secondary Teacher-American Sign Language, Don Lugo HS

RIVAS, Brisa, Secondary Teacher-Biology, Chino Hills HS

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 19th day of July 2018, by the following votes:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Pamela Feix, President of the Board of Education of the Chino Valley Unified School District, 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.

Pamela Feix, President, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
June 28, 2018

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:20 P.M.

1. Roll Call

President Feix called to order the regular meeting of the Board of Education, Thursday, June 28, 2018, at 5:20 p.m. with Cruz, Orozco, and Feix present. Mr. Na arrived at 5:25 p.m. and Mrs. Blair was absent from closed session.

Administrative Personnel

Wayne M. Joseph, Superintendent (absent from closed session)

Norm Enfield, Ed.D., Deputy Superintendent

Sandra H. Chen, Assistant Superintendent, Business Services

Lea Fellows, Assistant Superintendent, Human Resources

Grace Park, Ed.D., Assistant Superintendent, CIIS

Gregory J. Stachura, Asst. Supt., Facilities, Planning, & Operations

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Feix adjourned to closed session at 5:20 p.m. regarding conference with legal counsel existing and anticipated litigation; a student expulsion; public employee appointment: Coordinator, Access, Equity & Assessment; Coordinator, Behavior Intervention; Coordinator, Technology; Principal, Buena Vista HS; Elementary and High School Assistant Principals; and public employee discipline/dismissal/release.

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

1. Report Closed Session Action

President Feix reconvened the regular meeting of the Board of Education at 7:00 p.m. with Blair, Cruz, Na, Orozco, and Feix present. The Board met in closed session from 5:20 p.m. to 6:21 p.m. regarding conference with legal counsel existing and anticipated litigation; a student expulsion; public employee appointment: Coordinator, Access, Equity & Assessment; Coordinator, Behavior Intervention; Coordinator, Technology; Principal, Buena Vista HS; Elementary and High School

Assistant Principals; and public employee discipline/dismissal/release. The Board took action to appoint Imelda Carrizosa as Coordinator, Access, Equity & Assessment effective July 1, 2018, by a vote of 4-0 with Cruz, Na, Orozco, and Feix voting yes, and Blair was absent. No further action was taken that required public disclosure.

2. Pledge of Allegiance

Wayne Joseph led the Pledge of Allegiance.

I.C. PRESENTATIONS

1. James Moore, Superintendent, Alta Loma School District

Mr. Moore presented a gift to retiring Superintendent Joseph.

I.D. EMPLOYEE REPRESENTATIVES' COMMUNICATIONS

None.

I.E. COMMUNITY LIAISONS' COMMUNICATIONS

Melissa Campani and Suzette Dang, Supervisor Curt Hagman's Office, presented a resolution to retiring Superintendent Joseph.

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

Tisha Partida addressed the Board regarding the Don Lugo HS freshman football (supervision) incident; Roman Medina, Kelly Duffy, Maureen Quijada, Linda Higgins, Lorrie Brenez, Corina Talamantes, and Sharon Duran addressed the Board regarding the Don Lugo HS football alleged sexual harassment incident; Michael Chu addressed the Board regarding Jonathan's claim; and Peter Attwood addressed the Board regarding special education.

I.G. CHANGES AND DELETIONS

None.

II. ACTION

II.A. ADMINISTRATION**II.A.1. Resolution 2017/2018-86 Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California; Resolution Ordering School District Election for Governing Board Members Whose Terms Expire December 7, 2018**

Moved (Na) seconded (Orozco) carried unanimously (5-0) to adopt Resolution 2017/2018-86 Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California; Resolution Ordering School District Election for Governing Board Members Whose Terms Expire December 7, 2018.

II.B. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**II.B.1. 2018/2019 Local Control and Accountability Plan**

Moved (Na) seconded (Blair) carried unanimously (5-0) to adopt the 2018/2019 Local Control and Accountability Plan.

II.C. BUSINESS SERVICES**II.C.1. Adoption of the 2018/2019 Budget**

Moved (Na) seconded (Orozco) carried unanimously (5-0) to adopt the 2018/2019 budget for all funds and authorized the Superintendent or designee to sign the 2018/2019 District Certification of Budget Adoption.

II.D. HUMAN RESOURCES**II.D.1. Revisions to the Certificated and Classified Cabinet Salary Schedule**

Prior to the vote, President Feix provided an oral summary of the recommended revisions to the Certificated and Classified Cabinet Salary Schedule. Moved (Na) seconded (Orozco) carried unanimously (5-0) to approve the revisions to the Certificated and Classified Cabinet Salary Schedule.

II.D.2. Employment Contracts: Assistant Superintendent, Curriculum, Instruction, Innovation, and Support; Assistant Superintendent, Facilities, Planning and Operations; Associate Superintendent Business Services; and Associate Superintendent, Curriculum, Instruction, Innovation, and Support

Prior to the vote, President Feix provided an oral summary of the salary and fringe benefit provisions to employment contracts for Assistant Superintendent, Curriculum, Instruction, Innovation, and Support; Assistant Superintendent, Facilities, Planning and Operations; Associate

Superintendent Business Services; and Associate Superintendent, Curriculum, Instruction, Innovation, and Support. Moved (Blair) seconded (Na) carried unanimously (5-0) to approve the following employment contracts: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support; Gregory Stachura, Assistant Superintendent, Facilities, Planning and Operations; Sandra Chen, Associate Superintendent, Business Services; Grace Park, Associate Superintendent, Curriculum, Instruction, Innovation, and Support, all effective July 1, 2018, through June 30, 2022.

III. CONSENT

Sylvia Orozco pulled for separate action item III.B.4.; Irene Hernandez-Blair pulled for separate action items III.E.1., and III.E.2. Moved (Na) seconded (Orozco) carried unanimously (5-0) to approve the remainder of the consent items.

III.A. ADMINISTRATION

III.A.1. Minutes of the June 14, 2018 Regular Meeting
Approved the minutes of the June 14, 2018 regular meeting.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register
Approved/ratified the warrant register.

III.B.2. Fundraising Activities
Approved/ratified the fundraising activities.

III.B.3. Donations
Accepted the donations.

III.B.4. 2018/2019 Applications to Operate Fundraising Activities and other Activities for the Benefit of Students
Moved (Na) seconded (Blair) to discuss the item. Moved (Na) seconded (Blair) carried unanimously (5-0) to approve all fundraising activities with the exception of the Chino Hills HS general boosters, which will be considered separately; and moved (Cruz) seconded (Na) carried unanimously (5-0) to provisionally approve Chino Hills HS general boosters until September 6, 2018, and come back at the September 6, 2018 board agenda.

III.B.5. Resolution 2017/2018-84 Use of 2018/2019 Education Protection Account Funds
Adopted Resolution 2017/2018-84 Use of 2018/2019 Education Protection Accounts Funds.

- III.B.6. Resolution 2017/2018-85 Transfers of Appropriations for 2018/2019**
Adopted Resolution 2017/2018-85 Transfers of Appropriations for 2018/2019.
- III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**
- III.C.1. Student Expulsion Case 17/18-33**
Approved student expulsion case 17/18-33.
- III.C.2. School-Sponsored Trips**
Approved/ratified the following school-sponsored trips: Ayala HS; Chino HS; and Chino Hills HS.
- III.C.3. New Board Policy and Exhibit 5131.8 Students—Code of Conduct**
Approved the new Board Policy and Exhibit 5131.8 Students—Code of Conduct.
- III.C.4. Revision of Board Policy 6117 Instruction—Year-Round Schedules**
Approved the revision of Board Policy 6117 Instruction—Year-Round Schedules.
- III.D. FACILITIES, PLANNING, AND OPERATIONS**
- III.D.1. Purchase Order Register**
Approved/ratified the purchase order register.
- III.D.2. Agreements for Contractor/Consultant Services**
Approved/ratified the Agreements for Contractor/Consultant Services.
- III.D.3. Surplus/Obsolete Property**
Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.
- III.D.4. Bid 17-18-30F, Former El Rancho ES School Network**
Awarded Bid 17-18-30F, Former El Rancho ES School Network, to Federal Technology Solutions, Inc.
- III.D.5. Resolution 2017/2018-87 for Authorization to Utilize a Piggyback Contract**
Adopted Resolution 2017/2018-87 for authorization to utilize a piggyback contract.
- III.D.6. Change Orders for Phase 2 Project Design and Construction of Energy Efficiency Measures 1 and 2 at Various Sites**
Approved the change orders for Phase 2 Project Design and Construction of Energy Efficiency Measures 1 and 2 at Various Sites.

III.D.7. Reimbursement Agreement for DSA Inspection Services Through T-Mobile

Approved the Reimbursement Agreement for DSA Inspection Services through T-Mobile.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Moved (Blair) seconded (Na) motion carried (4-1, Blair voted no) to approve/ratify the certificated/classified personnel items.

III.E.2. Rejection of Claims

Moved (Orozco) seconded (Na) motion carried (4-0-1, Blair abstained) to reject the claims and refer them to the District’s insurance adjuster.

III.E.3. Revisions to the Job Descriptions for Assistant Superintendent, Business Services; Assistant Superintendent, Curriculum, Instruction, Innovation, and Support; Assistant Superintendent, Facilities, Planning and Operations; and Associate Superintendent, Educational Services

Approved the revisions to the job descriptions for: Assistant Superintendent, Business Services; Assistant Superintendent, Curriculum, Instruction, Innovation, and Support; Assistant Superintendent, Facilities, Planning and Operations; and Associate Superintendent, Educational Services.

<p>IV. INFORMATION</p>

IV.A. BUSINESS SERVICES

IV.A.1. Revision of Board Policy and Administrative Regulation 3100 Business and Noninstructional Operations—Budget

Received for information the revision of Board Policy and Administrative Regulation 3100 Business and Noninstructional Operations—Budget.

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

IV.B.1. Revision of Board Policy 5127 Students—Graduation Ceremonies and Activities

Received for information the revision of Board Policy 5127 Students—Graduation Ceremonies and Activities.

IV.B.2. Revision of Administrative Regulation 6146.11 Instruction—Alternative Credits Toward Graduation

Received for information the revision of Administrative Regulation 6146.11 Instruction—Alternative Credits Toward Graduation.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Sylvia Orozco recognized retirees on the agenda; said there are two sides to every story; said she would not seek reelection on the school board; and thanked Superintendent Joseph.

Andrew Cruz requested that the item he spoke about at the last Board meeting regarding parents providing/helping school security be placed on a future agenda to have a discussion; addressed Peter (Attwood) regarding immigration issues, parents and children being separated during incarnation, and unborn children being separated from their mothers; thanked Superintendent Joseph; suggested a slogan for Dr. Enfield; and recognized the 4th of July.

Irene Hernandez-Blair asked Dr. Enfield if the District has ever considered implementing a coordinator of parent and family engagement instead of continuing to use a teacher on assignment; asked President Feix that the District consider updating Board policy specifically regarding code of conducts (BP 5131.8) to include the CIF code of conduct for coaches; and responded to comments from the audience regarding concerns raised related to the Don Lugo HS incident.

James Na spoke about the Don Lugo HS matter, thanked parents coming to the meeting for defending their students and schools, said that education starts at home and that no other adults should be held responsible other than primarily parents; and said this generation is great and the next generation will be greater.

Superintendent Joseph spoke about his tenure; and extended personal thanks.

President Feix commented on retirees and the number of service years; and said we will be fine as a District.

VI. ADJOURNMENT

President Feix adjourned the regular meeting of the Board of Education at 8:29 p.m.

Pamela Feix, President

Irene Hernandez-Blair, 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: July 19, 2018
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

\$4,363,024.48 to all District funding sources.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
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
July 19, 2018

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chaparral ES</u>		
PTO	My Coke Rewards For Schools	8/1/18 - 6/30/19
PTO	PTO Membership Drive	8/13/18 - 5/29/19
PTO	Shoparoo	8/13/18 - 6/30/19
PTO	Scripts Gift Card Sale	8/13/18 - 6/30/19
PTO	Spirit Wear Sale	8/13/18 - 6/30/19
PTO	Box Tops for Education	8/13/18 - 6/30/19
PTO	Fun Run Sponsorship Drive	8/27/18 - 9/7/18
PTO	After School Juice-It-Up Sale	8/30/18
PTO	After School Popsicle Sale	9/4/18 - 5/31/19
PTO	Project Pie Family Night Out	9/6/18
PTO	Movie Night	9/21/18
PTO	Book Fair	10/8/18 - 10/17/18
PTO	Holiday Gram Sale	10/22/18 - 10/26/18
PTO	Chipotle Family Night Out	11/7/18
PTO	Father/Daughter Dance	11/9/18
PTO	Holiday Boutique	12/3/18 - 12/12/18
PTO	Holiday Gram Sale	12/10/18 - 12/14/18
PTO	Family Night Dinner/Refreshment Sale	12/14/18
PTO	Penny Collection Drive	1/14/19 - 1/18/19
PTO	After School Juice-It-Up Sale	1/17/19
PTO	Movie Night	1/25/19
PTO	Holiday Gram Sale	2/4/19 - 2/8/19
PTO	Project Pie Family Night Out	2/7/19
PTO	Holiday Gram Sale	3/4/19 - 3/8/19
PTO	Mother/Son Night	3/15/19
PTO	After School Juice-It-Up Sale	3/21/19
PTO	Book Fair	5/20/19 - 5/24/19
<u>Country Springs ES</u>		
PFA	Spirit Wear Sale	8/9/18 - 8/16/18
PFA	Yearbook Sale	8/14/18 - 5/31/19
PFA	After School Monthly Juice-It-Up Sale	8/15/18 - 5/16/19
PFA	Monthly Family Nights Out	8/16/18 - 5/16/19
PFA	Catalog Sale	9/19/18 - 10/3/18
PFA	Fall Book Fair	10/22/18 - 10/26/18
PFA	Spring Book Fair	5/6/19 - 5/10/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 19, 2018

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Eagle Canyon ES</u>		
PTA	PTA Membership Drive	8/13/18 - 9/14/18
PTA	After School Snack Sale	8/13/18 - 5/15/19
PTA	Off Campus Popcorn Sale	8/20/18 - 9/20/18
PTA	Fall Family Festival Ticket Sale	10/1/18 - 10/26/18
<u>Hidden Trails ES</u>		
PTA	PTA Membership Drive	8/8/18 - 5/30/19
PTA	After School Snack Sale	8/8/18 - 5/30/19
PTA	Spirit Wear Sale	8/8/18 - 5/30/19
<u>Briggs K-8</u>		
ASB	P.E. Locks/Cinch Sacks Sale	7/31/18 - 4/30/19
Renaissance	Agenda Sale	8/1/18 - 5/3/19
Athletics	P.E. Clothing Sale	8/1/18 - 5/3/19
Renaissance	Off Campus Candy Sale	8/13/18 - 9/28/18
ASB	After School Juice-It-Up Sale	8/15/18 - 5/1/19
ASB	After School Pretzel Sale	8/29/18 - 5/22/19
Renaissance	Spirit Cup Sale	10/1/18 - 11/9/18
ASB	8th Grade Class Shirt Sale	4/1/19 - 4/30/19
<u>Magnolia JHS</u>		
PFA	Spirit Wear Sale	8/1/18 - 6/30/19
PFA	PFA Membership Drive	8/1/18 - 6/30/19
PFA	After School Snack Sale	8/1/18 - 6/30/19
AVID	T-Shirt Sale	8/27/18 - 8/31/18
Athletics	P.E. Clothing/Lock Sale	9/1/18 - 5/30/19
AVID	Off Campus Candy Sale	9/3/18 - 9/12/18
ASB	Dance Concessions	9/14/18 - 2/15/19
ASB	After School Smoothie Sale	9/14/18 - 5/30/19
National Jr. Honor Society	Donation Drive	10/1/18 - 11/1/18
Travel Club	Off Campus Candy Sale	11/5/18 - 11/15/18
Club Creative	Cookbook Sale	11/27/18 - 12/4/18
ASB	Winter Gram Sale	12/18/18 - 12/19/18
ASB	Valentine Gram Sale	2/14/19
ASB	Color Run	2/26/19 - 3/21/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 19, 2018

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ramona JHS</u>		
ASB	Off Campus Candy Sale	9/4/18 - 11/2/18
Yearbook Club	Chipotle Family Nights Out	9/10/18 - 9/14/18
ASB	After School Shaved Ice Sale	10/1/18 - 11/30/18
ASB	Halloween Gram Sale	10/23/18 - 10/31/18
ASB	Before School Hot Chocolate Sale	1/22/19 - 2/22/19
ASB	Chipotle Family Nights Out	2/4/19 - 2/8/19
ASB	Valentine Gram Sale	2/6/19 - 2/14/19
ASB	After School Spring Shaved Ice Sale	4/1/19 - 5/24/19
ASB	Promotion Shirt Sale	4/8/19 - 5/3/19
ASB	Promotion Flower Sale	4/8/19 - 5/16/19
ASB	Yogurtland Spirit Days	4/22/19 - 4/26/19
<u>Ayala HS</u>		
BAC Boosters	BACer - A -Thon Pledge Drive	7/20/18
BAC Boosters	Music-In-Motion Advertisement Sale	7/20/18 - 10/5/18
BAC Boosters	Penny Donation Drive	7/23/18 - 7/27/18
BAC Boosters	Clothing Drive	7/23/18 - 7/28/18
BAC Boosters	Snowy Village Spirit Day	7/28/18
BAC Boosters	Silent Auction	8/2/18
BAC Boosters	Yogurtland Spirit Day	8/4/18
BAC Boosters	Family Movie Night	9/1/18
<u>Buena Vista HS</u>		
ASB	Recycling Program	8/13/18 - 5/30/19
<u>Chino HS</u>		
Baseball Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Boys Soccer Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Boys Tennis Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Boys Waterpolo Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Cross Country Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Girls Basketball Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Girls Soccer Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Girls Tennis Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Girls Waterpolo Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Golf Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Pep Squad Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 19, 2018

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino HS</u> (cont.)		
Softball Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Swim Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Track & Field Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Volleyball Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Wrestling Boosters	Spirit Apparel Sale	7/20/18 - 6/30/19
Athletics	Stadium Scoreboard Advertising Space	8/1/18 - 12/15/18
AP Club	After School Pizza/Soda Sale	8/1/18 - 5/31/19
Class of 2019	Senior Hoodie Sweatshirt Sale	8/1/18 - 6/30/19
ASB	P.E. Clothing Sale	8/1/18 - 6/30/19
ASB	Parking Permit Sale	8/1/18 - 6/30/19
Girls P.E.	Hydration Station (Water Sale)	8/3/18 - 6/30/19
Journalism	Advertisement Sale	8/14/18 - 5/31/19
Cross Country Boosters	Chipotle Family Night Out	8/22/18
AVID - Class of 2022	Applebee's Pancake Breakfast	8/25/18
Girls Basketball Boosters	Snap!Raise Donation Drive	9/3/18
AVID - Class of 2020	In-N-Out Dinner Sale	9/5/18
<u>Chino Hills HS</u>		
General Boosters	Bingo	7/1/18 - 9/5/18
Football Boosters	Off Campus Donut Sale	7/20/18 - 8/31/18
Football Boosters	Donation Drive	7/20/18 - 12/31/18
Football Boosters	Monthly Restaurant Days	7/20/18 - 1/31/19
Spirit Leader Boosters	Spirit Yard Sign Sale	7/20/18 - 5/31/19
Football Boosters	Game/Events Spirit Kiosk	8/1/18 - 1/31/19
Football Boosters	Spirit Apparel Sale	8/1/18 - 1/31/19
Football Boosters	Home Football Games Snack Bar	8/1/18 - 1/31/19
Football Boosters	Game/Events Parking Donations	8/1/18 - 1/31/19
Football Boosters	Game/Events Program Sale	8/1/18 - 1/31/19
Aquatics Boosters	Boys Waterpolo Tournament	8/24/18 - 8/25/18
Aquatics Boosters	Boys Waterpolo Tournament	9/14/18 - 9/15/18
Aquatics Boosters	Boys Waterpolo Tournament	10/12/18 - 10/13/18
Aquatics Boosters	Boys Waterpolo Tournament	10/26/18 - 10/27/18
Spirit Leader Boosters	Off Campus See's Candy Sale	12/1/18 - 12/30/18
Spirit Leader Boosters	Spirit Spectacular Competition	1/12/19
Spirit Leader Boosters	Off Campus See's Candy Sale	4/1/19 - 4/21/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
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
July 19, 2018

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Litel ES</u>		
Natalie Tuboly	Cash	\$320.00
<u>Chino Hills HS</u>		
Edison International	Cash	\$60.00

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

DATE: July 19, 2018

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	2017/2018 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	May 2018	\$ 16,458.90	\$ 219,908.78
Fagen Friedman & Fulfroost LLP	-	-	\$ 1,794.00
Margaret A. Chidester & Associates	April 2018	\$111,784.91	\$1,113,432.16
McCune & Harber, LLP	-	-	\$ 45.00
Parker & Covert LLP	-	-	\$ 1,777.50
	Total	\$128,243.81	\$1,336,957.44

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

\$128,243.81 to the General Fund.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
SUBJECT: SIGNATURE AUTHORIZATIONS FOR CHINO VALLEY UNIFIED SCHOOL DISTRICT

=====

BACKGROUND

Signature authorization items are routinely brought to the Board for approval based on changes in the organization. Signature authorization allows employees and Board members to perform designated functions in the course of their assigned duties. Approval of the list authorizes designated employees and Board members specific signature authority.

This updated signature list removes signature authorization for Wayne M. Joseph, Superintendent.

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

RECOMMENDATION

It is recommended the Board of Education approve the signature authorizations for Chino Valley Unified School District.

FISCAL IMPACT

None.

NE:SHC:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
 AUTHORIZED SIGNATURE LIST
 July 19, 2018**

In accordance with provisions of legal codes for the State of California, the Board of Education of the Chino Valley Unified School District hereby delegates authority to sign documents on their behalf, subject to the conditions noted below.

No contract signed pursuant to this delegation shall be valid until such approval has been granted by the governing body of this school district. The duration of this delegation shall extend until revoked or amended.

DOCUMENTS	NAMES
Certificated Notice of Employment**	Wayne M. Joseph Norm Enfield Lea Fellows Suzanne Hernandez Richard Rideout
Classified Notice of Employment**	Wayne M. Joseph Norm Enfield Lea Fellows Suzanne Hernandez Richard Rideout
Notice of Intent Not to Re-Employ	Wayne M. Joseph Norm Enfield Lea Fellows Suzanne Hernandez Richard Rideout
Notice of Employment – Youth Work Experience**	Wayne M. Joseph Norm Enfield Grace Park Luke Hackney Julian Rodriguez
Temporary Teaching Credentials and Credential Applications	Wayne M. Joseph Norm Enfield Lea Fellows Suzanne Hernandez Richard Rideout
Statements of Need	Wayne M. Joseph Norm Enfield Lea Fellows Suzanne Hernandez Richard Rideout
Inter District and Intra District Attendance Agreements	Wayne M. Joseph Norm Enfield Sandra H. Chen Lea Fellows Grace Park Stephanie Johnson
Claim of Plaintiff Statements	Wayne M. Joseph Norm Enfield Sandra H. Chen Lea Fellows Greg Stachura Craig Frame

DOCUMENTS	NAMES
Small Claims Court Representatives**	Wayne M. Joseph Norm Enfield Sandra H. Chen Lea Fellows Suzanne Hernandez Craig Frame Richard Rideout
Forms/Report/Claims for Workers' Compensation Risk Management	Wayne M. Joseph Norm Enfield Sandra H. Chen Lea Fellows Suzanne Hernandez Craig Frame Richard Rideout
Payroll Orders	Wayne M. Joseph Norm Enfield Sandra H. Chen Liz Pensick Patti Newton
Payroll Connected District Orders	Wayne M. Joseph Norm Enfield Sandra H. Chen Liz Pensick Patti Newton
Custodian of Revolving Cash Fund for the General Fund*	Wayne M. Joseph Norm Enfield Sandra H. Chen (custodian) Liz Pensick Patti Newton
District Orders for Employee Mileage Reimbursement and Transportation Reports	Wayne M. Joseph Norm Enfield Sandra H. Chen Liz Pensick
Purchase Orders**	Wayne M. Joseph Norm Enfield Sandra H. Chen Lea Fellows Grace Park Greg Stachura Anna G. Hamilton Liz Pensick Patti Newton
All Other Special Projects Applications and Report Documents	Wayne M. Joseph Norm Enfield Sandra H. Chen Lea Fellows Grace Park Greg Stachura Beverly Beemer Liz Pensick

DOCUMENTS	NAMES
Special Projects Funding Applications, Funding Certifications	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Greg Stachura Beverly Beemer
Miscellaneous Receipts Checking Account*	Wayne M. Joseph Norm Enfield Sandra H. Chen Liz Pensick Patti Newton
Forms, Reports, Checks for Nutrition Service Cafeteria Account*	Sandra H. Chen Liz Pensick Patti Newton Javier Quirarte
Briggs Fundamental Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Buena Vista HS Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Cal Aero Preserve Academy Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Canyon Hills JHS Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Magnolia JHS Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Ramona JHS Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Townsend JHS Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton

DOCUMENTS	NAMES
Woodcrest JHS Associated Student Body*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Elementary Student Bodies*	Wayne M. Joseph Norm Enfield Sandra H. Chen Grace Park Liz Pensick Patti Newton
Travel Advances	Wayne M. Joseph Norm Enfield Sandra H. Chen
Housing Construction Impact Reports	Wayne M. Joseph Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer
District Orders, Contracts and in Lieu of Transportation Payments**	Wayne M. Joseph Norm Enfield Sandra H. Chen Lea Fellows Grace Park Greg Stachura Anna G. Hamilton Liz Pensick
Approval of the Release of Commercial Warrants as Payments to Vendors**	Wayne M. Joseph Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer Liz Pensick Patti Newton
Bank Documents	Sandra H. Chen Liz Pensick
Electronic Signature Key Authorization	Sandra H. Chen Anna G. Hamilton Liz Pensick Patti Newton
Budget and Expenditure Transfers or Adjustments**	Wayne M. Joseph Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer Liz Pensick
Necessary School Facilities Program Documents (State Allocation Board)	Wayne M. Joseph Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer
Certification of Board of Education Minutes	Wayne M. Joseph Norm Enfield Pamela Feix–(President) Irene Hernandez-Blair–(Clerk)

* Requires more than one signature
** Requires separate Board action
*** Name added

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
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: 2018/2019 APPLICATIONS TO OPERATE FUNDRAISING
ACTIVITIES AND OTHER ACTIVITIES FOR THE BENEFIT OF
STUDENTS**

=====

BACKGROUND

Administrative Regulation 1230 Community Relations – School Connected Organizations requires that any person or group of people desiring to raise money to benefit a student or students at one or more schools within the District shall request authorization to operate by applying to the Chino Valley Unified School District 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 2018/2019 applications to operate fundraising activities and other activities for the benefit of students.

FISCAL IMPACT

None.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
July 17, 2018

**2018/2019 AUTHORIZATION TO OPERATE FUNDRAISING ACTIVITIES
AND OTHER ACTIVITIES FOR THE BENEFIT OF STUDENTS**

School

Organization

Hidden Trails ES
Oak Ridge ES

PTA
PTA

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

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: REVISION OF BOARD POLICY 3100 BUSINESS AND
NONINSTRUCTIONAL OPERATIONS – BUDGET**

=====

BACKGROUND

Board policies and regulations are routinely developed as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 3100 Business and Noninstructional Operations – Budget is being revised to reflect updates to both laws and current practice. This agenda item was presented to the Board of Education on June 28, 2018, for information.

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

Approval 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 3100 Business and Noninstructional Operations – Budget.

FISCAL IMPACT

None.

NE:SHC:LP:wc

BUDGET

The Board of Education ~~accepts~~ RECOGNIZES ITS CRITICAL responsibility for adopting a sound budget for each fiscal year that is compatible with the District's vision, and goals, PRIORITIES, LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP), AND OTHER COMPREHENSIVE PLANS. The District budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the District. ~~The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law.~~

(cf. 0000 – Vision)
 (cf. 0200 – Goals for the School District)
 (cf. 0400 – Comprehensive Plans)
 (cf. 0460 – Local Control and Accountability Plan)
 (cf. 3300 – Expenditures/Expending Authority)
 (cf. 3460 – Financial Reports and Accountability)
 (cf. 9000 – Role of the Board)

The District budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

IN ORDER TO PROVIDE GUIDANCE IN THE DEVELOPMENT OF THE BUDGET, THE BOARD SHALL ANNUALLY ESTABLISH BUDGET PRIORTIES BASED ON IDENTIFIED DISTRICT NEEDS AND GOALS AND ON REALISTIC PROJECTIONS OF AVAILABLE FUNDS.

The Superintendent or designee shall ~~determine the manner in which the budget is developed and shall schedule the budget adoption process in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the county superintendent of schools of the district's decision to use the single budget adoption process in the subsequent year~~ OVERSEE THE PREPARATION OF A PROPOSED DISTRICT BUDGET FOR APPROVAL BY THE BOARD AND SHALL INVOLVE APPROPRIATE STAFF IN THE DEVELOPMENT OF BUDGET PROJECTIONS.

The Board ~~encourages public input in the budget development process and shall hold A public hearings ON THE PROPOSED BUDGET and meetings~~ in accordance with Education Code 42103 and 42127.

BUDGET (cont.)

(cf. 9320 – Meetings and Notices)
 (cf. 9322 – Agenda/Meeting Materials)
 (cf. 9323 – Meeting Conduct)

THE BOARD SHALL ADOPT THE DISTRICT BUDGET ON OR BEFORE JULY 1 OF EACH YEAR. (Education Code 42127)

AT A PUBLIC MEETING SCHEDULED ON A DATE AFTER THE PUBLIC HEARING ON THE BUDGET, THE BOARD SHALL, FOLLOWING ITS ADOPTION OF THE LCAP OR AN ANNUAL UPDATE TO THE LCAP, ADOPT THE BUDGET. THE BUDGET SHALL INCLUDE THE EXPENDITURES NECESSARY TO IMPLEMENT THE LCAP OR THE ANNUAL UPDATE TO THE LCAP. (Education Code 42127, 52062)

The budget that is formally adopted by the Board shall ~~be in the format~~ ADHERE TO THE STATE'S STANDARDIZED ACCOUNT CODE STRUCTURE prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the board, staff, and public.

NO LATER THAN FIVE DAYS AFTER THE BOARD ADOPTS THE DISTRICT BUDGET OR BY JULY 1, WHICHEVER OCCURS FIRST, THE BOARD SHALL FILE WITH THE COUNTY SUPERINTENDENT OF SCHOOLS THE ADOPTED DISTRICT BUDGET AND SUPPORTING DATA. THE BUDGET AND SUPPORTING DATA SHALL BE MAINTAINED AND MADE AVAILABLE FOR PUBLIC REVIEW. (Education Code 42127)

IF THE COUNTY SUPERINTENDENT DISAPPROVES OR CONDITIONALLY APPROVES THE DISTRICT'S BUDGET, THE BOARD SHALL REVIEW AND RESPOND TO HIS/HER RECOMMENDATIONS AT A PUBLIC MEETING ON OR BEFORE OCTOBER 8. THE RESPONSE SHALL INCLUDE ANY REVISIONS TO THE ADOPTED BUDGET AND ANY OTHER PROPOSED ACTIONS TO BE TAKEN AS A RESULT OF THOSE RECOMMENDATIONS. (Education Code 42127)

Budget Advisory Committee

The Superintendent or designee may appoint a Budget Advisory Committee composed of staff, board representatives, and/or members of the community. The committee shall ~~develop~~ SUBMIT recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board, Superintendent or designee.

(cf. 1220 – Citizen Advisory Committees)
 (cf. 2230 – Representative and Deliberative Groups)
 (cf. 3350 – Travel Expenses)
 (cf. 9130 – Board Committees)
 (cf. 9140 – Board Representatives)

BUDGET (cont.)

~~In developing the District budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded Average Daily Attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129; CCR 15440-15451)~~

~~The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.~~

Budget Criteria and Standards

~~In developing the district budget, †The Superintendent or designee shall analyze DEVELOP A DISTRICT BUDGET IN ACCORDANCE WITH STATE criteria and standards SPECIFIED IN 5 CCR 15440-15450 AS THEY RELATE TO PROJECTIONS OF adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, LOCAL CONTROL FUNDING FORMULA REVENUE, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, UNRESTRICTED GENERAL fund balance, and reserves,. the budget review IN ADDITION, HE/SHE shall PROVIDE THE also identify supplemental information regarding SPECIFIED IN 5 CCR 15451 WHICH ADDRESSES THE METHODOLOGY AND BUDGET ASSUMPTIONS USED, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor COLLECTIVE BARGAINING agreements, THE LCAP, AND LCAP EXPENDITURES. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)~~

~~THE DISTRICT BUDGET SHALL PROVIDE FOR INCREASING OR IMPROVING SERVICES FOR UNDUPLICATED STUDENTS AT LEAST IN PROPORTION TO THE INCREASE IN FUNDS APPORTIONED ON THE BASIS OF THE NUMBER AND CONCENTRATION OF UNDUPLICATED STUDENTS IN ACCORDANCE WITH 5 CCR 15496. UNDUPLICATED STUDENTS ARE STUDENTS WHO ARE ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS, ENGLISH LEARNERS, AND/OR FOSTER YOUTH. (Education Code 42238.07; 5 CCR 15496).~~

(cf. 3553 – Free and Reduced Price Meals)

(cf. 6173.1 – Education for Foster Youth)

(cf. 6174 – Education for English Learners)

BUDGET (cont.)

~~The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450.)~~

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, ~~categorical~~ program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 – Administrative Discretion Regarding Board Policy)

(cf. 3110 – Transfer of Funds)

Fund Balance

~~The fund balance policy is intended to provide guidelines during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. It also is intended to preserve flexibility throughout the fiscal year to make adjustments in funding for programs approved in connection with the annual budget. The fund balance policy should be established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances. The main objective of establishing and maintaining a fund balance policy is for the District to be in a strong fiscal position that will allow for better position to weather negative economic trends.~~

~~The District establishes and maintains classifications of SHALL CLASSIFY fund balanceS in accordance COMPLIANCE with Governmental Accounting and Financial Standards Board (GASB) Statement no. 54, fund balance reporting and governmental fund type definitions. The fund balance consists of five classifications: nonspendable, restricted, committed, assigned, and unassigned. AS FOLLOWS:~~

- ~~• 1. Nonspendable fund balance consists of funds INCLUDES AMOUNTS that cannot be spent due to their ARE NOT EXPECTED TO BE CONVERTED TO CASH, SUCH AS RESOURCES THAT ARE NOT IN SPENDABLE form (e.g. Inventories and prepaids) or funds that ARE legally or contractually must REQUIRED TO be maintained intact.~~
- ~~• 2. Restricted fund balance consists of funds that are mandated for a INCLUDES AMOUNTS CONSTRAINED TO specific purposeS by external parties, constitutional provisions or enabling legislation THEIR PROVIDERS OR BY LAW.~~
- ~~• 3. Committed fund balance consists of funds that are set aside for a INCLUDES AMOUNTS CONSTRAINED TO specific purposeS by the District's highest level of decision making authority (governing board). Formal action must be taken prior to the end of the fiscal year. The same formal action must be taken to remove or change the limitations placed on the funds BOARD.~~

BUDGET (cont.)

- ~~4. Assigned fund balance consists of funds that are set aside with the intent to be used~~
INCLUDES AMOUNTS WHICH ARE INTENDED for a specific purpose BUT DO NOT MEET THE CRITERIA TO BE CLASSIFIED AS RESTRICTED OR COMMITTED.
~~by the District's highest level of decision making authority or a body or official that has been given~~
†The BOARD DELEGATES or a body or official that has been given the authority to assign funds TO THE ASSIGNED FUND BALANCE TO THE SUPERINTENDENT AND AUTHORIZES THE ASSIGNMENT OF SUCH Assigned funds cannot cause a deficit in unassigned fund balance TO BE MADE ANY TIME PRIOR TO THE ISSUANCE OF THE FINANCIAL STATEMENTS. THE SUPERINTENDENT MAY FURTHER DELEGATE THE AUTHORITY TO ASSIGN FUNDS AT HIS/HER DISCRETION.
- ~~5. Unassigned fund balance consists of excess funds that have not been classified in the previous four classifications. All funds in this classification are considered spendable resources. This classification also provides the resources necessary to meet unexpected expenditures and revenue shortfalls~~
INCLUDES AMOUNTS THAT ARE AVAILABLE FOR ANY PURPOSE.

WHEN MULTIPLE TYPES OF FUNDS ARE AVAILABLE FOR AN EXPENDITURE, THE DISTRICT SHALL FIRST UTILIZE FUNDS FROM THE RESTRICTED FUND BALANCE AS APPROPRIATE, THEN FROM THE COMMITTED FUND BALANCE, THEN FROM THE ASSIGNED FUND BALANCE, AND LASTLY FROM THE UNASSIGNED FUND BALANCE.

THE BOARD INTENDS TO MAINTAIN A MINIMUM ASSIGNED AND UNASSIGNED FUND BALANCE IN AN AMOUNT THE BOARD DEEMS SUFFICIENT TO MAINTAIN FISCAL SOLVENCY AND STABILITY AND TO PROTECT THE DISTRICT AGAINST UNFORESEEN CIRCUMSTANCES.

IF THE ASSIGNED AND UNASSIGNED FUND BALANCE FALLS BELOW THE LEVEL SET BY THE BOARD DUE TO AN EMERGENCY SITUATION, UNEXPECTED EXPENDITURES, OR REVENUE SHORTFALLS, THE BOARD SHALL DEVELOP A PLAN TO RECOVER THE FUND BALANCE WHICH MAY INCLUDE DEDICATING NEW UNRESTRICTED REVENUES, REDUCING EXPENDITURES, AND/OR INCREASING REVENUES OR PURSUING OTHER FUNDING SOURCES.

NONSPENDABLE AND RESTRICTED FUNDS

~~It is the responsibility of the chief business official to report all nonspendable and restricted funds appropriately in the district's financial statements.~~

FUND BALANCE SPENDING ORDER

~~Unless legal requirements disallow it, the District will spend the most restricted dollars before less restricted in the following order:~~

BUDGET (cont.)

1. ~~Nonspendable — if the funds become spendable~~
2. ~~Restricted~~
3. ~~Committed~~
4. ~~Assigned~~
5. ~~Unassigned~~

~~AUTHORITY TO COMMIT FUNDS~~

~~The District's governing board has the authority to set aside funds for a specific purpose. Any funds set aside as committed fund balance requires the passage of a resolution by a simple majority vote. The passage of a resolution must take place prior to June 30th of the applicable fiscal year.~~

~~AUTHORITY TO ASSIGN FUNDS~~

~~Upon passage of the fund balance policy, authority is given to the District's chief business official to assign funds for specific purposes. Any funds set aside as assigned fund balance must be reported to the District's governing board at their next regular meeting. The governing board has the authority to remove or change the assignment of the funds with a simple majority vote.~~

~~The District's governing board has the authority to set aside funds for the intended use of a specific purpose. Any funds set aside as assigned fund balance requires a simple majority vote and must be recorded in the minutes.~~

~~UNASSIGNED FUND BALANCE~~

~~Unassigned fund balance is the residual amount of fund balance in the general fund. It represents the resources available for future spending. An appropriate level of unassigned fund balance should be maintained in the general fund in order to cover unexpected expenditures and revenue shortfalls.~~

~~Unassigned fund balance may be accessed in the event of unexpected expenditures up to the minimum established level upon approval of a budget revision by the District's governing board. In the event of projected revenue shortfalls, it is the responsibility of the chief business official to report the projections to the district's governing board on a quarterly basis and shall be recorded in the minutes.~~

~~Any budget revision that will result in the unassigned fund balance dropping below the minimum level will require the approval of 2/3 vote of the district's governing board.~~

BUDGET (cont.)**MINIMUM FUND BALANCE**

~~The fund balance of the District's general fund is intended to contain reserves to provide stability and flexibility in response to unexpected adversity and/or opportunities. The target is to maintain an unrestricted fund balance of not less than three percent (3%) of combined general fund expenditures and other financing uses in the unassigned fund balance classification. The rationale for this level of reserves is to provide the following:~~

- ~~• To meet state required reserve levels in accordance with the standards and criteria adopted by the State Board of Education (education code 33128)~~
- ~~• To provide adequate cash to meet financial obligations~~
- ~~• To provide available funds to meet unanticipated or emergency financial obligations~~
- ~~• To provide stability during periods of economic distress~~

RESERVE BALANCE

THE DISTRICT BUDGET SHALL INCLUDE A MINIMUM RESERVE BALANCE FOR ECONOMIC UNCERTAINTIES THAT IS CONSISTENT WITH THE PERCENTAGE OR AMOUNT SPECIFIED IN 5 CCR 15450.

IN ANY YEAR THAT THE DISTRICT IS NOTIFIED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT THE AMOUNT OF MONIES IN THE STATE PUBLIC SCHOOL SYSTEM STABILIZATION ACCOUNT EQUALS OR EXCEEDS THREE PERCENT OF THE COMBINED TOTAL OF GENERAL FUND REVENUES APPROPRIATED FOR SCHOOL DISTRICTS AND ALLOCATED LOCAL PROCEEDS OF TAXES, THE DISTRICT BUDGET SHALL NOT CONTAIN A COMBINED ASSIGNED OR UNASSIGNED ENDING GENERAL FUND BALANCE THAT IS IN EXCESS OF 10 PERCENT OF THESE FUNDS. (Education Code 41202, 42127.01)

Long-Term Financial Obligations

The District's current-year budget and multi-year projections shall include adequate provisions for addressing the District's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 – Collective Bargaining Agreement)
(cf. 4154/4254/4354 – Health and Welfare Benefits)

BUDGET (cont.)

(cf. 7210 – Facilities Financing)

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

~~Regardless of the funding strategy used by the District, Governmental Accounting Standards Board (GASB) statement 45 requires the District to report the annual expense of OPEBS and, to the extent that the OPEBS are not prefunded, to report them as a liability on the district's financial statements; see AR 3460 Financial Reports and Accountability.~~

The Board shall approve a plan for meeting the District's long term obligations to fund non-pension, Other Postemployment Benefits (OPEBS). This plan shall include a specific funding strategy and the method that will be used to finance the District's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the District to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the District and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBS, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

NO LATER THAN 45 DAYS AFTER THE GOVERNOR SIGNS THE ANNUAL BUDGET ACT, THE SUPERINTENDENT OR DESIGNEE SHALL MAKE AVAILABLE FOR PUBLIC REVIEW ANY REVISIONS IN BUDGETED REVENUES AND EXPENDITURES WHICH OCCUR AS A RESULT OF THE FUNDING MADE AVAILABLE BY THAT BUDGET ACT. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the District's net ending balance. When final figures for the prior-year

BUDGET (cont.)

budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for board approval when ~~the state budget is adopted~~, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the District, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:EDUCATION CODE

1240 Duties of County Superintendent of Schools
 33127–33131 Standards and criteria for local budgets and expenditures
 41202 Determination of minimum level of education funding
 42103 Public hearing on proposed budget; requirements for content of proposed budget
 42122–42129 Budget requirements
 42130–42134 Financial certifications
 42140–42141 Disclosure of fiscal obligations
 42238–42251 Apportionments to districts, especially:
 42238.01–42238.07 Local control funding formula
 42602 Use of unbudgeted funds
 42610 Appropriation of excess funds and limitation thereon
 45253 Annual budget of personnel commission
 45254 First year budget of personnel commission
 52060–52077 Local Control and Accountability Plan

GOVERNMENT CODE

7900–7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure
 15440–15451 Criteria and Standards for school district budgets
 15494–15496 Local Control Funding Formula, expenditures

Management Resources:CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

WEBSITES

California School Boards Association: www.csba.org

Association of California School Administrators: www.acsa.org

California Department of Education, Finance and Grants: www.cde.ca.gov/fg

California Department of Finance: www.dof.ca.gov

Fiscal Crisis and Management Assistance Team: www.fcmat.org

BUDGET (cont.)

Government Finance Officers Association: www.gfoa.org
Governmental Accounting Standards Board: www.gasb.org
School Services of California, Inc.: www.sscal.com

Chino Valley Unified School District

Policy Adopted: November 16, 1995

Revised: June 3, 1999

Revised: September 4, 2008

Revised: April 2, 2009

Revised: June 30, 2011

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT EXPULSION CASE 17/18-31

=====

BACKGROUND

The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student’s presence causes a continuing danger to him/herself or others.

A student may be expelled only by the Board of Education. The Board shall expel, as required by law, any student found to have committed certain offenses listed in Education Code 48915.

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

RECOMMENDATION

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve student expulsion case 17/18-31.

FISCAL IMPACT

None.

NE:GP:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: SCHOOL-SPONSORED TRIP

=====

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 trip for:

School-Sponsored Trip	Date	Fiscal Impact
Site: Chino HS Event: Volleyball Team - Summer Camp Place: Big Bear, CA Chaperone: 14 students/2 chaperones	August 5-9, 2018	Cost: \$150.00 per student Funding Source: Fundraising

FISCAL IMPACT

None.

NE:GP:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services

SUBJECT: 2018/2019 EXPULSION HEARING ADMINISTRATIVE PANEL

=====

BACKGROUND

Administrative Regulation 5144.1 authorizes the formation and use of administrative panels to conduct expulsion hearings on behalf of the Board of Education (California Education Code 48918). The administrative panel shall be selected from a Board-approved pool. Panel members should be available to serve a minimum of two times per semester. A Board-approved list of administrators is attached. The attached list represents positions rather than names in order to alleviate the need to revise the list throughout the year as administrative assignments change.

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

RECOMMENDATION

It is recommended the Board of Education approve the 2018/2019 Expulsion Hearing Administrative Panel.

FISCAL IMPACT

None.

NE:GP:SJ:ss

POOL OF EXPULSION HEARING ADMINISTRATIVE PANEL MEMBERS

DISTRICT OFFICE PERSONNEL

Director, Access and Equity
Director, Alternative Education
Director, Assessment and Instr. Technology
Director, Elementary Curriculum and Instr.
Director, Health Services
Directors, Human Resources
Director, Professional Development
Director, Secondary Curriculum and Instr.
Director, Special Education
Director, Student Support Services
Director, Technology
Coordinator, Access, Equity, and Assessment
Coordinator, Behavior Intervention
Coordinator, Child Welfare and Attendance
Coordinator, Elementary Curriculum and Instr.
Coordinator, Health Services
Coordinator, Secondary Curriculum and Instr.
Coordinators, Special Education

ELEMENTARY SCHOOLS (K-6)

1. Principal, Borba ES
2. Assistant Principal, Borba ES
3. Principal, Butterfield Ranch ES
4. Assistant Principal, Butterfield Ranch ES
5. Principal, Cattle ES
6. Assistant Principal, Cattle ES
7. Principal, Chaparral ES
8. Assistant Principal Chaparral ES
9. Principal, Cortez ES
10. Assistant Principal, Cortez ES
11. Principal, Country Springs ES
12. Assistant Principal, Country Springs ES
13. Principal, Dickey ES
14. Assistant Principal, Dickey ES
15. Principal, Dickson ES
16. Assistant Principal, Dickson ES
17. Principal, Eagle Canyon ES
18. Assistant Principal, Eagle Canyon ES
19. Principal, Glenmeade ES
20. Assistant Principal, Glenmeade ES
21. Principal, Hidden Trails ES
22. Assistant Principal, Hidden Trails ES
23. Principal, Liberty ES
24. Assistant Principal, Liberty ES
25. Principal, Litel ES

26. Assistant Principal, Litel ES
27. Principal, Marshall ES
28. Assistant Principal, Marshall ES
29. Principal, Newman ES
30. Assistant Principal, Newman ES
31. Principal, Oak Ridge ES
32. Assistant Principal, Oak Ridge ES
33. Principal, Rhodes ES
34. Assistant Principal, Rhodes ES
35. Principal, Rolling Ridge ES
36. Assistant Principal, Rolling Ridge ES
37. Principal, Walnut ES
38. Assistant Principal, Walnut ES
39. Principal, Wickman ES
40. Assistant Principal, Wickman ES

K-8 SCHOOLS

1. Principal, Briggs K-8
2. Assistant Principals, Briggs K-8
3. Principal, Cal Aero K-8
4. Assistant Principals, Cal Aero K-8

SECONDARY SCHOOLS (7-12)

1. Principal, Canyon Hills JHS
2. Assistant Principals, Canyon Hills JHS
3. Principal, Magnolia JHS
4. Assistant Principals, Magnolia JHS
5. Principal, Ramona JHS
6. Assistant Principals, Ramona JHS
7. Principal, Townsend JHS
8. Assistant Principals, Townsend JHS
9. Principal, Woodcrest JHS
10. Assistant Principal, Woodcrest JHS
11. Principal, Ayala HS
12. Assistant Principals, Ayala HS
13. Principal, Boys Republic HS
14. Principal, Buena Vista HS
15. Principal, Chino HS
16. Assistant Principals, Chino HS
17. Principal, Chino Hills HS
18. Assistant Principals, Chino Hills HS
19. Principal, Don Lugo HS
20. Assistant Principals, Don Lugo HS
21. Assistant Principal, Chino Valley Learning Academy
22. Principal, Adult School

Administrative Retirees as they become available.

Chino Valley Unified School District

Our Motto:

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

DATE: July 19, 2018

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
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: REVISION OF BOARD POLICY 5127 STUDENTS – GRADUATION CEREMONIES AND ACTIVITIES

=====

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 5127 Students – Graduation Ceremonies and Activities is being revised to delete the California High School Exit Examination (CAHSEE) as a condition for high school graduation, and adjust the junior high school grading period to reflect current practice. This item was presented to the Board of Education on June 28, 2018, 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 5127 Students – Graduation Ceremonies and Activities.

FISCAL IMPACT

None.

NE:GP:TF:JR:rtr

GRADUATION CEREMONIES AND ACTIVITIES

Diploma

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, passing any required assessments, and maintained a cumulative Grade Point Average (GPA) of 2.0, and have thereby earned the right to receive a diploma. The Board of Education believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

At the discretion of the Superintendent or designee, a student who will complete graduation requirements during the summer may participate in graduation exercises without receiving his/her diploma. When the requirements have been satisfied, a diploma shall be sent to the student.

High school students who have passed ~~the California High School Proficiency Examination~~ or the General Educational Development Test must also meet District graduation requirements in order to participate in graduation ceremonies.

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The school or District shall not direct invocations, prayer, or benedictions at graduation ceremonies.

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

Honors and Awards

To honor superior academic achievement, graduation ceremonies shall include recognition of valedictorian(s) and salutatorian(s). Valedictorian(s) and salutatorian(s) shall be selected based on established criteria and procedures that use multiple measures of academic performance.

(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent or designees shall identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and nonschool awards.

GRADUATION CEREMONIES AND ACTIVITIES (cont.)

(cf. 5126 - Awards for Achievement)

Honorary Diploma

Students with special needs who have differential standards for graduation delineated in their IEP and who meet those standards shall receive an Honorary Diploma and shall be allowed to participate in graduation ceremonies and senior activities.

Certificate of Credit

Students who complete the course requirements, but who have failed to meet ~~one of the additional~~ 2.0 GPA requirements for a diploma shall receive a Certificate of Credit instead of a Diploma and shall be allowed to participate in graduation ceremonies pursuant to Board Policy 5127 Graduation Ceremonies and Activities.

~~Students who are eligible for a Certificate of Credit are those who meet all course requirements but have failed to meet one of the following criteria:~~

~~Achieve a GPA of 2.0; or~~

~~Pass both sections of the California High School Exit Examination (CAHSEE).~~

Students who have not completed all course requirements are not eligible for a certificate and shall not participate in graduation ceremonies. Students who have failed to meet both of the additional criteria listed above are not eligible for a certificate and shall not participate in graduation ceremonies.

(cf. 3260 - Fees and Charges)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Conduct at Graduation Ceremonies

Any student participating in a graduation ceremony shall comply with District policies and regulations pertaining to student conduct.

(cf. 5131 - Conduct)

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony.

However, any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces, may, at his/her option, wear his/her military dress uniform at the ceremony. (Education Code 65183.3)

GRADUATION CEREMONIES AND ACTIVITIES (cont.)**Disciplinary Considerations**

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. Prior to denial of the privilege, the student, and where practicable his/her parent/guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal the decision.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5144 - Discipline)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Foreign Exchange Students

Foreign exchange students may receive honorary diplomas during the graduation ceremony. (Education Code 51225.5)

Elementary/Junior High School Promotion Exercises

At the junior high school level, students must have a 2.0 GPA in their final ~~semester~~ TRIMESTER and no more than two (2) “unsatisfactory” (U) citizenship grades in order to participate in promotion exercises.

Legal Reference:**EDUCATION CODE 10**

35183.3 Graduation ceremonies; military dress uniforms

38119 Lease of personal property; caps and gowns

48904 Liability of Parent or Guardian; Withholding of Grades, Diplomas, Transcripts

51225.5 Honorary Diplomas; Foreign Exchange Students

51410-51412 Diplomas

COURT DECISIONS

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Santa Fe Independent school district v. doe, (2000) 530 U.S. 290

Lee V. Weisman, (1992) 505 U.S. 577

Sands v. Morongo Unified School District (1991) 53 Cal. 3d 863

Lemon v. Kurtzman (1971) 403 U.S. 602

Management Resources:**WEBSITES**

California Department of Education, High School: www.cde.ca.gov/ci/gs/hsl

GRADUATION CEREMONIES AND ACTIVITIES (cont.)

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: March 7, 2002

Revised: June 5, 2003

Revised: May 1, 2008

Revised: May 20, 2010

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

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 Rodriguez, Ed.D., Director, Secondary Curriculum

SUBJECT: AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2018/2019 APPLICATION FOR FUNDING FOR DON LUGO HS

=====

BACKGROUND

The purpose of the Agricultural Career Technical Educational Incentive Grant is to improve the quality of Agricultural Vocational Programs by upgrading agricultural equipment. Equipment is defined as “any non-salary” item of expenditure.

The grant amount applied for is in addition to any funds received through the 2018/2019 Carl D. Perkins Vocational and Applied Technology Act. School districts participating in the incentive grant must certify that the funds will be used to supplement, not supplant, the District’s regular on-going expenditures for the Agricultural Career Technical Education Program.

Districts are required to provide matching funds. Matching funds can come from several sources including but not limited to 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 approve the Agricultural Career Technical Education Incentive Grant 2018/2019 Application for funding for Don Lugo HS.

FISCAL IMPACT

\$24,504.00 to General Fund.

NE:GP:JR:lar

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2018-19 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

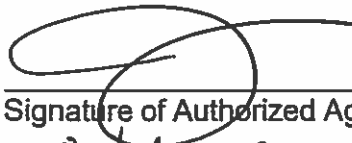

Don Lugo High School
School Site

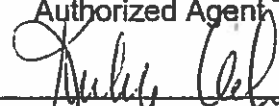
Chino Valley Unified School District
District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.


Signature of Authorized Agent

Signature of Agriculture Teacher
Responsible for the Program

Director, Secondary Curriculum
Authorized Agent Title

Signature of Principal

Contact Phone Number: (951) 323-5120

Date of Local Agency Board Approval: 07/19/18

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2018-19 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET ALL THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED ALL THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET ALL REQUIRED QUALITY CRITERIA LISTED ABOVE, AND YOU ARE NOT SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

Award Estimator

DATES OF PROJECT DURATION: JULY 1, 2018 TO JUNE 30, 2019

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	<u>3</u>
Total Number of Students from the prior fiscal year R-2 Report:	<u>188</u>
Number of teachers meeting Criterion 10 (see instructions for more information):	<u>3</u>
Number of teachers meeting Criterion 11a (see instructions for more information):	<u>3</u>
Number of teachers meeting Criterion 11b (see instructions for more information):	<u>3</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>N</u>

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of Agriculture teachers' names):	<u>\$ 5,000.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,504.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 6,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 6,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 6,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 0.00</u>
Total Estimated Award:	<u>\$ 24,504.00</u>

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2018-19 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Curriculum Supplies	\$ 17,004.00	\$ 17,004.00
	Subtotal for 4000	\$ 17,004.00	\$ 17,004.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conferences	\$ 1,500.00	\$ 1,500.00
2.	Staff Travel	\$ 3,000.00	\$ 3,000.00
3.	Vehicle Repairs	\$ 1,000.00	\$ 1,000.00
4.	Bus Transportation	\$ 2,000.00	\$ 2,000.00
5.			
6.			
7.			
8.			
9.			
10.			
	Subtotal for 5000	\$ 7,500.00	\$ 7,500.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
	Subtotal for 6000	\$ 0.00	\$ 0.00

Total Allocated Funds: \$ 24,504.00 \$ 24,504.00

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2018-19 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

VARIANCE REQUEST FORM

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

Don Lugo High School
School Site

Chino Valley Unified School District
District

1. Standard and criterion for which variance is requested:
Standard Number: 4
Criterion Number: 1
2. Reasons why the criterion is not being met at this time (use additional pages if needed):
Mary Jane Ashley is in the process of completing her Designated Subject Credential.
3. Steps to be taken in order to meet this criterion (use additional pages if needed):
Mary Jane has verified her 3,000 hour industry experience and completed coursework during the 2017-2018 school year. She has 1 Constitution course left to take which she is enrolled for the fall semester. She will then be applying for her cleared Designated Subject Credential before December 2018.

Ashley Cureton

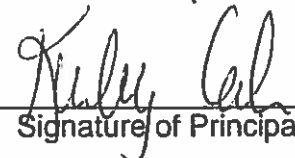
Name of Agriculture Teacher
Responsible for the Program



Signature of Agriculture
Teacher Responsible for the Program

Dr. Kimberly Cabrera

Name of Principal



Signature of Principal

Name of Regional Supervisor

Signature of Regional Supervisor

**Agriculture Incentive Grant
List of Agriculture Teachers
2018-2019**

1. Ashley Cureton
2. Alyssa Berry
3. Mary Jane Ashley

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., 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

\$383,592.20 to all District funding sources.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., 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

BUSINESS SERVICES	FISCAL IMPACT
B-1819-007 Sage Software. To provide accounting software annual renewal. Submitted by: Nutrition Services Duration of Agreement: August 3, 2018 – August 2, 2019	Contract amount: \$1,120.98 Funding source: Cafeteria Fund

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1819-081 University of Oregon. To provide software for Multi-tiered Systems of Support for Behavior counselors. Submitted by: Health Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$8,575.00 Funding source: General Fund
CIIS-1819-082 Staff Rehab. To provide contracted Registered Nurses (RN) Submitted by: Health Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
CIIS-1819-083 WestEd. District to provide evaluation of the Expository Reading and Writing Curriculum to WestEd. Submitted by: Secondary Curriculum and Instruction Duration of Agreement: June 30, 2018 – July 1, 2021	Contract amount: None Funding source: \$45,000.00 to be reimbursed to General Fund
CIIS-1819-084 ShredZero. To provide hard drive shredding services for surplus computers. Submitted by: Purchasing Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: Technology
CIIS-1819-085 GetGo dba LogMein. To provide virtual meeting services via Go-To-Meeting Pro. Submitted by: Alternative Education Center Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$4,176.00 Funding source: General Fund
CIIS-1819-086 Don Johnston Inc. To provide software licensing for "Snap & Read" and "Co:Writer". Submitted by: Special Education Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$2,500.00 Funding source: Special Education
CIIS-1819-087 Tools4Ever. To provide maintenance service for User Management Resource Administrator (UMRA) a password synchronization manager for student accounts. Submitted by: Technology Duration of Agreement: October 11, 2018 – June 30, 2019	Contract amount: \$6,600.00 Funding source: General Fund
CIIS-1819-088 Houghton Mifflin Harcourt Publishing Co. To provide Math 180 hosting renewals for 2018. Submitted by: Secondary Curriculum Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$6,660.00 Funding source: General Fund
CIIS-1819-089 Lead Learner Associates. To provide professional development for school site leaders and instructional coaches. Submitted by: Professional Development Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$7,500.00 Funding source: Title II

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1819-090 San Bernardino County Public Health Department. To provide tobacco use prevention education through youth development strategies. Submitted by: Health Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: None Funding source: None
CIIS-1819-091 SHI. To provide Data Center service, support, and upgrade to factory warranty or existing services. Submitted by: Technology Duration of Agreement: September 14, 2018 – June 30, 2019	Contract amount: \$10,968.30 Funding source: General Fund
CIIS-1819-092 RUSHWORKS. To provide Annual System Assurance Program (ASAP) software support. Submitted by: Technology Duration of Agreement: September 30, 2018 – June 30, 2019	Contract amount: \$1,908.00 Funding source: General Fund
CIIS-1819-093 Cambridge International USA Corp. To provide transportation and translation services. Submitted by: Alternative Education Center Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$2,500.00 Funding source: School Site Budget
CIIS-1819-094 Connections Education Inc. To provide software licensing for GradPoint Premium Suite. Submitted by: Alternative Education Center Duration of Agreement: August 7, 2018 – August 8, 2019	Contract amount: \$38,850.00 Funding source: School Site Budget

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1819-007 Quinn Company. To provide service work on District off site generators. Submitted by: Transportation Duration of Agreement: July 20, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
F-1819-009 Executive Elevator, Inc. To provide state mandated inspections and repairs to the wheelchair lifts and elevators District-wide. Submitted by: Maintenance Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
F-1819-010 Yale/Chase Equipment and Services Inc. To provide repair of District carts. Submitted by: Transportation Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
F-1819-011 Kwik Kleen. To provide washer service for parts for District vehicles. Submitted by: Transportation Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
F-1819-012 EarlyBird Extermination. To provide insect, rodent, and weed control/prevention. Submitted by: Maintenance Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
F-1819-013 Superior Security Specialists, Inc. To provide security alarm monitoring services for District warehouse. Submitted by: Maintenance Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1819-014 Dude Solutions, Inc. To provide online subscription for FSDirect, MaintenanceDirect, and My School Dude. Submitted by: Maintenance Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$25,258.38 Funding source: General Fund
F-1819-019 Patriot Environmental Laboratory Services. To provide federally mandated Asbestos Hazard Emergency Response Act (AHERA) inspections and asbestos testing. Submitted by: Maintenance Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
F-1819-020 Inland Empire Fire and Safety. To provide District-wide inspection and repair to fire sprinkler system. Submitted by: Maintenance Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
F-1819-021 Aero Environmental Services. To provide District-wide asbestos, indoor air quality, and water testing. Submitted by: Maintenance Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund

HUMAN RESOURCES	FISCAL IMPACT
HR-1819-004 Universal Psychological Services Inc. To provide psychological evaluations for pre-employment. Submitted by: Human Resources Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund
HR-1819-005 Keenan & Associates. To provide run-off claims administration services. Submitted by: Risk Management Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: General Fund

SAN BERNARDINO COUNTY	FISCAL IMPACT
SBC Joint Use Agreement No. 1-77. To provide San Bernardino County public library access on Cal Aero Preserve K-8 campus. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: None Funding source: None

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS	FISCAL IMPACT
SBCSS 18/19-0108 Courier Services. To provide courier services between SBCSS District Financial Services and CVUSD. Submitted by: Business Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: \$19,423.20 Funding source: General Fund

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
CIIS-1718-124 Rob Wiltsey Creative Partners, LLC. To provide six (6) videos. Submitted by: Communications Duration of Agreement: March 1, 2018 – December 2, 2018 Original Agreement Board Approved: March 1, 2018	Increase contract amount from \$15,000.00 to \$15,500.00 Funding source: Various

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>CIIS-1819-023 Solution Tree, Inc. To provide professional development. Submitted by: Professional Development Duration of Agreement: July 1, 2018 – June 30, 2019 Original Agreement Board Approved: June 14, 2018</p>	<p>Increase contract from \$19,810.00 to \$198,100.00</p> <p>Amendment corrects typographical error</p> <p>Funding source: Title II</p>
<p>F-1112-034-M3 Mobile Modular Management Corp. To provide 1-24'x40' portable classroom at Chino HS. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2018 – June 30, 2019 Original Agreement Board Approved: June 26, 2014</p>	<p>Increase annual contract amount from \$6,012.00 to \$6,624.00</p> <p>Monthly rental increase from \$501.00 to \$552.00</p> <p>Extend rental contract one additional year through June 30, 2019</p> <p>Funding source: Capital Facilities</p>
<p>F-1718-033-1 John R Byerly, Inc. To provide geotechnical services for solar project phase II at Borba ES, Newman ES, Oak Ridge ES, and Townsend JHS. Submitted by: Facilities, Planning, and Operations Duration of Agreement: May 10, 2018 – June 30, 2023 Original Agreement Board Approved: June 14, 2018</p>	<p>Increase contract from \$58,934.00 to \$214,105.00</p> <p>Add 9 additional school sites: Alternative Education Center, Butterfield Ranch ES, Cattle ES, Cortez ES, Dickey ES, Hidden Trails ES, Liberty ES, Litel ES, and Woodcrest JHS</p> <p>Funding source: Capital Facilities</p>
<p>HR-1819-003 City of Chino. To provide school resource officers for Magnolia JHS, Ramona JHS, Buena Vista HS, Chino HS, and Don Lugo HS Submitted by: Human Resources Duration of Agreement: July 1, 2018 – June 30, 2019 Original Agreement Board Approved: June 28, 2018</p>	<p>Increase contract from \$364,361.00 to \$370,781.00</p> <p>Amendment corrects typographical error</p> <p>Funding source: General Fund</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

NE:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY
July 19, 2018**

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Apple IBookG4	21263	Glenmeade ES
Laptop	Apple IBookG4	21262	Glenmeade ES
Laptop	Apple IBookG4	21252	Glenmeade ES
Laptop	Apple IBookG4	21260	Glenmeade ES
Laptop	Apple IBookG4	21253	Glenmeade ES
Laptop	Apple IBookG4	21276	Glenmeade ES
Laptop	Apple IBookG4	21255	Glenmeade ES
Laptop	Apple IBookG4	GLMD-CART-A-10	Glenmeade ES
Laptop	Apple IBookG4	21270	Glenmeade ES
Laptop	Apple IBookG4	21279	Glenmeade ES
Laptop	Apple IBookG4	19379	Glenmeade ES
Laptop	Apple IBookG4	21267	Glenmeade ES
Laptop	Apple IBookG4	21250	Glenmeade ES
Laptop	Apple IBookG4	21259	Glenmeade ES
Laptop	Apple IBookG4	21274	Glenmeade ES
Laptop	Apple IBookG4	21277	Glenmeade ES
Laptop	Apple IBookG4	21278	Glenmeade ES
Laptop	Apple IBookG4	21275	Glenmeade ES
Laptop	Apple IBookG4	21256	Glenmeade ES
Laptop	Apple IBookG4	21251	Glenmeade ES
Laptop	Apple IBookG4	21249	Glenmeade ES
Laptop	Apple IBookG4	21254	Glenmeade ES
Laptop	Apple IBookG4	21265	Glenmeade ES
Laptop	Apple IBookG4	21261	Glenmeade ES
Laptop	Apple IBookG4	21258	Glenmeade ES
Laptop	Apple IBookG4	21266	Glenmeade ES
Bedford Cart	T558511/A		Glenmeade ES
Executive Tables (3)			Oak Ridge ES
Round Tables (3)			Oak Ridge ES
Table			Oak Ridge ES
TV	Samsung	32680	Walnut ES
Student Desks (27)			Walnut ES
Child Kitchen Center			Walnut ES
Teacher Desks (5)			Walnut ES
Filing Cabinets (16)			Walnut ES
Metal Book Shelf			Walnut ES
Rectangle Table			Walnut ES

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Wooden Book Shelf			Walnut ES
TV Roller Carts (5)			Walnut ES
TV	Samsung	3CAH800827	Walnut ES
Metal Projector Cart			Walnut ES
Computer		1845	Walnut ES
Computer		092U	Walnut ES
Computer		A02	Walnut ES
Microwave	White		Walnut ES
DVD/VHS Combo	JVC		Walnut ES
Printer/Copier	HP	CNF9C2DXMO	Walnut ES
Overhead Projector	Elmo	320558	Walnut ES
Frigidaire/Dehumid	Frigidaire	36-67672	Walnut ES
IMAC	Apple	24471	Walnut ES
IMAC	Apple	24470	Walnut ES
Keyboard	Apple	KY7040EF5YZSA	Walnut ES
Keyboard	Apple	KY7040EDUVZSA	Walnut ES
Mouse	Apple		Walnut ES
Mouse	Apple		Walnut ES
Office Chairs (7)			Walnut ES
Arm Chairs (2)			Walnut ES
Padded Chairs (3)			Walnut ES
Table (6 Foot)			Walnut ES
30" Paper Cutter			Walnut ES
Typewriter			Walnut ES
Wooden Book Shelf			Walnut ES
Executive Chairs (2)			Walnut ES
Computers (3)	Apple		Walnut ES
Towers (2)	Microsoft		Walnut ES
Keyboards (2)	Dell		Walnut ES
Mouse	Dell		Walnut ES
TV	Panasonic	SN CA5335005	Magnolia JHS
TV	Samsung	11613	Magnolia JHS
TV	Samsung	11610	Magnolia JHS
TV	Samsung	11625	Magnolia JHS
TV	Samsung	11624	Magnolia JHS
TV	Samsung	11637	Magnolia JHS
TV	Samsung	11630	Magnolia JHS
TV	Samsung	11622	Magnolia JHS
TV	Samsung	11623	Magnolia JHS
VCRs (3)	Samsung		Magnolia JHS
TV Mounts (8)			Magnolia JHS
Surface Pro PC	63 Microsoft	X7078897	Chino HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Document Camera	Aver	x320249	Chino HS
Box of Radios	Kenwood	Various	Chino HS
Laptop	Dell		Chino HS
Printer	HP	CN5AAC204A	Chino HS
Calculators (2)	TI		Chino HS
Printer	HP	CN95LHY269	Chino HS
Printer	HP	CNB5F44799	Chino HS
Printer	HP	CNBSH42081	Chino HS
Computer	Cooler Master	101-LIB-07	Chino HS
Computer	Cooler Master	101-LIB-09	Chino HS
Computer	LG	RC370KKNH02	Chino HS
Netbook	Dell	X32794	Chino HS
Monitor	Dell	3H795L	Chino HS
Monitor	Dell	AU70	Chino HS
Scanner	Accel		Chino HS
Computer	Dell	4H9IN31	Chino HS
Keyboard	Logitech	X 3	Chino HS
Computer	Dell	2RH2Q91	Chino HS
Video Camera	Canon	502262147860	Chino HS
Cameras	Canon Powershot	6621002847	Chino HS
Projector	Epson	X32648	Chino HS
Document Camera	Aver	X320215	Chino HS
Zip Drive	Iomega	10533	Chino HS
Remote Controls	Various		Chino HS
Laser Disk	Pioneer	13680	Chino HS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Directors, Purchasing
**SUBJECT: BID 17-18-35F, FORMER EL RANCHO ES HVAC ENERGY
MANAGEMENT SYSTEM CONTROLS PROJECT**

=====

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 Bids for Bid 17-18-35F, Former El Rancho ES HVAC Energy Management System Controls Project was published in the Inland Valley Daily Bulletin on June 1, 2018 and June 8, 2018. Bids were opened at 1:00 p.m. on June 20, 2018. The results are as follows:

Contractor	Bid Amount
Pacific West Industries, Inc.	\$348,000.00
Arrowhead Mechanical, Inc. dba Arrowhead Sheet metal	\$359,000.00

The basic scope of work for this project includes installation of materials, parts, and controls for HVAC system through-out the school site.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 17-18-35F, Former El Rancho ES HVAC Energy Management System Controls Project, to Pacific West Industries, Inc.

FISCAL IMPACT

\$348,000.000 to Measure G Fund 21.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: CUPCAA BID 17-18-19-03I, FORMER EL RANCHO ES ASPHALT AND CONCRETE REPAIR

=====

BACKGROUND

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

A Notice to Contractors Calling for Bids for CUPCAA Bid 17-18-19-03I, Former El Rancho ES Asphalt and Concrete Repair, was emailed on June 26, 2018, to contractors currently listed on the 2018 list of qualified contractors. Bids were opened at 2:00 p.m. on July 9, 2018. The results are as follows:

Contractor	Bid Amount
Premier Paving, Inc.	\$172,950.00
Jergensen’s Construction	\$173,900.00

The basic scope of work for this project includes the repair of existing asphalt, including full depth crack filling, asphalt patch work, seal coat and re-stripe. Concrete work includes removal of existing playground equipment including engineered wood fiber and concrete curbs, as well as replacement of new curbs and sidewalks.

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

RECOMMENDATION

It is recommended the Board of Education award CUPCAA Bid 17-18-19-03I, Former El Rancho ES Asphalt and Concrete Repair, to Premier Paving, Inc.

FISCAL IMPACT

\$172,950.00 to Measure G Fund 21 and Deferred Maintenance Fund 14.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., 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.

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2018-15	Synthetic Turf Install at Wickman ES	J2 Builders	\$42,635.00	N/A	\$42,635.00	25
CC2018-38	District Office Repair and Renovation	J2 Builders	\$43,320.00	N/A	\$43,320.00	25

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$42,635.00 to Tax A Fund 25.

\$43,320.00 to RDA Fund 25.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: RESOLUTIONS 2018/2019-01, 2018/2019-02, 2018/2019-03,
2018/2019-04, AND 2018/2019-05 FOR AUTHORIZATION TO UTILIZE
PIGGYBACK CONTRACTS**

=====

BACKGROUND

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

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

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

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

Resolution	Contract	Contractor	Description	Term
2018/2019-01	Colton Joint Unified School District RFP CJNS-2018-19-PAPER	P&R Paper, Sysco, Gale Supply, Trade Supplies Inc., Daxwell Distribution, and Plastic Packaging, Inc.	Food Service Paper Supplies for the 2018/2019 School Year	7/1/2018-6/30/2019

Resolution	Contract	Contractor	Description	Term
2018/2019-02	Riverside Unified School District RFP 2017/2018-13	Gold Star and Sysco Riverside, Inc.	Grocery Products and Related Items	7/1/2018-6/30/2019
2018/2019-03	Garden Grove Unified School District Bid No. 1706	Arrow Restaurant Equipment & Supplies, Inc., Chefs' Toys LLC, and Kamran and Company	Kitchen Equipment	6/6/2018-6/5/2019
2018/2019-04	Placentia-Yorba Linda Unified School District Bid 218-18	Indoff, Inc.	District Office and Classroom Furniture	5/16/2018-6/30/2019
2018/2019-05	Los Angeles County Office of Education Bid 17/18-1607	Office Depot	Instructional Supplies	4/13/2018-4/12/2019

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolutions 2018/2019-01, 2018/2019-02, 2018/2019-03, 2018/2019-04, and 2018/2019-05 for authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

NE:GJS:AGH:pw

**Chino Valley Unified School District
Resolution 2018/2019-01
Authorization to Utilize the Colton Joint Unified School District
RFP CJNS-2018-19-PAPER
With P&R Paper, Sysco, Gale Supply, Trade Supplies, Inc., Daxwell Distribution,
and Plastic Packaging, Inc.
to Purchase Food Service Paper Supplies for the 2018/2019 School Year
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure food service paper supplies for the 2018/2019 school year for the District;

WHEREAS, Colton Joint Unified School District currently has a piggyback contract, RFP CJNS-2018-19-PAPER in accordance with Public Contract Code 20118 with P&R Paper, Sysco, Gale Supply, Trade Supplies, Inc., Daxwell Distribution, and Plastic Packaging, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of food service paper supplies for the 2018/2019 school year through the piggyback contract procured by the Colton Joint Unified School District RFP CJNS-2018-19-PAPER.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of food service paper supplies for the 2018/2019 school year through the piggyback contract originally procured by the Colton Joint Unified School District RFP CJNS-2018-19-PAPER is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of food service paper supplies for the 2018/2019 school year in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Colton Joint Unified School District RFP CJNS-2018-19-PAPER.

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

Section 5. Effective Date. This resolution shall be effective as of July 1, 2018, for the term ending June 30, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 19th day of July 2018 by the following vote:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Pamela Feix, President 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.

Pamela Feix, President, Board of Education

**Chino Valley Unified School District
Resolution 2018/2019-02
Authorization to Utilize the Riverside Unified School District RFP 2017/2018-13
With Gold Star and Sysco Riverside, Inc.
to Purchase Grocery Products and Related Items
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure grocery products and related items for the District;

WHEREAS, Riverside Unified School District currently has a piggyback contract, RFP 2017/2018-13, in accordance with Public Contract Code 20118 with Gold Star and Sysco Riverside, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of grocery products and related items through the piggyback contract procured by the Riverside Unified School District RFP 2017/2018-13.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of grocery products and related items through the piggyback contract originally procured by the Riverside Unified School District RFP 2017/2018-13 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of grocery products and related items in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Riverside Unified School District RFP 2017/2018-13.

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

Section 5. Effective Date. This resolution shall be effective as of July 1, 2018, for the term ending June 30, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 19th day of July 2018 by the following vote:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Pamela Feix, President 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.

Pamela Feix, President, Board of Education

**Chino Valley Unified School District
Resolution 2018/2019-03
Authorization to Utilize the Garden Grove Unified School District Bid No. 1706
With Arrow Restaurant Equipment & Supplies, Inc., Chefs' Toys LLC, and
Kamran and Company
to Purchase Kitchen Equipment
Through the Piggyback Contract**

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

WHEREAS, Garden Grove Unified School District currently has a piggyback contract, Bid No. 1706, in accordance with Public Contract Code 20118 with Arrow Restaurant Equipment & Supplies, Inc., Chefs' Toys LLC, and Kamran and Company that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of kitchen equipment through the piggyback contract procured by the Garden Grove Unified School District Bid No. 1706.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of kitchen equipment through the piggyback contract originally procured by the Arrow Restaurant Equipment & Supplies, Inc., Chefs' Toys LLC, and Kamran and Company is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of kitchen equipment in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Garden Grove Unified School District Bid No. 1706.

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

Section 5. Effective Date. This resolution shall be effective as of June 6, 2018, for the term ending June 5, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 19th day of July 2018 by the following vote:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Pamela Feix, President 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.

Pamela Feix, President, Board of Education

**Chino Valley Unified School District
Resolution 2018/2019-04
Authorization to Utilize the Placentia-Yorba Linda Unified School District
Bid 218-18
With Indoff, Inc.
to Purchase District Office and Classroom Furniture
Through the Piggyback Contract**

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

WHEREAS, Placentia-Yorba Linda Unified School District currently has a piggyback contract, Bid 218-18, in accordance with Public Contract Code 20118 with Indoff, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of District office and classroom furniture through the piggyback contract procured by the Placentia-Yorba Linda Unified School District Bid 218-18.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of District office and classroom furniture through the piggyback contract originally procured by the Placentia-Yorba Linda Unified School District Bid 218-18 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of District office and classroom furniture in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Placentia-Yorba Linda Unified School District Bid 218-18.

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

Section 5. Effective Date. This resolution shall be effective as of May 16, 2018, for the term ending June 30, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 19th day of July 2018 by the following vote:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Pamela Feix, President 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.

Pamela Feix, President, Board of Education

**Chino Valley Unified School District
Resolution 2018/2019-05
Authorization to Utilize the Los Angeles County Office of Education
Bid 17/18-1607
With Office Depot
to Purchase Instructional Supplies
Through the Piggyback Contract**

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

WHEREAS, Los Angeles County Office of Education currently has a piggyback contract, Bid 17/18-1607, in accordance with Public Contract Code 20118 with Office Depot that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of instructional supplies through the piggyback contract procured by the Los Angeles County Office of Education Bid 17/18-1607.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of instructional supplies through the piggyback contract originally procured by the Los Angeles County Office of Education Bid 17/18-1607 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of instructional supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Los Angeles County Office of Education Bid 17/18-1607.

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

Section 5. Effective Date. This resolution shall be effective as of April 13, 2018, for the term ending April 12, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 19th day of July 2018 by the following vote:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Pamela Feix, President 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.

Pamela Feix, President, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: REQUEST FOR PROPOSAL NO. 18-19-01, NUTRITION SERVICES - BREAD

=====

BACKGROUND

The Request for Proposals (RFP) process requires vendors to submit proposals within a framework created to fit the District’s unique needs. The District is able to customize the product and/or services to be purchased on its specific needs, receive better responses, screen vendors more effectively, and ultimately receive a better product or solution for less money.

RFP No. 18-19-01, Nutrition Services - Bread, was published in the Inland Valley Daily Bulletin on June 22, 2018 and June 29, 2018. Proposals were opened at 10:00 a.m. on July 6, 2019. The two companies submitting proposals to be considered were Galasso’s Bakery and Moreno Brothers Distributing.

The basic scope of work for this RFP includes bread products.

The criteria used to evaluate the RFP’s were cost, 30%; sustainability, 20%; experience, 20%; customer service and references, 25%; and small business, minority woman, and disabled veteran business enterprise (MWDVBE) to RFP, 5%.

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

RECOMMENDATION

It is recommended the Board of Education award RFP No. 18-19-01, Nutrition Services - Bread to Galasso’s Bakery.

FISCAL IMPACT

Approximately \$84,000.00 to Cafeteria Fund 13.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Suzanne Hernandez, Ed.D., Director, Human Resources
Richard Rideout, Director, Human Resources
SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

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

NE:LF:SH:RR:mcm

CERTIFICATED PERSONNEL

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

CERTIFICATED PERSONNEL FOR THE 2017/2018 SCHOOL YEAR**RETIREMENT**

DALEY, Cynthia (21 Years of Service)	Elementary Teacher	Butterfield Ranch ES	06/02/2018
---	--------------------	----------------------	------------

RESIGNATION

AGUIRRE, Jil	Math Teacher	Ayala HS	06/30/2018
RIOS, Veronica	Counselor	Buena Vista HS	06/30/2018
LEE, Grace	Director	Professional Development	07/07/2018
GARCIA, Aurora	Program Specialist	Special Education	07/19/2018

HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2018/2019 SCHOOL YEAR

ALVARADO, Christy	RSP Teacher	Borba ES	08/07/2018
CAHILL, Denise	Elementary Teacher	Dickey ES	08/07/2018
ROBERTS, Sarah	Elementary Teacher	Eagle Canyon ES	08/07/2018
HERNANDEZ, Moises	Elementary Teacher	Glenmeade ES	08/07/2018
TECSON, Linda	Elementary Teacher	Newman ES	08/07/2018
DAVID, Breanna	Elementary Teacher	Rolling Ridge ES	08/07/2018
ORUE ROSES, Elizabeth	Special Education Teacher	Briggs K-8	08/07/2018
PATRICK, Kylee	Elementary Teacher	Cal Aero K-8	07/05/2018
DE LA TORRE, Miryam	Special Education Teacher	Magnolia JHS	08/07/2018
LEVARIO, Jennifer	Math Teacher	Magnolia JHS	08/07/2018
CHUNG, Stephanie	ELA Teacher	Ramona JHS	08/07/2018
HEFNER, Annalisa	ELA Teacher	Ramona JHS	08/07/2018
STITZ, Catherine	Science Teacher	Ramona JHS	08/07/2018
MARTIN, Janet	English Teacher	Ayala HS	08/07/2018
CARLOS, Clarita	Special Education Teacher	Chino HS	08/07/2018
NUNEZ, Tania	Spanish Teacher	Chino HS	08/07/2018
DENNY, Richard	Math Teacher	Chino Hills HS	08/07/2018
HOENISCH, Brogan	English Teacher	Chino Hills HS	08/07/2018
MACH, Vickie	Math Teacher	Chino Hills HS	08/07/2018
PLASCENCIA, Andy	PE Teacher	Chino Hills HS	08/07/2018
RIVAS, Brisa	Biology Teacher	Chino Hills HS	08/07/2018
STEVENS, Christopher	PE Teacher	Chino Hills HS	07/01/2018
TRAUDT, Susan	Chemistry Teacher	Chino Hills HS	08/07/2018
VANDEN BOSSCHE, Taylor	Science Teacher	Chino Hills HS	08/07/2018
PROULX, Douglas	Physics Teacher 40%	Alternative Education	08/07/2018
COX, Tate	Elementary PE Teacher	Elementary Curriculum	08/07/2018

CERTIFICATED PERSONNEL (cont.)

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

HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2018/2019 SCHOOL YEAR (cont.)

PALACIOS, Jenna	School Psychologist	Special Education	08/06/2018
QUINTO, Jennifer	Speech and Lang. Path	Special Education	08/07/2018

RESIGNATION

HAZEM, Wafa	Elementary Teacher	Cal Aero K-8	07/01/2018
HOFFMAN, Alexandria	Special Ed. Teacher	Litel ES	07/02/2018
RODE, Jennifer	School Nurse	Health Services	08/16/2018
SKAF, Amin	School Psychologist	Special Education	08/03/2018

OFFER OF EMPLOYMENT WITHDRAWN FOR FAILURE TO REPORT FOR DUTY

LOYOLA, Brandy	School Nurse	Health Services	05/04/2018
----------------	--------------	-----------------	------------

APPOINTMENT - EXTRA DUTY

CROOK, Keila (NBM)	Color Guard (B)	Canyon Hills JHS	07/20/2018
GOMEZ, Noe (NBM)	Band (B)	Ayala HS	07/20/2018
TROST, Timothy (NBM)	Band (B)	Ayala HS	07/20/2018
WILLE, Kayla (NBM)	Athletic Trainer (B)	Ayala HS	07/20/2018
GONZALEZ, Elizabeth (NBM)	Band (B)	Chino Hills HS	07/20/2018
PERRAULT, Brian (NBM)	Boys Soccer (B)	Chino Hills HS	07/20/2018
SUVIATE, Alexandra (NBM)	Dance (B)	Chino Hills HS	07/20/2018
YAMASAKI, Kyle (NBM)	Dance (B)	Chino Hills HS	07/20/2018
CARCIDO, Anissa (NBM)	Dance (B)	Don Lugo HS	07/20/2018

APPOINTMENT – SUMMER SCHOOL ADMINISTRATORS

ROBERTS, Shavon	Principal	Chino HS	07/02/2018
FROMDAHL, Julie	Principal	Chino HS	07/11/2018

APPOINTMENT – SUMMER SCHOOL TEACHERS

GIBBONS, Mary	Integrated Math 3	Chino HS	06/08/2018
SWANSON, Kylie	Integrated Math 3	Chino HS	06/27/2018
QUEZADA, Adriana	Integrated Math 2	Chino HS	06/08/2018

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

ANDERSON, Nancy	ARAIZA, Solmyra	BARBATO, Kalie
-----------------	-----------------	----------------

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH JUNE 30, 2019</u> (cont.)			
BHAKTA, Hemali	BRACAMONTES, Janelle	BROWN, Brian	
BROWN-VILLALOBOS, Jamie	BURGE, Aubrey	CAREW, Julianne	
CARRERA, Brianna	CARRERA, Linda	CASTILLO, Erica	
CENTENO, Rosalinda	CHAVEZ, Michael	CHILSTROM, Louann	
DEVILLEZ, Susan	DI GIOVANNI, Rudolph	DINSMOOR, Danielle	
DUPEE, Christopher	DUSATKO, Larry	EARLS, Brian	
EGUINO, Stephanie	ERTURK, Aydin	GLAUE, Linda	
GOMEZ, Kristin	GOR, Anna	GUTIERREZ, Luise	
GUTIERREZ-CASTILLO, Annalia	HANNEMAN, Jacob	HENDERSON, Gage	
HERNANDEZ, Monica	HOPE, Susan	INDABURU, Christian	
KAMANSKY, Krista	KAPILA, Brenda	KREUTZER, James	
LACHICA, Ezella	LARA, Rafael	LEIB, Maria	
LEON, Analizet	MARAGNI, Paul	MEDINA, Marisol	
MESERVE, Judith	MIHELICH, Dennis	MILLER, Jacqueline	
MORAN, Cynthia	MORENO, Angelica	NEHMENS, Amy	
NELSON, Patricia	OCHOA, Daniella	OLIVER, Veronica	
PEREIRA, Marie	REHRER, Katrina	REINSBERG, Laura	
RHONE, Elizabeth	RIGO, Lisa	RISDEN, John	
ROBERTS, Melissa	ROJAS, Edaid	SANCEAU, Sonia	
SAUCEDO, Breanna	SHUMAKER, Sonja	SILVA, Maria	
SOLORIO, Antoinet	ST. AMANT, Joni	VALENZUELA, Nicole	
VILLAGOMEZ, Graciela	VODOLA, Nikki	WALLACE, Richard	
WEIK, Sarah	WEST, Gary	WOGAHN, William	

CLASSIFIED PERSONNEL

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

HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED MANAGEMENT SALARY SCHEDULE**APPOINTMENT**

DAVIES, Jayson	Occupational Therapist (SELPA/GF)	Special Education	08/06/2018
----------------	--------------------------------------	-------------------	------------

HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE**APPOINTMENT**

HOWARD, Kimberly	Nutrition Services Asst. I (NS)	Cattle ES	08/10/2018
HERNANDEZ-REYES, Antoinette	Health Technician (GF)	Hidden Trails ES	08/07/2018
DOMINGUEZ, Lenny	Custodian I (GF)	Marshall ES	07/20/2018
PRESCOTT, Deanna	Playground Supervisor (GF)	Newman ES	08/13/2018
CAMPOS JOHNSON, Tonya	Attendance Clerk (GF)	Ramona JHS	08/01/2018
TAGLE, Veronica	IA/Special Ed./SH (SELPA/GF)	Woodcrest JHS	08/13/2018
CANO, Jessica	Account Clerk III (GF)	Business Services	07/20/2018
QUIRARTE, Sabrina	Account Clerk III/Facilities & Planning (GF)	Facilities, Planning, & Operations	07/23/2018
CONTRERAS, Lisa	Licensed Vocational Nurse (GF)	Health Services	08/07/2018
COATS, Logan	Technology Technician (GF)	Technology	07/20/2018

CHANGE IN ASSIGNMENT

STEBBINS, Juliette	FROM: IA/Elementary Physical Ed. (GF) 5 hrs./202 work days TO: IA/Special Ed. (SELPA/GF) 5 hrs./202 work days	Butterfield Ranch ES /Eagle Canyon ES Eagle Canyon ES	07/01/2018
--------------------	---	---	------------

PLACED ON 39 MONTH RE-EMPLOYMENT LIST

AUBE, Darcie	IA/Special Education (SELPA/GF)	Cal Aero K-8	06/28/2018
--------------	---------------------------------	--------------	------------

LAYOFFS PER RESOLUTION 2017/2018-46

KIRBY, Joanne	IA/Special Ed./SH (SELPA/GF)	Litel ES	06/30/2018
---------------	------------------------------	----------	------------

RESIGNATION

FELIX, Araceli	Playground Supervisor (GF)	Liberty ES	07/02/2018
----------------	----------------------------	------------	------------

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>RETIREMENT</u>			
BURKERT, Dana (27 years of service)	IA/Special Education (SELPA/GF)	Magnolia JHS	08/05/2018
BAKER, EULA (42 years of service)	Nutrition Services Asst. II (NS)	Chino Hills HS	07/01/2018
TAPIA, Marvin (34 years of service)	Grounds Equipment Operator II (GF)	Maintenance	09/22/2018
BURKS, Cynthia (22 years of service)	Admin. Secretary I CSEA (GF)	Professional Development	08/01/2018

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2018, THROUGH DECEMBER 31, 2018

VIS, Cathy Typist Clerk II Purchasing

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

PIMENTA, Manuel

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction,
Innovation, and Support
Craig Frame, Director, Risk Management and Human Resources
SUBJECT: REJECTION OF CLAIM

=====

BACKGROUND

Claim 18-07-14 was submitted on July 3, 2018, by Debra Klingelberg, a parent at Butterfied Ranch ES. Claimant alleges vehicle damage after a student accidentally kicked a basketball over the school fence and broke her windshield while parked in the site lot. Claimant seeks reimbursement for vehicle damages in the amount of \$270.31.

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 claim and refer it to the District’s insurance adjuster.

FISCAL IMPACT

Unknown at present.

NE:LF:CF:lag

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction,
Innovation, and Support
Suzanne Hernandez, Ed. D., Director, Human Resources
Richard Rideout, Director, Human Resources

SUBJECT: NEW JOB DESCRIPTION FOR PROCUREMENT COORDINATOR

=====

BACKGROUND

Job descriptions are a statement of duties, qualifications, and responsibilities associated with a particular job. It is a matter of standard practice to modify and/or create job descriptions as new positions become necessary, jobs evolve, and responsibilities and duties change. Additionally, changes in organizational structure, student needs, and other factors require the revision of existing positions to support the District's mission of increased student achievement.

The coordinator will oversee the daily workload of the department's projects related to growing purchasing demands, modernization projects/bids, and Measure G.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education approve the new job description for Procurement Coordinator.

FISCAL IMPACT

None.

NE:LF:SH:RR:mcm

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	PROCUREMENT COORDINATOR	REPORTS:	DIRECTOR, PURCHASING
DEPARTMENT:	PURCHASING	CLASSIFICATION:	CLASSIFIED MANAGEMENT
FLSA:	EXEMPT	WORK YEAR:	226
ISSUED:		SALARY:	RANGE 31 A

BASIC FUNCTIONS:

UNDER THE GENERAL DIRECTION OF THE DIRECTOR OF PURCHASING, ASSISTS WITH THE COORDINATION, PLANNING, ORGANIZATION OF PURCHASING FOR THE DISTRICT; PERFORMS SPECIALIZED AND TECHNICAL DUTIES IN THE ORDERING OF MATERIALS, SUPPLIES AND EQUIPMENT; ASSISTS WITH THE SUPERVISION OF CLERICAL STAFF IN THE PURCHASING DEPARTMENT AND WAREHOUSE DEPARTMENT; SUPERVISES PURCHASING AND WAREHOUSE DEPARTMENTS IN THE ABSENCE OF THE DIRECTOR OF PURCHASING.

REPRESENTATIVE DUTIES:

INCUMBENTS MAY PERFORM ANY COMBINATION OF THE ESSENTIAL FUNCTIONS SHOWN BELOW. THIS POSITION DESCRIPTION IS NOT INTENDED TO BE AN EXHAUSTIVE LIST OF ALL DUTIES, KNOWLEDGE, OR ABILITIES ASSOCIATED WITH THIS CLASSIFICATION, BUT IS INTENDED TO ACCURATELY REFLECT THE PRINCIPAL JOB ELEMENTS.

DISTINGUISHING CHARACTERISTICS:

THIS POSITION IS CHARACTERIZED BY HAVING RESPONSIBILITY FOR THE FULL PURCHASING CYCLE, INCLUDING PREPARATION OF COMPLETE BID PACKAGES, ASSISTANCE WITH SPECIFICATIONS, AND SUPERVISION OF STAFF IN THE PURCHASING DEPARTMENT.

E = ESSENTIAL FUNCTIONS

MINIMUM REQUIREMENTS:

1. PREPARES AND RECEIVES FORMAL BIDS IN ASSIGNED CATEGORIES ESTABLISHES BID DATES; PUBLISHES BID NOTICES; PREPARES CLEAR AND CONCISE SPECIFICATIONS, ANALYZES BIDS; TABULATES AND RECOMMENDS AWARD OF BIDS; PREPARES AND DISTRIBUTES ADDENDA WHEN SPECIFICATIONS ARE CHANGED.

2. PREPARES FORMAL AND INFORMAL BID AND QUOTATION DOCUMENTS. (E)
3. REVIEWS AND MAINTAINS CONTRACTS FOR SERVICES AND SUPPLIES.
4. SUPERVISES STAFF IN THE PURCHASING DEPARTMENT; DISTRIBUTES WORK TO APPROPRIATE CLERICAL STAFF. (E)
5. RESPONSIBLE FOR COMMUNICATING WITH AND TRAINING DISTRICT STAFF ON THE DISTRICT PURCHASING FINANCIAL SYSTEM. (E)
6. PURCHASING DEPARTMENT WEBSITE ADMINISTRATOR. (E)
7. EVALUATES PRICES RECEIVED TO DETERMINE THE BEST USE OF PUBLIC FUNDS. (E)
8. INITIATES MEETINGS WITH VENDORS TO REVIEW PRODUCT DEMONSTRATIONS; EVALUATES PRODUCTS AND DETERMINES BEST FIT FOR DISTRICT'S NEEDS AND BUDGET LIMITATIONS.
9. MAINTAINS CONTACT WITH VENDORS TO OBTAIN COMPREHENSIVE INFORMATION ABOUT SOURCES OF SUPPLIES, MATERIALS AND SERVICES, CURRENT PRICES, AVAILABILITY AND MARKET TRENDS, ASSISTANCE IN PREPARING BID SPECIFICATIONS. (E)
10. ASSISTS WITH THE EVALUATION OF STAFF ASSIGNED TO THE PURCHASING AND WAREHOUSE DEPARTMENTS. (E)
11. PARTICIPATES IN THE ESTABLISHMENT OF STANDARDS FOR SUPPLIES AND EQUIPMENT AS THEY RELATE TO DISTRICT PROGRAMS AND THE VARIOUS DEPARTMENTS. (E)
12. WORKS WITH ACCOUNTS PAYABLE TO CONTACT VENDORS REGARDING DISCREPANCIES IN INVOICES, STATEMENTS, OR DELIVERIES. (E)
13. COORDINATES ALL DISTRICT PURCHASES. (E)
14. ADVISES REGARDING UPDATING PURCHASING PROCEDURES. (E)
15. PREPARES AND PRESENTS REPORTS AS NEEDED. (E)
16. PERFORMS OTHER DUTIES AS ASSIGNED.

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS

COMPLETION OF A BACHELOR'S DEGREE FROM AN ACCREDITED UNIVERSITY OR COLLEGE WITH MAJOR COURSE WORK IN BUSINESS ADMINISTRATION, PURCHASING, ACCOUNTING, FINANCE OR A RELATED FIELD. AN EQUIVALENT COMBINATION OF EDUCATION AND EXPERIENCE MAY BE CONSIDERED. TWO YEARS EXPERIENCE IN A CLOSELY RELATED FIELD CAN BE SUBSTITUTED FOR EACH YEAR OF EDUCATION.

A MINIMUM OF THREE (3) YEARS OF EXPERIENCE IN PURCHASING A VARIETY OF EQUIPMENT AND SUPPLIES FOR A PUBLIC AGENCY, INCLUDING TECHNOLOGY AND CONSTRUCTION RELATED PURCHASES/CONTRACTING FOR A SCHOOL DISTRICT OR OTHER PUBLIC INSTITUTION INCLUDING ONE YEAR IN A SUPERVISORY CAPACITY.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- PURCHASING PRINCIPLES, PRACTICES AND TERMINOLOGY, INVENTORY CONTROL, AND WAREHOUSING METHODS AND PRACTICES;
- PUBLIC PROCUREMENT AND PUBLIC CONTRACT CODE;
- EDUCATION CODE PROVISIONS REGARDING SCHOOL DISTRICT PURCHASING POLICIES AND PROCEDURES;
- TYPES AND SOURCES OF SUPPLIES, MATERIALS, AND EQUIPMENT COMMONLY USED IN SCHOOL DISTRICTS;
- METHODS OF PREPARING AND INTERPRETING STANDARD LISTS AND ORGANIZING COMPUTER GENERATED REPORTS;
- METHODS TO PREPARE MAINTENANCE AND LEASE AGREEMENTS;
- MARKET PRACTICE AND TRENDS;
- MODERN OFFICE PRACTICES, PROCEDURES, AND EQUIPMENT INCLUDING COMPUTER TECHNOLOGY;
- PRINCIPLES OF PUBLIC RELATIONS AND MANAGEMENT TECHNIQUES, INCLUDING PLANNING, ORGANIZING, DIRECTING, COORDINATING, ANALYZING AND BUDGETING;
- COMPUTERS AND RELATED SOFTWARE;
- BOOKKEEPING AND ACCOUNTING PRACTICES;
- PROPER GRAMMAR, SPELLING AND PUNCTUATION; AND
- BASIC RESEARCH METHODS.

ABILITY TO:

- EXERCISE SOUND JUDGMENT IN THE PURCHASE OF A VARIETY OF MATERIALS, SUPPLIES AND EQUIPMENT;
- UNDERSTAND AND APPLY APPLICABLE LAWS, RULES AND REGULATIONS AND CARRY OUT DIRECTIVES;
- SUPERVISE, EVALUATE AND MENTOR EMPLOYEES;
- AUDIT AND ADVISE REGARDING THE PURCHASE ORDER PROCESS;
- DEVELOP COMPUTERIZED SPREADSHEETS;
- PREPARE CLEAR AND CONCISE SPECIFICATIONS AND REPORTS DELINEATING CRITICAL DIFFERENCES IN REQUIREMENTS;
- OPERATE A VARIETY OF EQUIPMENT INCLUDING A COMPUTER TERMINAL AND PRINTER, TYPEWRITER, CALCULATOR, COPIER AND FAX MACHINE;
- ESTABLISH AND MAINTAIN COOPERATIVE WORKING RELATIONSHIPS WITH THE PUBLIC, VENDORS, AND DISTRICT EMPLOYEES;

- EXERCISE TACT, PATIENCE, COURAGE, DISCRETION, AND CONFIDENTIALITY DURING THE COURSE OF WORK;
- TRAIN AND PROVIDE DIRECTION TO CLERICAL STAFF;
- DEVELOP AND MAINTAIN ACCURATE RECORDS AND REPORTS;
- MAKE ARITHMETIC CALCULATIONS QUICKLY AND ACCURATELY;
- WORK WITH MINIMAL DIRECTION;
- ANALYZE SITUATIONS ACCURATELY AND ADOPT AN EFFECTIVE COURSE OF ACTION;
- PLAN AND ORGANIZE WORK TO MEET SCHEDULES AND TIMELINES;
- DRIVE A PERSONAL OR DISTRICT VEHICLE TO PERFORM DUTIES AS NECESSARY; AND
- BE INSURED AT STANDARD VEHICLE LIABILITY AND PROPERTY DAMAGE INSURANCE RATES, AND MAINTAIN INSURABILITY.

WORKING CONDITIONS:

ENVIRONMENT:

- DISTRICT OFFICE ENVIRONMENT AND SCHOOL SITE;
- INDOOR/OUTDOOR ENVIRONMENT;
- SUBJECT TO DRIVING TO A VARIETY OF LOCATIONS TO CONDUCT WORK DURING DAY AND EVENING HOURS;
- OCCASIONAL DRIVING IN ADVERSE WEATHER CONDITIONS;
- SUBJECT TO FREQUENT INTERRUPTIONS;
- WORK SITE INSPECTIONS;
- CONSTANT DEMANDING DEADLINES;
- SUBJECT TO ATTENDING MEETINGS;
- OCCASIONAL EVENING AND/OR VARIABLE HOURS;
- EXTENSIVE CONTACT WITH STAFF MEMBERS, VENDORS, AND OTHER PUBLIC AGENCIES; AND
- OCCASIONAL DEALING WITH DISTRAUGHT OR DIFFICULT INDIVIDUALS.

PHYSICAL DEMANDS:

- SITTING AND STANDING FOR EXTENDED PERIODS;
- BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND RECORDS;
- REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY;
- DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, OTHER OFFICE EQUIPMENT, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES;
- HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE;
- VISUAL ABILITY TO READ, REVIEW, AND ASSURE ACCURACY OF DOCUMENTS, RECORDS AND REPORTS;

- WALKING OVER ROUGH OR UNEVEN SURFACES;
- PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE LIFTING, PUSHING, AND PULLING OBJECTS OF MODERATE TO HEAVY WEIGHT.

HAZARDS:

- COMMON WORKPLACE SAFETY SITUATIONS;
- STRESS FROM WORK COMPLEXITIES;
- MAY BE EXPOSED TO CONTACT WITH UNCOOPERATIVE OR ABUSIVE INDIVIDUALS;
- EXTENDED VIEWING OF COMPUTER MONITOR; AND
- WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.

I HAVE READ THE ABOVE POSITION DESCRIPTION AND FULLY UNDERSTAND THE REQUIREMENTS SET FORTH HEREIN. I HEREBY ACCEPT THE POSITION OF COORDINATOR, PAYROLL AND BENEFITS SERVICES AND AGREE TO ABIDE BY THE REQUIREMENTS AND DUTIES SET FORTH. I WILL PERFORM ALL DUTIES AND RESPONSIBILITIES TO THE BEST OF MY ABILITY.

(SIGNATURE OF EMPLOYEE)

(DATE)

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE CHINO VALLEY UNIFIED SCHOOL DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES, AND ENCOURAGES BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DIVISION HUMAN RESOURCES.

BOARD APPROVED:

Chino Valley Unified School District

Our Motto:

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

DATE: July 19, 2018

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
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

**SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE REGULATION
5123 STUDENTS – PROMOTION/ACCELERATION/RETENTION**

=====

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 and Administrative Regulation 5123 Students – Promotion/Acceleration/Retention is being revised to update promotion and retention so that it is aligned with state and local indicators of performance and assessments.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy and Administrative Regulation 5123 Students – Promotion/Acceleration/Retention.

FISCAL IMPACT

None.

NE:GP:LH:JR:rtr

PROMOTION/ACCELERATION/RETENTION

The Board of Education expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students as well as the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary School and Junior High School Promotion)

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits to achieve a 2.0 overall grade point average (GPA) and to pass the state high school exit examination.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in students' school career, the Superintendent or designee shall identify students who should be retained and/or who are at risk of being retained in accordance with law, board policy, and administrative regulation. Students who should be retained and/or who are at risk of being retained will be identified on the basis of multiple measures of student achievement of grade level standards, primarily in reading, English language arts, and mathematics (Education Code 4070.5). Multiple measures shall include at least the following indicators of academic achievement:

1. District reading, math, and writing assessments
2. Grades
3. ~~Standardized Testing and Reporting Program (STAR)~~ CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS SYSTEM (CAASPP)
4. Other contributing factors

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

PROMOTION/ACCELERATION/RETENTION

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for direct, systematic, and intensive supplemental instruction to assist the student in overcoming his/her academic deficiencies. (Education Code 37252.2)

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental Instruction
41505-41508 Pupil Retention Block Grant
46300 Method of Computing ADA
48010 Admittance to first grade
48011 Promotion/Retention Following One Year of Kindergarten
48070-48070.5 Promotion and Retention
48431.6 Required Systematic Review of Students and Grading
56345 Elements of Individualized Education Plan
60640-60649 California Assessment of Student Performance and Progress
60850-60859 Exit Examination
CODE OF REGULATIONS, TITLE 5
200-202 Admission and Exclusion of Students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)
FAQs Pupil Promotion and Retention
Kindergarten Continuance Form

WEBSITES

California School Boards Association: www.csba.org
California Department of Education: www.cde.ca.gov

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: April 22, 1999

Revised: February 22, 2001

Revised: May 7, 2009

REVISED:

PROMOTION/ACCELERATION/RETENTION**Acceleration from Kindergarten to First Grade**

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011)

Admission shall be subject to the following minimum criteria:

1. The student must be at least five years of age.
2. The student has attended a public school kindergarten for a period of time long enough to enable school personnel to evaluate his/her academic performance.
3. The student is performing at least two grade levels above state and district standards in both reading/language arts and mathematics.
4. The physical development and social maturity of the student are consistent with his/her advanced academic performance.
5. The parent/guardian of the student has filed a written statement with the school district approving placement in first grade.

Continuation in Kindergarten

A student who has been lawfully admitted to and has completed one year of kindergarten in a public school or a private accredited school, as defined by the state of California, or any other state, shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

THE SUPERINTENDENT OR DESIGNEE SHALL NOT APPROVE A STUDENT'S CONTINUATION IN KINDERGARTEN UNTIL THE STUDENT HAS BEEN ENROLLED IN KINDERGARTEN FOR CLOSE TO ONE SCHOOL YEAR.

Acceleration: Grades 1-8

When high academic achievement is evident, the teacher, with the assistance of a Student Study Team, may recommend a student for acceleration into a higher grade level. The following guidelines shall apply:

1. The student is performing at least two grade levels above state and district standards in both reading/language arts and mathematics.

PROMOTION/ACCELERATION/RETENTION (cont.)

2. The physical development and social maturity of the student are consistent with his/her advanced academic performance.
3. A transition plan, such as curriculum compacting or telescoping grade levels, is implemented to ensure that the student meets all prerequisites for entry into the next grade level.

Whenever a student is recommended for acceleration into a higher grade level, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall be accelerated into a higher grade level.

Retention at Grades 1-8

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained. (Education Code 48070.5)

Students who do not demonstrate expected growth in learning and/or do not meet grade level standards of expected student achievement may be considered for retention at any grade level, as follows:

- | | |
|---------------------------|---------------------------|
| 1. Between grades 1 and 2 | 5. Between grades 5 and 6 |
| 2. Between grades 2 and 3 | 6. Between grades 6 and 7 |
| 3. Between grades 3 and 4 | 7. Between grades 7 and 8 |
| 4. Between grades 4 and 5 | 8. Between grades 8 and 9 |

Students in grades 1-3 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students in grades 4-8. (Education Code 48070.5)

(cf. 6142.91 - Reading and Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If retention is needed, a student should be retained as early in his/her school career as practicable. Students can only be retained one time in grades 1 through 3 and one time in grades 4 through 8. Determination to retain shall be made by a promotion/retention team, consisting of the student's English/language arts and mathematics teacher(s), the principal or designee, and at least one other certificated staff member (classroom teacher, counselor, or specialist). The parent/guardian will be invited to participate in this meeting.

PROMOTION/ACCELERATION/RETENTION (cont.)

English Language Learners shall have structured DAILY English Language Development (ELD) instruction provided by a qualified teacher and shall be included in an academic intervention program as early as possible in the school year, if necessary. The decision to retain shall be made by the promotion/retention team, AND CANNOT BE BASED ON ENGLISH PROFICIENCY. If the student is an English Language Learner (ELL) the promotion/retention team shall include at least one member with expertise in English Language Development (ELD).

Students with an Individualized Education Plan (IEP) shall be given the opportunity to participate in an academic intervention program as early as possible in the school year. The decision to promote or retain shall be made by the Individualized Education Plan Team.

Criteria for Promotion/ Retention at Grades K-8

A student who meets the criteria for promotion will be promoted.

Students between grades K and 1, 1 and 2, 2 and 3, and 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, 5 and 6, 6 and 7, 7 and 8, and 8 and 9.

As established by Board policy, students shall be identified for retention or for being “at risk of retention” on the basis of grades, assessment results on the ~~Standardized Testing and Reporting (STAR)~~ CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS SYSTEM (CAASPP) Programs, district reading, math, and writing assessments and other contributing factors as follows:

1. **Reading (Grades K-2)**
 Grade K: Running Record Level 2 or below REBUS.
 Grade 1: Running Record Level 42 6 or below.
 Grade 2: Running Record Level 48 16 or below.

2. **Reading/Language Arts (Grades K-6)**

<u>Multiple Measures</u>	<u>Level</u>
Grades (end of course)	“D”, “F” or “U” grade(s) PERFORMANCE LEVEL “1”
California Standards Test (CST)	Below or Far Below Basic
CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	STANDARD NOT MET
District reading and writing assessments	Rubric Score of 1 or 2

3. **Mathematics (Grade 4-6)**

<u>Multiple Measures</u>	<u>Level</u>
Grades (end of course)	“D”, “F” or “U” grade(s) PERFORMANCE LEVEL “1”
California Standards Test (CST)	Below or Far Below Basic
CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	STANDARD NOT MET

PROMOTION/ACCELERATION/RETENTION (cont.)

	District reading and writing Assessments	Rubric Score of 1 or 2
4.	Grades 7-8 Cumulative GPA California Standards Test (CST) CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS SYSTEM (CAASPP) Grades (end of course)	<u>Level</u> 2.0 or below Below or Far Below Basic More than 1 "F" in any subject "F" in English/language arts or mathematics
5.	Other Contributing Factors (Grades K-8) Teacher observation Attendance/Behavior which have negatively impacted academic achievement Social/Emotional developmental appropriateness Light's Retention Scale	

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

High School Promotion/Retention

Designation as a freshman, sophomore, junior, or senior is based upon the number of credits completed at the end of each semester.

Freshman:	0-55 credits	Junior:	110-165 credits
Sophomore:	55-110 credits	Senior:	165-225 credits

When a student does not have the credits necessary for promotion at the end of the school year, the student and his/her parent/guardian will be notified in writing that the student is retained until the credits are earned. The student will be expected to attend summer school.

If the student earns sufficient credits in summer school, he/she will be promoted at the beginning of the following school year.

By the second semester of high school and each semester thereafter any student falling below the credit or grade point average expected for graduation, and their parents/guardians, will be informed in writing of the student's status and of the options for credit/grade point recovery in order to meet the requirements for graduation.

By the fourth semester of high school, any student falling below the credit or grade point requirement expected for graduation will have a scheduled graduation status check meeting with the principal or designee, counselor, the parent(s)/guardian(s) and the

PROMOTION/ACCELERATION/RETENTION (cont.)

student to develop a specific plan and timelines for meeting the graduation requirements.

Progress toward high school graduation shall be based on students' ability to pass the courses necessary to earn the required number of credits, ~~on their ability to pass the California High School Exit Examination (CAHSEE)~~, and on an overall grade point average (GPA) of 2.0.

Exception to Retention

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher, or in the case of multiple teachers, the teacher(s) designated in accordance with Education Code 48070.5, with the assistance of the Promotion/Retention Team, determines in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5).

Reconsideration of Retention Following Intervention

If the teacher's recommendation to promote is contingent on the student's participation in a summer school, interim session, or remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The evaluation shall be provided to and discussed with the student's parent/guardian before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

Interventions

The Superintendent or designee may require a student who has been recommended for retention or has been identified as being "at risk of retention" to participate in a supplemental instructional program as soon as practicable. If the parent/guardian does not consent to participation in the school's supplemental instructional program, it will be documented and will become a permanent part of the student's cumulative academic file. Early interventions and remediation programs may include, but not be limited to:

1. Differentiated classroom instruction
2. ~~Response to Intervention (RtI)~~ MULTI-TIERED SYSTEM OF SUPPORTS FOR ACADEMICS (MTSS-A)
3. Tutorial programs

PROMOTION/ACCELERATION/RETENTION (cont.)

4. Intersessions
5. Summer school
6. Before- and after-school programs
7. Saturday school

Services provided during the regular instructional day shall not result in the student being removed from classroom instruction in the core curriculum or physical education (Education Code 37252.5). Intervention services shall be provided to students in the following priority order: (Education Code 37252.5)

1. Students who have been recommended for retention or who have been identified as being “at risk of retention” pursuant to Education Code 48070.5. As soon as practicable, the teacher, with the assistance of the Promotion/Retention Team, shall identify those students who are “at risk of retention” and offer an Instructional Intervention Plan to address the academic deficiencies of the student. The student/parent may participate in the development of the Intervention Plan and they will receive a signed copy of the agreement. The parents must sign a waiver if they choose not to have their child participate in a recommended intervention program.
2. Students who have been identified as having a deficiency in mathematics, reading, or language, based on the results of the test administered under the ~~Standardized Testing and Reporting Program (STAR)~~. CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP).

This supplemental instructional program shall be developed in accordance with the requirements of Education Code 37252.5.

(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Parent Notification

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the declaration to promote or retain the student. (Education Code 48070.5)

The decision to retain a student will be made by a Promotion/Retention Team consisting of the student’s classroom teacher, the principal or designee, and at least one other certificated staff member (counselor, assistant principal, teacher, specialist). This team shall consist of a minimum of three. The parent/guardian will be invited to participate in this meeting.

PROMOTION/ACCELERATION/RETENTION (cont.)

When a student is identified as being “at risk of retention,” the student’s parent/guardian shall be notified (in writing) as early in the school year as practicable. (Education Code 48070.5) A conference shall be scheduled with the parent/guardian to inform the parents of the reasons for the identification and to explain the District’s board policy and administrative regulation on retention. At this conference the teacher and parent/guardian shall develop an intervention instructional plan for the student. The plan shall be monitored and reviewed with the parent at least two additional times during the school year.

(cf. 5145.6 - Parental Notification)

Appeal of Retention K-8

In the event a decision is made to retain a student, the parent/guardian may appeal to the Superintendent or designee.

The burden shall be on the appealing party to show why the decision to retain should be overruled. (Education Code 48070.5)

To appeal a retention decision, the parent/guardian shall submit a written request to the Superintendent or designee specifying the reasons why the decision should be overruled. The appeal must be initiated within ten (10) school days of receipt of the notice of retention. The Promotion/Retention Team shall be provided an opportunity to state orally and/or in writing the criteria on which the decision was based, and the evidence considered in reaching the recommendation.

Within thirty (30) working days of receiving a request to appeal, the Superintendent or designee shall determine whether or not to overrule the decision to retain.

The Superintendent or designee’s determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board’s decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board. The Board may also meet with the appealing party, the teacher, and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

PROMOTION/ACCELERATION/RETENTION (cont.)

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's records.

(cf. 5125 - Student Records)

(cf. 5125.3 - Challenging Student Records)

Chino Valley Unified School District

Regulation adopted: May 22, 1997

Revised: November 4, 1999

Revised: February 22, 2001

Revised: September 1, 2005

Revised: February 16, 2006

Revised: April 2, 2009

REVISED:

Chino Valley Unified School District

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: **WILLIAMS SETTLEMENT LEGISLATION QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY FOR APRIL THROUGH JUNE 2018**

=====

BACKGROUND

In accordance with the Williams settlement legislation, Education Code 35186 states that the Superintendent or designee shall report summarized data on the nature and resolution of all Williams related complaints to the Board of Education and the San Bernardino County Superintendent of Schools on a quarterly basis. Williams related complaints are complaints specific to 1) insufficiency of instructional materials, 2) unsafe facilities, or 3) teacher vacancy or misassignment. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting.

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 Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for April through June 2018.

FISCAL IMPACT

None.

NE:GP:rtr

Williams Settlement Legislation
Quarterly Uniform Complaint Report Summary
For submission to school district governing board and county office of education

District Name: Chino Valley Unified School District

Quarter covered by this report: April 2018 – June 2018

Please fill in the following table. Enter 0 in any cell that does not apply.

	Number of complaints received in quarter	Number of complaints resolved	Number of complaints unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignments	0	0	0
Totals	0	0	0

Submitted by: Grace Park, Ed.D.

Title: Associate Superintendent, Curriculum, Instruction, Innovation, and Support

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE REGULATION 3514 BUSINESS AND NONINSTRUCTIONAL OPERATIONS – ENVIRONMENTAL SAFETY

=====

BACKGROUND

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice.

Revision of Board Policy and Administrative Regulation 3514 Business and Noninstructional Operations – Environmental Safety is updated to reflect new law (AB 746) which provides that, if a community water system finds lead above specified levels in a school’s potable water system, the District must notify parents/guardians, shut down fountains and faucets, and provide a source of drinking water to students. Policy also deletes details regarding District strategies that are duplicated in the Regulation. Regulation also updates material related to particulate filters in school buses and carbon monoxide detectors to reflect current law.

New language is provided in UPPER CASE while old policy language is ~~lined through~~.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy and Administrative Regulation 3514 Business and Noninstructional Operations – Environmental Safety.

FISCAL IMPACT

None.

NE:GJS:pw

ENVIRONMENTAL SAFETY

The Board of Education recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall REGULARLY assess school facilities ~~as required~~ to identify environmental health risks AND SHALL DEVELOP STRATEGIES ~~The District shall establish a comprehensive plan~~ to prevent and/or mitigate environmental hazards. HE/SHE SHALL ~~consideration of~~ the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the District, and the potential impact on staff AND STUDENTS, INCLUDING THE IMPACT ~~attendance student attendance,~~ and ON student achievement AND ATTENDANCE.

(cf. 0200 - Goals for the School District)
 (cf. 0400 - Comprehensive Plans)
 (cf. 1312.4 - Williams Uniform Complaint Procedures)
 (cf. 3516 - Emergencies and Disaster Preparedness Plan)
 (cf. 3516.3 - Earthquake Emergency Procedure System)
 (cf. 3517 - Facilities Inspection)
 (cf. 4157/4257/4357 - Employee Safety)
 (cf. 5142 - Safety)
 (cf. 7111 - Evaluating Existing Buildings)

Such ~~S~~strategies SHALL FOCUS ON MAXIMIZING HEALTHY INDOOR AIR QUALITY; MONITORING THE QUALITY OF OUTDOOR AIR AND ADJUSTING OUTDOOR ACTIVITIES AS NECESSARY; REDUCING EXPOSURE TO VEHICLE EMISSIONS; MINIMIZING EXPOSURE TO LEAD AND MERCURY; REDUCING THE RISK OF UNSAFE DRINKING WATER; INSPECTING AND PROPERLY ABATING ASBESTOS; APPROPRIATELY STORING, USING, AND DISPOSING OF POTENTIALLY HAZARDOUS SUBSTANCES; USING EFFECTIVE PEST MANAGEMENT PRACTICES; REDUCING THE RISK OF FOODBORNE ILLNESS; AND ADDRESSING ANY OTHER ENVIRONMENTAL HAZARDS IDENTIFIED DURING FACILITIES INSPECTIONS. ~~addressed in the District's plan shall include, but not necessarily be limited to, the following:~~

1. ~~Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to control dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities.~~

~~(cf. 3513.3 - Tobacco-Free Schools)~~
~~(cf. 5141.23 - Asthma Management)~~
~~(cf. 7150 - Site Selection and Development)~~

2. ~~Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm.~~

ENVIRONMENTAL SAFETY (cont.)

~~(cf. 5141.7 - Sun Safety)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles.~~

~~(cf. 3540 - Transportation)~~

~~(cf. 3541.1 - Transportation for School-Related Trips)~~

~~(cf. 3542 - School Bus Drivers)~~

~~4. Minimizing exposure to lead in paint, soil, and drinking water.~~

~~5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a recognized health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials.~~

~~6. Ensuring the proper storage, use, and disposal of potentially hazardous substances.~~

~~(cf. 3514.1 - Hazardous Substances) (cf. 6161.3 - Toxic Art Supplies)~~

~~7. Ensuring the use of effective least toxic pest management practices.~~

~~8. Instituting a food safety program for the storage, preparation, delivery, and service of school meals in order to reduce the risk of food borne illnesses.~~

~~(cf. 3550 - Nutrition Service)~~

~~(cf. 3510 - Green School Options)~~

~~(cf. 3513.3 - Tobacco-Free Schools)~~

~~(cf. 3514.1 - Hazardous Substances)~~

~~(cf. 3514.2 - Integrated Pest Management)~~

~~(cf. 3516.5 - Emergency Schedules)~~

~~(cf. 3540 - Transportation)~~

~~(cf. 3541.1 - Transportation for School-Related Trips)~~

~~(cf. 3542 - School Bus Drivers)~~

~~(cf. 3550 - Food Service/Child Nutrition Program)~~

~~(cf. 5141.23 - Asthma Management)~~

~~(cf. 5141.7 - Sun Safety)~~

~~(cf. 5142.2 - Safe Routes to School Program)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~(cf. 6163.2 - Animals at School)~~

~~(cf. 7150 - Site Selection and Development)~~

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies,

ENVIRONMENTAL SAFETY (cont.)

health agencies, WATER BOARDS and other community organizations.

(cf. 1020 - Youth Services)

The Superintendent or designee shall provide the District's staff, as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmental safety at the AND HEALTHY schools.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the District's actions to remedy the hazard and may recommend health screening of staff and students.

(cf. 5141.6 - School Health Services)

Legal Reference:EDUCATION CODE

17002 Definition of "good repair"

17070.75 Facilities inspection 17582

17582 Deferred maintenance fund

17590 Asbestos abatement fund

17608-17614 Healthy Schools Act of 2000, least toxic pest management practices

32080-32081 Carbon monoxide devices

32240-32245 Lead-Safe Schools Protection Act

48980.3 Notification of pesticides

49410-49410.7 Asbestos materials containment or removal

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000, least toxic pest management practices

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

HEALTH AND SAFETY CODE

105400-105430 Indoor environmental quality

113700-114437 California Retail Food Code, sanitation and safety requirements

11627 Lead testing of potable water at schools and requirements to remedy

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

CODE OF REGULATIONS, TITLE 8

337-339 Hazardous substances list

340-340.2 Occupational safety and health, rights of employees

1528-1537 Construction safety orders; exposure to hazards

5139-5223 Control of hazardous substances

CODE OF REGULATIONS, TITLE 13

2025 Retrofitting of diesel school buses

2480 Vehicle idling

ENVIRONMENTAL SAFETY (cont.)

CODE OF REGULATIONS, TITLE 17

35001-36100 Lead abatement services

CODE OF REGULATIONS, TITLE 22

64670-64679 Lead and copper in drinking water

UNITED STATES CODE, TITLE 24

915.1-915.7 California Building Standards Code; carbon monoxide devices

UNITED STATES CODE, TITLE 7

136-136y Use of pesticides

UNITED STATES CODE, TITLE 15

2601-2629 Control of toxic substances

2641-2656 Asbestos Hazard Emergency Response Act

UNITED STATES CODE, TITLE 42

1758 Food safety and inspections

CODE OF FEDERAL REGULATIONS, TITLE 40

141.1-141.723 Drinking water standards

745.61-745.339 Lead-based paint standards

763.80-763.99 Asbestos-containing materials in schools

763.120-763.123 Asbestos worker protections

Management Resources:

CSBA PUBLICATIONS

Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008

Asthma Management in the Schools, Policy Brief, March 2008

Food Safety Requirements, Fact Sheet, October 2007

Sun Safety in Schools, Policy Brief, July 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Site Selection and Approval Guide, 2000

Indoor Air Quality, A Guide for Educators, 1995

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities, April 1998

U.S. ENVIRONMENTAL PROTECTION AGENCY: AIR RESOURCES BOARD PUBLICATIONS

Facts about Truck and Bus Regulation School Bus Provisions, rev. March 22, 2011

CALIFORNIA STATE WATER RESOURCES CONTROL BOARD PUBLICATION

Frequently Asked Questions about Lead Testing of Drinking Water in California Schools; Updated for Assembly Bill 746/Health and Safety Code 116277, December 15, 2017

DIVISION OF THE STATE ARCHITECT PUBLICATIONS

K-12 Occupancy Classification and Load Factors, IR A-26, rev. April 18, 2012

U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS

A Citizen's guide to Radon: The Guide to Protecting Yourself and Your Family from Radon, 2016

Healthy School Environments Assessment Tool, rev. 2015

Indoor Air Quality Tools for Schools, rev. 2009

Mold Remediation in Schools and Commercial Buildings, September 2008

The ABCs of Asbestos in Schools, rev. August 2003

How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996

WEBSITES

California School Boards Association: www.csba.org

AirNow: www.airnow.gov

American Association of School Administrators: www.aasa.org

California Air Resources Board: www.arb.ca.gov

California Building Standards: www.bsc.ca.gov/codes.aspx

ENVIRONMENTAL SAFETY (cont.)

California Department of Education, Health and Safety: www.cde.ca.gov/ls/fa/hs
California Department of Pesticide Regulation: www.cdpr.ca.gov
California Department of Public Health: www.cdph.ca.gov
California State Water Resources Control Board: www.waterboards.ca.gov
Centers for Disease Control and Prevention: www.cdc.gov
Consumer Product Safety Commission: www.cpsc.gov
National Center for Environmental Health: www.cdc.gov/nceh
Occupational Safety and Health Administration: www.osha.gov
U.S. Environmental Protection Agency: www.epa.gov

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Policy adopted: November 16, 1995

Revised: October 21, 2010

REVISED:

ENVIRONMENTAL SAFETY

The Superintendent may designate and train one or more employees to oversee and coordinate the District's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of District facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the District's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)
 (cf. 3511 - Energy and Water Conservation)
 (cf. 3517 - Facilities Inspection)
 (cf. 4157/4257/4357 - Employee Safety)
 (cf. 5142 - Safety)
 (cf. 7111 - Evaluating Existing Buildings)
 (cf. 7150 - Site Selection and Development)

Indoor Air Quality

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the Superintendent or designee shall ensure that the following strategies are implemented:

1. Mechanically driven ventilation, AND AIR CONDITIONING systems shall be operated continuously during working hours IN OCCUPIED ROOMS except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

~~School site administrative~~ Staff shall ensure that airflow is not obstructed by THE COVERING or blocking OF ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.

ENVIRONMENTAL SAFETY (cont.)

3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.
4. Least toxic pest management practices shall be used to control and manage pests at school sites. (Education Code 17608-17614; Food and Agriculture Code 13182)

(cf. 3514.2 – Integrated Pest Management)

5. ~~In any new school construction and in all existing schools when feasible~~ tThe Superintendent or designee shall install a carbon monoxide detector OR ALARM in each ALL school buildingS that contains a fossil fuel burning APPLIANCE, FIREPLACE, OR FORCED AIR furnace. The device OR ALARM shall be placed LOCATED in close proximity to the furnace APPLIANCE in order to accurately detect AND ALERT SCHOOL PERSONNEL OF any leakage of carbon monoxide. (24CCR 915.1-915.7)
6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, ~~and plug-in air fresheners~~ shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

7. Painting of school facilities and maintenance or repair ~~duties~~ ACTIVITIES that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.
8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in ~~such~~ SMALL quantities as to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well-ventilated and not frequented by students and staff.
10. The District's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

ENVIRONMENTAL SAFETY (cont.)

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense or air fresheners and from using perfume or cologne, scented lotion, or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance free in classrooms or other enclosed areas or buildings.

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, ~~and/or~~ ultraviolet radiation levels, AND/OR TEMPERATURE AND HUMIDITY.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

(cf. 5141.7 - Sun Safety)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Vehicle Emissions

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480. THE SUPERINTENDENT OR DESIGNEE MAY ALSO REQUEST PARENTS/GUARDIANS TO TURN OFF THEIR VEHICLES WHEN THEY ARE IDLING ON SCHOOL GROUNDS AND ENCOURAGE STUDENTS TO WALK AND/OR BICYCLE TO SCHOOL.

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

(cf. 5142.2 - Safe Routes to School Program)

Any diesel-fueled, DUAL-FUELED, OR ALTERNATIVE DIESEL-FUELED school bus with a gross vehicle weight rating over 14,000 pounds ~~manufactured on or after April 1,~~

ENVIRONMENTAL SAFETY (cont.)

~~1977~~ shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water

The quality and safety of the District's drinking water sources shall be regularly assessed, AND DRINKING FOUNTAINS SHALL BE REGULARLY CLEANED AND MAINTAINED TO AVOID THE PRESENCE OF DIRT, MOLD, OR OTHER IMPURITIES OR HEALTH CONCERNS.

WHENEVER ANY CONTAMINANTS IN THE DRINKING WATER ARE DETERMINED TO BE A CONCERN, THE SUPERINTENDENT OR DESIGNEE SHALL TAKE REASONABLE STEPS TO IDENTIFY THE SOURCE AND MITIGATE THE CONCERN TO ENSURE THE AVAILABILITY OF SAFE DRINKING WATER. AS NEEDED, THE SUPERINTENDENT OR DESIGNEE SHALL PROVIDE ALTERNATIVE SOURCES OF DRINKING WATER, SUCH AS BOTTLED WATER, TO ENSURE THAT STUDENTS HAVE ACCESS TO FRESH DRINKING WATER AT MEALTIMES AND AT OTHER TIMES THROUGHOUT THE DAY.

(cf. 3550 - Food Service/Child Nutrition Program)

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, in ~~40 CFR 141.80 and 22 CCR 64678~~ THE SUPERINTENDENT OR DESIGNEE SHALL NOTIFY PARENTS/GUARDIANS AND TAKE IMMEDIATE STEPS TO MAKE INOPERABLE ANY FOUNTAINS OR FAUCETS WHERE EXCESS LEAD LEVELS MAY EXIST. ~~water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented.~~

~~Whenever levels of arsenic, bacteria, or other contaminants in the drinking water are determined to be a concern, the Superintendent or designee may recommend basic filtration or pipe flushing when feasible.~~

~~Until drinking water is assured to be safe, the Superintendent or designee may explore alternatives, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day. As needed, he/she also may encourage appropriate governmental agencies to conduct regular testing of the water quality in district schools and to implement strategies to improve water quality in the community.~~

~~(cf. 3550 - Food Service/Child Nutrition Program)~~

~~Drinking fountains in district schools shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.~~

ENVIRONMENTAL SAFETY (cont.)**Lead Exposure**

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)
2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.
3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
4. Soil with ~~high~~ LOW lead content may be covered with grass, other plantings, concrete, or asphalt. FOR SOIL WITH HIGH LEAD CONTENT, REMOVAL AND ABATEMENT ARE REQUIRED.
5. Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

THE SUPERINTENDENT OR DESIGNEE SHALL NOTIFY PARENTS/GUARDIANS, TEACHERS, AND STAFF MEMEBERS IF SIGNIFICANT RISK FACTORS FOR LEAD EXPOSURE ARE FOUND. (Education Code 32243)

Mercury Exposure

The Superintendent or designee shall identify any products containing mercury that are present in District facilities and, to the extent possible, shall replace them with mercury-free alternatives.

ENVIRONMENTAL SAFETY (cont.)

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff WHO ARE trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos management

The Superintendent shall designate an employee who shall ensure that the District's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; ASBESTOS MANAGEMENT PROGRAMS; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)

The designated employee shall ensure that the District complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:
 - a. Any school building that is leased, or acquired, OR OTHERWISE USED by the District shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
 - b. At least once every six months, the District shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)

ENVIRONMENTAL SAFETY (cont.)

- c. At least once every three years, the District shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
- 2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The District may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)
- 3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in District and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84, 763.93)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

- 4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)
- 5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84)

Asbestos inspection and abatement work, PREPARATION OF A MANAGEMENT PLAN, and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

- 6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

ENVIRONMENTAL SAFETY (cont.)

All District maintenance and custodial staff who may work in a building that contains asbestos-containing building materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conducts activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84; 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school, shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)
8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The District shall maintain, in both the District and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Regulation approved: October 7, 2010

Revised: December 12, 2013

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
**SUBJECT: REVISION OF BOARD POLICY 3514.1 BUSINESS AND
NONINSTRUCTIONAL OPERATIONS – HAZARDOUS
SUBSTANCES**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice.

Revision of Board Policy 3514.1 Business and Noninstructional Operations – Hazardous Substances is updated to reflect requirements regarding toxic art and craft supplies, formerly in BP 6161.3 – Toxic Art Supplies.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy 3514.1 Business and Noninstructional Operations – Hazardous Substances

FISCAL IMPACT

None.

NE:GJS:pw

HAZARDOUS SUBSTANCES

The Board of Education desires to provide a safe school environment that protects students and employees from exposure to ANY potentially hazardous substances that may be used in the District's educational program and in the maintenance and operation of District facilities and equipment.

(cf. 3514 - Environmental Safety)

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

(cf. 4157/4257/4357 - Safety (All Personnel))

(cf. 5141.22 - Infectious Diseases)

(cf. 5142 - Safety)

Insofar as reasonably possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored and used on school property. When hazardous substances must be used, the Superintendent or designee shall give preference to materials that cause the least risk to people and the environment.

(cf. 3510 - Green School Operations)

(cf. 3514.2 - Integrated Pest Management)

The Superintendent or designee shall ensure that all potentially hazardous substances on District properties are inventoried, used, stored, and regularly disposed of in a safe and legal manner.

The Superintendent or designee shall develop, implement, and maintain a written hazard communication program in accordance with 8 CCR 5194 and shall ensure that employees, students, and others as necessary are fully informed about the properties and potential hazards of substances to which they may be exposed.

(cf. 1240 - Volunteer Assistance)

The Superintendent or designee shall develop specific measures to ensure the safety of students and staff in school laboratories where hazardous chemicals are used. Such measures shall include the development and implementation of a chemical hygiene plan in accordance with 8 CCR 5191 and instruction to students about proper handling of hazardous substances.

(cf. 6142.93 - Science Instruction)

THE SUPERINTENDENT OR DESIGNEE SHALL NOT ORDER OR PURCHASE FOR USE IN GRADES K-6 ANY ARTS AND CRAFTS MATERIALS CONTAINING A SUBSTANCE DETERMINED BY THE CALIFORNIA OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT TO BE TOXIC. THE SUPERINTENDENT OR DESIGNEE SHALL NOT PURCHASE ANY SUCH TOXIC MATERIAL FOR USE IN GRADES 7-12 UNLESS IT INCLUDES A WARNING LABEL AS SPECIFIED

HAZARDOUS SUBSTANCES (cont.)

IN EDUCATION CODE 32065 THAT IDENTIFIES ANY TOXIC INGREDIENTS, WARNS OF POTENTIAL ADVERSE HEALTH EFFECTS, AND DESCRIBES PROCEDURES FOR SAFE USE AND STORAGE. (Education Code 32064)

Legal Reference:

EDUCATION CODE

32060-32066 Toxic art supplies in schools

49340-49341 Hazardous substances education

49401.5 Legislative intent; consultation services

49411 Chemical listing; compounds used in school programs; determination of shelf life; disposal

FOOD AND AGRICULTURAL CODE

12981 Regulations re pesticides and worker safety

HEALTH AND SAFETY CODE

25163 Transportation of hazardous wastes; registration; exemptions; inspection

25500-25520 Hazardous materials release response plans; inventory

108100-108515 California Hazardous Substances Act

LABOR CODE

6360-6363 Hazardous Substances Information and Training Act

6380-6386 List of hazardous substances

CODE OF REGULATIONS, TITLE 8

339 List of hazardous substances

3203 Illness and injury prevention program

3204 Records of employee exposure to toxic or harmful substances

5139-5230 Control of hazardous substances, especially

5154.1-5154.2 Ventilation

5161 Definitions

5162 Emergency eyewash and shower equipment

5163 Control of spills

5164 Storage of hazardous substances

5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan

5194 Hazard communication

CODE OF REGULATIONS, TITLE 22

67450.40-67450.49 School hazardous waste collection, consolidation, and accumulation facilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Safety Handbook for California Public Schools, 2012

CALIFORNIA OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT PUBLICATIONS

Art and Craft Materials in Schools: Guidelines for Purchasing and Safe Use, September 17, 2016

WEBSITES

California School Boards Association: www.csba.org

California Department of Education: cde.ca.gov

California Office of Environmental Health Hazard Assessment: www.oehha.ca.gov

Department of Industrial Relations, Cal/OSHA: www.dir.ca.gov/dosh

HAZARDOUS SUBSTANCES (cont.)

Chino Valley Unified School District

Policy adopted: November 16, 1995

Revised: December 9, 2010

Revised: July 18, 2013

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: July 19, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 3514.2 BUSINESS AND NONINSTRUCTIONAL OPERATIONS – INTEGRATED PEST MANAGEMENT

=====

BACKGROUND

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice.

Revision of Administrative Regulation 3514.2 Business and Noninstructional Operations – Integrated Pest Management is updated to clarify the applicability of integrated pest management requirements to child care facilities, delete an outdated date by which the annual training requirement became effective, and add requirement for pesticide-specific training. Regulation also reflects new state regulation (Register 2017, No. 45) which prohibits growers from making certain agricultural pesticide applications within one-quarter mile of a school site between 6:00 a.m. and 6:00 p.m. on weekdays and requires such growers to annually notify the principal regarding pesticides it expects to use during the year.

New language is provided in UPPER CASE while old policy language is ~~lined through~~.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Administrative Regulation 3514.2 Business and Noninstructional Operations – Integrated Pest Management.

FISCAL IMPACT

None.

NE:GJS:pw

INTEGRATED PEST MANAGEMENT

The Superintendent or designee shall designate an employee at the district office to develop, implement, and coordinate an integrated pest management (IPM) program that incorporates effective, least toxic pest management practices. The IPM coordinator shall prepare and regularly update a district wide IPM plan based on the template provided by the California Department of Pesticide Regulation (DPR).

DEFINITIONS

Integrated pest management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. ~~Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds.~~ (Education Code 17609; Food and Agricultural Code 13181)

(cf. 3510 - Green School Operations)

SCHOOL SITE MEANS ANY FACILITY USED AS A CHILD DAY CARE FACILITY OR FOR KINDERGARTEN, ELEMENTARY, OR SECONDARY SCHOOL PURPOSES AND INCLUDES THE BUILDINGS OR STRUCTURES, PLAYGROUNDS, ATHLETIC FIELDS, VEHICLES, OR ANY OTHER AREA OF PROPERTY VISITED OR USED BY STUDENTS. (Education Code 17609)

Program Components

The Superintendent or designee shall designate an employee at the District office AND/OR SCHOOL SITE to develop, implement, and coordinate an ~~integrated pest~~ IPM program STRATEGY that incorporates effective, least toxic pest management practices.

THE IPM COORDINATOR SHALL PREPARE AND REGULARLY UPDATE A DISTRICT WIDE IPM PLAN BASED ON THE TEMPLATE PROVIDED BY THE CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION (DPR).

THE IPM PLAN SHALL INCLUDE THE NAME OF THE DISTRICT AND/OR SCHOOL IPM COORDINATOR, THE PESTICIDES EXPECTED TO BE APPLIED AT THE SCHOOL SITE BY DISTRICT EMPLOYEES AND/OR PEST CONTROL APPLICATORS, AND A DATE THAT THE PLAN SHALL BE REVIEWED AND, IF NECESSARY, UPDATED. (Education Code 17611.5)

INTEGRATED PEST MANAGEMENT (cont.)

THE DISTRICT SHALL USE PESTICIDES THAT POSE THE LEAST POSSIBLE HAZARD AND ARE EFFECTIVE IN A MANNER THAT MINIMIZES RISKS TO PEOPLE, PROPERTY, AND THE ENVIRONMENT. SUCH PESTICIDES SHALL ONLY BE USED AFTER CAREFUL MONITORING INDICATES THEY ARE NEEDED ACCORDING TO PRE-ESTABLISHED GUIDELINES AND TREATMENT THRESHOLDS. (Food and Agricultural Code 13181)

The IPM plan and this administrative regulation shall not apply to reduced-risk pesticides, including self-contained baits or traps, gels or pastes used for crack and crevice treatments, antimicrobials, and pesticides exempt from registration by law. (Education Code 17610.5; 3 CCR 6147)

~~The IPM coordinator shall not use any pesticide that is prohibited by DPR or the U.S. Environmental Protection Agency, as listed on the DPR web site. (Education Code 17610.1)~~

The District's program shall include, but not necessarily be limited to, the following components:

1. Identifying and monitoring pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazards that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestation.
4. Considering a full range of possible alternative cost-effective treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents.
5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazardous effects to people and the environment.

NO PESTICIDE THAT IS PROHIBITED BY DPR OR THE U.S. ENVIRONMENTAL PROTECTION AGENCY, AS LISTED ON THE DPR WEB SITE, SHALL BE USED AT A SCHOOL SITE. (Education Code 176101.1)

INTEGRATED PEST MANAGEMENT (cont.)

6. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and PRODUCT label directions. ~~registered with the EPA as well as any disposal requirements indicated on the product label.~~

(cf. 3514 - Environmental Safety)
 (cf. 3514.1 - Hazardous Substances)

7. Informing parents/guardians and employees regarding pesticide use as described in the sections "Notifications" and "Warning Signs" below.
8. Ensuring that persons applying pesticides follow label precautions and are sufficiently trained in the principles and practices of IPM AS DESCRIBED IN THE SECTION "TRAINING" BELOW.
9. EVALUATING THE EFFECTIVENESS OF TREATMENTS TO DETERMINE IF REVISIONS TO THE IPM PLAN ARE NEEDED.

TRAINING

~~Beginning July 1, 2016,~~ The IPM coordinator and any employee or contractor who ~~intends~~ MAY BE DESIGNATED to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

(cf. 4231 - Staff Development)

ANY DISTRICT EMPLOYEE WHO HANDLES PESTICIDES SHALL ALSO RECEIVE PESTICIDE SPECIFIC SAFETY TRAINING PRIOR TO APPLYING PESTICIDES AND ANNUALLY THEREAFTER IN ACCORDANCE WITH 3 CCR 6724.

Notifications

Staff and parents/guardians of students enrolled at a school site shall be annually notified, in writing, regarding pesticide products expected to be applied at the school site in the upcoming year. The notification shall include at least the following: (Education Code 17612)

1. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it
2. The Internet address (www.cdpr.ca.gov/schoolipm) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184

INTEGRATED PEST MANAGEMENT (cont.)

3. If the ~~District~~ SCHOOL has posted its IPM plan, the Internet address where the plan may be found
4. The opportunity to view a copy of the IPM plan in the school office
5. An opportunity for interested persons to register to receive prior notification of each application of a pesticide at the school site
6. Other information deemed necessary by the IPM coordinator

(cf. 1312.4 - Williams Uniform Complaint Procedures)
 (cf. 3517 - Facilities Inspection)
 (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
 (cf. 5145.6 - Parental Notifications)

Whenever a person registers to receive notice of individual pesticide application pursuant to item #5 above, the IPM coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application. (Education Code 17612)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

If ~~the A District~~ SCHOOL chooses to use a pesticide not exempted pursuant to Education Code 17610.5, it shall post the SCHOOL OR District IPM plan on the ~~district's~~ SCHOOL'S website OR, IF THE SCHOOL DOES NOT HAVE A WEBSITE, THEN ON THE DISTRICT WEBSITE. ~~The plan shall include the name of the school designee or IPM coordinator, the pesticides applied at the school site by school or district employees and hired pest control applicators, and a date when the plan shall be reviewed and updated as necessary.~~ IF NEITHER THE SCHOOL NOR DISTRICT HAS A WEBSITE, THEN THE IPM PLAN SHALL BE INCLUDED WITH THE ANNUAL NOTIFICATION SENT TO STAFF AND PARENTS/GUARDIANS PURSUANT TO EDUCATION CODE 17612 AS DESCRIBED ABOVE. When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion. (Education Code 17611.5)

Whenever the IPM coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code 17612)

INTEGRATED PEST MANAGEMENT (cont.)**Warning Signs**

The IPM coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. The warning sign shall prominently display the following information: (Education Code 17612)

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide TO PROTECT THE HEALTH AND SAFETY OF STUDENTS, STAFF, OR OTHER PERSONS OR THE SCHOOL SITE, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code 17609, 17612)

Records

At the end of each calendar year, the IPM coordinator shall submit to the DPR, on a form provided by the DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. ~~Such records~~ A SCHOOL MAY MEET THIS REQUIREMENT ~~may be maintained~~ by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code 17611)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

PESTICIDE USE NEAR SCHOOL SITE

UPON RECEIVING NOTIFICATION PURSUANT TO 3 CCR 6692 THAT A GROWER EXPECTS TO USE AGRICULTURAL PESTICIDES WITHIN ONE-QUARTER MILE OF

INTEGRATED PEST MANAGEMENT (cont.)

A SCHOOL SITE MONDAY THROUGH FRIDAY FROM 6:00 A.M. TO 6:00 P.M., THE PRINCIPAL OR DESIGNEE SHALL NOTIFY THE SUPERINTENDENT OR DESIGNEE, IPM COORDINATOR, STAFF AT THE SCHOOL SITE, AND PARENTS/GUARDIANS OF STUDENTS ENROLLED AT THE SCHOOL.

THE PRINCIPAL OR DESIGNEE MAY COMMUNICATE WITH ANY GROWER WITHIN ONE-QUARTER MILE OF THE SCHOOL TO REQUEST THAT THE GROWER NOT APPLY PESTICIDES DURING EVENINGS OR WEEKENDS WHEN SCHOOL ACTIVITIES ARE SCHEDULED.

Legal Reference:

EDUCATION CODE

17366 Legislative intent (fitness of buildings for occupancy)

17608-17614 Healthy Schools Act of 2000

48980 Notice at beginning of term

48980.3 Notification of pesticides

BUSINESS AND PROFESSIONS CODE

8593.2 Licensed pest control operators; training requirements

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

6250-6270 California Public Records Act

CODE OF REGULATIONS, TITLE 3

6147 Pesticides exempted from registration requirements

6690-6692 Pesticide use near school sites

6724 Training of employees handling pesticides

CODE OF REGULATIONS, TITLE 8

340-340.2 Employer's obligation to provide safety information

UNITED STATES CODE, TITLE 7

136-136y Insecticide, Fungicide and Rodenticide Act

Management Resources:

CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION PUBLICATIONS

California School IPM Model Program Guidebook

Healthy Schools Act Requirement for Public K-12 Schools

School District Integrated Pest Management Plan Template

U.S. ENVIRONMENTAL PROTECTION AGENCY

Pest Control in the School Environment: implementing Integrated Pest Management (IPM), May 2017

WEBSITES

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

California Department of Pesticide Regulation, School IPM: www.cdpr.ca.gov/schoolipm

U.S. Environmental Protection Agency, Integrated Pest Management at Schools:

www.epa.gov/pesticides/ipm www.epa.gov/pesticides/ipm

Chino Valley Unified School District

Regulation Approved: August 13, 2015

REVISED: