



**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT

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

# BOARD OF EDUCATION AGENDA

**March 19, 2020**

## **BOARD OF EDUCATION**

Joe Schaffer, President

Christina Gagnier, Vice President

Irene Hernandez-Blair, Clerk Andrew

Cruz, Member

James Na, Member

Audrey Ing, Student Representative

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## **SUPERINTENDENT**

**Norm Enfield, Ed.D.**

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**5130 Riverside Drive, Chino, CA 91710**  
**5:00 p.m. - Closed Session • 6:00 p.m. - Regular Meeting**  
**March 19, 2020**

**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 – 5:00 P.M.**

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

**Discussion and possible action (times are approximate):**

- a. Conference with Legal Counsel Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Terry Tao, Esquire) (5 minutes)
- b. Public Employee Discipline/Dismissal/Release (Government Code 54957): (30 minutes)
- c. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (25 minutes)

**I.B. RECONVENE TO REGULAR OPEN MEETING – 6:00 P.M.**

1. Report Closed Session Action
2. Pledge of Allegiance

**I.C. STAFF REPORT**

1. Annual LCAP Update: Goal 1

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

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

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

The proceedings of this meeting are being recorded.

I.G. CHANGES AND DELETIONS

**II. ACTION**

II.A. HUMAN RESOURCES

II.A.1. Resolution 2019/2020-40 Notice of Layoff of Certain Classified Staff Pursuant to Education Code 45117 and 45298

Page 7

Recommend the Board of Education adopt Resolution 2019/2020-40 Notice of Layoff of Certain Classified Staff Pursuant to Education Code 45117 and 45298.

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

**III. CONSENT**

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

III.A. ADMINISTRATION

III.A.1. Minutes of the March 5, 2020 Regular Meeting

Page 9

Recommend the Board of Education approve the minutes of the March 5, 2020 regular meeting.

III.A.2. Resolution 2019/2020-41 Board Compensation for James Na for March 5, 2020 Missed Meeting

Page 15

Recommend the Board of Education adopt Resolution 2019/2020-41 Board compensation for James Na for March 5, 2020 missed meeting.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 17

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

III.B.2. Fundraising Activities

Page 18

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

III.B.3. Donations

Page 21

Recommend the Board of Education accept the donations.

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

**III.C.1. New Course: CSU Expository Reading and Writing (11<sup>th</sup>)**

Page 23 Recommend the Board of Education approve the new course CSU Expository Reading and Writing (11<sup>th</sup>).

**III.C.2. Revision of Japanese 3 Honors Course**

Page 33 Recommend the Board of Education approve the revision of the Japanese 3 Honors course.

**III.C.3. Revision of Physical Education—Yoga Course**

Page 47 Recommend the Board of Education approve the revision of the Physical Education—Yoga Course.

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

**III.D.1. Purchase Order Register**

Page 56 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 57 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

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

Page 61 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

**III.D.4. Bid 19-20-27I, Chino Hills HS Auditorium Sound Booth Equipment Digital Conversion**

Page 75 Recommend the Board of Education award Bid 19-20-27I, Chino Hills HS Auditorium Sound Booth Equipment Digital Conversation to Ireland Sound Systems, Inc.

**III.D.5. CUPCCAA Bid 19-20-38I, Cal Aero K-8 Concrete Planter Infill**

Page 76 Recommend the Board of Education award CUPCCAA 19-20-38I, Cal Aero K-8 Concrete Planter Infill to NextGen Construction, Inc.

**III.D.6. Change Order for Bid 19-20-22F, Cortez ES, Rhodes ES, and Don Lugo HS Roofing Project**

Page 77 Recommend the Board of Education approve the Change Order for Bid 19-20-22F, Cortez ES, Rhodes ES, and Don Lugo HS Roofing Project.

**III.D.7. Rejection of CUPCCAA Bid 19-20-28I, Don Lugo HS Culinary Classroom Hood Replacement and Authorization to Rebid**

Page 80

Recommend the Board of Education reject the bid received for CUPCCAA Bid 19-20-28I, Don Lugo HS Culinary Classroom Hood Replacement and Authorize Staff to Rebid.

**III.E. HUMAN RESOURCES**

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

Page 81

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

**IV. INFORMATION**

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

**IV.A.1. Revision of Board Policy and Administrative Regulation 5141.6 Students—School Health Services**

Page 85

Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 5141.6 Students—School Health Services.

**IV.A.2. Instructional Materials Adoption—Preschool/Transitional Kindergarten**

Page 96

Recommend the Board of Education receive for information the adoption of the Preschool/Transitional Kindergarten instructional materials as follows: Houghton Mifflin Harcourt. *Big Day Pre K Curriculum*. TK. 2015. Replaces: McGraw Hill. *Little Treasures* (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) 2012.

**IV.B. FACILITIES, PLANNING, AND OPERATIONS**

**IV.B.1. Cash Management Program**

Page 98

Recommend the Board of Education receive for information the report on the cash management program.

**V. COMMUNICATIONS**

**BOARD MEMBERS AND SUPERINTENDENT**

**VI. ADJOURNMENT**

Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education  
Date posted: March 13, 2020

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

Student Achievement • Safe Schools • Positive School Climate  
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**DATE:** March 19, 2020  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Richard Rideout, Assistant Superintendent, Human Resources  
Frank Arce, Director, Human Resources  
Isabel Brenes, Director, Human Resources  
**SUBJECT: RESOLUTION 2019/2020-40 NOTICE OF LAYOFF OF CERTAIN CLASSIFIED STAFF PURSUANT TO EDUCATION CODE 45117 AND 45298**

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**BACKGROUND**

The Instructional Aide/Computer Assisted Instruction positions at certain sites are no longer needed as determined by the School Site Council for these Title I funded positions. It has been determined that it is necessary to discontinue this classified service for the 2020/2021 school year due to the lack of need and funds. This requires the elimination of 1.0375 full-time equivalent positions. Resolution 2019/2020-40 outlines the recommendation for discontinued services.

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2019/2020-40 Notice of Layoff of Certain Classified Staff pursuant to Education Code 45117 and 45298.

**FISCAL IMPACT**

\$53,641.00 annual savings to the restricted budget.

NE:RR:FA:IB:mcm

**Chino Valley Unified School District  
Resolution 2019/2020-40  
Notice of Layoff of Certain Classified Staff Pursuant to  
Education Code 45117 and 45298**

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

**POSITIONS ELIMINATED**

One	(1)	Instructional Aide/Computer Assisted Instruction	0.1250 FTE
One	(1)	Instructional Aide/Computer Assisted Instruction	0.4750 FTE
One	(1)	Instructional Aide/Computer Assisted Instruction	0.4375 FTE

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

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

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 19<sup>th</sup> day of March 2020 by the following vote:

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

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

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



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**March 5, 2020**

**MINUTES**

<b>I. OPENING BUSINESS</b>
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**I.A. CALL TO ORDER – 5:00 P.M.**

1. Roll Call

President Schaffer called to order the regular meeting of the Board of Education, Thursday, March 5, 2020, at 5:00 p.m. with Cruz, Gagnier, Hernandez-Blair, and Schaffer present. Mr. Na was absent.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent

Sandra H. Chen, Associate Superintendent, Business Services

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

Lea Fellows, Assistant Superintendent, CIIS

Richard Rideout, Assistant Superintendent, Human Resources

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

2. Public Comment on Closed Session Items

Kevin Butscher and Richard Wales addressed the Board regarding Butterfield Ranch ES teachers.

3. Closed Session

President Schaffer adjourned to closed session at 5:06 p.m. regarding conference with legal counsel anticipated litigation; a student discipline matter; and public employee discipline/dismissal/release.

**I.B. RECONVENE TO REGULAR OPEN MEETING – 6:00 P.M.**

1. Report Closed Session Action

President Schaffer reconvened the regular meeting of the Board of Education at 6:00 p.m. with Cruz, Gagnier, Hernandez-Blair, and Schaffer present. Mr. Na was absent. The Board met in closed session from 5:06 p.m. to 5:54 p.m. regarding conference with legal counsel anticipated litigation; a student discipline matter; and public employee discipline/dismissal/release. Pursuant to Education Code 44951, the Board authorized the Superintendent or his designee to release certificated management employee identified by number 27538 effective June 30, 2020, by a vote of 4-0 with Cruz, Gagnier, Hernandez-Blair, and Schaffer voting yes and Na absent; and pursuant to Education Code 44951, the Board authorized the Superintendent or his designee to release certificated

management employee identified by number 2140 effective June 30, 2020, and reassign to a teaching position for the 2020/2021 school year by a vote of 4-0 with Cruz, Gagnier, Hernandez-Blair, and Schaffer voting yes and Na absent. No further action was taken that required public disclosure.

2. Pledge of Allegiance

Hailey Oestrich led the Pledge of Allegiance and introduced the members of the Ayala HS JV girls' basketball team, who are the Palomares League champions.

**I.C STAFF REPORT**

1. LCAP Annual Update: Goal 2 – Parent and Family Engagement

CIIS staff presented the alignment of the Parent and Family Engagement self-reflection tool and state priorities; performance on the eight state priorities; rating scale for implementation; and informing ratings for parent and family engagement self-reflection tool.

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

Audrey Ing provided a report on high school current and future activities and programs.

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

Brenda Walker, A.C.T. President, thanked educators for completing the LCAP survey; spoke about trust in education; and spoke about educators who will not be with the District next school year.

Dr. Molly Large, CHAMP, said ACSA will be honoring District administrators Dr. Kim Cabrera and Trevor Carengo on April 13 at the Doubletree in Ontario; and thanked Chino HS for sharing its practice field/track for elementary schools in advance of the Chino's 2020 Youth Track and Field Meet scheduled for March 14.

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

Kevin Butscher, Paulette, and Mary Butscher addressed the Board regarding Butterfield Ranch ES teachers; and Don Bridge addressed the Board regarding Chino HS jersey retirement ceremony and the Measure G Oversight Committee.

**I.G. CHANGES AND DELETIONS**

The following change was read into the record: Item III.E.2., Certificated/ Classified Personnel Items, New Job Description for Athletic Director/Dean of Students was pulled from the agenda.

**II. ACTION****II.A. BUSINESS SERVICES****II.A.1. 2019/2020 Second Interim Financial Report**

Moved (Blair) seconded (Gagnier) motion carried (4-0, Na absent) to approve the 2019/2020 Second 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. Student representative voted yes.

**III. CONSENT**

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

**III.A. ADMINISTRATION****III.A.1. Minutes of the February 20, 2020 Regular Meeting**

Approved the minutes of the February 20, 2020 regular meeting.

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

Approved/ratified the warrant register.

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

Approved/ratified the fundraising activities.

**III.B.3. Donations**

Accepted the donations.

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

Approved payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. Chidester & Associates; and The Tao Firm.

**III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****III.C.1. Student Expulsion Case 19/20-36**

Approved expulsion case 19/20-36.

**III.C.2. School-Sponsored Trips**

Approved/ratified the following school-sponsored trips: Liberty ES, Ayala HS, Chino Hills HS, and Don Lugo HS.

**III.C.3. New Course: Engineering Essentials (PLTW)**

Approved the new course Engineering Essentials.

**III.C.4. New Course: Hospitality Senior Project**

Approved the new course Hospitality Senior Project.

**III.C.5. Revision of French 3 Honors Course**

Approved the revision of the French 3 Honors course.

**III.C.6. Revision of Health Course**

Approved the revision of the Health course.

**III.C.7. Revision of Mandarin 3 Honors Course**

Approved the revision of the Mandarin 3 Honors course.

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

**III.D.1. Purchase Order Register**

Approved/ratified the purchase order register.

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

Approved/ratified the Agreements for Contractor/Consultant Services.

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

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

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

Approved the Notice of Completion for CUPCCAA Projects.

**III.D.5. Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase (Bid Package #2)**

Approved the Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase 0 (Bid Package #2).

**III.D.6. Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase (Bid Package #3)**

Approved the Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase 0 (Bid Package #3).

**III.D.7. Change Order for Bid 18-19-08F, Ayala HS New Science Lab Building**

Approved the Change Order for Bid 18-19-08F, Ayala HS New Science Lab Building.

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

Approved the Change Order for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project.

**III.E. HUMAN RESOURCES**

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

Approved/ratified the certificated/classified personnel items.

**III.E.2. New Job Description for Athletic Director/Dean of Students**

This item was pulled from the agenda.

**IV. INFORMATION**

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

**IV.A.1. New Course: CSU Expository Reading and Writing (11<sup>th</sup>)**

Received for information the new course CSU Expository Reading and Writing (11<sup>th</sup>).

**IV.A.2. Revision of Japanese 3 Honors Course**

Received for information the revision of the Japanese 3 Honors course.

**IV.A.3. Revision of Physical Education—Yoga Course**

Received for information the revision of the Physical Education—Yoga Course.

**IV.A.4. 2019/2020 First Semester Student Expulsion Report**

Received for information the 2019/2020 First Semester Student Expulsion Report.

**V. COMMUNICATIONS**

**BOARD MEMBERS AND SUPERINTENDENT**

Andrew Cruz said he attended Ayala HS's *Every 15 Minutes* program; addressed the parents who spoke about Butterfield Ranch ES teachers; spoke about the coronavirus affects on the community and said that he believes the coronavirus is a bioweapon and that an economic crisis is being caused by it; and reminded the public about Second Amendment rights for protecting ones family.

Irene Hernandez-Blair spoke about the *Stepping Up* program for girls taking place March 7 for girls transitioning from elementary to middle school; said after speaking with a high school level educator, we should consider a similar program for freshman students transitioning from middle school to high school; spoke about a suggestion for professional development for educators who work with transitioning students; and spoke about Butterfield Ranch ES's *School Quality Parent Survey* results in various areas.

Christina Gagnier spoke about the coronavirus being declared a state of emergency; asked Dr. Enfield to share District plans for addressing the coronavirus and possibility of an outbreak; announced the 2020 Salute to Public Safety event sponsored by the Chino Valley Chamber of Commerce scheduled for March 19 at the Los Serranos Country Club; and announced the Chino Valley Chamber of Commerce's inaugural *Pitch 2020* event for budding entrepreneurs scheduled for April 23 at Chaffey Community College Community Center.

Superintendent Enfield read a statement regarding novel coronavirus concerns.

President Schaffer spoke about the *Stepping Up* program for girls scheduled for March 7 at Don Lugo HS's multipurpose room; said the city of Chino is seeking applicants for its Teen Advisory Committee; attended Ayala HS WASC accreditation reception on February 23; attended the Festival of Arts on February 25 at Magnolia JHS; attended the March 3 Chino HS jersey retirement event; attended the *Parents as Partners* training at the parent engagement center on March 3; attended Wickman ES's multicultural event on March 4; and attended the *Every 15 Minute* program at Ayala HS on March 5.

**VI. ADJOURNMENT**

President Schaffer adjourned the regular meeting of the Board of Education at 6:57 p.m.

\_\_\_\_\_  
Joe Schaffer, President

\_\_\_\_\_  
Irene Hernandez-Blair, Clerk

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** March 19, 2020  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D, Superintendent  
**SUBJECT: RESOLUTION 2019/2020-41 BOARD COMPENSATION FOR JAMES NA FOR MARCH 5, 2020 MISSED MEETING**

=====

**BACKGROUND**

Board Bylaw 9250, Remuneration, Reimbursement, Board Development and Other Benefits, authorizes a Board member to receive the monthly compensation as provided for in law. Additionally, Bylaws of the Board Exhibit 9250, Resolution on Board Compensation for Missed Meetings authorizes that a member is entitled to be paid for missed meetings if he/she was absent due to limited circumstances.

This resolution recognizes that James Na was absent from the March 5, 2020 regular meeting of the Board of Education due to illness.

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2019/2020-41 Board compensation for James Na for March 5, 2020 missed meeting.

**FISCAL IMPACT**

None.

NE:pk

**RESOLUTION 2019/2020-41  
BOARD COMPENSATION FOR JAMES NA  
FOR MARCH 5, 2020 MISSED MEETING**

**WHEREAS**, the Board of Education of the Chino Valley Unified School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

**WHEREAS**, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

**WHEREAS**, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

**WHEREAS**, the Board finds that James Na did not attend the March 5, 2020 Board meeting for the following reason(s):

- Performance of other designated duties for the District during the time of the meeting
- Illness or jury duty
- Hardship deemed acceptable by the Board

**NOW, THEREFORE, BE IT RESOLVED** that the Board of the Chino Valley Unified School District approves compensation of the Board member, James Na, for the March 5, 2020 missed meeting.

**APPROVED, PASSED, AND ADOPTED** this 19th day of March 2020 at a regular meeting, by the following vote:

Hernandez-Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

\_\_\_\_\_  
Joe Schaffer, President

\_\_\_\_\_  
Irene Hernandez-Blair, Clerk



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**DATE:** March 19, 2020  
**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 designated payment of expenses of the District. These payments are made in the form of warrants, and the warrant (check) form is approved by the County Superintendent.

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$5,541,056.76 to all District funding sources.

NE:SHC:LP:wc

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**DATE:** March 19, 2020  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
Liz Pensick, Director, Fiscal Services  
**SUBJECT: FUNDRAISING ACTIVITIES**

=====

**BACKGROUND**

Board Policy 3452 Business and Noninstructional Operations – Student Activity Funds and Board Policy 1230 Community Relations – School Connected Organizations require that fundraising activities be submitted to the Board of Education for approval.

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

**RECOMMENDATION**

It is recommended the Board of Education approve/ratify the fundraising activities.

**FISCAL IMPACT**

None.

NE:SHC:LP:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**March 19, 2020**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Butterfield Ranch ES</u></b>		
PTA	Souplantation Spirit Day	4/1/20
PTA	After School Pretzel Sale	4/17/20
PTA	Family Paint Night	5/5/20 - 5/6/20
PTA	Rendez-Vous Café Spirit Days	5/13/20 - 5/14/20
<b><u>Cattle ES</u></b>		
PFA	Spring Jog-A-Thon	4/1/20 - 4/30/20
<b><u>Dickson ES</u></b>		
PTA	Panda Express Family Night Out	4/8/20
<b><u>Liberty ES</u></b>		
PTO	Yearbook Sale	4/1/20 - 4/30/20
PTO	Panda Express Spirit Day	4/22/20
PTO	Family Movie Night	5/1/20
<b><u>Litel ES</u></b>		
PTO	Off Campus Krispy Kreme Donut Sale	3/30/20 - 4/10/20
<b><u>Marshall ES</u></b>		
PTO	Swap Meet	3/21/20
PTO	After School Kindness Gram Sale	3/30/20 - 4/8/20
PTO	Jog-A-Thon	4/3/20
PTO	Yogurtland Spirit Day	4/16/20
PTO	Swap Meet	4/18/20
<b><u>Rolling Ridge ES</u></b>		
PTA	Yogurtland Spirit Day	4/29/20
<b><u>Walnut ES</u></b>		
ASB	Pennies for Patients	4/13/20 - 5/13/20

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**March 19, 2020**

<b><u>SITE/DEPARTMENT</u></b>	<b><u>ACTIVITY/DESCRIPTION</u></b>	<b><u>DATE</u></b>
<b><u>Woodcrest JHS</u></b>		
ASB	Penny Donation Drive	4/6/20 - 4/15/20
<b><u>Ayala HS</u></b>		
Make-A-Wish Club	Pie in the Face Ticket Sale	3/20/20
FBLA	March of Dimes Pin Sale	3/20/20 - 3/23/20
Boys Basketball	Basketball Clinic/Camp	3/23/20 - 3/25/20
Debate Team	Chipotle Family Night Out	3/24/20
Interact Club	Chipotle Family Night Out	3/25/20
BAC Boosters	WGASC Competition Ticket Sale	4/4/20
BAC Boosters	WGASC Competition Vendor Space Sale	4/4/20
BAC Boosters	WGASC Competition Concessions	4/4/20
BAC Boosters	WGASC Competition Parking Space Sale	4/4/20
BAC Boosters	WGASC Recycling	4/4/20
Robotics Club	Chipotle Family Night Out	5/19/20
<b><u>Chino HS</u></b>		
Swim Team	Swim-A-Thon	3/20/20
Black Student Union Club	Jewelry Sale	3/20/20
<b><u>Chino Hills HS</u></b>		
UNICEF Club	Tastea Discount Card Sale	3/19/20 - 3/30/20
Chinese Culture Club	After School Boba Milk Tea Sale	3/20/20
Boys Golf	Snap! Raise Donation Drive	3/20/20 - 4/20/20
Spirit Boosters	Technique Clinics	3/30/20 - 4/6/20
Club Ed	7 Leaves Café Spirit Days	4/2/20 - 4/3/20
Athletics	Powder Puff Football	5/18/20 - 5/19/20

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

**DATE:** March 19, 2020  
**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**

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**BACKGROUND**

Board Policy 3290 Business and Noninstructional Operations - Gifts, Grants, and Bequests states the Board of Education may accept any bequest or gift of money or property on behalf of the District. All gifts, grants, and bequests shall become property of the District. Use of the gift shall not be impaired by restrictions or conditions imposed by the donor. Approximate values are determined by the donor.

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

**RECOMMENDATION**

It is recommended the Board of Education accept the donations.

**FISCAL IMPACT**

Any cost for repairs of donated equipment will be a site expense.

NE:SHC:LP:wc

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**March 19, 2020**

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<b><u>Litel ES</u></b>		
Edison International	Cash	\$120.00
<b><u>Walnut ES</u></b>		
Walnut PFA	Cash	\$1,200.00
<b><u>Chino HS</u></b>		
Gorden Woods	Cash	\$200.00
<b><u>Don Luqo HS</u></b>		
William Crisafi	Cash	\$280.00

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

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

**SUBJECT: NEW COURSE: CSU EXPOSITORY READING AND WRITING (11<sup>TH</sup>)**

=====

**BACKGROUND**

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on March 5, 2020, for information.

CSU Expository Reading and Writing (11<sup>th</sup>) is a rigorous, year-long college-preparatory English course designed to increase academic preparation of California’s diverse students for college-level reading and writing. This course is the most recent revision of the ERWC curriculum designed by high school teachers along with California State University and meets the UC/CSU ‘b’ English requirement. This is a new course offering for 11<sup>th</sup> grade students and compliments the 12<sup>th</sup> grade course we have offered since 2014.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the new course CSU Expository Reading and Writing (11<sup>th</sup>).

**FISCAL IMPACT**

None.

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	CSU Expository Reading and Writing (11 <sup>th</sup> )
<b>2. Transcript Title/Abbreviation:</b>	CSU ERWC 11
<b>3. Transcript Course Code/Number:</b>	5039
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "b" English requirement
<b>6. Grade Level(s):</b>	11
<b>7. Unit Value:</b>	5 credits per semester/10 credits total
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	
<b>13. Brief Course Description:</b>	Expository Reading and Writing Course (ERWC) is a rigorous, year-long college-preparatory English course designed to increase academic preparation of California's diverse students for college-level reading and writing. The course meets UC/CSU 'b' English requirements. It is aligned with the most recent California Common Core State Standards for English Language Arts/English Language Development.
<b>14. Prerequisites:</b>	Completion of 10 <sup>th</sup> grade English Course (recommended)
<b>15. Context for Course:</b>	ERWC 11 has been voluntarily piloted on two of our high school campuses during the 2018-2019 and 2019-2020 academic years. The course prepares students for ERWC 12 should they wish to take it, but also provides instruction in reading and writing that will prepare students for English 11 and Advanced Placement Literature.
<b>16. History of Course Development:</b>	ERWC 11 – 3.0 is the most recent revision of the ERWC curriculum offered exclusively through county offices of education as well as the California State University. ERWC 11 was first approved as an 11 <sup>th</sup> grade course in 2018, joining the statewide adoption of the curriculum for 12 <sup>th</sup> graders since 2014.
<b>17. Textbooks:</b>	ERWC teacher materials and student workbooks. Copyright: California State University; Early Assessment Program
<b>18. Supplemental Instructional Materials:</b>	
C. COURSE CONTENT	
<b>1. Course Purpose:</b>	Successful completion of the course is one of many measures used to determine incoming students' placement in CA State University (CSU) general education English courses; the ERWC is a key component of the CSU's Graduation Initiative 2025.



# Chino Valley Unified School District

## High School Course Description

### 2. Course Outline:

The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules).

In addition, the course includes five concept mini modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules— the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing).

By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

### 3. Key Assignments:

#### American Foundational Document Module (Category 1)

The four American foundational document module selections include the following: “The Big Breakup: The Declaration of Independence”; “*March* and the Civil Rights Movement, Then and Now”; “Segregation, Integration, Justice”; and “Speech in America”. Students read and analyze texts such as the Declaration of Independence, the Bill of Rights, Lincoln’s Second Inaugural Address, the Gettysburg Address, or *Brown v. Board of Education* in conjunction with Websites, videos, a graphic novel (*March, Book Three*), or other contemporary articles related to the themes of the selected module. In each module, students relate historical American documents to issues of the day and synthesize their understandings to create an argument for the role the Declaration of Independence should have in our society today; what the civil rights movement should look like today; or how best to integrate people of different backgrounds or abilities, or students identify an action to solve a problem in the school, community, or world.

#### Unit Assignment(s): Sample Assignment from “The Big Breakup: The Declaration of Independence”:

##### Activity 28: Considering Your Task and Your Rhetorical Situation

What is or should be the role of the Declaration of Independence in our country today? Taking into account the survey your class did in Activity 17, the two articles from the *Washington Post*, and the text of the Declaration itself, write an essay in which you define the role that the Declaration should have, support why it should have this role, and discuss some concrete things that could be done to achieve it.

There are many different positions that could be taken. One could argue, for example, that the Declaration achieved its purpose at the time, but now that we are a separate country, its job is done. On the other end of the spectrum, one could argue that it expresses the hopes and dreams of our country and should be remembered and consulted by everyone. If the latter is the case, both Gerson and NPR have suggested ways that people might keep the ideas of the Declaration in the forefront of the conversation, though their ideas may not be the best ones. Whatever position you take, support your arguments with words from the Declaration itself, from the discussions you have had in class, and from the two articles. You may also want to consider other sources.

You may find that some of the paragraphs you wrote in doing the activities in the module can be reworked to fit into your essay. Look back through your notes to see if there is material you can use.

# Chino Valley Unified School District

## High School Course Description

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- a) Students will synthesize their readings and collaborative discussions in order to take a position expressed through an argumentative essay.
- b) Written essay.
- c) Students will learn to engage in collaborative discussions, synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and argue effectively in writing creating a product from initial drafting through final revision and editing using classroom technology, such as Google classroom, as appropriate.

### **American Drama Module (Category 2)**

The two American drama module selections include “*The Crucible: A Power Play*” and “*So What’s New? Zoot Suit and New Dramatic Potentials*”. Students read and analyze one of the full length plays and, for *The Crucible*, a supplementary article and Web sites. Students perform dramatic readings of *Zoot Suit* and view a performance online. In the culminating task for *The Crucible*, students consider the core question—How is power used and abused?—and write an essay evaluating a character from the play or write a one-act play featuring a contemporary character of their invention. For *Zoot Suit*, students write a third act for the play exploring a present-day iteration of one of the play’s characters.

### **Unit Assignment(s): Sample assignment from “*The Crucible: A Power Play*”:**

#### **Activity 23: Considering Your Task and Your Rhetorical Situation**

For the culminating assignment in this module, you will write an essay addressing the core question: How is power used and abused?

#### **Prompt 1**

Background: *The Crucible* presents a series of power plays between characters and groups of different status. Throughout the play, education, title, luck, age, gender, strength, wealth, and social connectedness confer power on individuals. In this essay, you will examine power brokerage—how characters get, use, and maintain power.

Writing Task: Choose a major character from *The Crucible* and using the French and Raven’s Five Forms of Power article, evaluate how that character assumes, utilizes, and maintains (or loses) power throughout the play. What power bases do they use? How do they use them? How could they have used a different power base to act with more humanity in the story and mitigate, or lessen, the abuse of power by themselves or other characters in the play? Make sure that you refer to your character’s development of power throughout the play. Cite your evidence from at least two acts of the play. Make sure that all your assertions are documented by correctly cited facts (quotes) from your sources and supported with the quote and your rationale. The rationale should backup, or defend, your assertions.

#### **Prompt 2**

Writing Task: Arthur Miller wrote *The Crucible* in response to his concerns about McCarthyism, the practice of making accusations of subversion or treason without proper regard for evidence.

Choose a contemporary group that is currently at risk of suffering from similar abuses of power. Create a character that represents this potentially persecuted group. Write a one-act play featuring this character. Your dramatic arc should demonstrate how humanity could mitigate or fail to combat abusive power.

In selecting your topic, consider the timeliness of your message. What topics or issues are particularly relevant in the current social and historical context? How might you make use of this *kairotic* moment?

After writing your act, complete a one-page reflection in which you address the following: In your act, what power base(s) did your characters use? How did their actions mitigate the abuses of power? How is your act particularly relevant to our current social and historical context? How are your characters and situations inspired by those of *The Crucible*?

# Chino Valley Unified School District

## High School Course Description

- a) Students will engage in collaborative discussions and conduct a character analysis considering the question at issue in order to take a position expressed through an argumentative essay, *OR* students will create a character based on a contemporary issue related to themes from *The Crucible* and write a one-act play.
- b) Written essay *OR* one-act play.
- c) From this activity, students will learn to engage in classroom discussions collaboratively, conduct a character analysis, gather evidence from the text, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), develop a position, and argue effectively in writing, *OR* students will learn to build on the themes of the play to create a character and write a narrative piece. Students learn to create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

### Full-Length Book Module (Category 3)

The four book module selections include the following: the great American novel, *The Great Gatsby*; the memoir of a young immigrant, *The Distance Between Us*; the book of linked short stories based on the Vietnam War, *The Things They Carried*; and the story of learning, persistence, and innovation during the Malawi famine, *The Boy Who Harnessed the Wind*. Students read and analyze the selected book considering its literary and rhetorical features and questions at issue. Students typically engage in activities for each section of the book—often with a major writing assignment at the conclusion of each. For example, *The Great Gatsby* module requires students to complete four writing assignments: a letter to Nick Carraway about the social landscape of a student’s own neighborhood, an essay about Gatsby’s true identity, a definitional essay about love, and an essay about how the novel has affected each student’s attitudes toward literature and life.

### Unit Assignment(s): Sample assignment from “*The Things They Carried* and the Power of Story”:

You have been analyzing, exploring, and experimenting with the original literary form that Tim O'Brien invented for *The Things They Carried*. Write a fictionalized version of an event similar to the one you have experienced, using two or more of O'Brien’s writing moves to convey the felt truth of this event (the point you are trying to make). You may want to adopt one of your letters or stories for this purpose—or choose another memory from your backpack. If you would prefer, you can reimagine an event from the life of someone you know, such as a parent or grandparent. Simulate O'Brien’s approaches, but make this narrative your own. You might create a fictional protagonist who shares your name and write a narrative and descriptive passage about what “you” see and think and do, or you can create two or more versions of this same event that are told from multiple perspectives or with differing styles.

Be sure to at least use the following two O’Brienesque techniques in your story:

1. A central indelible (unforgettable) image or moment that conveys the strongest core of the memory or the truth of the story. This image should be revisited several times and be told with variations. See the following stories for models of a repeated central image:
  - “The Things They Carried” (death of Ted Lavender)
  - “How to Tell a True War Story” (death of Curt Lemon)
  - “The Man I Killed” / “Ambush” / “Good Form” (the killing of the “man”)
  - The “field stories in readings 6 and 7 (the death of Kiowa)
2. Repetition of the exact same phrasing or words. This could be combined with the central image, as O'Brien does in describing “the man [he] killed”.
  - a) Students will reflect on classroom discussions and the stories read in the book and create their own narrative of an event.
  - b) Written narrative
  - c) Students will learn to analyze literary text and incorporate imagery and effective diction in their own narrative writing, using classroom technology, such as Google classroom, as appropriate.

# Chino Valley Unified School District

## High School Course Description

### Research Module (Category 4)

The two research module selections include “Service and Sacrifice” and “Daily Challenge:

Mental Illness in Our Lives”. For the first, students read the full-length work, *Claudette Colvin: Twice Toward Justice*, and then conduct primary and secondary research on a community change movement of their choosing. They consider how change occurs and explore how to tell the story of a movement in their culminating task. For the second, students investigate issues surrounding Post-Traumatic Stress Disorder (PTSD) and other mental illnesses. They read and analyze a newspaper account of a veteran with PTSD and then research a mental illness in order to write and perform a public service announcement.

**Unit Assignment(s): Sample assignment from “Service and Sacrifice”:**

#### Activity 16: Considering Your Task and Your Rhetorical Situation

**Project Overview:** We have been reading about Claudette Colvin and the role she played in desegregating buses in Montgomery, AL, and in the nation. Our discussions of the book focused on her role in supporting this change, the risks and rewards of her actions, and the overall trajectory and *kairos* that are a part of such major social change. We also compared these events with other community change events. The point of this reading and these discussions is for us to consider what role we play in our communities in making change, and for us to consider the very important notion of the relationship between risk and reward in community action contexts.

**Prompt 1:** For this writing project assignment, building from Activity 14, you will analyze how change happens socially and rhetorically in communities. Drawing on the book about Colvin, as well as at least one other community change event (locally or nationally), highlight the important moments that led toward change for the residents of Montgomery as well as what moments led the people of another movement to make change and compare how moments in both situations created opportunities for change. Be sure to focus not only on events, but also the timing of those events, the genres of the events (for example, community meetings, speeches, flyers announcing events, maps of pick up and drop off locations, schedules and maps for people who needed rides, legal documents, books or articles that report on the event in the aftermath, etc.), the audience and purpose of people taking action, the opportunities that people took to take action, and the social factors that contributed to how events unfolded (for example, laws like Jim Crow that set the stage for activism). You also need to include multimedia elements as a way to enhance the meaning and analysis of your reflection. The point of this writing is to reflect with evidence, both textual and multimedia, about what it means and what it takes to make meaningful and large-scale social change.

**Prompt 2:** For this writing project assignment, building from Activity 14, choose an action that happened in your local or national community that should be documented and told. Interview knowledgeable residents of your community. Search local newspapers for information about how that story unfolded. Visit a local historical society or museum to brainstorm ideas or to find artifacts (that you can photograph and include in your text). Drawing on your experience reading about Colvin and the Montgomery Bus Boycott, use similar writerly practices and genre elements as Hoose used in his book to tell your own community’s story.

For both writing projects, you need to include at least five sources, which must include at least one primary, one secondary (the texts we read in class or that you read for homework can be counted toward these four), and one multimedia. Works cited need to be in MLA or APA format.

- a) Students will build on classroom discussions and other activities to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed and develop a coherent written analysis.
- b) Written report
- c) Students will learn to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed, synthesize and document sources, and present a coherent written analysis, using classroom technology, such as Google classroom, as appropriate.

### Issue Module (Category 5)

The 14 issue module selections include the following: “Chance Me: Redefining Merit”;

# Chino Valley Unified School District

## High School Course Description

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“Changing Minds: Thinking About Immigration”; “Civil Disobedience From Thoreau to Present”; “The Danger (and Power) of a Single Story”; “Generation to Generation: Learning from Each Other”; “A Headache Becomes a Death Sentence: The NFL’s Arguments on the Concussion Crisis”; “Human Impact on Climate”; “Nonconformity: Yay or Nay?”; “Poetry is Among Us”; “Racin’ America”; “The Really Big One” (about earthquakes or other natural disasters); “Rhetoric of the Op-Ed Page”; “Teenage Sleepers”; and “What’s Next? Thinking About Life After High School”. Teachers and schools select at least two issue modules to teach. Based on the modules selected from the other categories, teachers and schools consider the balance of text genres, writing assignment types (argumentative, informative, narrative), opportunities for multimedia and oral presentations, assignment length, state standards addressed, and students’ needs and interests in order to select the most appropriate issue modules. All modules include extensive collaboration and discussion, examination of vocabulary, text based critical thinking questions, and analysis of rhetorical effects. Many of the issue modules engage students in using technology to identify additional sources of information and most offer choices of issues and assignments that students explore beyond the initial readings and assigned activities.

**Unit Assignment(s): Sample assignment from “Changing Minds: Thinking About Immigration”:**

### **Activity 20: Considering Your Task and Your Rhetorical Situation**

Read the writing assignments for this module and make notes in response to the questions below:

#### **Academic Essay**

#### **Prompt 1: Changing Other People’s Minds**

What can we learn from Ropeik and Machado in order to try to change the minds of people who “hold tenaciously” to myths about immigration?

Write an essay to be posted on a Website for people interested in issues of changing minds about immigration such as the ADL Website. Make an argument about how to go about changing peoples’ minds on controversial topics like immigration. Use evidence from Ropeik’s and Machado’s articles, from “Myth and Facts About Immigrants and Immigration”, and your own observations and/or reading.

Make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class and the role the Norms for Civil Discourse that your class created, do not use the names of your fellow students.

#### **Prompt 2: Changing My Mind**

As a high school student, you may be an immigrant, from a family that includes immigrants or be surrounded by immigrants and the children of immigrants. You are inundated with information and misinformation about immigration.

Write an essay to be published in your school newspaper about how your own views about immigration have evolved in response to new information and experiences. Use evidence from both Ropeik’s and Machado’s articles and from “Myth and Facts About Immigrants and Immigration” to explain the stages in the evolution of your thinking and to argue for your current view about immigration.

You must make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class, do not use the names of your fellow students.

To prepare to write, take notes on your responses to the following questions:

- Now that you have read the texts for this module, what is your position about what it takes to change someone’s mind on a controversial topic like immigration?
- What will your purpose be in writing this essay?
- Who will read your essay? How will you take into account your readers’ knowledge, values, and assumptions? How will you engage in civil discourse and be respectful of alternative viewpoints?
- How will you develop your own credibility as someone knowledgeable on the subject of opinion formation and immigration at this time in our country’s history?

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- How will you balance your appeal to your readers' emotions with your need to provide sound factual information about immigration?
- a) Students synthesize their readings and discussions to address the final writing prompt. Both prompts ask students to develop an argument.
  - b) Argumentative writing for a Web posting or school newspaper.
  - c) Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

### **Sample assignment from "The Danger (and Power) of a Single Story":**

#### **Activity 22: Considering Your Task and Your Rhetorical Situation**

After you listen to your teacher read the prompt, reread it and circle any unfamiliar words. Annotate the prompt with numbers indicating the steps you need to complete. Your class will work together to create a list of strategies to achieve each step.

**Prompt 1:** What is a dangerously narrow single story from a community you know? Perhaps it's one you believed until you learned more about the people involved, or maybe it's a single story some people believe about you or your family. Develop a narrative (fiction or nonfiction) to help complicate this simplistic belief for a specific audience. If your narrative focuses on a community different from your own, position yourself as an ally rather than co-opting the perspective you've selected. Anticipate your audience's needs by selecting a medium, genre, and style that will invite interest and empathy.

**Prompt 2:** In her TED Talk "The Danger of a Single Story," author Chimamanda Ngozi Adichie argues that stories have great power, both "to dispossess and to malign," and "to empower and to humanize". Choose a story from this module and decide whether, in its craft and appeal to a specific audience, it has achieved the power Adichie describes. Has it complicated a single story for an audience that previously held a simplistic view? Does it fall short by appealing only to audiences already familiar with the complex subject? Or does it wield a darker power, reinforcing a stereotype or maligning a marginalized community? Using specific evidence from Adichie's speech, your analysis of the short story, and your investigation of the story's intended audience, create an argument to convince your classmates and teacher that the story you select should be upheld as an example of literary social justice or rejected due to its limited appeal or purpose.

- a) Students synthesize their readings and discussions to address their choice of final writing prompt. One prompt asks students to create a narrative, and the other asks them to develop an argument.
- b) Narrative story based on the issues addressed in the module or an argumentative essay to be presented to the class.
- c) Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

#### **Concept Mini-Module (Category 6)**

The nine-concept mini-module selections include the following: "Introducing ERWC 11: Reflecting on Learning and Using Portfolios"; "Introducing the Rhetorical Situation"; "Three Ways to Persuade"; "Email, Text, or Call? Learning to Write through Genre Awareness"; "Becoming Assessment Savvy"; "Learning for Fun and Future"; "The Classical Pattern of Persuasion"; "The Toulmin Model of Argumentation"; and "Final Reflection on Learning: The ERWC 11 Portfolio." These mini modules take a few days to a week or two to teach and address many key or foundational concepts to ERWC. They focus on ideas considered threshold concepts for the course that will be used in most modules as well as in other disciplines. The most critical of these are the rhetorical situation (audience, purpose, occasion); Aristotelian rhetorical appeals (*ethos*, *pathos*, and *logos*); metacognition; and transfer of learning. The concluding mini-module, "Final Reflection on Learning", provides opportunities for students to look back on the year's learning and review what

# Chino Valley Unified School District

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they've discovered and aspects of their reading, writing, listening, and speaking that may call for further development as they prepare for college and careers. Both the introductory and concluding portfolio mini modules directly address elements of Universal Design for Learning, including goal setting, formative assessment, student self-assessment, and metacognition.

**Unit Assignment(s): Sample assignment from "Learning for Fun and Future":**

### **Activity 4: Considering Your Task and Your Rhetorical Situation**

The writing task for this module is to write a letter to another student in your class, using your understanding of *detect*, *elect*, and *connect* to suggest how your colleague can apply skills they are learning in their English class to one of their other classes. In this case, you will be doing the work of detecting for your colleague, and you will suggest ways that they can make connections between classes, but it will be up to them to elect to follow your advice, so make it convincing.

In order to make your advice convincing and helpful, you will need to interview your colleague to gather information and consider the connections you can help them make. They may be more inclined to use your advice if the class you suggest they apply their English skills in is one they especially enjoy or perhaps is one in which they struggle. Here are some questions you might ask to get you started. You will probably need to ask more to get all of the information you need. Make sure you take careful notes of your interview.

- What classes are you taking other than English?
- Which subject do you find the most interesting and enjoyable?
- In which class do you struggle the most?
- What kinds of reading do you do in your class?
- What kinds of writing do you do in your class?
- What other kinds of activities do you do?

Because you want to be helpful to your colleague, try to use your imagination to look for unexpected ways they might use English skills to deepen their learning in whichever class you choose to advise them about.

- a) Students interview their classmates and write a persuasive letter suggesting how they can transfer what they learn in English to other settings.
- b) Written letter.
- c) Students will learn to synthesize what they have learned about transfer and apply it to a classmate's own situation by writing a letter of advice. They will learn to analyze their rhetorical situation (audience, purpose, occasion) to write the most effective letter, using classroom technology, such as Google classroom, as appropriate.

**Sample assignment from "Three Ways to Persuade":**

### **Activity 8: Considering Your Task and Your Rhetorical Situation**

Consider the following quotations from Aristotle in defense of rhetoric:

1. Rhetoric is useful because the true and the just are by nature stronger than their opposites and if judgments are not made in the right way, the true and the just will be defeated by their opposites.
2. Even if we were to have the most exact knowledge, it would not be easy for us in speaking to use it to persuade some audiences. Speech based on knowledge is teaching, but teaching is impossible with some audiences; rather it is necessary for . . . speeches as a whole to be formed on the basis of common beliefs.
3. It would be strange if an inability to defend oneself by means of the body [such as by learning boxing] is shameful, while there is no shame in an inability to use speech.
4. If it is argued that great harm can be done by unjustly using such power of words, this objection applies to all good things except virtue, and most of all useful things like strength, health, wealth, and military strategy; for by using these justly one would do the greatest good, and unjustly, the greatest harm. (Kennedy 34-35)

We have a saying, "The facts speak for themselves". In quotation number 1, Aristotle is saying that sometimes the facts need a little help from rhetoric. Taking this quote and the other three into account, does Aristotle make a good case

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that we should study and use rhetoric? Or is the use of rhetoric, especially ethos and pathos, deceptive and bad? Write a short essay in which you take a position on the use of rhetoric and analyze the four quotations from Aristotle.

- a) Students reflect on classroom discussions and other activities to write an essay taking a position on the use of rhetoric.
- b) Written essay.
- c) Students will learn to synthesize what they have learned about Aristotelian appeals and consider Aristotle's view in writing a short argumentative essay, using classroom technology, such as Google classroom, as appropriate.

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

- Collaborative academic discussions
- Information systems including graphic organizers, Thinking Maps, multimedia sources, technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Computer-based research projects
- Writing samples/exemplars, rubric scoring with peers and teacher
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Checking for understanding through engagement strategies: No Opt Out Learning Environment

#### **5. Assessment Including Methods and/or Tools:**

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

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



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

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

**SUBJECT: REVISION OF JAPANESE 3 HONORS 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. This item was presented to the Board of Education on March 5, 2020, for information.

Japanese 3 Honors is a year-long World Language elective course aligned with the five goal areas specified by the National World Language Standards. This course revision reflects the addition of the most recent California’s World Language Standards for grades K-12, the District’s new template for course descriptions, as well as submission to the University of California A-G Course Management Portal for honors consideration. This course meets the UC/CSU ‘e’ requirement, Level 3 Language Other Than English.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the revision of the Japanese 3 Honors course.

**FISCAL IMPACT**

None.

NE:GP:JAR:lar

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Japanese 3 Honors
<b>2. Transcript Title/Abbreviation:</b>	Japanese 3 H
<b>3. Transcript Course Code/Number:</b>	5796
<b>4. Seeking Honors Distinction:</b>	Yes
<b>5. Subject Area/Category:</b>	MEETS UC/CSU 'E' REQUIREMENT LANGUAGE OTHER THAN ENGLISH (LOTE) LEVEL 3 Meets the "e" requirement
<b>6. Grade Level(s):</b>	9 - 12
<b>7. Unit Value:</b>	5 credits per semester/10 credits total
<b>8. Course Previously Approved by UC:</b>	Yes
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	YES
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	November 21, 2002
<b>Date of Revision Approval:</b>	
<b>13. Brief Course Description:</b>	<p>JAPANESE 3 HONORS IS AN INTERMEDIATE-HIGH COURSE DESIGNED TO FURTHER DEVELOP STUDENTS' COMMUNICATIVE COMPETENCE IN THE FOUR LANGUAGE SKILLS (LISTENING, SPEAKING, READING, WRITING) THROUGH THE EXPLORATION OF CHALLENGING LEVEL-APPROPRIATE TOPICS. IN ADDITION, THE COURSE WILL FOCUS ON THE JAPANESE LANGUAGE PROFICIENCY EXAM (JLPT) AND PRE-AP JAPANESE STUDENTS. AFTER HAVING SUCCESSFULLY COMPLETED JAPANESE 1 AND 2, STUDENTS IN THE JAPANESE 3 HONORS COURSE WILL DELVE DEEPER INTO THE INTRICACIES OF THE JAPANESE HEART AND SOUL THROUGH CONTENT-BASED THEMES. BUILDING ON THE CONTENT OF THE REGULAR JAPANESE COURSES, THE JAPANESE 3 HONORS BEGINS WITH A REVIEW OF EARLIER COURSES, THEN MOVES ON TO WHAT IT IS LIKE TO LIVE AND EXPERIENCE JAPANESE CULTURE AND LANGUAGE IN JAPAN AS A FIRST TIME VISITOR. BEGINNING WITH LIFE IN JAPANESE HIGH SCHOOLS, THE COURSE CONTINUES ON TO DISCUSS JAPANESE LANGUAGE STUDIES, WRITE LETTERS TO JAPANESE STUDENTS IN JAPAN, NAVIGATE THROUGH THE POP CULTURE OF MUSIC, COMICS AND CARTOONS, THE TOKYO TRANSPORTATION SYSTEM, AND A MORE IN-DEPTH STUDY OF JAPANESE FOOD BASED ON THE VARIOUS REGIONS OF JAPAN. THESE AREAS WILL BE EXPLORED USING THE GENERAL GOALS IN THE NATIONAL STANDARDS FOR FOREIGN LANGUAGE.</p> <p>The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures. The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For</p>

# Chino Valley Unified School District

## High School Course Description

each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.

<b>14. Prerequisites:</b>	JAPANESE 2; OR JAPANESE 2H; AND/OR TEACHER RECOMMENDATION Successful completion of Foreign Language 2 or teacher recommendation
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**15. Context for Course:**  
A key element to success in our current world is the ability to speak other peoples’ languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.

**16. History of Course Development:** THIS COURSE IS BEING REVISED TO REFLECT THE RIGOR NECESSARY FOR UC/CSU HONORS DISTINCTION AS WELL AS THE DISTRICT’S MOST RECENT TEMPLATE FOR COURSE DESCRIPTIONS.

<b>17. Textbooks:</b>	<p><b>GENKI II:</b> AN INTEGRATED COURSE IN ELEMENTARY JAPANESE (TEXTBOOK) AUTHOR: ERI BANNO; YUTAKA OHNO; YOKO SAKANE; CHIKAKO SHINAGAWA; KYOKO TAKAHASHI PUBLISHER: JAPAN TIMES EDITION: 2<sup>ND</sup> EDITION, 2011</p> <p><b>GENKI II:</b> AN INTEGRATED COURSE IN ELEMENTARY JAPANESE (WORKBOOK) AUTHOR: ERI BANNO; YUTAKA OHNO; YOKO SAKANE; CHIKAKO SHINAGAWA; KYOKO TAKAHASHI PUBLISHER: JAPAN TIMES EDITION: 2<sup>ND</sup> EDITION, 2011</p>
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<b>18. Supplemental Instructional Materials:</b>	<p><b>SATORI READER</b> GRADED READER – VARIOUS SHORT STORIES, INTERVIEWS, SPECIFIC CONVERSATIONS ON TRAVEL, SHOPPING AND DAILY LIFE. (USED THROUGHOUT THE YEAR BASED ON UNIT)</p> <p><b>MEGURO LANGUAGE CENTER</b> ONLINE RESOURCE FOR STUDENTS FROM NOVICE TO ADVANCED. MATERIALS THAT SUPPORT JLPT N5 TO N1 (USED THROUGHOUT THE YEAR)</p> <p><b>NHK WEB EASY</b> ONLINE RESOURCE CURRENT EVENTS, LOCAL NEWS, COMMUNITY SERVICES, EMERGENCY PREPAREDNESS. (USED THROUGHOUT THE YEAR)</p> <p><b>ERIN’S CHALLENGE</b> AUTHOR: THE JAPAN FOUNDATION ONLINE RESOURCES FOLLOWING THE DAILY LIFE OF AN EXCHANGE STUDENT IN JAPAN. READING, WRITING, LISTENING, CULTURE, PRODUCT IDENTIFICATION, HISTORY.</p>
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### C. COURSE CONTENT

**1. Course Purpose:**  
THE PURPOSE OF JAPANESE 3 HONORS IS TO PROVIDE AN ACCELERATED PACE AND RIGOR IN CURRICULUM FOR STUDENTS INTENDING TO CONTINUE TO ADVANCE PLACEMENT (AP) JAPANESE.

**2. Course Outline:**  
FOR EACH UNIT, STUDENTS LISTEN TO NATIVE SPEAKER CONVERSATIONS USED IN DAILY CONVERSATIONS, THEME-BASED VOCABULARY AND APPROPRIATE STRUCTURES BASED ON THE THEMES. STUDENTS PARTICIPATE IN ACTIVITIES SUCH AS KAHOOT, QUIZLET, SOCRATIVE, KARUTA, RUNNING DICTATION, AND RESPOND TO TEACHER-LED TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) MINI-STORIES INCORPORATING VOCABULARY AND

# Chino Valley Unified School District

## High School Course Description

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GRAMMAR, FOLLOWED BY COMMUNICATIVE ACTIVITIES WITH A PARTNER WHERE THE TEACHER ONLY OBSERVES AND CORRECTS AS NEEDED. THERE WILL BE A TOTAL OF FIFTY HIGH-FREQUENCY CONVERSATIONS THAT STUDENTS WILL STUDY THROUGHOUT THE YEAR.

NEW KANJI CHARACTERS ARE INTRODUCED IN EACH UNIT. STUDENTS WILL ALSO USE PADLET AS A COLLABORATION TOOL TO FURTHER STUDY KANJI, SHORT STORIES AND CONVERSATIONS FOR EACH UNIT. STUDENTS WILL ALSO PERFORM DIALOGUES IN SKITS WITH A GROUP, AND COMPLETE READING (STORIES) AND WRITING (STORIES) ASSESSMENTS BASED ON UNIT CONTENT.

THE PRIMARY TEXTBOOK WILL BE A COLLEGE-BASED TEXTBOOK: GENKI II, AS WELL AS WEB-BASED CONTENT SUCH AS ERIN'S CHALLENGE (LANGUAGE AND CULTURE), NHK WEB EASY (CURRENT EVENTS, LOCAL NEWS, WEATHER AND PUBLIC SAFETY AND COMMUNITY SERVICES), SATORI READER (SHORT STORIES AND IN-DEPTH INTERVIEWS ON A VARIETY OF TOPICS) AND MEGURO LANGUAGE CENTER (LANGUAGE LEARNING SUPPORT, DAILY CONVERSATIONS, JLPT N5 TO N1 RESOURCES). STUDENTS MUST ACCESS THE INTERNET TO SEARCH FOR TRAVEL ITINERARY, LOCAL WEATHER, CURRENT WORLD EVENTS, LOCAL NEWS, EARTHQUAKE PREPAREDNESS, COMMUNITY SERVICES, LIVING ACCOMMODATIONS, CHECK HOTELS FOR ROOM AVAILABILITY, AND READ EMAILS IN THE TARGET LANGUAGE.

THE PRIMARY GOAL OF THE JAPANESE 3 HONORS COURSE IS TO FURTHER DEVELOP STUDENTS' PROFICIENCY ACROSS THREE MODES OF COMMUNICATION: INTERPRETATIVE, INTERPERSONAL, AND PRESENTATIONAL; AS WELL AS THE NATIONAL STANDARDS' FIVE GOAL AREAS: COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES. STUDENTS' PROFICIENCY LEVELS ARE EXPECTED TO REACH THE INTERMEDIATE-MID TO INTERMEDIATE-HIGH RANGE, AS DESCRIBED IN THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL).

#### INTERPRETIVE MODE:

STUDENTS WORK WITH VARIOUS AUTHENTIC AND SEMI-AUTHENTIC MATERIALS (E.G. HOTEL WEBSITES, NEWS BROADCASTS) THAT ARE USUALLY INTENDED FOR NATIVE JAPANESE SPEAKERS.

#### INTERPERSONAL MODE:

CHARACTERIZED BY SPOKEN OR WRITTEN COMMUNICATION AMONG INDIVIDUALS WHICH ALLOWS FOR ACTIVE EXPRESSION, CLARIFICATION, AND UNDERSTANDING OF MEANING.

#### PRESENTATIONAL MODE:

STUDENTS MUST MAKE FREQUENT ORAL PRESENTATIONS WHICH ARE EXPLICITLY LINKED TO THE CONTENT OF EACH UNIT. WRITTEN PRESENTATIONS INCLUDE WRITING A RESEARCH-BASED ESSAY ABOUT JAPANESE HIGH SCHOOL LIFE ON COMPOSITION PAPER.

JAPANESE 3 HONORS IS TAUGHT ALMOST EXCLUSIVELY IN THE TARGET LANGUAGE. AS PART OF THEIR JAPANESE USAGE ASSESSMENT, STUDENTS ARE EXPECTED TO USE THE TARGET LANGUAGE TO SEEK CLARIFICATION, EXCHANGE INFORMATION, AND CONVEY IDEAS. IN ADDITION TO THE KANJI THAT ARE INTRODUCED IN GENKI II TEXTBOOK, JAPANESE 3 HONORS STUDENTS ARE REQUIRED TO KNOW THE READING AND ENGLISH MEANING OF THE PREVIOUS KANJI LEARNED IN JAPANESE 1 AND 2. THE RIGOROUS ACADEMIC CURRICULUM IS DESIGNED TO BE NEAR EQUIVALENT TO THAT OF A COLLEGE COURSE AND PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO SUCCEED IN THE FOLLOWING YEAR'S AP JAPANESE COURSE.

COMPREHENSIVE FINAL EXAM EACH SEMESTER ASSESSING KNOWLEDGE AND SKILLS GAINED DURING THE ENTIRE SEMESTER. EACH EXAM WILL CONTAIN THE FOLLOWING:

- 100 MULTIPLE CHOICE QUESTIONS SCORED USING A SCANTRON.

# Chino Valley Unified School District

## High School Course Description

- 15 KANJI QUESTIONS WHERE STUDENTS WRITE THE UNDERLINED WORDS IN KANJI USING ONE SPACE PER KANJI CHARACTER.
- ESSAY: STUDENTS WRITE A 3 - 5 PARAGRAPH ESSAY IN JAPANESE ON ANY TOPIC OF THEIR CHOICE FROM A THEME DURING THE SEMESTER

### 3. Key Assignments

#### TEXTBOOK: GENKI 2 - (LESSONS 13 THROUGH 16)

**PART A - GRAMMAR AND CONVERSATIONS:** THE GRAMMAR AND CONVERSATION SECTION AIMS AT IMPROVING STUDENTS' SPEAKING AND LISTENING ABILITIES BY HAVING THEM LEARN BASIC GRAMMAR AND BY INCREASING THEIR VOCABULARY. THE GRAMMAR AND CONVERSATION SECTION IS ORGANIZED INTO THE FOLLOWING: DIALOG, VOCABULARY, GRAMMAR, PRACTICE, CULTURE NOTES, USEFUL EXPRESSIONS.

- LESSON 13 – LOOKING FOR A PART-TIME JOB
- LESSON 14 – VALENTINE'S DAY
- LESSON 15 – A TRIP TO NAGANO
- LESSON 16 – LOST AND FOUND

**PART B - READING AND WRITING SECTIONS:** THE READING AND WRITING SECTION AIMS TO FOSTER COMPREHENSION AND WRITING ABILITY THROUGH THE STUDY OF JAPANESE CHARACTERS AND THROUGH PRACTICE IN BOTH READING AND WRITING. KANJI IS INTRODUCED IN EACH LESSON AND ARE EXPOSED TO ABOUT 15 NEW CHARACTERS AND COMBINATIONS IN EACH LESSON.

- LESSON 13 – INTERESTING EXPERIENCES IN JAPAN
- LESSON 14 – PERSONAL ADVICE
- LESSON 15 – MY FAVORITE PLACES
- LESSON 16 – MANGA (VARIOUS SOURCES INCLUDING DORAEMON, DETECTIVE CONAN, ETC)

PRACTICE: READINGS FOR COMPREHENSION, QUESTIONS ABOUT THE CONTENT OF THE READINGS, AND WRITING PRACTICE. THE READINGS INTRODUCE JAPANESE AS IT IS USED IN A VARIETY OF AREAS RANGING FROM LETTERS AND FABLES TO ESSAYS AND ADVERTISEMENTS. THEY ASSUME KNOWLEDGE OF THE VOCABULARY AND GRAMMAR THAT THE STUDENT HAS ENCOUNTERED IN THE LESSON. WITH EACH LESSON, THE READINGS BECOMING MORE CHALLENGING THAN THE PREVIOUS READINGS. NEW WORDS IN THE READINGS ARE LISTED IN THE ORDER IN WHICH THEY APPEAR. AFTER EACH PRACTICE SECTION, TOPICS WILL BE GIVEN FOR STUDENTS TO WRITE ON.

AUDIO RECORDINGS FOR ALL SECTIONS ARE AVAILABLE THROUGH THE PUBLISHER AND WILL AID STUDENTS THROUGHOUT EACH LESSON AND UNIT.

#### UNIT 13: LOOKING FOR A PART-TIME JOB/EMPLOYMENT

THE UNIT STARTS WITH MULTIPLE CONVERSATIONS FOLLOWING AN INDIVIDUAL NAMED JOHN WHO READ A CLASSIFIED AD FOR A PART TIME JOB AT A RESTAURANT AND HAS CONTACTED THE RESTAURANT MANAGER TO INQUIRE IF THE POSITION IS AVAILABLE, ASK FOR A POSSIBLE INTERVIEW DATE AND TIME AND CONFIRM THE APPOINTMENT. THE SECOND CONVERSATION CONTINUES TO FOLLOW JOHN WITH THE MANAGER AT THIS POINT, WITH QUESTIONS ABOUT WHY JOHN IS INTERESTED IN THE POSITION, WHAT LANGUAGES HE CAN SPEAK AND IF HE HAS ANY EXPERIENCE IN THE RESTAURANT BUSINESS. FINALLY, JOHN SEES HIS PROFESSOR AND IS BEING ASKED QUESTIONS ABOUT THE NUMBER OF DAYS HE WORKS PER WEEK AND RECOMMENDATIONS THAT JOHN MIGHT HAVE ABOUT THE RESTAURANT.

- SUMMATIVE INTERPRETIVE ASSESSMENT: STUDENTS WILL READ VARIOUS CONVERSATIONS REGARDING EMPLOYMENT IN JAPAN, INTERVIEW QUESTIONS, AND APPROPRIATE RESPONSES UTILIZING STANDARD JAPANESE AS WELL AS KEIGO (FORMAL JAPANESE)
- SUMMATIVE INTERPERSONAL ASSESSMENT: STUDENTS WILL ROLE-PLAY AS INDIVIDUALS LOOKING FOR A PART-TIME OR FULL-TIME JOB. USING ONLY THE TARGET LANGUAGE, STUDENTS WILL TAKE ON THE ROLE OF INTERVIEWER OR INTERVIEWEE AND GO THROUGH A BATTERY OF QUESTIONS REGARDING THEIR EXPERIENCES, ABILITIES AND BREADTH OF KNOWLEDGE REGARDING THE POSITION.

# Chino Valley Unified School District

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- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** STUDENTS WILL PRESENT ON SPECIFIC OCCUPATIONS IN JAPAN AND PRESENT INFORMATION REGARDING THAT POSITION IN THE TARGET LANGUAGE. THEY WILL ALSO COMPARE AND CONTRAST THE SPECIFIC OCCUPATIONS TO THOSE IN THE UNITED STATES.

### **UNIT 14: VALENTINE’S DAY/CULTURAL PERSPECTIVES**

STUDENTS WILL ENGAGE AND STUDY HOW THE JAPANESE VIEW VALENTINE’S DAY AND THEIR INTERPRETATION OF THIS AMERICAN OCCASION. USING A MULTITUDE OF SPECIFIC CONVERSATIONS ON ASKING SOMEONE OUT, DECLINING INVITATIONS, COMPLIMENTING AND GIVING AND RECEIVING GIFTS, STUDENTS WILL BE ABLE TO BETTER UNDERSTAND AND UTILIZE JAPANESE PERSPECTIVES AS THEY ARE INTEGRATED INTO ADOPTED WESTERN PRACTICES IN JAPAN.

- **SUMMATIVE INTERPRETIVE ASSESSMENTS:** STUDENTS WILL READ AUTHENTIC MATERIALS FROM ONLINE STORES, NEWS ARTICLES AND WATCH CLIPS FROM JAPANESE DRAMAS AND COMMERCIALS. THEY WILL DEMONSTRATE THE ABILITY TO INTERPRET THE CONTENT OF THE MATERIALS BY ANSWERING MULTIPLE CHOICE OR OPEN-ENDED QUESTIONS AS WELL AS LEADING SHORT CONVERSATIONS ABOUT THE AUTHENTIC MATERIALS.
- **SUMMATIVE INTERPERSONAL ASSESSMENTS:** STUDENTS WILL ROLE PLAY AS STORE CLERKS DURING VALENTINE’S DAY SEASON FOR PRODUCT PURCHASES, ASKING AND ANSWERING QUESTIONS ABOUT PREFERENCES AND POSSIBLE LIKES AND DISLIKES THAT THEIR SIGNIFICANT OTHER MAY HAVE, ASKING SOMEONE OUT ON A DATE OR DECLINING AN INVITATION POLITELY. USING ONLY THE TARGET LANGUAGE, STUDENT MUST DEMONSTRATE THE ABILITY TO UNDERSTAND VARIOUS SITUATIONS AND UTILIZE POLITE JAPANESE AS WELL AS CASUAL JAPANESE.
- **SUMMATIVE PRESENTATIONAL:** STUDENTS FORM GROUPS OF 3 OR 4 AND CREATE A VALENTINE’S DAY SPECIAL COMMERCIAL WHICH WILL ILLUSTRATE THEIR UNDERSTANDING OF THE PERSPECTIVES AND PRACTICES OF VALENTINE’S DAY IN JAPAN IN THE TARGET LANGUAGE. THE COMMERCIAL MUST PROMOTE PRODUCT, DESCRIPTION OF THE PRODUCT, REASONS FOR PURCHASING AND VARIOUS OPTIONS AVAILABLE.

### **UNIT 15: A TRIP TO NAGANO/TOYKO-TRAVEL**

AN ESSENTIAL MOTIVATION FOR STUDYING JAPANESE LANGUAGE IS TO GAIN THE KNOWLEDGE AND SKILLS TO TRAVEL AROUND JAPAN. THIS UNIT IS DESIGNED SO THAT STUDENTS WILL BECOME PREPARED TRAVELERS IN JAPAN AND NAMELY, TOKYO, THE CAPITAL OF JAPAN. THE THEMATIC UNIT IS SPLIT INTO TWO INSTRUCTIONAL PLANS: 1) TRAVEL AND TRANSPORTATION, AND 2) TOKYO TRIP. FIRST, STUDENTS WILL FAMILIARIZE THEMSELVES WITH JAPAN RAILWAYS MAJOR TRAIN LINES (E.G. YAMANOTE-SEN), AS WELL AS THE SUBWAYS WHICH MAKE UP TOKYO’S COMPLEX PUBLIC TRANSPORTATION SYSTEM. NEXT, THEY WILL COMPARE THAT TO OTHER MODES OF TRANSPORTATION (E.G. TOUR BUS, BULLET TRAIN). STUDENTS WILL ALSO LEARN MEANINGFUL SKILLS SUCH AS HOW TO READ TIMETABLES AND COMPARE DIFFERENT TYPES OF LODGING. FOR THE TOKYO-FOCUSED LESSONS, STUDENTS WILL USE THE INTERNET TO RESEARCH FAMOUS DISTRICTS IN TOKYO AND FIND OUT WHAT EACH AREA IS FAMOUS FOR. THROUGHOUT THE UNIT, STUDENTS WILL FREQUENTLY VIEW (E.G. TOKYO HOTEL WEBSITE; TRAIN TIMETABLE) OR LISTEN TO (E.G. RECORDED TRAIN ANNOUNCEMENT) AUTHENTIC MATERIALS THAT ARE INTENDED FOR NATIVE JAPANESE SPEAKERS. THE CLASS WILL ALSO EXAMINE HOW RESPECT FOR CUSTOMERS IS MANIFESTED IN THE USAGE OF POLITE HONORIFIC SPEECH IN PUBLIC ANNOUNCEMENTS. THROUGH THIS AS WELL AS OTHER UNITS, LEARNERS WILL BE BETTER ABLE TO COMPREHEND RICH VOCABULARY AND COMPLEX STRUCTURES, WHICH WILL PREPARE THEM FOR THE AP JAPANESE COURSE.

### **TRAVELING TO NAGANO**

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL READ AUTHENTIC MATERIALS SUCH AS ONLINE ARTICLES FROM NHK WORLD EASY. THEY WILL DEMONSTRATE THE ABILITY TO INTERPRET DIFFERENT REGIONS OF JAPAN AND WHAT THEY HAVE TO OFFER. STUDENTS WILL DEMONSTRATE UNDERSTANDING OF THE MATERIALS BY ANSWERING MULTIPLE CHOICE OR OPEN-ENDED QUESTIONS.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** IN DYADS, STUDENTS WILL ACT OUT A ROLE PLAY AS EITHER AN “AMERICAN HIGH SCHOOL EXCHANGE STUDENT” OR “JAPANESE HIGH SCHOOL STUDENT” WANTING TO GO ON AN EXCURSION OF A SPECIFIC REGION IN JAPAN. USING ONLY THE TARGET LANGUAGE, STUDENTS WILL EXCHANGE INFORMATION ABOUT THE LOCATION, WHAT THE AREA HAS TO OFFER, SPECIAL INTERESTS, FAMOUS

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LANDMARKS, SHOPS AND STORES, HOTELS AND NAVIGATING THE CITY BY TRAIN, BUS OR WALKING UTILIZING AUTHENTIC MATERIALS SUCH AS PAPER MAPS OR GOOGLE MAPS.

- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** IN GROUPS OF 3 OR 4, STUDENTS WILL PERFORM A SKIT WHICH ILLUSTRATES THEIR UNDERSTANDING OF THE INTRICACIES WHEN TRAVELING THROUGH JAPAN. STUDENTS WILL TAKE ON THE ROLE OF A TRAVEL AGENT, FOREIGN EXCHANGE STUDENT OR TOURIST TRAVELING THROUGH JAPAN. STUDENTS WILL HAVE TO CREATE VISUAL AIDS OR PROPS FOR THE SKIT AND USE THEIR LINGUISTIC SKILLS AND CULTURAL KNOWLEDGE TO PREPARE A FINAL PRESENTATION IN BOTH ORAL AND WRITTEN FORMAT.

### **SUPPLEMENTAL: TRAVELING TO TOKYO**

#### **UNIT ASSIGNMENT(S):**

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL LISTEN TO 50 HIGH FREQUENCY CONVERSATIONS THROUGHOUT THE YEAR FROM GENKI II, MEGURO LANGAUGE CENTER AND ERIN'S CHALLENGE. LEARNERS WILL DEVELOP STRATEGIES FOR UNDERSTANDING THE GIST OF WHAT THEY LISTEN TO AND IDENTIFY KEY WORDS. AS PART OF THIS STUDY, THE TRAVEL UNIT WILL INCORPORATE THESE CONVERSATIONS AS A TEMPLATE FOR INDIVIDUAL STUDENT PRODUCTION.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** USING AN AUTHENTIC MATERIAL, STUDENTS WILL WORK IN PAIRS TO NAVIGATE TRAVELING THROUGH JAPAN AND THE APPROPRIATE USE OF THE LANGUAGE WHEN DEALING WITH TRAVEL. STUDENTS WILL BE GIVEN SELECTED SITUATIONS TO COMMUNICATE THEIR NEEDS DURING TRAVEL; HOTEL, TRAIN TIMES AND DEPARTING PLATFORMS, CITY STREETS AND LOCATING SPECIFIC DISTRICTS WITH SPECIFIED AREAS OF TOKYO.
- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** IMAGINING THAT THEIR CLASS IS GOING ON A TOKYO TRIP, STUDENTS WILL WORK IN GROUPS OF 3 OR 4 PEOPLE TO COME UP WITH A PROPOSED ITINERARY WITHIN A CERTAIN BUDGET. FIRST, THEY MUST EXTRACT INFORMATION ABOUT TOURIST "HOT SPOTS" IN TOKYO BY GOING ON THE INTERNET, INTERVIEWING NATIVE SPEAKERS, OR GOING TO A LOCAL JAPANESE TRAVEL AGENCY AND ASKING FOR SUGGESTIONS FROM A PROFESSIONAL TRAVEL AGENT. SECOND, THEY MUST PLAN OUT A TWO-DAY ITINERARY WHICH INCLUDES AT LEAST FOUR DISTRICTS THAT THEY WOULD MOST LIKE TO VISIT IN TOKYO, ALONG WITH A DETAILED EXPLANATION OF THE TRAIN ROUTES THAT THEY MUST TAKE. STUDENTS MUST ALSO GO TO SOME JAPANESE LODGING (E.G. HOTEL) WEBSITES TO CHECK FOR ROOM AVAILABILITY (STAYING WITHIN A BUDGET RESTRICTION OF 10,000 YEN PER PERSON), COMPARE ROOMS, AND NOTE THE PROXIMITY TO MAJOR STATIONS. AFTER WORKING COOPERATIVELY TO CREATE A REALISTIC ITINERARY FOR THEIR TOKYO SIGHTSEEING TRIP, EACH GROUP WILL DO A FOUR-MINUTE GOOGLE SLIDE PRESENTATION ABOUT THEIR PROPOSED ITINERARY TO HELP FUTURE TRAVELERS.

### **UNIT 16: LOST AND FOUND/COMMUNITY SERVICES**

#### **UNIT ASSIGNMENT(S):**

MANY TOURIST TO JAPAN LOSE ITEMS ON A FREQUENT BASIS. WHETHER IT IS A PASSPORT, SUITCASE, WALLET OR OTHER PERSONAL ITEMS. IN THIS UNIT, STUDENTS WILL BE ABLE TO ACQUIRE THE SKILL SET NECESSARY TO INQUIRE, GIVE DETAILS AND REQUEST FOR ITEMS THAT HAVE BEEN LOST, TO RETURNING ITEMS THEY HAVE FOUND, AND IDENTIFYING WHERE TO RETURN THEM AND THE PROCEDURES TO FOLLOW.

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL USE AUTHENTIC MATERIALS TO LEARN HOW TO ASK FOR HELP WHEN THEY HAVE LOST ITEMS IN JAPAN WITH DESCRIPTION OF THE ITEM, LOCATION OF THE LAST KNOWN PLACE THEY HAD THE ITEM, TIME OF DAY AND CONTACT INFORMATION IF THE ITEM WAS FOUND. CONVERSELY, IF THEY HAVE FOUND A LOST ITEM, THEY WILL HAVE THE ABILITY TO STATE WHERE THEY FOUND THE ITEM AS WELL. THEY WILL ALSO UTILIZE GRAMMAR STRUCTURES SUCH AS "WHEN YOU FIND THE ITEM...", "IF YOU FIND THE ITEM...", "I APOLOGIZE FOR LOSING THE ITEM", AND MAKING REQUESTS TO RETURN ITEMS TO AN INDIVIDUAL OR GROUP.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** IN PAIRS, STUDENTS WILL ACT AS IF THEY ARE STUDY ABROAD STUDENTS THAT ARE SEARCHING FOR A LOST ITEM IN A BUSY TRAIN STATION. BY VIEWING STATION SIGNS AND

# Chino Valley Unified School District

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LAW ENFORCEMENT ATTIRE/SUBSTATIONS, STUDENTS WILL BE ABLE TO UTILIZE THE TARGET LANGUAGE TO HELP RECOVER LOST ITEMS OR RETURN ITEMS TO THEIR RIGHTFUL OWNER.

- SUMMATIVE PRESENTATIONAL ASSESSMENT: AS A GROUP PROJECT, STUDENTS WILL CREATE A SKIT TO DEMONSTRATE A SITUATION.

### **ONGOING: THE WRITTEN LANGUAGE**

WRITING IS AN IMPORTANT COMPONENT OF THE AP JAPANESE LANGUAGE EXAM, MAKING IT ESSENTIAL TO DEVELOP STUDENTS' ABILITY TO ORGANIZE WORDS ONTO PAPER. UNIT 3 INTRODUCES THE ART OF WRITING FORMAL LETTERS IN JAPANESE. STUDENTS WILL LEARN THE PROPER FORMAT THAT MUST BE FOLLOWED WHEN WRITING A TRADITIONAL LETTER, SUCH AS THE REQUISITE SET EXPRESSIONS FOR THE OPENING AND CLOSING GREETINGS. BY LEARNING ABOUT THE PRELIMINARY GREETINGS THAT OFTEN REFERENCE THE CURRENT SEASON OR CLIMATE, STUDENTS WILL GAIN AN APPRECIATION OF THE IMPORTANT ROLE OF NATURE IN JAPANESE LIFE. ALONG WITH TRADITIONAL LETTER WRITING, STUDENTS WILL ALSO DEVELOP SKILLS IN 21ST CENTURY MEANS OF COMMUNICATIONS, SUCH AS TEXT MESSAGING IN THE TARGET LANGUAGE. BY DEVELOPING THEIR KEYBOARD TYPING SKILLS, STUDENTS WILL BE BETTER PREPARED FOR THE FOLLOWING YEAR'S AP JAPANESE LANGUAGE EXAM - WHICH INCLUDES A FREE-RESPONSE TEXT CHAT SECTION. BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO DESCRIBE A CHANGE OF STATE, GIVE AND RECEIVE ADVICE, AND GIVE EXPLANATIONS. ALSO, IN THIS UNIT, STUDENTS WILL LEARN ABOUT POPULAR TYPES OF JAPANESE FORTUNE TELLING, SUCH AS BLOOD TYPE (E.G. TYPE A, B, AB, AND O) AND PALM READING. AFTER READING SOME OF THE COMMON CHARACTERISTICS ASSOCIATED WITH CERTAIN BLOOD TYPES (E.G. TYPE A PERSON IS PRIVATE) OR PALM LINES, STUDENTS WILL LOOK AT EACH OTHERS' HANDS AND TELL THEIR FORTUNE.

### **UNIT ASSIGNMENT(S):**

- SUMMATIVE INTERPRETIVE ASSESSMENT: STUDENTS WILL READ KEN'S LETTER, WHICH DESCRIBES HIS INITIAL IMPRESSIONS AND EXPERIENCES OF LIVING IN JAPAN. STUDENTS WILL ALSO READ HIS TEXT CHAT EXCHANGES WITH FRIENDS, AS WELL AS AUTHENTIC BLOG POSTS ABOUT JAPANESE SCHOOL LIFE IN THE TARGET LANGUAGE.
- SUMMATIVE INTERPERSONAL ASSESSMENT: USING THE TRADITIONAL LETTER WRITING FORMAT, STUDENTS WILL CORRESPOND WITH JAPANESE HIGH SCHOOL STUDENTS FROM A SISTER SCHOOL. STUDENTS WILL EXCHANGE INFORMATION WITH THEIR PEN PALS ABOUT EACH OTHER'S FAMILIES, HOBBIES, DAILY ROUTINE, AND SCHOOL LIFE.
- SUMMATIVE PRESENTATIONAL ASSESSMENT: USING ONLINE RESOURCES, STUDENTS WILL RESEARCH THE BLOOD TYPE OF A FAMOUS JAPANESE PERSON AND PRESENT TO THE CLASS THEIR CONJECTURE ON HOW THAT CELEBRITY'S PERSONALITY MAY FIT OR NOT FIT THE TYPICAL CHARACTERISTICS OF TYPE A, B, AB, OR O PERSONALITIES.

### **ONGOING: THE STUDY OF KANJI OVERVIEW**

THIS WILL BE AN ONGOING STUDY THROUGHOUT THE YEAR WITH THE FOCUS PLACED PRIMARILY ON KANJI - THE CHINESE CHARACTERS THAT COMPRISE ONE OF THE THREE JAPANESE WRITING SYSTEMS. FIRST, STUDENTS WILL LEARN THE HISTORY AND BACKGROUND OF KANJI, WHICH WAS ORIGINALLY BORROWED FROM THE CHINESE WRITING SYSTEM. KANJI CAN BE CLASSIFIED INTO ONE OF FOUR TYPES: SHOKEIMOJI (PICTOGRAPHS), SHIJIMOJI (ABSTRACT CONCEPTS), KAIIMOJI (COMPOUND IDEOGRAPHS), OR KEISEIMOJI (COMPOUND IDEOGRAMS). STUDENTS WILL LEARN THE IMPORTANCE OF BUSHU, THE RADICALS WHICH ARE THE MAIN IDENTIFYING COMPONENTS OF EACH KANJI CHARACTER. AFTER GETTING PRACTICE IN IDENTIFYING AND DECIPHERING THE MEANING OF BUSHU, STUDENTS WILL GAIN HANDS-ON EXPERIENCE IN USING DIFFERENT TYPES OF KANJI DICTIONARIES. TO LOOK UP AN UNFAMILIAR CHARACTER IN A KANJI DICTIONARY, STUDENTS MUST BE ABLE TO IDENTIFY THE CHARACTER'S OF BUSHU, COUNT THE NUMBER OF STROKES IN THAT BUSHU, AND COUNT THE REMAINING NUMBER OF STROKES IN THAT CHARACTER. WITH A SOLID KNOWLEDGE OF THE CONSTRUCTION OF KANJI, STUDENTS CAN LOOK UP ANY KANJI IN A KANJI DICTIONARY AND LEARN THE JAPANESE READING, CHINESE READING, AND ENGLISH MEANING OF NEW CHARACTERS.



# Chino Valley Unified School District

## High School Course Description

### UNIT ASSIGNMENT(S):

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL VIEW A LIST OF KANJI THAT SHARE A COMMON RADICAL (E.G. SANZUI-HEN: 海、汗、浴; ONNA-HEN: 妹、姉、好) AND TRY TO DECIPHER THE MEANING OF THAT RADICAL - BASED ON THE COMMON MEANING THAT THOSE CHARACTERS MAY SHARE (E.G. WATER, FEMALE).
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** WORKING IN PAIRS, STUDENTS WILL LOOK UP UNFAMILIAR CHARACTERS USING DIFFERENT TYPES OF KANJI DICTIONARIES (E.G. JISHO.ORG, YOSIDAINSTITUTE.ORG). AS THEY IDENTIFY BUSHU AND COUNT STROKES OF CHARACTERS, THEY WILL COMPARE THE TYPES OF DICTIONARIES AND STATE THEIR PREFERENCE. THEY WILL WORK TOGETHER TO READ CURRENT EVENTS, LOCAL NEWS AND EMERGENCY PREPAREDNESS ARTICLES ON THE NHK WORLD EASY WEBSITE.
- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** STUDENTS WILL CHOOSE A KANJI CHARACTER THAT THEY HAVE NOT LEARNED AND MAKE A PRESENTATION TO THE CLASS ABOUT ITS HISTORICAL BACKGROUND, DEVELOPMENT, MEANING OF THE RADICAL, AND CREATE A MNEMONIC WHICH REPRESENTS A WAY TO BETTER MEMORIZE THAT CHARACTER.

### ONGOING: ENTERTAINMENT OVERVIEW

STUDENTS WILL EXPLORE POPULAR LEISURE ACTIVITIES AND ENTERTAINMENT AMONG YOUNG PEOPLE IN JAPAN, WHICH INCLUDE MOVIES, DRAMA, MANGA, AND ANIME. FIRST, THE CLASS WILL VIEW AKIRA KURO- SAWA'S 1954 MASTERPIECE FILM "SEVEN SAMURAI" AND LEARN ABOUT THE INFLUENCE IT HAD ON WESTERN FILMS SUCH AS THE 1960 MOVIE "THE MAGNIFICENT SEVEN" (AS WELL AS THE 2016 HOLLYWOOD REMAKE). SINCE MUCH OF THIS FILM (AS WITH OTHER AUTHENTIC MATERIALS) MAY BE SOMEWHAT BEYOND THE LINGUISTIC GRASP OF STUDENTS, DELIVERY OF THIS FILM IS SCAFFOLDED TO MAKE MORE ACCESSIBLE. FOR EXAMPLE, A PORTION OF THE FILM IS SHOWN WITHOUT SUBTITLES SEVERAL TIMES WITH SELECTIVE COMPREHENSION TASKS, SUCH AS GRASPING THE OVERALL SITUATION (FIRST VIEWING) AND ANSWERING SPECIFIC QUESTIONS (SECOND VIEWING).

NEXT, THE UNIT'S FOCUS WILL SHIFT TO MODERN ENTERTAINMENT AND JAPANESE YOUTH'S CHANGING ATTITUDES. STUDENTS WILL LEARN TO IDENTIFY DIFFERENT GENRES OF CONTEMPORARY JAPANESE MUSIC, INCLUDING J-POP, VOCALOID MUSIC, AND ENKA. THEY WILL WATCH CLIPS OF THE ANNUAL EVENT ON TV CALLED "KOHAKU UTA GASSEN (THE RED AND WHITE SONG CONTEST), WHICH FEATURES SINGERS AND GROUPS OF ALL TYPES OF MUSICAL GENRES. ALONG WITH OTHER TRENDS IN JAPAN, STUDENTS WILL ALSO ENGAGE IN AN ANALYSIS OF PERSPECTIVES RELATED TO THE PRODUCTS BEING STUDIED, SUCH AS THE UBIQUITY OF SMARTPHONES. BY THE END OF THIS UNIT, STUDENTS WILL HAVE EXPANDED THEIR COMMUNICATIVE ABILITY AND BE ABLE TO DESCRIBE PEOPLE'S PERSONALITIES WITH DETAIL, REPORT INFORMATION LEARNED THROUGH HEARSAY, AND CONCURRENT ACTIVITIES.

### UNIT ASSIGNMENT(S):

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL VIEW VARIOUS TYPES OF AUTHENTIC MATERIAL SUCH AS POPULAR MANGA (E.G. DORAEMON), MOVIES (E.G. "SEVEN SAMURAI") OR TV SHOWS (E.G. VARIETY SHOWS) AND BE ABLE TO COMPREHEND THE GIST OF THE STORY OR ANSWER QUESTIONS ABOUT WHAT OCCURRED IN THE CLIP.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** STUDENTS WILL EXCHANGE INFORMATION WITH THEIR CLASSMATES (OR JAPANESE PEN PALS) ABOUT THEIR FAVORITE ACTORS, ACTRESSES, MUSICIANS, TV SHOWS, ETC. THEY WILL DISCUSS THE WAYS IN WHICH JAPANESE ENTERTAINMENT MAY BE SIMILAR TO OR DIFFERENT FROM THOSE IN THE U.S.
- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** THE CLASS WILL LEARN DIFFERENT GENRES OF JAPANESE MUSIC AND SINGERS. FOR A "SHOW AND TELL" PRESENTATIONAL TASK, STUDENTS MUST CHOOSE A FAVORITE JAPANESE SINGER OR GROUP TO RESEARCH AND REPORT ON IT TO THE CLASS USING ONLY THE TARGET LANGUAGE. IN THE PRESENTATIONS, STUDENTS MUST DESCRIBE THE PERFORMER'S FULL BIOGRAPHY, PLAY A PORTION OF THE SINGER'S SONG IN ORDER TO DISSECT THE LYRICS, AND DESCRIBE THE IMPACT OF THE INDIVIDUAL ARTIST(S) ON JAPANESE SOCIETY. STUDENTS ARE ENCOURAGED TO BE IMAGINATIVE AND CREATIVE IN THEIR PRESENTATIONS TO CAPTURE THE SPIRIT OF THE SINGER (I.E. PERFORM THE SONG OR ACCOMPANYING DANCE; WEAR COSTUME,

# Chino Valley Unified School District

## High School Course Description

DO A MEDIA PRESENTATION). QUESTION-AND-ANSWER SESSIONS WILL FOLLOW EACH PRESENTATION. THIS MUSIC APPRECIATION ACTIVITY IS A FUN AND ENGAGING WAY TO GIVE STUDENTS ORAL PRACTICE ON A TOPIC THAT IS EXTREMELY INTERESTING TO THEM.

### **ONGOING: JAPANESE MEALS OVERVIEW**

FIRST, STUDENTS WILL LEARN ABOUT THE COMMON PLACE SETTING OF DISHES AND UTENSILS FOR A JAPANESE MEAL ON A TRAY (E.G. BOWL OF RICE ON THE FRONT LEFT) AND COMPARE THAT TO WESTERN PLACE SETTINGS. NEXT, STUDENTS WILL EXPLORE THE DIFFERENT STYLES OF FOOD PREPARATION (E.G. BOILING, DEEP FRIED, SAUTÉED) THAT COMPRISE A JAPANESE MEAL. AFTER THAT, THE UNIT WILL FOCUS ON THE BENTO (BOX LUNCH). STUDENTS WILL LEARN ABOUT THE HISTORY AND EVOLUTION OF THE BENTO, SUCH AS HOW THE MEAL IS A REFLECTION OF NATURE (I.E. ASYMMETRICAL; INGREDIENTS FROM THE MOUNTAIN AND SEA), AND DIFFERENT TYPES OF BENTO (E.G. EKIBEN, KYARABEN). BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO DESCRIBE THEIR INTENTIONS AND MAKE STATEMENTS ABOUT SOMETHING THAT APPEARS TO BE TRUE IN JAPANESE.

### **UNIT ASSIGNMENT(S):**

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL LOOK OVER AUTHENTIC MATERIALS SUCH AS THE LIST OF INGREDIENTS OR DATE OF EXPIRATION LABELS THAT ARE ON A JAPANESE BENTO. THEY WILL RESEARCH ONLINE RECIPES FOR JAPANESE DISHES AND DEMONSTRATE AN UNDERSTANDING OF THE STEPS NECESSARY TO MAKE THEM.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** STUDENTS WILL DO AN E-MAIL EXCHANGE WITH JAPANESE STUDENTS TO COMPARE SCHOOL LUNCHES. THEY WILL EXCHANGE PICTURES OF THE SCHOOL LUNCH SERVED AT THEIR CAFETERIA, AS WELL AS INFORMATION SUCH AS WHERE STUDENTS EAT THEIR LUNCH OR WHAT CONSTITUTES A HEALTHY MEAL.
- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** STUDENTS WILL WORK WITH A PARTNER TO PLAN OUT AND COOK A COMPLETE BENTO LUNCH. FIRST, THEY MUST PLAN OUT THE BENTO, TAKING INTO CONSIDERATION THE ELEMENTS THAT THEY NEED TO INCLUDE, THE EASE OF PREPARATION, COST, AND THE NECESSARY INGREDIENTS. THEY WILL THEN DRAW A PRELIMINARY SKETCH, INCLUDING THE UTENSILS, CONTAINERS, AND GARNISHES THEY WILL USE. ON PRESENTATION DAY, EACH PAIR WILL BRING IN AND SHOW THE BENTO THAT THEY HAVE CREATED. USING ONLY THE TARGET LANGUAGE, THEY WILL STATE THE ITEMS IN THEIR PORTABLE LUNCH AND THE VARIOUS COOKING METHODS (E.G. GRILLED, BOILED) THAT THEY USED. AFTER THE PRESENTATIONS ARE DONE, STUDENTS CAN EAT THEIR BENTO.

**Stages of Learning**—For each level of instruction, stages of learning are indicated. There are three stages of learning: *beginning*, *developing*, and *expanding*. The learning stages represent a continuum of development, reflecting the diversity and idiosyncratic nature of individual student learning, as opposed to levels of instruction, defined by years or semesters of classroom instruction. Each learning stage may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, diversity of scheduling, and other variables affecting student learning. The *beginning* stage commences in Level I and may carry over into Level II. The *developing* stage may begin in Level II and generally includes Level III, perhaps extending into Level IV. The *expanding* stage will usually incorporate instruction initiated in Level IV and possibly continue through Level VI.

**Beginning Stage**—Students can communicate with memorized phrases and words. Expressing basic wants and needs is accomplished with simple statements such as “I would like to go to the movies.”

**Developing Stage**—Students are not only able to express basic wants and needs, but can also elaborate on them. For example, “I would like to go to the movies, but I don’t have any money because I spent it all on CDs yesterday.”

**Expanding Stage**—Students are able to communicate in more complex and involved situations, can respond to problems, and can resolve those problems using the foreign language. For example, “I would like to go to the movies, but I don’t have any money. Could you loan me some money and I’ll pay you back when I have the chance.”

# Chino Valley Unified School District

## High School Course Description

### **Developing and Expanding Learning Stages — Communication**

**Standard 1**— Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

1.1 Objective: Ask and respond to factual and interpretive questions.

1.2 Objective: Interact in complex social situations.

1.2.1 Performance Indicator: Students will role-play a conversation at a party by asking and answering questions on dating, sports, family, etc.

1.3 Objective: Express and support opinions.

1.3.1 Performance Indicator: Students will share opinions with classmates on familiar topics of interest, e.g., films, musical groups, athletic teams.

1.4 Objective: Express judgments.

1.5 Objective: Paraphrase or restate what has been said.

1.5.1 Performance Indicator: Students will describe the weather in different regions where the foreign language is spoken and compare it to students' own regional weather, making reference to a weather map from the foreign culture.

1.6 Objective: Describe problems and possible solutions.

1.6.1 Performance Indicator: Students will solve a predicament (e.g., a lost piece of clothing, a need for medication, a flat tire, etc.) by identifying the problem, discussing, and proposing possible solutions.

**Standard 2**— Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

2.1 Objective: Understand selected authentic written and oral materials on topics of personal interest.

2.2 Objective: Comprehend main ideas of unfamiliar written and oral language with limited visual support.

2.2.1 Performance Indicator: Students will demonstrate understanding of an authentic hotel guide by matching particular hotels to written descriptions of specific travelers' needs.

2.2.2 Performance Indicator: Students will demonstrate understanding of foreign cultural travel ads by identifying destination, price, departure/arrival times, and intermediate stops of the trip.

2.2.3 Performance Indicator: Students will demonstrate understanding of authentic catalogue order forms or job application forms by appropriately filling them out.

2.3 Objective: Comprehend and respond to formal written communication, e.g., business, official documents, etc.

2.4 Objective: Demonstrate comprehension of particular literary selections.

**Standard 3**— Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

3.1 Objective: Write short well-organized compositions on given topics.

3.2 Objective: Produce and/or present elaborate creative works.

3.2.1 Performance Indicator: Students will create short written pieces such as children's "books" or travel brochures.

3.3 Objective: Write personal letters using culturally appropriate format and style.

3.3.1 Performance Indicator: Students will write a letter to an advice column explaining a personal problem and requesting help in solving it.

3.4 Objective: Give oral reports on a variety of topics.

3.4.1 Performance Indicator: Students will select a famous tourist attraction in the foreign culture and describe (orally or in writing) certain aspects of the attraction, e.g., history, architecture, current relevance, etc.

### **Cultures**

**Standard 4**— Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studies.

4.1 Objective: Identify differences in cultural practices among same language cultures.

4.1.1 Performance Indicator: Students will list cultural similarities and differences observed in a film or a literary work from the foreign culture, e.g., family roles and relationships, methods of conflict resolution, use of leisure time.

# Chino Valley Unified School District

## High School Course Description

4.2 Objective: Recognize sociolinguistic features of the foreign culture, e.g., conversational distance, gestures, facial expressions, meaningful sounds which are not themselves words (paralanguage).

4.3 Objective: Interpret the cultural connotations of common words, phrases, and idioms.

4.4 Objective: Discuss unfounded generalizations and stereotypes.

4.5 Objective: Discuss social and geographic factors that affect cultural practices.

4.5.1 Performance Indicator: Students will list ways in which geographical features have affected culture, e.g., the development of winter sports in the mountains, eating more seafood along the coast, etc.

4.5.2 Performance Indicator: Students will conduct research on the regional differences in a province or country in which the foreign language is spoken and explain how geography and/or history influences such differences, e.g., language, cooking, style of homes, clothing, etc.

4.5.3 Performance Indicator: Students will research traditional clothing of various regions of the countries where the foreign language is spoken and explain the influence of geography and climate.

**Standard 5**— Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

5.1 Objective: Describe various aspects of the culture, including major historical events, political structures, visual arts, architecture, literature, and music.

5.1.1 Performance Indicator: Students will discuss the importance of and identify possible causes for identified current events in the foreign culture.

5.1.2 Performance Indicator: Students will compare attitudes toward the use of alcoholic beverages in the foreign culture and the United States.

5.2 Objective: Demonstrate an awareness of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the foreign language is spoken.

### Connections

**Standard 6**— Students reinforce and further their knowledge of other disciplines through the foreign language.

6.1 Objective: Identify and discuss elements of literature, e.g., plot development, characterization, etc.

6.2 Objective: Conduct traditional and electronic research on selected topics related to the foreign language and culture.

6.2.1 Performance Indicator: Students will conduct Internet research on contemporary cultural practices and products of the foreign culture.

6.3 Objective: Present findings from research in oral and written form, using presentational skills acquired in other disciplines.

6.3.1 Performance Indicator: Students will present findings from foreign culture media research (e.g., magazines, newspapers, Internet, TV stations, etc.) on selected topics of contemporary society.

**Standard 7**— Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

7.1 Objective: Access a variety of entertainment media available to speakers of the language.

7.1.1 Performance Indicator: Students will view current videos to understand the roles of males and females in the foreign culture.

7.1.2 Performance Indicator: Students will use a variety of authentic sources to prepare reports on topics of personal interest, comparing foreign culture perspectives to information available on the same topics from an American viewpoint.

7.2 Objective: Read and interpret short stories, poetry, or plays in the foreign language.

7.3 Objective: Use primary sources to write brief reports.

### Comparisons

**Standard 8**— Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

8.1 Objective: Analyze differences between identified grammatical structures of English and the foreign language

# Chino Valley Unified School District

## High School Course Description

~~8.1.1 Performance Indicator: Students will apply the correct possessive structures in communicating in the foreign language.~~

~~8.2 Objective: Identify the historical and cultural reasons for cognates, loan words, and borrowed words.~~

~~8.2.1 Performance Indicator: Students will explain the historical reasons for specified place names in California.~~

~~8.3 Objective: Use knowledge of sound-symbol correspondence, stress, and intonation patterns to communicate in particular contexts.~~

~~8.3.1 Performance Indicator: Students will read a poem with correct intonation, phrasing, and stress.~~

~~8.4 Objective: Understand the use of idiomatic expressions in the foreign language.~~

~~**Standard 9**— Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.~~

~~9.1 Objective: Identify and compare current issues in the foreign culture and students' own culture.~~

~~9.2 Objective: Explain the impact of contributions of the foreign culture to students' own culture.~~

~~9.3 Objective: Compare and contrast global artistic contributions of the foreign culture with artistic contributions of the United States.~~

~~9.3.1 Performance Indicator: Students will note and explain foreign culture contributions (e.g., advertising, architectural styles, etc.) as evidence in the print media in the United States.~~

### **Communities**

~~**Standard 10**— Students use the language both within and beyond the school setting.~~

~~10.1 Objective: Communicate orally or in writing with members of the foreign culture on a variety of topics.~~

~~10.1.1 Performance Indicator: Students will ask informed, comprehensible questions that can be answered by a native guest speaker, following a presentation.~~

~~10.1.2 Performance Indicator: Students will initiate a conversation or respond in the foreign language when encountering the foreign language teacher or other speakers of the language outside the classroom.~~

~~10.1.3 Performance Indicator: Invite identified community members to class to explain how they use the foreign language in their occupations, e.g., health care workers, executive assistants in corporations, police officers, etc.~~

~~10.2 Objective: Participate in travel to the foreign culture with family or school.~~

~~**Standard 11**— Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.~~

~~11.1 Objective: Appreciate and comprehend plays, museum exhibits, films, etc., representative of the foreign culture, outside of the classroom setting.~~

~~11.1.1 Performance Indicator: Students will attend a performance of a ballet or theatrical play representative of the foreign culture.~~

~~11.1.2 Performance Indicator: Students will attend an international soccer game.~~

~~11.2 Objective: Research current issues related to the foreign culture through various sources.~~

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

- COLLABORATIVE ACADEMIC DISCUSSIONS
- PROVIDE LANGUAGE MODELS INCLUDING SENTENCE FRAMES, STARTERS, WORD WALLS AND ANCHOR CHARTS
- INFORMATION SYSTEMS INCLUDING GRAPHIC ORGANIZERS, THINKING MAPS, MULTIMEDIA SOURCES, 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

## Chino Valley Unified School District High School Course Description

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- 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:**

ALL MODES OF LANGUAGE ARE INCLUDED IN TESTING: READING, WRITING, LISTENING, AND SPEAKING. THE GRADING RUBRICS REQUIRE A MORE ADVANCED LEVEL OF FLUENCY (GRAMMAR, SYNTAX, CONTENT) THAN THE RUBRICS FOR THE REGULAR JAPANESE 3 COURSE. TO ACHIEVE AN A, THE STUDENT MUST CLEARLY AND EFFICIENTLY TRANSMIT THE MESSAGE BY USING A VARIED AND SOMEWHAT EXTENSIVE VOCABULARY, EFFECTIVELY USING IDIOMATIC EXPRESSIONS, AND USING SOME COMPLEX GRAMMATICAL STRUCTURES. THE CONTENT MUST PROVIDE STRONG AND ORGANIZED LINKS TO THE TOPICS COVERED IN CLASS AND INCLUDE PERSONAL INSIGHT AND OPINIONS. STUDENTS MUST ALSO EFFECTIVELY USE A VARIETY OF THE CONVENTIONS RELATIVE TO THE FORMAT OF THE TEXT. THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

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

**SUBJECT: REVISION OF PHYSICAL EDUCATION-YOGA 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. This item was presented to the Board of Education on March 5, 2020, for information.

Physical Education-Yoga is a year-long physical education course designed to introduce students to the practice of yoga as an integrated part of their physical education experience. This course revision reflects the addition of standards from the Physical Education Framework for California Public Schools Individual Activities–Yoga domain, as well as the addition of High School Course 1 physical education standards. This revision effectively incorporates performance expectations for 9<sup>th</sup> grade students enrolled in the course.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the revision of the Physical Education-Yoga course.

**FISCAL IMPACT**

None.

NE:GP:JAR:lar

# Chino Valley Unified School District High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE – COURSE ID	
<b>1. Course Title:</b>	Physical Education – Yoga
<b>2. Transcript Title/Abbreviation:</b>	PE Yoga
<b>3. Transcript Course Code/Number:</b>	5611
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Physical Education/Elective
<b>6. Grade Level(s):</b>	9-12 <del>10-12</del>
<b>7. Unit Value:</b>	5 units per semester/10 credits – <del>physical education</del>
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	No
<b>11. Repeatable for Credit:</b>	Yes
<b>12. Date of Board Approval:</b>	July 17, 2014
<b>Date of Revision Approval:</b>	
<b>13. Brief Course Description:</b>	This course is designed to introduce students safely and accessibly to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and build strength in the mind and body. The aim of this course is to promote vibrant health and lifelong fitness.
<b>14. Prerequisites:</b>	None <del>Grade of c or better in 9th grade Physical Education.</del>
<b>15. Context for Course:</b>	<p>This course utilizes the current state standards required for Physical Education (PE) and is a compliment to the Physical Education curriculum. This course is designed to introduce and expose students to the practice of yoga as an integrated part of their Physical Education experience as well as a vehicle to discover the importance of connecting their mind with their physical well-being. The applications throughout the course allow students to experience the immediate benefits of yoga and adopt the ideals as a lifelong practice.</p> <p><del>This course also falls under the High School Course 3C Individual and Dual Activities. Yoga is identified as one of the choices of individual physical activities. When taught, yoga will address the following standards.</del></p> <ul style="list-style-type: none"> <li><del>• Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform each asana related to yoga form. (Standard 1)</del></li> <li><del>• Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in the yoga asana. (Standard 1)</del></li> <li><del>• Demonstrate acceptance and understanding of the etiquette of group yoga practice. (Standard 1)</del></li> <li><del>• Identify specific yoga asana they can practice for a lifetime. (Standard 3)</del></li> <li><del>• Create and implement an individualized yoga practice and continue to modify it in order to ensure personal</del></li> </ul>



# Chino Valley Unified School District

## High School Course Description

benefit. (Standard 3)

- ~~Monitor and modify their independent yoga practice to ensure maximum physical and mental benefit. (Standard 2)~~
- ~~Select asana and practice them during leisure time. (Standard 3) After sampling and practicing a wide variety of yoga asana, develop an understanding of which particular ones are best suited to their own physical development and well-being. (Standard 2)~~
- ~~Develop an appreciation of their individual strengths and limitations in relation to their yoga practice. (Standard 3)~~
- ~~Become increasingly aware of the benefit they are receiving from yoga practice. (Standard 3)~~
- ~~Develop an appreciation for the importance of commitment and dedication to their yoga practice. (Standard 3)~~
- ~~Develop an awareness of the beauty and harmony of their yoga practice. (Standard 3)~~
- ~~Cultivate respect and appreciation of other students' practice by honoring the community environment of the yoga session. (Standard 3)~~
- ~~Cultivate respect and appreciation for the achievements and limitations of others. (Standard 1)~~
- ~~Discuss and consider the history of yoga and its influence in today's culture of physical fitness. (Standard 1)~~
- ~~Develop flowing patterns of asana in conjunction with relaxation breathing. (Standard 2)~~

### 16. History of Course Development:

~~In the fall of 2010, the Physical Education department members entertained an open discussion of the immediate concern to address the lack of electives offered by the Physical Education Department and the students' impacted schedules. In 2011, the notion of linking the students' physical well-being with their emotional status and increasing stress levels was addressed. By 2012, the idea of implementing yoga as an elective was discussed but interest from students proved very low. Open communication between the students and the Physical Education teachers addressing the desire for yoga, not just as a four week unit imbedded in the Physical Education teaching calendar but as a one semester elective course proved fruitful. Many alternatives were discussed with the administration concerning the space required for a yoga class. Space was found and the Physical Education department purchased 50 new yoga mats.~~

The curriculum for this course originated from the stunts and tumbling requirement for the 9th grade California state standards adopted in January of 2005 AND REVISED IN 2009. SINCE ITS ADOPTION IN 2014, PE-YOGA HAS GROWN AS A POPULAR AND RIGOROUS ALTERNATIVE TO TRADITIONAL PE COURSES. WITH THE INCLUSION OF COURSE 1 STANDARDS INTO THE COURSE, IT NOW MEETS THE REQUIREMENTS IN PREPARING STUDENTS TO TAKE THE 9<sup>TH</sup> GRADE PHYSICAL FITNESS TEST. Throughout this unit, balance poses were often taught. Connecting with the KIN 116A Yoga and Meditation class offered at Cal Poly Pomona, the style and teaching strategies were adapted to meet the needs of our high school students and used during the stunts and tumbling unit. The Cal Poly Pomona Yoga Alliance was formed to allow Cal Poly students, staff, faculty, and alumni to attend weekly Yoga classes. The strategies used in the teaching of the poses as well as the method of relaxation breathing during that class were adopted and incorporated into a four-week unit imbedded in the Physical Education calendar at Chino High School. Fitness and Wellness classes are offered by the University of San Diego, specifically a Yoga Power Flow class. The practice of yoga in this specific class was incorporated within the 9th grade preparation for the State Physical Fitness Test. The asana in the yoga class focused on muscular strength and flexibility and had a direct impact on the success of the 9th grade PFT scores. Combining the experiences and adoption of the teaching strategies and methodologies from the two university classes, as well as the success of the 4 week yoga unit within the PE calendar, this new yoga course as an elective open to 9-12 grades will complement and enhance the PE elective choices for students.

### 17. Textbooks:

None

# Chino Valley Unified School District

## High School Course Description

<b>18. Supplemental Instructional Materials:</b>	<p>YOGA MAT MUSIC BLUETOOTH SPEAKER</p> <ul style="list-style-type: none"> <li>• Yoga mat for floor</li> <li>• Instructional handouts</li> <li>• Notebooks</li> <li>• Music</li> <li>• iPod</li> </ul> <p><b>For Teacher’s Reference:</b></p> <ul style="list-style-type: none"> <li>• Yoga for Beginners; Ansari, Mark and Lark, Liz; New York: Harper Collins Publishers, Inc., 1998</li> <li>• The Yoga Handbook; Belling, Noa; New York: Barnes &amp; Noble Books, Inc., 2001</li> <li>• Yoga, 28 Day Exercise Plan; Hittleman, Richard; New York: Workman Publishing Co., Inc., 1969</li> <li>• 101 Essential Tips Yoga; Sivananda Yoga Vedanta Centre; New York: DK Publishing, Inc., 1995</li> <li>• The Sivananda Companion to Yoga; Sivananda Yoga Center; New York: Simon &amp; Schuster, Inc., 2000</li> </ul>
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### C. COURSE CONTENT

**1. Course Purpose:**

THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS WITH A FOUNDATION OF BASIC SKILLS, KNOWLEDGE, AND PRACTICE IN THE FIELD OF YOGA. STUDENTS WILL UTILIZE THIS FOUNDATION AND LEARN TO APPLY THEIR YOGA PRACTICE TO THE DEMANDS OF THEIR ENVIRONMENT. THROUGH THIS COURSE, WITH THE ACQUISITION OF THE BASIC SKILLS OF YOGA, STUDENTS CAN DEVELOP AN INDIVIDUAL PRACTICE ADDRESSING INDEPENDENT CONCERNS AND EXPERIENCE ITS LONG-TERM BENEFITS.

THIS COURSE IS ALIGNED WITH THE PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS ADDRESSED FOR GRADES 9-12.

- ~~Acquire the basic skills of a yoga practice.~~
- ~~Develop an understanding of yoga etiquette and terminology.~~
- ~~Achieve and maintain a health-enhancing level of physical fitness.~~
- ~~Develop skills, knowledge, and interest to independently maintain a regular yoga practice.~~
- ~~Develop an understanding of individual differences and acquire a non-competitive, positive self image in regard~~
- ~~to their own body and yoga practice.~~
- ~~Experience immediate and long-term benefits of yoga practice.~~

**2. Course Outline:**

STUDENTS EXPLORE AND UTILIZE ALTERNATIVE METHODS TO BALANCE SOCIAL, HOME, AND ACADEMIC LIFE. THIS COURSE ADDRESSES PROPER BREATHING TECHNIQUES, BALANCE, FLEXIBILITY, STRESS MANAGEMENT, AND MINDFULNESS. THE STUDY OF YOGA THROUGH PHYSICAL EDUCATION CAN ENABLE STUDENTS TO PUT INTO PRACTICE THESE TECHNIQUES CREATING BETTER THINKERS, PROBLEMS SOLVERS, AND COMMUNICATORS. WITH THE DEMANDS OF MODERN LIVING AND THE EXPOSURE TO VAST SOCIAL TECHNOLOGY AND MEDIA, STUDENTS CAN LEARN AND

# Chino Valley Unified School District

## High School Course Description

PRACTICE SELF-CONTROL AND PEACE OF MIND WITH EXPOSURE TO THE PRACTICE OF YOGA. THIS COURSE PROVIDES A PROGRAM FOR STUDENTS TO ENJOY PHYSICAL ACTIVITY PRESENTED IN A NON-TRADITIONAL FORMAT ADDRESSING THE SOCIAL AND EMOTIONAL DEMANDS OF OUR STUDENTS' CURRENT ENVIRONMENT.

### **UNIT 1: HISTORY AND PHILOSOPHY**

STUDENTS ACHIEVE A LEVEL OF PHYSICAL FITNESS FOR HEALTH AND PERFORMANCE WHILE DEMONSTRATING KNOWLEDGE OF FITNESS CONCEPTS, PRINCIPLE, AND STRATEGIES.

2.6 IDENTIFY THE PHYSICAL FITNESS REQUIREMENTS OF AN OCCUPATION

2.11 EXPLAIN THE ROLE OF PHYSICAL ACTIVITY IN THE PREVENTION OF DISEASE

3.4 DESCRIBE THE ENJOYMENT, SELF-EXPRESSION, CHALLENGE, AND SOCIAL BENEFITS EXPERIENCED BY ACHIEVING ONE'S BEST IN PHYSICAL ACTIVITIES

3.8 RECOGNIZE THE VALUE OF PHYSICAL ACTIVITY IN UNDERSTANDING MULTICULTURALISM

STUDENTS WILL:

- IDENTIFY THE HISTORICAL FOUNDATIONS AND PRINCIPLES OF YOGA
- DEBATE THE ORIGIN AND CHRONOLOGY OF YOGA
- DIFFERENTIATE BETWEEN YOGA AS A PHYSICAL PRACTICE AND A RELIGION
- APPLY THE INDIVIDUAL RECOGNITION OF YOGA AS A LIFELONG PRACTICE

### **UNIT 2: BREATHING TECHNIQUES**

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF PSYCHOLOGICAL AND SOCIOLOGICAL CONCEPTS, PRINCIPLES, AND STRATEGIES THAT APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITY.

3.1 ENGAGE INDEPENDENTLY IN AEROBIC ACTIVITIES

3.2 DEVELOP PERSONAL GOALS TO IMPROVE PERFORMANCE IN AEROBIC ACTIVITIES

3.4 IDENTIFY AND ANALYZE AEROBIC ACTIVITIES THAT ENHANCE BOTH PERSONAL ENJOYMENT AND THE CHALLENGE IN INDIVIDUAL AND DUAL ACTIVITIES

3.5 EVALUATE THE RISKS AND SAFETY FACTORS THAT MAY AFFECT PARTICIPATION IN AEROBIC ACTIVITIES THROUGHOUT A LIFETIME

STUDENTS WILL:

- UNDERSTAND THE BIOMECHANICS OF BREATHING
- LEARN AND PRACTICE DIFFERENT FORMS OF PRANAYAMA BREATHING
- LEARN AND PRACTICE DIAPHRAGMATIC BREATHING
- LEARN AND PRACTICE SHALLOW BREATHING
- LEARN AND PRACTICE UJJAYI BREATHING

### **UNIT 3: PHYSICAL APPLICATION AND PERFORMANCE**

STUDENTS DEMONSTRATE KNOWLEDGE OF AND COMPETENCY IN MOTOR SKILLS, MOVEMENT PATTERNS, AND STRATEGIES NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

1.9 CREATE OR MODIFY PRACTICE/TRAINING PLANS BASED ON EVALUATIVE FEEDBACK OF SKILL ACQUISITION AND PERFORMANCE IN AQUATIC, RHYTHMS/DANCE, AND INDIVIDUAL AND DUAL ACTIVITIES

1.12 DEMONSTRATE INDEPENDENT LEARNING OF MOVEMENT SKILLS

3.4 EVALUATE THE RISKS AND SAFETY FACTORS THAT MAY AFFECT PARTICIPATION IN INDIVIDUAL AND DUAL ACTIVITIES THROUGHOUT A LIFETIME

STUDENTS WILL LEARN AND DEMONSTRATE YOGA POSES FROM POSTURE TYPES AS FOLLOWS:

- BACK, SIDE, AND FORWARD BENDING
- BALANCING
- CORE STRENGTH
- TWISTING

# Chino Valley Unified School District

## High School Course Description

### UNIT 4: ADVANCED APPLICATION

STUDENTS DEMONSTRATE KNOWLEDGE OF AND COMPETENCY IN MOTOR SKILLS, MOVEMENT PATTERNS, AND STRATEGIES NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

- 1.1 COMBINE AND APPLY MOVEMENT PATTERNS, SIMPLE TO COMPLEX, IN AQUATIC, RHYTHMS/DANCE, AND INDIVIDUAL AND DUAL ACTIVITIES. STUDENTS DEMONSTRATE KNOWLEDGE OF PSYCHOLOGICAL AND SOCIOLOGICAL CONCEPTS, PRINCIPLES, AND STRATEGIES THAT APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITY
- 1.3 CREATE OR MODIFY PRACTICE/TRAINING PLANS BASED ON EVALUATIVE FEEDBACK FROM SKILL ACQUISITION AND PERFORMANCE
- 1.4 PRACTICE INDIVIDUAL AND DUAL ACTIVITIES IN REAL-WORLD SETTINGS
- 2.3 ACHIEVE A LEVEL OF FITNESS THAT IMPROVES HEALTH AND PERFORMANCE AND PROVIDES OPPORTUNITIES FOR ENJOYMENT AND CHALLENGE IN INDIVIDUAL AND DUAL ACTIVITIES
- 2.2 DESIGN A PERSONAL PHYSICAL FITNESS PROGRAM TO BE COMPLETED IN A HOME OR GYM AND THAT WILL BE CONSISTENT WITH THE DEMANDS OF A SELECTED INDIVIDUAL OR DUAL ACTIVITY
- 3.7 ANALYZE THE ROLE THAT PHYSICAL ACTIVITY PLAYS IN SOCIAL INTERACTION AND COOPERATIVE OPPORTUNITIES IN THE FAMILY AND THE WORKPLACE

STUDENTS WILL LEARN AND DEMONSTRATE YOGA POSES FROM POSTURE TYPES AS FOLLOWS:

- BACK, SIDE, AND FORWARD BENDING
- BALANCING
- CORE STRENGTH
- TWISTING

#### **Course Outline:**

##### ~~Course Preparation and Policies:~~

- ~~• Brief history and philosophy of yoga~~
- ~~• Explanation of curriculum, expectations, and grading~~
- ~~• Rules and procedures~~
- ~~• Dress requirements, class procedure~~

##### ~~Basics of Yoga Practice~~

- ~~• Breathing: Importance, philosophy, physiology~~
- ~~• Relaxation: Importance, philosophy, physiology~~
- ~~• Deep Relaxation practice (Savasana)~~

~~Beginning Yoga Poses: Instruction and guided practice in 10-15 elementary yoga postures, possibly including the following:~~

- ~~• Shoulder shrugs and neck exercises~~
- ~~• Chest Expansion (Uttanasana)~~
- ~~• Back Stretch (Pascimottanasana)~~
- ~~• Triangle Pose (Trikonasana)~~
- ~~• Cobra Pose (Bhujangasana)~~
- ~~• Warrior Pose (Virabhadrasana)~~
- ~~• Mountain Pose (Tadasana)~~
- ~~• Tree Pose (Vrksasana)~~
- ~~• Child's Pose (Darnikasana)~~
- ~~• Simple Twist (Ardha Matsyendrasana)~~
- ~~• Cat Stretch~~
- ~~• Butterfly Pose (Baddha Konasana)~~
- ~~• One Leg Seated Forward Bend (Janu Sirasana)~~
- ~~• Downward Facing Dog Pose (Adho Mukha Svanasan)~~

# Chino Valley Unified School District

## High School Course Description

- Extended Foot Pose (Padottanasana)

### Intermediate Yoga Practice

**Breathing:** Instruction and practice of Alternate Nostril Breath (Aruloma Viloma)

**Intermediate Yoga Poses:** Instruction and guided practice in 8-10 intermediate yoga postures possibly including the following:

- Sun Salutation (Surya Namaskar)
- Half Locust/Locust Pose (Salabhasana)
- Shoulder Stand (Sarvangasana)
- Plow Pose (Halasana)
- Fish pose (Matsyanasana)
- Extended Side Angle Pose (Uhitra Parsvakonasana)
- Lying Twist (Jathara Parivartanasana)
- Straddle/Wide Leg Seated Forward Bend (Upavista Konasana)
- Camel Pose (Ustrasana)
- Dancer's Pose (Natarajasana)
- Eagle Pose (Garudanasana)
- Triangle Pose (Garudanasana)

### 3. Key Assignments:

#### UNIT 1: HISTORY AND PHILOSOPHY:

STUDENTS WILL GAIN AN UNDERSTANDING OF THE HISTORY AND PHILOSOPHY OF YOGA AS STUDIED IN THE DOCUMENTED ORIGIN YEARS. STUDENTS WILL USE CHOSEN AND APPROVED WEBSITES OR APPLICABLE LITERATURE DEFINING AND EXPOUNDING ON THE DEFINITIONS OF YOGA AND THE CORRELATING PHILOSOPHIES. STUDENTS WILL HAVE A CHOICE OF PRESENTING FOUND KNOWLEDGE IN EITHER WRITTEN OR ORAL FORMAT ADHERING TO DEFINED INSTRUCTIONS. THE STUDENT WILL LEARN THE ORIGIN OF YOGA, ITS VARIED PHILOSOPHIES, AND APPLY THIS INFORMATION TO THEIR PRACTICE.

#### ASSIGNMENTS:

- INVESTIGATE AND READ RELEVANT INFORMATION DEFINING AND DESCRIBING THE HISTORY OF YOGA
- PRESENT INFORMATION GAINED THROUGH READING OF HISTORY OF YOGA EITHER IN WRITTEN OR ORAL FORMAT
- INVESTIGATE AND READ RELEVANT INFORMATION DEFINING AND DESCRIBING THE MANY PHILOSOPHIES OF YOGA
- PRESENT INFORMATION GAINED THROUGH READING OF THE PHILOSOPHIES OF YOGA EITHER IN WRITTEN OR ORAL FORMAT
- DEVELOP PERSONAL PHILOSOPHY OF YOGA AS IT PERTAINS TO INDIVIDUAL NEED
- APPLY INDIVIDUAL YOGA PHILOSOPHY TO DAILY LIFE IN EFFECTIVE MANNER
- LEARN METHODS OF ADAPTING YOGA PHILOSOPHY APPLICABLE TO CHANGING SOCIAL ENVIRONMENT

#### UNIT 2: BREATHING TECHNIQUES:

STUDENTS WILL EXHIBIT SEVERAL EXAMPLES OF BREATHING TECHNIQUES USED DURING YOGA PRACTICE. DURING THE FLOW OF YOGA PRACTICE, STUDENTS WILL MAKE USE OF APPROPRIATE BREATHING TECHNIQUE APPLICABLE TO REQUIRED YOGA POSE(S). THE STUDENT WILL LEARN THE DIFFERENCES IN YOGA BREATHING COMBINED WITH THE RESPECTIVE YOGA POSE(S).

#### ASSIGNMENTS:

- READ PAST AND CURRENT TRENDS IN DIFFERENT FORMS OF BREATHING USED IN THE PRACTICE OF YOGA
- LEARN TO UTILIZE DIFFERENT FORMS OF PRANAYAMA BREATHING WITHIN THE STRUCTURE OF YOGA PRACTICE
- USE DIFFERENT FORMS OF PRANAYAMA BREATHING WHEN ENCOUNTERED WITH DIFFERENT POSES AND BALANCES DURING YOGA PRACTICE

# Chino Valley Unified School District

## High School Course Description

- EXHIBIT EFFECTIVE BREATHING TECHNIQUES DURING YOGA PRACTICE AND BE ABLE TO ADAPT AND ADJUST AS THE FLOW OF YOGA PRACTICE CONTINUES
- APPLY LEARNED RELAXATION BREATHING TECHNIQUES DURING SAVASANA AND RESTORATION

### **UNIT 3: PHYSICAL APPLICATION AND PERFORMANCE**

STUDENTS WILL DEMONSTRATE LEARNED YOGA POSES FLOWING FROM ONE TO ANOTHER UTILIZING APPROPRIATE BREATHING TECHNIQUES. STUDENTS MAY PRODUCE THIS YOGA FLOW EITHER INDIVIDUALLY OR IN GROUP FORMAT. THE STUDENTS WILL FOLLOW THE PROMPT LEAD BY THE TEACHER OR STUDENT LEADER USING A PRE-PLANNED ROUTINE OR AN OPEN FLOW FORMAT. THE STUDENTS WILL LEARN HOW TO QUICKLY AND PHYSICALLY ADJUST TO COMMANDS, PROMPTS, AND SUGGESTED ADJUSTMENTS FROM THE INSTRUCTOR. THE STUDENT WILL GAIN APPRECIATION FOR THE DEMANDS OF YOGA PRACTICE AND MAKE CONSCIENTIOUS DECISIONS CONCERNING INDIVIDUAL LIMITATIONS.

- APPLY LEARNED PROPER CONDUCT AND BEHAVIORS REQUIRED FOR EFFECTIVE YOGA PRACTICE
- CULTIVATE RESPECT AND APPRECIATION OF OTHERS' YOGA PRACTICE BY HONORING THE COMMUNITY ENVIRONMENT OF THE YOGA SESSION
- APPLY LEARNED RESPECTFUL BEHAVIORS REQUIRED FOR EFFECTIVE YOGA PRACTICE OUTSIDE THE CLASSROOM BOUNDARIES
- TEST INDIVIDUAL LIMITS REQUIRING FLEXIBILITY, STRENGTH, BALANCE, AND ENDURANCE
- ENGAGE IN COMPLETE FOCUS ON ONESELF DURING YOGA PRACTICE
- CONTINUE FLOW OF YOGA POSES INTO PROLONGED SET PRACTICE
- UTILIZE LEARNED FLOW ROUTINES TO ENHANCE CARDIOVASCULAR ENDURANCE
- PHYSICALLY PRESENT KNOWLEDGE OF LEARNED YOGA POSES IN INDIVIDUAL OR PARTNER SETTING

### **UNIT 4: ADVANCED APPLICATION**

THE STUDENT WILL EFFECTIVELY DEMONSTRATE SPECIFIC YOGA POSES IN A MODERATELY TIMED POSITION THEN FLOWING TO THE NEXT POSE. USING POISE AND DECORUM, THE STUDENT WILL FLOW FROM ONE POSE TO THE NEXT WITHOUT DEMONSTRATION FROM THE TEACHER. THE STUDENT WILL DEMONSTRATE COMPETENCE IN ADVANCED POSES AND CONTINUE WITH A BALANCE POSE, COMPLETING THE YOGA PRACTICE WITH SAVASANA (RELAXATION). THE STUDENT WILL LEARN EFFECTIVE METHODS TO COMPLETE A PLANNED FLOW SESSION OF YOGA IDENTIFYING ALL POSES WITHOUT TEACHER PROMPT. THE STUDENT WILL ALSO LEARN THE POWER AND DEPTH OF YOGA AND MAKE CONNECTION WITH THE PHYSICAL BODY AND THE INTERNAL EMOTIONS AND ENERGY INSIDE.

- PRESENT PREPARED YOGA ROUTINE INCLUDING USE OF MUSIC
- INCORPORATE ADVANCED YOGA POSES INTO INDIVIDUAL YOGA PRACTICE
- PRACTICE FLOW OF YOGA POSES WITHOUT TEACHER PROMPT
- PRESENT YOGA ROUTINE USING ADVANCED POSES EITHER INDIVIDUAL, PARTNER, OR GROUP SETTING
- WEEKLY PERSONAL JOURNAL ENTRY – INDIVIDUAL REFLECTION, PHYSICAL REFLECTION
- CUMULATIVE VOCABULARY TERMS AND IDENTIFIERS
- RELATED CURRENT EVENT DISCUSSION/ORAL PRESENTATION
- DEMONSTRATION OF ASANA
- DEMONSTRATION OF FLOW ASANA
- WRITTEN DESCRIPTION OF ASANA
- SELF-ANALYSIS OF PROGRESSION OF ASANA (VERBAL, WRITTEN)
- SMALL GROUP PRESENTATION - EACH STUDENT ROLE-PLAYS AS BOTH TEACHER AND STUDENT

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

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and research. Some of the possible active participation strategies include:

- Strategy for personal, social, and physical development

# Chino Valley Unified School District

## High School Course Description

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- Team Building Activities
- Collaboration
- Small group Activities
- Personal Reflections on Individual Progression

### **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

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- ATTENDANCE, PROMPTNESS, DRESS (DAILY POINTS)
- PARTICIPATION, COOPERATION, SINCERE EFFORT (DAILY POINTS)
- DEMONSTRATION OF YOGA ETIQUETTE AND MUTUAL RESPECT (DAILY POINTS)
- SMALL GROUP DEMONSTRATION (RUBRIC ASSESSED)
- PERSONAL REFLECTION - WRITTEN/ORAL

~~• Attendance, promptness, dress (daily points)~~

~~• Participation, cooperation, sincere effort (daily points)~~

~~• Demonstration of yoga etiquette and mutual respect (daily points)~~

~~• Notebooks~~

~~• Small group demonstration (rubric assessed)~~

• Projects (rubric assessed)

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**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**

\$915,402.80 to all District funding sources.

NE:GJS:AGH:pw



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

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

**SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

As indicated.

NE:GJS:AGH:pw

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<p><b>CIIS-1920-205 Rockstar Recruiting LLC dba StaffRehab.</b>            To provide LVN services for supplemental summer instruction.            Submitted by: Alternative Education Center            Duration of Agreement: June 1, 2020 - July 10, 2020</p>	<p>Contract amount: \$7,500.00            Funding source: School Site Budget</p>
<p><b>CIIS-1920-206 Thinking Maps Inc.</b>            To provide one-year Thinking Maps Community license.            Submitted by: Townsend JHS            Duration of Agreement: June 1, 2020 - June 1, 2021</p>	<p>Contract amount: \$160.00            Funding source: General Fund</p>
<p><b>CIIS-1920-207 Athena Software.</b>            To provide subscription fee for Penelope case management software and support used by Tykes and Special Education.            Submitted by: Health Services/Special Education            Duration of Agreement: March 20, 2020 - March 20, 2023</p>	<p>Contract amount: Per rate sheet            Funding source: Various</p>
<p><b>CIIS-1920-208 Project Lead the Way.</b>            To provide curriculum for principles of biomedical science and human body system.            Submitted by: Chino Hills HS            Duration of Agreement: March 20, 2020 - June 30, 2020</p>	<p>Contract amount: \$2,000.00            Funding source: LCAP</p>
<p><b>CIIS-1920-209 Enrichment Programs In Communities dba EPIC Kids.</b>            To provide enrichment program for GATE students.            Submitted by: Glenmeade ES            Duration of Agreement: March 9, 2020 - June 30, 2020</p>	<p>Contract amount: \$1,476.00            Funding source: LCAP</p>
<p><b>CIIS-1920-210 Kajeet Inc.</b>            To provide data service plan for Kajeet hotspots.            Submitted by: Curriculum, Instruction, Innovation, and Support            Duration of Agreement: April 1, 2020 - March 31, 2021</p>	<p>Contract amount: Per rate sheet            Funding source: General Fund</p>
<p><b>CIIS-2021-001 AVID Center.</b>            To provide AVID membership fees for elementary and secondary for 2020/2021 school year.            Submitted by: Secondary Curriculum            Duration of Agreement: July 1, 2020 - June 30, 2021</p>	<p>Contract amount: \$44,216.00            Funding source: LCAP</p>
<p><b>CIIS-2021-002 Foundation for California Community Colleges.</b>            To provide online planning tool-guidance for grades 6-12 to prepare for college.            Submitted by: Secondary Curriculum            Duration of Agreement: July 1, 2020 - June 30, 2021</p>	<p>Contract amount: None            Funding source: None</p>
<p><b>CIIS-2021-003 Communicade Inc.</b>            To provide translation services for parent meetings.            Submitted by: Access and Equity            Duration of Agreement: July 1, 2020 - June 30, 2021</p>	<p>Contract amount: \$5,000.00            Funding source: LCAP</p>
<p><b>CIIS-2021-004 Fastbridge Learning.</b>            To provide universal screening for Multi-Tier System of Support (MTSS) for Academics and Behavior (A&amp;B).            Submitted by: Access and Equity            Duration of Agreement: July 1, 2020 - June 30, 2021</p>	<p>Contract amount: \$129,500.00            Funding source: Title I and IV</p>
<p><b>CIIS-2021-005 Document Tracking Service, LLC.</b>            To provide single plan for student achievement, LCAP, and LEAP templates.            Submitted by: Access and Equity            Duration of Agreement: July 1, 2020 - June 30, 2021</p>	<p>Contract amount: \$13,850.00            Funding source: Title I</p>

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-2021-006 Code to the Future.</b> To provide curriculum and integration support for five years Submitted by: Access and Equity Duration of Agreement: July 1, 2020 - June 30, 2025	Contract amount: \$266,000.00  Funding source: Title IV

<b>FACILITIES, PLANNING, AND OPERATIONS</b>	<b>FISCAL IMPACT</b>
<b>F-1920-061 Elite Modular Leasing &amp; Sales Inc.</b> To provide one-year lease of eight portable classrooms for Canyon Hills JHS (relocated from Rolling Ridge ES). Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 20, 2020 - June 19, 2021	Contract amount: \$117,600.00  Funding source: Building Fund 21
<b>F-1920-062 Elite Modular Leasing &amp; Sales Inc.</b> To provide one-year lease of fourteen portable classrooms for Townsend JHS (relocated from Country Springs ES and Rolling Ridge ES). Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 20, 2020 - June 19, 2021	Contract amount: \$225,400.00  Funding source: Building Fund 21
<b>F-1920-063 Padgett's Cleaning &amp; Restoration.</b> To provide deep cleaning and disinfection of school facilities in the event of infectious disease and/or viral contamination. Submitted by: Facilities, Planning, and Operations Duration of Agreement: March 20, 2020 - June 30, 2021	Contract amount: Per rate sheet  Funding source: General Fund
<b>F-1920-064 Green Team Maintenance and Janitorial Services LLC.</b> To provide deep cleaning and disinfection of school facilities in the event of infectious disease and/or viral contamination. Submitted by: Facilities, Planning, and Operations Duration of Agreement: March 20, 2020 - June 30, 2021	Contract amount: Per rate sheet  Funding source: General Fund
<b>F-1920-065 Environmental Management Technologies.</b> To provide deep cleaning and disinfection of school facilities in the event of infectious disease and/or viral contamination. Submitted by: Facilities, Planning, and Operations Duration of Agreement: March 20, 2020 - June 30, 2021	Contract amount: Per rate sheet  Funding source: General Fund
<b>F-1920-066 Allied Restoration Services.</b> To provide deep cleaning and disinfection of school facilities in the event of infectious disease and/or viral contamination. Submitted by: Facilities, Planning, and Operations Duration of Agreement: March 20, 2020 - June 30, 2021	Contract amount: Per rate sheet  Funding source: General Fund

<b>MASTER CONTRACTS</b>	<b>FISCAL IMPACT</b>
<b>MC-1920-054 Aquarium of the Pacific.</b> To provide educational field trip. Submitted by: Marshall ES Duration of Agreement: March 20, 2020 - June 30, 2023	Contract amount: Per rate sheet  Funding source: Title I
<b>MC-1920-055 Learn2Earn Corporation dba Whooo's Reading.</b> To provide online reading program. Submitted by: Rolling Ridge ES Duration of Agreement: March 20, 2020 - June 30, 2023	Contract amount: Per rate sheet  Funding source: ASB/USB/PFA/PTA/Boosters
<b>MC-1920-056 Purple Easel LLC.</b> To provide onsite painting event. Submitted by: Walnut ES Duration of Agreement: April 1, 2020 - June 30, 2023	Contract amount: Per rate sheet  Funding source: Various

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p><b>CIIS-1920-078 JLJ Consulting.</b>            To provide mental health workshop.            Submitted by: Special Education            Duration of Agreement: July 1, 2019 - June 30, 2020            Original Agreement Board Approved: June 20, 2019</p>	<p>Add additional workshop</p> <p>Contract amount: Increase from \$1,500.00 to \$3,000.00</p> <p>Funding source: Special Education</p>
<p><b>CIIS-1920-102 Center for Educational Partnerships (Irvine Math Project).</b>            To provide math professional development and materials.            Submitted by: Newman ES            Duration of Agreement: July 1, 2019 - June 30, 2020            Original Agreement Board Approved: July 18, 2019</p>	<p>Change name to Regents of the University of California at Irvine (Irvine Math Project)</p> <p>Add additional two (2) day development for 5<sup>th</sup> graders.</p> <p>Contract amount: Increase from \$35,805.00 to \$40,359.00</p> <p>Funding Source: Title I</p>
<p><b>RFP 19-20-04 Loewy Enterprises dba Sunrise Produce.</b>            To provide fresh produce.            Submitted by: Nutrition Services            Duration of Agreement: July 1, 2019 - June 30, 2020            Original Agreement Board Approved: August 15, 2019</p>	<p>Extend contract by one additional fiscal year, per contract documents, through June 30, 2021</p> <p>Funding source: Cafeteria Fund</p>

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**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**

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**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  
March 19, 2020**

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Thin Client	HP	44708/393BV2	Technology
Thin Client	HP	1947313	Technology
Thin Client	HP	43600/2716D8	Technology
Laptop	Dell	40816/cykrxw1	Technology
Laptop	Dell	46942/D21WM32	Technology
Laptop	Dell	45522/6DSTL32	Technology
Laptop	Dell	45634/J5MTL32	Technology
Laptop	Dell	43888/FHRFL12	Technology
Laptop	Dell	46925/CQ12N32	Technology
Laptop	Dell	44656/7TTYM12	Technology
Laptop	Dell	43928/58MQL12	Technology
Laptop	Dell	44507/BRVYM12	Technology
Laptop	Dell	45501/6RZTL32	Technology
Laptop	Dell	44650/3FVYM12	Technology
Laptop	Dell	44556/BJ1ZM12	Technology
Laptop	Dell	43335/3HG VF12	Technology
Laptop	Dell	44528/2LVYM12	Technology
Laptop	Dell	45514/CXDTL32	Technology
Laptop	Dell	45564/CXYTL32	Technology
Laptop	Dell	45641/JRLTL32	Technology
Laptop	Dell	44488/DZTYM12	Technology
Laptop	Dell	44591/D4YYM12	Technology
Laptop	Dell	45910/7N54M32	Technology
Laptop	Dell	44495/BTTYM12	Technology
Laptop	Dell	44489/60VYM12	Technology
Laptop	Dell	45711/8NBVL32	Technology
Laptop	Dell	43281/9PP0F12	Technology
Laptop	Dell	44627/HWWYM12	Technology
Laptop	Dell	44540/HSXYM12	Technology
Laptop	Dell	45223/1KL0L12	Technology
Laptop	Dell	43352/4GGVF12	Technology
Laptop	Dell	45915/2KG5M32	Technology
Laptop	Dell	44626/1TWYM12	Technology
Laptop	Dell	45318/66Q0L32	Technology
Laptop	Dell	45543/7FBVL32	Technology
Laptop	Dell	45911/JYQ4M32	Technology
Laptop	Dell	44505/FRVYM12	Technology
Laptop	Dell	44625/HDWYM12	Technology
Laptop	Dell	45316/G1Q0L32	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	43338/J9DVF12	Technology
Laptop	Dell	45560/6GBVL32	Technology
Laptop	Dell	45537/3CRXL32	Technology
Laptop	Dell	44573/F9XYM12	Technology
Laptop	Dell	45655/B1VYM12	Technology
Laptop	Dell	44570/B1VYM12	Technology
Laptop	Dell	44634/8JWYM12	Technology
Laptop	Dell	43344/HGGVF12	Technology
Laptop	Dell	43994/DMMQL12	Technology
Laptop	Dell	45322/77J0L32	Technology
Laptop	Dell	44639/DSXYM12	Technology
Laptop	Dell	43208/DGP0F12	Technology
Laptop	Dell	45323/7QJ0L32	Technology
Laptop	Dell	43347/C7DVF12	Technology
Laptop	Dell	45542/H5JVL32	Technology
Laptop	Dell	45520/DRZTL32	Technology
Laptop	Dell	45538/FNFTL32	Technology
Laptop	Dell	45372/628WL32	Technology
Laptop	Dell	45677/DNLTL32	Technology
Laptop	Dell	43341/BZRVF12	Technology
Laptop	Dell	46940/BGDWM12	Technology
Laptop	Dell	44000/69NQL12	Technology
Laptop	Dell	43189/19M0F12	Technology
Laptop	Dell	44584/6VZYM12	Technology
Laptop	Dell	45526/4NFTL32	Technology
Laptop	Dell	43984/1VLQL12	Technology
Laptop	Dell	44674/BWTYM12	Technology
Laptop	Dell	43187/C9M0F12	Technology
Laptop	Dell	45583/6CBVL32	Technology
Laptop	Dell	44653/3JZYM12	Technology
Laptop	Dell	45626/1PZTL32	Technology
Laptop	Dell	44615/10XYM1	Technology
Laptop	Dell	44631/HVWYM12	Technology
Laptop	Dell	44611/5GXYM12	Technology
Laptop	Dell	44607/GYYM12	Technology
Laptop	Dell	44534/FHVYM12	Technology
Laptop	Dell	44665/2PYM12	Technology
Laptop	Dell	45512/HNZLT32	Technology
Laptop	Dell	43202/69P0F12	Technology
Laptop	Dell	45916/CNX4M32	Technology
Laptop	Dell	44529/BDVYM12	Technology
Laptop	Dell	44664/C3XYM12	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	44611/5GX YM12	Technology
Laptop	Dell	44607/GYY YM12	Technology
Laptop	Dell	44534/FHV YM12	Technology
Laptop	Dell	44665/2PY YM12	Technology
Laptop	Dell	45512/HNZ LT32	Technology
Laptop	Dell	43202/69P OF12	Technology
Laptop	Dell	45916/CNX 4M32	Technology
Laptop	Dell	44529/BDV YM12	Technology
Laptop	Dell	44664/C3X YM12	Technology
Laptop	Dell	44611/5GX YM12	Technology
Laptop	Dell	44607/GYY YM12	Technology
Laptop	Dell	43382/GSXX F12	Technology
Laptop	Dell	45476/JSP VL32	Technology
Laptop	Dell	45516/HGM TL32	Technology
Laptop	Dell	45404/C28 WL32	Technology
Laptop	Dell	45905/5W5 GM32	Technology
Laptop	Dell	44654/7SW YM12	Technology
Laptop	Dell	44684/CSG YM12	Technology
Laptop	Dell	44527/BLT YM12	Technology
Laptop	Dell	44605/FYX YM12	Technology
Laptop	Dell	44547/C7X YM12	Technology
Laptop	Dell	45650/6XD TL32	Technology
Laptop	Dell	45505/FK1 TL32	Technology
Laptop	Dell	45518/BQP VL32	Technology
Laptop	Dell	45395/9JL TL32	Technology
Laptop	Dell	45473/6JB VL32	Technology
Laptop	Dell	44423/DTL QL12	Technology
Laptop	Dell	45724/GNZ TL32	Technology
Laptop	Dell	44592/5X Y YM12	Technology
Laptop	Dell	45697/JD2 WL32	Technology
Laptop	Dell	43930/GJN QL12	Technology
Laptop	Dell	44517/25H YM12	Technology
Laptop	Dell	44670/3BV YM12	Technology
Laptop	Dell	44569/96X YM12	Technology
Laptop	Dell	44575/HDX YM12	Technology
Laptop	Dell	45596/4PZ TL32	Technology
Laptop	Dell	45324/27J OL32	Technology
Laptop	Dell	45527/6TZ TL32	Technology
Laptop	Dell	43978/39L QL12	Technology
Laptop	Dell	43339/5T7 VF12	Technology
Laptop	Dell	45413/93F TL32	Technology
Laptop	Dell	44585/2XX YM12	Technology



<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	46944/2GD2N32	Technology
Laptop	Dell	43987/89MQL12	Technology
Laptop	Dell	31896/6B5MVL1	Technology
Laptop	Dell	45649/CRDTL32	Technology
Laptop	Dell	44633/GKYYM12	Technology
Laptop	Dell	45563/C1FTL32	Technology
Laptop	Dell	44644/1KXYM12	Technology
Laptop	Dell	44603/72YYM12	Technology
Laptop	Dell	45908/4L54M32	Technology
Laptop	Dell	45502/1FMTL32	Technology
Laptop	Dell	44599/5PWYM12	Technology
Laptop	Dell	44673/B50ZM12	Technology
Laptop	Dell	44647/6W0ZM12	Technology
Laptop	Dell	45593/4PFTL32	Technology
Laptop	Dell	40921/1GQZYW1	Technology
Laptop	Dell	44550/63VYM12	Technology
Laptop	iMac	39856/C1MHJX2HDV13	Technology
Laptop	Dell	43930/GJNQL12	Technology
Laptop	Dell	44549/BDX4M12	Technology
Laptop	Dell	45500/J6MTL32	Technology
Laptop	Dell	45904/2YSFM32	Technology
Laptop	Dell	45379/697TL32	Technology
Laptop	Dell	45222/J0K0L12	Technology
Laptop	Dell	43346/C9DVF12	Technology
Laptop	Dell	43385/4BDVF12	Technology
Laptop	Dell	43394/3TXXF12	Technology
Laptop	Dell	43215/CTP0F12	Technology
Laptop	Dell	43340/H1SVF12	Technology
Laptop	Dell	44614/G1ZYM12	Technology
Laptop	Dell	43391/6GGVF12	Technology
Laptop	Dell	43334/FGSVF12	Technology
Laptop	Dell	45652/3TDTL32	Technology
Laptop	Dell	44522/9KVYM12	Technology
Laptop	Dell	43365/2hwx12	Technology
Laptop	Dell	44553/28XYM12	Technology
Laptop	Dell	44568/BNWYM12	Technology
Laptop	Dell	45317/2HJ0L32	Technology
Laptop	Dell	45647/3ZDTL32	Technology
Laptop	Dell	44589/33YYM12	Technology
Laptop	Dell	44493/G2WYM12	Technology
Laptop	Dell	45668/HSZTL32	Technology
Laptop	Dell	44419/CNSHM12	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	44601/520ZM12	Technology
Laptop	Dell	44485/97ZYM12	Technology
Laptop	Dell	43364/HCYXF12	Technology
Laptop	Dell	45683/86STL32	Technology
Laptop	Dell	44551/24YYM12	Technology
Laptop	Dell	45646/8LLTL32	Technology
Laptop	Dell	44523/CTGYM12	Technology
Laptop	Dell	43977/4MLQL12	Technology
Laptop	Dell	44484/JXTYM12	Technology
Laptop	Dell	43938/3CLQL12	Technology
Laptop	Dell	44778/GN9BN12	Technology
Laptop	Dell	45539/7NZTL32	Technology
Laptop	Dell	46956/JGG2N32	Technology
Laptop	Dell	44555/49VYM12	Technology
Laptop	Dell	45171/42JFP12	Technology
Laptop	Dell	43343/67DVF12	Technology
Laptop	Dell	45380/8ZPVL32	Technology
Laptop	Dell	45313/D6J0L32	Technology
Laptop	Dell	46897/4F3YM32	Technology
Laptop	Dell	44683/35XYM12	Technology
Laptop	Dell	43398/89YXF12	Technology
Laptop	Dell	44582/G6VYM12	Technology
Laptop	Dell	45477/19JVL32	Technology
Laptop	Dell	44565/8Z3ZM12	Technology
Laptop	Dell	45391/F18WL32	Technology
Laptop	Dell	44563/6QVYN12	Technology
Laptop	Dell	43280/6NP0F12	Technology
Laptop	Dell	45732/4GSTL32	Technology
Laptop	Dell	44016/GXLQL12	Technology
Laptop	Dell	43188/1PM0F12	Technology
Laptop	Dell	44580/30YYM12	Technology
Laptop	Dell	44595/17YYM12	Technology
Laptop	Dell	45555/C2JVL32	Technology
Laptop	Dell	45320/HHJ0L32	Technology
Laptop	Dell	44494/7DWYM12	Technology
Laptop	Dell	44010/2RLQL12	Technology
Laptop	Dell	1HC4M32	Technology
Laptop	Dell	44621/DRWYM12	Technology
Laptop	Dell	44652/2P0ZM12	Technology
Laptop	Dell	43968/FSLQL12	Technology
Laptop	Dell	44515/47WYM12	Technology
Laptop	Dell	44624/5QWYM12	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	43282/6PM0F12	Technology
Laptop	Dell	44525/4MTYM12	Technology
Laptop	Dell	43405/CWF1H12	Technology
Laptop	Dell	43354/D76VF12	Technology
Laptop	Dell	44501/87WYM12	Technology
Laptop	Dell	44519/6XSTL32	Technology
Laptop	Dell	44001/DKMQL12	Technology
Laptop	Dell	45400/83TTL32	Technology
Laptop	Dell	44610/CHyYM12	Technology
Laptop	Dell	43271/GHFFF12	Technology
Laptop	Dell	44544/36XYM12	Technology
Laptop	Dell	45632/79CVL32	Technology
Laptop	Dell	47053/77S2N32	Technology
Laptop	Dell	44513/C7WYM12	Technology
Laptop	Dell	44487/43HYM12	Technology
Laptop	Dell	43972/C4MQL12	Technology
Laptop	Dell	44008/1DMQL12	Technology
Laptop	Dell	45669/9JSTL32	Technology
Laptop	Dell	44610/CHYYM12	Technology
Laptop	Dell	43190/19L0F12	Technology
Laptop	Dell	44524/JNTYM12	Technology
Laptop	Dell	45632/79CVL32	Technology
Laptop	Dell	44513/C7WYM12	Technology
Laptop	Dell	43972/C4MQL12	Technology
Laptop	Dell	44008/1DMQL12	Technology
Laptop	Dell	45669/9JSTL32	Technology
Optiplex 780	Dell	35217/9YMYDP1	Technology
Laptop	Dell	43998/7TMQL12	Technology
Surface Pro 3	Microsoft	59700/011591474953	Technology
Laptop	Dell	40809/6MJRXW1	Technology
Laptop	Dell	54042/039653262053	Technology
Laptop	Dell	41113/DLH0ZW1	Technology
Laptop	Dell	41344/BKDJJX1	Technology
Optiplex 3020	Dell	43685/54C4Z12	Technology
Optiplex 3020	Dell	47905/69FPT52	Technology
Laptop	Dell	43373/JQXXF12	Technology
Macbook	Apple	17789/UV3230DBPF3	Technology
Laptop	Dell	52222/82bsd82	Technology
Laptop	Microsoft	47342/078580751652	Technology
Laptop	Dell	50061/1PKQG22	Technology
Laptop	Dell	62149/62G6ZM2	Technology
Laptop	Dell	49742/HKVMG22	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell	39077/8T31MQ1	Technology
Laptop	Dell	48102/6HHBZ32	Technology
Laptop	Dell Lat 5440	44675/ 5WTYM12	Technology
Laptop	Dell Lat 5440	45648/9G1TL32	Technology
Laptop	Dell Lat 5440	45517	Technology
Laptop	Dell Lat 5440	45470	Technology
Laptop	Dell Lat 5440	45416	Technology
Laptop	Dell Lat 5440	45549	Technology
Laptop	Dell Lat 5440	45546	Technology
Laptop	Dell Lat 5440	45314	Technology
Laptop	Dell Lat 5440	44571	Technology
Laptop	Dell Lat 5440	43345	Technology
Laptop	Dell Lat 5440	44630	Technology
Laptop	Dell Lat 5440	45914	Technology
Laptop	Dell Lat 5440	45617	Technology
Laptop	Dell Lat 5440	44913	Technology
Laptop	Dell Lat 5440	45503	Technology
Laptop	Dell Lat 5440	45654	Technology
Laptop	Dell Lat 5440	44590	Technology
Laptop	Dell Lat 5440	43397	Technology
Laptop	Dell Lat 5440	45498	Technology
Laptop	Dell Lat 5440	44676	Technology
Laptop	Dell Lat 5440	44506	Technology
Laptop	Dell Lat 5440	45557	Technology
Laptop	Dell Lat 5440	45681	Technology
Laptop	Dell Lat 5440	44628	Technology
Laptop	Dell Lat 5440	44006	Technology
Laptop	Dell Lat 5440	44645	Technology
Laptop	Dell Lat 5440	44608	Technology
Laptop	Dell Lat 5440	44560	Technology
Laptop	Dell Lat 5440	43358	Technology
Laptop	Dell Lat 5440	43350	Technology
Laptop	Dell Lat 5440	45565	Technology
Laptop	Dell Lat 5440	45719	Technology
Laptop	Dell Lat 5440	44658	Technology
Laptop	Dell Lat 5440	45371	Technology
Laptop	Dell Lat 5440	44504	Technology
Laptop	Dell Lat 5440	44510	Technology
Laptop	Dell Lat 5440	44546	Technology
Laptop	Dell Lat 5440	44660	Technology
Laptop	Dell Lat 5440	44541	Technology
Laptop	Dell Lat 5440	43200	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell Lat 5440	43198	Technology
Laptop	Dell Lat 5440	44619	Technology
Laptop	Dell Lat 5440	44574	Technology
Laptop	Dell Lat 5440	44583	Technology
Laptop	Dell Lat 5440	44616	Technology
Laptop	Dell Lat 5440	44576	Technology
Laptop	Dell Lat 5440	44521	Technology
Laptop	Dell Lat 5440	43197	Technology
Laptop	Dell Lat 5440	45403	Technology
Laptop	Dell Lat 5440	45568	Technology
Laptop	Dell Lat 5440	44677	Technology
Laptop	Dell Lat 5440	44539	Technology
Laptop	Dell Lat 5440	44400	Technology
Laptop	Dell Lat 5440	45531	Technology
Laptop	Dell Lat 5440	44662	Technology
Laptop	Dell Lat 5440	44593	Technology
Laptop	Dell Lat 5440	45678	Technology
Laptop	Dell Lat 5440	45573	Technology
Laptop	Dell Lat 5440	45636	Technology
Laptop	Dell Lat 5440	44612	Technology
Laptop	Dell Lat 5440	43191	Technology
Laptop	Dell Lat 5440	44581	Technology
Laptop	Dell Lat 5440	43203	Technology
Laptop	Dell Lat 5440	44586	Technology
Laptop	Dell Lat 5440	44667	Technology
Laptop	Dell Lat 5440	43887	Technology
Laptop	Dell Lat 5440	45511	Technology
Laptop	Dell Lat 5440	43993	Technology
Laptop	Dell Lat 5440	44622	Technology
Laptop	Dell Lat 5440	44594	Technology
Laptop	Dell Lat 5440	45387	Technology
Laptop	Dell Lat 5440	26568	Technology
Laptop	Dell Lat 5440	40815	Technology
Laptop	Dell Lat	41343	Technology
Laptop	Dell Lat	39877	Technology
Laptop	Dell Lat	24515	Technology
Laptop	Dell Lat	44859	Technology
Laptop	Dell Lat	45660	Technology
Laptop	Dell Lat	45545	Technology
Laptop	Dell Lat 5440	45710	Technology
Laptop	Dell Lat 5440	43958	Technology
Laptop	Dell Lat	45386	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell Lat 5440	45561	Technology
Laptop	Dell Lat 5440	43342	Technology
Laptop	Dell Lat 5440	43952	Technology
Laptop	Dell Lat 5440	45510	Technology
Laptop	Dell Lat 5440	44618	Technology
Laptop	Dell Lat 5440	45468	Technology
Laptop	Dell Lat 5440	40816	Technology
Laptop	Dell Lat 5440	44579	Technology
Laptop	Dell Lat 5440	44638	Technology
Laptop	Dell Lat 5440	43390	Technology
Laptop	Dell Lat 5430	41210	Technology
Laptop	Dell Lat 5440	45666	Technology
Laptop	Dell Lat 5440	45544	Technology
Laptop	Dell Lat 5440	45398	Technology
Laptop	Dell Lat 5440	45695	Technology
Laptop	Dell Lat 5440	45393	Technology
Laptop	Dell Lat 5440	45667	Technology
Laptop	Dell Lat 5440	44567	Technology
Laptop	Dell Lat 5440	43393	Technology
Laptop	Dell Lat 5440	43388	Technology
Laptop	Dell Lat	109885	Technology
Laptop	Dell Lat	109835	Technology
Laptop	Dell Lat 5440	44648	Technology
Laptop	Dell Lat 5440	43377	Technology
Laptop	Dell Lat	40216	Technology
Laptop	Dell Lat	411KXG1	Technology
Laptop	Dell Lat 5440	48042	Technology
Laptop	Dell Lat 5440	45405	Technology
Laptop	Dell Lat 5440	43286	Technology
Laptop	Dell Lat 5440	44014	Technology
Laptop	Dell Lat 5440	43976	Technology
Laptop	Dell Lat 5440	43935	Technology
Laptop	Dell Lat 5440	43953	Technology
Laptop	Dell Lat 5440	43992	Technology
Laptop	Dell Lat 5440	43966	Technology
Laptop	Dell Lat 5440	44509	Technology
Laptop	Dell Lat 5440	43957	Technology
Laptop	Dell Lat 5440	45385	Technology
Laptop	Dell Lat 5440	44671	Technology
Laptop	Dell Lat 5440	46910	Technology
Laptop	Dell Lat 5440	43985	Technology
Laptop	Dell Lat 5440	43941	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell Lat 5440	43925	Technology
Laptop	Dell Lat 5440	44013	Technology
Laptop	Dell Lat 5440	43988	Technology
Laptop	Dell Lat 5440	43939	Technology
Laptop	Dell Lat 5440	45676	Technology
Laptop	Dell Lat 5440	43933	Technology
Laptop	Dell Lat 5440	43949	Technology
Laptop	Dell Lat 5440	43942	Technology
Laptop	Dell Lat 5440	43975	Technology
Laptop	Dell Lat 5440	43973	Technology
Laptop	Dell Lat 5440	43927	Technology
Laptop	Dell Lat 5440	45377	Technology
Laptop	Dell Lat 5440	45625	Technology
Laptop	Dell Lat 5440	45639	Technology
Laptop	Dell Lat 5440	45507	Technology
Laptop	Dell Lat 5440	45682	Technology
Laptop	Dell Lat 5440	44015	Technology
Laptop	Dell Lat 5440	44012	Technology
Laptop	Dell Lat 5440	43173	Technology
Laptop	Dell Lat 5440	15382	Technology
Laptop	Dell Lat 5440	43934	Technology
Laptop	Dell Lat 5440	43932	Technology
Laptop	Dell Lat 5440	43970	Technology
Laptop	Dell Lat 5440	44009	Technology
Laptop	Dell Lat 5440	45406	Technology
Laptop	Dell Lat 5440	44500	Technology
Laptop	Dell Lat 5440	43981	Technology
Laptop	Dell Lat 5440	45729	Technology
Laptop	Dell Lat 5440	43980	Technology
Laptop	Dell Lat 5440	43172	Technology
Laptop	Dell Lat 5440	45902	Technology
Laptop	Dell Lat 5440	43989	Technology
Laptop	Dell Lat 5440	45693	Technology
Laptop	Dell Lat 5440	45723	Technology
Laptop	Dell Lat 5440	43982	Technology
Laptop	Dell Lat 5440	45900	Technology
Laptop	Dell Lat 5440	45722	Technology
Laptop	Dell Lat 5440	45920	Technology
Laptop	Dell Lat 5440	45705	Technology
Laptop	Dell Lat 5440	43922	Technology
Laptop	Dell Lat 5440	44657	Technology
Laptop	Dell Lat 5440	45541	Technology

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptop	Dell Lat 5440	43174	Technology
Laptop	Dell Lat 5440	46903	Technology
Laptop	Dell Lat 5440	45733	Technology
Laptop	Dell Lat 5440	45630	Technology
Laptop	Dell Lat 5440	44011	Technology
Laptop	Dell Lat 5440	44530	Technology
Laptop	Dell Lat 5440	44685	Technology
Laptop	Dell Lat 5440	45331	Technology
Laptop	Dell Lat 5440	43999	Technology
Laptop	Dell Lat 5440	45638	Technology
Laptop	Dell Lat 5440	46939	Technology
Laptop	Dell Lat 5440	45579	Technology
Laptop	Dell Lat 5440	43971	Technology
Laptop	Dell Lat 5440	44502	Technology
Laptop	Dell Lat 5440	43381	Technology
Laptop	Dell Lat 5440	44857	Technology
Laptop	Surface Pro	45364	Technology
Laptop	Dell Lat 5440	56669	Technology
Laptop	Dell Lat 3450	48101	Technology
Laptop	Microsoft Surface Pro	55552	Technology
Laptop	Dell E5440	45665	Technology
Computer	Dell	35068	Cattle ES
Computer	Dell	35072	Cattle ES
Computer	Dell	35063	Cattle ES
Computer	Dell	C0076	Cattle ES
Computer	Dell	43299	Cattle ES
Computer	Dell	35090	Cattle ES
Computer	Dell	33812	Cattle ES
Computer	Dell	43290	Cattle ES
Computer	Dell	35071	Cattle ES
Computer	Dell	43251	Cattle ES
Computer	Dell	35087	Cattle ES
Computer	Dell	35085	Cattle ES
Computer	Dell	35059	Cattle ES
Computer	Dell	43112	Cattle ES
Keyboards (15)			Cattle ES
Long Table			Cattle ES
Desk			Cattle ES
Kidney Tables (15)			Cattle ES
Monitor 19"	Dell	A7K-1578-A	Canyon Hills JHS
Monitor 19"	Dell	A82-4460-A	Canyon Hills JHS
Monitor 19"	Dell	A7Y-2497-A	Canyon Hills JHS



<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Monitor 19"	Dell	A82-4522-A	Canyon Hills JHS
Monitor 19"	Dell	A7Y-3766-A	Canyon Hills JHS
Monitor 19"	Dell	A7Y-3616-A	Canyon Hills JHS
Monitor 19"	Dell	A7M-0986-A	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78T-195A	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1TOL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1T3L	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1TKL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1TAL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1STL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1T1L	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1T9L	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1SZL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1SYL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1T6L	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78T-1D2A	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1TGL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78T-1CZA	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78M-1SVL	Canyon Hills JHS
Monitor 17"	Dell	OTP219-64180-78G8GQL	Canyon Hills JHS
Monitor 17"	Dell	OWH318-72872-714-42GS	Canyon Hills JHS
Monitor 17"	Dell	OWH318-72872-714-4345	Canyon Hills JHS
Monitor 17"	Dell	OWH318-72872-714-4375	Canyon Hills JHS
Monitor 17"	Dell	OWH318-72872-714-42WS	Canyon Hills JHS
Monitor 17"	Dell	ONJ174-73731-6BT-0G08	Canyon Hills JHS
Monitor 17"	Dell	ONJ174-73731-6BT0G48	Canyon Hills JHS
Monitor 17"	Dell	OCC639-72872-61H-11NU	Canyon Hills JHS
Monitor 17"	Dell	OPT22-73731-795-EMEC	Canyon Hills JHS
TV	Sharp	SN-308837152	Canyon Hills JHS
Computer	Dell	25961	Canyon Hills JHS
DVD/VCR	Zenith	591-54411002	Canyon Hills JHS
DVD/VCR	Insignia	509084418	Canyon Hills JHS
DVD/VCR	Insignia	604037711	Canyon Hills JHS
DVD/VCR	Insignia	604037847	Canyon Hills JHS
DVD/VCR	Insignia	603045024	Canyon Hills JHS
DVD/VCR	Insignia	509084428	Canyon Hills JHS
DVD/VCR	Insignia	609037346	Canyon Hills JHS
DVD/VCR	Insignia	509084231	Canyon Hills JHS
DVD/VCR	Insignia	509084416	Canyon Hills JHS
DVD/VCR	Insignia	509084384	Canyon Hills JHS
DVD/VCR	Insignia	603042865	Canyon Hills JHS
DVD/VCR	Insignia	509084427	Canyon Hills JHS

<b><u>DESCRIPTION</u></b>	<b><u>MAKE/MODEL</u></b>	<b><u>I.D./SERIAL</u></b>	<b><u>DEPT/SITE</u></b>
Projector	Epson	27313	Canyon Hills JHS
Projector	Epson	24789	Canyon Hills JHS
VCR	VCRPlus	37096	Canyon Hills JHS
Triple Beam Balances (16)			Ramona JHS
Microscopes (23)			Ramona JHS
Goggles (62)			Ramona JHS
Glass Funnels (10)			Ramona JHS
Beakers 500 ml (7)			Ramona JHS
Beakers 300 ml (5)			Ramona JHS
Beakers 80 ml (14)			Ramona JHS
Boiling Flasks (3)			Ramona JHS
Erlenmeyer 500 ml			Ramona JHS
Erlenmeyer 125 ml (7)			Ramona JHS
Glass Tubes (2)			Ramona JHS
Magnifying Glasses (15)	Foldable		Ramona JHS
Magnifying Glasses (34)	Small		Ramona JHS
Magnifying Glasses (12)	Green/Yellow		Ramona JHS
Color Paddle Sets (3)			Ramona JHS

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020  
**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 19-20-271, CHINO HILLS HS AUDITORIUM SOUND BOOTH EQUIPMENT DIGITAL CONVERSION**

=====

**BACKGROUND**

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

A Notice to Contractors Calling for Bids for Bid 19-20-271, Chino Hills HS Auditorium Sound Booth Equipment Digital Conversion was published in the Inland Valley Daily Bulletin on January 15, 2020, and January 22, 2020. Bids were opened at 1:00 p.m. on February 24, 2020. The results are as follows:

<b>Contractor</b>	<b>Bid Amount</b>
Ireland Sound Systems, Inc.	\$167,700.00
EIDIM Group Inc., dba EIDIM AV Technology	\$243,623.68

The basic scope of work for this project includes upgrading current theatrical and stage audio and lighting system. Analog system will be upgraded to digital equipment and will replace existing equipment in the AV booth and will integrate with existing speaker system.

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

**RECOMMENDATION**

It is recommended the Board of Education award Bid 19-20-271, Chino Hills HS Auditorium Sound Booth Equipment Digital Conversion to Ireland Sound Systems, Inc.

**FISCAL IMPACT**

\$167,700.00 to Capital Facilities Fund 25.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** March 19, 2020  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations  
Anna G. Hamilton, Director, Purchasing  
**SUBJECT: CUPCCAA BID 19-20-38I, CAL AERO K-8 CONCRETE PLANTER INFILL**

=====

**BACKGROUND**

Pursuant to Public Contract Code 22032(b) public projects in the amount of \$200,000.00 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 CUPCCAA Bid 19-20-38I, Cal Aero K-8 Concrete Planter Infill was emailed on February 4, 2020, to contractors currently listed on the 2019/2020 list of qualified contractors. Bids were opened at 1:00 p.m. on February 25, 2020. The results are as follows:

<b>Contractor</b>	<b>Bid Amount</b>
NextGen Construction, Inc.	\$50,600.00
Epsilon Engineering	\$81,000.00
Sean Malek Engineering	\$94,590.00
Roadway Engineering & Contracting Inc.	\$106,200.00
Valley Pipeline	\$108,787.00
Single Source Construction & Maintenance, Inc.	\$120,000.00

The basic scope of work for this project includes removal of concrete planters and installation of new pedestrian gate.

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

**RECOMMENDATION**

It is recommended the Board of Education award CUPCCAA Bid 19-20-38I, Cal Aero K-8 Concrete Planter Infill to NextGen Construction, Inc.

**FISCAL IMPACT**

\$50,600.00 to Fund 25 Capital Facilities Fund.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** March 19, 2020

**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 ORDER FOR BID 19-20-22F, CORTEZ ES, RHODES ES, AND DON LUGO HS ROOFING PROJECT**

=====

**BACKGROUND**

On December 12, 2019, the Board of Education awarded Bid 19-20-22F, Cortez ES, Rhodes ES, and Don Lugo HS Roofing Project to Bligh Roof Co. dba Bligh Pacific. 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 order has been reviewed and recommended for approval by District staff.

<b>Change Order</b>	<b>Contractor</b>	<b>Amount</b>
1	Bligh Roof Co. dba Bligh Pacific	\$7,395.00
	Bid Amount:	\$882,120.00
	Revised Total Project Amount:	\$889,515.00

The change order results in a net increase of \$7,395.00 to the construction cost and no change in contract time. The revised total project cost, including all change orders, is \$889,515.00. Approval of the change order allows for compensation to the contractor to perform the additional work as described.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Change Order for Bid 19-20-22F, Cortez ES, Rhodes ES, and Don Lugo HS Roofing Project.

**FISCAL IMPACT**

\$7,395.00 to Deferred Maintenance Fund 14.

NE:GJS:MS:pw



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

# CHANGE ORDER

Date: January 23, 2020 BID/ CUPCAA #: 19-20-22F Change Order #: 01  
Project Title: Cortez ES, Rhodes ES, and Don Lugo HS Roofing Project  
Owner: Chino Valley Unified School District DSA Application #: \_\_\_\_\_ DSA File #: \_\_\_\_\_  
Architect: NA Contractor: Bligh Roof Co. dba Bligh Pacific

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

ITEM NO. 1: Description: To install plywood sheathing to perimeter of sloped roofs  
Reason: Required for system integrity  
Document Ref: Change Order Request No. 01  
Requested by: Bligh Roof Co. dba Bligh Pacific  
Change in Contract Sum: \$7,395.00  
Time Extension:

ITEM NO. 2: Description:  
Reason:  
Document Ref:  
Requested by:  
Change in Contract Sum:  
Time Extension:

ITEM NO. 3: Description:  
Reason:  
Document Ref:  
Requested by:  
Change in Contract Sum:  
Time Extension:

ITEM NO. 4: Description:  
Reason:  
Document Ref:  
Requested by:  
Change in Contract Sum:  
Time Extension:

# CONTRACT SUMMARY

The original contract amount was:	\$882,120.00
Previously approved change order amount(s):	\$0.00
The contract amount will be increased/decreased by this Change Order:	\$7,395.00
The new contract amount including this change order will be:	\$889,515.00

  

The original contract completion date:	August 28, 2020
The contract time will be increased/decreased by days:	ZERO
The date of completion as a result of this Change Order is:	August 28, 2020

## APPROVED BY:

_____ DSA Inspector of Record (if applicable)	_____ Signature	_____ Date
_____ Architect / Engineer (if applicable)	_____ Signature	_____ Date
 _____ Construction/Project Manager	 _____ Signature	<u>2-24-20</u> _____ Date
_____ Authorized Department Head (if applicable)	_____ Signature	_____ Date
_____ Director, Technology (if applicable)	_____ Signature	_____ Date
Cesar Portugal _____ CVUSD Construction Coordinator /Project Manager	 _____ Signature	<u>FEB 03, 2020</u> _____ Date
Mr. Martin Silveira _____ Director, Maintenance, Operations & Construction (if applicable)	 _____ Signature	<u>2 3 2020</u> _____ Date
 _____ Director, Planning (if applicable)	 _____ Signature	<u>2/25/2020</u> _____ Date
 _____ Owner (Authorized Agent)	_____ Signature	<u>2/25/20</u> _____ Date

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**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: REJECTION OF CUPCCAA BID 19-20-28I, DON LUGO HS CULINARY CLASSROOM HOOD REPLACEMENT AND AUTHORIZATION TO REBID**

=====

**BACKGROUND**

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

A Notice to Contractors Calling for Bids for CUPCCAA Bid 19-20-28I, Don Lugo HS Culinary Classroom Hood Replacement was published in the Inland Valley Daily Bulletin on January 22, 2020, and January 29, 2020. Bids were opened at 1:00 p.m. on February 27, 2020. The results are as follows:

<b>CONTRACTOR</b>	<b>BID</b>
Broughton Construction, Inc.	\$234,799.00

Upon receipt of one bid, staff reviewed all documents and determined that the bid was over the CUPCCAA award limit of \$212,500.00 for informal bids. Staff requests rejection of all bids and authorization to rebid.

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

**RECOMMENDATION**

It is recommended the Board of Education reject the bid received for CUPCCAA Bid 19-20-28I, Don Lugo HS Culinary Classroom Hood Replacement and Authorize Staff to Rebid.

**FISCAL IMPACT**

None.



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**Our Motto:**  
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Humility • Civility • Service

**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

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

**SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

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

NE:RR:FA:IB:mcm

**CERTIFICATED PERSONNEL**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**CERTIFICATED MANAGEMENT PERSONNEL FOR THE 2019/2020 SCHOOL YEAR**

**RESIGNATION**

FREEDMAN, Vanessa	Assistant Principal – ES	Butterfield Ranch ES	06/30/2020
BURNS, Tatum	Assistant Principal – JHS	Cal Aero K-8	06/30/2020
LANDERS, John	Assistant Principal – HS	Ayala HS	06/30/2020
ANDRADE, Austin	Assistant Principal – HS	Chino Hills HS	06/30/2020

**LEAVE OF ABSENCE**

ZWACK, Dawn	Assistant Principal – ES	Eagle Canyon ES	03/11/2020 through 05/28/2020
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2019/2020 SCHOOL YEAR**

KLEPPE, Lee	Special Education Teacher	60% Rhodes/40% Litel	03/30/2020
DELGADO, Salem	Special Education Teacher	Walnut ES	04/02/2020

**RETIREMENT**

VILLANUEVA, Terri (21 Years of Service)	Elementary Teacher	Litel ES	05/30/2020
SMYSER, Robyn (34 Years of Service)	Secondary Teacher /Instructional Coach	Ramona JHS	05/29/2020
THOMAS, Jonathan (18 Years of Service)	Math Teacher	Chino Hills HS	04/02/2020

**LEAVE OF ABSENCE**

COLLINS, Nicolle	Elementary Teacher	Oak Ridge ES	03/06/2020 through 03/19/2020
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**APPOINTMENT - EXTRA DUTY**

STRONG, Frank (NBM)	Boys Golf (B)	Ayala HS	03/20/2020
ABRAM Sr., Patrick (NBM)	Boys Tennis (B)	Don Lugo HS	03/20/2020
KIM, Jae	Baseball (B)	Don Lugo HS	03/20/2020

**CLASSIFIED PERSONNEL**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**CLASSIFIED MANAGEMENT PERSONNEL FOR THE 2019/2020 SCHOOL YEAR**

**RETIREMENT**

SEDILLO, Maria (31 Years of Service)	Director, Transportation (GF)	Transportation	07/01/2020
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE**

**APPOINTMENT**

DOMINGUEZ, Raul	Custodian I (GF)	Butterfield Ranch ES	03/30/2020
BEAVER, Meghan	Health Technician (GF)	Litel ES	03/30/2020
CANO, Linda	Playground Supervisor (GF)	Briggs K-8	03/30/2020
ETTER, Jenny	IA/Special Education (SELPA/GF)	Ayala HS	03/30/2020

**PROMOTION**

NIXON, Angie	FROM: Nutrition Services Manager I (NS) 6 hrs./183 work days TO: Typist Clerk II 8 hrs./201 work days	Newman ES  Wickman ES	03/30/2020
SHIPLEY, Julie	FROM: ASB Student Store Clerk (GF) 3.75 hrs./183 work days TO: Attendance Clerk (GF) 8 hrs./195 work days	Chino HS  Ayala HS	03/30/2020
LOPEZ, Victor	FROM: Grounds Equipment Operator II (GF) 8 hrs./261 contract days TO: Heavy Grounds Equipment Operator III (GF) 8 hrs./261 contract days	Maintenance  Maintenance	03/20/2020
GARDNER, Martel	FROM: District Postal Specialist (GF) 8 hrs./261 contract days TO: Lead Duplicating Technician (GF) 8 hrs./261 contract days	Printing, Graphics & Mail Services Printing, Graphics & Mail Services	03/20/2020

**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**CHANGE OF ASSIGNMENT**

DAVIS, Cynthia	FROM: Playground Supervisor (GF) 1.5 hrs./180 work days	Oak Ridge ES	03/30/2020
	TO: Nutrition Services Assistant I (NS) 3 hrs./181 work days	Oak Ridge ES	

**RESIGNATION**

ZARCAL, Brittany	IA/Special Education (SELPA/GF)	Magnolia JHS	03/06/2020
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**RETIREMENT**

MAIFORTH, Trist (24 Years of Service)	School Secretary I (GF)	Dickey ES	07/01/2020
MORITZ, Stephen (4 Years of Service)	Custodian I (GF)	Walnut ES	04/01/2020
ALFARO, Maria Christina (2 Years of Service)	Playground Supervisor (GF)	Ramona JHS	05/29/2020
LELLESS, Toni (33 Years of Service)	IA/Childhood Education (CDF)	Child Development	07/01/2020

**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2019, THROUGH JUNE 30, 2020**

CHAVEZ, Maria

(504)	= Federal Law for Individuals with Handicaps	(R)	= Restricted
(ACE)	= Ace Driving School	(ROP)	= Regional Occupation Program
(ABG)	= Adult Education Block Grant	(SAT)	= Saturday School
(ASB)	= Associated Student Body	(SB813)	= Medi-Cal Admin. Activities Entity Fund
(ASF)	= Adult School Funded	(SELPA)	= Special Education Local Plan Area
(ATE)	= Alternative to Expulsion	(SOAR)	= Students on a Rise
(B)	= Booster Club	(SPEC)	= Spectrum Schools
(BTSA)	= Beginning Teacher Support & Assessment	(SS)	= Summer School
(C)	= Categorically Funded	(SWAS)	= School within a School
(CAHSEE)	= California High School Exit Exam	(VA)	= Virtual Academy
(CC)	= Children's Center (Marshall)	(WIA)	= Workforce Investment Act
(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		

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

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

**SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE REGULATION 5141.6 STUDENTS – SCHOOL HEALTH SERVICES**

=====

**BACKGROUND**

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current District practice. Board Policy and Administrative Regulation 5141.6 Students – School Health Services are being updated to expand section in Administrative Regulation on “Types of Health Services” to include additional services for which districts can receive Medi-Cal reimbursement. Administrative Regulation also includes the requirement for applicable employees to complete a random-moment time study for the Medi-Cal Administrative Activities program. Board Policy includes updates that reflects current District practice including setting the priority of school health services to schools that serve students with the greatest need.

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the revision of Board Policy and Administrative Regulation 5141.6 Students – School Health Services.

**FISCAL IMPACT**

None.

NE:LF:AI:SJ:rtr

## **SCHOOL HEALTH SERVICES**

The Board of Education recognizes that good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive health services. The District may provide access to health services at or near District schools through the establishment of a school health center and/or mobile van(s) that serve multiple campuses.

The Board and the Superintendent or designee shall collaborate with local and state agencies and health care providers to assess the health needs of students in District schools and the community. Based on the results, OF this needs assessment and the availability of resources, the Superintendent or designee shall recommend for Board approval the types of health services to be provided by the District.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

(cf. 5141 - Health Care and Emergencies)

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

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.33 - Head Lice)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.52 - Suicide Prevention)

(cf. 6145.2 - Athletic Competition)

(cf. 6159 - Individualized Education Program)

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

Board approval shall be required for any proposed use of District resources and facilities to support school health services. The Superintendent or designee shall identify funding opportunities available through grant programs, private foundations, and partnerships with local agencies and organizations.

(cf. 1260 - Educational Foundation)

(cf. 1330.1 - Joint Use Agreement)

(cf. 3100 - Budget)

(cf. 7000 - Facilities Master Plan)

**THE BOARD MAY PRIORITIZE SCHOOL HEALTH SERVICES TO SCHOOLS SERVING STUDENTS WITH THE GREATEST NEED, INCLUDING SCHOOLS WITH MEDICALLY UNDERSERVED POPULATIONS AND/OR A HIGH PERCENTAGE OF LOW-INCOME AND UNINSURED CHILDREN AND YOUTH.**

## **SCHOOL HEALTH SERVICES (cont.)**

SCHOOL HEALTH SERVICES SHALL BE PROVIDED UNDER THE SUPERVISION OF A LICENSED HEALTH CARE PROFESSIONAL. THE BOARD MAY EMPLOY OR CONTRACT WITH HEALTH CARE PROFESSIONALS OR PARTNER WITH COMMUNITY HEALTH CENTERS TO PROVIDE THE SERVICES UNDER THE TERMS OF A WRITTEN CONTRACT OR MEMORANDUM OF UNDERSTANDING.

(cf. 3312 - Contracts)

The Superintendent or designee shall coordinate the provision of school health services with other student wellness initiatives, including health education, nutrition and physical fitness programs, and other activities designed to create a healthy school environment. The Superintendent or designee shall encourage joint planning and regular communications among health services staff, District administrators, teachers, counselors, other staff, and parents/guardians.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Counseling/Guidance Services)

### **Consent and Confidentiality**

The Superintendent or designee shall obtain written parent/guardian consent prior to providing services to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health & Safety Code 124260, or other applicable laws.

The Superintendent or designee shall maintain the confidentiality of student health records in accordance with law.

(cf. 5125 - Student Records)

### **Payment/Reimbursement for Services**

The Board desires that costs not be a barrier to student access to services.

The Superintendent or designee ~~shall establish procedures for~~ MAY billing public and private insurance programs and other applicable programs for reimbursement of services as appropriate. Services may be provided free of charge or on a sliding scale in accordance with law.

(cf. 5143 - Insurance)

The District shall serve as a Medi-Cal provider to the extent feasible, comply with all related legal requirements, and seek reimbursement of costs to the extent allowed by

**SCHOOL HEALTH SERVICES** (cont.)

law.

To further encourage student access to health care services, the Superintendent or designee shall develop and implement outreach strategies to increase enrollment of eligible students from low-to-moderate income families in affordable, comprehensive state or federal health coverage programs and local health initiatives. Such strategies may include, but not be limited to, providing information about the Medi-Cal program on the application for free and reduced-price meals in accordance with law and providing students and parents/guardians with information about the low-cost Healthy Families insurance program.

(cf. 3553 - Free and Reduced Price Meals)

**Program Evaluation**

In order to continuously improve school health services, the Board shall evaluate the effectiveness of such services and the extent to which they continue to meet student needs.

The Superintendent or designee shall provide the Board with periodic reports that may include, but not necessarily be limited to, rates of participation in school health services; changes in student outcomes such as school attendance or achievement; MEASURES OF SCHOOL CLIMATE; feedback from staff and participants regarding program accessibility and operations, including accessibility to low-income and linguistically and culturally diverse students and families; and program costs and revenues.

(cf. 0500 - Accountability)

**Legal Reference:**EDUCATION CODE

49073-49079 Privacy of student records

49423.5 Specialized physical health care services

49557.2-49558 Eligibility for free and reduced-price meals; sharing information with Medi-Cal

FAMILY CODE

6920-6929 Consent by minor for medical treatment

GOVERNMENT CODE

95020 Individualized family service plan

HEALTH AND SAFETY CODE

104830-104865 School-based application of fluoride or other tooth decay-inhibiting agent

121020 HIV/AIDS testing and treatment; parental consent for minor under age 12

123110 Minor's right to access health records

123115 Limitation on parent/guardian access to minor's health records

123800-123995 California Children's Services Act

124025-124110 Child Health and Disability Prevention Program

124172-124174.6 Public School Health Center Support Program

124260 Mental health services; consent by minors age 12 and older

130300-130317 Health Insurance Portability and Accountability Act (HIPAA)



**SCHOOL HEALTH SERVICES (cont.)**

WELFARE AND INSTITUTIONS CODE

14059.5 Definition of "medically necessary"  
14100.2 Confidentiality of Medi-Cal information  
14115 Medi-Cal claims process  
14115.8 LEA Medi-Cal Billing Option, program guide  
14124.90 Third-party health coverage  
14132.06 Covered benefits; health services provided by local educational agencies  
14132.47 Administrative claiming process and targeted case management

CODE OF REGULATIONS, TITLE 17

2951 Testing standards for hearing tests  
6800-6874 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 22

51009 Confidentiality  
51050-51192 Definitions of Medi-Cal providers and services  
51200 Requirements for providers  
51231.2 Wheelchair van requirements  
51270 Local educational agency provider; conditions for participation  
51304 Limitations on specified benefits  
51309 Psychology, physical therapy, occupational therapy, speech pathology, audiological services  
51323 Medical transportation services  
51351 Targeted case management services  
51360 Local educational agency; types of services  
51491 Local educational agency eligibility for payment  
51535.5 Reimbursement to local educational agency providers

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act (FERPA)

UNITED STATES CODE, TITLE 42

1320c-9 Prohibition against disclosure of records  
1397aa-1397mm State Children's Health Insurance Program

CODE OF FEDERAL REGULATIONS, TITLE 42

431.300 Use and disclosure of information on Medicaid applicants and recipients

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

**Management Resources:**

CALIFORNIA SCHOOL BOARDS ASSOCIATIONS PUBLICATIONS

Expanding Access to School Health Services: Policy Considerations for Governing Boards, Policy Brief, November 2008

Promoting Oral Health for California's Students: New Role, New Opportunities for Schools, Policy Brief, November 2008

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS

California School-Based Medi-Cal Administrative Activities Manual

LEA Medi-Cal Provider Manual

CALIFORNIA SCHOOL-BASED HEALTH ALLIANCE PUBLICATIONS

How to Fund Health Services in Your School District, September 2014

Documenting the Link Between School-Based Health Centers and Academic Success, May 2014

NATIONAL CENTER FOR YOUTH LAW PUBLICATIONS

Confidential Medical Release: Frequently Asked Questions from Schools and Districts, November 2015

WEBSITES

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

**SCHOOL HEALTH SERVICES (cont.)**

California School Boards Associations, Practi-Cal Program:  
[www.csba.org/ProductsAndServices/AllServices/PractiCal](http://www.csba.org/ProductsAndServices/AllServices/PractiCal)  
California County Superintendents Educational Services Association: [www.ccsesa.org](http://www.ccsesa.org)  
California Department of Education, Health Services and School Nursing: [www.cde.ca.gov/ls/he/hn](http://www.cde.ca.gov/ls/he/hn)  
California Department of Health Care Services: [www.dhcs.ca.gov](http://www.dhcs.ca.gov)  
California Department of Public Health: [www.cdph.ca.gov](http://www.cdph.ca.gov)  
California School-Based Health Alliance: [www.schoolhealthcenters.org](http://www.schoolhealthcenters.org)  
California School Nurses Organization: [www.csno.org](http://www.csno.org)  
Center for Health and Health Care in Schools: [www.healthinschools.org](http://www.healthinschools.org)  
Centers for Disease Control and Prevention, School Health Policies and Programs (SHPPS) Study:  
[www.cdc.gov/HealthyYouth/shpps](http://www.cdc.gov/HealthyYouth/shpps)  
Centers for Medicare and Medicaid Services: [www.cms.hhs.gov](http://www.cms.hhs.gov)  
National Center for Youth Law: [www.youthlaw.org](http://www.youthlaw.org)

**Chino Valley Unified School District**

Policy adopted: August 20, 2009

Revised: April 7, 2016

REVISED:

## **SCHOOL HEALTH SERVICES**

### **Types of Health Services**

In accordance with student and community needs and available resources, school health services offered by the District may include, but are not limited to:

1. Physical examinations, immunizations, and other preventive medical services

(cf. 5141.26 - Tuberculosis Testing)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.31 - Immunizations)  
(cf. 5141.32 - Health Screening for School Entry)

2. First aid and administration of medications

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

3. Diagnosis and treatment of minor injuries and acute medical conditions

4. Management of chronic medical conditions

(cf. 5141.23 - Asthma Management)

5. Basic laboratory tests

6. Referrals to and follow-up for specialty care

7. Emergency response procedures

(cf. 5141 - Health Care and Emergencies)

8. Nutrition services

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 5030 - Student Wellness)

9. Oral health services that may include preventive services, basic restorative services, and referral to specialty services

(cf. 5145.6 - Parental Notifications)

10. Mental health services, provided or supervised by an appropriately licensed mental health professional, which may include assessments, crisis intervention, counseling, treatment, and referral to a continuum of services including emergency psychiatric care, community support programs, inpatient care, and

**SCHOOL HEALTH SERVICES** (cont.)

outpatient programs

The Superintendent or designee shall collaborate with the county mental health department in planning and service delivery IF THE DISTRICT CONTRACTS WITH THE CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES (DHCS) IN ORDER TO PROVIDE SERVICES AS A MEDI-CAL PROVIDER.

(cf. 1020 - Youth Services)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5141.52 - Suicide Prevention)  
(cf. 6164.2 - Counseling/Guidance Services)

11. Substance abuse prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.62 - Tobacco)  
(cf. 5131.63 - Steroids)

12. VISION AND AUDIOLOGY SERVICES

13. Screening of students to identify the need for physical, mental, and oral health services

~~12-14.~~ Reproductive health services

15. SPECIALIZED HEALTH CARE SERVICES FOR STUDENTS WITH DISABILITIES

~~14-16.~~ Have a written contract or memorandum of understanding between the District and the health care provider or any other community provider that ensures coordination of services, confidentiality of health information consistent with applicable federal and state laws, and integration of services into the school environment

(cf. 3312 - Contracts)

~~14-17.~~ Serve all students in the school regardless of ability to pay

~~14-18.~~ Be open during all normal school hours, except that services may be provided on a more limited basis if resources are not available or on a more expansive basis if dictated by community needs and resources are available

~~14-19.~~ Referrals and linkage to services not offered on-site

~~21-20.~~ Establish protocols for referring students to outside services when the school health center is closed

**SCHOOL HEALTH SERVICES** (cont.)

45-21. Public health and disease surveillance

22. Facilitate transportation between the school and the health center if the health center is not located on school or District property

46-23. Individual and family health education

47-24. School or Districtwide health promotion

25. TARGETED CASE MANAGEMENT

**Medi-Cal Billing**

In order to provide services as a Medi-Cal provider, the District shall enter into and maintain a contract with the California Department of Health Care Services (DHCS). (Welfare and Institutions Code 14132.06; 22 CCR 51051, 51270)

The Superintendent or designee shall ensure that all practitioners employed by or under contract with the District possess the appropriate license, certification, registration, or credential and provide only those services that are within their scope of practice. (22 CCR 51190.3, 51270, 51491)

The Superintendent or designee shall submit a claim for Medi-Cal reimbursement whenever the District provides ~~a covered preventive, diagnostic, therapeutic, or rehabilitative service specified in 22 CCR 51190.4 or 51360~~ to a Medi-Cal-eligible student under age 22 and/or a member of ~~his/her~~ THE STUDENT'S family, A COVERED SERVICE SPECIFIED IN 22 CCR 51190.4 OR 51360. (Welfare and Institutions Code 14132.06; 22 CCR 51096, 51098, 51190.1, 51190.4, 51309, 51360, 51535.5)

The District shall maintain records and supporting documentation including, but not limited to, records of the type and extent of services provided to a Medi-Cal beneficiary in accordance with law. (22 CCR 51270, 51476)

(cf. 3580 - District Records)  
(cf. 5125 - Student Records)

Any federal funds received by the District as reimbursement for the costs of services under the Medi-Cal billing option shall be reinvested in services for students and their families as specified in Education Code 8804(g). The Superintendent or designee shall consult with a local school-linked services collaborative group, such as that defined in Education Code 8806, regarding decisions on reinvestment of federal funds. (22 CCR 51270)

**SCHOOL HEALTH SERVICES (cont.)**

THE SUPERINTENDENT OR DESIGNEE SHALL SUBMIT AN ANNUAL REPORT TO DHCS TO IDENTIFY PARTICIPANTS IN THE COMMUNITY COLLABORATIVE, PROVIDE A FINANCIAL SUMMARY INCLUDING REINVESTMENT EXPENDITURES, AND DESCRIBE SERVICE PRIORITIES FOR THE FUTURE. (22 CCR 51270)

**Medi-Cal Administrative Activities**

~~Designated school staff~~ THE DISTRICT shall document, ~~on a time survey form, the amount of time spent on~~ APPLY FOR REIMBURSEMENT FOR activities identified by DHCS which are related to the administration of the Medi-Cal program. Such activities include, but are not be limited to, outreach, translation FOR MEDI-CAL services, facilitation of applications, ~~referral of health and mental health services, scheduling and~~ arrangingEMENT OF NONemergency and NONmedical transportation of eligible individuals, ~~contracting for services,~~ program planning and policy development, claims COORDINATION AND administration, TRAINING, and general administration.

~~APPROPRIATE Sstaff responsible for completing the time survey shall annually participate in RECEIVE training regarding eligible activities and the time survey methodology, and shall receive additional training whenever there are changes or updates in administrative claiming categories and RELATED activities. New or reassigned staff shall receive training before beginning their duties completing time surveys.~~

TO RECEIVE REIMBURSEMENT FOR MEDI-CAL ADMINISTRATIVE ACTIVITIES, ~~the~~ Superintendent or designee shall, on a quarterly basis, submit an invoice to the local educational consortium or local governmental agency through which the District has contracted ~~to receive reimbursement.~~

IN ADDITION, THE SUPERINTENDENT OR DESIGNEE SHALL SUBMIT TO THE LOCAL EDUCATIONAL CONSORTIUM OR LOCAL GOVERNMENTAL AGENCY, AND SHALL UPDATE EACH QUARTER, A ROSTER OF ALL EMPLOYEES WHO PERFORM DIRECT MEDI-CAL SERVICES OR ADMINISTRATIVE ACTIVITIES. WHEN NOTIFIED BY THE LOCAL EDUCATIONAL CONSORTIUM OR LOCAL GOVERNMENTAL AGENCY OF THE DATE AND TIME THAT A RANDOM-MOMENT TIME SURVEY MUST BE CONDUCTED BY A PARTICULAR EMPLOYEE, THE SUPERINTENDENT OR DESIGNEE SHALL COORDINATE THE COMPLETION AND SUBMISSION OF THE SURVEY IN ACCORDANCE WITH DHCS TIMELINES AND PROCEDURES.

The Superintendent or designee shall maintain an audit file containing ~~original~~ RANDOM-MOMENT time survey documentation and other records specified by DHCS. Such documentation shall be kept for three years after the end of the quarter in which expenditures were incurred or, if an audit is in progress, until the completion of the

audit.

AR 5141.6(e)

**SCHOOL HEALTH SERVICES (cont.)**

**Chino Valley Unified School District**

Regulation approved: August 6, 2009

Revised: March 17, 2016

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support  
Luke Hackney, Director, Elementary Curriculum and Instruction

**SUBJECT: INSTRUCTIONAL MATERIALS ADOPTION – PRESCHOOL/  
TRANSITIONAL KINDERGARTEN**

=====

**BACKGROUND**

To provide current instructional materials to all Preschool/Transitional Kindergarten (TK) students, which align to the California Preschool Learning Foundations developed by the California Department of Education, the program specified below is proposed for adoption.

The selection process for these instructional materials involved representative Preschool/TK teachers with a vested interest in the material. Elementary Curriculum and Instruction secured samples of Preschool/TK programs. Preschool/TK teachers evaluated all programs and selected one program that best matched District goals and needs. This program was piloted in classrooms and was evaluated using the following criteria: adherence to the program criteria requirements that match the California Preschool Learning Foundations, California Preschool Curriculum Frameworks, and Common Core State Standards for kindergarten. Specifically, the program materials were evaluated for alignment to program organization (Criteria 1), assessment (Criteria 2), differentiated support (Criteria 3), and instructional planning and teacher support (Criteria 4). Additionally, this program includes professional development for TK teachers.

All recommended instructional materials shall be available for public inspection at the District Samuel R. Burton Professional Development and Media Center from March 30 – April 2, 2020.

This program was presented to all Preschool/TK teachers 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 adoption of the Preschool/Transitional Kindergarten instructional materials as follows:

Houghton Mifflin Harcourt. *Big Day Pre K Curriculum*. TK. 2015. Replaces: McGraw Hill. *Little Treasures* (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) 2012.

**FISCAL IMPACT**

\$98,957.44 to the Local Control and Accountability Plan fund.

NE:GP:LH:bl

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** March 19, 2020

**TO:** Members, Board of Education

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

**PREPARED BY:** Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations  
Sandra H. Chen, Associate Superintendent, Business Services

**SUBJECT: CASH MANAGEMENT PROGRAM**

=====

**BACKGROUND**

The investment objective of the cash management program is to earn a higher rate of return on its assets than alternative short-term investments. Additionally, the program is customized directly to the District's needs and provides the District with better control of its funds than the county's pooled investment program.

As of June 30, 2019, the District's cash management accounts were in compliance with the District's written and approved investment policies.

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 report on the cash management program.

**FISCAL IMPACT**

None.

NE:GJS:SHC:pw



13465 Camino Canada  
 Suite 106-182  
 El Cajon, CA 92021  
 (619)-403-3258  
 www.qinsight.com

July 8, 2019

Norm Enfield, Ed.D.  
 Superintendent  
 Chino Valley Unified School District  
 5130 Riverside Drive  
 Chino, CA 91710

Dear Superintendent Enfield:

The District emphasizes the preservation of its capital and requires that the cash management program exceed the State of California statutes regarding credit quality and allowed investments. As of June 30, 2019, the District's accounts were invested as follows on a combined basis:

Money Market Equivalents	18.52%
Commercial Paper	0.00%
Bank CD's	4.30%
U.S. Treasury Bonds & Bills	12.91%
AAA-rated Mortgage and Asset-Backed Bonds	0.00%
BBB to AAA rated Corporate Bonds	64.27%
AAA-rated Agency Bonds	0.00%
Total	100.00%

The District's funds in the cash management program are not required for immediate operations, and the District requires the flow of funds from the cash management accounts to match its unique cash requirements. As of June 30, 2019, the maturity schedule for the combined funds in the District's accounts was as follows:

Due on or before 6/30/2020	\$ 15,529,522.19
Due between 6/30/2020 and 6/30/2021	\$ 2,878,904.47
Due after 6/30/2021	\$ 3,274,347.27
Total	\$ 21,682,773.93

As of June 30, 2019, the District's cash management accounts are in compliance with the District's written and approved investment policies.

Sincerely,

A handwritten signature in cursive script that reads "William Carter". The signature is written in black ink and is positioned above the printed name.

William Carter  
Vice-President  
The QInsight Group

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Cash Management Program -- July 1, 2018 to June 30, 2019**

	Fund 25-9813 Capital Facilities	Fund 25-9815 Capital Facilities	Fund 01/93 General / Cafeteria	Total
Beginning Cash & Securities w/Accrued Interest @ Market 7/1/2018	\$8,766,254.02	\$4,562,933.54	\$7,596,143.91	\$20,925,331.47
Less: Accrued Interest & Unrealized Gains	(\$41,382.25)	(\$48,735.64)	(\$2,238.04)	(\$92,355.93)
<b>Beginning At Cost Balance</b>	<b>\$8,807,636.27</b>	<b>\$4,611,669.18</b>	<b>\$7,598,381.95</b>	<b>\$21,017,687.40</b>
Plus: Interest / Dividend Earnings	\$212,148.14	\$111,432.50	\$208,280.28	\$531,860.92
Plus: Increase (Decrease) in Principal Value	(\$373.19)	\$860.24	\$7,431.00	\$7,918.05
<b>Subtotal</b>	<b>\$211,774.95</b>	<b>\$112,292.74</b>	<b>\$215,711.28</b>	<b>\$539,778.97</b>
Less: Management Fees	\$37,816.10	\$19,693.64	\$32,662.43	\$90,172.17
Less: Miscellaneous Fees	\$7.00	\$7.00	\$0.00	\$14.00
<b>Subtotal</b>	<b>\$37,823.10</b>	<b>\$19,700.64</b>	<b>\$32,662.43</b>	<b>\$90,186.17</b>
<b>Ending At Cost Balance</b>	<b>\$8,981,588.12</b>	<b>\$4,704,261.28</b>	<b>\$7,781,430.80</b>	<b>\$21,467,280.20</b>
Plus: Accrued Interest & Unrealized Gains	\$100,960.77	\$38,106.08	\$76,426.88	\$215,493.73
<b>Ending Cash &amp; Securities w/Accrued Interest @ Market 6/30/19</b>	<b>\$9,082,548.89</b>	<b>\$4,742,367.36</b>	<b>\$7,857,857.68</b>	<b>\$21,682,773.93</b>

<b>Cash Mgmt Total Return (net of fees)</b>	<b>3.62%</b>
Cash Management Yield (net of fees)	2.54%
County Investment Pool Yield	2.03%
1-3 Yr. US Treasury Index	4.04%

Chino Valley Unified School District  
 Comparison of Annual Returns  
 San Bernardino Co. vs. Cash Management

Fiscal Years	County Investment Pool Returns	CVUSD Cash Management	Difference \$
1989-1990	8.66%	9.58%	\$196,650
1990-1991	8.05%	11.00%	\$652,774
1991-1992	6.87%	11.53%	\$677,588
1992-1993	6.07%	9.56%	\$506,751
1993-1994	4.86%	6.87%	\$223,981
1994-1995	5.43%	8.65%	\$297,214
1995-1996	5.01%	7.01%	\$186,920
1996-1997	5.01%	7.31%	\$164,219
1997-1998	5.10%	7.22%	\$160,083
1998-1999	5.10%	5.80%	\$92,636
1999-2000	5.48%	5.80%	\$60,976
2000-2001	5.98%	6.53%	\$78,974
2001-2002	4.13%	5.62%	\$222,903
2002-2003	2.85%	4.86%	\$307,440
2003-2004	1.61%	1.25%	-\$57,188
2004-2005	1.95%	1.97%	\$0
2005-2006	3.41%	3.52%	\$17,937
2006-2007	4.64%	5.45%	\$134,088
2007-2008	4.50%	5.27%	\$135,253
2008-2009	2.46%	2.48%	\$0
2009-2010	1.35%	3.83%	\$280,219
2010-2011	0.99%	2.81%	\$348,641
2011-2012	0.51%	0.39%	-\$23,687
2012-2013	0.61%	1.78%	\$233,027
2013-2014	0.40%	2.02%	\$326,424
2014-2015	0.42%	-0.46%	-\$179,500
2015-2016	0.62%	1.63%	\$208,021
2016-2017	0.99%	0.28%	-\$146,759
2017-2018	0.99%	0.51%	-\$100,284
2018-2019	2.03%	3.62%	\$337,469
Cumulative Difference			\$5,342,769