



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

December 13, 2018

BOARD OF EDUCATION

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

Alexi Magallanes, Student Representative



SUPERINTENDENT
Norm Enfield, Ed.D.

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
ORGANIZATIONAL MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
5:05 p.m. - Closed Session • 7:00 p.m. - Organizational Meeting
December 13, 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 – 5:05 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) (5 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) (5 minutes)
- c. Conference with Legal Counsel Anticipated Litigation: Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1): One possible case. (Atkinson, Andelson, Loya, Ruud & Romo) (5 minutes)
- d. Conference with Real Property Negotiators Pursuant to Government Code 54956.8: Property: APN# 1019-511-06, APN # 1019-441-03, APN # 1019-441-04 and APN # 1019-511-04. Agency negotiator: Terry Tao, Esquire. Under negotiation: Terms and Price. (30 minutes)
- e. Conference with Legal Counsel Anticipated Litigation: Government Code 54954.5(c) and 54956.9 (d)(4): One possible case. (Chidester, Margaret A. & Associates) (30 minutes)
- f. Student Readmission Matters (Education Code 35146, 48916 (c)): Cases: 16/17-28 and 17/18-05. (10 minutes)
- g. Public Employee Discipline/Dismissal/Release: Government Code 54957: (5 minutes)
- h. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Frank Arce, Sandra Chen, Lea Fellows, and Richard Rideout. (20 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. OATH OF OFFICE FOR BOARD MEMBERS

The proceedings of this meeting are being recorded.

I.D. PRESENTATIONS

- 1. Boys Republic: Della Robbia Wreath Presentation
- 2. Annual Report: Measure G Citizens’ Oversight Committee for the 2017/2018 School Year
- 3. Annual Report: Academic Indicator

I.E. ORGANIZATION OF BOARD

Election of Officers/Representatives

- 1. Election of President
- 2. Election of Vice President
- 3. Election of Clerk
- 4. Election of Board Liaison–City of Chino
- 5. Election of Board Liaison–City of Chino Hills
- 6. Election of Board Liaison–City of Ontario
- 7. Election of Board Liaison–Chino Valley Independent Fire District
- 8. Election of Representative–County Committee on School District Organization
- 9. Election of Representative–Chino Hills Parks and Recreation Commission
- 10. Election of Two Representatives–Joint Meeting with the City of Chino
- 11. Election of Two Representatives–Joint Meeting with the City of Chino Hills
- 12. Election of Representative–Chamber of the Chino Valley
- 13. Election of Representative and Alternate–Baldy View Regional Occupational Program Commission for a Term to Expire in December 2019

I.F. BREAK FOR RECEPTION

I.G. COMMENTS FROM STUDENT REPRESENTATIVE

I.H. COMMENTS FROM EMPLOYEE REPRESENTATIVES

I.I. COMMENTS FROM COMMUNITY LIAISONS

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

I.K. CHANGES AND DELETIONS

II. ACTION

II.A. ADMINISTRATION

II.A.1. 2019/2020 Board Meeting Calendar

Page 10

Recommend the Board of Education approve the 2019/2020 Board meeting calendar.

Motion Second
 Preferential Vote:
 Vote: Yes No

II.A.2. Nominations for CSBA Delegate Assembly
Page 12 Recommend the Board of Education nominate up to eight (8) candidate(s) to the California School Boards Association Delegate Assembly for a term beginning April 1, 2019, through March 31, 2021.

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

II.B. BUSINESS SERVICES

II.B.1. 2018/2019 First Interim Financial Report
Page 14 Recommend the Board of Education approve the 2018/2019 First Interim Financial Report, and authorize the President of the Board of Education and the Superintendent to sign the Positive Certification of Financial Condition for the current and two subsequent fiscal years.

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

II.C. HUMAN RESOURCES

II.C.1. Public Notice and Hearing Regarding the District’s Initial Bargaining Proposal to the Associated Chino Teachers for a Successor Collective Bargaining Agreement Effective July 1, 2019
Page 15 Recommend the Board of Education give public notice and conduct a public hearing regarding the District’s initial bargaining proposal to the Associated Chino Teachers for a successor Collective Bargaining Agreement effective July 1, 2019.

Open Hearing _____
Close Hearing _____

III. CONSENT

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

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of November 15, 2018
Page 17 Recommend the Board of Education approve the minutes of the regular meeting of November 15, 2018.

III.B. BUSINESS SERVICES

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

III.B.2. 2018/2019 Application to Operate Fundraising Activities and Other Activities for the Benefits of Students

Page 25

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

III.B.3. Fundraising Activities

Page 27

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

III.B.4. Donations

Page 30

Recommend the Board of Education accept the donations.

III.B.5. Legal Services

Page 33

Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Fagen Friedman & Fulfrost LLP; Margaret A. Chidester & Associates; and The Tao Firm.

III.B.6. Signature Authorizations for Chino Valley Unified School District

Page 34

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

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

III.C.1. Student Readmission Cases 16/17-28 and 17/18-05

Page 39

Recommend the Board of Education approve student readmission cases 16/17-28 and 17/18-05.

III.C.2. School-Sponsored Trips

Page 40

Recommend the Board of Education approve/ratify the school-sponsored trips for Ayala HS and Chino Hills HS.

III.C.3. 2019 Supplemental Summer Instruction Program and Special Education Extended School Year

Page 42

Recommend the Board of Education approve the 2019 Supplemental Summer Instruction Program and Special Education Extended School Year.

III.C.4. Career Technical Education/Carl D. Perkins Advisory Committee

Page 44

Recommend the Board of Education approve the Career Technical Education/Carl D. Perkins Advisory Committee as follows:
Jennell Acker, Teacher, Chino Hills HS (Hospitality & Tourism);
Alyssa Berry, Teacher, Don Lugo HS (Agriculture);
Yvette Bookout, Computer Operations Support Technician, CVUSD;
Michael Collins, Teacher, Ayala HS (Architectural Engineering);
Scott Eckersall, Engineer, Eckersall LLC;
Brian Engstrom, Teacher, Don Lugo HS (Engineering);
Fe Rama, Engineer, City of Chino Hills;
Mike Rolland, Teacher, Chino Hills HS (Digital Design);
Lorraine Vara, Teacher, Chino HS (Law & Justice); and

Elizabeth Williams, Teacher, Chino HS. (Culinary)

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Page 46 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 47 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

Page 50 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.D.4. Change Order and Notice of Completion for CUPCAA Projects

Page 53 Recommend the Board of Education approve the change order and Notice of Completion for CUPCAA Projects.

III.D.5. Change Orders and Notice of Completion for Bid 17-18-18F, Ayala HS Portable Classroom Relocation

Page 56 Recommend the Board of Education approve the change orders and Notice of Completion for Bid 17-18-18F, Ayala HS Portable Classroom Relocation.

III.D.6. Resolution 2018/2019-24, for Authorization to Utilize a Piggyback Contract

Page 61 Recommend the Board of Education adopt Resolution 2018/2019-24, for authorization to utilize a piggyback contract.

III.D.7. Bid 18-19-09F, Free Standing Satellite Food Service Stations

Page 65 Recommend the Board of Education award Bid 18-19-09F, Free Standing Satellite Food Service Stations to On Premise Products, Inc. dba ServeSmart K-12 Products.

III.D.8. Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project

Page 66 Recommend the Board of Education award Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES, Alteration Project to: BP 02-01 Precision Contracting; BP 03-01 KAR Construction; BP 05-01 RND Contractors; BP 06-01 Miller Construction; BP 06-02 Stolo Cabinets; BP 07-01 Letner Roofing; BP 08-01 Construction Hardware; BP 09-01 Mirage Builders; BP 09-02 Continental Marble & Tile; BP 09-03 CG Acoustics; BP 09-04 Signature Flooring; BP 09-05 AJ Fistes Corp.; BP 10-01 RVH Constructors, Inc.; BP 11-01 Kitcor Corp.; BP 22-01 Empyrean Plumbing; BP 23-01 Aire-Masters Air Conditioning; BP 26-01 RDM Electric; and BP 32-01 General Consolidated.

III.D.9. Bid 18-19-12F, Ayala HS Safety and Security (Keyless Access, Security Camera and Door/Hardware Replacement)

Page 69

Recommend the Board of Education award Bid 18-19-12F, Ayala HS Safety and Security (Keyless Access, Security Camera, and Door/Hardware Replacement), to RIS Electric Contractors Inc.

III.D.10. Bid 18-19-13F, Cal Aero K-8 and Ayala HS Fencing

Page 70

Recommend the Board of Education award Bid 18-19-13F, Cal Aero K-8 and Ayala HS Fencing, to FenceCorp. Inc.

III.D.11. CUPCCAA Bid 18-19-18I, Borba ES Playground Equipment Installation

Page 71

Recommend the Board of Education award CUPCCAA Bid 18-19-18I, Borba ES Playground Equipment Installation, to J2 Builders.

III.D.12. Chino Unified School District Capital Facilities Corporation—Designation of New Trustees

Page 72

Recommend the Board of Education designate Christina Gagnier and Joe Schaffer to serve as trustees on the Board of the Chino Unified School District Capital Facilities Corporation.

III.D.13. Chino Unified School District Land Acquisition Corporation—Designation of New Directors

Page 73

Recommend the Board of Education designate Christina Gagnier and Joe Schaffer to serve as directors on the Board of the Chino Unified School District Land Acquisition Corporation.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Page 74

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

III.E.2. Student Teaching Agreement with Loyola Marymount University

Page 82

Recommend the Board of Education approve the student teaching agreement with Loyola Marymount University.

IV. INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Bylaws of the Board 9110—Terms of Office

Page 89

Recommend the Board of Education receive for information the revision of Bylaws of the Board 9110—Terms of Office.

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

IV.B.1. San Bernardino County Superintendent of Schools Williams Report of Findings Decile 1-3 Schools for Borba ES, Chino HS, Dickson ES, Marshall ES, Ramona JHS, and Walnut ES

Page 91

Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Report of Findings Decile 1-3 schools for Borba ES, Chino HS, Dickson ES, Marshall ES, Ramona JHS, and Walnut ES.

IV.B.2. San Bernardino County Superintendent of Schools Williams Settlement Fiscal Year 2017/2018 Annual Report

Page 133

Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Settlement Fiscal Year 2017/2018 Annual Report.

IV.B.3. New Course: Career Essentials

Page 143

Recommend the Board of Education receive for information the new course Career Essentials.

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

Page 147

Recommend the Board of Education receive for information the new course Emerging English Language Development (ELD).

IV.B.5. New Course: Expanding English Language Development (ELD) A

Page 152

Recommend the Board of Education receive for information the new course Expanding English Language Development (ELD) A.

IV.B.6. New Course: Expanding English Language Development (ELD) B

Page 157

Recommend the Board of Education receive for information the new course Expanding English Language Development (ELD) B.

IV.B.7. New Course: Humanities

Page 162

Recommend the Board of Education receive for information the new course Humanities.

IV.B.8. New Course: Math Foundations

Page 167

Recommend the Board of Education receive for information the new course Math Foundations.

IV.B.9. New Course: Personal Finance

Page 173

Recommend the Board of Education receive for information the new course Personal Finance.

IV.B.10. New Course: Sociology

Page 180 Recommend the Board of Education receive for information the new course Sociology.

IV.B.11. Revision of English 9 CP Course

Page 185 Recommend the Board of Education receive for information the revision of the English 9 CP course.

IV.B.12. Revision of English 10 CP Course

Page 202 Recommend the Board of Education receive for information the revision of the English 10 CP course.

IV.B.13. Revision of English 11 CP Course

Page 220 Recommend the Board of Education receive for information the revision of the English 11 CP course.

IV.B.14. Revision of English 12 CP Course

Page 237 Recommend the Board of Education receive for information the revision of the English 12 CP course.

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: December 13, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: 2019/2020 BOARD MEETING CALENDAR

=====

BACKGROUND

At the organizational meeting in December each year, the Board of Education adopts the Board meeting calendar. Attached is the proposed calendar for 2019/2020. Regular meetings are held on the first and third Thursdays of the month, unless otherwise posted as indicated by an asterisk *.

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

RECOMMENDATION

It is recommended the Board of Education approve the 2019/2020 Board meeting calendar.

FISCAL IMPACT

None.

NE:pk

Chino Valley Unified School District



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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2019/2020 Board Meeting Calendar

July 18, 2019	Regular
August 15, 2019	Regular
September 5, 2019	Regular
September 19, 2019	Regular
October 3, 2019	Regular
October 17, 2019	Regular
November 7, 2019	Regular
November 21, 2019	Regular
December 19, 2019	Organizational*
January 16, 2020	Regular
February 6, 2020	Regular
February 20, 2020	Regular
March 5, 2020	Regular
March 19, 2020	Regular
April 2, 2020	Regular
April 16, 2020	Regular
May 7, 2020	Regular
May 21, 2020	Regular
June 4, 2020	Regular
June 18, 2020	Regular

Board of Education meetings are held the first and third Thursdays of the month (except where indicated by asterisk). The meetings will begin at 7:00 p.m. in the Board room at the District Service Center, Chino Valley Unified School District, 5130 Riverside Drive, Chino, unless otherwise posted. Additional meetings will be announced by the Board President on an as-needed basis.

Board approved: _____

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: NOMINATIONS FOR CSBA DELEGATE ASSEMBLY

=====

BACKGROUND

The Delegate Assembly is the primary policy-making body of the California School Boards Association (CSBA). Delegates adopt the association’s platform, take positions on other critical issues that come before it, elect officers and directors, and adopt bylaw changes. Delegates serve as a two-way communications link between the board members in the region and the regional director, and play an important role in fostering collegiality within their region. Delegate assembly nominations within each geographic subregion or area must be made by member boards within the respective subregion or area. Each board may nominate as many individuals as it chooses; however, nominees must be members of CSBA member boards within the subregion or area and must have given permission to place his or her name into nomination. Members serve two-year terms beginning April 1, 2019, through March 31, 2021. In accordance with CSBA bylaws, nominations for Delegate assembly must be postmarked or faxed no later than January 7, 2019, without exception.

The Chino Valley Unified School District belongs to Subregion 16B, San Bernardino County. The present delegation includes the following eight elected representatives whose terms are expiring in 2019:

- Tom Courtney (Lucerne Valley USD)
- Gwen Dowdy-Rodgers(San Bernardino City USD)
- Peter Garcia (Fontana USD)
- Margaret Hill (San Bernardino City USD)
- Shari Megaw (Chaffey Joint Union HSD)
- Wilson So (Apple Valley USD)
- Eric Swanson (Hesperia USD)
- Kathy A. Thompson (Central ESD)

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

RECOMMENDATION

It is recommended the Board of Education nominate up to eight (8) candidate(s) to the California School Boards Association Delegate Assembly:

- | | |
|----------|----------|
| 1) _____ | 5) _____ |
| 2) _____ | 6) _____ |
| 3) _____ | 7) _____ |
| 4) _____ | 8) _____ |

FISCAL IMPACT

None.

NE:pk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 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 FIRST INTERIM FINANCIAL REPORT

=====

BACKGROUND

Pursuant to Education Code 42131, twice each year, the Board of Education must certify to the County Office of Education and the California Department of Education that the District can meet its financial obligations for the current and two subsequent fiscal years.

The First Interim Financial Report (submitted under separate cover) presents actual data as of October 31, 2018. This report must be approved and certified as positive, qualified, or negative by the Board of Education and submitted to the County Superintendent of Schools by December 15, 2018. The three certifications are defined as follows:

1. **A Positive Certification** means that a Local Education Agency (LEA) will meet its financial obligations for the current **and** two subsequent fiscal years.
2. **A Qualified Certification** means that an LEA may not meet its financial obligations for the current **or** two subsequent fiscal years.
3. **A Negative Certification** means that an LEA will not meet its financial obligations for the remainder of the fiscal year **or** for the subsequent fiscal year.

The First Interim Report is being presented to the Board of Education for approval with a positive certification.

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 First Interim Financial Report, and authorize the President of the Board of Education and the Superintendent to sign the positive Certification of Financial Condition for the current and two subsequent fiscal years.

FISCAL IMPACT

Financial information presented for this First Interim Report reflects a balanced budget for fiscal years 2018/2019, 2019/2020, and 2020/2021.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: PUBLIC NOTICE AND HEARING REGARDING THE DISTRICT'S
INITIAL BARGAINING PROPOSAL TO THE ASSOCIATED CHINO
TEACHERS FOR A SUCCESSOR COLLECTIVE BARGAINING
AGREEMENT EFFECTIVE JULY 1, 2019**

=====

BACKGROUND

The present Collective Bargaining Agreement between the Chino Valley Unified School District and the Associated Chino Teachers (A.C.T.), expires on June 30, 2019. Pursuant to Government Code Section 3547, A.C.T, gave notice to the District regarding its initial proposal for a successor Collective Bargaining Agreement on October 30, 2018, and a public hearing was conducted on November 15, 2018.

In accordance with Article 2.1 of the Collective Bargaining Agreement between the Chino Valley Unified School District and A.C.T., the Board is required to conduct a public hearing on the District's initial proposal to the A.C.T. for the purpose of negotiating a successor Agreement.

Pursuant to Government Code section 3547 and Administrative Regulation 4143.1, Public Notice – Personnel Negotiations, the Governing Board of the Chino Valley Unified School District ("District") hereby submits the following initial proposals for public hearing and adoption regarding successor negotiations with the Associated Chino Teachers ("ACT"). The District proposes to open negotiations on the following articles and subject areas:

Article 3 — Association Rights:

The District will propose language to bring Article 3 into compliance with recent case law and legislation. This may require changes to other articles in the Collective Bargaining Agreement. Additionally, the District wishes to review the unit composition for accuracy.

Article 7 — Class Size:

The District will propose incorporating language from the Parties' Grade Span Adjustment MOU. Additionally, the District will propose changes to Article 7.5.2.4 concerning 6/5 assignments.

Article 8 — Evaluations:

The District will propose to incorporate the existing Counselor Evaluation MOU. The District also will propose additional "clean-up" language.

Article 13 — Leaves:

The District will propose changes to incorporate new legislation.

Article 14 — Hours:

The District will propose language to update this article taking into account the various types of positions within the ACT bargaining unit.

Article 15 — Placement, Assignment, Reassignment, Transfer, and Vacancies:

The District will present language related to criteria for voluntary transfer.

Article 17 — Salary and Benefits (and related appendices):

The District proposes to explore adjustments to total compensation (salary and benefits) based on District's short-term and long-term fiscal realities.

Appendix B — Salary Schedules

The District will propose to explore the addition of a separate salary schedule for Speech Pathologists.

Appendix C — Extra Duty Stipends:

The District will propose language to standardize terminology within this appendix.

Additional subjects of meeting and negotiating arising after the presentation of this initial proposal shall be made public within 24 hours pursuant to Government Code 3547(d).

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

RECOMMENDATION

It is recommended the Board of Education give public notice and conduct a public hearing regarding the District's initial bargaining proposal to the Associated Chino Teachers for a successor Collective Bargaining Agreement effective July 1, 2019.

FISCAL IMPACT

To be determined through the bargaining process and disclosed prior to any Board action being taken pursuant to Board Policy 4143.1 and Government Code 3547.5.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
November 15, 2018

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:30 P.M.

1. Roll Call

President Feix called to order the regular meeting of the Board of Education, Thursday, November 15, 2018, at 5:36 p.m. with Cruz, Na, Orozco, and Feix present. Mrs. Blair was absent.

Administrative Personnel

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Feix adjourned to closed session at 5:36 p.m. regarding conference with legal counsel existing and anticipated litigation; a student expulsion matter; public employee discipline/dismissal/release; public employee appointment: junior high school principal and director of human resources; conference with labor negotiators: A.C.T. and CSEA; and public employee performance evaluation: superintendent.

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 Cruz, Na, Orozco, and Feix present, and Blair absent. The Board met in closed session from 5:36 p.m. to 6:30 p.m. regarding conference with legal counsel existing and anticipated litigation; a student expulsion matter; public employee discipline/dismissal/release; public employee appointment: junior high school principal and director of human

resources; conference with labor negotiators: A.C.T. and CSEA; and public employee performance evaluation: superintendent. The Board appointed Isabel Brenes as Director of Human Resources effective November 16, 2018, by a vote of 4-0 with Cruz, Na, Orozco, and Feix voting yes, Blair absent; and appointed Karen Miner as Principal of Cal Aero Preserve Academy K-8 by a vote of 4-0 with Cruz, Na, Orozco, and Feix voting yes, Blair absent. No further action was taken that required public disclosure.

2. Pledge of Allegiance

Carl Hampton led the Pledge of Allegiance.

I.C. SUPERINTENDENT'S PRESENTATION

This item was heard out of order and followed student representative comments. Superintendent Enfield presented flowers and a plaque to Pamela Feix for her service as Board president; and presented flowers and a certificate of appreciation to Sylvia Orozco for her service to the District.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Alexi Magallanes reported on the recent Student Advisory Council meetings and upcoming activities.

I.E. EMPLOYEE REPRESENTATIVES' COMMUNICATIONS

Danny Hernandez, CSEA President, thanked Superintendent Enfield for highlighting Mr. Diaz custodian at Oak Ridge ES; said that CSEA and A.C.T. will be having a Christmas donation drive in December; said that CSEA teamed up with A.C.T. for a Thanksgiving drive to benefit Isaiah's Rock; and thanked Mrs. Feix and Mrs. Orozco for their service.

Brenda Walker, A.C.T. President, offered thanks in the spirit of Thanksgiving; thanked Superintendent Enfield for attending its Superintendent luncheon; congratulated Isabel Brenes; thanked CSEA for its help with the food drive to benefit community families; said A.C.T. is working to stuff a school bus for Assemblyman Freddie Rodriguez's toy drive in December; congratulated Danielle Weinstein, Briggs K-8 science teacher, for being recognized as a 2018 Educator of the Year by Assemblyman Freddie Rodriguez; announced Chino Valley Lion's Club mini grant recipients; thanked Mrs. Orozco and Mrs. Feix for their service; and said that A.C.T. is looking forward to working with Christina Gagnier and Joe Schaffer; and extended Thanksgiving wishes.

I.F. COMMUNITY LIAISON’S COMMUNICATIONS

Art Bennett, Chino Hills City Council, thanked Pamela Feix and Sylvia Orozco for their service; acknowledged Oak Ridge ES for their Veterans’ Day celebrations; announced upcoming community events; and asked that everyone exercise caution during the Thanksgiving holiday and to have a thankful heart.

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

Franklin Peck, Carl Hampton, and Don Bridge addressed the Board to congratulate newly elected Board members Christina Gagnier and Joe Schaffer; and thanked departing Board members Pamela Feix and Sylvia Orozco.

I.H. CHANGES AND DELETIONS

None.

II. ACTION

II.A. ADMINISTRATION

II.A.1. New Board Policy 5020.1 Students—Model Parental Rights in Child’s Education Policy

Erica Rosenbloom, Naomi Minogue, Lisa Greathouse, Juan Villalba addressed the Board opposed to the policy; Lee Guenveur and Lorretta Creelman addressed the Board in support of the policy. Moved (Na) seconded (Cruz) motion failed (2-2, Orozco and Feix voted no) to adopt new Board Policy 5020.1 Students—Model Parental Rights in Child’s Education Policy.

II.B. FACILITIES, PLANNING, AND OPERATIONS

II.B.1. Appointment of Member for the Measure G Bond Citizens’ Oversight Committee in the Category of Business Organization Representing the Business Community Located Within the School District’s Geographic Boundary

James Na nominated May Evangelista. There were no further nominations and May Evangelista was appointed to the Measure G Bond Citizens’ Oversight Committee in the category of business organization representing the business community located within the school district’s geographic boundary by a vote of 4-0, with Feix, Cruz, Na, and Orozco voting yes, Blair absent.

II.C. HUMAN RESOURCES

II.C.1. Public Notice and Hearing Regarding the Associated Chino Teachers Initial Bargaining Proposal to the Chino Valley Unified School District for a Successor Collective Bargaining Agreement Effective July 1, 2019

President Feix opened the hearing regarding the Associated Chino Teachers initial bargaining proposal to the Chino Valley Unified School District for a successor Collective Bargaining Agreement Effective July 1, 2019, at 8:10 p.m. There were no speakers and the hearing was closed at 8:10 p.m.

<p>III. CONSENT</p>

Moved (Orozco) seconded (Na) motion carried (4-0, Blair absent) to approve the consent items.

III.A. ADMINISTRATION

III.A.1. Minutes of the November 1, 2018 Regular Meeting

Approved the minutes of the November 1, 2018 regular meeting.

III.A.2. Establishment of Date and Time for Annual Organizational Meeting

Established December 13, 2018, at 7:00 p.m. as the annual organizational meeting of the Chino Valley Unified School District Board of Education.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Approved/ratified the warrant register.

III.B.2. 2018/2019 Application to Operate Fundraising Activities and Other Activities for the Benefit of Students

Approved/ratified the 2018/2019 application to operate fundraising activities and other activities for the benefit of students.

III.B.3. Fundraising Activities

Approved/ratified the fundraising activities.

III.B.4. Donations

Accepted the donations.

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

III.C.1. Student Expulsion Case 18/19-06

Approved expulsion case 18/19-06.

III.C.2. School-Sponsored Trips

Approved the following school-sponsored trips: Chaparral ES; Country Springs ES; Briggs K-8; Ramona JHS; Ayala HS; Chino Hills HS; and Don Lugo HS.

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 authorize staff to sell/dispose of said property.

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

Approve the Notice of Completion for CUPCCAA Projects.

III.D.5. Change Order and Notice of Completion for CUPCCAA Bid 17-18-22I, Keyless Access System Integration at Dickey ES

Approve the Change Order and Notice of Completion for CUPCCAA Bid 17-18-22I, Keyless Access System Integration at Dickey ES.

III.D.6. Change Order and Notice of Completion for CUPCCAA Bid 17-18-23I, Keyless Access System Integration at Rhodes ES

Approve the Change Order and Notice of Completion for CUPCCAA Bid 17-18-23I, Keyless Access System Integration at Rhodes ES.

III.D.7. Change Order and Notice of Completion for CUPCCAA Bid 17-18-29I, Gas Line Replacement at the Former El Rancho ES

Approve the Change Order and Notice of Completion for CUPCCAA Bid 17-18-29I, Gas Line Replacement at the former El Rancho ES.

III.D.8. Bid 18-19-08F, Ayala HS New Science Building

Awarded Bid 18-19-08F, Ayala HS New Science Building to the following contractors: Bid Package 01 Survey/Demo/Earthwork/Asphalt Paving to Lee & Stires, Inc.; Bid Package 02 Site/Structural Concrete to Bravo Concrete Construction Services Inc.; Bid Package 03 Masonry to Kretschmar & Smith, Inc.; Bid Package 04 Structural Steel/Misc. Steel to

VSC, Inc. dba Vulcan Steel Company; Bid Package 05 Wood Framing to Tomahawk Builders, Inc.; Bid Package 06 Insulation/Drywall/Metal Stud Framing/Plaster to Sierra Lathing Co., Inc.; Bid Package 07 Sheet Waterproofing/Membrane Roofing to Danny Letner Inc., dba Letner Roofing Co.; Bid Package 08 Sheet Metal/Metal Panels to Risher Sutherland, Inc. dba United Contractors; Bid Package 09 Doors/Frames/Hardware to Construction Hardware; Bid Package 10 Glass/Glazing to E & R Glass Contractors, Inc.; Bid Package 11 Tile to Floored Tile & Stone, Inc.; Bid Package 12 Acoustical Panel Ceilings to Southcoast Acoustical Interiors, Inc.; Bid Package 14 Painting to Cramer Painting Inc.; Bid Package 15 Specialties to RVH Constructors, Inc.; Bid Package 16 Laboratory Casework/Finish Millwork to Stolo Cabinets, Inc.; Bid Package 17 Fire Protection to Kincaid Industries, Inc.; Bid Package 18 Plumbing/Site Utilities to Empyrean Plumbing; Bid Package 19 HVAC to Coutts Heating and Cooling, Inc.; Bid Package 20 Electrical/Fire Alarm/Low Voltage/Elevator to Southern California West Coast Electric, Inc.

III.D.9. Community Facilities District 4 (College Park) Special Tax Accountability Report for Fiscal Year 2017/2018

Accepted and filed the Community Facilities District 4 (College Park) Special Tax Accountability Report for Fiscal Year 2017/2018.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items.

III.E.2. Rejection of Claims

Rejected the claims and referred them to the District's insurance adjuster.

IV. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Sylvia Orozco congratulated Christina Gagnier and Joe Schaffer on their election to the Board of Education; acknowledged all candidates; spoke about her 12 years of service; thanked everyone for their help and support; and extended Thanksgiving greetings.

Andrew Cruz thanked Pamela Feix and Sylvia Orozco for their service; and extended Thanksgiving blessings.

Mr. Na said he will miss Pamela Feix and Sylvia Orozco; encouraged striving to be a good person and good neighbor; congratulated new Board members Christina Gagnier and Joe Schaffer for being elected; spoke about a young homeless person he encountered; spoke about the need to watch our time and to use it for the right causes; thanked students who voiced their opinions; acknowledged Boy Scouts who visited the Board meeting; and extended Thanksgiving wishes.

Superintendent Enfield thanked Pamela Feix and Sylvia Orozco for their service; and extended Thanksgiving wishes.

President Feix congratulated newly elected Board members Christina Gagnier and Joe Schaffer; spoke about her term as a Board member; said the District office leads by example; and expressed confidence in the leadership of Dr. Enfield.

V. ADJOURNMENT

President Feix adjourned the regular meeting of the Board of Education at 8:21 p.m.

James Na, President

Andrew Cruz, Clerk

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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

\$7,945,968.58 to all District funding sources.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: December 13, 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 APPLICATION 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 application to operate fundraising activities and other activities for the benefit of students.

FISCAL IMPACT

None.

NE:SHC:LP:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
December 13, 2018**

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

School

Woodcrest JHS

Organization

Music Boosters

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: December 13, 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
December 13, 2018

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Cattle ES</u>		
ASB - Leadership	Holiday Gram Sale	12/14/18 - 12/19/18
<u>Cortez ES</u>		
PFA	Clothing Drive	12/15/18 - 1/31/19
PFA	New York Pizzeria Family Night Out	12/18/18
PFA	After School In-N-Out Sale	2/12/19
<u>Dickey ES</u>		
PTO	Penguin Patch Holiday Gift Sale	12/17/18 - 12/21/18
PTO	Off Campus Candy Sale	2/27/19 - 3/13/19
PTO	Ultra Fun Run Sponsorship Drive	3/28/19 - 4/16/19
<u>Eagle Canyon ES</u>		
PTA	Father/Daughter Dance Ticket Sale	12/20/18 - 1/18/19
<u>Glenmeade ES</u>		
PTA	Kdg Performance Holiday Picture Sale	12/19/18
PTA	Ontario Reign Family Night Out	1/18/19
<u>Hidden Trails ES</u>		
ASB	Camp-O-Grams Sale	1/28/19 - 2/1/19
<u>Litel ES</u>		
PTA	Chick-fil-A Spirit Day	1/22/19
PTA	California Pizza Kitchen Family Night Out	2/20/19
PTA	Off Campus See's Candy Sale	3/1/19 - 3/30/19
PTA	Baskin-Robbins Family Night Out	3/20/19
PTA	McDonald's McTeacher's Night	4/17/19
PTA	Penny Collection Drive	4/22/19 - 5/3/19
<u>Marshall ES</u>		
PTO	Off Campus Candy Sale	12/14/18 - 1/18/19
ASB - 5th Grade	Holiday Gram Sale	12/17/18 - 12/20/18

CHINO VALLEY UNIFIED SCHOOL DISTRICT
December 13, 2018

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Cal Aero K-8</u>		
PTO	Papa Murphy's Pizza Spirit Day	1/16/19
<u>Canyon Hills JHS</u>		
AVID	Active Sock Sale	12/14/18
<u>Woodcrest JHS</u>		
Music Boosters	Chipotle Family Night Out	12/14/18
Music Boosters	Off Campus See's Candy Sale	12/14/18 - 12/19/18
ASB	Winter Gram Sale	12/14/18 - 12/19/18
Music Boosters	Off Campus Candy Sale	12/14/18 - 5/31/19
Music Boosters	Reusable Bag Sale	1/2/19 - 1/31/19
<u>Ayala HS</u>		
WE Club	Off Campus Cookies/Candy Sale	12/14/18 - 12/28/18
Waterpolo Boosters	Evening Waterpolo Clinic	12/14/18 - 5/30/19
Theatre Arts Boosters	Movie Tickets Sale	12/14/18 - 5/30/19
Girls Golf Boosters	Applebee's Breakfast	12/15/18
Komforting Kids Club	Chipotle Family Night Out	12/17/18
Girl Up Club	Ding Tea Family Night Out	12/17/18
Make-A-Wish Club	Ding Tea Family Night Out	12/18/18
Theatre Arts Boosters	Cannataro's Family Nights Out	12/18/18 - 12/19/18
Theatre Arts Boosters	Philly's Best Family Night Out	1/9/19
Tea Club	E-Waste Donation Drive	1/12/19 - 1/13/19
Boys Basketball	Longo Toyota Customer Service Experience	3/1/19 - 4/27/19
Boys Basketball	Youth Basketball Camp	3/25/19 - 3/28/19
<u>Chino Hills HS</u>		
Boys Basketball	Chipotle Family Night Out	12/14/18
Club Ed	Panera Bread Family Night Out	12/14/18
Robotics Club	Chipotle Family Night Out	1/22/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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
December 13, 2018

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>H.O.P.E. Center</u>		
California Institute for Men	Cash	\$2,809.00
<u>Hidden Trails ES</u>		
ASD.com, Inc.	Cash	\$402.00
Cal Poly Pomona	Cash	\$500.00
<u>Liberty ES</u>		
Southern California Gas Co.	Cash	\$500.00
<u>Wickman ES</u>		
Wickman PTO	Cash	\$578.00
<u>Briggs K-8</u>		
UCLA Intercollegiate Athletics	Cash	\$10,000.00
<u>Canyon Hills JHS</u>		
Lydia Silva	Cash	\$25.00
Jing Yu Shi	Cash	\$50.00
Kayoko & Yuji Ioriya	Cash	\$500.00
Kayoko & Yuji Ioriya	Cash	\$1,500.00
<u>Townsend JHS</u>		
Kyung Cho	Cash	\$50.00
Wells Fargo Foundation	Cash	\$300.00
<u>Chino Hills HS</u>		
Denise Bar	Cash	\$4,283.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
December 13, 2018

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Don Lugo HS</u>		
Daniel & Kelli Cooper	Cash	\$165.00
Robert Rohrer	Cash	\$300.00
Sophie Yu	Cash	\$330.00

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

DATE: December 13, 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

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BACKGROUND

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

FIRM	MONTH	INVOICE AMOUNTS	2018/2019 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	August 2018 Invoice Revision	- \$ 818.86	\$ 90,241.92
	October 2018	\$ 14,465.65	
Fagen Friedman & Fulfroost LLP	September 2018	\$ 2,311.50	\$ 2,383.50
Margaret A. Chidester & Associates	September 2018	\$ 99,294.33	\$385,445.70
The Tao Firm	November 2018	\$ 700.00	\$ 700.00
	Total	\$115,952.62	\$478,771.12

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; Fagen Friedman & Fulfroost LLP; Margaret A. Chidester & Associates; and The Tao Firm.

FISCAL IMPACT

\$115,952.62 to the General Fund.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: December 13, 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 Pamela Feix, President, Board of Education; Irene Hernandez-Blair, Clerk, Board of Education; Suzanne Hernandez, Director, Human Resources; adds signature authorization for James Na, President, Board of Education; Andrew Cruz, Clerk, Board of Education; and Isabel Brenes, Director, Human Resources.

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
 December 13, 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**	Norm Enfield Richard Rideout Frank Arce Isabel Brenes*** Suzanne Hernandez
Classified Notice of Employment**	Norm Enfield Richard Rideout Frank Arce Isabel Brenes*** Suzanne Hernandez
Notice of Intent Not to Re-Employ	Norm Enfield Richard Rideout Frank Arce Isabel Brenes*** Suzanne Hernandez
Notice of Employment – Youth Work Experience**	Norm Enfield Lea Fellows Grace Park Luke Hackney Julian Rodriguez
Temporary Teaching Credentials and Credential Applications	Norm Enfield Richard Rideout Frank Arce Isabel Brenes*** Suzanne Hernandez
Statements of Need	Norm Enfield Richard Rideout Frank Arce Isabel Brenes*** Suzanne Hernandez
Inter District and Intra District Attendance Agreements	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Richard Rideout Stephanie Johnson
Claim of Plaintiff Statements	Norm Enfield Sandra H. Chen Richard Rideout Greg Stachura Craig Frame

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

DOCUMENTS	NAMES
Special Projects Funding Applications, Funding Certifications	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Greg Stachura Beverly Beemer
Miscellaneous Receipts Checking Account*	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*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Buena Vista HS Associated Student Body*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Cal Aero Preserve Academy Associated Student Body*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Canyon Hills JHS Associated Student Body*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Magnolia JHS Associated Student Body*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Ramona JHS Associated Student Body*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Townsend JHS Associated Student Body*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton

DOCUMENTS	NAMES
Woodcrest JHS Associated Student Body*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Elementary Student Bodies*	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Liz Pensick Patti Newton
Travel Advances	Norm Enfield Sandra H. Chen
Housing Construction Impact Reports	Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer
District Orders, Contracts and in Lieu of Transportation Payments**	Norm Enfield Sandra H. Chen Lea Fellows Grace Park Richard Rideout Greg Stachura Anna G. Hamilton Liz Pensick
Approval of the Release of Commercial Warrants as Payments to Vendors**	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**	Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer Liz Pensick
Necessary School Facilities Program Documents (State Allocation Board)	Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer
Certification of Board of Education Minutes	Norm Enfield Pamela Feix -(President) James Na -(President) *** Irene Hernandez-Blair -(Clerk) Andrew Cruz -(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: December 13, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT READMISSION CASES 16/17-28 AND 17/18-05

=====

BACKGROUND

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

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

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

RECOMMENDATION

It is recommended the Board of Education approve student readmission cases 16/17-28 and 17/18-05.

FISCAL IMPACT

None.

NF:LF:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
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DATE: December 13, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

The Board of Education recognizes that school-sponsored trips are an important component of a student's, development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the District's course of study or school related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. Resources will be identified and established at the school site to assist economically disadvantaged students in obtaining funding for field trips and, in some cases, student travel. School sponsored trips that require overnight stay or are in excess of 250 miles (one way) require board approval.

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

RECOMMENDATION

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

School-Sponsored Trips	Date	Fiscal Impact
Site: Ayala HS Event: Cross Country - Nike Cross Country Nationals Place: Tigard, OR Chaperone: 1 student/2 chaperones	November 29-December 2, 2018	Cost: \$1,800.00 per student Funding Source: Nike
Site: Ayala HS Event: Wrestling Team - Tournament Place: Camarillo, CA Chaperone: 14 students/3 chaperones	December 7-8, 2018	Cost: \$100.00 per student Funding Source: Parents and fundraising

Site: Ayala HS Event: Wrestling Team - Tournament Place: Las Vegas, NV Chaperone: 11 students/3 chaperones	December 20-23, 2018	Cost: \$100.00 per student Funding Source: Parents and fundraising
Site: Ayala HS Event: Traditional Competitive Cheer Team - Aloha Spirit Championships Portland Cheer Competition Place: Portland, OR Chaperone: 14 students/3 chaperones	January 31-February 3, 2019	Cost: \$511.00 per student Funding Source: Parents and fundraising
Site: Ayala HS Event: Wrestling Team - California Interscholastic Federation State Tournament Place: Bakersfield, CA Chaperone: 8 students/3 chaperones	February 20-23, 2019	Cost: \$100.00 per student Funding Source: Parents and fundraising
Site: Ayala HS Event: Boys Varsity Golf Team - 2019 Southern Nevada Invitational Place: Henderson, NV Chaperone: 7 students/2 chaperones	April 19-23, 2019	Cost: \$315.00 per student Funding Source: Fundraising
Site: Chino Hills HS Event: Wrestling Team - Tournament Place: Las Vegas, NV Chaperone: 15 students/3 chaperones	December 20-23, 2018	Cost: \$100.00 per student Funding Source: Parents and fundraising
Site: Chino Hills HS Event: Girls Basketball Team - Desert Heat Tournament Place: Indio, CA Chaperone: 14 students/3 chaperones	January 3-5, 2019	Cost: \$125.00 per student Funding Source: Parents and fundraising
Site: Chino Hills HS Event: Advancement Via Individual Determination University Tour Place: Seaside, CA; Berkeley, CA; San Francisco, CA; San Jose, CA; and Hayward, CA Chaperone: 59 students/6 chaperones	February 7-9, 2019	Cost: \$150.00 per student Funding Source: Fundraising
Site: Chino Hills HS Event: Wrestling Team - State Championships Place: Bakersfield, CA Chaperone: 10 students/2 chaperones	February 27-March 3, 2019	Cost: \$210.00 per student Funding Source: Athletics and ASB
Site: Chino Hills HS Event: Jazz Band and Wind Ensemble - San Francisco Music Festival Place: San Francisco, CA Chaperone: 60 students/7 chaperones	April 25-28, 2019	Cost: \$999.00 per student Funding Source: Parents and fundraising

FISCAL IMPACT

None.

NE:LF:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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
Preston R. Carr, Ed.D., Director, Alternative Education
Anne Ingulsrud, Director, Special Education

SUBJECT: 2019 SUPPLEMENTAL SUMMER INSTRUCTION PROGRAM AND SPECIAL EDUCATION EXTENDED SCHOOL YEAR

=====

BACKGROUND

The Board of Education recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. The District’s summer school program may be used to provide supplemental instruction for students failing to meet academic requirements in accordance with the law, board policy, and administrative regulation.

Supplemental Summer Instruction Program

Elementary	June 6 – July 3, 2019	Monday – Friday	8:00 a.m. – 12:15 p.m.
Junior High	June 6 – July 3, 2019	Monday – Friday	Period 1, 7:30 a.m. – 9:30 a.m. Period 2, 9:45 a.m. – 11:45 a.m.
High School <i>*Priority to seniors</i>	June 10 – June 25, 2019 June 27 – July 16, 2019	Monday – Friday	7:30 a.m. – 11:45 a.m.
Continuation High School	June 10 – June 25, 2019 June 27 – July 16, 2019	Monday – Friday	7:30 a.m. – 11:45 a.m.

Special Education Extended School Year

Elementary	June 6 – July 3, 2019	Monday – Friday	8:00 a.m. – 12:15 p.m.
Junior High	June 6 – July 3, 2019	Monday – Friday	Period 1, 7:30 a.m. – 9:30 a.m. Period 2, 9:45 a.m. – 11:45 a.m.
High School	June 10 – July 16, 2019	Monday – Friday	Period 1, 7:30 a.m. – 9:30 a.m. Period 2, 9:45 a.m. – 11:45 a.m.

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

RECOMMENDATION

It is recommended the Board of Education approve the 2019 Supplemental Summer Instruction Program and Special Education Extended School Year.

FISCAL IMPACT

Supplemental Summer Instruction Program and Special Education Extended School Year are funded by the State.

NE:GP:PRC:Al:eb

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: CAREER TECHNICAL EDUCATION/CARL D. PERKINS ADVISORY COMMITTEE

=====
BACKGROUND

The Carl D. Perkins application for funding requires the existence of a District Career Technical Education/Carl D. Perkins Advisory Committee, as outlined in California Education Code section 8070 which states in part, “the governing board of each school district participating in a Career Technical Education (CTE) program shall appoint a CTE Advisory Committee to develop recommendations on the program and to provide liaison between the district and potential employers”. The Career Technical Education/ Carl D. Perkins Advisory Committee shall be Board approved annually.

Members of this committee shall be comprised of students, parents, teachers, members of special populations, business and industry representatives, school administration, and the field office of the Department of Employment Development.

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

RECOMMENDATION

It is recommended the Board of Education approve the Career Technical Education/ Carl D. Perkins Advisory Committee as follows:

- Jennell Acker, Teacher, Chino Hills HS (Hospitality & Tourism);
- Alyssa Berry, Teacher, Don Lugo HS (Agriculture);
- Yvette Bookout, Computer Operations Support Technician, CVUSD;
- Michael Collins, Teacher, Ayala HS (Architectural Engineering);
- Scott Eckersall, Engineer, Eckersall LLC;

Brian Engstrom, Teacher, Don Lugo HS (Engineering);
Fe Rama, Engineer, City of Chino Hills;
Mike Rolland, Teacher, Chino Hills HS (Digital Design);
Lorraine Vara, Teacher, Chino HS (Law & Justice); and
Elizabeth Williams, Teacher, Chino HS (Culinary)

FISCAL IMPACT

None.

NE:GP:JR:lar

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: PURCHASE ORDER REGISTER

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$1,544,292.08 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: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

As indicated.

NE:GJS:AGH:pw

SUPERINTENDENT	FISCAL IMPACT
S-1819-009 The Tao Firm. To provide legal services. Submitted by: Facilities, Planning, and Operations Duration of Agreement: November 27, 2018 - June 30, 2021	Contract amount: Per rate sheet Funding source: Various
SBCSS 18/19-0353 San Bernardino County Superintendent of Schools. To provide 2018/2019 membership for San Bernardino County District Advocates for Better Schools (SANDABS). Submitted by: Superintendent Duration of Agreement: July 1, 2018 - June 30, 2019	Contract amount: \$2,000.00 Funding source: General Fund

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1819-148 Computer Sports Medicine, Inc. To provide SportsWare Online access to monitor student athlete injuries and treatment protocols. Submitted by: Don Lugo HS Duration of Agreement: December 14, 2018 - December 15, 2019	Contract amount: \$250.00 Funding source: School Site Budget
CIIS-1819-149 University of California, Center for Educational Partnerships, Irvine Math Project. To provide math professional development and materials. Submitted by: Newman ES Duration of Agreement: January 1, 2019 - August 30, 2019	Contract amount: \$18,216.00 Funding source: Title I
CIIS-1819-150 Enrichment Programs In Communities dba EPIC Kids. To provide enrichment programs for GATE students. Submitted by: Glenmeade ES Duration of Agreement: November 14, 2018 - June 30, 2019	Contract amount: \$1,836.00 Funding source: GATE/LCAP
CIIS-1819-151 Sidepath Inc. To provide professional development for Secure Area Network (SAN) data deployment. Submitted by: Technology Duration of Agreement: December 14, 2018 - June 30, 2019	Contract amount: \$6,500.00 Funding source: LCAP

MASTER CONTRACTS	FISCAL IMPACT
MC-1819-049 EdAlchemy Inc. To provide in-services, training, and workshops for the World's Greatest High School and Building a Culture of Significance Where Everyone Matters. Submitted by: Canyon Hills JHS Duration of Agreement: December 14, 2018 - June 30, 2021	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1819-050 Twin Cousins, Inc. To provide Dippin' Dots fundraiser. Submitted by: Townsend JHS Duration of Agreement: December 14, 2018 - June 30, 2021	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1819-051 Buca di Beppo. To provide banquet and catering facility. Submitted by: Chino HS Duration of Agreement: December 14, 2018 - June 30, 2021	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1819-052 Los Serranos Country Club. To provide banquet and catering facility. Submitted by: Chino HS Duration of Agreement: December 14, 2018 - June 30, 2021	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters

MASTER CONTRACTS	FISCAL IMPACT
<p>MC-1819-053 Lifetouch. To provide school picture day events and school ID's Submitted by: Buena Vista HS Duration of Agreement: November 15, 2018 - June 30, 2021</p>	<p>Contract amount: Per rate sheet Funding source: School Site Budget</p>
<p>MC-1819-054 A&I Reprographics. To provide full service large and small format scanning and bid document administration. Submitted by: Maintenance, Operations, and Construction Duration of Agreement: December 14, 2018 - June 30, 2021</p>	<p>Contract amount: Per rate sheet Funding source: General Fund</p>

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>CIIS-1718-133 International Academy of Science. To provide Acellus web-based learning. Submitted by: Alternative Education Center Duration of Agreement: January 1, 2018 - June 30, 2019 Original Agreement Board Approved: April 19, 2018</p>	<p>Increase contract from \$36,800.00 to \$38,800.00 for teacher training. Funding source: School Site Budget</p>
<p>CSPP-8421 California Department of Education. To provide funding for the California state preschool program located at the Chino Children's Center. Submitted by: Child Development Duration of Agreement: July 1, 2018 - June 30, 2019 Original Resolution Board Approved: June 14, 2018</p>	<p>Adjust contract end date to June 30, 2020. Original approval via Resolution 2017/2018-82. Funding Source: Reimbursement to Child Development</p>
<p>F-1718-023 Balfour Beatty. To provide preconstruction services for Ayala HS modernization and additions. Submitted by: Facilities, Planning, and Operations Duration of Agreement: February 16, 2018 - June 30, 2022 Original Agreement Board Approved: February 15, 2018</p>	<p>Revise preconstruction services to only include Ayala HS modular classroom relocation and Ayala HS new science building. Decrease contract from \$303,000.00 to \$233,000.00 Funding Source: Measure G Fund 21</p>
<p>S-1819-008 SHI. To provide annual user license for Adobe Creative Cloud for teams. Submitted by: Chino Hills HS Duration of Agreement: November 16, 2018 - November 18, 2019 Original Agreement Board Approved: April 19, 2018</p>	<p>Increase contract from \$403.10 to \$3,805.10 to add Chino Hills HS Funding source: School Site Budget</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

NE:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY
December 13, 2018**

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	55826	Special Ed.
Laptop	Dell	44391	Special Ed.
Round Tables (3)			Butterfield Ranch ES
Trapezoid Tables (3)			Butterfield Ranch ES
Wooden Cabinet			Butterfield Ranch ES
Art Work Cabinet			Butterfield Ranch ES
Projector	Epson	27000	Chaparral ES
Teacher Desks (2)			Litel ES
Student Chairs (64)			Litel ES
Rolling Cabinets (7)			Litel ES
Bookshelves			Litel ES
TV/Wall Mount			Litel ES
Computer	View Sonic		Litel ES
Whiteboard			Litel ES
Student Desks (4)			Litel ES
Piano			Litel ES
Small Drums (2)			Litel ES
Large Drums (2)			Litel ES
Side Chair			Litel ES
Computer	Dell	38753	Briggs K-8
Computer	Dell	38755	Briggs K-8
Computer	Dell	38752	Briggs K-8
Computer	Dell	38774	Briggs K-8
Computer	Dell	38775	Briggs K-8
Computer	Dell	38749	Briggs K-8
Computer	Dell	38768	Briggs K-8
Computer	Dell	38762	Briggs K-8
Computer	Dell	38759	Briggs K-8
Computer	Dell	38757	Briggs K-8
Computer	Dell	38750	Briggs K-8
Computer	Dell	38745	Briggs K-8
Computer	Dell	38754	Briggs K-8
Computer	Dell	38760	Briggs K-8
Computer	Dell	38769	Briggs K-8
Computer	Dell	38767	Briggs K-8
Computer	Dell	38751	Briggs K-8
Computer	Dell	38747	Briggs K-8
Computer	Dell	38761	Briggs K-8

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	38748	Briggs K-8
Computer	Dell	38746	Briggs K-8
Computer	Dell	38780	Briggs K-8
Computer	Dell	38765	Briggs K-8
Computer	Dell	38756	Briggs K-8
Computer	Dell	38758	Briggs K-8
Computer	Dell	38727	Briggs K-8
Computer	Dell	38772	Briggs K-8
Computer	Dell	38773	Briggs K-8
Computer	Dell	38779	Briggs K-8
Computer	Dell	38777	Briggs K-8
Monitors (34)	Dell		Briggs K-8
Computer	Mac	25611	Briggs K-8
Computer	Mac	25592	Briggs K-8
Computer	Mac	25578	Briggs K-8
Computer	Mac	25583	Briggs K-8
Computer	Mac	25606	Briggs K-8
Computer	Dell	4hs3v12	Briggs K-8
Computer	Dell	4hl4v12	Briggs K-8
Computer	Dell	4hn5v12	Briggs K-8
Calculator	HP 39G		Boys Republic HS
Printer	HP P1102W		Boys Republic HS
Scanner	Canon 700F		Boys Republic HS
VCR/DVD	Toshiba		Boys Republic HS
TV/VCR	Panasonic	16049	Boys Republic HS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CHANGE ORDER AND 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
CC2019-12	New Mini Split for Server Rooms at Former El Rancho ES	Air Control Specialties Inc.	\$35,867.52	(\$8,966.83)	\$26,900.69	21
CC2019-15	Asphalt Removal and Replacement at Townsend JHS	Premier Paving, Inc.	\$22,390.00	N/A	\$22,390.00	14
CC2019-21	Marquee Installation and Supplies at Briggs K-8	Encore Image, Inc.	\$17,627.18	N/A	\$17,627.18	21

Documentation indicating satisfactory completion and compliance with specifications has been obtained from school site administrators; Alex Rivera, Supervisor, Maintenance; James Costa, Construction Coordinator, Jonathan Campbell, Project Manager; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the change order and 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 change order and Notice of Completion for CUPCCAA Projects.

FISCAL IMPACT

\$22,390.00 to Deferred Maintenance Fund 14.

\$44,527.87 to Building Fund 21.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT



Maintenance, Operations & Construction Department
5130 Riverside Drive
Chino, CA 91719
Telephone: 909.628.1201 x1450 FAX: 909.590.1639

C H A N G E O R D E R # |

DATE: 11/2/2018

PROJECT / BID #: CC2019-12

DSA APPLICATION #: N/A

DSA FILE #: N/A

OWNER: Chino Valley Unified School District

ARCHITECT/ENGINEER: N/A

CONTRACTOR: Air Control Specialties INC.

THE CONTRACTOR IS HEREBY AUTHORIZED TO DO THE FOLLOWING:

Item 1: Air Control Specialties (ACS) to provide and install 3 mini splits in server rooms 2,3,5 instead of the original request of 4 units.

Requested by: Alex Rivera

Reason: between the dates of the job walk and the date of installation, a server located in server room 4 was relocated to an already air controlled room.

The original contract amount was:

\$35,867.52

The contract amount will be decreased by this Change Order:

~~\$ 8,966.83~~

The new contract amount including this Change Order will be:

\$26,900.69

APPROVED BY:

Doug Koch [Signature]
GENERAL CONTRACTOR
N/A

11/5/18
DATE

Jonathan Campbell [Signature]
DSA INSPECTOR OF RECORD
CVUSD PROJECT MANAGER

11/8/2018
DATE

Martin Silveira [Signature]
CVUSD DIRECTOR OF MAINTENANCE, OPERATIONS & CONSTRUCTION

11/2/18
DATE

Greg Stachura [Signature]
OWNER (authorized agent)
N/A

11/8/18
DATE

Alex Rivera [Signature]
CVUSD PROJECT MANAGER

11-5-2018
DATE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CHANGE ORDERS AND NOTICE OF COMPLETION FOR BID 17-18-18F, AYALA HS PORTABLE CLASSROOM RELOCATION

=====

BACKGROUND

On May 17, 2018, the Board of Education awarded Bid 17-18-18F, Ayala HS Portable Classroom Relocation to the following contractors: Bid Package 001, American Integrated Resources Inc.; Bid Package 002, Mobile Modular Construction Inc.; Bid Package 003, Hamel Contracting Inc.; and Bid Package 004, MC Electric dba MC Contracting. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change orders have been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	Bid Package 001-Demolition, Grading and A/C Paving - American Integrated Resources Inc.	(\$5,107.00)
	Bid Amount:	\$362,000.00
	Revised Total Project Amount:	\$356,893.00
	Retention Amount:	\$17,844.65

Change Order	Contractor	Amount
N/A	Bid Package 002-Modular Building Relocation – Mobile Modular Construction Inc.	None
	Bid Amount:	\$235,000.00
	Revised Total Project Amount:	\$235,000.00
	Retention Amount:	\$11,750.00

Change Order	Contractor	Amount
1	Bid Package 003-General Specialties – Hamel Contracting Inc.	(\$10,189.89)
	Bid Amount:	\$472,008.00
	Revised Total Project Amount:	\$461,818.11
	Retention Amount:	\$23,090.91

Change Order	Contractor	Amount
1	Bid Package 004-Electrical/Low Voltage - MC Electric dba MC Contracting	(\$11,487.60)
	Bid Amount:	\$488,000.00
	Revised Total Project Amount:	\$476,512.40
	Retention Amount:	\$23,825.62

The change orders result in a net decrease of \$26,784.49 to the construction cost and no change in contract time. The revised total project cost, including all change orders, is \$1,530,223.51. Approval of the change orders allow for compensation to the contractor to perform the additional work as described. All contracted work was completed as follows: Bid Package 001, American Integrated Resources Inc., August 2, 2018; Bid Package 002, Mobile Modular Construction Inc., August 8, 2018; Bid Package 003, Hamel Contracting Inc., August 17, 2018; and Bid Package 004, MC Electric dba MC Contracting, August 12, 2018.

Documentation indicating satisfactory completion and compliance with specifications and Division of the State Architect (DSA) requirements has been obtained from the following individuals: school site administrator; Ken Burr, DSA Inspector; James DiCamillo, Architect; James Costa, Construction Coordinator; and Martin Silveira, Director, Maintenance, Operations, and Construction.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the change orders and Notice of Completion for Bid 17-18-18F, Ayala HS Portable Classroom Relocation.

FISCAL IMPACT

(\$26,784.49) to Building Fund 21.

NE:GJS:MS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
CHANGE ORDER 001

School Name: Ruben S. Ayala High School
 Project Name: Ruben S. Ayala Portable Classrooms
 To: American Integrated Resources, Inc.
2341 N Pacific Street
Orange, CA 92865

Date: 10/12/2018
 Project No.: 1727400
 DSA Application No.: 04-117149
 Bid No.: 17-18-18F
 DIR No.: 241785

Description of Item(s) is as follows:

<u>Line Item:</u>	<u>Description:</u>	<u>Amount:</u>
01	CREDIT - Remaining balance of unused District Owned Unforseen Allowance required to be credited back to the District	\$ (5,107.00)
02		
03		
04		
05		
<i>Change Order Total:</i>		\$ (5,107.00)

A. Original Contract Amount:	\$ 362,000.00
B. Net Change Orders previously authorized:	\$ -
C. Contract Value prior to this change:	\$ 362,000.00
C. Amount of this Change Order:	\$ (5,107.00)
D. New Contract Value:	\$ 356,893.00
Total Time Change for Change Order No. 001 0 Days	

Signatures:

James Costa

Chino Valley Unified School District

Jim Costas
Name (Printed)

10/15/18
Date

James R DiCamillo

WLC Architects

Jim Dicamillo
Name (Printed)

10/30/18
Date

Will Guerrero

Contractor

Will Guerrero
Name (Printed)

10/29/18
Date

[Signature] 11/13/18

CHINO VALLEY UNIFIED SCHOOL DISTRICT
CHANGE ORDER 001

School Name: Ruben S. Ayala High School
 Project Name: Ruben S. Ayala Portable Classrooms
 To: Hamel Contracting
26431 Jefferson Ave. Ste A
Murrieta, CA 92562

Date: 10/12/2018
 Project No.: 1727400
 DSA Application No.: 04-117149
 Bid No.: 17-18-18F
 DIR No.: 241785

Description of Item(s) is as follows:

<u>Line Item:</u>	<u>Description:</u>	<u>Amount:</u>
01	CREDIT - Remaining balance of unused District Owned Labor Hour Allowance required to be credited back to the District	\$ (1,175.89)
02	CREDIT - Remaining balance of unused District Owned Unforseen Allowance required to be credited back to the District	\$ (592.00)
03	CREDIT - Remaining balance of unused District Owned Irrigation & Landscape Allowance required to be credited back to the District	\$ (8,422.00)
04		
05		

Change Order Total: \$ (10,189.89)

A. Original Contract Amount:	\$ 472,008.00
B. Net Change Orders previously authorized:	\$ -
C. Contract Value prior to this change:	\$ 472,008.00
C. Amount of this Change Order:	\$ (10,189.89)
D. New Contract Value:	\$ 461,818.11
Total Time Change for Change Order No. 001 0 Days	

Signatures:

James Costa

Chino Valley Unified School District

Jim Costas
Name (Printed)

10/15/18
Date

James P DiCamillo

WLC Architects

Jim Dicamillo
Name (Printed)

10/30/18
Date

Lucy Testerman

Contractor

Lucy Testerman
Name (Printed)

10/15/18
Date

[Signature] 11/17/18

CHINO VALLEY UNIFIED SCHOOL DISTRICT
CHANGE ORDER 001

School Name: Ruben S. Ayala High School
 Project Name: Ruben S. Ayala Portable Classrooms
 To: MC Electric dba MC Contracting

Date: 10/12/2018
 Project No.: 1727400
 DSA Application No.: 04-117149
 Bid No.: 17-18-18F
 DIR No.: 241785

Description of Item(s) is as follows:

<u>Line Item:</u>	<u>Description:</u>	<u>Amount:</u>
01	CREDIT - Remaining balance of unused District Owned Unforseen Allowance required to be credited back to the District	\$ (8,887.60)
02	CREDIT - Remaining balance of unused District Owned Labor Hour Allowance required to be credited back to the District	\$ (2,600.00)
03		
04		
05		
<i>Change Order Total:</i>		\$ (11,487.60)

A. Original Contract Amount:	\$ 488,000.00
B. Net Change Orders previously authorized:	\$ -
C. Contract Value prior to this change:	\$ 488,000.00
C. Amount of this Change Order:	\$ (11,487.60)
D. New Contract Value:	\$ 476,512.40
Total Time Change for Change Order No. 001 0 Days	

Signatures:

James Costa

Chino Valley Unifed School District

 Jim Costas
 Name (Printed)

 10/15/18
 Date

James R DiCamillo

WLC Architects

 Jim Dicamillo
 Name (Printed)

 10/30/18
 Date

Mario Chavez

Contractor

 Mario Chavez
 Name (Printed)

 10/29/18
 Date

[Handwritten Signature]
 11/13/18

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: RESOLUTION 2018/2019-24, FOR AUTHORIZATION TO UTILIZE A PIGGYBACK CONTRACT

=====

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 contract as itemized below:

Resolution	Contract	Contractor	Description	Term
2018/2019-24	P-13 18/19 Glendale Unified School District	Apple	Apple Computer Products, Services, and Related Items	10/16/2018-10/26/2023

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2018/2019-24 for authorization to utilize a piggyback contract.

FISCAL IMPACT

Unknown.

NE:GJS:AGH:pw

**Chino Valley Unified School District
Resolution 2018/2019-24
Authorization to Utilize the P-13 18/19 Glendale Unified School District
With Apple
to Purchase Apple Computer Products, Services, 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 Apple computer products, services, and related items for the District;

WHEREAS, Glendale Unified School District currently has a piggyback contract, P-13 18/19, in accordance with Public Contract Code 20118 with Apple 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 Apple computer products, services, and related items through the piggyback contract procured by the Glendale Unified School District P-13 18/19 Contract.

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 Apple computer products, services, and related items through the piggyback contract originally procured by the Glendale Unified School District P-13 18/19 Contract 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 Apple computer products, services, and related items in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Glendale Unified School District P-13 18/19 Contract.

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 October 16, 2018, for the term ending October 26, 2023.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 13th day of December 2018 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: BID 18-19-09F, FREE STANDING SATELLITE FOOD SERVICE STATIONS

=====

BACKGROUND

Public Contract Code 20111 requires competitive bidding for most public contracts. School districts are required to competitively bid any contracts for the lease or purchase of equipment, materials, supplies or services which do not constitute a public project, and which are not exempted from competitive bidding and an expenditure of more than \$90,200.00 be legally advertised and awarded to the lowest responsible bidder.

A Notice to Contractors Calling for Bid 18-19-09F, Free Standing Satellite Food Service Stations, was Published in the Chino Champion on October 27, 2018, and November 3, 2018. Bids were opened at 1:00 p.m. on November 15, 2018. The results are as follows:

Contractor	Servesmart Quick Café Mini Max Enclosure (15QC Mini Max Spacesave with Awning) or Equal	Servesmart Quick Café Enclosure (15RCNLSP15) or Equal
On Premise Products Inc. dba ServeSmart K-12 Products	\$29,954.50	\$30,256.20

The basic scope of work for this project is for pricing on two different outdoor food service stations.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-09F, Free Standing Satellite Food Service Stations to On Premise Products, Inc. dba ServeSmart K-12 Products.

FISCAL IMPACT

Not to exceed \$752,000.00 to Cafeteria Fund 93.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: BID 18-19-10F, CATTLE ES, LITEL ES, AND OAK RIDGE ES, ALTERATION 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 Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES, Alteration Project was Published in the Inland Valley Daily Bulletin on October 9, 2018, and October 16, 2018. Bids were opened at 1:00 p.m. on November 15, 2018, for bid packages BP 02-01, BP 03-01, BP 05-01, BP 06-01, BP 07-01, BP 08-01, BP 09-03, BP 09-04, BP 11-01, BP 22-01, BP 23-01, BP 26-01, and BP 32-01. Bids were opened at 10:00 a.m. on November 20, 2018, for bid packages BP 06-02, BP 09-01, BP 09-02, BP 09-05, and BP 10-01. The results are as follows:

Bid Package	# of Bids Received	Low Bidder	Bid Amount
BP 02-01 – Demo, Asbestos & Lead Abatement	4	Precision Contracting	\$1,776,800.00
BP 03-01 – Concrete & Reinforcing Steel (Structural & Site)	3	KAR Construction	\$ 619,000.00
BP 05-01 – Miscellaneous Metals & Steel	2	RND Contractors	\$ 985,000.00
BP 06-01 – Rough Carpentry	3	Miller Construction	\$1,362,000.00
BP 06-02 – Finish Carpentry & Casework	2	Stolo Cabinets	\$1,061,990.00

Bid Package	# of Bids Received	Low Bidder	Bid Amount
BP 07-01 – Built-up Roofing & Sheet Metal	3	Letner Roofing	\$1,940,950.00
BP 08-01 – Doors, Frames & Hardware	3	Construction Hardware	\$ 908,400.00
BP 09-01 – Drywall, Plaster & Insulation	1	Mirage Builders	\$1,976,100.00
BP 09-02 – Tile	3	Continental Marble & Tile	\$ 410,039.00
BP 09-03 – Acoustical Wall & Ceiling System	4	CG Acoustics	\$ 402,241.00
BP 09-04 – Flooring	2	Signature Flooring	\$ 498,800.00
BP 09-05 – Painting & Wallcovering	7	AJ Fistes Corp	\$ 294,650.00
BP 10-01 – Miscellaneous Specialties	7	RVH Constructors, Inc.	\$1,775,000.00
BP 11-01 – Food Service Equipment	3	Kitcor Corp	\$ 335,260.00
BP 22-01 – Plumbing	6	Empyrean Plumbing	\$1,613,316.00
BP 23-01 – HVAC & Controls	8	Aire-Masters Conditioning	Air \$2,512,500.00
BP 26-01 – Electrical & Low Voltage	3	RDM Electric	\$7,876,000.00
BP 32-01 – Irrigation, Landscaping, Chain Link Fencing/Gates & Asphalt Paving	1	General Consolidated	\$ 562,188.00

The basic scope of work for this project includes: Alterations to existing buildings at Cattle ES, Litel ES, and Oak Ridge ES including electrical, plumbing, HVAC, interior surfaces, existing Fire/Life/Safety systems and security.

The apparent low bidder for BP 11-01 TriMark Design, withdrew its bid due to a clerical error discovered by the contractor after bid opening. Therefore, it is recommended that the bid be awarded to the next low bidder Kitcor Corp.

The apparent low bidder for BP 23-01 RAN Enterprises, withdrew its bid due to a mathematical error discovered by the contractor after bid opening. Therefore, it is recommended that the bid be awarded to the next low bidder Aire-Masters Air Conditioning.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES, Alteration Project to: BP 02-01 Precision Contracting; BP 03-01 KAR Construction; BP 05-01 RND Contractors; BP 06-01 Miller Construction; BP 06-02 Stolo Cabinets; BP 07-01 Letner Roofing; BP 08-01 Construction Hardware; BP 09-01 Mirage Builders; BP 09-02 Continental Marble & Tile; BP 09-03 CG Acoustics; BP 09-04 Signature Flooring; BP 09-05 AJ Fistes Corp.; BP 10-01 RVH Constructors, Inc.; BP 11-01 Kitcor Corp.; BP 22-01 Empyrean Plumbing; BP 23-01 Aire-Masters Air Conditioning; BP 26-01 RDM Electric; and BP 32-01 General Consolidated.

FISCAL IMPACT

\$26,910,234.00 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: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: BID 18-19-12F, AYALA HS SAFETY AND SECURITY (KEYLESS ACCESS, SECURITY CAMERA, AND DOOR/HARDWARE REPLACEMENT)

=====

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 Bid 18-19-12F, Ayala HS Safety and Security (Keyless Access, Security Camera, and Door/Hardware Replacement), was Published in the Inland Valley Daily Bulletin on October 25, 2018, and November 1, 2018. Bids were opened at 1:00 p.m. on November 29, 2018. The results are as follows:

Contractor	Bid Amount
RIS Electric Contractors Inc.	\$3,147,000.00
Dalke & Sons Construction	\$3,248,480.00
Champion Electric, Inc.	\$3,297,000.00

The basic scope of work for this project includes: Installation of a new campus intrusion alarm system, replacement of all existing doors and hardware with new, and painting all new doors.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-12F, Ayala HS Safety and Security (Keyless Access, Security Camera, and Door/Hardware Replacement) to RIS Electric Contractors Inc.

FISCAL IMPACT

\$3,147,000.00 to Measure G Fund 21.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: BID 18-19-13F, CAL AERO K-8 AND AYALA HS FENCING

=====

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 Bid 18-19-13F, Cal Aero K-8 and Ayala HS Fencing, was Published in the Inland Valley Daily Bulletin on November 8, 2018, and November 15, 2018. Bids were opened at 1:00 p.m. on December 4, 2018. The results are as follows:

Contractor	Bid Amount
FenceCorp. Inc.	\$310,918.00

The basic scope of work for this project includes: Creation of single point entry to campuses, installation of steel tube fencing, drive through gates including hardware and installation of concrete pad and sidewalk, and sandblasting and removal of existing painted visit

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

RECOMMENDATION

It is recommended the Board of Education award 8-19-13F, Cal Aero K-8 and Ayala HS Fencing, to FenceCorp. Inc.

FISCAL IMPACT

\$310,981.00 to Measure G Fund 21.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: CUPCAA BID 18-19-18I, BORBA ES PLAYGROUND EQUIPMENT INSTALLATION

=====

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 18-19-18I, Borba ES Playground Equipment Installation, was emailed on November 20, 2018, to contractors currently listed on the 2018 list of qualified contractors. Bids were opened at 10:00 a.m. on November 30, 2018. The results are as follows:

Contractor	Bid Amount
J2 Builders	\$106,200.00
R.E. Schultz Inc.	\$149,995.00
AToM Engineering Construction, Inc.	\$227,398.00

The basic scope of work for this project includes: removal and disposal of the existing playground equipment; preparation of the area for new equipment; and the installation of Miracle Recreation playground equipment in the main playground area of campus where existing playground is located.

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 18-19-18I, Borba ES Playground Equipment Installation, to J2 Builders.

FISCAL IMPACT

\$106,200.00 to Capital Facilities Fund 25.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CHINO UNIFIED SCHOOL DISTRICT CAPITAL FACILITIES CORPORATION – DESIGNATION OF NEW TRUSTEES

=====

BACKGROUND

Pursuant to the bylaws of the Capital Facilities Corporation, the Board of Education shall designate five (5) trustees to serve as the Board of the Capital Facilities Corporation. The current Board of Trustees include Andrew Cruz, James Na, and Irene Hernandez-Blair.

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

RECOMMENDATION

It is recommended the Board of Education designate Christina Gagnier and Joe Schaffer to serve as trustees on the Board of the Chino Unified School District Capital Facilities Corporation.

FISCAL IMPACT

None.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CHINO UNIFIED SCHOOL DISTRICT LAND ACQUISITION CORPORATION – DESIGNATION OF NEW DIRECTORS

=====

BACKGROUND

Pursuant to the bylaws of the Land Acquisition Corporation, the Board of Education shall designate five (5) directors to serve as the Board of the Land Acquisition Corporation. The current Board of Directors include Andrew Cruz, James Na, and Irene Hernandez-Blair.

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

RECOMMENDATION

It is recommended the Board of Education designate Christina Gagnier and Joe Schaffer to serve as directors on the Board of the Chino Unified School District Land Acquisition Corporation.

FISCAL IMPACT

None.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
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DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

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

NE:RR:FA:IB:mcm

CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2018/2019 SCHOOL YEAR</u>			
BROWN, Lineke	TK Teacher	Liberty ES	12/14/2018
BREWER, Pamela	Special Ed. Teacher	Litel ES	12/14/2018
TO, Viet	Math Teacher	Chino HS	12/14/2018
MONTOYA, Maria	Special Ed. Teacher	Chino Hills HS	12/14/2018

RETIREMENT

STONE, Mark (33 years of service)	Band Teacher	Ayala HS	01/01/2019
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RESIGNATION

CAMPOS, Melissa	Intervention Counselor	Health Services	12/20/2018
KHALIL, Mary	School Psychologist	Special Education	12/14/2018

APPOINTMENT - EXTRA DUTY

GIBO, Paige (NBM)	Swim (B)	Ayala HS	12/14/2018
MARCEAU, Paul	Swim (GF)	Ayala HS	12/14/2018
MCGUIRE, Bradley	Baseball (B)	Ayala HS	12/14/2018
SCHUSTER, Chet (NBM)	Swim (B)	Ayala HS	12/14/2018
FERNANDEZ, Amber (NBM)	Softball (B)	Chino HS	12/14/2018
GARCIA, Uylsses (NBM)	Girls Soccer (B)	Chino HS	12/14/2018
LOBO, Frank (NBM)	Baseball (B)	Chino HS	12/14/2018
PITCHFORD, Julianne (NBM)	Band (B)	Chino HS	12/14/2018
PATTERSON, Jessica (NBM)	Band (B)	Chino Hills HS	12/14/2018
SANFORD, Michael (NBM)	Football (B)	Chino Hills HS	12/14/2018
GONZALEZ, Adrian (NBM)	Girls Basketball (GF)	Don Lugo HS	12/14/2018
ROBLEDO, Gorge (NBM)	Softball (B)	Don Lugo HS	12/14/2018
WALTZ, Dean (NBM)	Boys Basketball (B)	Don Lugo HS	12/14/2018
TOTAL:			\$6,640.00

APPOINTMENT - EXTRA DUTY - ACTIVITIES

BOWEN, Arthur	FBLA/DECCA	Ayala HS	12/14/2018
CLARK, Taylor	High School Activity Stipend: Robotics	Ayala HS	12/14/2018

CERTIFICATED PERSONNEL (cont.)

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

HATCH, Annette	High School Activity Stipend: Renaissance Advisor	Chino HS	12/14/2018
TOTAL:			\$1,503.36

DELETE – EXTRA DUTY - ACTIVITIES

BOWEN, Arthur	High School Activity Stipend: Robotics	Ayala HS	12/14/2018
CAHILL, Daniel	High School Activity Stipend: Art Show Coordinator	Chino HS	12/14/2018
TOTAL:			\$-1,503.36

APPOINTMENT- EXTRA DUTY – DEPARTMENT CHAIR

GROSS, Heidi	2-3 Grade Level Chair	Oak Ridge ES	12/14/2018
TOTAL:			\$351.29

DELETE - APPOINTMENT- EXTRA DUTY – DEPARTMENT CHAIR

SINKWICH, Dana	2-3 Grade Level Chair	Oak Ridge ES	12/14/2018
TOTAL:			\$-351.29

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

AYALA, Josephine	CAMPOS, Michael	CHEEMA, Mandeep
DELGADO, Sara	ECKERSALL, Amanda	ENRIQUEZ, Jaclynn
FLINT, Andrew	GALVEZ, Raquel	GIBO, Paige
KATO, Brittany	PARRA-MATTHEWS, Jose	RAMSEY, Brian
SCHROEDER, Lori	VASHISHT, Ruchika	

CLASSIFIED PERSONNEL

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

APPOINTMENT

PORTUGAL, Cesar	Maintenance Supervisor (GF)	Maintenance	12/14/2018
SAN GIL, Natalie	Occupational Therapist (SELPA/GF)	Special Education	01/07/2019

LEAVE OF ABSENCE

AULD-WRIGHT, Kelly	Occupational Therapist-40% (SELPA/GF)	Special Education	01/07/2019 through 06/30/2019
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE

APPOINTMENT

ALARCON, Yolanda	Nutrition Services Assistant I (NS)	Butterfield Ranch ES	12/14/2018
MURRIETTA, Pamela	IA/Special Education (SELPA/GF)	Dickson ES	12/14/2018
CALDERA, Sabrina	Playground Supervisor (GF)	Liberty ES	12/14/2018
OHLEN, Jonell	Nutrition Services Assistant I (NS)	Newman ES	12/14/2018
WAKE, Alyssa	IA/Special Education (SELPA/GF)	Chino Hills HS	12/14/2018
MONCADA, Jeannette	IA/Biling.-Bilit. Spanish (ESLC)	Adult School	12/17/2018
NUNEZ, Rosa	Bus Driver (GF)	Transportation	12/14/2018
ROJAS, Rafael	Bus Driver (GF)	Transportation	12/14/2018

PROMOTION

SANCHEZ, Kimberly	FROM: Typist Clerk II (GF) 8 hrs./201 work days	Oak Ridge ES	12/14/2018
	TO: School Secretary I (GF) 8 hrs./215 work days	Oak Ridge ES	

CHANGE OF ASSIGNMENT

TORRES, Monica	FROM: IA/Special Education/SH (SELPA/GF) 6 hrs./181 work days	Glenmeade ES	12/14/2018
	TO: IA/Special Education (SELPA/GF) 5 hrs./181 work days	Cortez ES	

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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CHANGE OF ASSIGNMENT (cont.)

OCAMPO-BARRAGAN, Martha	FROM: Playground Supervisor (GF) 1.5 hrs./180 work days	Newman ES	12/14/2018
	TO: Nutrition Services Assistant I (NS) 2 hrs./181 work days	Dickson ES	
DEL ROSARIO, Michelle	FROM: Custodian I (GF) 4 hrs./215 work days and Nutrition Services Assistant I (NS) 2 hrs./181 work days	Walnut ES Cortez ES	12/14/2018
	TO: Custodian I (GF) 8 hrs./180 work days	Ayala HS	
GARCIA, Arlene	FROM: Nutrition Services Assistant I (NS) 2 hrs./261 contract days	Cal Aero K-8	12/14/2018
	TO: Nutrition Services Assistant I (NS) 2 hrs./181 work days	Eagle Canyon ES	
PIMENTEL, Zaine	FROM: IA/Special Education (SELPA/GF) 5 hrs./181 work days	Alternative Education	12/14/2018
	TO: IA/Secondary (GF) 6 hrs./210 work days	CVLA	

INCREASE HOURS/DAYS

GALINDO, Kelly	FROM: Nutrition Services Asst. I (NS) 2 hrs./181 work days	Rhodes ES	12/14/2018
	TO: Nutrition Services Asst. I (NS) 3 hrs./181 work days	Rhodes ES	
SANCHEZ, Alice	FROM: Nutrition Services Asst. I (NS) 2.5 hrs./181 work days	Rhodes ES	12/14/2018
	TO: Nutrition Services Asst. I (NS) 3 hrs./181 work days	Rhodes ES	

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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PLACED ON 39 MONTH RE-EMPLOYMENT LIST

BILLINGSLEY, Cheryl	Attendance Clerk (GF)	Chino Hills HS	11/15/2018
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RESIGNATION

HOEGEL-PAVELSKY, Vanessa	Playground Supervisor (GF)	Hidden Trails ES	11/28/2018
RAMOS, Eufracia	Playground Supervisor (GF)	Litel ES	11/07/2018
RAYFORD, Linda	Playground Supervisor (GF)	Rhodes ES	11/30/2018
ZAZUETA, Jeffrey	IA/Special Education/SH (SELPA/GF)	Walnut ES	11/28/2018

RETIREMENT

TATUM, Karen (14 years of service)	Attendance Clerk (GF)	Don Lugo HS	12/28/2018
BLIESE, Jonathan (18 years of service)	Network Support Technician (GF)	Technology	12/29/2018

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2018, THROUGH DECEMBER 31, 2018

FODDRILL, Derek	IA/Special Education/SH	Cal Aero K-8
ORTIZ, Maria L.	IA/Special Education/SH	Woodcrest JHS

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

BARRAGAN, Ana	IA/Special Education/SH	Borba ES
DE LA TORRE, Roxana	IA/Special Education/SH	Chaparral ES
RODRIGUEZ, Iris	IA/Elementary (504 Plan)	Cortez ES
MONROY, Andrew	IA/Special Education/SH	Country Springs ES
GUAJARDO, Racine	IA/Special Education/Collab.	Dickson ES
MCCOLLUM, Amy	IA/Special Education/SH	Dickson ES
VILLARREAL, Cynthia	IA/Special Education/SH	Glenmeade ES
MEZA, Mary	IA/Special Education/SH	Liberty ES
VIZARRO, Janell	IA/Special Education/Collab.	Newman ES
SANCHEZ, Maria	IA/Special Education/SH	Oak Ridge ES
PAREDES, Maria	IA/Special Education/SH	Rhodes ES
CHAMBERS, Carrie	IA/Special Education/SH	Rolling Ridge ES
HAMILTON, Bernice	IA/Special Education/Collab.	Rolling Ridge ES
VISAYA, Anne	IA/Special Education/Collab.	Rolling Ridge ES

CLASSIFIED PERSONNEL (cont.)

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

APPOINTMENT OF SHORT-TERM EMPLOYEES EFFECTIVE JANUARY 1, 2019, THROUGH JUNE 30, 2019 (cont.)

MACANAS, Maileen	IA/Special Education/SH	Walnut ES
KLUCK, Kathleen	IA/Special Education/SH	Wickman ES
CABEBE, Michael	IA/Special Education/Collab.	Cal Aero K-8
FODDRILL, Derek	IA/Special Education/SH	Cal Aero K-8
MEDRANO, Jasmine	IA/Special Education/SH	Canyon Hills JHS
GUTIERREZ, Lacey	IA/Special Education/SH	Canyon Hills JHS
MISSERI, Monica	IA/Special Education/SH	Magnolia JHS
HOLIDAY, Joy	IA/Special Education/SH	Townsend JHS
KENDRENA, Sandra	IA/Special Education/SH	Townsend JHS
SCHWARTZMEYER, Nanette	IA/Special Education/SH	Townsend JHS
ARRISON, Shannon	IA/Special Education/SH	Woodcrest JHS
ESSLINGER, Samantha	IA/Special Education/SH	Woodcrest JHS
ORTIZ, Maria L.	IA/Special Education/SH	Woodcrest JHS
RODRIGUEZ, Adriana	IA/Special Education/SH	Woodcrest JHS
SANCHEZ, Gardenia	IA/Special Education/Collab.	Woodcrest JHS
BALLESTEROS, Venus	IA/Special Education/SH	Ayala HS
GINES, Stacie	IA/Special Education/SH	Ayala HS
KUDER, Mallory	IA/Special Education/SH	Chino HS
AVITIA, Kathy	IA/Special Education/SH	Chino Hills HS
BAYONA, Karen	IA/Special Education/SH	Chino Hills HS
DELGADO, Linda	IA/Special Education/SH	Chino Hills HS
GONZALEZ, Martin	IA/Special Education/SH	Chino Hills HS
GORDON, Diane	IA/Special Education/SH	Chino Hills HS
VAKA, Nancy	IA/Special Education/SH	Chino Hills HS
HERRERA, Susana	IA/Special Education/SH	Don Lugo HS
JONES, Marsha	IA/Special Education/SH	Don Lugo HS
NEAL, Gloria	IA/Special Education/SH	Don Lugo HS
PALMER, Anne	IA/Special Education/SH	Don Lugo HS
ZELAYA-AGUILAR, Amalia	IA/Special Education/Bus Aide	Special Education/Spectrum

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

ALVAREZ, Monica	CARNES, Dawn	MONROY, Andrew
SANCHEZ, Jennifer	VELAZQUEZ VELAZQUEZ, Maria	VIZARRO, Janell
WERLING, Cory		

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: STUDENT TEACHING AGREEMENT WITH LOYOLA
MARYMOUNT UNIVERSITY**

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:RR:FA:IB:mcm

STUDENT TEACHING AGREEMENT
(Practice Teaching and Demonstration Teaching)

THIS AGREEMENT is entered into the **fourteenth day of December 2018** under the authority of Section 1065 of the California Education code by and between:

LOYOLA MARYMOUNT UNIVERSITY
School of Education
One LMU Drive, Suite 2100
Los Angeles, California 90045-2659

Hereinafter called the "University," and Chino Valley Unified School District therein after called the "District." The parties agree as follows:

1. The term of this agreement shall be from **14 December 2018 through 31 August 2021** unless terminated by either party on advance written notice to the other a minimum of 30 days prior to the end of the semester.
2. The District shall provide practice teaching in schools and classes of the District in terms of "semester units" for students of the University possessing valid Character Identification Clearances.

Practice teaching shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District as the District and the University, through their duly authorized representatives, may agree upon.

The District may for good cause refuse to accept for practice teaching any student of the University assigned to practice teaching in the District; likewise for good cause, the University shall terminate the assignment of any student practice teaching in the District.

"Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of permanent or probationary employees of the District holding valid credentials issued by the Commission on Teacher Credentialing.

The number of semester units of practice teaching to be provided for each student of the University assigned to practice teaching under this agreement shall be determined by the University.

An assignment of a student of the University to practice teach in schools or classes of the District shall be at the discretion of the University, but a student may be given more than one assignment by the University with prior approval of the District, to practice teach in such schools or classes.

The assignment of a student of the University to practice teaching in the District shall be deemed to be effective for the purpose of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given him by the University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

3. The University shall pay the District for performance of the services required under this agreement at the rate of \$150 per eight-week session of practice teaching.

In the event the assignment of a student of the University to practice teaching is terminated by the University for any reason, the District shall receive payment for such student as though there had been no termination of the assignment, except that if such assignment is terminated before one half

of the term of the assignment has elapsed, the District shall receive payment for one half of the assignment only. If a student is assigned another Master Teacher by both the University and the District after an assignment has become effective, the payment due the Master Teachers shall be prorated to both Master Teachers based on the amount of their service.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

4. Within a reasonable time following the close of each semester the Master Teacher(s) shall submit a properly executed final evaluation form for all semester units of practice teaching. After receipt of the evaluation form, the University will make payment to the District for all practice teaching provided under and in accordance with this agreement during the said semester.

It is understood that the District shall not be obligated to accept assignments of training students beyond the ability of the District to effectively provide services pursuant to this agreement.

5. At the time the University designated a student for participation pursuant to this agreement, the University shall verify the student is covered by the Loyola Marymount University's mandatory Student Accident Insurance.
6. It is understood that, for purposes of this agreement, the student is not an employee of the University or District, regardless of the nature and extent of the acts performed by the student; that inasmuch as the student shall not be an employee of the University or the District, the University and District do not assume, and shall not assume, any liability under any law on account of any act of student while performing, receiving training, or traveling pursuant to this agreement, and that student shall not be entitled to any monetary remuneration for any services performed by student in the course of training.

REPORTING OBLIGATIONS

The parties recognize that when an LMU student shares that the LMU student has experienced sexual harassment, sexual or interpersonal misconduct (defined in Appendix "A"), the University has certain responsibilities it must fulfill in order to comply, as the case may be, with Title IX, the Violence Against Women Act, the Clery Act, and other relevant federal, state, or local laws. The parties agree to the following procedures through which the District will transmit reports of sexual or interpersonal misconduct it receives from an LMU student to the University.

The District will report immediately or as soon as practicably possible to University all reports of sexual or interpersonal misconduct received by an employee or agent of the District asserting that an LMU student experienced sexual harassment, sexual or interpersonal misconduct – regardless of whether the LMU student was an LMU student of record at the time the asserted sexual harassment, sexual or interpersonal misconduct was reported or occurred. The District will report the following information as soon as is practicable to the University's Title IX Coordinator at (310) 568-6105 or, if after regular business hours (Monday-Friday, 8:00 am-5:00 pm) to the Department of Public Safety at (310) 338-2893.

Such reports will include:

- The name, telephone number, e-mail address and residence address of the LMU student who reported that they experienced sexual or interpersonal misconduct;
- The name and contact information, if known, of the individual who allegedly engaged in the sexual or interpersonal misconduct, if known; and
- Description of the incident of sexual or interpersonal misconduct, including location, date and time.

Mutual Indemnification; Limits on Liability:

Each party (the “Indemnifying Party”) agrees to protect, indemnify, defend and hold harmless the other party and its respective employees, agents, and independent contractors (the “Indemnified Party”) against all claims, losses or damages to persons or property, governmental charges or fines, and costs (including reasonable attorney’s fees), arising out or resulting from (i) any breach of any representation, warranty, covenant, obligation or undertaking made by such indemnifying Party hereunder, or (ii) the negligence or willful misconduct of the Indemnifying Party in connection with the subject matter of this Contract, including but not limited to the provision of food and beverage and other services and facilities (including the exhibition premises, as applicable) to the Indemnified Party or (iii) any violation of domestic or foreign law or regulation. The Indemnifying Party obligations hereunder shall survive the termination of this agreement.

Notwithstanding any other provisions in this agreement, the preceding paragraph governs the parties’ indemnity obligations to each other hereunder and no limitation of liability is applicable to such obligations.

IN WITNESS THEREOF, the parties hereto have executed this agreement that day and year first above written.

- University -

- District –

LOYOLA MARYMOUNT UNIVERSITY

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Timothy P. Chang Date
Associate Dean for Business Services
School of Education

Richard Rideout Date
Assistant Superintendent, HR
Chino Valley Unified School District

Thomas O. Fleming, Jr. Date
Senior Vice President and Chief Financial Officer

APPENDIX “A”

DEFINITIONS:

“Consent” is defined as the unambiguous and willing participation or cooperation in act, behavior or attitude that is commonly understood to be consistent with the exercise of free will. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other(s) to engage in the sexual activity. Consent requires participants who are lawful adults, fully conscious, equally free and legally competent to act, have clearly communicated their willingness, cooperation, or permission to participate in the specific sexual activity engaged in, are positive and clear about their desires, and are able to cease ongoing consensual activity at any time. Refusal to consent does not have to be verbal; it can be expressed with clear gestures, body language or attitude. Lack of protest or resistance does not mean consent, nor does silence mean consent. Prior sexual history between the complainant and respondent, by itself, does not constitute consent, nor does consenting to sexual activity with one person imply consent to sexual activity with another person.

Consent is not freely given if:

1. It is obtained through the use of force, through the fear of or the threat of force, through the abuse of a power positions over another (such as employment status or position within an organization) or by kidnap; or
2. A reasonable person in the position of the alleged perpetrator at the time the alleged conduct occurred should have known that the other person was unable to give consent for any of the following reasons:
 - a. The individual is unable to make an informed decision as a result of the use of alcohol, drugs or other substances (including but not limited to predatory drugs or prescribed medications);
 - b. The individual is unable to consciously respond for whatever reason including lack of consciousness, sleep, illness or shock;
 - c. The individual is under the age of eighteen and therefore legally incapable of giving consent; or
 - d. The individual is known by reason of impairment, mental condition or developmental or physical disability to be reasonably unable to consent.
3. The individual has acted or spoken in a manner which expresses a lack of consent or a refusal to consent.

The following are invalid excuses for failing to obtain affirmative consent from the Complainant:

1. The responding party’s belief in affirmative consent arose from the intoxication or recklessness of the responding party; or
2. The responding party did not take reasonable steps, in the circumstances known to the responding party at the time, to ascertain whether the complaining party affirmatively consented.

“Sexual Misconduct” is defined as Sexual Assault, Sexual Exploitation, Interpersonal Misconduct, or the act of making sexual contact with the intimate body part of another person without that person’s consent including as the result of sexual coercion. Intimate body parts include the sexual organs, the anus, the groin or buttocks of any person, and the breasts. Student-on-student sexual misconduct also includes sexual harassment.

“Sexual Assault” is defined to include engaging in sexual intercourse or any of the sexual activities listed below with another person without that person’s consent. Sexual Assault includes, but is not limited to, rape, sexual battery, anal intercourse, oral copulation or penetration of a body cavity by a foreign object. Sexual intercourse includes the penetration, however slight, of the vagina or anus with any object or body part and of the mouth with a body part or any object in a sexual manner.

“Sexual exploitation” is sexual misconduct that occurs when a person takes unjust or abusive sexual advantage of another for his or her benefit or for the benefit of anyone other than the exploited party; and that behavior does not otherwise constitute sexual assault. Examples of sexual exploitation include, but are not limited to, invasion of sexual privacy, audio or video recording or photographing of any type (webcam, camera, Internet exposure, *etc.*) without knowledge and consent of all persons; going beyond the boundaries of consent (such as letting another person hide and watch you have consensual sex without the knowledge of the other party), engaging in unconsented voyeurism, exposing one’s genitals in non-consensual circumstances; coercing another against their will to expose their genitals or breasts, and prostituting another person.

“Interpersonal Misconduct” includes Dating Violence, Domestic Violence and Stalking, as defined below:

“Dating Violence” is defined in accordance with the reauthorization of the Violence Against Women Act, as violence committed by a person:

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on the complaining party’s statement with consideration of the following factors:
 - a. The length of the relationship
 - b. The type of the relationship
 - c. The frequency of interaction between the persons involved in the relationship.
3. Dating Violence includes, but is not limited to, sexual or physical abuse or threat of such abuse.

Dating violence does not include acts covered under the definition of domestic violence.

“Domestic Violence” is defined in accordance with the reauthorization of the Violence Against Women Act as a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabited with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under California law, or by any other person against an adult or youth victim who is protected from that person’s acts under California law.

“Stalking” is defined in accordance with the reauthorization of the Violence Against Women Act as engaging in a course of conduct directed at a specific

person(s) that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

For the purposes of this definition “course of conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person’s property.

For the purposes of this definition “substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

"Sexual Harassment" for the purposes of this policy is defined as unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal, physical or visual conduct by a person of either the same or opposite sex where:

- submission to or rejection of the conduct is made either an explicit or implicit condition of academic achievement and/or employment;
- submission to or rejection of the conduct is used as the basis for an academic and/or employment decision; or
- the conduct has the purpose or effect of unreasonably interfering with academic, or work performance or creating an intimidating, hostile, or offensive, living, academic, or work environment.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: REVISION OF BYLAWS OF THE BOARD 9110—TERMS OF OFFICE

=====

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. Bylaws of the Board 9110—Terms of Office is being updated to reflect new law AB 2449, which changes the commencement of the term of office of Board members from the first Friday in December following their election to the second Friday in December.

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 receive for information the revision of Bylaws of the Board 9110—Terms of Office.

FISCAL IMPACT

None.

NE:pk

TERMS OF OFFICE

The Board of Education shall consist of five members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each ~~even numbered~~ year IN WHICH THE BOARD’S ELECTIONS ARE REGULARLY HELD. (Education Code 35012)

(cf. 9220 – Governing Board Elections)

The term of office for BOARD members elected in regular elections shall be four years, commencing on the ~~first~~ SECOND Friday in December ~~next succeeding~~ FOLLOWING their election. (Education Code 5017)

(cf. 9223 - Filling Vacancies)

(cf. 9224 - Oath or Affirmation)

(cf. 9250 - Remuneration, Reimbursement, Other Benefits)

~~Board member terms expire four years after their initial election on the first Friday in December following the election of new members. (Education Code 5000)~~

A BOARD memberS whose termS ~~has~~ HAVE expired shall continue to discharge the duties of the office until ~~his/her~~ THEIR successorS ~~has~~ HAVE qualified by taking the oath of office. (Education Code 5017; Government Code 1302, 1360)

Legal Reference:

EDUCATION CODE

5000-5033 Election of school district board members

35010 Control of district

35012 Board members; number, election and terms

35107 Eligibility

ELECTIONS CODE

1302 Local elections, school district election

10400-10418 Consolidation of elections

14050-14057 California Voter Participation Rights Act

GOVERNMENT CODE

1302 Continuance in office until qualification of successor

1303 Exercising functions of office without having qualified

1360 Necessity of taking constitutional oath

MANAGEMENT RESOURCES:

WEBSITES

California School Boards Association: www.csba.org

Chino Valley Unified School District

Bylaw adopted: August 17, 1995

Revised: November 6, 2008

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: **SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS WILLIAMS REPORT OF FINDINGS DECILE 1-3 SCHOOLS FOR BORBA ES, CHINO HS, DICKSON ES, MARSHALL ES, RAMONA JHS, AND WALNUT ES**

=====

BACKGROUND

California Education Code 1240 requires the San Bernardino County Superintendent of Schools visit all deciles 1-3 schools (Williams-monitored schools currently based on the 2012 Academic Performance Index) to ensure compliance with the Williams Legislation. The final reports for Borba ES, Chino HS, Dickson ES, Marshall ES, Ramona JHS, and Walnut ES are attached, along with the Facility Inspection Tool.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Report of Findings Decile 1-3 schools for Borba ES, Chino HS, Dickson ES, Marshall ES, Ramona JHS, and Walnut ES.

FISCAL IMPACT

None.

NE:LF:tr

October 31, 2018

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

Dear Dr. Enfield:

Per California Education Code section 1240, San Bernardino County Superintendent of Schools (SBCSS) staff has visited all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) to ensure compliance with the *Williams* Legislation. Enclosed is a copy of the final report and Facility Inspection Tool (FIT) for each of the schools visited within your district.

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

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

Sincerely,



Ted Alejandre
County Superintendent

Enclosures

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Mr. Richard De Nava, SBCSS Assistant Superintendent
Mrs. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Mrs. Supriya Barrows, SBCSS Legislative Services Manager

October 31, 2018

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Anna A. Borba Fundamental Elementary School** on **September 6, 2018**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Anna A. Borba Fundamental Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have “sufficient” instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff.”

The law further requires that the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”
2. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
3. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define “sufficient textbooks or instructional materials” as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year. A school facility “emergency or urgent threat” means that a condition poses a threat to the health or safety of pupils or staff. “Good repair” means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No insufficiencies were observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 10. Fire Safety

- 29: Fire extinguisher/pull alarm is blocked (**remedied 9/6/18**)

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed Facility Inspection Tool. **Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned.** Inclusion of this information will be verified during next fiscal year’s SARC review process.

SARC

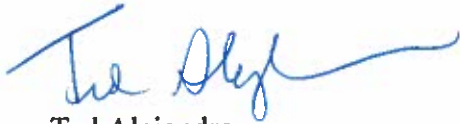
No findings to report. The SARC review for the 2018/2019 fiscal year began October 1, 2018, and will conclude by December 28, 2018. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring and review process for the 2018/2019 fiscal year begins November 1, 2018, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2019. The final teacher assignment information will be provided in the fourth quarterly report.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the *Williams* Settlement site visits.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Mr. Gerson Renderos, Principal
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Ms. Supriya Barrows, SBCSS Legislative Services Manager

SBCSS Williams Facility Inspection Tool School Facility Conditions Evaluation, Fiscal Year 2018/2019

School Site: Anna A. Borba Fundamental Elementary, Chino Valley Unified District, San Bernardino County

4980 Riverside Drive, Chino CA 91710-4130

Grade Levels: TK – 6, Classrooms: 19, Decile: 3

Visit Date & Time: 9/6/18, 8:15 am, Inspection Type: Unannounced

Weather Conditions at Time of Inspection: Clear, Warm

Inspector(s), Classrooms Angel Arrington	Inspector(s), Ancillary Areas John Duran	Inspector(s), Other Instructional Areas N/A
Representative(s) of District Who Accompanied the Evaluator Jonathan Campbell		

Evaluation Detail

Area	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Grade-Based Classrooms															
Room 29	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
Room 29	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 36	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 26	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

§ 10: Fire extinguisher/pull alarm is blocked (Remedied 9/6/18)

Area	6						13	14	15						
	1	2	3	4	5	6									
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	7	8	9	10	11	12	13	14	15
							Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Room 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						13	14	15						
	1	2	3	4	5	6									
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	7	8	9	10	11	12	13	14	15
							Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Ancillary Areas															
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lunch Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parent Center	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Room/Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Boys' Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Computer Lab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Restroom E1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom E1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Restroom E2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom E2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Computer Lab 35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ - Good Repair, D - Deficiency, ✘ - Extreme Deficiency, N/A - Not Applicable

Modeled after State of California School Facility Inspection Tool

FIT ID #51

October 31, 2018

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Chino High School** on **August 30, 2018**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Chino High School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have “sufficient” instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff.”

The law further requires that the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”
2. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
3. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define “sufficient textbooks or instructional materials” as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year. A school facility “emergency or urgent threat” means that a condition poses a threat to the health or safety of pupils or staff. “Good repair” means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No insufficiencies were observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 9. Drinking Fountains

- Lab3: Sink/fountain is leaking (work order #101473)

Section 10. Fire Safety

- M11: Fire extinguisher out of date or missing monthly inspection sign-off (work order #101491)
- M16: Fire extinguisher out of date or missing monthly inspection sign-off (work order #101491)
- M22: Fire extinguisher out of date or missing monthly inspection sign-off (work order #101491)
- M12: Fire extinguisher out of date or missing monthly inspection sign-off (work order #101491)
- M18: Fire extinguisher out of date or missing monthly inspection sign-off (work order #101491)

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed Facility Inspection Tool. **Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned.** Inclusion of this information will be verified during next fiscal year’s SARC review process.

SARC

No findings to report. The SARC review for the 2018/2019 fiscal year began October 1, 2018, and will conclude by December 28, 2018. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring and review process for the 2018/2019 fiscal year begins November 1, 2018, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2019. The final teacher assignment information will be provided in the fourth quarterly report.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the *Williams* Settlement site visits.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Mr. John Miller, Principal
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Ms. Supriya Barrows, SBCSS Legislative Services Manager

SBCSS Williams Facility Inspection Tool School Facility Conditions Evaluation, Fiscal Year 2018/2019

School Site: Chino High, Chino Valley Unified District, San Bernardino County
5472 Park Place, Chino CA 91710-4130

Grade Levels: 9 - 12. Classrooms: 90. Decile: 3
Visit Date & Time: 8/30/18, 8:00 am. Inspection Type: Announced
Weather Conditions at Time of Inspection: Clear, Warm

Inspector(s), Classrooms Robert Dietsch	Inspector(s), Other Instructional Areas Fermin Jaramillo
Representative(s) of District Who Accompanied the Evaluator Lea Fellows, Vincent Gutierrez, Julie Leggin, Alex Rivera, Jonathon Campbell, Logan Coats, Jaime Calzada, Michelle Eckersall, John Miller, Troy Ingram	

Evaluation Detail

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Course-Based Classrooms															
Room 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 53	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 06	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 26	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Room 34	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 46	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 48	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room M23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 72	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 46	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 31	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room M6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room M11	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§ 10: Fire extinguisher out of date or missing monthly inspection sign-off (Work order #101491)															
Room M16	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§ 10: Fire extinguisher out of date or missing monthly inspection sign-off (Work order #101491)															
Room M22	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§ 10: Fire extinguisher out of date or missing monthly inspection sign-off (Work order #101491)															
Room Lab3	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓
§ 9: Sink/fountain is leaking (Work order #101473)															

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Verm Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Room 385	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 44R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 48	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 49S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 59	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 79C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room M68	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 46	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 46	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 52S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room M7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room M12	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§ 10: Fire extinguisher out of date or missing monthly inspection sign-off (Work order #101491)															
Room M15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room M18	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§ 10: Fire extinguisher out of date or missing monthly inspection sign-off (Work order #101491)															

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
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Room 01 XL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
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Ancillary Areas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Room/Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pool	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' PE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' PE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Football Stadium	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tennis Courts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						14			15					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Student Parking Lot	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Covered Patio	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom near Student Store	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Quad	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						14			15					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Other Instructional Areas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Parking East of Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Parking West of Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom near Staff Parking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mail/Copy Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Career Center	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Counseling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom near 19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom near 15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom near 29A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Security	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom near Security	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom near 79	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Athletic Field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Baseball Field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MPP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Store	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = Good Repair, D = Deficiency, ✗ = Extreme Deficiency, N/A = Not Applicable

Modeled after State of California School Facility Inspection Tool

FIT ID #156



October 31, 2018

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Dickson Elementary School on August 23, 2018**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Dickson Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have “sufficient” instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff.”

The law further requires that the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”
2. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
3. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define “sufficient textbooks or instructional materials” as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year. A school facility “emergency or urgent threat” means that a condition poses a threat to the health or safety of pupils or staff. “Good repair” means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No insufficiencies were observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 7. Electrical

- Restrooms Building C: Lighting fixtures or bulbs are not functioning properly or missing (work order #101134)

Section 9. Drinking Fountains

- Library: Water pressure too low (**remedied 8/23/18**)

Section 10. Fire Safety

- 20: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/23/18**)

Section 14. Playgrounds/School Grounds

- Grounds: Overgrown vegetation poses a trip/safety hazard (work order #101135)

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed Facility Inspection Tool. **Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned.** Inclusion of this information will be verified during next fiscal year’s SARC review process.

SARC

No findings to report. The SARC review for the 2018/2019 fiscal year began October 1, 2018, and will conclude by December 28, 2018. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring and review process for the 2018/2019 fiscal year begins November 1, 2018, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2019. The final teacher assignment information will be provided in the fourth quarterly report.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the *Williams* Settlement site visits.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Mr. Randal Buoncristiani, Principal
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Ms. Supriya Barrows, SBCSS Legislative Services Manager

SBCSS Williams Facility Inspection Tool School Facility Conditions Evaluation, Fiscal Year 2018/2019

School Site: Dickson Elementary, Chino Valley Unified District, San Bernardino County

3930 Pamela Drive, Chino CA 91710-4130

Grade Levels: TK - 6, Classrooms: 26, Decile: 3

Visit Date & Time: 8/23/18, 8:00 am, Inspection Type: Announced

Weather Conditions at Time of Inspection: Clear, Warm

Inspector(s), Classrooms Douglas MacDuff, Christine McGrew	Inspector(s), Ancillary Areas Wendryn Barnhart	Inspector(s), Other Instructional Areas Douglas MacDuff, Christine McGrew
Representative(s) of District Who Accompanied the Evaluator Alex Rivera		

Evaluation Detail

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Grade-Based Classrooms															
Room 19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 20	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§ 10: Fire extinguisher out of date or missing monthly inspection sign-off (Remedied 8/23/18)															
Room 24	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						9	10	11	12	13	14	15			
	1	2	3	4	5	6								7	8	10
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences	
Room 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						9	10	11	12	13	14	15			
	1	2	3	4	5	6								7	8	10
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences	
Ancillary Areas																
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓

§ 9: Water pressure too low (Remedied 8/23/18)

Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓

§ 14: Overgrown vegetation poses a trip/safety hazard (Work order #101135)

Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Other Instructional Areas															
Restrooms Building D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restrooms Building B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restrooms Building C	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
§ 7: Lighting fixtures or bulbs are not functioning properly or missing (Work order #101134)															
Computer Labs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ - Good Repair, D - Deficiency, ✗ - Extreme Deficiency, N/A - Not Applicable

Modeled after State of California School Facility Inspection Tool

FIT ID #50

October 31, 2018

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **E. J. Marshall Elementary School on September 10, 2018**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at E. J. Marshall Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have “sufficient” instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff.”

The law further requires that the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”
2. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
3. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define “sufficient textbooks or instructional materials” as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year. A school facility “emergency or urgent threat” means that a condition poses a threat to the health or safety of pupils or staff. “Good repair” means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No insufficiencies were observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 4. Interior Surfaces

- 21: Interior fixtures are loose, damaged or broken (**remedied 9/10/18**)

Section 10. Fire Safety

- 23: Fire extinguisher/pull alarm is blocked (**remedied 9/10/18**)

Section 11. Hazardous Materials

- 26: Cleansers not stored properly (**remedied 9/10/18**)

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed Facility Inspection Tool. **Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned.** Inclusion of this information will be verified during next fiscal year’s SARC review process.

SARC

No findings to report. The SARC review for the 2018/2019 fiscal year began October 1, 2018, and will conclude by December 28, 2018. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring and review process for the 2018/2019 fiscal year begins November 1, 2018, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2019. The final teacher assignment information will be provided in the fourth quarterly report.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the *Williams* Settlement site visits.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Ms. Diana Escalante, Principal
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Ms. Supriya Barrows, SBCSS Legislative Services Manager

SBCSS Williams Facility Inspection Tool School Facility Conditions Evaluation, Fiscal Year 2018/2019

School Site: E. J. Marshall Elementary, Chino Valley Unified District, San Bernardino County
12045 Telephone Avenue, Chino CA 91710-4130

Grade Levels: K - 6, Classrooms: 19, Decile: 3
Visit Date & Time: 9/10/18, 9:15 am, Inspection Type: Announced
Weather Conditions at Time of Inspection: Clear, Warm

Inspector(s), Classrooms Angel Arrington	Inspector(s), Ancillary Areas John Duran	Inspector(s), Other Instructional Areas John Duran
Representative(s) of District Who Accompanied the Evaluator Jonathan Campbell		

Evaluation Detail

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Grade-Based Classrooms															
Room 20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 21	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
§ 4: Interior fixtures are loose, damaged or broken (Remedied 9/10/18)															
Room 23	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§ 10: Fire extinguisher/pull alarm is blocked (Remedied 9/10/18)															
Room 26	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓
§ 11: Cleansers not stored properly (Remedied 9/10/18)															
Room 35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						8	9	10	11	12	13	14	15	
	1	2	3	4	5	6									
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Room 41	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						8	9	10	11	12	13	14	15	
	1	2	3	4	5	6									
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Ancillary Areas															
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lunch Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Room/Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Restroom 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Boys' Restroom 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Other Instructional Areas															
Computer Lab 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Computer Lab 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = Good Repair, D = Deficiency, ✘ = Extreme Deficiency, N/A = Not Applicable

Modeled after State of California School Facility Inspection Tool

FIT ID #54



October 31, 2018

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Ramona Junior High School on September 5, 2018**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Ramona Junior High School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have “sufficient” instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff.”

The law further requires that the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”
2. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
3. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define “sufficient textbooks or instructional materials” as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year. A school facility “emergency or urgent threat” means that a condition poses a threat to the health or safety of pupils or staff. “Good repair” means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No insufficiencies were observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed Facility Inspection Tool. **Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned.** Inclusion of this information will be verified during next fiscal year’s SARC review process.

SARC

No findings to report. The SARC review for the 2018/2019 fiscal year began October 1, 2018, and will conclude by December 28, 2018. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring and review process for the 2018/2019 fiscal year begins November 1, 2018, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2019. The final teacher assignment information will be provided in the fourth quarterly report.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the *Williams* Settlement site visits.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Ms. Gabriela RivasLopez, Principal
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Ms. Supriya Barrows, SBCSS Legislative Services Manager

SBCSS Williams Facility Inspection Tool School Facility Conditions Evaluation, Fiscal Year 2018/2019

School Site: Ramona Junior High, Chino Valley Unified District, San Bernardino County
4575 Walnut Avenue, Chino CA 91710-4130

Grade Levels: 7 - 8, Classrooms: 30, Decile: 3

Visit Date & Time: 9/5/18, 8:15 am, Inspection Type: Unannounced
Weather Conditions at Time of Inspection: Clear, Warm

Inspector(s), Classrooms	Inspector(s), Ancillary Areas	Inspector(s), Other Instructional Areas
N/A	John Duran	N/A

Representative(s) of District Who Accompanied the Evaluator
Jonathan Campbell

Evaluation Detail

Area	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermin Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Course-Based Classrooms															
Room 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 36	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 34	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 37	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Room 18/24	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 40	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 26/33	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 42	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Ancillary Areas															
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lunch Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Verm Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Room/Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Restroom 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Restroom 31	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 31	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Restroom MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Locker Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Locker Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ASB 25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Verm Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences
Other Instructional Areas															

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermin Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Computer Lab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

1

✓ - Good Repair, D - Deficiency, ✘ - Extreme Deficiency, N/A - Not Applicable

Modeled after State of California School Facility Inspection Tool

FIT ID #55



October 31, 2018

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Walnut Avenue Elementary School** on **August 29, 2018**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Walnut Avenue Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have “sufficient” instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff.”

The law further requires that the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”
2. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API); and
3. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define “sufficient textbooks or instructional materials” as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year. A school facility “emergency or urgent threat” means that a condition poses a threat to the health or safety of pupils or staff. “Good repair” means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No insufficiencies were observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 7. Electrical

- 24: Computer cords not secured properly (**remedied 8/29/18**)

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed Facility Inspection Tool. **Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned.** Inclusion of this information will be verified during next fiscal year’s SARC review process.

SARC

No findings to report. The SARC review for the 2018/2019 fiscal year began October 1, 2018, and will conclude by December 28, 2018. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring and review process for the 2018/2019 fiscal year begins November 1, 2018, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2019. The final teacher assignment information will be provided in the fourth quarterly report.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the *Williams* Settlement site visits.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Ms. Karen Morales, Principal
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Ms. Supriya Barrows, SBCSS Legislative Services Manager

SBCSS Williams Facility Inspection Tool School Facility Conditions Evaluation, Fiscal Year 2018/2019

School Site: Walnut Avenue Elementary, Chino Valley Unified District, San Bernardino County

5550 Walnut Avenue, Chino CA 91710-4130

Grade Levels: K – 6. Classrooms: 27, Declie: 2

Visit Date & Time: 8/29/18, 8:15 am. Inspection Type: Announced

Weather Conditions at Time of Inspection: Clear, Warm

Inspector(s), Classrooms Angel Arrington	Inspector(s), Ancillary Areas John Duran	Inspector(s), Other Instructional Areas John Duran
Representative(s) of District Who Accompanied the Evaluator Jonathan Campbell		

Evaluation Detail

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermitt Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Grade-Based Classrooms															
Room 38	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 24	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
§ 7- Computer cords not secured properly (Remedied 8/29/18)															
Room 28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	6						7			8		9		10		11		12		13		14		15			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermis Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences												
Room 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Room 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Area	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15												
	Gas Leaks	Mech/ HVAC	Sewer	Interior Surfaces	Overall Cleanliness	Pest/ Vermis Infestation	Electrical	Restroom	Sinks/ Fountains	Fire Safety	Hazardous Materials	Structural Damage	Roofs	Playground/ School Grounds	Windows/ Doors/ Gates/ Fences												
Ancillary Areas																											
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Grounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Lunch Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Staff Room/Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Book/Parent Ed Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Boys' Restroom 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Boys' Restroom 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermis Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Boys' Restroom 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boys' Restroom 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girls' Restroom 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Area	1 Gas Leaks	2 Mech/ HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest/ Vermis Infestation	7 Electrical	8 Restroom	9 Sinks/ Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground/ School Grounds	15 Windows/ Doors/ Gates/ Fences
Other Instructional Areas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Band Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = Good Repair, D = Deficiency, ✗ = Extreme Deficiency, N/A = Not Applicable

Modeled after State of California School Facility Inspection Tool

FIT ID #56

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 2018

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS WILLIAMS SETTLEMENT FISCAL YEAR 2017/2018 ANNUAL REPORT

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BACKGROUND

California Education Code 1240 requires the San Bernardino County Superintendent of Schools staff to regularly monitor and report on the status of all Williams monitored schools in the county (currently decile 1-3 schools based on the 2012 Academic Performance Index) to ensure compliance with the Williams Legislation. The Williams Annual Report for Chino Valley Unified School District as well as countywide findings by supervisorial district based on the 2017/2018 school year visitation findings are being presented for information.

Per Section 1240(c)(2)(B), the annual report shall be submitted to the governing board of each school district, the county board of education, as well as the county board of supervisors at a regularly scheduled meeting held in accordance with public notification requirements.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Settlement Fiscal Year 2017/2018 Annual Report.

FISCAL IMPACT

None.

NE:LF:rtr

November 13, 2018

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

RE: Board Agenda Item: Fiscal Year 2017/2018 *Williams* Annual Report

Dear Dr. Enfield:

Per California Education Code section 1240, San Bernardino County Superintendent of Schools (SBCSS) staff continues to regularly monitor and report on the status of all *Williams*-monitored schools in the county (currently Deciles 1-3 schools determined by the 2012 Base Academic Performance Index [API]) to ensure compliance with the *Williams* legislation. Enclosed is a copy of the *Williams* Annual Report for your district as well as countywide findings by supervisorial district based on the **2017/2018** school year visitation and review findings.

Per Section 1240 (c)(2)(E)(i), the annual report shall be submitted to the governing board of each school district, the county board of education, as well as the county board of supervisors at a regularly scheduled November meeting held in accordance with public notification requirements. Please note that the annual report has been submitted to the County Board of Education and the San Bernardino County Board of Supervisors in accordance with this provision. ***Please make sure to include this report as an agenda item for your next regularly scheduled Board meeting.***

Please note that Education Code remains unchanged regarding the determinant for monitored schools. My office will continue to keep you apprised of any new developments.

Thank you and your staff for the continued efforts and collaboration in support of this important work.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Fiscal Year 2017/2018 *Williams* Annual Report

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Mr. Richard De Nava, SBCSS Assistant Superintendent
Mrs. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Mrs. Supriya Barrows, SBCSS Legislative Services Manager

Williams Settlement
Fiscal Year 2017/2018
Annual Report
for
Chino Valley Unified
School District

November 2018

San Bernardino County Superintendent of Schools
***Williams* Settlement Monitoring**
Fiscal Year 2017/2018 Annual Report

Preface

The *Williams* Lawsuit Settlement, reached and enacted into law* in August 2004, has set the standard for providing equitable educational opportunities and closing the achievement gap in San Bernardino County and throughout California. *Williams* legislation has provided an opportunity for county and district superintendents to work collaboratively to support and assist underperforming schools to improve student achievement.

The American Civil Liberties Union filed *Williams v. California* in 2000 on behalf of the plaintiffs—nearly 100 students from San Francisco County—as a class action lawsuit against the State of California and its educational agencies. The basis of the lawsuit was that public-school agencies failed to provide public school students with equal access to instructional materials, safe and clean school facilities, and qualified teachers. The issue of equity for disadvantaged and minority students, particularly in large and urban school districts, was the crux of the case.

The settlement covered four key areas:

- **Instructional Materials**—All students, including English learners, must have sufficient access to standards-aligned instructional materials or textbooks in all core subject areas for use in class and at home.
- **Facilities**—All schools must be safe, clean, and in good repair.
- **Teacher Credentialing and Assignment**—All schools must have teachers that are appropriately certificated for their specific teaching assignment, including English Learner Authorization.
- **Public Reporting**—All schools must include information on the sufficiency of instructional materials, repair of school facilities, and teacher misassignments and vacancies in their School Accountability Report Card (SARC). Additionally, all schools must post a notice in each classroom informing parents and guardians of their right to file a Uniform Complaint regarding instructional materials sufficiency, facilities repair, and teacher vacancy or misassignments.

In Fiscal Year 2013/2014, the Local Control Funding Formula (LCFF) was implemented and made significant changes to education statute. *Williams* Settlement requirements for all schools remained in effect and were further distinguished as the first of eight state priorities that must be addressed in mandated Local Control Accountability Plans (LCAPs). This means all schools (monitored and those that are not) must continue adhering to *Williams* requirements and all districts must identify and address actions that will be taken each year to achieve and/or correct any deficiencies related to *Williams* compliance in their LCAPs.

The *Williams* legislation also requires county offices to monitor schools ranked in Deciles 1-3 currently determined by rankings on the state's Academic Performance Index reports. Fiscal Year 2017/2018 was the fifth year of the fourth cohort (typically a three-year monitoring cycle) based on the 2012 API. One hundred and fifty (150) schools in San Bernardino County were subject to review and received at least one site visit. Although a new accountability system is in place, the California School Dashboard, Education Code still requires county monitoring based on the 2012 Base API.

SBCSS reviewers conducted the instructional materials and facilities reviews at all monitored schools within their first four weeks of the 2017/2018 school year based on district-specific start dates. At the conclusion of the instructional materials monitoring process, there were no insufficiencies, meaning that any shortage identified at the time of visitation was resolved by the eighth week of school as required in Education Code. Overall, the county review teams found facilities conditions in good repair. Fourteen (14) emergency or extreme conditions were observed (four (4) of which were remedied prior to the end of the site visit) which included: six (6) cases of non-functional air conditioning systems, two (2) instances where emergency exit signs were not functioning, one (1) finding where problems existed with the condition of an alarm system, one (1) situation where medical sharps were unsecured, one (1) occurrence of anchored equipment or apparatus that were unsecured and posed a safety hazard, one (1) observance of hazardous chemicals and/or flammable materials that were not stored properly, one (1) instance where a majority of the fire extinguishers were missing or not accessible, and one (1) occurrence where play/sports equipment posed an extreme safety hazard.

The teacher assignment monitoring review identified a total of twelve (12) *classes* with a teacher without a proper English Learner authorization compared to 4,950 reported for the initial year of review (Fiscal Year 2004/2005). The twelve (12) classes are based on four teachers as the monitoring process includes secondary classroom periods where the same teacher has the potential of being accounted for multiple times. The drastic reduction in the number of classes taught by a teacher without proper authorization since inception of the *Williams* Settlement is testament to the steps districts have taken to ensure that all teachers are authorized in subject matter and authorized to serve students identified as English Learners. Districts have modified their teacher hiring practices and layoff criteria to ensure compliance with the *Williams* legislation.

A separate in-office review was conducted to evaluate each monitored school's School Accountability Report Card (SARC) for accuracy of information reported to the public pertaining to sufficiency of instructional materials and the condition of school facilities based on statutory requirements and county monitoring findings. Any inaccuracies observed were communicated and resolved by the conclusion of the review period.

* SB 6 (Alpert), SB 550 (Vasconcellos), AB 1550 (Daucher), AB 2727 (Daucher), AB 3001 (Goldberg), AB 831 (Committee on Education)

**San Bernardino County Superintendent of Schools
Williams Settlement Annual Report by Supervisorial District
Fiscal Year 2017/18**

School District	Total Enrollment	Total Schools	Deciles 1-3 Schools	Total "Good Repair" Facility Deficiencies		Remedied "Good Repair" Facility Deficiencies		Outstanding "Good Repair" Facility Deficiencies		Total "Emergency Repair" Facility Deficiencies		Remedied "Emergency Repair" Facility Deficiencies		Outstanding "Emergency Repair" Facility Deficiencies		Instructional Materials Insufficiencies	Teacher Misassignments	Inaccurate School Accountability Report Cards
				16	7	24	17	7	0	0	0	0	0	0	0			
Adelanto Elementary	8,707	16	7	24	17	7	0	0	0	0	0	0	0	0	0	0	0	0
Apple Valley Unified	14,415	15	2	12	4	8	0	0	0	0	0	0	0	0	0	0	0	0
Hesperia Unified	24,144	31	7	15	12	3	2	3	1	1	0	0	0	0	0	0	0	0
Needles Unified	969	6	3	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Snowline Joint Unified	7,556	12	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary	12,939	18	7	34	26	8	0	0	0	0	0	0	0	0	0	0	0	0
Victor Valley Union High	12,969	11	5	97	53	44	1	0	0	0	0	0	0	0	0	0	2	0
1st Supervisorial District Totals	81,699	109	33	184	113	71	3	1	2	0	0	0	0	0	0	0	2	0
2nd Supervisorial District																		
Cucamonga	2,458	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fontana Unified	37,176	45	17	190	62	128	5	0	5	0	0	0	0	0	0	0	0	0
2nd Supervisorial District Totals	39,634	49	18	190	62	128	5	0	5	0	0	0	0	0	0	0	0	0
3rd Supervisorial District																		
Barstow Unified	6,226	13	3	40	19	21	0	0	0	0	0	0	0	0	0	0	0	0
Colton Joint Unified	22,561	29	11	157	61	96	0	0	0	0	0	0	0	0	0	0	0	0
Lucerne Valley Unified	3,449	6	3	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Morongo Unified	8,652	17	3	19	9	10	0	0	0	0	0	0	0	0	0	0	0	0
Redlands Unified	21,261	28	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
San Bernardino City Unified	53,027	88	43	286	189	97	5	3	2	0	0	0	0	0	0	0	10	0
Yucaipa-Calimesa Joint Unified	10,063	15	2	11	9	2	0	0	0	0	0	0	0	0	0	0	0	0
3rd Supervisorial District Totals	125,239	196	66	517	291	226	5	3	2	0	0	0	0	0	0	0	10	0
4th Supervisorial District																		
Chino Valley Unified	28,141	34	6	33	8	25	0	0	0	0	0	0	0	0	0	0	0	0
Ontario-Montclair	21,100	33	16	52	21	31	1	0	1	0	0	0	0	0	0	0	0	0
4th Supervisorial District Totals	49,241	67	22	85	29	56	1	0	1	0	0	0	0	0	0	0	0	0
5th Supervisorial District																		
Colton Joint Unified*	22,561	29	11	157	61	96	0	0	0	0	0	0	0	0	0	0	0	0
Fontana Unified*	37,176	45	17	190	62	128	5	0	5	0	0	0	0	0	0	0	0	0
Rialto Unified	25,480	30	11	70	53	17	0	0	0	0	0	0	0	0	0	0	0	0
San Bernardino City Unified*	53,027	88	43	286	189	97	5	3	2	0	0	0	0	0	0	0	10	0
5th Supervisorial District Totals	138,244	192	82	703	365	338	10	3	7	0	0	0	0	0	0	0	10	0
County Totals*	321,293	451	150	1,046	548	498	14	4	10	0	0	0	0	0	0	0	12	0

*Table data for school districts that represent more than one Supervisorial District are unduplicated

Refer to Williams Glossary of Terms

**Chino Valley Unified School District
Fiscal Year 2017/2018 Williams Annual Report**

School	Total Enrollment	Decile 1-3 Rank	Total "Good Repair" Facility Deficiencies	Remedied "Good Repair" Facility Deficiencies		Outstanding "Good Repair" Facility Deficiencies		Total "Emergency Repair" Facility Deficiencies	Outstanding "Emergency Repair" Facility Deficiencies		Instructional Materials Insufficiencies	Teacher Misassignments	Inaccurate School Accountability Report Cards
				Facility Deficiencies	Facility Deficiencies	Facility Deficiencies	Facility Deficiencies		Facility Deficiencies	Facility Deficiencies			
Borba (Anna A.) Elementary	558	3	2	0	0	2	0	0	0	0	0	0	0
Chino High	1,931	3	12	0	0	12	0	0	0	0	0	0	0
Dickson (Doris) Elementary	612	3	7	7	0	0	0	0	0	0	0	0	0
Marshall (E.J.) Elementary	486	3	6	1	5	0	0	0	0	0	0	0	0
Ramona Junior High	536	3	6	0	6	0	0	0	0	0	0	0	0
Walnut Avenue Elementary	710	2	0	0	0	0	0	0	0	0	0	0	0
Subtotals	4,833		33	8	25	0	0	0	0	0	0	0	0

Williams Glossary of Terms

Academic Performance Index (API) – A component of the California’s Public Schools Accountability Act of 1999 utilized from 1999-2013, the API measured the academic performance and growth of schools. Simply put, the API was calculated by converting a student’s performance on a statewide assessment into points on the API scale. These points were then averaged across all students and all tests and the result was a school’s API. The API is no longer calculated due to the launch of the new accountability system known as the California School Dashboard, which has been designed to better measure the State’s educational goals based on a growth model. Currently, the California Department of Education is exploring methods for determining the lowest performing schools.

Deciles – Statewide ranking of schools (determined by a school’s Academic Performance Index [API]) rated one through ten (lowest to highest) when compared to schools of the same type. Calculation of the API has been suspended during the development and launch of the new accountability system, known as the California School Dashboard.

Deciles 1-3 Schools – Schools ranked in Deciles 1-3 have the lowest statewide ranking (on a scale of one (1) to ten (10)) based on their APIs when compared to other schools of the same type across the state. The current determinant of statewide rankings is the 2012 Base Academic Performance Index Report. Deciles 1-3 schools are subject to county monitoring for compliance with the *Williams* Settlement requirements.

Emergency Repair – Structures or systems of a facility are in a condition that poses an emergency or urgent threat to the health and safety of pupils or staff.

Good Repair – Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. Good repair status is determined by a school facility inspection and evaluation instrument (known as the *Facilities Inspection Tool* [FIT]) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

Inaccurate School Accountability Report Card (SARC) – SARCs with outstanding inaccuracies or missing information pertaining to the quality, currency and availability of sufficient textbooks and/or instructional materials and the safety, cleanliness and adequacy of school facilities. These areas are reviewed in accordance with the state’s data definitions and the previous year’s *Williams* visit findings. All California public schools must annually publish SARCs which contain specific information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics.

Instructional Materials Insufficiencies – The number of insufficiencies identified in the four core subject areas (English language arts, mathematics, science, and history-social science) at each school during the *Williams* site visits that were not corrected by the eighth week of school. Sufficient textbooks or instructional materials means, “each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.”

Local Control Funding Formula (LCFF) – The new K-12 funding system that is meant to simplify how state funding is provided to local educational agencies (LEAs). LEAs are to receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. Implementation of the formula began in Fiscal Year 2013/2014.

Local Control and Accountability Plan (LCAP) – Required under the LCFF, the LCAP is a locally developed three-year plan that describes how a local educational agency (LEA) intends to meet annual goals for all pupils, including specific activities to address state and local priorities identified in Education Code. The governing board of each LEA was required to adopt an LCAP on or before July 1, 2014.

Local Control and Accountability Plan (LCAP) Priority 1 – One of the state-defined priorities that must be addressed in a local educational agency's (LEA's) LCAP to capture local measurement of progress for meeting *Williams* Settlement requirements, including: the degree to which the teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching; ensuring every pupil in the school district has sufficient access to the standards-aligned instructional materials; and school facilities are maintained in good repair. The governing board of each LEA was required to adopt an LCAP on or before July 1, 2014.

Outstanding "Emergency Repair" Facility Deficiencies – The number of facility deficiencies identified as emergency repair issues that were not corrected at the time of completion of the *Williams* site visit.

Outstanding "Good Repair" Facility Deficiencies – The number of facility deficiencies identified as good repair issues that were not corrected at the time of completion of the *Williams* site visit.

Remedied "Emergency Repair" Facility Deficiencies – The number of facility deficiencies identified as emergency repair issues that were corrected prior to the completion of the *Williams* site visit.

Remedied "Good Repair" Facility Deficiencies – The number of facility deficiencies identified as good repair issues that were corrected prior to the completion of the *Williams* site visit.

Teacher Misassignments – The number of classes (with 20 percent or more English Learners) with a teacher identified during the review without a proper English Learners Authorization. *Please note secondary level teachers who are teaching more than one period with 20 percent English Learners may be counted multiple times.*

Total "Emergency Repair" Facility Deficiencies – The total number of facility deficiencies identified as emergency repair issues at the time of the site visit.

Total Enrollment – Total enrollment figures for districts overall and individual schools based on the California Department of Education's Fiscal Year 2017/2018 DataQuest District and School Enrollment Reports.

Total “Good Repair” Facility Deficiencies – The total number of facility deficiencies identified as good repair issues at the time of the site visit.

Total Schools – Total number of schools in each district based on the California Department of Education’s Fiscal Year 2017/2018 DataQuest District and School Enrollment Reports.

Williams Settlement – The American Civil Liberties Union filed *Williams v. California* on behalf of the plaintiffs (nearly 100 students from San Francisco County) as a class action lawsuit against the State of California and its educational agencies. The basis of the lawsuit was that public school agencies failed to provide public school students with equal access to instructional materials, safe and clean school facilities, and qualified teachers. The issues of equity for disadvantaged and minority students, particularly in large and urban school districts, were the crux of the case.

The *Williams* Lawsuit Settlement was reached and enacted into law in August 2004. County superintendents must annually review and report on Deciles 1-3 schools (currently based on statewide rankings from the 2012 Base Academic Performance Index) for the following:

- **Instructional Materials**—All students, including English Learners, must have sufficient access to standards-aligned instructional materials or textbooks in all core subject areas for use in class and at home.
- **Facilities**—All schools must be safe, clean, and in good repair.
- **Teacher Credentialing and Assignment**—All schools must have teachers that are appropriately certificated for their specific teaching assignment, including English Learner Authorization.
- **Public Reporting**—All schools must include information on the sufficiency of instructional materials, repair of school facilities, and teacher misassignments and vacancies in their School Accountability Report Card (SARC). Additionally, all schools must post a notice in each classroom informing parents and guardians of their right to file a Uniform Complaint regarding instructional materials sufficiency, facilities repair, and teacher vacancy or misassignments.

Note: All schools, regardless of decile ranking, must adhere to Williams requirements.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: NEW COURSE: CAREER ESSENTIALS

=====

BACKGROUND

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

Career Essentials is offered through Chino Valley Unified School District's Adult Education Program. Career Essentials prepares students for job search and work force participation. The course serves as a general elective for Adult School graduation and meets accreditation requirements.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Career Essentials.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Career Essentials
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	The choice of a career is an integral aspect of the personal and social development of an individual and being prepared for a job search increases the chances of success. Career Essentials is presented as a semester-long elective course. All thirty-two lessons contain a study guide, a practice and mastery test, and an essay or other constructed response.
14. Prerequisites:	None
15. Context for Course:	Career Essentials is used to assist in preparation for the rigors of college and the demands of a professional career. The Anywhere Learning System Career Essentials course prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank-you letters, and prospective job offers.
16. History of Course Development:	Students often lack the skills necessary for career success. Providing students with the opportunity to practice career-related skills ensures students are ready to excel in the workplace and as leaders of their communities. This course is designed to provide every student an opportunity to develop personal, workplace and technical skills.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition
C. COURSE CONTENT	
1. Course Purpose:	Career Essentials prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank-you letters, and prospective job offers. The course is offered as a general elective for Adult Diploma students to gain elective credits needed to fulfil graduation requirements while engaging in relevant curriculum for preparation for the rigors of college and the demands of a professional career.

Chino Valley Unified School District

High School Course Description

2. Course Outline:

The lessons in the Career Essentials course are divided into six units of study. These units are designed to guide the student through the process of a career search. The lessons identify the skills that are necessary to be successful in obtaining and keeping a job.

Unit 1: Understanding the Employer-Employee Relationship

- Why Work? Psychology of work; individual wants and needs; rewards of working including: the purchase of material goods and services, and personal accomplishments; job search specifics; planning your time; job search checklist

Unit 2: What Employers Want from Employees

- Employee Job skills: Self-management, job content, transferability, critical thinking, communication, organizational, mathematical, cognitive, manual dexterity, and efficiency skills; entry level jobs; the Secretary's Commission on Achieving Necessary Skills (SCANS); skill sets: basic skills, thinking skills, and personal qualities; competency skills: resources, interpersonal, information systems, and technology

Unit 3: Preparing for the Job Search

- Cover Letters: Use of cover letters as an introduction to the employer to obtain an interview; elements of a cover letter; drafting different types of cover letters
- Creating a Resume: Understanding the job market and the purpose of a resume; types of resumes: chronological, functional, combination, and targeted; skill sets; resume format: beginning and final drafts; review of resumes by employers
- Looking for a Job: Challenges of a job search; strategies for a successful job search; risking rejection; how to handle the personal and professional pressures of a new job; negative behaviors

Unit 4: The Job Search and Interview Process

- Preparing for the Interview: Guidelines for the interview process; identifying skill sets; learning about the employer and the requirements of the position; preparing for typical interview questions; appropriate and inappropriate interview questions; interview tips
- Interview Strategies: Discussion of the interview process; strategies for a successful interview; phases of a typical job interview: meet and greet, employer and employee question period and closing; purpose and importance of writing a follow-up thank you note

Unit 5: Keeping a Job and Building on Your Success

- Basic Job Regulations: First day on the job and typical first week activities; probation period; job coaching and job shadowing; interacting with customers; personnel forms and orientation; office policies; appropriate employee dress, positive attitude, effort, punctuality, and manners; separation of personal issues from the workplace; how the boss and co-workers perceive a new worker; importance of controlling negative emotions or feelings

Unit 6: Financial and Career Planning for the Future

- Paycheck Information: Payroll terms: worker's gross pay and net pay, payroll withholdings and deductions, pay stub, taxable income, earned income, unearned income, federal income tax withholdings, W-4 forms, personal allowances worksheet, employer's tax guide, Federal Social Security Tax withholding, Federal Medicare Tax

Chino Valley Unified School District

High School Course Description

withholding, state income tax withholdings, and gratuities and tips; regulations on submitting tax returns; Earned Income Tax Credit

- Employee Benefits: Value and types of employee benefits: healthcare, retirement, life and disability insurance; retirement contribution plans: 401K and 403B; life insurance and disability insurance; work schedule including: holidays, vacation, and sick leave; full and part time employee benefits; cost of medical insurance

3. Key Assignments:

Unit 1:

- Students perform a job search for jobs that interest the student.
- Students will write a descriptive essay explaining student interests and work experience.
- Students will write a persuasive essay regarding employee rights and responsibilities.

Unit 2:

- Students will write a compare-and-contrast essay compare job skills required to employee skills.

Unit 3:

- Students will write a sample cover letter that highlights their skills in relation to a job.
- Students will write a resume that highlights their previous job duties and marketability.
- Students will write a persuasive essay based on employee ability versus job requirements.

Unit 4:

- Students will write a descriptive essay that outlines skill sets, employer requirements, and preparation for the interview.
- Students will write a descriptive essay identifying skill sets, phases on an interview, and the purpose of follow-up.

Unit 5:

- Students will write a narrative that describes the first day on the job, probation period, and workplace behavior.

Unit 6:

- Students will write an expository essay that explains the various components of a paycheck.
- Students will write an expository essay the explains the components of employee benefits.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Career Essentials course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: NEW COURSE: EMERGING ENGLISH LANGUAGE
DEVELOPMENT (ELD)**

=====

BACKGROUND

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

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

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Emerging English Language Development (ELD).

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

Junior High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Emerging English Language Development (ELD)
2. Transcript Title/Abbreviation:	Emerging ELD
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	7-8
7. Length of Course:	One year
8. Classified as a Career Technical Education Course:	No
9. Date of Board Approval:	
10. Brief Course Description:	Emerging ELD is a one-year English Language Development course specifically designed to accelerate language acquisition for students who have been in the United States for less than a year and have been identified by the state language proficiency assessment as Novice. This course provides students with an introduction to basic grammar and English vocabulary. Designed as an intensive language development course, the class is taught in a two-period block of English Language Development. The course is structured around California ELD Standards and Common Core State Standards in English-Language Arts (ELA).
11. Prerequisites:	Students must be in country less than a year and have scored Novice Performance level on the Initial English Language Proficiency Assessments for California (ELPAC).
12. Context for Course:	The Emerging ELD course fulfills a language development requirement for students new to learning English as a second language as determined by the state language proficiency assessment. This course will develop necessary basic language skills required to access the core content areas.
13. History of Course Development:	This course reflects the 2014 ELA/ELD Framework, 2012 ELD Standards, and 2010 California Common Core State Standards.
14. Textbooks:	Beers, G. K., & Houghton Mifflin Harcourt Publishing Company. (2017). <i>Collections</i> . Orlando, FL: Houghton Mifflin Harcourt.
15. Supplemental Instructional Materials:	READ 180/System 44

Chino Valley Unified School District

Junior High School Course Description

C. COURSE CONTENT

1. Course Purpose:

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

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

2. Course Outline:

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

Connect to text:

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

Collaborate with others:

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

Interpret:

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

Chino Valley Unified School District

Junior High School Course Description

Produce:

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

Reflect:

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

3. Key Assignments:

With substantial support-

- Students will discuss topics and ideas with their classmates by following turn-taking rules, asking and answering questions, and sharing what they think and know.
- Students will share their writing with classmates and, at times, create texts together.
- Students will ask their classmates to clarify thoughts and opinions, share their own, and work to convince each other to agree.
- Students will select and use language suited to different settings, specific purposes, and given tasks.
- Students will ask and answer questions that show that they are listening closely to information and ideas presented orally by teacher or their classmates.
- Students will read carefully to understand and be able to explain ideas, events, activities, and relationships within and among texts.
- Students will read to make inferences and draw conclusions and will then select appropriate verbs to express those inferences and conclusions.
- Students will use knowledge of affixes, roots, base words, context clues, and reference materials to determine the meaning of words and phrases.
- Students will use evidence to explain how well writers and speakers use language to support their ideas and arguments.
- Students will explain how writer's word choices produce different meanings and different effects on their audiences.
- Students will plan, create, and deliver oral presentations to their classmates, sometimes using presentation software.
- Students will work alone or with classmates to write creative, informational, and argumentative texts about a variety of topics.
- Students will work alone or with classmates to summarize texts, as well as their own experiences.
- Students will work alone or with classmates to write opinions and support them with evidence from texts.
- Students will work alone or with classmates to write opinions and express their thoughts and feelings, using effective and accurate language.
- Students will learn and use grade-appropriate language, including vocabulary, ways of expressing ideas, and suitable sentence and paragraph structures.
- Students will learn to use prefixes and suffixes to change a word's meaning.

Chino Valley Unified School District

Junior High School Course Description

- Students will use what they know about how stories, informational texts, and arguments are arranged to understand and create them.
- Students will use what they know about how writers refer readers back and forward in texts to understand and produce them.
- Students will use what they know about how writers know about how writers link ideas, events, and reasons in texts to understand and produce them.
- Students will use a variety of verbs and forms of verbs appropriately.
- Students will use adjectives and clauses to expand noun phrases, to enrich the meaning of their sentences and to add details.
- Students will use adverbs and prepositions to add details about time, place, manner, and cause to their sentences.
- Students will connect and join ideas by combining clauses in a variety of ways.
- Students will create precise and detailed sentences by compounding ideas to condense them.

4. Instructional Methods and/or Strategies:

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

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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Humility • Civility • Service

DATE: December 13, 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: NEW COURSE: EXPANDING ENGLISH LANGUAGE DEVELOPMENT (ELD) A

=====

BACKGROUND

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

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

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Expanding English Language Development (ELD) A.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

Junior High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) A
2. Transcript Title/Abbreviation:	Expanding ELD A
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	ELD
6. Grade Level(s):	7-8
7. Length of Course:	One year
8. Classified as a Career Technical Education Course:	No
9. Date of Board Approval:	
10. Brief Course Description:	The Expanding ELD A course ensures students engage in complex, cognitively demanding, academic activities requiring language while being provided moderate linguistic support. Students increase their understanding of how to use English in a variety of contexts. The course ensures students can use English to learn and communicate about a range of topics and academic content areas.
11. Prerequisites:	Students must have already completed the Emerging ELD course (or have completed one year of ELD in another district) and scored Performance level 1-3 on English Language Proficiency Assessments for California (ELPAC) Summative or have scored Intermediate Performance level on ELPAC Initial Assessment. Co-requisite: grade level English course.
12. Context for Course:	The Expanding ELD A course fulfills a language development requirement for students acquiring English as a second language as determined by the state language proficiency assessment. This course will develop academic language skills students need to access the core content areas.
13. History of Course Development:	The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.
14. Textbooks:	Beers, G. K., & Houghton Mifflin Harcourt Publishing Company. (2017). <i>Collections</i> . Orlando, FL: Houghton Mifflin Harcourt.
15. Supplemental Instructional Materials:	READ 180/System 44
C. COURSE CONTENT	
1. Course Purpose:	Students at the Expanding ELD A level require moderate linguistic support. The Expanding ELD A level course is designed to attend to the language learning needs of English Learners in ways that promote the simultaneous development of content knowledge and advanced levels of English. This course continues to build on students' proficiency with English grammar and vocabulary. This course will develop students' language primarily through meaningful interactions with

Chino Valley Unified School District

Junior High School Course Description

others and through intellectually-rich content, texts, and tasks. Students interpret and discuss literary and informational texts. Students also write (both collaboratively and independently) a variety of text types and justify their written and spoken opinions by persuading others with relevant evidence. Students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

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

2. Course Outline:

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

Connecting to text:

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

Collaborate with others:

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

Interpret:

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

Produce:

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

Reflect:

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

3. Key Assignments:

With substantial support-

Chino Valley Unified School District

Junior High School Course Description

- Students will discuss topics and ideas with their classmates by following turn-taking rules, asking and answering questions, and sharing what they think and know.
- Students will share their writing with classmates and, at times, create texts together.
- Students will ask their classmates to clarify thoughts and opinions, share their own, and work to convince each other to agree.
- Students will select and use language suited to different settings, specific purposes, and given tasks.
- Students will ask and answer questions that show that they are listening closely to information and ideas presented orally by teacher or their classmates.
- Students will read carefully to understand and be able to explain ideas, events, activities, and relationships within and among texts.
- Students will read to make inferences and draw conclusions and will then select appropriate verbs to express those inferences and conclusions.
- Students will use knowledge of affixes, roots, base words, context clues, and reference materials to determine the meaning of words and phrases.
- Students will use evidence to explain how well writers and speakers use language to support their ideas and arguments.
- Students will explain how writer's word choices produce different meanings and different effects on their audiences.
- Students will plan, create, and deliver oral presentations to their classmates, sometimes using presentation software.
- Students will work alone or with classmates to write creative, informational, and argumentative texts about a variety of topics.
- Students will work alone or with classmates to summarize texts, as well as their own experiences.
- Students will work alone or with classmates to write opinions and support them with evidence from texts.
- Students will work alone or with classmates to write opinions and express their thoughts and feelings, using effective and accurate language.
- Students will learn and use grade-appropriate language, including vocabulary, ways of expressing ideas, and suitable sentence and paragraph structures.
- Students will learn to use prefixes and suffixes to change a word's meaning.
- Students will use what they know about how stories, informational texts, and arguments are arranged to understand and create them.
- Students will use what they know about how writers refer readers back and forward in texts to understand and produce them.
- Students will use what they know about how writers know about how writers link ideas, events, and reasons in texts to understand and produce them.
- Students will use a variety of verbs and forms of verbs appropriately.
- Students will use adjectives and clauses to expand noun phrases, to enrich the meaning of their sentences and to add details.
- Students will use adverbs and prepositions to add details about time, place, manner, and cause to their sentences.
- Students will connect and join ideas by combining clauses in a variety of ways.
- Students will create precise and detailed sentences by compounding ideas to condense them.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments

Chino Valley Unified School District Junior High School Course Description

- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: NEW COURSE: EXPANDING ENGLISH LANGUAGE DEVELOPMENT (ELD) B

=====

BACKGROUND

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

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

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Expanding English Language Development (ELD) B.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

Junior High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) B
2. Transcript Title/Abbreviation:	Expanding ELD B
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	ELD
6. Grade Level(s):	7-8
7. Length of Course:	One year
8. Classified as a Career Technical Education Course:	No
9. Date of Board Approval:	
10. Brief Course Description:	The Expanding ELD B course will continue to ensure students engage in complex, cognitively demanding academic activities while being provided moderate linguistic support. Expanding ELD B students increase their understanding of how to use English in a variety of contexts. The course continues to ensure students can use English to learn and communicate about a range of topics and academic content areas.
11. Prerequisites:	Students must have already completed the Expanding ELD A course (or have completed two years of ELD) and scored Performance level 3 or below on English Language Proficiency Assessments for California (ELPAC) Summative with a Scale Score maximum of 1556. Co-requisite: grade level English course.
12. Context for Course:	The Expanding ELD B course is for students who need continued support in language development after the Expanding ELD A course. This course will develop academic language skills students need to access the core content areas.
13. History of Course Development:	The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.
14. Textbooks:	Beers, G. K., & Houghton Mifflin Harcourt Publishing Company. (2017). <i>Collections</i> . Orlando, FL: Houghton Mifflin Harcourt.
15. Supplemental Instructional Materials:	READ 180/System 44
C. COURSE CONTENT	
1. Course Purpose:	

Chino Valley Unified School District

Junior High School Course Description

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

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

2. Course Outline:

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

Connecting to text:

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

Collaborate with others:

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

Interpret:

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

Produce:

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

Chino Valley Unified School District

Junior High School Course Description

Reflect:

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

3. Key Assignments:

With substantial support-

- Students will discuss topics and ideas with their classmates by following turn-taking rules, asking and answering questions, and sharing what they think and know.
- Students will share their writing with classmates and, at times, create texts together.
- Students will ask their classmates to clarify thoughts and opinions, share their own, and work to convince each other to agree.
- Students will select and use language suited to different settings, specific purposes, and given tasks.
- Students will ask and answer questions that show that they are listening closely to information and ideas presented orally by teacher or their classmates.
- Students will read carefully to understand and be able to explain ideas, events, activities, and relationships within and among texts.
- Students will read to make inferences and draw conclusions and will then select appropriate verbs to express those inferences and conclusions.
- Students will use knowledge of affixes, roots, base words, context clues, and reference materials to determine the meaning of words and phrases.
- Students will use evidence to explain how well writers and speakers use language to support their ideas and arguments.
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- Students will work alone or with classmates to write opinions and support them with evidence from texts.
- Students will work alone or with classmates to write opinions and express their thoughts and feelings, using effective and accurate language.
- Students will learn and use grade-appropriate language, including vocabulary, ways of expressing ideas, and suitable sentence and paragraph structures.
- Students will learn to use prefixes and suffixes to change a word's meaning.
- Students will use what they know about how stories, informational texts, and arguments are arranged to understand and create them.
- Students will use what they know about how writers refer readers back and forward in texts to understand and produce them.

Chino Valley Unified School District

Junior High School Course Description

- Students will use what they know about how writers know about how writers link ideas, events, and reasons in texts to understand and produce them.
- Students will use a variety of verbs and forms of verbs appropriately.
- Students will use adjectives and clauses to expand noun phrases, to enrich the meaning of their sentences and to add details.
- Students will use adverbs and prepositions to add details about time, place, manner, and cause to their sentences.
- Students will connect and join ideas by combining clauses in a variety of ways.
- Students will create precise and detailed sentences by compounding ideas to condense them.

4. Instructional Methods and/or Strategies:

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

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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

DATE: December 13, 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: NEW COURSE: HUMANITIES

=====

BACKGROUND

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

Humanities is offered through the Chino Valley Unified School District's Adult Education Program. Humanities is a survey of the artistic and cultural accomplishments of people through various artistic lenses including music, dance, theater, opera, film, and television. The course is offered as a general elective to assist concurrent high school students or Adult Diploma students gain elective credits needed to fulfil graduation requirements.

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Humanities
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the Classics of Ancient Greece and Ancient Rome.
14. Prerequisites:	None
15. Context for Course:	The Anywhere Learning System Humanities lessons focus on the performing arts of music, dance, theater, opera, motion pictures, and television. Humanities, along with the social sciences and natural sciences, represent the knowledge that humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life.
16. History of Course Development:	The humanities teach students about the human experience—thoughts, emotions, interactions. Students need the lessons of the humanities, of history and cultures, to help them understand and value what people have in common, rather than what divides people.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition
C. COURSE CONTENT	
1. Course Purpose:	The content of Humanities is based on standards developed by the Consortium of National Arts Education Associations. Humanities examines the artistic and cultural accomplishments of a people through a variety of academic subjects. Lessons are designed to provide the student with a foundation of basic information in the following areas of performing

Chino Valley Unified School District

High School Course Description

arts: music, dance, theater, opera, motion pictures, and television. The course is offered as a general elective to assist concurrent high school students or Adult Diploma students gain elective credits needed to fulfil graduation requirements while engaging in relevant curriculum for preparation for the rigors of college and the demands of a professional career.

2. Course Outline:

The Humanities course provides an introductory lesson and four diverse genres:

Music, Performing Arts, Culture, and Performing Arts Careers

- Introduction to the Humanities: Historical development of the humanities; relationship of humanities to the social and natural sciences; humanities: literature, and religion; art: paintings and sculpture, architecture, art history, music, theatre, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the classics of Ancient Greece and Ancient Rome; definition of culture; material culture; nonmaterial culture; visual arts; performing arts

Music: The lessons on music history provide a detailed discussion of the work of composers, the origin of music styles, and the development of musical instruments and musical ensembles. These lessons can be used as part of a music appreciation course.

- Overview of Music: Definition of music; purpose of music; music genre; music theory; pitch; tone; rhythm; melody; harmony; form; music composition; music notation; musical instruments; music ensembles
- Music Genre 1: Classical music; music types: instrumental, solo, chamber, and orchestra; vocal music: choral, opera, and oratorios; classical music sectional forms: simple, sonata, variation, fugue, and free form
- Music Genre 2: Popular music: folk music, jazz, ragtime, and blues; country: traditional country, swing, cowboy, bluegrass, Cajun, honky-tonk, rockabilly, and Nashville Sound; rhythm and blues; rock; soul; Latino; rap; hip-hop; show tunes and the big band sound
- Brass Wind Instruments: Idiophones, membranophones, chordophones, electrophones, and aerophones; brass wind Instruments: baritone horn, bugle, cornet, euphonium, flugelhorn, French horn, helicon, sousaphone, trombone, trumpet, and tuba
- Woodwind Instruments: Aerophones; reed wind Instruments: accordion, bassoon, clarinet, concertina, English horn, flute, harmonica, harmonium, oboe, ocarina, organ, piccolo, recorder, and saxophone
- String Instruments: Chordophones; bowed, plucked, and struck instruments; string instruments: banjo, bass, cello, clavichord, dulcimer, guitar, harp, harpsichord, lute, lyre, mandolin, piano, ukulele, viola, violin, and zither
- Keyboard Instruments and Electrophones: Electrophones; difference between electronic music and music played on electric instruments; amplifier; Music Instrument Digital Interface (MIDI); synthesizer; keyboard instruments: accordion, carillon, celesta, clavichord, concertina, harmonium, harpsichord, keyboard, melodeon accordion, organ, and piano
- Percussion Instruments: Idiophone and membranophone percussion instruments: bass drum, carillon, castanets, celesta, clavichord, chimes, claves, cowbell, cymbals, dulcimer, glockenspiel, gong, kettle drums, maraca, marimba, orchestra bells, piano, rattle, snare drum, steel drum, tambourine, timpani, triangle, vibraphone, and xylophone
- Human Voice: Human voice as a musical instrument; vocal music: choral music, operas, and oratorios; how sound is created: vocal chords; female voice ranges: soprano, mezzo-soprano, and contralto; male voice ranges: tenor, baritone, and bass
- Music Ensembles: String and wind ensembles; bands: brass band, military band, drum and bugle corps, concert band, jazz band, country and western band, and rock band; voice ensembles: duet, trio, quartet, and choir; orchestra: string orchestra, chamber orchestra, and symphonic orchestra; orchestra structure: string section, woodwind section, brass section, and percussion section
- Modern Music Period: Modern period; art, literature, and music of the Modern period; classical music styles: Impressionism, Romantic, Neoclassicism, atonal music, experimental music, and electronic music; popular music including: jazz, ragtime, blues, country, rhythm and blues, Latin, rock, hip-hop and rap, and folk music; composers:

Chino Valley Unified School District

High School Course Description

Claude Debussy, Bela Bartok, Aaron Copland, Igor Stravinsky, Paul Hindemith, Arnold Schoenberg, John Cage, Karl Stockhausen, Duke Ellington, George Gershwin, Oscar Hammerstein II, and Richard Rodgers

Performing Arts: These lessons describe the performing arts in the categories of theater, dance, motion pictures, and television.

- Overview of the Theatre: Definition of the theater; history of the theater; ancient Greece: tragedies, dithyrambs, and genre; Roman theater; playwright; medieval theater; Renaissance theater; 16th century, 17th century, Restoration, 18th century, 19th century; melodrama; copyright; 20th century; Realism movement; theater architecture; theater terms
- Theater Production: Theater, William Shakespeare, story, script, playwright, director, casting, auditions, actor, thespian, blocking, stage fights, characterization, set, lighting, sound and costume design, stage manager
- Opera: Opera terms; female voice ranges: soprano, mezzo-soprano, and contralto; male voice ranges: tenor, baritone, and bass; music theater, history of opera, 17th century, 18th century, 19th century, 20th century, rock opera, the orchestra, onomatopoeia
- Overview of Dance: Mystery of dance; the unspoken language; divisions of dance: aerobic, isometric, functional, and theatrical; history of dance: Egypt, Greece, and Middle Ages; dancing mania; Renaissance, 17th and 18th centuries; 19th century; polka; tap-dancing; Irish jig; clog; square dance; Irish step dancing; modern dance; swing dance; ballroom dancing; urban dancing
- Motion Pictures: Motion picture technology; terms; screenplays; screenwriter; property; history of motion pictures; stereoscope; moving pictures; Thomas Edison; kinoscope; 20th century; nickelodeons; Hollywood; The Birth of a Nation; D.W. Griffith; sound in motion pictures; talkies; color film; Post-depression era; World War II and propaganda; 1950s; 1960s; 1970s; 1980s to the present
- Television: Television as a performing art; mass communication; technical elements; history of television; television technology; television in the 1950s, 1960s, 1970s, 1980s, and 1990s to the present; television and culture; digital television

Culture: American culture is explored in the areas of jazz and blues music and the development of the motion picture and recording industry primarily from the U.S. National Park Service.

- Jazz Music 1: History of Jazz; founding of New Orleans and the Louisiana Purchase; early ethnic and cultural groups in New Orleans; European immigrants; early leaders of jazz in New Orleans; early development of jazz – 1890 to 1917; maturation of jazz – 1917 to the early 1930s
- Jazz Music 2: Jazz music in New Orleans at the beginning of the 20th century; development of jazz in the 20th century; Jazz Age, leaders of the development of jazz in New Orleans in the late 1800s and early 1900s; how jazz spread from New Orleans to other U.S. cities; jazz in Chicago
- An American Icon: Thomas Alva Edison: the biography and accomplishments of the man who impacted the performing arts through the invention of the phonograph and motion pictures; examples of sound recordings of various styles of music; early motion pictures

Performing Arts Careers: The final lesson provides detailed information for a variety of careers in the performing arts.

3. Key Assignments:

- Students will write an expository essay explaining the elements of music.
- Students will write a descriptive essay that outlines the elements of a music genre.
- Students will write a compare-and-contrast essay analyzing the similarities and differences of music genres and/or instruments.
- Students will write a persuasive essay that explains the case for a genre of music.
- Students will write a descriptive essay that outlines the elements of theater and/or dance.
- Students will write an expository essay that describes the elements of motion pictures.

Chino Valley Unified School District

High School Course Description

- Students will write a letter to the editor about the history of jazz.
- Students will write a persuasive essay that explains the case for an American icon.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Humanities course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: December 13, 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: NEW COURSE: MATH FOUNDATIONS

=====

BACKGROUND

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

Math Foundations builds foundational math skills for students progressing at their optimum pace through interactive instruction and assessment. The course effectively remediates computational skills and conceptual understanding needed to undertake high school level math courses.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Math Foundations.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Math Foundations
2. Transcript Title/Abbreviation:	Not applicable
3. Transcript Course Code/Number:	Not applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	Math Foundations is presented as a full semester course. All forty-six lessons contain a study guide, practice test, and mastery test. A math unit review assignment is presented at the end of each unit. This course is split into five instructional units: Understanding Numbers, Adding and Subtracting, Measurement and Multiplication, Division and Data, and Fractions and Geometry. All lessons contain introduction and reinforcement of mathematical skills and concepts.
14. Prerequisites:	None
15. Context for Course:	Math Foundations is designed to build foundational math skills for students— helping students progress at their optimum pace through interactive instruction and assessment spanning math skills typically found in third through fifth grade. Carefully paced, guided instruction is accompanied by interactive practice. The course effectively remediates computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.
16. History of Course Development:	Because math occurs so often in the real world, it is important that students have a strong understanding of basic math skills. This course is designed to provide students with the skills required in everyday life which allows students greater success in a variety of situations.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System (ALS) Encyclopedia Britannica® Online School Edition (EB)

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

The content in this course is based on Common Core Standards. Students learn about basic odd and even numbers, including solving by grouping, regrouping, word problems, identifying unnecessary information, skip counting, and mental math. Students review addition and subtraction, graphs and charts, and understanding and solving word problems. Students learn about the properties of division, multi-step word problems, conclusions and predictions, and more. Students learn about fractions, comparing like fractions, simplifying fractions, and finding common denominators. They learn about comparing and ordering mixed numbers and converting mixed numbers.

2. Course Outline:

Unit 1: Understanding Numbers

- 1.01 Addition and Subtraction with Regrouping: Learn about the concept of regrouping. Find out when regrouping must occur and how to add and subtract with regrouping
- 1.02 Understanding Numbers: Identify place value as well as odd and even numbers. Skip count by 2, 3, 4, 5, and 10. Use ordinal numbers to show order
- 1.03 Ordering Numbers: Discover how place value is used when comparing, ordering, and rounding numbers. Use place value when writing Roman numerals
- 1.04 Fact Families: Identify fact families and determine missing numbers
- 1.05 Using Mental Math: Use mental math to add and subtract whole numbers and to regroup
- 1.06 Choosing the Operation: Learn how to determine when to use the operation of addition or subtraction in a word problem
- 1.07 Adding Numbers Horizontally: Discover how to solve horizontal addition problems by grouping numbers with parentheses
- 1.08 Extra Information: Identify unneeded information in word problems
- 1.09 Unit 1 Assignment Math review of Unit 1

Unit 2: Adding and Subtracting

- 2.01 Standard and Nonstandard Measurements: Measure length using nonstandard and standard measurements. Estimate length and apply appropriate units of length to measurement
- 2.02 Using Graphs and Charts: Gather and apply information to bar graphs. Solve problems using bar graphs. Compare ways to organize and display data
- 2.03 Addition with Regrouping: Review how to regroup numbers when adding. Practice adding 2- and 3-digit numbers with regrouping
- 2.04 Understanding Word Problems: Learn the five steps needed to solve problems that involve mathematical operations
- 2.05 Perimeter: Measure the perimeter of given shapes and estimate the perimeter of irregular shapes. Learn how perimeter is affected when shapes change
- 2.06 Subtraction with Regrouping: Review how to regroup numbers when subtracting. Practice subtracting 2- and 3-digit numbers with regrouping
- 2.07 Solving Word Problems: Review the five steps to solving word problems

Chino Valley Unified School District

High School Course Description

2.08 Deciding When to Regroup: Solve subtraction word problems that require regrouping. Find out how to regroup twice in the same problem and solve problems with zeros

2.09 Unit 2 Assignment Math review of Unit 2

Unit 3: Measurement and Multiplication

3.01 Mean, Median, Mode, and Range: Discover how to find the mean, median, mode, and range in a group of numbers

3.02 Capacity, Time, and Weight: Understand how to estimate and measure capacity, time, and weight

3.03 Finding Needed Facts: Identify missing information in word problems

3.04 Introduction to Multiplication: Convert addition sentences to multiplication sentences. Learn how to create models of multiplication. Understand the commutative property of multiplication

3.05 Multiplying by 2, 3, 4, and 5: Use skip counting and number lines to multiply by 2, 3, 4, and 5. Study multiplication tables for 2, 3, 4, and 5

3.06 Multiplying by 6, 7, 8, 9, 10, and 100: Identify patterns in multiplication tables. Study multiplication tables for 6, 7, 8, and 9. Learn how to multiply by tens and hundreds

3.07 Multiplying Three Numbers: Find out how multiplication is like addition. Discover the associative and distributive properties of multiplication. Learn how to multiply three factors. Practice solving problems that have missing factors

3.08 Area: Learn the concept of area and discover how to calculate the area of rectangles and squares. Estimate the area of irregular shapes and find out how area is affected when a shape changes

3.09 Unit 3 Assignment Math review of Unit 3

Unit 4: Division and Data

4.01 Introduction to Division: Learn about the concept of division. Find out how to divide numbers and how to write division sentences

4.02 Division- The Opposite of Multiplication: Discover how multiplication and division are related. Learn how to divide by tens and hundreds

4.03 Dividing by 2, 3, 4, and 5: Divide using 2, 3, 4, and 5. Check division by multiplying and identify fact families

4.04 Multi-step Word Problems: Learn clue words for solving problems. Practice solving word problems that have multiple steps

4.05 Dividing by 6, 7, 8, and 9: Divide using 6, 7, 8, and 9. Make comparisons and identify patterns. Complete division problems with remainders

4.06 Long Division: Learn how to divide 3- and 4-digit numbers by a 1-digit number

4.07 Conclusions and Predictions: Learn about taking surveys, comparing sets of data, drawing conclusions, and making predictions. Find out how to display the information obtained from a survey in a pictograph

4.08 Expressing Numbers: Determine whether addition, subtraction, and multiplication problems will result in even or odd numbers. Compare numbers in expanded and standard forms

4.09 Data Collection: Learn how to create and gather information from charts, maps, and graphs. Determine how data collection affects problem solving

4.10 Unit 4 Assignment Math review of Unit 4

Chino Valley Unified School District

High School Course Description

Unit 5: Fractions and Geometry

- 5.01 Introduction to Fractions: Learn how to divide shapes into equal parts to form fractions. Identify various fractions made from whole objects
- 5.02 Parts of a Set: Learn how to write different types of fractions made by dividing whole sets into separate equal parts. Identify the numerator and denominator in fractions
- 5.03 Equivalent Fractions: Find out how to compare fractions by creating common denominators. Recognize equivalent fractions
- 5.04 Adding and Subtracting Fractions: Add and subtract fractions with like denominators
- 5.05 Mixed Numbers: Learn how to identify, create, and compare mixed numbers
- 5.06 Decimals: Learn how to write decimals and how to relate fractions to decimals
- 5.07 Adding and Subtracting Decimals: Discover the skills necessary to add and subtract decimals
- 5.08 Probability: Learn how to gather data and write probability statements. Make predictions based on probability
- 5.09 Lines, Rays, and Segments: Identify lines, rays, segments, and angles. Learn how they relate to each other
- 5.10 Plane Figures: Identify different types of plane figures. Learn about congruent shapes and lines of symmetry. Make interesting designs using shapes
- 5.11 Solids: Recognize three-dimensional shapes. Identify faces, edges, and corners on solid figures. Learn how to find volume
- 5.12 Ordered Pairs: Learn how to use ordered pairs to find a location on a map
- 5.13 Logical Reasoning: Use logic to solve problems and check for reasonability of answers
- 5.14 Unit 5 Assignment Math review of Unit 5

3. Key Assignments:

Unit 1: Understanding Numbers

- Students will when regrouping must occur and how to add and subtract with regrouping.
- Students will skip count by 2, 3, 4, 5, and 10 and use ordinal numbers to show order.
- Students will use place value when writing Roman numerals.
- Students will use mental math to add and subtract whole numbers and to regroup.
- Students will determine when to use the operation of addition or subtraction in a word problem.
- Students will solve horizontal addition problems by grouping numbers with parentheses.
- Students will identify unneeded information in word problems.

Unit 2: Adding and Subtracting

- Students will estimate length and apply appropriate units of length to measurement.
- Students will solve problems using bar graphs and compare ways to organize and display data.
- Students will practice adding 2- and 3-digit numbers with regrouping.
- Students will use the five steps needed to solve problems that involve mathematical operations.
- Students will measure the perimeter of given shapes and estimate the perimeter of irregular shapes.
- Students will regroup numbers when subtracting and practice subtracting 2- and 3-digit numbers with regrouping.
- Students will use the five steps to solving word problems.
- Students will solve subtraction word problems that require regrouping.

Unit 3: Measurement and Multiplication

- Students will find the mean, median, mode, and range in a group of numbers.
- Students will demonstrate how to estimate and measure capacity, time, and weight.

Chino Valley Unified School District

High School Course Description

- Students will identify missing information in word problems.
- Students will create models of multiplication and use the commutative property of multiplication.
- Students will use skip counting and number lines to multiply by 2, 3, 4, and 5.
- Students will multiply by 6, 7, 8, 9, 10, and 100.
- Students will practice solving problems that have missing factors.
- Students will estimate the area of irregular shapes and find out how area is affected when a shape changes.

Unit 4: Division and Data

- Students will divide numbers and write division sentences.
- Students will divide by tens and hundreds.
- Students will practice division by multiplying and identify fact families
- Students will practice solving word problems that have multiple steps.
- Students will complete division problems with remainders.
- Students will divide 3- and 4-digit numbers by a 1-digit number.
- Students will display information obtained from a survey in a pictograph.
- Students will compare numbers in expanded and standard forms.
- Students will determine how data collection affects problem solving.

Unit 5: Fractions and Geometry

- Students will identify various fractions made from whole objects.
- Students will write different types of fractions made by dividing whole sets into separate equal parts, identifying the numerator and denominator in fractions.
- Students will add and subtract fractions with like denominators.
- Students will identify, create, and compare mixed numbers.
- Students will write decimals and relate fractions to decimals.
- Students will make predictions based on probability.
- Students will practice finding volume.
- Students will use ordered pairs to find a location on a map.
- Students will use logic to solve problems and check for reasonability of answers.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Math Foundations course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. . After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: NEW COURSE: PERSONAL FINANCE

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BACKGROUND

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

Personal Finance educates students in a variety of financial and monetary subjects, including the foundations of economics, preparing a budget, understanding paychecks and tax deductions, banking, and the importance of researching the quality of goods to make consumer choices.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Personal Finance.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Personal Finance
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	This course builds students' ability to plan and implement sound and responsible financial goals. The Anywhere Learning System Personal Finance course will educate students in a variety of financial and monetary subjects, including the foundations of economics, preparing a budget, understanding paychecks and tax deductions, banking, and the importance of researching the quality of goods to make consumer choices. Lessons of similar topics have been grouped into units to provide smooth transitions from one lesson to the next.
14. Prerequisites:	None
15. Context for Course:	Personal Finance is presented as a semester-long elective course. All twenty-eight lessons contain a study guide, a practice and mastery test, and an essay. Personal Finance lessons are enriched by Encyclopedia Britannica® Online School Edition workspaces that contain learning materials. Learning materials may contain articles, images, maps, and/or videos. Lessons include a variety of essay types such as descriptive, narrative, persuasive, compare and contrast, and letter writing. Directions for essays and rubrics for grading are provided for each of the writing assignments. Students will also complete a self-evaluation form to assess their performance.
16. History of Course Development:	Students who learn personal finance principles early have the most time to apply what they know, getting the most out of their knowledge. Exposure to these concepts in high school gives students the advantage to become more self-sufficient as they enter the work force or go off to college. This course is created to give students the opportunity to understand the importance of personal finance and apply the concepts in the real world.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

The content in this course addresses objectives outlined by the Jump\$tart Coalition® for Personal Finance Literacy. The Personal Finance course is designed to focus on a diverse range of financial topics. Students will be able to apply the course material to real-world situations that modern students may experience not only during high school, but in the years to come. Students are guided through the process of taking ownership of their fiscal responsibilities. This includes topics such as creating a budget, the importance of taxes, avoiding impulsive and hasty purchasing decisions, and planning both short-term and long-term financial goals.

2. Course Outline:

Unit 1: Introduction

Introduction to Personal Finance

- Discuss the basic concept of supply and demand
- Define and give examples of microeconomics and macroeconomics
- Determine the difference between Gross National Product and Gross Domestic Product
- Describe the differences between wants and needs

Key Terms: personal finance, economist, supply, demand, macroeconomics, microeconomics, good, service, Gross National Product (GNP), Gross Domestic Product (GDP), Gross State Product (GSP), Gross World Product (GWP), need, want.

Unit 2: Time and Financial Planning

Basics of Economics

- Summarize the relationship between the government and consumers
- Define these economic terms: consumer, producer, good, service, want, and need
- Discuss the circular flow of the American economic system
- Describe similarities between economics and personal finance

Key Terms: consumer, producer, comparison shopping, economics, need, want, consumer good, consumer service, scarcity, circular flow, mixed-market economic system, market economic system, market, marketplace, market price, supply, demand, macroeconomics, microeconomics

Unit 3: Banking, Saving, and Credit

Family Economics

- Explain why a healthy lifestyle can be beneficial to a strong financial future
- Discuss the costs associated with raising a family
- Explain the reasons why maintaining good physical health can affect the cost of health insurance for your family
- Describe the various types of life insurance policies

Key Terms: income effect, substitution effect, substitute goods, complementary goods, term insurance, whole life, variable life, universal life

Global Economics

- Discuss the manner in which natural resources and population affect the production of goods
- Explain the importance of imported and exported goods
- Discuss the system of international trade and tariffs
- Relate the ways trade deficits affect workers and their incomes

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Key Terms: import, export, comparative advantage principle, durable goods, nondurable goods, demand schedule, supply schedule, interdependent economic system, international trade, domestic trade, tariff, non-tariff barrier, import quota, World Trade Organization (WTO), North American Free Trade Agreement (NAFTA), International Monetary Fund (IMF), World Bank, deficit, surplus

Financing Your Future

- Discuss the importance of developing social skills and a personal and professional network of peers
- Explain the value of specialty schools, business schools, and universities as secondary education options
- Analyze the variety of educational funding opportunities available for secondary education

Key Term: first generation

Salary and Benefits

- Use a formula to calculate wages and hours worked
- Describe the different types of benefits available to an employee
- Discuss the elements of straight time pay
- Analyze the value of an employee compensation package

Key Terms: wages, formula, straight time pay, hourly pay, formula A, formula B, formula C, formula D, elective, defined benefit plans, defined contribution plan

Salary and Payroll Deductions

- Identify the basic information included on a paycheck including gross pay and net pay
- Discuss the concept of real and nominal wages
- Summarize the types of withholdings on a paycheck
- Explain the payroll procedures for salaried employees, hourly employees, piece-work employees, and commission employees

Key Terms: earned income, unearned income, salary, annual salary, gross pay, net pay, withholdings, real wages, nominal wages, money wages, inflation, salaried employees, overtime, time and a half, double time, piece-work employees, contract labor, commission employees, percent

Federal, State, and Local Taxes

- Describe how governments at the federal, state, and local levels use taxes to provide services to citizens
- Summarize Social Security (FICA) and Medicare withholdings on a paycheck
- Discuss different types of taxes including progressive and regressive, sales, property, gift, corporate, excise, inheritance, hotel, utility, and state and local income taxes

Key Terms: withholding, regressive tax, progressive tax, grant, shared tax, tax rate, tax base, sales tax, general sales tax, excise tax, property tax, assessment, assessor, mill, corporate income tax, estate tax, inheritance tax, gift tax, utility tax

Retirement Planning

- Make retirement financial planning decisions
- Discuss the relationship between education and earning potential
- Explain the elements and purpose of the Social Security Administration
- Describe the financial impact of investments on long-term retirement planning

Chino Valley Unified School District

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Key Terms: estate, median salary, starting pay, Social Security number, Individual Retirement Accounts (IRAs), Traditional IRA, Roth IRA, Roth 401(k) plan, annuity, fixed annuity, indexed annuity, variable annuity, will, last will and testament, executor, testator

Developing a Budget

- Discuss the basic objectives and steps involved in preparing a budget
- Define net pay, gross pay, discretionary income, standard of living, fixed income, variable income, budget, wants and needs, and income budget
- Identify the categories of a typical personal or family budget
- Determine the percent of a budget for each category in your plan

Key Terms: budget, bankruptcy, total consumption budget, short-term goal, long-term goal, standard of living, expenses, needs, wants, fixed expense, variable expense, gross pay, net pay, discretionary income, miscellaneous

Credit Cards

- Describe the importance of establishing good credit
- Discuss the interest rates charged on the use of credit cards
- Understand the elements and significance of a credit score
- Explain how good credit can save you money as a consumer

Key Terms: credit score, high credit score, low credit score, annual fees, annual percentage rate (APR), bankruptcy, budgeting, credit, credit card, credit counseling, credit report, credit scoring, customer service, debit card, grace period, identity theft, credit limit, statement, finance charge, average daily balance

Consumer Credit

- Explain the loan process, including debt and collateral
- Discuss why defaulting on loans can affect your long-term finances
- Calculate interest rates
- Determine the difference between discount loans and installment loans

Key Terms: bridge loan, collateral, construction loan, credit, credit bureau, credit history, credit life insurance, credit report, credit score, creditor, creditworthy, debt, debt-to-income ratio, default, delinquency, Equal Credit Opportunity Act (ECOA), Fair Credit Reporting Act (FCRA), foreclosure, forfeiture, home equity line of credit (HELOC), hybrid loan, installment, installment debt, late charge, loan-to-value (LTV) ratio, negative amortization, net worth, personal property, principal, promissory note, remaining term, revolving debt, securities, secured loan, security, soft second loan, unsecured loan, debtor, assets, bankruptcy, loan, fixed interest rate, variable interest rate, interest rate, debt record, loan proceeds, student loans, installment loan, annual percentage rate (APR)

Unit 4: Housing Expenses

Housing

- Describe the process of buying or renting a housing property and securing a housing loan
- Identify the different types of mortgages and legal issues associated with mortgages
- Discuss elements of property ownership, such as property taxes and insurance
- Explain how to calculate down payments and monthly mortgage payments on home loans

Key Terms: lease, landlord, tenant, earnest money, mortgage note, principal, interest, term, amortization, amortization schedule, equity, appraisal, appraiser, mortgage, adjustable rate mortgage (ARM), cap, assumable mortgage, balloon mortgage, fixed-rate mortgage, default, foreclosure, escrow, mill

Chino Valley Unified School District

High School Course Description

Unit 5: Transportation and Travel

Purchasing a Car

- Describe the process involved in purchasing a new or used car
- Determine and compare the costs and benefits to purchasing or leasing a new car
- Explain how the Monroney sticker, Buyer's Guide, and Kelley Blue Book can assist buyers in making decisions
- Calculate simple interest on an auto loan

Key Terms: option, Monroney sticker, MSRP, Federal Trade Commission (FTC), Buyer's Guide, warranty, "fully loaded", rebate, negotiate, Kelley Blue Book, on-site financing, annual percentage rate (APR), simple interest formula, depreciation, lease, residual value, term, closed-ended lease, open-ended lease

Unit 6: Making Sound Consumer Choices

Personal Finance Tools

- Evaluate graphs and charts
- Calculate basic weights and measurements
- Use the standard formulas to calculate distances and area
- Use decimals to calculate pricing discounts

Key Terms: supply and demand, graph, X-axis, Y-axis, line graph, Hi-Lo graph, bar graph, pie graph, International System of Units (SI), city sealer, English system, metric system, meter

Unit 7: Business Expertise

Stocks and Bonds

- Describe how the American corporations and governments raise capital
- Discuss stocks, bonds, and mutual funds
- Describe the elements of a stock table
- Identify the various indices of the stock market

Key Terms: investment, capital, shares, bond, stock, security, stockholder, publicly owned corporation, closed corporation, common stock, dividend, preferred stock, New York Stock Exchange (NYSE), brokerage firm, stockbroker, Securities and Exchange Commission (SEC), index, Dow Jones Industrial Average, Dow Jones, composite, NYSE Composite, bull market, bear market, loss, profit, principal, interest, savings bond, discount, premium

3. Key Assignments:

- Students will write a persuasive essay that argues for positive personal and/or global finance.
- Students will write a descriptive essay outlining their plans for personal finance and their future.
- Students will write a persuasive essay on the total payroll deductions.
- Students will write a paragraph that outlines their retirement plans.
- Students will develop a personal budget.
- Students will write a paragraph describing the use of credit cards.
- Students will write an expository essay that describes the elements of housing and the various payment options.
- Students will write a paragraph that explains the process of purchasing a car.
- Students will calculate and graph their finances.
- Students will write an expository essay that explains the topics and stocks and bonds.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Personal Finance course is crafted to keep students on task and moving forward utilizing a "chunked" methodology to increase retention. Built-in assessments help identify precise gaps in students' skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts

Chino Valley Unified School District High School Course Description

students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: NEW COURSE: SOCIOLOGY

=====

BACKGROUND

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

Sociology is the study of social processes and groups utilizing a scientific manner. The course introduces students to sociological principles and builds a greater understanding of society. Content is presented as both a social and behavioral science. Research strategies are used to analyze sociological data and statistics from numerous studies.

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Sociology
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	Sociology is a semester-long elective course. All twenty-eight lessons contain a study guide, a practice and mastery test, and an essay or other constructed response. Lessons include essay assignments designed to stimulate students' thinking. Answer keys are available to assist teachers in grading the assignments. Study Unit lessons include a diverse selection of reading material for students to expand and apply their knowledge of sociology to the real world. This title is certified by MetaMetrics® with a Lexile® score of 1100L. This course is enriched by Encyclopedia Britannica® Online School Edition workspaces that contain learning materials. Learning materials may contain articles, games, images, maps, and/or videos.
14. Prerequisites:	None
15. Context for Course:	Sociology presents the study of groups, communities, and societies in an in-depth exploration of the process of socialization, norms, folkways and mores, scientific research, social behavior, social institutions, culture, population, minorities, and changes to the informal and formal structure of the society.
16. History of Course Development:	Sociology enhances students' understanding of the social world and increases their motivation and interest in studying social processes and groups in a scientific manner. Introducing sociological principles to students can be especially valuable for their development as they make the transition from adolescence into adulthood. This allows students greater understanding of our society.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

The content in these titles is designed to meet and exceed the standards of the National Council for the Social Studies (NCSS). Sociology lessons are designed to present a comprehensive description of sociology both as a social science and a behavioral science. Students apply research strategies to the detailed examination of sociological data and statistics from numerous studies by various United States federal agencies as they work through a series of study units.

2. Course Outline:

Sociology introduces students to a variety of topics including:

- Overview of Sociology: Sociology as a behavioral science; groups, communities, and societies; process of socialization; norms, folkways, and mores; scientific research, social behavior, social institutions, culture, population, minorities, and changes to the informal and formal structure of the society
- Sociology as a Social Science: Social sciences: anthropology, psychology, sociology, economics, political science, history, and geography; how the field of sociology is related to the other social sciences; the relationship of the social sciences to the study of the humanities and natural sciences; how a study of the social sciences can be used to solve modern social problems; research methods including the scientific method, quantitative, and qualitative studies
- History of Sociology: History of sociology from a broad perspective and during the modern period; contributions of Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Harriet Martineau, Talcott Parsons, George Meade, Robert Merton, and others to the development of sociology; relationship of the Enlightenment and Industrial Revolution to the development of sociology; development of sociology in the United States: Conflict Theory, Economic Determinism, Functionalism, Organizationalist Theory, Positivism, Social Darwinism, Structuralism, Structural-Functionalism, Interactionism, and Symbolic Interactionism
- Sociological Research: How a sociologist uses scientific research to study an element or aspect of society; steps in a sociology research project; research designs of survey, participant observation, laboratory experiment, and external data analysis; independent variable, dependent variable, sample and population, research bias, objectivity, reliability, and validity; elements of a survey; data analysis of tables, charts, and graphs; discussion of the fields of sociology
- Sociology and Anthropology: Anthropology and sociology; research designs of survey; participant observation, laboratory experiment, and external data analysis; independent variable, dependent variable, sample, and population; behavioral science; four main branches of anthropology: physical, cultural, archaeological, and social
- Civilizations: Development of primitive societies and ancient civilizations: early mankind; Mesopotamia, Assyria, Egypt, and Phoenicia; relationship between the societies of ancient civilizations to the study of modern sociology; how the study of the elements of the social sciences of anthropology and sociology is related to ancient civilizations; branches of anthropology and the institutions of sociology as they relate to ancient civilizations
- Culture: Development of a culture; material and nonmaterial elements of a culture; how a culture is passed from one generation to the next; enculturation, acculturation, pop culture, cultural diffusion, subcultures, and multiculturalism; norms of a society: folkways, mores, and laws; differences between a culture and a civilization; characteristics of all cultures: labor division, laws against incest, rules for marriage, structure of families, rites of passage, and ideology
- The Family: Structure of a family; function of a family including the socialization of the children; rules of marriage as they relate to customs; religion and government; household, family, subfamily, and marriage; monogamy and polygamy; how changes in lifestyles have affected the structure and functions of the American family
- Education: Education in the United States; process of socialization as it relates to the educational system and the family; major educational reform programs in American education; how an educational system transfers the values, customs, and traditions of a culture; role of state and federal governments in American educational system; rites of passage for a student in a school; manifest and latent functions of a society

Chino Valley Unified School District

High School Course Description

- Religion: First Amendment of the U.S. Constitution and religion; religion as a social institution; elements of religion including prayer and ceremony; religious beliefs and the organization and structure of religion: polytheism, monotheism, atheism, humanism, deism, secularism, theology, animism, theism, and agnosticism; the relationship between laypeople and clergy in a religion; history of the major religions of the world including: Christianity, Islam, Buddhism, Hinduism, and Judaism
- Political Systems: Origin, organization, principles, and manner of the operation of governments; goals of the Preamble to the U.S. Constitution; dictatorship, republic, democracy, federal, communism, socialism, totalitarianism, monarchy, oligarchy, confederation, anarchy, and republic; the concept and elements of a nation-state; relationship of power; authority, and coercion; theories of the origin of nations; models of government; elements of the American political system; socialism; communism; capitalism
- Economic Systems: Wants and needs; relationship between producers and consumers in an economic system; goods and services; models of government: socialism, communism, and capitalism, traditional, controlled, and market economic systems; circular flow of goods and services in the American economic system; three basic economic questions; contributions of Adam Smith to economic theory; laissez faire
- Social Class: Caste, estate, and class systems; structure of social stratification systems; social mobility, statuses, prestige, and roles in a society; social inequality; social theories of Emile Durkheim and Karl Marx; elements of a social class
- Social Justice: Dr. Martin Luther King Jr., Rosa Parks, and the civil rights movement; minority groups in the United States; significance of the Plessy v. Ferguson Supreme Court decision; women's rights in America; Brown v. Topeka Board of Education Supreme Court decisions; development of the civil rights movements in the 1950s and 1960s; role of the U.S. Congress, Supreme Court, and the Office of President of the United States in the civil rights movement
- Population: The diversity of the population in a city, state, region, or nation; a description of the social makeup of people living in a geographical area using population statistics Population Change and Distribution 1990 to 2000 The Foreign-Born Population 2000 Geographical Mobility: 1995 to 2000
- Gender: The ongoing issues of gender and discrimination in society and the workplace; the issue of equal pay for equal work Gender: 2000 Occupations 2000 We the People: Women and Men in the United States
- Race 1: A discussion on the demographics of three of the races identified in the Census 2000 data The American Indian and Alaska Native Population: 2000 The Asian Population: 2000 The Black Population: 2000
- Race 2: A discussion on the demographics of three of the races identified in the Census 2000 data
- Crime and Punishment: The role of the government in the issues of crime and punishment in the United States; the framework of the judicial system The Justice System Criminal Victimization, 2003 Felony Sentences in State Courts, 2002
- Aging: The issues of aging in America and the financial status of the Federal Old-Age and Survivors Insurance and Disability Insurance Trust Funds Age: 2000 The 65 Years and Over Population: 2000 We the People: Aging in the United States
- Healthcare: Quality healthcare and disease prevention; health issues: cancer, heart disease, HIV and AIDS, maternal and child health, and respiratory diseases; nursing home and home healthcare 2004 National Healthcare Quality Report
- Urban and Rural: A discussion on the demographics and the quality and availability of public services in communities in rural and urban areas in America Migration and Geographic Mobility in Metropolitan and Nonmetropolitan America: 1995 to 2000 Emergency and Transitional Shelter Population: 2000

3. Key Assignments:

- Students will write a persuasive essay containing elements of Sociology as a social science.
- Students will create a collage of information discovered during a web search containing elements of Sociology and Anthropology.
- Students will graph data from many different civilizations.

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- Students will write a persuasive essay containing elements of culture, education, and/or religion.
- Students will create a poster containing different economic systems.
- Students will write a descriptive essay containing elements of social class.
- Students will write a persuasive essay about a facet of social justice.
- Students will demonstrate understanding of keys terms such as gender, race, crime and punishment, aging, healthcare, and urban and rural living.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Sociology course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: REVISION OF ENGLISH 9 CP COURSE

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BACKGROUND

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

English 9 CP is a yearlong English course designed for grade 9 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of the English 9 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 9 CP
2. Transcript Title/Abbreviation:	English 9 CP
3. Transcript Course Code/Number:	5013
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	9
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	December 6, 2001
13. Brief Course Description:	THIS COURSE IS DESIGNED FOR ALL STUDENTS AND IS GROUNDED IN THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS MEANT TO PREPARE ALL STUDENTS FOR COLLEGE AND CAREER. THE COURSE EMPHASIZES LITERACY DEVELOPMENT THROUGH INSTRUCTION IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE. STUDENTS ARE INTRODUCED TO LITERATURE AND INFORMATIONAL TEXTS ALONG WITH PARAGRAPH AND ESSAY DEVELOPMENT. SHORT STORY AND POETRY ELEMENTS ARE TAUGHT ALONG WITH ANALYSIS OF NOVELS AND DRAMA. STUDENTS LEARN TO PRODUCE WRITING AND PRESENT IDEAS USING APPROPRIATE DEVICES AND STRUCTURE FOR AUDIENCE AND PURPOSE.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 9 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	This is an English course designed for the ninth-grade student whose goal is to graduate from high school and meet the academic admission requirements of the University of California (UC) and the California State University system (CSU). This year long course will emphasize an integrated language arts approach, with emphasis on reading, writing, listening, and speaking. The course standards are similar to English 9 Honors except that the breadth and depth of study is not quite as accelerated. An intermediate course between honors and regular English is needed to accommodate those students whose goal is a four-year university experience but do not meet the honors criteria. THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 9 TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.

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17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
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18. Supplemental Instructional Materials:	Teacher-created materials, as needed
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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO INTRODUCE 9TH GRADE STUDENTS TO THE FUNDAMENTAL SKILLS AND APPLICATIONS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS WILL HAVE TO BUILD A SOLID FOUNDATION FOR ALL SUBSEQUENT COURSES REQUIRING ADVANCED READING, WRITING AND RESEARCH SKILLS. THE CONTENT AND STANDARDS OF THE COURSE SERVE AS THE FOUNDATION FOR THE TYPE OF READING, EXAMINATION AND ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF TEXTS OVER THE COURSE OF HIGH SCHOOL, COLLEGE, AND LIFE. WITHIN THIS CONTEXT, STUDENTS DEVELOP AN UNDERSTANDING OF HOW TO WORK WITH LITERARY AND INFORMATIONAL TEXTS AND THE VARIOUS TYPES OF WRITING STYLES AVAILABLE FOR ACADEMIC AND CREATIVE WRITING.

2. Course Outline:

READING

~~Standard 1 – Word analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~1.1 Objective: Identify and use the literal and figurative meaning of words in their reading and writing.~~

~~1.1.1 Performance Indicator: Given a list of words, students will identify their literal and figurative meanings and understand word derivations.~~

~~1.1.2 Performance Indicator: Given a piece of poetry, students will identify examples of figurative language.~~

~~1.1.3 Performance Indicator: Given an assignment to write a poem or story, students will utilize figurative language.~~

~~1.1.4 Performance Indicator: Given a piece of literature, students will differentiate between the literal and figurative levels of words and phrases in context.~~

~~1.2 Objective: Distinguish between denotative and connotative meanings of words.~~

~~1.2.1 Performance Indicator: Given a piece of writing, students will analyze the positive or negative tone conveyed by its diction and determine how alternate diction choices affect meaning.~~

~~1.2.2 Performance Indicator: Given a writing assignment, students will demonstrate appropriate use of connotation in their choice of words to create a specific tone.~~

~~1.3 Objective: Understand the concept of word derivation, including Greek roots, affixes, and suffixes.~~

~~1.3.1 Performance Indicator: Given unfamiliar words, students will research the etymology of one word and present their findings in an essay.~~

~~1.3.2 Performance Indicator: Given a list of unfamiliar words, students will decipher their meanings using word parts.~~

~~1.3.3 Performance Indicator: Given a list of word parts, students will make up new words with plausible definitions.~~

~~1.4 Objective: Use knowledge of Greek and Roman mythology to understand the origin and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo).~~

~~1.4.1 Performance Indicator: Given a myth and an unfamiliar word related to that myth, students will hypothesize possible meanings for the word.~~

~~Standard 2 – Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments and positions advanced. The quality and complexity of the materials to be read by students are illustrated in Recommended Literature, Grades Nine Through~~

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Twelve (1990). In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials

2.1 Objective: Generate relevant questions about readings on issues that can be researched.

2.1.1 Performance Indicator: Given a text, students will generate questions to facilitate a critical reading of the text.

2.2 Objective: Synthesize the ideas from several sources dealing with a single issue or written by a single author, and then paraphrase them and connect to other sources and related topics to demonstrate comprehension.

2.2.1 Performance Indicator: Given mythological selections and non-mythological pieces, students will connect a common theme among the texts.

2.2.2 Performance Indicator: Given several non-fiction pieces, students will identify a common theme.

2.3 Objective: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2.3.1 Performance Indicator: Given a primary or secondary source, students will produce writing, performance, or questions that relate a literary theme to a contemporary situation.

2.3.2 Performance Indicator: Given a primary source, such as a letter from an author, students will connect the ideas present in the document with a literary text by the same author.

2.4 Objective: Demonstrate use of alternate learning tools by following technical directions (e.g., those found with specialized software programs, Internet search engines, etc.).

2.4.1 Performance Indicator: Given a debate or literature-focused topic, students will use Internet search engines to locate relevant materials.

2.4.2 Performance Indicator: Given a technical manual, students will show understanding of the instructions present by teaching the class how to do what the manual proposes.

2.5 Objective: Critique the logic of expository documents by examining the sequence of information and procedures and the anticipation of possible reader misunderstandings.

2.5.1 Performance Indicator: Given a set of directions, students in a class discussion will analyze a set of directions to determine what information aids and/or hinders reader understanding.

2.5.2 Performance Indicator: Given an expository selection, students will critique the rhetorical and resulting logic present.

2.6 Objective: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and/or the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source material).

2.6.1 Performance Indicator: Given an expository text, students will identify an author's purpose, including possible bias, and analyze the extent and quality of evidence that supports the author's argument.

2.6.2 Performance Indicator: Given two expository texts by the same author, students will list and discuss the patterns in types of evidence and rhetoric present in the author's work.

Standard 3 – Literary Response and Analysis: Students read and respond to historically or culturally significant works of world literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the Recommended Literature, Grades Nine Through Twelve (1990).

Structural Features of Literature

3.1 Objective: Articulate the relationship between the expressed purposes and characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, and dramatic monologue).

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~~3.1.1 Performance Indicator: Given the beginning portions of two epics, students will compare the texts to find the common structural elements of the epic genre.~~

~~3.1.2 Performance Indicator: Given a Shakespearian drama, students will research the theatrical conventions of the text's time period and explain the impact of those conventions on the play.~~

~~3.2 Objective: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.~~

~~3.2.1 Performance Indicator: Given a unit in their anthology, students will compare a poetic and narrative presentation of a theme and the strengths, weaknesses, and variations in each genre's presentation of the theme.~~

~~3.2.2 Performance Indicator: Given a literary selection and thematically connected newspaper articles, cartoons, etc., students will create a collage, integrating quotes from all texts and arranging the words and images around a thematic statement unifying all elements.~~

~~Narrative Analysis of Grade-Level Appropriate Text~~

~~3.3 Objective: Analyze interactions between main and supporting characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and explain how those interactions affect the plot.~~

~~3.3.1 Performance Indicator: Given a fictional text, students will analyze how supporting characters help characterize the protagonist.~~

~~3.3.2 Performance Indicator: Given characters in a fictional text, students will create a sociogram (a graphic organizer displaying character relations) with annotations that comment on the relationships' ramifications.~~

~~3.4 Objective: Determine characters' traits through the basic techniques of characterization, including narration, dialogue, dramatic monologue, and soliloquy.~~

~~3.4.1 Performance Indicator: Given characters in a text, students will list character traits, the techniques used to convey them, and evaluate the effectiveness of the characterization.~~

~~3.4.2 Performance Indicator: Given a character, students will mimic an author's characterization techniques in order to create their own character.~~

~~3.5 Objective: Analyze and describe an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing and flashback).~~

~~3.5.1 Performance Indicator: Given a literary text, after graphing the steps in the plot (e.g., exposition, rising action, etc.), students will explain how each stage contributes to a theme or character development.~~

~~3.5.2 Performance Indicator: Given a literary text, students will collaboratively discuss the function of specific literary devices and present their findings to the class.~~

~~3.6 Objective: Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.~~

~~3.6.1 Performance Indicator: Given two works sharing a common theme, students will cite evidence from the selections that connect them.~~

~~3.6.2 Performance Indicator: Given two works sharing a common theme, students will use important elements from each work (e.g., symbols allusions, irony, etc.) and add their own elements to create a new story that expresses the same theme.~~

~~3.7 Objective: Recognize and understand the significance of a wide range of literary elements and techniques, such as figurative language, imagery, allegory and symbolism, and explain their relevance.~~

~~3.7.1 Performance Indicator: Given a series of poems, students will create dialectical journals that include examples of literary devices, techniques, and their significance.~~

~~3.7.2 Performance Indicator: Given a text, students will identify the allusions to previously read works.~~

~~3.7.3 Performance Indicator: Given a poem, students will draw the imagery in each line/stanza, label the type of imagery present, and explain its function to the class.~~

~~3.8 Objective: Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.~~

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~~3.8.1 Performance Indicator: Given a soliloquy, students will analyze the emotions present, how those emotions fit the current situation of the character, or how the soliloquy fits within the context of the plot.~~

~~3.8.2 Performance Indicator: Given character foils in a text, students will role play a possible new scene for the work while remaining true to each character's personality.~~

Literacy Criticism

~~3.9 Objective: Analyze how a work of literature is related to the themes and issues of its historical period.~~

~~3.9.1 Performance Indicator: Given a work of literature, students will research and cite the historical influences present.~~

~~3.9.2 Performance Indicator: Given a work of literature and aesthetic expressions (e.g., art, music, theater, etc.) from the text's time period, using the jig-saw method, students will explain how the art connects to the attitudes, imagery, and culture in the text.~~

WRITING

~~Standard 1 – Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.~~

Organization and Focus

~~1.1 Objective: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.~~

~~1.1.1 Performance Indicator: Given a topic, students will generate several coherent and focused theses and evaluate the efficacy of their peer's thesis.~~

~~1.1.2 Performance Indicator: Given a topic, students write an interpretive paper that presents a thesis and develops a consistent focus and tone.~~

~~1.2 Objective: Use precise language, action verbs, sensory details, appropriate modifiers, and active, rather than passive, voice.~~

~~1.2.1 Performance Indicator: Given a three-dimensional still life, students will write an observational paper that effectively uses descriptive techniques.~~

~~1.2.2 Performance Indicator: Given a variety of art works displaying activity, students will write a paper employing action verbs and sensory details to recreate in writing the artistic images.~~

Research and Technology

~~1.3 Objective: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.~~

~~1.3.1 Performance Indicator: Given a list of student-generated questions about a text/topic, students will research materials using note cards to document their findings in order to address those questions.~~

~~1.3.2 Performance Indicator: Given a research topic/question, students will role play an interview situation using proper personal interview techniques before applying those methods to their individual research assignments.~~

~~1.4 Objective: Develop the main ideas within the body of the composition through supporting evidence and the integration of quotations and citations into the written text, while maintaining the flow of ideas.~~

~~1.4.1 Performance Indicator: Given an essay, students write an expository piece in which quotations and citations are grammatically, structurally, and sensibly integrated.~~

~~1.4.2 Performance Indicator: Given an essay, students write a text in which ideas are supported with quotations and examples.~~

~~1.4.3 Performance Indicator: Given several texts, students will integrate relevant evidence from each source to fully support their ideas.~~

~~1.5 Objective: Integrate quotations and citations into written text, while maintaining the flow of ideas.~~

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~~1.5.1 Performance Indicator: Given an essay and quotable material, in groups students will combine appropriate quotations with sentences discussing the relevance of the quote, paying careful attention to avoid “announcing” phrases (e.g., “the following quote shows”).~~

~~1.5.2 Performance Indicator: Given professional essays, students will imitate the syntax of a text, focusing on the author’s integrated using of quotations.~~

~~1.6 Objective: Use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the Modern Language Association Handbook or Chicago Style Manual).~~

~~1.6.1 Performance Indicator: Given a report, students write an expository piece using an appropriate documentation format and conventions.~~

Revising and Evaluating Strategies

~~1.7 Objective: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of diction and tone, taking into consideration audience and purpose.~~

~~1.7.1 Performance Indicator: Given an essay, students will discuss changes on their drafts and the effect of those changes on meaning and reader understanding (e.g., addressing metacognitive questions).~~

~~1.7.2 Performance Indicator: Given a draft, students will revise their writing with the aide of teacher guided revision prompting.~~

~~1.7.3 Performance Indicator: Given a draft, students will revise their writing using peer editing techniques (e.g., checklists, rubrics, etc.).~~

~~Standard 2 – Writing Applications (Genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in Writing Standard 1.~~

~~2.1 Objective: Write biographical, autobiographical narratives, and/or short stories which relate a sequence of events and communicate the significance of the events to the audience, locate scenes and incidents in specific places and describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings; pace the presentation of actions to accommodate changes in time and mood; and/or make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.~~

~~2.1.1 Performance Indicator: Given a prompt, students will narrate and pace a sequence of events and convey the event’s significance in an observational paper.~~

~~2.1.2 Performance Indicator: Given a prompt, students will integrate observational techniques (e.g., sensory detail, narrative perspective, etc.) into an autobiographical essay.~~

~~2.1.3 Performance Indicator: Given a prompt, students will vary narrative pacing in order to control the tone and meaning in their writing.~~

~~2.1.4 Performance Indicator: Given a prompt, students will incorporate a controlling metaphor into their essay to more closely connect their imagery with their textual intent.~~

~~2.2 Objective: Write responses to literature that advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages, support key ideas and viewpoints through accurate and detailed references to the text or to other works, and/or demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.~~

~~2.2.1 Performance Indicator: Given a text, students will take ideas discussed as a class and then collaboratively search for appropriate and effective references to the text that will support those ideas, documenting their findings in a dialectical journal.~~

~~2.2.2 Performance Indicator: Given a passage and teacher instruction, students will mimic an author’s style while expressing original ideas concerning the text.~~

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~~2.2.3 Performance Indicator: Given a text or passage, students will write a paper connecting ideas in the passage with previous readings and using specific references to all texts discussed.~~

~~2.3 Objective: Write expository compositions, including analytical essays and research reports that gather evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions about the relative value and significance of specific data, facts and ideas; organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology; anticipate and address readers' potential misunderstandings, biases, expectations; and/or use technical terms and notations accurately.~~

~~2.3.1 Performance Indicator: Given a prompt and a text, students will list and connect evidence (e.g., quotations, paraphrase, narrative events, facts, etc.) from the text and secondary sources to support their thesis.~~

~~2.3.2 Performance Indicator: Given a prompt dealing with a text, students will collaboratively write body paragraphs addressing a class-generated thesis.~~

~~2.3.3 Performance Indicator: Given a draft, students will prioritize the importance of each piece of evidence in their composition in order to reorganize their ideas in a more rhetorically effective manner.~~

~~2.4 Objective: Write persuasive compositions that structure ideas and arguments in a sustained and logical fashion; use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; personal anecdote, case study, or analogy); clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning; and/or address readers' concerns, counterclaims, biases, and/or expectations.~~

~~2.4.1 Performance Indicator: Given a list of different audiences, students will discuss possible changes that would occur when the specified audience changed, choose two drastically different audiences, and then write brief persuasive papers that present the same thesis in different manners.~~

~~2.4.2 Performance Indicator: Given two passages from different speeches (e.g., from The Odyssey and Romeo and Juliet), students will identify the biases present in each speech and the relevance of the biases to the speaker.~~

~~2.5 Objective: Write business letters that provide clear and purposeful information and address the intended audience appropriately; use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients; highlight central ideas or images; and/or follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.~~

~~2.5.1 Performance Indicator: Given a fictitious company and product, students will compose a letter of complaint that clearly and succinctly describes the problem and poses a possible, realistic solution.~~

~~2.5.2 Performance Indicator: Given a topic, students will compose both a business letter and personal letter which relay the same information and demonstrate appropriate letter conventions.~~

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

~~Standard 1 – Written and Oral English Language Conventions: students write and speak with a command of Standard English conventions.~~

~~Grammar and Mechanics~~

~~1.1 Objective: Identify and use clauses, phrases, mechanics, usage and sentence structure.~~

~~1.1.1 Performance Indicator: Given a series of sentence patterns, students will discuss the rhetorical purposes and effects of such sentence structure and then create sentences following the given patterns, keeping their rhetorical purpose in mind.~~

~~1.1.2 Performance Indicator: Given a draft and sentence patterns, students will revise their writing to reflect a varied and sophisticated sentence structure and syntax.~~

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~~1.2 Objective: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.~~

~~1.2.1 Performance Indicator: Given an essay and checklist, paired students will revise for appropriate use of diction and syntax.~~

~~1.2.2 Performance Indicator: Given a set of student-generated clauses and phrases, students will collaboratively combine the elements into one sentence, punctuating the combinations correctly. This can also be accomplished using a game format (e.g., the world's longest, grammatically correct sentence.).~~

Manuscript Form

~~1.3 Objective: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.~~

~~1.3.1 Performance Indicator: Given a piece of writing, students will check for spelling and capitalization errors by reading their essay from the end to the beginning to prevent students from reading over words.~~

~~1.3.2 Performance Indicator: Given a piece of writing, paired students will read their writing aloud, pausing to correct errors in wording or punctuation.~~

~~1.4 Objective: Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.~~

~~1.4.1 Performance Indicator: Given an essay, students will create manuscripts following the MLA format.~~

LISTENING AND SPEAKING STRATEGIES

~~Standard 1-Listening and Speaking Strategies: Students formulate logical judgements about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.~~

Comprehension

~~1.1 Objective: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.~~

~~1.1.1 Performance Indicator: Given a text, students will deliver oral responses to literature that include judgments supported by convincing evidence.~~

~~1.1.2 Performance Indicator: Given a contemporary problem, students will present their ideas, using examples and quotes from literature studied.~~

Organization and Delivery of Oral Communication

~~1.2 Objective: Choose logical patterns of organization (e.g., chronological, topical, cause/effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.~~

~~1.2.1 Performance Indicator: Given a topic, paired students will prepare and execute two speeches, with the same purpose, but using two different organizational approaches.~~

~~1.2.2 Performance Indicator: Given a published speech, students will identify the organizational format and discuss the impact of the original and rewritten speech.~~

~~1.3 Objective: Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).~~

~~1.3.1 Performance Indicator: Given several published speeches, students will list and discuss how each orator begins and ends his/her speech, as well as the effectiveness of each technique in context.~~

~~1.3.2 Performance Indicator: Given a list of introduction and conclusion techniques, students will write several beginnings and endings for their oration and explain the rhetorical advantages and disadvantages of each approach for their speech.~~

~~1.4 Objective: Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.~~

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1.4.1 Performance Indicator: Given the introduction to a published speech, students will identify the thesis statement and predict the orator's choice of evidence. Students will then compare their predictions with the actual speech, explain the rationale behind their choice of evidence, and speculate the rationale behind the author's choice of evidence.

1.4.2 Performance Indicator: Given an article from a newspaper, students will generate a persuasive speech using in a fluid manner the information from the article, including direct quotation.

1.5 Objective: Use props such as visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.5.1 Performance Indicator: Given a speech, students will use at least one visual aid meaningfully throughout their presentation.

1.6 Objective: Produce concise notes for oral delivery.

1.6.1 Performance Indicator: Given a speech topic, students will record main ideas and examples in bulleted form on note cards.

1.6.2 Performance Indicator: Given a speech, students will practice delivering it to a peer using their notes and good eye contact.

1.7 Objective: Analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., voice, gestures, eye contact).

1.7.1 Performance Indicator: Given a speech, paired students will identify specific distracting body behaviors on which to focus and practice delivering their speeches, focusing on avoiding the designated behaviors.

1.7.2 Performance Indicator: Given a speech and a rubric, paired students will take notes, critique their partner's speech, and provide appropriate feedback in order to improve the next oral presentation.

1.7.3 Performance Indicator: Given a series of speeches and oral presentations, students will log in their portfolios their goals, growth, and change in attitude toward public speaking.

1.7.4 Performance Indicator: Given an occasion (e.g., a eulogy, a political fundraiser, etc.), students will create and deliver a speech fitting the situation.

Analysis and Evaluation of Oral and Media Communications

1.8 Objective: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.8.1 Performance Indicator: Given the contents of a speech, students will present the speech using different diction and delivery, discuss the ramifications of such changes, and evaluate which changes are most effective. Students will then predict which changes are most effective for which audience.

1.8.2 Performance Indicator: Given a public speech, students will listen to an audio tape of the speech, watch the video version, and then evaluate how the visual delivery impacts the audience.

1.9 Objective: Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery and diction.

1.9.1 Performance Indicator: Given an oral presentation and rubric, students will provide feedback on the speeches of peers, focusing on coherence and effectiveness.

1.9.2 Performance Indicator: Given an oral presentation, paired students will practice delivering their speeches, focusing on diction and verbal pauses, (e.g., "um", "like", "and"), provide feedback to each other, and finally evaluate their own performance and growth.

Standard 2 – Speaking Applications: (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of Standard English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.

2.1 Objective: Prepare and deliver narrative presentations (autobiographical or fictional) that narrate a sequence of events and communicate their significance to the audience; locate scenes and incidents in specific places;

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describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters; and/or pace the presentation of actions to accommodate time or mood changes.

2.1.1 Performance Indicator: Given a topic, students will deliver an anecdote from their lives, using tangible sensory details to relate the event and its significance.

2.1.2 Performance Indicator: Given a topic, students will prepare and present a speech that includes at least two shifts in mood created through changes in pacing.

2.2 Objective: Prepare and deliver expository presentations that gather evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions between the relative value and significance of specific data, facts, and ideas; include aids by employing appropriate technology (e.g., Power Point) to organize and display information on charts, maps and graphs; anticipate and address the listener's potential misunderstanding, biases, and expectations; and/or use technical terms and notations accurately.

2.2.1 Performance Indicator: Given a topic, students will briefly present the findings of their research paper, including appropriate visual aids and citations from primary sources.

2.2.2 Performance Indicator: Given a topic students will begin their speeches with a series of questions to determine the audiences' prior knowledge and then include in the speech appropriate information to address listener needs.

2.3 Objective: Apply appropriate interviewing techniques, such as preparing and asking relevant questions; making notes of responses; using language that conveys maturity, sensitivity, and respect; responding correctly and effectively to questions; demonstrating knowledge of the subject or organization; compiling and reporting responses; and/or evaluating the effectiveness of the interview.

2.3.1 Performance Indicator: Given a topic and a literary character, paired students will create appropriately phrased questions to delve into characterization and then practice asking their questions to students role-playing their character.

2.3.2 Performance Indicator: Given survey questions, students will interview people, organize responses, create a visual to incorporate into their speech, and include in their speech how their predictions compared to their findings.

2.4 Objective: Deliver oral responses to literature that advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text); support important ideas and viewpoints through accurate and detailed references to the text or to other works; demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created; and/or identify and assess the impact of perceived ambiguities, nuances, and complexities with the text.

2.4.1 Performance Indicator: Given differing texts, in groups students will present the ideas of their assigned text and include relevant biographical material about the author.

2.4.2 Performance Indicator: Given a text, students will record relevant quotations from their reading that support their assertions concerning the work and include that information in a speech.

2.5 Objective: Prepare and deliver descriptive presentations that establishes clearly the speaker's point of view on the subject of the presentation; establishes clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement); and/or uses effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

2.5.1 Performance Indicator: Given an unusual object, students will describe the item and its function using metaphors and without showing the object to the class.

2.5.2 Performance Indicator: Given an observational essay based on a picture, students will present their essay while the class draws what is being described, compare the original picture to the class generated illustrations, and then revise their essay and speech based on the incongruities.

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READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE IN DETAIL ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW COMPLEX CHARACTERS (E.G., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE). (SEE GRADE 9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.) CA
5. ANALYZE HOW AN AUTHOR’S CHOICES CONCERNING HOW TO STRUCTURE A TEXT, ORDER EVENTS WITHIN IT (E.G., PARALLEL PLOTS), AND MANIPULATE TIME (E.G., PACING, FLASHBACKS) CREATE SUCH EFFECTS AS MYSTERY, TENSION, OR SURPRISE.
6. ANALYZE A PARTICULAR POINT OF VIEW OR CULTURAL EXPERIENCE REFLECTED IN A WORK OF LITERATURE FROM OUTSIDE THE UNITED STATES, DRAWING ON A WIDE READING OF WORLD LITERATURE.
7. ANALYZE THE REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, INCLUDING WHAT IS EMPHASIZED OR ABSENT IN EACH TREATMENT (E.G., AUDEN’S “MUSÉE DES BEAUX ARTS” AND BREUGHEL’S *LANDSCAPE WITH THE FALL OF ICARUS*).
8. (NOT APPLICABLE TO LITERATURE)
9. ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK (E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE).
10. BY THE END OF GRADE 9, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW THE AUTHOR UNFOLDS AN ANALYSIS OR SERIES OF IDEAS OR EVENTS, INCLUDING THE ORDER IN WHICH THE POINTS ARE MADE, HOW THEY ARE INTRODUCED AND DEVELOPED, AND THE CONNECTIONS THAT ARE DRAWN BETWEEN THEM.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE OF A COURT OPINION DIFFERS FROM THAT OF A NEWSPAPER). (SEE GRADE 9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.) CA
5. ANALYZE IN DETAIL HOW AN AUTHOR’S IDEAS OR CLAIMS ARE DEVELOPED AND REFINED BY PARTICULAR SENTENCES, PARAGRAPHS, OR LARGER PORTIONS OF A TEXT (E.G., A SECTION OR CHAPTER).
 - a. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN FUNCTIONAL WORKPLACE DOCUMENTS. CA
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT AND ANALYZE HOW AN AUTHOR USES RHETORIC TO ADVANCE THAT POINT OF VIEW OR PURPOSE.

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7. ANALYZE VARIOUS ACCOUNTS OF A SUBJECT TOLD IN DIFFERENT MEDIUMS (E.G., A PERSON'S LIFE STORY IN BOTH PRINT AND MULTIMEDIA), DETERMINING WHICH DETAILS ARE EMPHASIZED IN EACH ACCOUNT.
8. DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID, AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING.
9. ANALYZE SEMINAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (E.G., WASHINGTON'S FAREWELL ADDRESS, THE GETTYSBURG ADDRESS, ROOSEVELT'S FOUR FREEDOMS SPEECH, KING'S "LETTER FROM BIRMINGHAM JAIL"), INCLUDING HOW THEY ADDRESS RELATED THEMES AND CONCEPTS.
10. BY THE END OF GRADE 9, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.
 - a. INTRODUCE PRECISE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT ESTABLISHES CLEAR RELATIONSHIPS AMONG CLAIM(S), COUNTERCLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY, SUPPLYING EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE'S KNOWLEDGE LEVEL AND CONCERNS.
 - c. USE WORDS, PHRASES, AND CLAUSES TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE. AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
 - a. INTRODUCE A TOPIC; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION TO MAKE IMPORTANT CONNECTIONS AND DISTINCTIONS; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC WITH WELL-CHOSEN, RELEVANT, AND SUFFICIENT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE'S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE. WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.

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- a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE. PACING. DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE.
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING. AND/OR CHARACTERS.
 - e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED. OBSERVED. OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
 5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 ON UP TO AND INCLUDING GRADES 9-10 PAGE 55.)
 6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS, TAKING ADVANTAGE OF TECHNOLOGY’S CAPACITY TO LINK TO OTHER INFORMATION AND TO DISPLAY INFORMATION FLEXIBLY AND DYNAMICALLY.
 7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
 8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE USEFULNESS OF EACH SOURCE IN ANSWERING THE RESEARCH QUESTION; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND FOLLOWING A STANDARD FORMAT FOR CITATION.
 9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 9–10 READING STANDARDS TO LITERATURE (E.G., “ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK [E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE]”).
 - b. B. APPLY GRADES 9–10 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING”).
 10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

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- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS.
 - d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.
 3. EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.
 4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA
 - a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS. (9TH OR 10TH GRADE) CA
 - b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES (E.G., TONE, RATE, VOICE MODULATION) TO ACHIEVE THE DESIRED AESTHETIC EFFECT. (9TH OR 10TH GRADE) CA
 5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
 6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 9–10 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. USE PARALLEL STRUCTURE.
 - b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) TO CONVEY SPECIFIC MEANINGS AND ADD VARIETY AND INTEREST TO WRITING OR PRESENTATIONS.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.

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- b. USE A COLON TO INTRODUCE A LIST OR QUOTATION.
 - c. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL (E.G., MLA HANDBOOK, TURABIAN'S MANUAL FOR WRITERS) APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE.
4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., ANALYZE, ANALYSIS, ANALYTICAL; ADVOCATE, ADVOCACY) AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES. CA
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY. CA
 - d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.
 - a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW.
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READINGS

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK.
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT OF VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK.
- STUDENTS WILL COMPARE THE TEXTS' CONTENT, PURPOSE, AND POINT OF VIEW.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR.
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE.
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS.

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- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING.

SPEAKING AND LISTENING

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS.
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: REVISION OF ENGLISH 10 CP COURSE

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BACKGROUND

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

English 10 CP is a yearlong English course designed for grade 10 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of the English 10 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

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A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 10 CP
2. Transcript Title/Abbreviation:	English 10 CP
3. Transcript Course Code/Number:	5013
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	10
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	December 6, 2001
13. Brief Course Description:	THIS COURSE IS DESIGNED FOR ALL STUDENTS AND IS GROUNDED IN THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS MEANT TO PREPARE ALL STUDENTS FOR COLLEGE AND CAREER. THE COURSE BUILDS UPON THE FOUNDATIONAL LITERACY DEVELOPMENT IN READING, WRITING, SPEAKING AND LISTENING. STUDENTS CONTINUE DEVELOPING LANGUAGE AND LITERACY SKILLS THROUGH LITERATURE AND INFORMATIONAL TEXTS. ANALYSES OF LITERARY GENRES INCLUDE SHORT STORY, POETRY, NOVEL, AND DRAMA. STUDENTS WRITE FOR A VARIETY OF PURPOSES SUCH AS ANALYTICAL, REFLECTIVE, AUTOBIOGRAPHICAL, OBSERVATIONAL, AND DESCRIPTIVE. WRITING CONVENTIONS AND VOCABULARY DEVELOPMENT ARE ADDRESSED WITHIN THE CONTEXT OF THE WRITING PROCESS AND THE STUDY OF LITERATURE. STUDENTS CAN EXPECT TO PARTICIPATE IN A VARIETY OF ORAL AND LISTENING ACTIVITIES ALONG WITH ORAL PRESENTATIONS.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 10 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	This is an English course designed for the tenth-grade student whose goal is to graduate from high school and meet the academic admission requirements of the University of California (UC) and the California State University system (CSU). This year long course will emphasize an integrated language arts program of English 9-10 College Prep, with emphasis on reading, writing, listening, and speaking. The course standards are similar to English 10 Honors except that the breadth and depth of study is not quite as accelerated. An intermediate course between honors and regular English is needed to accommodate those students whose goal is a four-year university experience but do not meet the honors criteria.

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THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 10TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.

17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
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18. Supplemental Instructional Materials:	TEACHER CREATED MATERIALS AS NEEDED.
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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO CONTINUE BUILDING AND STRENGTHENING 10TH GRADE STUDENTS' SKILLS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS CONTINUE TO DEVELOP ADVANCED READING, WRITING AND RESEARCH SKILLS. STUDENTS ENGAGE WITH INCREASINGLY COMPLEX LITERARY AND INFORMATIONAL TEXTS ALONG WITH THE VARIOUS TYPES OF WRITING STYLES AVAILABLE FOR ACADEMIC AND CREATIVE WRITING, STUDENTS LEARN HOW TO ACCESS, USE, AND PROPERLY ATTRIBUTE A WIDE VARIETY OF PRINT AND ELECTRONIC SOURCES FOR INFORMAL, RECREATIONAL, AND RESEARCH READING AND WRITING. STUDENTS ALSO LEARN HOW TO PRESENT THEIR WORK SO THAT IT CONFORMS TO STYLE MANUAL GUIDELINES APPROPRIATE FOR DISCIPLINE AND WRITING TYPE.

2. Course Outline:

READING

~~Standard 1 – Word analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~Vocabulary and Concept Development~~

~~1.1 Objective: Identify and use the literal and figurative meaning of words in their reading and writing.~~

~~1.1.1 Performance Indicator: Given a list of words, students will identify their literal and figurative meanings and understand word derivations.~~

~~1.1.2 Performance Indicator: Given a piece of poetry, students will identify examples of figurative language.~~

~~1.1.3 Performance Indicator: Given an assignment to write a poem or story, students will utilize figurative language.~~

~~1.1.4 Performance Indicator: Given a piece of literature, students will differentiate between the literal and figurative levels of words and phrases in context.~~

~~1.2 Objective: Distinguish between denotative and connotative meanings of words.~~

~~1.2.1 Performance Indicator: Given a piece of writing, students will analyze the positive or negative tone conveyed by its diction and determine how alternate diction choices affect meaning.~~

~~1.2.2 Performance Indicator: Given a writing assignment, students will demonstrate appropriate use of connotation in their choice of word to create a specific tone.~~

~~1.3 Objective: Understand the concept of word derivation, including Greek roots, affixes and suffixes.~~

~~1.3.1 Performance Indicator: Given unfamiliar words, students will research the etymology of one word and present their findings in an essay.~~

~~1.3.2 Performance Indicator: Given a list of unfamiliar words, students will decipher their meaning using word parts.~~

~~1.3.3 Performance Indicator: Given a list of word parts, students will make up new words with plausible definitions.~~

~~Standard 2 – Reading comprehension (focus on informational materials); Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the Recommended Literature, Grades Nine Through~~

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Twelve (1990). In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials

~~2.1 Objective: Analyze the structure and format of workplace documents, including format, graphics, titles and headers, and evaluate their effectiveness.~~

~~2.1.1 Performance Indicator: Given a text, students will collaboratively generate questions which build in complexity in order to facilitate a critical reading of the text.~~

~~2.1.2 Performance Indicator: Given two texts, students will compare the formats and evaluate the effectiveness of each style.~~

~~2.2 Objective: Prepare a bibliography of reference materials for a report using a variety of documents.~~

~~2.2.1 Performance Indicator: Given a set of research sources, students will prepare the appropriate MLA entry for each source on note cards.~~

~~2.2.2 Performance Indicator: Given a research paper, students will prepare an annotated works cited page using the MLA format.~~

Comprehension and Analysis of Grade-Level Appropriate Text

~~2.3 Objective: Generate relevant questions about readings on issues that can be researched.~~

~~2.3.1 Performance Indicator: Given a complex literary text, students will locate areas of confusion and/or ambiguity in order to generate questions that will lead to deeper understanding of the text.~~

~~2.3.2 Performance Indicator: Given several texts, students will list and categorize the issues present and then research material related to one of the issues.~~

~~2.4 Objective: Synthesize ideas from several sources dealing with a single issue or written by a single author, and then paraphrase and connect them in other sources and related topics to demonstrate comprehension.~~

~~2.4.1 Performance Indicator: Given a series of texts connected through theme or time period, students will collaboratively create a graphic organizer that connects the common themes and the rhetorical elements used to convey those themes.~~

~~2.4.2 Performance Indicator: Given a series of works connected through theme or time period, each student will role play one character at a literary dinner party that will allow characters from different texts to interact in order to elicit deeper understanding of each piece.~~

~~2.5 Objective: Extend ideas presented in primary or secondary sources.~~

~~2.5.1 Performance Indicator: Given a debate or literature focused topic, students will use Internet search engines to locate relevant materials.~~

~~2.5.2 Performance Indicator: Given a primary source such as a letter from an author, students will collaboratively connect the ideas present in the document with a literary text by the same author.~~

~~2.6 Objective: Demonstrate use of alternate learning tools by following technical directions (e.g., those found with specialized software programs, Internet search engines, etc.).~~

~~2.6.1 Performance Indicator: Given a debate or literature focused topic, students will use Internet search engines to locate relevant materials.~~

~~2.6.2 Performance Indicator: Given a technical manual, student will show understanding of the instructions present by teaching the class how to do what the manual proposes.~~

Expository Critique

~~2.7 Objective: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence; the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source material).~~

~~2.7.1 Performance Indicator: Given an expository text, students will identify an author's purpose, including possible bias, and analyze the extent and quality of evidence that supports the author's argument.~~

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~~2.7.2 Performance Indicator: Given a series of expository texts by the same author, students will list and discuss the patterns in types of evidence and rhetoric present in the author's work.~~

~~Standard 3 – Literary Response And Analysis: Students read and respond to historically or culturally significant works of world literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the Recommended Literature, Grades Nine Through Twelve (1990).~~

~~Structural Features of Literature~~

~~3.1 Objective: Articulate the relationship between the expressed purposes and characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, and dramatic monologue).~~

~~3.1.1 Performance Indicator: Given a monologue from Antigone and Julius Caesar, students will compare and contrast the structure and conventions found in Greek and Shakespearian monologues and then perform the Shakespearian monologue using Greek conventions and/or vice versa.~~

~~3.1.2 Performance Indicator: Given passages from comedies and tragedies, in groups students will list the literary elements present in paired texts, discuss how those elements tie to each work's purpose, and then present their findings.~~

~~3.2 Objective: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.~~

~~3.2.1 Performance Indicator: Given a unit in their anthology, students will compare a poetic and narrative presentation of a theme and the strengths, weaknesses, and variations in each genre's presentation of the theme.~~

~~3.2.2 Performance Indicator: Given a literary selection and thematically connected newspaper articles, cartoons, etc., students will create a collage, integrating quotes from all texts and arranging the words and images around a thematic statement unifying all elements.~~

~~Narrative Analysis of Grade-Level Appropriate Text~~

~~3.3 Objective: Analyze interactions between main and supporting characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and explain how those interactions affect the plot.~~

~~3.3.1 Performance Indicator: Given characters in a fictional text, students will create a sociogram (a graphic organizer displaying character relations) with annotations that comment on the relationship's ramifications.~~

~~3.3.2 Performance Indicator: Given a set of parallel characters within a text, students will analyze the function of the characters' connection.~~

~~3.4 Objective: Determine characters' traits through the basic techniques of characterization, including narration, dialogue, dramatic monologue, and soliloquy.~~

~~3.4.1 Performance Indicator: Given characters in a text, students will list character traits, the techniques used to convey them, and evaluate the effectiveness of the characterization.~~

~~3.4.2 Performance Indicator: Given a set of literary characters, students will select specific characterization techniques in order to create their own character and then justify the techniques used.~~

~~3.5 Objective: Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.~~

~~3.5.1 Performance Indicator: Given a text, students will read works sharing a common theme, cite supporting evidence from each, and then write an essay comparing the treatment of each work's theme.~~

~~3.5.2 Performance Indicator: Given works from differing genres that share a theme, students will create a graphic organizer expressing the subtleties of each passage's theme, leading to the writing of a compare-contrast essay.~~

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- 3.6 Objective: Recognize and understand the significance of a wide range of literary elements and techniques, such as figurative language, imagery, allegory and symbolism.
- 3.6.1 Performance Indicator: Given Marc Anthony's funeral oration, students will analyze the dramatic effect of the diction and connect that analysis to Anthony's purpose.
- 3.6.2 Performance Indicator: Given a poem, students will label literary elements and techniques used in the poem and then create their own verse using the elements and techniques previously labeled.
- 3.7 Objective: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies and incongruities in text.
- 3.7.1 Performance Indicator: Given a short passage, students will collaboratively highlight the areas of the passage that lead to confusion and then discuss possible meanings.
- 3.7.2 Performance Indicator: Given a piece of literature (e.g., Marc Anthony's funeral oration), students will draw the contradictory meanings found in the passage and then discuss how the different interpretive levels relate to each other.
- 3.8 Objective: Explain how voice, persona, and the choice of a narrator affect tone, characterization, plot, and credibility.
- 3.8.1 Performance Indicator: Given a text (e.g., Tale of Two Cities), students will retell the story from different character's points of view and then discuss the effect of the point of view on the narration's reliability and meaning.
- 3.8.2 Performance Indicator: Given a narrative poem, students will collaboratively discuss the tones present in the text, orally recite the poem using the one tone they think is most prevalent, and then defend their choice.
- 3.8.3 Performance Indicator: Given a list of tones, students will create several poems expressing differing moods.

Literary Criticism

- 3.9 Objective: Evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism.
- 3.9.1 Performance Indicator: Given a text, students will list diction related to connotation, imagery, and/or tone, discuss the patterns present, and determine the purpose of those patterns.
- 3.9.2 Performance Indicator: Given a poem, students will substitute denotatively similar, yet connotatively different words for diction in the poem that affect tone and then compare and contrast the affect of those changes.
- 3.10 Objective: Analyze how a work of literature is related to the themes and issues of its historical period.
- 3.10.1 Performance Indicator: Given a text, students will collaboratively connect history and the text by plotting the historical events and plot on a time line and then research and discuss the text's potential historical impact.
- 3.10.2 Performance Indicator: Given a text, students will collaboratively role play an interview between the protagonist and an historical person from the time period of the piece.

WRITING

Standard 1– Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

Organization and Focus

- 1.1 Objective: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
- 1.1.1 Performance Indicator: Given a text, students will write an interpretative paper that presents a thesis, develops a consistent focus and tone, and integrates relevant quotations as evidence.

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~~1.1.2 Performance Indicator: Given an essay, paired students will highlight topic and thesis statements to evaluate the coherence of the essay and then check their evidence for relevancy.~~

~~1.2 Objective: Use precise language, action verbs, sensory details, appropriate modifiers, and active voice.~~

~~1.2.1 Performance Indicator: Given an essay, students will highlight all linking verbs and then rewrite sentences in the active voice.~~

~~1.2.2 Performance Indicator: Given a paper, students will replace ambiguous, generic, or vague words with more specific diction from a class-generated or group-generated list.~~

Research and Technology

~~1.3 Objective: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.~~

~~1.3.1 Performance Indicator: Given a topic, students will list questions, brainstorm possible directions for their research of the answers, and then present a proposal for how they will approach their topic.~~

~~1.3.2 Performance Indicator: Given a topic, students record research information on note cards in order to later organize evidence.~~

~~1.4 Objective: Develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, and/or definitions).~~

~~1.4.1 Performance Indicator: Given an essay, students will list possible evidence to support their ideas and then select appropriate and varied information (e.g., quotation, fact, expert opinion, etc.) as support.~~

~~1.4.2 Performance Indicator: Given an essay, students will highlight sentences and phrases which synthesize, explain, interpret, or analyze researched material in order to ensure the presence of critical thinking beyond researched information.~~

~~1.5 Objective: Synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents).~~

~~1.5.1 Performance Indicator: Given several sources dealing with the same information, students will collaboratively list the information present in each source, discuss the differences in the presentation of information, and hypothesize possible limitations in the sources. Students will then speculate possible types of sources appropriate for their research question.~~

~~1.5.2 Performance Indicator: Given several sources dealing with related information, students will take notes on information connected to a research question and then write an essay discussing the connections between the information gleaned.~~

~~1.6 Objective: Integrate quotations and citations into written text, while maintaining the flow of ideas.~~

~~1.6.1 Performance Indicator: Given an essay and quotable material, paired students will combine appropriate quotations with sentences discussing the relevance of the quote, paying careful attention to avoid “announcing” phrases (e.g., “the following quote shows”).~~

~~1.6.2 Performance Indicator: Given professional essays, students will imitate the syntax of a text, focusing on the author’s integrated use of quotations.~~

~~1.7 Objective: Use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the Modern Language Association Handbook or Chicago Style Manual).~~

~~1.7.1 Performance Indicator: Given a report, students will write an expository piece using appropriate documentation format and conventions.~~

~~1.8 Objective: Design and publish multi-page documents using advanced publishing software and graphic programs.~~

~~1.8.1 Performance Indicator: Given appropriate software and a document, students will type their document and import relevant graphics to support their text.~~

~~1.8.2 Performance Indicator: Given a piece of literature, students will create, using appropriate software, a newspaper containing articles reflecting the characters, plot, and theme of the work.~~

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~~1.8.3 Performance Indicator: Given selections from student creative writing, students will create, using appropriate software, a class literary magazine.~~

Revising and Evaluating Strategies

~~1.9 Objective: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of diction and tone, taking into consideration audience and purpose.~~

~~1.9.1 Performance Indicator: Given an essay, students will discuss changes on their drafts and the effect of those changes on meaning and reader understanding (e.g., addressing metacognitive questions).~~

~~1.9.2 Performance Indicator: Given a draft, students will revise their writing with the aid of teacher-guided revision prompting.~~

~~1.9.3 Performance Indicator: Given a draft, students will revise their writing using peer editing techniques (e.g., checklists, rubrics, etc.).~~

~~Standard 2—Writing Applications (Genres And Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in Writing Standard 1.0.~~

~~2.1 Objective: Write responses to literature that:~~

~~(1) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages.~~

~~(2) support key ideas and viewpoints through accurate and detailed references to the text or to other works.~~

~~(3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.~~

~~2.2.1 Performance Indicator: Given a text, students will take ideas discussed as a class and then collaboratively search for appropriate and effective references to the text that will support those ideas, documenting their findings in a dialectical journal.~~

~~2.2.2 Performance Indicator: Given a passage, students will mimic an author's style while expressing original ideas about the text.~~

~~2.2.3 Performance Indicator: Given a text or passage, students will write a paper that connects the ideas in the passage with previous readings, using specific references to all texts discussed.~~

~~2.2 Objective: Write expository compositions, including interpretive and controversial essays and research reports that:~~

~~(1) gather evidence in support of a thesis and related claims, including information on all relevant perspective.~~

~~(2) convey information and ideas from primary and secondary sources accurately and coherently.~~

~~(3) make distinctions about the relative value and significance of specific data, facts, and ideas.~~

~~(4) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology.~~

~~(5) anticipate and address reader's potential misunderstandings, biases, and expectations.~~

~~(6) use technical terms and notations accurately.~~

~~2.2.1 Performance Indicator: Given a prompt and a text, students will list and connect evidence (e.g., quotations, paraphrase, narrative events, facts, etc.) from the text and secondary sources to support their thesis.~~

~~2.2.2 Performance Indicator: Given a draft, paired students will circle areas of textual ambiguity and/or biases and revise for clarity and coherence.~~

~~2.2.3 Performance Indicator: Given a draft, students will prioritize the importance of each piece of evidence in their composition in order to reorganize their ideas in a more rhetorically effective manner.~~

~~2.3 Objective: Write persuasive compositions that:~~

~~(1) structure ideas and arguments in a sustained and logical fashion.~~

~~(2) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; personal anecdote, case study, or analogy).~~

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(3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.

(4) address reader's concerns, counterclaims, biases, and/or expectations.

2.3.1 Performance Indicator: Given a list of different audiences, paired students will discuss possible changes that would occur when the specified audience changes, choose two drastically different audiences, and then each will write a brief persuasive paper that presents the same thesis in a different manner.

2.3.2 Performance Indicator: Given a primary source, students will collect quotations that support their thesis, but will only use the most significant sections of quoted passages to support their ideas.

2.4 Objective: Write technical documents (e.g., manual on rules of behavior for conflict resolution, procedures for conducting a meeting, transcription of minutes of a meeting) that:

(1) report and/or convey information and ideas logically and correctly.

(2) offer detailed and accurate specifications.

(3) include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

(4) anticipate reader's problems, mistakes, and misunderstandings.

2.4.1 Performance Indicator: Given a character's action from literature (e.g., Tale of Two Cities), students will write technical directions describing how the task was accomplished.

2.4.2 Performance Indicator: Given technical directions to accomplish a task, students will evaluate the completeness and effectiveness of the instructions and then revise them.

Written and Oral English Language Conventions

Standard 1 – Written and Oral English Language Conventions: students write and speak with a command of Standard English conventions.

Grammar and Mechanics

1.1 Objective: Identify and use clauses, phrases, mechanics, usage, and sentence structure.

1.1.1 Performance Indicator: Given a series of sentence patterns, students will discuss the rhetorical purposes and effects of such patterns and then create sentences following the given patterns, keeping their rhetorical purpose in mind.

1.1.2 Performance Indicator: Given a draft and sentence patterns, students will revise their writing to reflect a varied and sophisticated sentence structure and syntax.

1.2 Objective: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.

1.2.1 Performance Indicator: Given an essay with teacher suggestions, students will revise for appropriate use of diction, syntax, and mechanics.

1.2.2 Performance Indicator: Given a set of student-generated clauses and phrases, students will combine the elements into one sentence, punctuating the combinations correctly. This can also be accomplished using a game format (e.g., the world's longest, grammatically correct sentence).

Manuscript Form

1.3 Objective: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.3.1 Performance Indicator: Given a piece of writing and various sentence patterns, students will compare and label the sentence patterns used, correcting punctuation errors by comparing their sentences to the models.

1.3.2 Performance Indicator: Given a mini-grammar lesson on one punctuation error, students will correct their work, focusing on the one error.

1.4 Objective: Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

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1.4.1 Performance Indicator: Given an essay, students will create manuscripts, following the MLA format.

LISTENING AND SPEAKING

Standard 1 – Listening And Speaking Strategies: Students formulate logical judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone and vocabulary tailored to audience and purpose.

Comprehension

1.1 Objective: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

1.1.1 Performance Indicator: Given a controversial issue, paired students will present and debate both sides of the issue, incorporating specific and relevant evidence from research.

1.1.2 Performance Indicator: Given a problem in a story, grouped students will trace the issue through literature from their anthology already discussed in class, as well as contemporary America.

1.2 Objective: Compare and contrast various media coverage of the same event (e.g., nightly news, news magazines, documentaries, radio, and film adaptations).

1.2.1 Performance Indicator: Given a controversial issue, students will examine different media covering the issue, analyze how the medium affects the slant given to the report, and speculate the cause of the change.

1.2.2 Performance Indicator: Given a controversial issue, students will examine the reporting of the issue from one medium and then recreate the information in another medium, noting the change in how the issue is reported.

Organization and Delivery of Oral Communication

1.3 Objective: Choose logical patterns of organization (e.g., chronological, topical, cause/effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.3.1 Performance Indicator: Given a topic, paired students will prepare and execute two speeches, with the same purpose, but using two different organizational approaches, and then persuasively discuss which approach makes more rhetorical sense.

1.3.2 Performance Indicator: Given a published speech, students will write an original speech, patterning its style and organization after the published one.

1.4 Objective: Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.4.1 Performance Indicator: Given several published speeches, students will compare/contrast how each orator begins and ends his/her speech, the effectiveness of each technique in context, and create a graphic organizer to present their findings.

1.4.2 Performance Indicator: Given a list of introduction and conclusion techniques, students will write several beginnings and endings for their oration and explain the rhetorical advantages and disadvantages of each approach for their speech.

1.5 Objective: Recognize and use elements of classical speech forms (introduction, body, and conclusion) with appropriate transitions, utilizing the art of persuasion and debate by formulating rational arguments.

1.5.1 Performance Indicator: Given a speech from literature (e.g., Julius Caesar), students will label the elements present and discuss how the elements work together to develop the speaker's ideas.

1.5.2 Performance Indicator: Given a topic, students will debate the pros and cons, utilizing elements of formal debate and tangible evidence and quotations from experts.

1.6 Objective: Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

1.6.1 Performance Indicator: Given the introduction to a published speech, students will identify the thesis statement and predict the orator's choice of evidence. Students will then compare their predictions with

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the actual speech, explain the rationale behind their choice of evidence, and speculate the rationale behind the author's choice of evidence.

1.6.2 Performance Indicator: Given several articles from newspapers and magazines, students will generate a persuasive speech using the information from the articles, including direct quotations, in a fluid manner.

1.7 Objective: Use props such as visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.7.1 Performance Indicator: Given a speech, students will use visual aids meaningfully throughout their presentation.

1.8 Objective: Produce concise notes for oral delivery.

1.8.1 Performance Indicator: Given a speech topic, students will record main ideas and examples in bulleted form on note cards.

1.8.2 Performance Indicator: Given a topic, students will speak to the class using their notes, and maintain good eye contact without standing behind a podium.

1.9 Objective: Analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., voice, gestures, eye contact).

1.9.1 Performance Indicator: Given a speech, paired students will identify a few distracting body behaviors on which they wish to focus and practice delivering their speeches, focusing on avoiding the designated behaviors.

1.9.2 Performance Indicator: Given a speech and a rubric, paired students will take notes, critique their partner's speech, and provide appropriate feedback in order to improve the next oral presentation.

1.9.3 Performance Indicator: Given a series of speeches and oral presentations, students will log in their portfolios their goals, growth, and change in attitude toward public speaking.

1.9.4 Performance Indicator: Given an occasion (e.g., a eulogy, a political fundraiser, etc.), students will create and deliver a speech fitting the situation.

Analysis and Evaluation of Oral and Media Communications

1.10 Objective: Analyze a group of historically significant speeches to find the rhetorical devices and features that make them memorable (e.g., Abraham Lincoln's Gettysburg Address and Martin Luther King's "I Have A Dream").

1.10.1 Performance Indicator: Given a recorded speech, students will note the repetitive phrases and diction and discuss the purpose behind the repetition.

1.10.2 Performance Indicator: Given a written speech, students will label the types of sentence patterns employed and discuss the effectiveness and purpose of the patterns in terms of the speech's meaning.

1.11 Objective: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.11.1 Performance Indicator: Given the contents of a speech, students will present the speech using different diction and delivery, discuss the ramifications of such changes, and evaluate which changes are most effective. Students will then predict which changes are most effective for which audience.

1.11.2 Performance Indicator: Given a public speech, students will listen to an audio of the speech, watch the video version, and then evaluate how the visual delivery impacts the audience.

1.12 Objective: Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery and diction.

1.12.1 Performance Indicator: Given an oral presentation and rubric, students will provide feedback on the speeches of peers, focusing on coherence and effectiveness.

1.12.2 Performance Indicator: Given an oral presentation, paired students will practice delivering their speeches (focusing on diction, verbal pauses, and organization of ideas), provide feedback to each other, and finally evaluate their own performance and growth, making goals for their next speech.

1.13 Objective: Analyze types of arguments used by the speaker, such as argument by causation, analogy, authority, emotion, and logic.

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1.13.1 Performance Indicator: Given a published speech, students will label the arguments used, speculate on the author's intent, and finally write a rebuttal using a different type of argument.

1.13.2 Performance Indicator: Given a topic, students will write two brief speeches, one employing emotion, and the other using logic.

1.14 Objective: Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

1.14.1 Performance Indicator: Given the novel *Tale of Two Cities* and the film version, students will note the similarities and differences in the story, discuss the causes of the differences, and speculate on what they would change and why.

Standard 2—Speaking Applications: (Genres And Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of Standard English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1 Objective: Prepare and deliver expository presentations that:

- (1) gather evidence in support of a thesis and related claims, including information on all relevant perspectives.
- (2) convey information and ideas from primary and secondary sources accurately and coherently.
- (3) make distinctions between the relative value and significance of specific data, facts, and ideas.
- (4) include visual aids by employing appropriate technology (e.g., Power Point) to organize and display information on charts, maps, and graphs.
- (5) anticipate and address the listener's potential misunderstandings, biases, and expectations.
- (6) use technical terms and notations accurately.

2.1.1 Performance Indicator: Given a topic, students will present the findings of their research paper, including appropriate visual aids, citations from primary sources, and taking a firm, persuasive stance.

2.1.2 Performance Indicator: Given a topic, students will conduct a survey prior to their presentation and address the holes in their audience's knowledge during the creation of their speech.

2.2 Objective: Apply appropriate interviewing techniques, such as:

- (1) preparing and asking relevant questions.
- (2) making notes of responses.
- (3) using language that conveys maturity, sensitivity, and respect.
- (4) responding correctly and effectively to questions.
- (5) demonstrating knowledge of the subject or organization.
- (6) compiling and reporting responses.
- (7) evaluating the effectiveness of the interview.

2.2.1 Performance Indicator: Given a controversial issue, students will create and rehearse appropriate interview questions, interview an expert related to their issue, and synthesize the interviewee's responses.

2.2.2 Performance Indicator: Given survey questions, students will interview people, organize responses, and incorporate into their speech both how their predictions compared to their findings and why those differences appeared. Students will also utilize a visual to clarify their ideas.

2.3 Objective: Deliver oral responses to literature that:

- (1) advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- (2) support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- (3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- (4) identify and assess the impact of perceived ambiguities, nuances, and complexities with the text.

2.3.1 Performance Indicator: Given different passages from a text, student groups will identify and label metaphors, similes, and other example of figurative language and then discuss the function of such devices

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in their text. Students will then rewrite the passage, removing the figurative language, and discuss the text's impact without such language.

~~2.3.2 Performance Indicator: Given a text, students will record relevant quotations from their reading that support their assertions concerning the work and include that information in a speech.~~

~~2.4 Objective: Students deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that:~~

~~(1) structure ideas and arguments in a coherent, logical fashion.~~

~~(2) use specific rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by personal anecdote, case study, or analogy).~~

~~(3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.~~

~~(4) anticipate and address the listener's concerns and counter arguments.~~

~~2.4.1 Performance Indicator: Given a topic, students will prepare both sides of a debate, using tangible and appropriate evidence, and deliver on demand one of the positions. Students will respond to listener concerns by also preparing rebuttals to each stance.~~

~~2.4.2 Performance Indicator: Given a topic, students will present a persuasive speech using emotionally charged words, relevant and logical evidence, as well as other rhetorical strategies. Students will also note and then discuss the rhetorical manipulations used by each speaker.~~

READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE IN DETAIL ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW COMPLEX CHARACTERS (E.G., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE). (SEE GRADE9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.) CA
5. ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE A TEXT, ORDER EVENTS WITHIN IT (E.G., PARALLEL PLOTS), AND MANIPULATE TIME (E.G., PACING, FLASHBACKS) CREATE SUCH EFFECTS AS MYSTERY, TENSION, OR SURPRISE.
6. ANALYZE A PARTICULAR POINT OF VIEW OR CULTURAL EXPERIENCE REFLECTED IN A WORK OF LITERATURE FROM OUTSIDE THE UNITED STATES, DRAWING ON A WIDE READING OF WORLD LITERATURE.
7. ANALYZE THE REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, INCLUDING WHAT IS EMPHASIZED OR ABSENT IN EACH TREATMENT (E.G., AUDEN'S "MUSÉE DES BEAUX ARTS" AND BREUGHEL'S *LANDSCAPE WITH THE FALL OF ICARUS*).
8. (NOT APPLICABLE TO LITERATURE)
9. ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK (E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE).
10. BY THE END OF GRADE 10, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 9-10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

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READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE IN DETAIL ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW COMPLEX CHARACTERS (E.G., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE). (SEE GRADE9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE IN DETAIL HOW AN AUTHOR’S IDEAS OR CLAIMS ARE DEVELOPED AND REFINED BY PARTICULAR SENTENCES, PARAGRAPHS, OR LARGER PORTIONS OF A TEXT (E.G., A SECTION OR CHAPTER).
 - a. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN FUNCTIONAL WORKPLACE DOCUMENTS. CA
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT AND ANALYZE HOW AN AUTHOR USES RHETORIC TO ADVANCE THAT POINT OF VIEW OR PURPOSE.
7. ANALYZE VARIOUS ACCOUNTS OF A SUBJECT TOLD IN DIFFERENT MEDIUMS (E.G., A PERSON’S LIFE STORY IN BOTH PRINT AND MULTIMEDIA), DETERMINING WHICH DETAILS ARE EMPHASIZED IN EACH ACCOUNT.
8. DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING.
9. ANALYZE SEMINAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (E.G., WASHINGTON’S FAREWELL ADDRESS, THE GETTYSBURG ADDRESS, ROOSEVELT’S FOUR FREEDOMS SPEECH, KING’S “LETTER FROM BIRMINGHAM JAIL”), INCLUDING HOW THEY ADDRESS RELATED THEMES AND CONCEPTS.
10. BY THE END OF GRADE 10, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.
 - a. INTRODUCE PRECISE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT ESTABLISHES CLEAR RELATIONSHIPS AMONG CLAIM(S), COUNTERCLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY, SUPPLYING EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE’S KNOWLEDGE LEVEL AND CONCERNS.
 - c. USE WORDS, PHRASES, AND CLAUSES TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE. AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.

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- e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
 - a. INTRODUCE A TOPIC; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION TO MAKE IMPORTANT CONNECTIONS AND DISTINCTIONS; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC WITH WELL-CHOSEN, RELEVANT, AND SUFFICIENT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE’S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE. WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.
 - a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE. PACING. DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE.
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING. AND/OR CHARACTERS.
 - e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED. OBSERVED. OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 ON UP TO AND INCLUDING GRADES 9-10 PAGE 55.)
6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS, TAKING ADVANTAGE OF TECHNOLOGY’S CAPACITY TO LINK TO OTHER INFORMATION AND TO DISPLAY INFORMATION FLEXIBLY AND DYNAMICALLY.
7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

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8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE USEFULNESS OF EACH SOURCE IN ANSWERING THE RESEARCH QUESTION; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND FOLLOWING A STANDARD FORMAT FOR CITATION.
9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 9–10 READING STANDARDS TO LITERATURE (E.G., “ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK [E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE]”).
 - b. B. APPLY GRADES 9–10 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING”).
10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.
 - a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS.
 - d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.
3. EVALUATE A SPEAKER’S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.
4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA
 - a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES

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- COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS. (9TH OR 10TH GRADE) CA
- b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES (E.G., TONE, RATE, VOICE MODULATION) TO ACHIEVE THE DESIRED AESTHETIC EFFECT. (9TH OR 10TH GRADE) CA
5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
 6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 9–10 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. USE PARALLEL STRUCTURE.
 - b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) TO CONVEY SPECIFIC MEANINGS AND ADD VARIETY AND INTEREST TO WRITING OR PRESENTATIONS.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.
 - b. USE A COLON TO INTRODUCE A LIST OR QUOTATION.
 - c. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL (E.G., MLA HANDBOOK, TURABIAN'S MANUAL FOR WRITERS) APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE.
4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., ANALYZE, ANALYSIS, ANALYTICAL; ADVOCATE, ADVOCACY) AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES. CA
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY. CA
 - d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.

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- a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW.
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READINGS.

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OF EACH PIECE.
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT OF VIEW, AND PURPOSE OF EACH PIECE.
- STUDENTS WILL COMPARE THE TEXTS' CONTENT, PURPOSE, AND POINT OF VIEW.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR.
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE.
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS.
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING.

SPEAKING AND LISTENING:

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS.
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: REVISION OF ENGLISH 11 CP COURSE

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BACKGROUND

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

English11 CP is a yearlong English course designed for grade 11 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of the English 11 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 11 CP
2. Transcript Title/Abbreviation:	English 11 CP
3. Transcript Course Code/Number:	5032
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	11
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	August 10, 2000
13. Brief Course Description:	THIS COURSE IS DESIGNED FOR ALL STUDENTS AND IS GROUNDED IN THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS MEANT TO PREPARE ALL STUDENTS FOR COLLEGE AND CAREER. THIS COURSE CONTINUES BUILDING UPON STUDENTS' LITERACY AND LANGUAGE DEVELOPMENT THROUGH READING, WRITING, SPEAKING AND LISTENING. THE COURSE EMPHASIZES THE ANALYSIS OF LITERARY NONFICTION ALONG WITH INCREASINGLY RIGOROUS AND COMPLEX LITERATURE INCLUDING SHORT STORIES, POETRY, AND DRAMA. READING STANDARDS ARE APPLIED TO SEMINAL TEXTS FROM EIGHTEENTH, NINETEENTH, AND EARLY TWENTIETH CENTURY UNITED STATES HISTORY. THE COURSE CONTINUES DEVELOPING STUDENT WRITING IN INFORMATIVE, ARGUMENTATIVE, AND EXPLANATORY TEXTS FOR A VARIETY OF AUDIENCES.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 11 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	This is an English course designed to meet the needs of the student working at or above grade level who plans to attend a college or university after high school. The emphasis is on the further development of writing ability in general. The development of analytical writing and the writing domains specified in the District Writing Portfolio, abstract and critical thinking, further study of literary genres, an appreciation of literature, and an understanding of American literature and major American literary movements. Other things covered include vocabulary development, listening and speaking skills, and further improvement in the student's library and research skills. The course is conducted at an accelerated level and is designed to prepare students for the college prep course in twelfth grade.

Chino Valley Unified School District

High School Course Description

The skills outlined in the District's Standards and Objectives for the eleventh-grade level are necessary components to create communication literate students who will continue to thrive throughout their high school career and beyond into post-high school education and the work force.

THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 11TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.

17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
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18. Supplemental Instructional Materials:	TEACHER CREATED MATERIALS AS NEEDED
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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO ENHANCE 11TH GRADE STUDENTS' KNOWLEDGE AND USE OF CONCEPTS AND DEVICES IN WRITTEN AND SPOKEN LANGUAGE TO EFFECTIVELY COMMUNICATE INFORMATION AND IDEAS. THE MATERIAL COVERED AND SKILLS DEVELOPED IN THIS COURSE ENHANCE STUDENTS' READING AND WRITING SKILLS NEEDED TO WORK WITH A WIDE RANGE OF LITERARY, HISTORICAL, AND TECHNICAL TEXTS OVER THE COURSE OF HIGH SCHOOL, COLLEGE, AND LIFE. STUDENTS CONTINUE TO DEVELOP THEIR ABILITY TO WORK WITH LITERARY AND INFORMATIONAL TEXTS AND THE VARIOUS TYPES OF WRITING AND SPEAKING NEEDED FOR ACADEMIC DISCOURSE. STUDENTS LEARN HOW TO ACCESS, USE, AND PROPERLY ATTRIBUTE A WIDE VARIETY OF PRINT AND ELECTRONIC SOURCES FOR INFORMAL AND FORMAL READING AND WRITING.

2. Course Outline:

Reading

~~Standard 1— Word analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~Vocabulary and Concept Development~~

~~1.1 Objective: Trace the etymology of significant terms.~~

~~1.1.1 Performance Indicator: Given a list of words, students will research the origins in a dictionary and relate that information to other words from the same root.~~

~~1.1.2 Performance Indicator: Given a word, a student will create a graphic representation of its history to see how words change over time and include a sentence caption that uses the word appropriately.~~

~~1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms.~~

~~1.2.1 Performance Indicator: Given a list of roots and affixes, students will infer the meaning of unfamiliar words.~~

~~1.2.2 Performance Indicator: Given a list of roots and affixes, students will create their own list of words.~~

~~1.3 Objective: Discern the meaning and relationship between pairs of words encountered in analogical statements or other word relationships (e.g., synonyms/antonyms, connotation/denotation, homonyms, and other confusing word pairs).~~

~~1.3.1 Performance Indicator: Given a list of word pairs, students will indicate the types of relationships.~~

~~1.3.2 Performance Indicator: Given a list of word pairs, students will use each pair in a sentence that illustrates the relationship.~~

~~Standard 2— Reading Comprehension (focus on informational materials): Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in Recommended Literature, Grades Nine Through Twelve (1990).~~

Chino Valley Unified School District

High School Course Description

~~2.1 Objective: Analyze both the features and rhetorical devices of different types of expository writing (e.g., policy statements, speeches, debates, and platforms) and how authors use these features and devices.~~

~~2.1.1 Performance Indicator: Given a newspaper article, commercial script, or magazine advertisement, students will identify rhetorical techniques specific to that type of writing.~~

~~2.1.2 Performance Indicator: Given a sample of expository writing, students will determine the writer's use of rhetorical features and devices on the reader.~~

Comprehension and Analysis of Grade-Level Appropriate Text

~~2.2 Objective: Analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and diction in text.~~

~~2.2.1 Performance Indicator: Given a passage, students will indicate organizational patterns (i.e., persuasion) least important to most important and the purpose and outcome of those patterns.~~

~~2.2.2 Performance Indicator: Given two sentences of similar content, but dissimilar syntax and diction, students will identify and analyze the differences.~~

~~2.3 Objective: Verify and clarify facts presented in other types of nonfiction expository texts (e.g., essays, biographies, memoirs, consumers, workplaces, and public documents).~~

~~2.3.1 Performance Indicator: Given a text, students will summarize the main points.~~

~~2.3.2 Performance Indicator: Given a text, students will use outside materials to verify its accuracy.~~

~~2.4 Objective: Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using textual supports to defend and clarify interpretations.~~

~~2.4.1 Performance Indicator: Given a text, students will extract and integrate appropriate quotations and examples to support their assertions regarding significant elements.~~

~~2.4.2 Performance Indicator: Given representative texts from an author's body of work, students will extract appropriate examples and quotations to support their assertions regarding the author's style.~~

~~2.5 Objective: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.~~

~~2.5.1 Performance Indicator: Given a text, students will examine the author's world (cultural, geographical, biographical, etc.) and explain how it influences the writer.~~

~~2.5.2 Performance Indicator: From a list of authors, students will research an author's philosophy and beliefs, connect that information to the writer's works, and research the author's influences on later writers.~~

~~2.6 Objective: Demonstrate an understanding of cultural, historical, political, and/or literary context of a given work.~~

~~2.6.1 Performance Indicator: Given a text, students will research the cultural, historical, political, and/or literary context, and present their findings using a specific passage as an example.~~

~~2.6.2 Performance Indicator: Given a literary time period, students will research the aspects of that period and how those factors influence an author. Students will then report their findings using a specific work as evidence.~~

Expository Critique

~~2.7 Objective: Critique the power, validity, and truthfulness in an argument's logic in documents, the texts' appeal to audiences both friendly and hostile, and the extent to which the works anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotions).~~

~~2.7.1 Performance Indicator: Given a document such as the Declaration of Independence, or King's "I Have a Dream" speech, students will recognize the logical patterns in the text's argument and evaluate the argument's effectiveness.~~

~~2.7.2 Performance Indicator: Given a document, students will role-play the initial delivery and audience response and then analyze both the delivery and the response.~~

Standard 3 – Literary Response and Analysis: Students read and respond to historically or culturally significant works of American literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to read by students are illustrated in Recommended Literature, Grades Nine Through Twelve (1990).

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High School Course Description

Structural Features of Literature

3.1 Objective: Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, drama, novel, short story, essay, and other basic genres.

3.1.1 Performance Indicator: Given an essay, students will identify possible messages present and explain how those messages are created.

3.1.2 Performance Indicator: Given a poem, students will identify poetic elements and analyze how those elements support the theme.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Objective: Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.

3.2.1 Performance Indicator: Given a text, students will connect themes to issues in their own worlds and/or themes in other texts.

3.2.2 Performance Indicator: Given a text, students will select meaningful and appropriate quotes to use in expository writing (essays/logs) that exemplify the textual themes.

3.3 Objective: Analyze how irony, tone, mood, style, and the “sound” of language are used to achieve specific rhetorical and/or aesthetic purposes.

3.3.1 Performance Indicator: Given a text, students will analyze, using quotes and examples, the author’s use of tone to establish meaning.

3.3.2 Performance Indicator: Given a Robert Frost poem, students will analyze, using quotes and examples, how sound devices establish a mood.

3.4 Objective: Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.

3.4.1 Performance Indicator: Given a poem, students will identify specific types of imagery present and how that imagery creates the tone.

3.4.2 Performance Indicator: Given a poem, students will create visual representations of figures of speech and explain their illustrations.

3.5 Objective: Analyze recognized works of American literature representing a variety of genres and traditions in order to:

(1) trace the development of American literature.

(2) compare and contrast the major periods, themes, styles, and trends, and/or describe how works by members of different cultures relate to one another in each period.

(3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

3.5.1 Performance Indicator: Given a literary period, students will create a time-line including works from the dominant American culture, as well as other cultures, and explain the connections between the cultures, works, and events.

3.5.2 Performance Indicator: Given a series of texts, students will extrapolate the commonalities of the works and link these elements to the historical/cultural setting.

Literary Criticism

3.6 Objective: Analyze a selection of literary works or essays from a variety of critical approaches.

3.6.1 Performance Indicator: Given a literary approach, students will interpret a text from that viewpoint.

3.6.2 Performance Indicator: Given several literary approaches, students will collaboratively interpret a work from a selected approach and share their findings.

Writing

Chino Valley Unified School District

High School Course Description

~~Standard 1—Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and the use of the stages of the writing process, as needed.~~

~~1.1 Objective: Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative expository, persuasive, informational, or descriptive writing assignments.~~

~~1.1.1 Performance Indicator: Given a written assignment, students will adjust tone, vocabulary, and methods to appeal to a variety of readers.~~

~~1.1.2 Performance Indicator: Given a topic, students will write an essay, demonstrating appropriate essay form.~~

~~1.2 Objective: Use point of view, style (e.g., irony) and related elements for specific rhetorical and aesthetic purposes.~~

~~1.2.1 Performance Indicator: Given a topic, students will write a paper utilizing a point of view appropriate to that topic.~~

~~1.2.2 Performance Indicator: Given a topic, students will utilize specific devices in order to persuade or inspire the reader.~~

~~1.2.3 Performance Indicator: Given a text, students will imitate the literary style in a response to the work.~~

~~1.3 Objective: Structure ideas and arguments in a sustained, persuasive, and clear way and support them with precise and relevant examples.~~

~~1.3.1 Performance Indicator: Give a topic, students will write a position paper using integrated and tangible examples.~~

~~1.3.2 Performance Indicator: Given an academic research topic, students will outline their ideas and include relevant and specific evidence.~~

~~1.4 Objective: Enhance meaning by employing a variety of rhetorical devices, including the extended use of parallelism, repetition, and analogy.~~

~~1.4.1 Performance Indicator: Given a topic, students will write a paper that incorporates a sustained pattern of at least one stylistic device.~~

~~1.4.2 Performance Indicator: Given a text, students will mimic a published author's use of parallelism and repetition and include those sentences in an original essay.~~

~~1.5 Objective: Use language in natural, fresh, and vivid ways to create a specific tone.~~

~~1.5.1 Performance Indicator: Given a student text, students will recognize and eliminate cliches and jargon.~~

~~Research and Technology~~

~~1.6 Objective: Develop presentations that reflect the use of clear research questions and critical strategies (e.g., field studies, historiographies, ethnographies, interviews, experiments, electronic sources).~~

~~1.6.1 Performance Indicator: Given examples (Benjamin Franklin's Almanac, etc.), students will conduct and record facts about their own life and family history.~~

~~1.6.2 Performance Indicator: Given access to Internet sources, students will collect materials relevant to a chosen topic and self-assess the effectiveness of their research process.~~

~~1.7 Objective: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).~~

~~1.7.1 Performance Indicator: Given a research topic, students will create an outline that organizes their research material.~~

~~Revising and Evaluating Strategies~~

~~1.8 Objective: Revise writing to improve style and sentence variety and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.~~

~~1.8.1 Performance Indicator: Given a completed draft and rubric, students will engage in peer revision.~~

~~1.8.2 Performance Indicator: Given a completed draft, students will confer with teachers for purposes of revision.~~

Chino Valley Unified School District

High School Course Description

~~Standard 2—Writing Applications (Genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.~~

~~2.1 Objective: Write responses to literature that:~~

- ~~(1) demonstrate a comprehensive understanding of the significant ideas in works or passages and/or their relevance beyond the text.~~
- ~~(2) analyze the use imagery, language, universal themes and/or unique aspects of text.~~
- ~~(3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works.~~
- ~~(4) demonstrate an understanding of the author's use of stylistic devices and the effects created.~~
- ~~(5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.~~

~~2.1.1 Performance Indicator: Given a text, students will write an expository essay analyzing the perceived ambiguities, nuances, and complexities within a character.~~

~~2.1.2 Performance Indicator: Given a variety of sources, students will write an essay using integrated quotations to support their thesis centering on a literary work.~~

~~2.2 Objective: Write reflective compositions that:~~

- ~~(1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition).~~
- ~~(2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.~~
- ~~(3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.~~

~~2.3 Objective: Write historical investigation reports that:~~

- ~~(1) use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main preposition.~~
- ~~(2) analyze several historical records of a single event, examining critical relationships between elements of the research topic.~~
- ~~(3) explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.~~
- ~~(4) include information from all relevant perspectives and take into consideration the validity and reliability of sources.~~

~~2.3.1 Performance Indicator: Given related primary sources from the student anthology, students will collaboratively examine the selections, gather relevant information from secondary and literary sources and present a deeper understanding of the historical event.~~

~~2.3.2 Performance Indicator: Given an historical event, students will examine and compare primary sources and fictionalized accounts of the event and write a formal essay with an annotated works cited page.~~

~~2.4 Objective: Deliver multimedia presentations that:~~

- ~~(1) combine text, images and/or sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, CD-ROM's, Internet, computer media-generated images).~~
- ~~(2) utilize an appropriate medium for each element of the presentation.~~
- ~~(3) use selected media skillfully.~~
- ~~(4) test audience response and revise the presentation accordingly.~~

~~2.4.1 Performance Indicator: Given a topic, students will collaboratively deliver presentations utilizing a variety of media.~~

~~2.4.2 Performance Indicator: Given feedback on a group presentation, students will revise based on audience response.~~

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High School Course Description

Written And Oral English Language Conventions

~~Standard 1— Written and Oral English Language Conventions: Students write and speak with a command of Standard English conventions.~~

~~1.1 Objective: Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.~~

~~1.1.1 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.~~

~~1.1.2 Performance Indicator: Given a topic, students will revise a paper to demonstrate control of grammar, paragraph and sentence structure, diction, and usage.~~

~~1.2 Objective: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.~~

~~1.2.1 Performance Indicator: Given a topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflect appropriate manuscript requirements (e.g., MLA format).~~

Listening And Speaking

~~Standard 1— Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.~~

Comprehension

~~1.1 Objective: Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language).~~

~~1.1.1 Performance Indicator: Given examples from the media, students will identify methods of persuasion and analyze their effectiveness.~~

~~1.1.2 Performance Indicator: Given examples in a text of persuasive techniques, students will create a presentation that markets a new product and utilizes a variety of propaganda techniques.~~

~~1.2 Objective: Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.~~

~~1.2.1 Performance Indicator: Given a past or present political event, students will research political cartoons and caricatures related in the event, discuss how the cartoons portray the event, and in a group presentation analyze the validity of the portrayal.~~

~~1.2.2 Performance Indicator: Given a televised editorial, students will examine the speaker's claims and research facts to support or refute those claims.~~

~~1.3 Objective: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary film makers, illustrators, news photographers).~~

~~1.3.1 Performance Indicator: Given Civil War photographs and lecture or research material on the war, students will discuss their perceptions of the Civil War after researching the facts of the event. They will then compare their original views to their new perceptions of the war and to Civil War literature. Students will write an essay delineating their findings.~~

~~1.3.2 Performance Indicator: Given news coverage of the Vietnam War, students will research, discuss, and write an essay analyzing how media coverage influenced America's perception of the war as voiced on literature.~~

Organization and Delivery of Oral Communication

~~1.4 Objective: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force and aesthetic effect.~~

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~~1.4.1 Performance Indicator: Using Martin Luther King, Jr.'s "I Have a Dream" speech, students will identify and discuss King's use of repetition and parallel structure and deliver an original speech patterned after King's oration.~~

~~1.4.2 Performance Indicator: Given a recording of a speech, students will critique the speaker's use of parallel structure and figurative language and list elements of the delivery that increase the effectiveness of the written speech components.~~

~~1.5 Objective: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.~~

~~1.5.1 Performance Indicator: Given a topic and specific audiences, students will collaboratively prepare three speeches one emphasizing logic, one ethics, and one emotion. Students will then evaluate which speech best fits each audience.~~

~~1.5.2 Performance Indicator: Given a specific topic and audience, students will deliver an impromptu speech employing an appropriate appeal.~~

~~1.6 Objective: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.~~

~~1.6.1 Performance Indicator: Given a speech and a list of rehearsal strategies, students will practice their speech with a peer who will critique the deliver based on a rubric.~~

~~1.6.2 Performance Indicator: Given student presentations, students will collaboratively discuss and evaluate their rehearsals.~~

~~1.7 Objective: Use effective and interesting language, including:~~

~~(1) informal usage for effect.~~

~~(2) standard English for clarity.~~

~~(3) technical language for specificity~~

~~1.7.1 Performance Indicator: Given a speech, students will change the speech's diction to fit a given audience, justify their changes, and deliver their speech.~~

~~1.7.2 Performance Indicator: Given a speech with technical language, students will rewrite and deliver the speech for a non-technical audience.~~

~~1.8 Objective: Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.~~

~~1.8.1 Performance Indicator: Given videotaped historical speeches, students will analyze the speakers' use of gesture and movement and discuss the purpose of movement in oration.~~

~~1.8.2 Performance Indicator: Given recorded speeches, students will evaluate the speakers' use of volume and pacing and employ similar strategies in their own speeches.~~

~~1.9 Objective: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.~~

~~1.9.1 Performance Indicator: Given a presentation and rubric, students will include visual effects and critique the use of such effects.~~

~~1.9.2 Performance Indicator: Given a school rally, students will evaluate the use of sound and visual effects and then collaboratively plan a class rally to celebrate a literary period.~~

~~Analysis and Evaluation of Oral and Media Communications~~

~~1.10 Objective: Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.~~

~~1.10.1 Performance Indicator: Given a standard rubric, students will critique the effectiveness of a student speaker in terms of appropriate use of diction for purpose and audience.~~

~~1.10.2 Performance Indicator: Given a news broadcast, students will speculate on the speaker's possible attitudes toward an audience based on the speaker's diction and syntax.~~

~~1.11 Objective: Analyze types of persuasive speeches and understand their use of organizational patterns, persuasive language, reasoning, and evidences.~~

~~1.11.1 Performance Indicator: Given a political speech, students will analyze the elements of persuasion.~~

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~~1.11.2 Performance Indicator: Given a rubric on organization and use of language, students will evaluate a peer's speech on a controversial issue (e.g., book banning with Huckleberry Finn or the appropriateness of public humiliation with The Scarlet Letter).~~

~~1.12 Objective: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast, War of the Words).~~

~~1.12.1 Performance Indicator: Given an advertisement, students will evaluate how the message is tailored to the audience and the techniques used to sell the product.~~

~~1.12.2 Performance Indicator: Given techniques used in news editorials, students will create their own editorials incorporating some of these approaches.~~

~~Standard 2—Speaking Applications (genres and their characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of Standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.~~

~~2.1 Objective: Deliver reflective presentations that:~~

~~(1) explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).~~

~~(2) draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.~~

~~(3) maintain a balance between describing the incident and relating it to more general abstract ideas.~~

~~2.1.1 Performance Indicator: Given a topic, students will deliver a speech about a personal event, including an explanation of how their actions connect to their beliefs.~~

~~2.1.2 Performance Indicator: Given peer response, students will rewrite a reflective speech so that two-thirds of it is narration, and one-third of it is reflection.~~

~~2.2 Objective: Deliver oral reports on historical investigations that:~~

~~(1) use exposition, narration, description, argumentation, and/or some combination to support the thesis.~~

~~(2) analyze several historical records of a single event, examining critical relationships between elements of those records.~~

~~(3) explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.~~

~~(4) include information on all relevant perspectives and consider the validity and reliability of sources.~~

~~2.2.1 Performance Indicator: Given an historical event (e.g., the American Revolution), students will compare primary sources to fictionalized accounts of the period (e.g., the musical 1776 and letters and speeches from the anthology) and present their findings.~~

~~2.2.2 Performance Indicator: Given an historical event, students will use narration from literature on the period and interpretation of the era's facts to explain the significance of the event.~~

~~2.3 Objective: Deliver oral responses to literature that:~~

~~(1) demonstrate a comprehensive understanding of the significant ideas of works or passages (i.e., makes assertions about the text that are reasonable and supportable) and/or their relevance beyond the text.~~

~~(2) analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).~~

~~(3) support key ideas and viewpoints through accurate and detailed references to the text of two other works.~~

~~(4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created.~~

~~(5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.~~

~~2.3.1 Performance Indicator: Given a literary selection, students will collaboratively deliver informal oral responses that demonstrate understanding of significant ideas and awareness of an author's techniques and support key ideas through accurate and detailed references.~~

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~~2.3.2 Performance Indicator: Given several works, students will collaboratively analyze and present a work, focusing on selected stylistic devices and theme.~~

~~2.4 Objective: Deliver multimedia presentations that:~~

~~(1) combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CDROMs, on-line information, television, videos, and electronic media-generated images.~~

~~(2) utilize an appropriate medium for each element of the presentation.~~

~~(3) use the selected media skillfully, edit appropriately and monitor for quality;~~

~~(4) test the audience's response and revise the presentation accordingly.~~

~~2.4.1 Performance Indicator: Given a career project, students will research and present a chosen career using a combination of print and non-print media.~~

~~2.4.2 Performance Indicator: Given a rubric, students will critique a peer's multimedia presentation.~~

~~2.5 Objective: Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be Or Not To Be").~~

~~2.5.1 Performance Indicator: Given a passage from American literature, students will practice and deliver a recitation in a manner that captures the author's or character's emotion and purpose.~~

READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE THEMES OR CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PRODUCE A COMPLEX ACCOUNT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES REGARDING HOW TO DEVELOP AND RELATE ELEMENTS OF A STORY OR DRAMA (E.G., WHERE A STORY IS SET, HOW THE ACTION IS ORDERED, HOW THE CHARACTERS/ARCHETYPES ARE INTRODUCED AND DEVELOPED).
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE, INCLUDING WORDS WITH MULTIPLE MEANINGS OR LANGUAGE THAT IS PARTICULARLY FRESH, ENGAGING, OR BEAUTIFUL. (INCLUDE SHAKESPEARE AS WELL AS OTHER AUTHORS.) (SEE GRADE 11-12 LANGUAGE STANDARDS 4-6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (E.G., THE CHOICE OF WHERE TO BEGIN OR END A STORY, THE CHOICE TO PROVIDE A COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING AS WELL AS ITS AESTHETIC IMPACT.
6. ANALYZE A CASE IN WHICH GRASPING POINT OF VIEW REQUIRES DISTINGUISHING WHAT IS DIRECTLY STATED IN A TEXT FROM WHAT IS REALLY MEANT (E.G., SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT).
7. ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA, OR POEM (E.G., RECORDED OR LIVE PRODUCTION OF A PLAY OR RECORDED NOVEL OR POETRY), EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT. (INCLUDE AT LEAST ONE PLAY BY SHAKESPEARE AND ONE PLAY BY AN AMERICAN DRAMATIST.)
8. (NOT APPLICABLE TO LITERATURE)
9. DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS.
10. BY THE END OF GRADE 11, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 11-CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

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READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PROVIDE A COMPLEX ANALYSIS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE A COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS AND EXPLAIN HOW SPECIFIC INDIVIDUALS, IDEAS, OR EVENTS INTERACT AND DEVELOP OVER THE COURSE OF THE TEXT.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OR TERMS OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST NO. 10). (SEE GRADE 11–12 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE AN AUTHOR USES IN HIS OR HER EXPOSITION OR ARGUMENT, INCLUDING WHETHER THE STRUCTURE MAKES POINTS CLEAR, CONVINCING, AND ENGAGING. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN PUBLIC DOCUMENTS.
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT IN WHICH THE RHETORIC IS PARTICULARLY EFFECTIVE, ANALYZING HOW STYLE AND CONTENT CONTRIBUTE TO THE POWER, PERSUASIVENESS, OR BEAUTY OF THE TEXT.
7. INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM.
8. DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING (E.G., IN U.S. SUPREME COURT MAJORITY OPINIONS AND DISSENTS) AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY (E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES).
9. ANALYZE SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (INCLUDING THE DECLARATION OF INDEPENDENCE, THE PREAMBLE TO THE CONSTITUTION, THE BILL OF RIGHTS, AND LINCOLN’S SECOND INAUGURAL ADDRESS) FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.
10. BY THE END OF GRADE 11, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 11–CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.
 - a. INTRODUCE PRECISE, KNOWLEDGEABLE CLAIM(S), ESTABLISH THE SIGNIFICANCE OF OPPOSING THE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT LOGICALLY SEQUENCES CLAIM(S), COUNTER- CLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY AND THOROUGHLY, SUPPLYING THE ANTICIPATES MOST RELEVANT EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE’S KNOWLEDGE LEVEL, CONCERNS, VALUES, AND POSSIBLE BIASES.
 - c. USE WORDS, PHRASES, AND CLAUSES AS WELL AS VARIED SYNTAX TO LINK THE MAJOR COUNTER CLAIMS. SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE, AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.

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- e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
 - f. USE SPECIFIC RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., APPEAL TO LOGIC THROUGH REASONING; APPEAL TO EMOTION OR ETHICAL BELIEF; RELATE A PERSONAL ANECDOTE, CASE STUDY, OR ANALOGY).
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
- a. INTRODUCE A TOPIC OR THESIS STATEMENT; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION SO THAT EACH NEW ELEMENT BUILDS ON THAT WHICH PRECEDES IT TO CREATE A UNIFIED WHOLE; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC THOROUGHLY BY SELECTING THE MOST SIGNIFICANT AND RELEVANT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE’S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS AND SYNTAX TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE, DOMAIN-SPECIFIC VOCABULARY, AND TECHNIQUES SUCH AS METAPHOR, SIMILE, AND ANALOGY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.
- a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION AND ITS SIGNIFICANCE, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE, PACING, DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE AND BUILD TOWARD A PARTICULAR TONE AND OUTCOME (E.G., A SENSE OF MYSTERY, SUSPENSE, GROWTH, OR RESOLUTION).
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING, AND/OR CHARACTERS.
 - e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED, OBSERVED, OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 UP TO AND INCLUDING GRADES 11–12.)
6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS IN RESPONSE TO ONGOING FEEDBACK, INCLUDING NEW ARGUMENTS OR INFORMATION.

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7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE STRENGTHS AND LIMITATIONS OF EACH SOURCE IN TERMS OF THE TASK, PURPOSE, AND AUDIENCE; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND OVERRELIANCE ON ANY ONE SOURCE AND FOLLOWING A STANDARD FORMAT FOR CITATION INCLUDING FOOTNOTES AND ENDNOTES.
9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 11–12 READING STANDARDS TO LITERATURE (E.G., “DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH-CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS”).
 - b. APPLY GRADES 11–12 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING [E.G., IN U.S. SUPREME COURT CASE MAJORITY OPINIONS AND DISSENTS] AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY [E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES]”).
10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON- ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 11–12 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.
 - a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING, SET CLEAR GOALS AND DEADLINES, AND ESTABLISH INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT PROBE REASONING AND EVIDENCE; ENSURE A HEARING FOR A FULL RANGE OF POSITIONS ON A TOPIC OR ISSUE; CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS; AND PROMOTE DIVERGENT AND CREATIVE PERSPECTIVES.
 - d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES; SYNTHESIZE COMMENTS, CLAIMS, AND EVIDENCE MADE ON ALL SIDES OF AN ISSUE; RESOLVE CONTRADICTIONS WHEN POSSIBLE; AND DETERMINE WHAT ADDITIONAL INFORMATION OR RESEARCH IS REQUIRED TO DEEPEN THE INVESTIGATION OR COMPLETE THE TASK.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE FORMATS AND MEDIA (E.G., VISUALLY, QUANTITATIVELY, ORALLY) IN ORDER TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS, EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE AND NOTING ANY DISCREPANCIES AMONG THE DATA.
3. EVALUATE A SPEAKER’S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, ASSESSING THE STANCE, PREMISES, LINKS AMONG IDEAS, WORD CHOICE, POINTS OF EMPHASIS, AND TONE USED.
4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE (E.G., REFLECTIVE, HISTORICAL INVESTIGATION, RESPONSE TO LITERATURE PRESENTATIONS), CONVEYING A CLEAR AND DISTINCT PERSPECTIVE AND A LOGICAL ARGUMENT, SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING, ALTERNATIVE OR OPPOSING

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PERSPECTIVES ARE ADDRESSED, AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND A RANGE OF FORMAL AND INFORMAL TASKS. USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.

- a. PLAN AND DELIVER A REFLECTIVE NARRATIVE THAT: EXPLORES THE SIGNIFICANCE OF A PERSONAL EXPERIENCE, EVENT, OR CONCERN; USES SENSORY LANGUAGE TO CONVEY A VIVID PICTURE; INCLUDES APPROPRIATE NARRATIVE TECHNIQUES (E.G., DIALOGUE, PACING, DESCRIPTION); AND DRAWS COMPARISONS BETWEEN THE SPECIFIC INCIDENT AND BROADER THEMES. (11TH OR 12TH GRADE).
 - b. PLAN AND PRESENT AN ARGUMENT THAT: SUPPORTS A PRECISE CLAIM; PROVIDES A LOGICAL SEQUENCE FOR CLAIMS, COUNTERCLAIMS, AND EVIDENCE; USES RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., ANALOGY, APPEAL TO LOGIC THROUGH REASONING, APPEAL TO EMOTION OR ETHICAL BELIEF); USES VARIED SYNTAX TO LINK MAJOR SECTIONS OF THE PRESENTATION TO CREATE COHESION AND CLARITY; AND PROVIDES A CONCLUDING STATEMENT THAT SUPPORTS THE ARGUMENT PRESENTED. (11TH OR 12TH GRADE).
5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING A COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 11–12 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. APPLY THE UNDERSTANDING THAT USAGE IS A MATTER OF CONVENTION, CAN CHANGE OVER TIME, AND IS SOMETIMES CONTESTED.
 - b. RESOLVE ISSUES OF COMPLEX OR CONTESTED USAGE, CONSULTING REFERENCES (E.G., MERRIAM-WEBSTER'S DICTIONARY OF ENGLISH USAGE, GARNER'S MODERN AMERICAN USAGE) AS NEEDED.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. OBSERVE HYPHENATION CONVENTIONS.
 - b. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. VARY SYNTAX FOR EFFECT, CONSULTING REFERENCES (E.G., TUFTE'S ARTFUL SENTENCES) FOR GUIDANCE AS NEEDED; APPLY AN UNDERSTANDING OF SYNTAX TO THE STUDY OF COMPLEX TEXTS WHEN READING.
4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 11–12 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., CONCEIVE, CONCEPTION, CONCEIVABLE). APPLY KNOWLEDGE OF GREEK, LATIN, AND ANGLO-SAXON ROOTS AND AFFIXES TO DRAW INFERENCES CONCERNING THE MEANING OF SCIENTIFIC AND MATHEMATICAL TERMINOLOGY.
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, ITS ETYMOLOGY, OR ITS STANDARD USAGE.

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- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.
 - a. INTERPRET FIGURES OF SPEECH (E.G., HYPERBOLE, PARADOX) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES IN THE DEVELOPMENT OF TEXT.
- STUDENTS WILL THE STRUCTURE OF TEXTS.
- STUDENTS WILL ANALYZE SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT.
- STUDENTS WILL ANALYZE HOW TWO OR MORE TEXTS FROM THE SAME PERIODS TREAT SIMILAR TOPICS.

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL CITE TEXTUAL EVIDENCE THAT IS EXPLICIT OR INFERRED.
- STUDENTS WILL ANALYZE THE DEVELOPMENT OF TWO OR MORE CENTRAL IDEAS OF A TEXT.
- STUDENTS WILL ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE OF A TEXT.
- STUDENTS WILL ANALYZE HOW STYLE AND CONTENT CONTRIBUTE TO THE EFFECTIVENESS OF A TEXT.
- STUDENTS WILL ANALYZE FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS WHILE DEVELOPING THE CLAIM AND COUNTERCLAIM, MAINTAINING A FORMAL STYLE AND OBJECTIVE TONE, AND USING RHETORICAL DEVICES.
- STUDENTS WILL WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS AND CONCEPTS BY DEVELOPING THE TOPIC, CLARIFYING RELATIONSHIPS AMONG IDEAS AND CONCEPTS, USING PRECISE LANGUAGE, AND MAINTAINING A FORMAL TONE AND OBJECTIVE STYLE.
- STUDENTS WILL WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS BY ENGAGING THE READER, USING NARRATIVE TECHNIQUES, USING A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS, AND USING PRECISE WORDING.
- STUDENTS WILL DEVELOP AND STRENGTHEN THEIR WRITING PROCESS.
- STUDENTS WILL CONDUCT SHORT RESEARCH PROJECTS USING RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL RESOURCES.

SPEAKING AND LISTENING

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL STRATEGICALLY USE TECHNOLOGY IN THEIR PRESENTATIONS.
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION

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- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: December 13, 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: REVISION OF ENGLISH 12 CP COURSE

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BACKGROUND

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

English 12 CP is a yearlong English course designed for grade 12 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of the English 12 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 12 CP
2. Transcript Title/Abbreviation:	English 12 CP
3. Transcript Course Code/Number:	5042
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	August 10, 2000
13. Brief Course Description:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 12 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 12 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	<p>This is an English course designed to meet the needs of the student working at or above grade level who plans to attend a college or university after high school. The emphasis is on the further development of writing ability in general, the development of analytical writing and the writing domains specified in the District Writing portfolio, abstract and critical thinking, further study of literary genres, an appreciation of literature, and an understanding of British literature and major British literary movements. Other things CONCEPTS covered include vocabulary development, listening and speaking skills, and further improvement in the student's library and research skill. The course is conducted at an accelerated level and is designed to prepare students for a college or university.</p> <p>The skills outlined in the district's Standards and Objectives for the twelfth grade level are necessary components to create communication-literate students who will continue to thrive in post-high school education and the work force.</p> <p>THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 12TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.</p>
17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
18. Supplemental Instructional Materials:	

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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO ENHANCE 12TH GRADE STUDENTS' KNOWLEDGE OF CONCEPTS AND DEVICES BY WHICH VARIOUS TYPES OF WRITTEN LANGUAGE CARRY AND COMMUNICATE INFORMATION AND IDEAS. AFTER COMPLETING THE COURSE, STUDENTS WILL HAVE THE SKILLS NECESSARY FOR READING, EXAMINATION AND ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF LITERARY, HISTORICAL, AND SCIENTIFIC TEXTS OVER THE COURSE OF COLLEGE, AND LIFE. STUDENTS ACCESS, USE, AND FORMALLY ATTRIBUTE A WIDE VARIETY OF PRINT AND ELECTRONIC SOURCES FOR INFORMAL AND FORMAL READING AND WRITING. STUDENTS ALSO LEARN HOW TO PRESENT THEIR WORK ACCORDING TO VARIOUS RESEARCH AND DOCUMENTATION GUIDELINES.

2. Course Outline:

Reading

~~Standard 1— Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~Vocabulary and Concept Development~~

~~1.1. Objective: Trace the etymology of significant terms, including those used in the social sciences.~~

~~1.1.1 Performance Indicator: Given a list of words from a text, students will research the origins of those words in a dictionary and then present their findings to the class.~~

~~1.1.2 Performance Indicator: Given the history of the development of the English language, students will trace the changes of a word (e.g., hut to mansion) through its synonyms.~~

~~1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms, including mathematical and scientific terms.~~

~~1.2.1 Performance Indicator: Given a list of roots and affixes, students will infer the meaning of unfamiliar words.~~

~~1.2.2 Performance Indicator: Given a list of roots and affixes, students will write a short paper, with each revision changing the affixes to key roots, and discuss how the changes affect the text.~~

~~1.3 Objective: Discern the meaning and relationship between pairs of words encountered in analogical statements or other word relationships (e.g., synonyms/antonyms, connotation/denotation, homonyms and other confusing word pairs).~~

~~1.3.1 Performance Indicator: Given a list of word pairs, students will create another pair of words illustrating the same relationship.~~

~~1.3.2 Performance Indicator: Given student drafts, students will collaboratively examine papers for correctly used word relationships.~~

~~Standard 2: Reading Comprehension (focus on informational materials): Students read and understand grade-level appropriate materials. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in Recommended Readings in Literature, Grades Nine Through Twelve (1990). In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.~~

~~2.1 Objective: Analyze both the features and rhetorical devices of different types of expository writing (e.g., policy statements, speeches, debates, and platforms) and how authors use the features and devices.~~

~~2.1.1 Performance Indicator: Given a newspaper editorial, commercial script, or magazine advertisement, students will identify rhetorical techniques specific to that type of writing and determine how the author uses those techniques.~~

~~2.1.2. Performance Indicator: Given a sample of rhetorical techniques, students will write a brief composition utilized those same techniques.~~

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Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Objective: Analyze how the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and diction in text affect clarity.
 - 2.2.1 Performance Indicator: Given passages of similar thematic content, students will indicate the organizational patterns used and discuss how the various patterns impact meaning.
 - 2.2.2 Performance Indicator: Given passages of similar thematic content, students will indicate the patterns of syntax and diction used and discuss how the various patterns impact meaning.
- 2.3 Objective: Verify and clarify facts presented in other types of nonfiction expository texts (e.g., essays, biographies, memoirs, consumers, workplaces, and public documents).
 - 2.3.1 Performance Indicator: Given a text, students will summarize the main points.
 - 2.3.2 Performance Indicator: Given a text, students will use outside materials to verify its accuracy.
- 2.4 Objective: Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using textual supports to defend and clarify interpretations.
 - 2.4.1 Performance Indicator: Given a text, students will extract appropriate quotations and examples to support their assertions regarding significant elements.
 - 2.4.2 Performance Indicator: Given a text, students will identify the points(s) of view and indicate the patterns and motifs employed to achieve that perspective.
- 2.5 Objective: Analyze an author's philosophical assumptions and beliefs about a subject.
 - 2.5.1 Performance Indicator: Given a text, students will examine the author's world (cultural, geographical, biographical, etc.) and explain how it influences the writer.
 - 2.5.2 Performance Indicator: Given Robert Browning's "My Last Duchess," students will list significant images that reveal the narrator's philosophical assumptions and beliefs that govern his behavior.

Expository Critique

- 2.6 Objective: Critique the power, validity, and truthfulness in the logic of arguments in public documents, the texts' appeal to audiences, both friendly and hostile, and the extent to which the works anticipate and address reader concerns and counterclaims.
 - 2.6.1 Performance Indicator: Given a text such as the Magna Carta or a speech by Winston Churchill, students will recognize the logical content of arguments presented and assess its effectiveness.
 - 2.6.2 Performance Indicator: Given a text, students will role-play possible dissenting and supportive responses to that text.

Standard 3: Literary Response and Analysis: Students read and respond to historically or culturally significant works of British or World Literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in Recommended Readings in Literature, Grades Nine Through Twelve (1990).

Structural Features of Literature

- 3.1 Objective: Analyze structural characteristics of genres (e.g., poetry, drama, novel, short story, essay).
 - 3.1.3 Performance Indicator: Given Shakespeare's *Macbeth*, students will analyze how the structural elements impact characterization.
 - 3.1.2 Performance Indicator: Given the elements of sonnets, students will create an original sonnet in their own vernacular and maintain structural and metric integrity.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Objective: Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
 - 3.2.1 Performance Indicator: Given a text, students will connect themes to issues in their own worlds.
 - 3.2.2 Performance Indicator: Given a text, students will select meaningful and appropriate quotes to use in a debate of thematic issues.

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3.3 Objective: Analyze how irony, tone, mood, style, and “sound” of language are used to achieve specific rhetorical and/or aesthetic purposes.

3.3.1 Performance Indicator: Given a poem, students will identify the elements an author uses to establish tone.

3.3.2 Performance Indicator: Given a text containing irony, students will copy the text after removing the ironic elements and discuss how the changed text differs in meaning from the original.

3.4 Objective: Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.

3.4.1 Performance Indicator: Given a poem, students will analyze the evocative response figurative language elicits.

3.4.2 Performance Indicator: Given several poems, grouped students will formally present an analysis of their poem, paying special attention to specified poetic elements.

3.5 Objective: Analyze recognized works of British or world literature representing a variety of genres and traditions in order to:

(1) trace the development of British literature.

(2) compare and contrast the major periods, themes, styles, and trends, and/or describe how works by members of different cultures relate to one another in each period.

(3) evaluate the philosophical, political, religious, ethical and/or social influences that shaped characters, plots, and settings.

3.5.1 Performance Indicator: Given a literary period, students will create a time line focused on themes in works from British and world authors.

3.5.2 Performance Indicator: Given a literary period, students will collaboratively research specified areas of the period, present a panel discussion on their findings, and then connect that information to the literature of that age.

3.6 Objective: Analyze how authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and/or religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy Macbeth).

3.6.1 Performance Indicator: Given a text, students will identify the archetypes present and analyze their effect on the work.

3.6.2 Performance Indicator: Given a list of archetypes, students will create a skit incorporating various archetypes to parallel an epic hero’s journey.

3.7 Objective: Analyze recognized works of world literature from a variety of authors, in order to:

(1) contrast the major literary forms and techniques and characteristics of the major literary periods.

(2) relate literary works and authors to major themes and issues of their eras.

(3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

3.7.1 Performance Indicator: Given two similarly themed literary selections from different time periods, students will compare and contrast the effect(s) of each time period on the presentation of the text’s theme.

3.7.2 Performance Indicator: Given a character from a literary selection, students will show how the character is influenced by the writer’s philosophical, political, religious, ethical, and/or social influences.

Literary Criticism

3.8 Objective: Analyze a selection of literary works from a variety of critical approaches.

3.8.1 Performance Indicator: Given a poem, students will examine it from an historical perspective.

3.8.2 Performance Indicator: Given a poem, students will deconstruct from the feministic perspective.

WRITING

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~~Standard 1: Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.~~

~~1.1 Objective: Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, and form) when completing narrative expository, persuasive, informational, or descriptive writing assignments.~~

~~1.1.1 Performance Indicator: Given a topic, students will write two compositions, each addressing a different audience.~~

~~1.1.2 Performance Indicator: Given a topic, students will write an essay, demonstrating the appropriate elements of the essay form.~~

~~1.2 Objective: Use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes.~~

~~1.2.1 Performance Indicator: Given a topic, students will write a paper, utilizing a point of view specific to the topic.~~

~~1.2.2 Performance Indicator: Given a text, students will respond to the passage using that writer's style.~~

~~1.3 Objective: Structure ideas and arguments in a sustained, persuasive, and clear way and support them with precise and relevant examples.~~

~~1.3.1 Performance Indicator: Given a topic, students will write a paper, utilizing outside sources, which presents a position on a debatable issue.~~

~~1.3.2 Performance Indicator: Given a topic, students will write a paper utilizing relevant evidence and a sophisticated use of quotations.~~

~~1.4 Objective: Enhance meaning by employing a variety of rhetorical devices.~~

~~1.4.1 Performance Indicator: Given a topic, students will write a paper that incorporates several rhetorical devices.~~

~~1.4.2 Performance Indicator: Given a completed paper, students will critique the use of rhetorical devices.~~

~~1.5 Objective: Use language in natural, fresh, and vivid ways to create a specific tone.~~

~~1.5.1 Performance Indicator: Given examples of sentence patterns, students will refine, practice, and enhance those patterns in their writing.~~

~~1.5.2 Performance Indicator: Given examples of various writing styles, students will imitate and adapt those styles as a means of developing their own personal writing styles.~~

~~Research and Technology~~

~~1.6 Objective: Develop presentations that reflect the use of clear research questions and critical strategies (e.g., field studies, historiographies, ethnographies, interviews, experiments, and electronic sources).~~

~~1.6.1 Performance Indicator: Given Aldous Huxley's *Brave New World*, students will conduct field studies and interviews to determine contemporary adolescent concepts of utopias.~~

~~1.6.2 Performance Indicator: Given access to Internet sources, students will collect relevant materials and present a report.~~

~~1.7 Objective: Use systematic strategies to organize and record information.~~

~~1.7.1 Performance Indicator: Given a research topic, students will logically record information and sources using cards to prepare for a report/presentation.~~

~~1.7.2 Performance Indicator: Given a research topic, students will create an outline that organizes their research material.~~

~~1.7.3 Performance Indicator: Given a report, students will integrate databases, graphics, and/or spreadsheets into word-processed documents.~~

~~Revising and Evaluating Strategies~~

~~1.8 Objective: Revise writing to improve the style and sentence variety and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience and genre.~~

~~1.8.1 Performance Indicator: Given a completed draft, students will engage in peer revision based on a rubric.~~

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~~1.8.2 Performance Indicator: Given a completed draft, students will conference with teachers for purposes of revision.~~

~~Standard 2: Writing Applications (genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Writing Standards 1.0.~~

~~2.1 Objective: Write responses to literature that:~~

- ~~(1) narrate a sequence of events and communicate their significance to the audience.~~
- ~~(2) analyze the use of imagery, language, universal themes and/or unique aspects of text.~~
- ~~(3) support key ideas and viewpoints through accurate and detailed reference to the text and/or other works.~~
- ~~(4) demonstrate an understanding of the author's use of stylistic devices and the effects created.~~
- ~~(5) identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.~~

~~2.1.1 Performance Indicator: Given a text, students will analyze characters from a work, utilizing accurate and appropriate textual support.~~

~~2.1.2 Performance Indicator: Given a poem, students will analyze an author's use of stylistic devices and the effects created.~~

~~2.1.3 Performance Indicator: Given a selection, students will write an essay about their connections to that piece of writing, using integrated quotes.~~

~~2.2 Objective: Write reflective compositions that:~~

- ~~(1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition).~~
- ~~(2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.~~
- ~~(3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.~~

~~2.2.1 Performance Indicator: Given a college application essay, students will revise their text for a strong, clear focus on the significance of their narrated event.~~

~~2.2.2 Performance Indicator: Using their own writing portfolio, students will write an essay reflecting on their changing writing skills.~~

~~2.3 Objective: Deliver multimedia presentations that:~~

- ~~(1) combine text, images and/or sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CDROMs, Internet, computer media-generated images).~~
- ~~(2) select an appropriate medium for each element of the presentation.~~
- ~~(3) use selected media skillfully.~~
- ~~(4) test audience response and revise the presentation accordingly.~~

~~2.3.1 Performance Indicator: Given a topic, students will work collaboratively to deliver presentations utilizing a variety of media sources.~~

~~2.3.2 Performance Indicator: Given feedback on a group presentation, students will revise in accordance with audience response.~~

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

~~Standard 1: Written and Oral English Language Conventions: Students write and speak with a command of Standard English conventions.~~

~~Manuscript Form~~

~~1.1 Objective: Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.~~

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~~1.1.1 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.~~

~~1.1.2 Performance Indicator: Given a topic, students will write a paper that demonstrates control of grammar, paragraph and sentence structure, diction, and usage.~~

~~1.2 Objective: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.~~

~~1.2.1 Performance Indicator: Given a specific topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.~~

LISTENING AND SPEAKING

Standard 1: Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension

~~1.1 Objective: Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, and language).~~

~~1.1.1 Performance Indicator: Given examples from the media, students will identify and discuss methods of persuasion and then critique the examples' effectiveness.~~

~~1.1.2 Performance Indicator: Given examples of persuasive techniques, such as Churchill's speeches, students will create their own presentations that demonstrate their understanding of propaganda.~~

~~1.2 Objective: Interpret and evaluate the various ways in which events are presented and how information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).~~

~~1.2.1 Performance Indicator: Given two film versions of a scene from Macbeth, students will compare how each director chose images to interpret the play.~~

~~1.2.2 Performance Indicator: Given an illustrated poem by William Blake, students will discuss how the image ties to and interprets the text.~~

Organization and Delivery of Oral Communication

~~1.3 Objective: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.~~

~~1.3.1 Performance Indicator: Given Winston Churchill's "Speeches, May 19, 1940", students will analyze examples of parallel structure and imagery and then include such devices in an original speech.~~

~~1.3.2 Performance Indicator: Given several soliloquies from Shakespeare's Macbeth, students will analyze Macbeth's character traits and then recite a selected soliloquy as a reader's theater.~~

~~1.4 Objective: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.~~

~~1.4.1 Performance Indicator: Given a speech or short essay, students will identify the tone and purpose and the appeal employed in creating both.~~

~~1.4.2 Performance Indicator: Given a specific topic and audience, students will deliver a speech employing appropriate appeals and justify their choices.~~

~~1.5 Objective: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.~~

~~1.5.1 Performance Indicator: Given a speech, students will practice with a peer who will critique the delivery based on a rubric.~~

~~1.5.2 Performance Indicator: Given student presentations, students will collaboratively suggest appropriate rehearsal strategies in order to improve each presentation's delivery and effectiveness.~~

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~~1.6 Objective: Use effective and interesting language, including informal usage for effect, standard English for clarity, and/or technical language for specificity.~~

~~1.6.1 Performance Indicator: Given a topic, students will create and deliver a speech employing standard English.~~

~~1.6.2 Performance Indicator: Given an informal or formal presentation, students will use vocabulary appropriate for a college preparatory student and avoid colloquialisms and slang.~~

~~1.7 Objective: Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.~~

~~1.7.1 Performance Indicator: Given a speech or presentation and a rubric, students will critique a peer's performance.~~

~~1.7.2 Performance Indicator: Given a speech or presentation and a rubric, students will self-assess their performance and include their assessment as part of their portfolio evaluation.~~

~~1.8 Objective: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.~~

~~1.8.1 Performance Indicator: Given a presentation and a rubric, students will include visual and sound effects and critique the use of such effects.~~

~~1.8.2 Performance Indicator: Given a literary era, students will use music and visual effects to present the philosophy behind the period.~~

Analysis and Evaluation of Oral and Media Communications

~~1.9 Objective: Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.~~

~~1.9.1 Performance Indicator: Given a standard rubric, students will critique a student speaker's effectiveness in terms of appropriate use of diction and syntax for purpose and audience.~~

~~1.9.2 Performance Indicator: Given a student speech, students will speculate about the message and tone and then compare their speculations with an explanation of the speaker's intent. Students will then discuss how connotation impacts meaning.~~

~~1.10 Objective: Analyze types of persuasive speeches and understand their use on patterns of organization, persuasive language, reasoning, and evidence.~~

~~1.10.1 Performance Indicator: Given Winston Churchill's "Speeches, May 19, 1940," students will analyze the persuasive elements and type of evidence present and connect their analyses to the text's meaning.~~

~~Standard 2: Speaking Applications (genres and their characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standards 1.0.~~

~~2.1 Objective: Deliver reflective presentations that:~~

~~(1) explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).~~

~~(2) draw comparison between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.~~

~~(3) maintain a balance between describing the incident and relating it to more general, abstract ideas.~~

~~2.1.1 Performance Indicator: Given a portfolio reflection, students will deliver to peers a brief speech about their growth as a writer, incorporating appropriate evidence and significance. The group will offer suggestions on how the speaker can continue to develop the skills reflected upon in the portfolio.~~

~~2.1.2 Performance Indicator: Given a topic, students will use appropriate rhetorical strategies in a reflective speech that incorporates an abstract idea about a specific literary work.~~

~~2.2 Objective: Deliver oral responses to literature that:~~

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- (1) demonstrate a comprehensive understanding of the significant ideas of works or passages and/or their relevance beyond the text.
- (2) analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies.
- (3) support key ideas and viewpoints through accurate and detailed references to the text or to other works.
- (4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created.
- (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

2.2.1 Performance Indicator: Given a literary selection, students, in a class discussion, will deliver informal oral responses that demonstrate understanding of significant ideas and awareness of an author's techniques, and support key ideas through accurate and detailed references.

2.2.2 Performance Indicator: Given a literary selection, students will connect significant ideas to other works and/or their world and present those ideas to the class.

2.3 Objective: Deliver multimedia presentations that:

- (1) combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- (2) select an appropriate medium for each element of the presentation.
- (3) use the selected media skillfully, editing appropriately and monitoring for quality.
- (4) test the audience's response and revise the presentation accordingly.

2.3.1 Performance Indicator: Given a literary period, students will present the underlying philosophy of that era using examples from literature and a combination of print and non-print media.

2.3.2 Performance Indicator: Given a rubric, students will critique a peer's multimedia presentation, and the peer will then revise his or her presentation accordingly.

2.4 Objective: Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not To Be").

2.4.1 Performance Indicator: Given a passage from British literature, students will practice and deliver a recitation in a manner that captures the author's or character's emotion and purpose.

READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE THEMES OR CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PRODUCE A COMPLEX ACCOUNT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES REGARDING HOW TO DEVELOP AND RELATE ELEMENTS OF A STORY OR DRAMA (E.G., WHERE A STORY IS SET, HOW THE ACTION IS ORDERED, HOW THE CHARACTERS/ARCHETYPES ARE INTRODUCED AND DEVELOPED).
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE, INCLUDING WORDS WITH MULTIPLE MEANINGS OR LANGUAGE THAT IS PARTICULARLY FRESH, ENGAGING, OR BEAUTIFUL. (INCLUDE SHAKESPEARE AS WELL AS OTHER AUTHORS.) (SEE GRADE 11–12 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (E.G., THE CHOICE OF WHERE TO BEGIN OR END A STORY, THE CHOICE TO PROVIDE A COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING AS WELL AS ITS AESTHETIC IMPACT.

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6. ANALYZE A CASE IN WHICH GRASPING POINT OF VIEW REQUIRES DISTINGUISHING WHAT IS DIRECTLY STATED IN A TEXT FROM WHAT IS REALLY MEANT (E.G., SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT).
7. ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA, OR POEM (E.G., RECORDED OR LIVE PRODUCTION OF A PLAY OR RECORDED NOVEL OR POETRY), EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT. (INCLUDE AT LEAST ONE PLAY BY SHAKESPEARE AND ONE PLAY BY AN AMERICAN DRAMATIST.)
8. (NOT APPLICABLE TO LITERATURE)
9. DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS.
10. BY THE END OF GRADE 12, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, AT THE HIGH END OF THE GRADES 11–CCR TEXT COMPLEXITY BAND INDEPENDENTLY AND PROFICIENTLY.

READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PROVIDE A COMPLEX ANALYSIS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE A COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS AND EXPLAIN HOW SPECIFIC INDIVIDUALS, IDEAS, OR EVENTS INTERACT AND DEVELOP OVER THE COURSE OF THE TEXT.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OR TERMS OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST NO. 10). (SEE GRADE 11–12 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE AN AUTHOR USES IN HIS OR HER EXPOSITION OR ARGUMENT, INCLUDING WHETHER THE STRUCTURE MAKES POINTS CLEAR, CONVINCING, AND ENGAGING. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN PUBLIC DOCUMENTS.
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT IN WHICH THE RHETORIC IS PARTICULARLY EFFECTIVE, ANALYZING HOW STYLE AND CONTENT CONTRIBUTE TO THE POWER, PERSUASIVENESS, OR BEAUTY OF THE TEXT.
7. INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM.
8. DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING (E.G., IN U.S. SUPREME COURT MAJORITY OPINIONS AND DISSENTS) AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY (E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES).
9. ANALYZE SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (INCLUDING THE DECLARATION OF INDEPENDENCE, THE PREAMBLE TO THE CONSTITUTION, THE BILL OF RIGHTS, AND LINCOLN’S SECOND INAUGURAL ADDRESS) FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.
10. BY THE END OF GRADE 12, READ AND COMPREHEND LITERARY NONFICTION AT THE HIGH END OF THE GRADES 11–CCR TEXT COMPLEXITY BAND INDEPENDENTLY AND PROFICIENTLY.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.

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- a. INTRODUCE PRECISE, KNOWLEDGEABLE CLAIM(S), ESTABLISH THE SIGNIFICANCE OF OPPOSING THE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT LOGICALLY SEQUENCES CLAIM(S), COUNTER- CLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY AND THOROUGHLY, SUPPLYING THE ANTICIPATES MOST RELEVANT EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE’S KNOWLEDGE LEVEL, CONCERNS, VALUES, AND POSSIBLE BIASES.
 - c. USE WORDS, PHRASES, AND CLAUSES AS WELL AS VARIED SYNTAX TO LINK THE MAJOR COUNTER CLAIMS. SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE, AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
 - f. USE SPECIFIC RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., APPEAL TO LOGIC THROUGH REASONING; APPEAL TO EMOTION OR ETHICAL BELIEF; RELATE A PERSONAL ANECDOTE, CASE STUDY, OR ANALOGY).
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
- a. INTRODUCE A TOPIC OR THESIS STATEMENT; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION SO THAT EACH NEW ELEMENT BUILDS ON THAT WHICH PRECEDES IT TO CREATE A UNIFIED WHOLE; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC THOROUGHLY BY SELECTING THE MOST SIGNIFICANT AND RELEVANT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE’S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS AND SYNTAX TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE, DOMAIN-SPECIFIC VOCABULARY, AND TECHNIQUES SUCH AS METAPHOR, SIMILE, AND ANALOGY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.
- a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION AND ITS SIGNIFICANCE, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE, PACING, DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE AND BUILD TOWARD A PARTICULAR TONE AND OUTCOME (E.G., A SENSE OF MYSTERY, SUSPENSE, GROWTH, OR RESOLUTION).
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING, AND/OR CHARACTERS.

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- e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED, OBSERVED, OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 UP TO AND INCLUDING GRADES 11–12.)
6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS IN RESPONSE TO ONGOING FEEDBACK, INCLUDING NEW ARGUMENTS OR INFORMATION.
7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE STRENGTHS AND LIMITATIONS OF EACH SOURCE IN TERMS OF THE TASK, PURPOSE, AND AUDIENCE; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND OVERRELIANCE ON ANY ONE SOURCE AND FOLLOWING A STANDARD FORMAT FOR CITATION INCLUDING FOOTNOTES AND ENDNOTES.
9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 11–12 READING STANDARDS TO LITERATURE (E.G., “DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH-CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS”).
 - b. APPLY GRADES 11–12 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING [E.G., IN U.S. SUPREME COURT CASE MAJORITY OPINIONS AND DISSENTS] AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY [E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES]”).
10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON- ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 11–12 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.
 - a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING, SET CLEAR GOALS AND DEADLINES, AND ESTABLISH INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT PROBE REASONING AND EVIDENCE; ENSURE A HEARING FOR A FULL RANGE OF POSITIONS ON A TOPIC OR ISSUE; CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS; AND PROMOTE DIVERGENT AND CREATIVE PERSPECTIVES.

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- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES; SYNTHESIZE COMMENTS, CLAIMS, AND EVIDENCE MADE ON ALL SIDES OF AN ISSUE; RESOLVE CONTRADICTIONS WHEN POSSIBLE; AND DETERMINE WHAT ADDITIONAL INFORMATION OR RESEARCH IS REQUIRED TO DEEPEN THE INVESTIGATION OR COMPLETE THE TASK.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE FORMATS AND MEDIA (E.G., VISUALLY, QUANTITATIVELY, ORALLY) IN ORDER TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS, EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE AND NOTING ANY DISCREPANCIES AMONG THE DATA.
3. EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, ASSESSING THE STANCE, PREMISES, LINKS AMONG IDEAS, WORD CHOICE, POINTS OF EMPHASIS, AND TONE USED.
4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE (E.G., REFLECTIVE, HISTORICAL INVESTIGATION, RESPONSE TO LITERATURE PRESENTATIONS), CONVEYING A CLEAR AND DISTINCT PERSPECTIVE AND A LOGICAL ARGUMENT, SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING, ALTERNATIVE OR OPPOSING PERSPECTIVES ARE ADDRESSED, AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND A RANGE OF FORMAL AND INFORMAL TASKS. USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.
 - a. PLAN AND DELIVER A REFLECTIVE NARRATIVE THAT: EXPLORES THE SIGNIFICANCE OF A PERSONAL EXPERIENCE, EVENT, OR CONCERN; USES SENSORY LANGUAGE TO CONVEY A VIVID PICTURE; INCLUDES APPROPRIATE NARRATIVE TECHNIQUES (E.G., DIALOGUE, PACING, DESCRIPTION); AND DRAWS COMPARISONS BETWEEN THE SPECIFIC INCIDENT AND BROADER THEMES. (11TH OR 12TH GRADE).
 - b. PLAN AND PRESENT AN ARGUMENT THAT: SUPPORTS A PRECISE CLAIM; PROVIDES A LOGICAL SEQUENCE FOR CLAIMS, COUNTERCLAIMS, AND EVIDENCE; USES RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., ANALOGY, APPEAL TO LOGIC THROUGH REASONING, APPEAL TO EMOTION OR ETHICAL BELIEF); USES VARIED SYNTAX TO LINK MAJOR SECTIONS OF THE PRESENTATION TO CREATE COHESION AND CLARITY; AND PROVIDES A CONCLUDING STATEMENT THAT SUPPORTS THE ARGUMENT PRESENTED. (11TH OR 12TH GRADE).
5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING A COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 11–12 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. APPLY THE UNDERSTANDING THAT USAGE IS A MATTER OF CONVENTION, CAN CHANGE OVER TIME, AND IS SOMETIMES CONTESTED.
 - b. RESOLVE ISSUES OF COMPLEX OR CONTESTED USAGE, CONSULTING REFERENCES (E.G., MERRIAM-WEBSTER'S DICTIONARY OF ENGLISH USAGE, GARNER'S MODERN AMERICAN USAGE) AS NEEDED.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. OBSERVE HYPHENATION CONVENTIONS.
 - b. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. VARY SYNTAX FOR EFFECT, CONSULTING REFERENCES (E.G., TUFTE'S ARTFUL SENTENCES) FOR GUIDANCE AS NEEDED; APPLY AN UNDERSTANDING OF SYNTAX TO THE STUDY OF COMPLEX TEXTS WHEN READING.

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4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 11–12 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., CONCEIVE, CONCEPTION, CONCEIVABLE). APPLY KNOWLEDGE OF GREEK, LATIN, AND ANGLO-SAXON ROOTS AND AFFIXES TO DRAW INFERENCES CONCERNING THE MEANING OF SCIENTIFIC AND MATHEMATICAL TERMINOLOGY.
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, ITS ETYMOLOGY, OR ITS STANDARD USAGE.
 - d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.
 - a. INTERPRET FIGURES OF SPEECH (E.G., HYPERBOLE, PARADOX) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES IN THE DEVELOPMENT OF TEXT.
- STUDENTS WILL THE STRUCTURE OF TEXTS.
- STUDENTS WILL ANALYZE SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT.
- STUDENTS WILL ANALYZE HOW TWO OR MORE TEXTS FROM THE SAME PERIODS TREAT SIMILAR TOPICS.

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL CITE TEXTUAL EVIDENCE THAT IS EXPLICIT OR INFERRED.
- STUDENTS WILL ANALYZE THE DEVELOPMENT OF TWO OR MORE CENTRAL IDEAS OF A TEXT.
- STUDENTS WILL ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE OF A TEXT.
- STUDENTS WILL ANALYZE HOW STYLE AND CONTENT CONTRIBUTE TO THE EFFECTIVENESS OF A TEXT.
- STUDENTS WILL ANALYZE FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS WHILE DEVELOPING THE CLAIM AND COUNTERCLAIM, MAINTAINING A FORMAL STYLE AND OBJECTIVE TONE, AND USING RHETORICAL DEVICES.
- STUDENTS WILL WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS AND CONCEPTS BY DEVELOPING THE TOPIC, CLARIFYING RELATIONSHIPS AMONG IDEAS AND CONCEPTS, USING PRECISE LANGUAGE, AND MAINTAINING A FORMAL TONE AND OBJECTIVE STYLE.

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- STUDENTS WILL WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS BY ENGAGING THE READER, USING NARRATIVE TECHNIQUES, USING A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS, AND USING PRECISE WORDING.
- STUDENTS WILL DEVELOP AND STRENGTHEN THEIR WRITING PROCESS.
- STUDENTS WILL CONDUCT SHORT RESEARCH PROJECTS USING RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL RESOURCES.

SPEAKING AND LISTENING:

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL STRATEGICALLY USE TECHNOLOGY IN THEIR PRESENTATIONS.

STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

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

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