![Chino Valley Unified School District logo]

CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION
AGENDA

May 20, 2021

BOARD OF EDUCATION

Donald L. Bridge
Andrew Cruz
Christina Gagnier
James Na
Joe Schaffer

Justin Rendon, Student Representative

——— ❖ ———

SUPERINTENDENT

Norm Enfield, Ed.D.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
5130 Riverside Drive, Chino, CA 91710
REGULAR MEETING OF THE BOARD OF EDUCATION
4:40 p.m. - Closed Session • 6:00 p.m. - Regular Meeting
May 20, 2021

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.

PUBLIC ADVISORY

Modified Meeting Attendance During COVID-19 Pandemic

State guidelines for reopening are aligned with the tier framework in the *Blueprint for a Safer Economy*. San Bernardino County is currently in the moderate (orange) tier. Under the moderate tier, some indoor gatherings are allowed with modifications. Specifically, indoor gatherings are restricted to a maximum 25% capacity or 25 people, whichever is fewer. This means that only a limited number of members of the public will be able to be physically present in the Board room during a meeting. Effective the May 20, 2021 meeting, and until further notice, only limited number of people will be allowed in the Board room. However, there will be monitors in the overflow area where members of the public can view the meeting. In accordance with the *Center for Disease Control* guidelines, each person is required to wear a face covering for their nose and mouth and remain at least six (6) feet from other attendees upon arrival and departure. Seating will be arranged accordingly. If you would like to address the Board during public comments, please fill out and submit a "Request to Speak During Public Comments" card, which is available in the District office lobby. Email comments will no longer be accepted.

Board of Education meetings will continue to be live streamed on the District's YouTube channel at https://www.youtube.com/channel/UCWKinB4PTb_uskobmwBF8pw.

The proceedings of this meeting are being recorded.

I.   OPENING BUSINESS

I.A.   CALL TO ORDER – 4:40 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. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Isabel Brenes, Sandra Chen, Eric Dahlstrom, and Richard Rideout. (5 minutes)
c. Public Employee Discipline/Dismissal/Release (Government Code 54957): (5 minutes)
d. Public Employee Appointment (Government Code 54957): Elementary School Assistant Principal; Junior High School Assistant Principal; High School Assistant Principals; Director, Communications, and Coordinator, Elementary Curriculum. (5 minutes)
e. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (60 minutes)

I.B.   RECONVENE TO REGULAR OPEN MEETING – 6:00 P.M.
1. Report Closed Session Action
2. Pledge of Allegiance

I.C.   PRESENTATION
1. Julie Gobin Memorial Hit the Greens for Scholarships Check
2. Military Salute

I.D.   COMMENTS FROM STUDENT REPRESENTATIVE

I.E.   COMMENTS FROM EMPLOYEE REPRESENTATIVES

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

I.G.   CHANGES AND DELETIONS

II.   ACTION

II.A.   ADMINISTRATION

II.A.1. **Elementary School Promotions**   **Motion____ Second____**
Page 8   Board member Andrew Cruz recommends the   **Preferential Vote: ____**
Board of Education approve elementary school   **Vote: Yes ____ No ____**
sites having the discretion to hold in-person
promotion ceremonies for the 2020/2021 school
year.

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

II.B.1. Page 9	**2021/2022 Student Member on the Board of Education** Recommend the Board of Education approve Eunyul "Esther" Kim from Chino Hills HS as the 2021/2022 Student Member on the Board of Education and administer the oath of office.	**Motion____Second___** **Preferential Vote: ____** **Vote: Yes ___No ____**

II.C.   **HUMAN RESOURCES**

II.C.1. Page 10	**Public Hearing and Ratification of the Tentative Agreement between the Chino Valley Unified School District and the Associated Chino Teachers Effective July 1, 2019, through June 30, 2022** Recommend the Board of Education conduct a public hearing, and ratify the tentative Agreement between the Chino Valley Unified School District and the Associated Chino Teachers effective July 1, 2019, through June 30, 2022.	**Open Hearing _____** **Close Hearing _____** **Motion____Second___** **Preferential Vote: ____** **Vote: Yes ___No ____**
II.C.2. Page 29	**Public Hearing and Ratification of the Tentative Agreement between the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 Effective July 1, 2021, through June 30, 2024** Recommend the Board of Education conduct a public hearing, and ratify the Tentative Agreement between the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 effective July 1, 2021, through June 30, 2024.	**Open Hearing _____** **Close Hearing _____** **Motion____Second___** **Preferential Vote: ____** **Vote: Yes ___No ____**
II.C.3. Page 39	**Approval of Salary Increases and Health and Welfare Benefits for Management and Classified Confidential Employees** Recommend the Board of Education approve the salary increases and health and welfare benefits for management and classified confidential employees as follows: Provide a 1.47% on-schedule salary increase for the 2021/2022 school year effective July 1, 2021, and a 1.08% off-schedule one-time payment as of July 1, 2021, based on their 2021/2022 salary schedule; $1,254.00 off-schedule one-time payment for current employees as of May 21, 2021; and a	**Motion____Second___** **Preferential Vote: ____** **Vote: Yes ___No ____**

Health and Welfare benefits cap increase to $10,000.00.

III. **CONSENT**	Motion____Second___ Preferential Vote: ____ Vote: Yes ____No ____

III.A.   ADMINISTRATION

III.A.1.   **Minutes of the May 6, 2021 Regular Meeting**
Page 43   Recommend the Board of Education approve the minutes of the May 6, 2021 regular meeting.

III.A.2.   **2021 Senior Scholarship Recipients**
Page 51   Recommend the Board of Education approve the 2021 senior scholarship recipients.

III.B.   BUSINESS SERVICES

III.B.1.   **Warrant Register**
Page 53   Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2.   **Fundraising Activities**
Page 54   Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3.   **Donations**
Page 56   Recommend the Board of Education accept the donations.

III.B.4.   **Legal Services**
Page 58   Recommend the Board of Education approve payment for Legal Services to the law office of The Tao Firm.

III.B.5.   **2021/2022 Applications to Operate Fundraising Activities and Other**
Page 59   **Activities for the Benefit of Students**
Recommend the Board of Education approve/ratify the 2021/2022 applications to operate fundraising activities and other activities for the benefit of students.

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

III.C.1.   **Revision of Forensic Biology Course**
Page 61   Recommend the Board of Education approve the revision of Forensic Biology course.

III.C.2.   **New Course: Information and Communication Technologies 1**
Page 79   Recommend the Board of Education approve the new course Information and Communication Technologies 1.

III.C.3.   **New Course: Information and Communication Technologies 2**
Page 96   Recommend the Board of Education approve the new course Information and Communication Technologies 2.

III.C.4.   **New Course: Personal Finance**
Page 114   Recommend the Board of Education approve the new course Personal Finance.

III.C.5.   **California Department of Education Child Development Agency Annual**
Page 122   **Report and Parent Handbook 2021/2022**
            Recommend the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook 2021/2022.

III.C.6.   **Expanded Learning Opportunities Grant Plan**
Page 129   Recommend the Board of Education approve the Expanded Learning Opportunities Grant Plan.

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

III.D.1.   **Purchase Order Register**
Page 139   Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

III.D.2.   **Agreements for Contractor/Consultant Services**
Page 140   Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.D.3.   **Surplus/Obsolete Property**
Page 143   Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.D.4.   **Change Order and Notice of Completion for Bid 20-21-04F, Safety and**
Page 148   **Security Group 4—Dickson ES, Glenmeade ES, Marshall ES, Newman ES, and Rhodes ES**
            Recommend the Board of Education approve the Change Order and Notice of Completion for Bid 20-21-04F, Safety and Security Group 4—Dickson ES, Glenmeade ES, Marshall ES, Newman ES, and Rhodes ES.

III.D.5.   **<u>Over-Allocation Reimbursement Agreement Between the Chino Valley Unified School District and Ronald Reagan Charter School Alliance for Over-Allocated Space</u>**

Page 153

Recommend the Board of Education approve the Over-Allocated Reimbursement Agreement Between the Chino Valley Unified School District and Ronal Reagan Charter School Alliance for Over-Allocated Space.

III.E.   **HUMAN RESOURCES**

III.E.1.   **<u>Certificated/Classified Personnel Items</u>**

Page 160

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

IV.   COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

V.   ADJOURNMENT

Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education
Date posted: May 14, 2021

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Andrew Cruz, Member, Board of Education

SUBJECT: **ELEMENTARY SCHOOL PROMOTIONS**

===

BACKGROUND

The 2020 COVID-19 pandemic created unparalleled challenges to the educational system world-wide. Schools were closed to in-person instruction, and because of that, 2020 promotion and graduation ceremonies were canceled, as well as many other student activities typically held during the year. One year later, promotion/graduation ceremonies were anxiously awaited as in-person instruction returned. These activities are currently only planned for promoting junior high students and graduating high school students within COVID-19 social distancing guidelines, but unfortunately not for promoting elementary school students.

Board member Cruz stated that he believes promotion ceremonies are an important part of the educational experience for all students, including 6th grade students.

RECOMMENDATION

Board member Andrew Cruz recommends the Board of Education approve elementary school sites having the discretion to hold in-person promotion ceremonies for the 2020/2021 school year.

FISCAL IMPACT

None.

NE:pk

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: **2021/2022 STUDENT MEMBER ON THE BOARD OF EDUCATION**

===

BACKGROUND

Historically, a student member on the Board of Education has provided constructive student participation at board meetings. Furthermore, having a student seated on the Board of Education reflects student rights and responsibilities and serves as a vehicle for responsible leadership development. The student member on the Board of Education rotates by school, each school year.

The student member on the Board of Education is administered the oath of office at the Board meeting prior to the end of the current school year. The term of the student member shall be one year, commencing on July 1 of each year.

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

RECOMMENDATION

It is recommended the Board of Education approve Eunyul "Esther" Kim from Chino Hills HS for the 2021/2022 Student Member on the Board of Education and administer the oath of office.

FISCAL IMPACT

None.

NE:LF:SJ:ss

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
                Isabel Brenes, Ed.D. Director, Human Resources
                Eric Dahlstrom, Ed.D., Director, Human Resources

SUBJECT: **PUBLIC HEARING AND RATIFICATION OF THE TENTATIVE AGREEMENT BETWEEN THE CHINO VALLEY UNIFIED SCHOOL DISTRICT AND THE ASSOCIATED CHINO TEACHERS EFFECTIVE JULY 1, 2019, THROUGH JUNE 30, 2022**

==

BACKGROUND

On April 24, 2021, the Chino Valley Unified School District and the Associated Chino Teachers (A.C.T.) reached a tentative agreement for a reopener agreement, effective July 1, 2019, through June 30, 2022. The Association approved the tentative agreement by a unit vote on May 4, 2021.

The District has provided the necessary Notice to the Public and fiscal disclosure documents to the San Bernardino County Superintendent of Schools for review ten days in advance of this pending action item, as required by Assembly Bill 1200. Additionally, the Board is required to conduct a public hearing in order to receive public input prior to any Board action.

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

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing, and ratify the Tentative Agreement between the Chino Valley Unified School District and the Associated Chino Teachers effective July 1, 2019, through June 30, 2022.

FISCAL IMPACT

See Form for Public Disclosure of Proposed Collective Bargaining Agreement for a full financial disclosure.

NE:RR:IB:ED:mcm

<div align="center">

TENTATIVE AGREEMENT
BETWEEN THE
CHINO VALLEY UNIFIED SCHOOL DISTRICT (CVUSD)
AND THE
ASSOCIATED CHINO TEACHERS (A.C.T.)
APRIL 21, 2021

</div>

ARTICLE 17 - COMPENSATION AND HEALTH AND WELFARE BENEFITS:

17.2 SALARY & FRINGE BENEFITS AGREEMENT

2021-2022

1.65% ON SCHEDULE SALARY INCREASE FOR 2021-2022 SCHOOL YEAR EFFECTIVE JULY 1, 2021.

$1,250.00 OFF SCHEDULE SALARY INCREASE TO CURRENT UNIT MEMBERS IN PAID STATUS AS OF AUGUST 6, 2021 BASED ON THEIR PRORATED FTE. EXAMPLE, A 60% FTE WILL RECEIVE 60% OF THE $1,250.00.

Effective July 1, ~~2016~~ **2021**, the District's maximum annual contribution to unit member health and welfare benefit premiums shall be ~~$7,644.00~~ **$10,000.00**. Unit members selecting policies–that have a cost above the maximum District annual contribution shall pay the amount in excess of the maximum District contribution through payroll deduction.

ARTICLE 14 - HOURS:

14.14 EXPANDED LEARNING OPPORTUNITIES GRANT

EFFECTIVE FOR THE 2021-2022 SCHOOL YEAR ONLY, THE DISTRICT IS RECEIVING FUNDING THROUGH THE EXPANDED LEARNING OPPORTUNITIES GRANT. AS A RESULT, THE PARTIES AGREE AS FOLLOWS:

14.14.1 FOR THE 2021-2022 SCHOOL YEAR, THERE SHALL BE THREE (3) VOLUNTARY NON-STUDENT WORKDAYS WITH COMMENSURATE PAY TO BE OFFERED ON A TIMESHEET AND PAID AT THE MEMBERS PER DIEM (DAILY) RATE TO PERFORM WORK IN A STRUCTURED PROFESSIONAL LEARNING COMMUNITY (PLC) OR PROFESSIONAL DEVELOPMENT (PD) ON AUGUST 3RD AND 4TH FOR ELEMENTARY TEACHERS AND AUGUST 4TH AND 5TH FOR SECONDARY TEACHERS. THE THIRD VOLUNTARY WORKDAY FOR TEACHERS WILL BE DECIDED BY THE MAJORITY OF THE PLC GROUP. ALL OTHER UNIT MEMBERS' VOLUNTARY WORKDAYS MAY BE ON DIFFERENT DATES, BUT THE FIRST TWO (2) DATES WILL OCCUR PRIOR TO THEIR CONTRACTUAL START DATE. THE THIRD VOLUNTARY WORKDAY WILL BE BASED ON THE PLC TEAMS' DECISION OR THE PROVIDER OF THE PROFESSIONAL DEVELOPMENT'S SCHEDULE DURING THE 2021-22 SCHOOL YEAR. NON-SCHOOL SITE UNIT MEMBERS' PLC OR PD DAYS WILL BE DECIDED BY THE SUPERVISOR. CAL AERO'S VOLUNTARY NON-STUDENT WORKDAYS WILL BE DECIDED AT A

LATER DATE BETWEEN THE ASSOCIATION AND THE DIVISION OF HUMAN RESOURCES. THESE ARE NON-STUDENT DAYS, AND ATTENDANCE IS OPTIONAL. ATTENDANCE IS MANDATORY TO RECEIVE PAYMENT FOR EACH DAY.

14.14.2 FOR THE 2021-2022 SCHOOL YEAR, THERE SHALL BE THIRTY (30) MINUTES ADDED TO THE INSTRUCTIONAL DAY TO MITIGATE LEARNING LOSS. MEMBERS WILL BE PAID AT THEIR PER DIEM (DAILY) RATE PRORATED EQUIVALENT TO THIRTY (30) MINUTES FOR EACH DAY WORKED NOT INCLUDING THE THREE (3) VOLUNTARY DAYS ADDRESSED IN 14.14.1. THE ADDITIONAL THIRTY (30) MINUTES SHALL BE ADDED TO ALL UNIT MEMBERS' INSTRUCTIONAL DAY EXCEPT THE UNIT MEMBERS LISTED IN SECTION 14.14.2.1.

    14.14.2.1 THE DISTRICT WILL PROVIDE A VOLUNTARY ALTERNATIVE ASSIGNMENT FOR THE CHILDCARE/PRE-SCHOOL PROGRAM (EX. INFANT TODDLER, CHILD DEVELOPMENT TEACHER, EARLY CHILDHOOD SPECIALIST, PREP, MOD/SEVERE PRE-SCHOOL). MEMBERS WILL BE PAID AT THEIR PER DIEM (DAILY) RATE PRORATED EQUIVALENT TO THIRTY (30) MINUTES FOR THE VOLUNTARY ALTERNATIVE ASSIGNMENT WORKED NOT INCLUDING THE THREE (3) VOLUNTARY DAYS ADDRESSED IN 14.14.1. ATTENDANCE IS MANDATORY TO RECEIVE PAYMENT FOR VOLUNTARY ALTERNATIVE ASSIGNMENT.

14.14.3 THE PARTIES AGREE THAT ARTICLE 14.14 SHALL SUNSET ON JUNE 30, 2022.

THIS TENTATIVE AGREEMENT RESOLVES THE PARTIES' NEGOTIATIONS FOR ARTICLE 17 FOR THE 2021-2022 SCHOOL YEAR AND WITH THE EXCEPTION OF THE FOREGOING, ALL OTHER TERMS AND CONDITIONS SET FORTH IN THE PARTIES' COLLECTIVE BARGAINING AGREEMENT EFFECTIVE AS OF JULY 1, 2019, SHALL REMAIN STATUS QUO.

FOR THE DISTRICT:

Richard Rideout
Assistant Superintendent
Human Resources

4/21/2021
Date

FOR THE ASSOCIATION:

Brenda Walker
President
Associated Chino Teachers

4/21/2021
Date

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Chino Valley Unified	SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

Associated Chino Teachers (ACT)	BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on — *05/20/21*

A. **PERIOD OF AGREEMENT:**
The proposed bargaining agreement covers the period beginning — *07/01/19*
and ending — *06/30/22*
for the following fiscal years   *2021/2022* — *2021/2022*

B. **TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**
The total change in costs for salaries and employee benefits in the proposed agreement:

1.	Current Year Costs Before Agreement	*$155,356,083.00*
2.	Current Year Costs After Agreement	*$161,242,685.00*
3.	Total Cost Change	*$5,886,602.00*
4.	Percentage Change	*3.79%*
5.	Value of a 1% Change	*$1,433,693.77*

C. **PERCENTAGE SALARY CHANGE FOR REPRESENTED EMPLOYEE GROUP**
The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1.	Salary Schedule change (% Change To Existing Salary Schedule)	*1.65%*
	(% change for one time bonus/stipend or salary reduction)	*1.08%*
2.	Step & Column (Average % Change Over Prior Year Salary Schedule)	*1.00%*
3.	TOTAL PERCENTAGE CHANGE FOR THE REPRESENTED EMPLOYEE GROUP	*3.73%*
4.	Change in # of Work Days (+/-) Related to % Change	
5.	Total # of Work Days to be provided in Fiscal Year	*183*
6.	Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only)	*180*

Chino Valley Unified	SCHOOL DISTRICT

D. **PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	*$36,446,423.00*
2.	Cost of Benefits After Agreement	*$38,701,016.00*
3.	Percentage Change in Total Costs	*6.19%*

E. **IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	*$334,312,943.00*
2.	Percentage Reserve Level State Standard for District:	*3.0%*
3.	Amount of State Minimum Reserve Standard:	*$10,029,388.29*

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	*$37,910,823.00*
5.	Unassigned/Unappropriated (Object 9790)	*$25,541,517.00*
6.	**Total Reserves: (Object 9789 + 9790)**	*$63,452,340.00*

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	

TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	*$63,452,340.00*
9.	Percentage of General Fund Expenditures/Uses	*18.98%*
	Difference between District Reserves and Minimum State Requirement	**$53,422,951.71**

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Chino Valley Unified	SCHOOL DISTRICT

F. **MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

G. **FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**
The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The assumptions used to project the available funds were provided by School Services of California dartboard, SBCSS, as well as local district assumptions. Inclusive of this tentative agreement, the District's Multi-Year Projection indicates a positive ending balance in its general fund at the end of the current and two subsequent fiscal years.

H. **NARRATIVE OF AGREEMENT**

1.65% on schedule salary increase for 2021-2022 school year effective July 1, 2021. One-time $1,250 off schedule salary increase to current unit members in paid status as of August 6, 2021 based on their prorated FTE. Effective July 1, 2021, the District's maximum annual contribution to unit member health and welfare benefit premiums shall be $10,000.

I. **SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

The following source(s) of funding have been identified to fund the proposed agreement

The District is using LCFF base funding to fund the proposed agreement.

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Chino Valley Unified	SCHOOL DISTRICT

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Govenment Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

_____	_____
District Superintendent - signature	***Date***
_____	_____
Chief Business Official- signature	***Date***

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on   **5/20/2021**   *took action to approve the proposed Agreement*

with the   **Associated Chino Teachers (ACT)**   *Bargaining Unit.*

_____	_____
President, Governing Board	***Date***
(signature)	

CHINO VALLEY UNIFIED SCHOOL DISTRICT SALARY SCHEDULE
2021/22 Effective July 1, 2021
Includes 1.65% Increase

STEP	B.A. GROUP I	B.A. + 15 Sem. Hrs GROUP II	B.A. + 30 Sem. Hrs GROUP III	B.A. + 45 Sem. Hrs OR M.A. GROUP IV	B.A. + 60 incl M.A. OR M.A. + 15 Sem Hrs. OR B.A. + 65 Sem. Hrs (see below) GROUP V
1	51,754	51,754	53,851	57,244	61,120
2	51,754	53,264	56,273	59,918	63,889
3	52,965	55,584	58,692	62,570	66,645
4	55,210	57,918	61,120	65,236	69,422
5	57,434	60,249	63,557	67,910	72,179
6	59,676	62,570	65,973	70,584	74,952
7	59,676	64,914	68,389	73,241	77,707
8	59,676	67,233	70,827	75,935	80,470
9	59,676	67,233	73,241	78,595	83,244
10	59,676	67,233	75,676	81,257	86,001
11	59,676	67,233	75,676	83,931	88,774
12	59,676	67,233	75,676	86,604	91,537
13	59,676	67,233	75,676	86,604	94,297
14	59,676	67,233	75,676	86,604	97,057
15	61,124	68,684	77,349	88,491	99,319
16	61,124	68,684	77,349	88,491	99,319
17	61,124	68,684	77,349	88,491	99,319
18	62,573	70,130	79,016	90,381	101,581
19			79,016	90,381	101,581
20			79,016	90,381	101,581
21			80,689	92,270	103,844
22				92,270	103,844
23				92,270	103,844
24				94,158	106,106
25				94,158	106,106
26				94,158	106,106
27				96,051	108,367

PLACEMENT ON COLUMN V WITHOUT A MASTERS DEGREE
a) Must be on Step 9 with a minimum of eight (8) years experience
b) Must have at least 65 semester units beyond a Bachelor's Degree
c) Must have completed 15 semester units in accordance with the salary provisions of this schedule, since July 1, 1972

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT SALARY SCHEDULE - COUNSELORS
2021/2022 Effective July 1, 2021
Includes 1.65% Increase

STEP	B.A. GROUP I	B.A. + 15 Sem. Hrs GROUP II	B.A. + 30 Sem. Hrs GROUP III	B.A. + 45 Sem. Hrs OR M.A. GROUP IV	B.A. + 60 incl M.A. OR M.A. + 15 Sem Hrs. OR B.A. + 65 Sem. Hrs GROUP V
1	54,584	54,584	56,792	60,370	64,459
2	54,584	56,174	59,348	63,189	67,380
3	55,859	58,621	61,899	65,990	70,289
4	58,225	61,084	64,459	68,802	73,213
5	60,574	63,540	67,029	71,623	76,120
6	62,938	65,990	69,578	74,440	79,048
7	62,938	68,460	72,129	77,242	81,952
8	62,938	70,905	74,698	80,083	84,868
9	62,938	70,905	77,242	82,887	87,793
10	62,938	70,905	79,812	85,700	90,700
11	62,938	70,905	79,812	88,517	93,623
12	62,938	70,905	79,812	91,336	96,539
13	62,938	70,905	79,812	91,336	99,451
14	62,938	70,905	79,812	91,336	102,363
15	64,464	72,437	81,575	93,327	104,746
16	64,464	72,437	81,575	93,327	104,746
17	64,464	72,437	81,575	93,327	104,746
18	65,994	73,962	83,335	95,320	107,131
19			83,335	95,320	107,131
20			83,335	95,320	107,131
21			85,098	97,313	109,518
22				97,313	109,518
23				97,313	109,518
24				99,304	111,903
25				99,304	111,903
26				99,304	111,903
27				101,299	114,288

PLACEMENT ON COLUMN V WITHOUT A MASTERS DEGREE
a) Must be on Step 9 with a minimum of eight (8) years experience
b) Must have at least 65 semester units beyond a Bachelor's Degree
c) Must have completed 15 semester units in accordance with the salary provisions of this schedule,
since July 1, 1972

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT SALARY SCHEDULE
FOR CHILD DEVELOPMENT PROGRAMS
2021/2022 Effective July 1, 2021
Includes 1.65% Increase

STEP	CHILD CARE PERMIT	CHILD CARE PERMIT PLUS AA DEGREE PLUS 10 UNITS	CHILD CARE PERMIT PLUS BA DEGREE	BA DEGREE PLUS REGULAR TEACHING CREDENTIAL
	GROUP I	GROUP II	GROUP III	GROUP IV
1	20.89	22.92	26.36	30.34
2	21.78	23.95	27.50	31.90
3	22.92	25.06	28.85	33.44
4	23.95	26.13	30.34	35.09
5	23.95	27.37	31.90	36.89
6	23.95	27.37	33.56	38.72
7	23.95	27.37	33.56	38.72
8	23.95	27.37	33.56	38.72
9	23.95	27.37	33.56	38.72
10	23.95	27.37	33.56	38.72
11	23.95	27.37	33.56	38.72
12	23.95	27.37	33.56	38.72
13	23.95	27.37	33.56	38.72
14	23.95	27.37	33.56	38.72
15	24.55	28.09	34.45	39.85
16	24.55	28.09	34.45	39.85
17	24.55	28.09	34.45	39.85
18	25.14	28.82	35.29	40.96
19	25.14	28.82	35.29	40.96
20	25.14	28.82	35.29	40.96
21	25.73	29.52	36.15	42.09
22	25.73	29.52	36.15	42.09
23	25.73	29.52	36.15	42.09
24		30.21	37.02	43.23
25		30.21	37.02	43.23
26		30.21	37.02	43.23
27		30.95	37.88	44.35

PERMIT TEACHERS EMPLOYED UNDER THIS POLICY WILL BE MEMBERS OF THE STATE TEACHERS' RETIREMENT SYSTEM.

THE DESIGNATED HEAD PERMIT TEACHER WILL RECEIVE A STIPEND OF $1,029

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Speech Language Pathologist Salary Schedule
2021/2022 Effective 7/1/2021
Includes 1.65% Increase

RANGE	POSITION	DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
29	Speech Language Pathologist	183	77,707	91,537	99,319	103,844	108,367

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Psychologist Salary Schedule
2021/2022 Effective July 1, 2021
Includes 1.65% Increase

RANGE	POSITION	DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
28	Psychologist	195	93,761	96,967	100,162	103,347	106,546
28B	Behavior Intervention Psychologist	200	101,365	104,829	108,283	111,726	115,185

Longevity Certificated Management	
15 Years of Service	$1,704
20 Years of Service	$3,408
25 Years of Service	$5,114
30 Years of Service	$6,820

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Behavior Intervention Counselor/Behavioral Health Counselor Salary Schedule
2021/2022 Effective July 1, 2021
Includes 1.65% Increase

RANGE	POSITION	DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
38A	Behavior Intervention Counselor	220	64,460	66,630	68,803	71,011	73,182
38B	Behavioral Health Counselor	248	72,594	75,037	77,487	79,979	82,426

Longevity Classified Management	
15 Years of Service	$1,704
20 Years of Service	$3,408
25 Years of Service	$5,114
30 Years of Service	$6,820

BOARD APPROVED:

APPENDIX C

EXTRA DUTY RATES

1.   ELEMENTARY GRADE LEVEL AND SECONDARY DEPARTMENT CHAIRPERSONS

Grade Level and Department Chairpersons, shall be elected by the teachers that they represent no later than the end of the current school year. This shall be accomplished on an annual basis and unit members will be entitled to cast votes in department elections in accordance with the actual classes that they are assigned to teach in each respective department. Annual department elections shall be facilitated by the administration and Association representatives at each site, and the results shall be subject to Board approval. Each site shall develop a nominating process that will allow for the private expression of preference for grade level and department chairs. Those unit members nominated shall be elected by majority vote (on a plurality basis) through the use of secret ballots which are to be counted by the site administrators and the Association representatives.

In instances where the unit member elected to serve as chairperson is determined to be ineffective by the administration, the Principal may request that the department provides a replacement representative to serve as chair for the duration of the school year.

It is agreed and understood that grade level and department chairs are members of the bargaining unit, and, therefore, their duties and responsibilities shall not include having "authority to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to and direct them, or to adjust their grievances, or effectively recommend such action if, in connection with the foregoing functions, the exercises of that authority is not of merely routine or clerical nature, but requires the use of independent judgment" [see Government Code section 3540.1 (M)]. Grade level and department chair meetings shall be open to others, with a recommendation that agendas and minutes be kept for all meetings to improve communication. Finally, grade level and department chairs may not be involved in the evaluation of other unit members.

2.   CURRICULUM WRITING

Unit members shall be provided release time for curriculum writing or be paid the hourly instructional rate per #5 below. (See page 82)

3.   GENERAL PROVISIONS OF EXTRA-DUTY COACHING PAY

    A. Bargaining unit members shall have first consideration for extra duty athletics/activities positions approved, according to appendix c. If no bargaining unit member applies for an extra duty stipend position, then the position will be flown and filled by either a walk-on athletics/activities person. When an athletics/activities position is held or filled by a non-bargaining unit person the position shall become vacant at the end of the season or activity (whichever comes first) then the position will be flown district-wide.

APPENDIX C (cont.)

B. No extra duty stipend in a designated area (athletics/activities) may be given to non-unit members until all unit members providing a service for which a stipend has been approved, according to Appendix C, have been compensated. The District shall notify the Association before offering an extra duty stipend assignment to a non-unit member, and on request shall provide a list of names of anyone receiving an extra duty stipend.

C. Ten percent (10%) of the season's stipend will be paid to the Varsity Head Coach and any Varsity Assistant Coach (in those cases where an assistant coach or coaches are approved, pursuant to Appendix C) Band Director, Assistant Band Director, and Drill-team advisor for each week the coaches' team remains in CIF play-offs. For the purpose of this paragraph, the factor will be applied to the stipend, as reflected in Appendix C.

D. Extra duty pay for unit members involved in athletics shall be increased to give experience credit, as follows:

For each year of coaching in the same sport, the coaching stipend will increase by the percentage of 1.046 added to the basic stipend. The increase will be applied to the stipend, as defined in Appendix C, and will continue for three (3) years (three steps---step 1, step 2, and step 3). Step 1 shall be the amount of the annual stipend reflected in Appendix C.

Unit members may switch assignments between men and women's teams of the same level of sport without penalty.

A unit member leaving a coaching position for the purpose of a "leave of absence" as defined in Article 13, shall not lose credit for prior service in that sport so long as the unit member returns to coaching the same sport immediately following the leave of absence.

E. Credit will be given for coaching experience in the District only. Coaching service in the same sport is transferable within the District.

4. **AFTER WORKING HOURS SUPERVISION**

Unit members are required to attend "Back-to-School" night and "Open House" as part of their contractual obligation to the District. Those unit members who provide service to the District for purposes of after-school supervision shall be reimbursed at the rate listed in #5 below. Such reimbursement shall be made only for time spent beyond the unit member's regular student contact day. No unit member shall be reimbursed under this provision for any duty for which he/she is already receiving a stipend.

5. **RATES OF COMPENSATION**

The following rates, other than substitute pay for unit members, are subject to any future adjustment which applies to Appendix "B."

APPENDIX C (cont.)

A. CHAIRPERSONS

There will be one grade level chairperson for each of the following grade level/clusters TK-1, 2-3, 4-6. If a school has more than ten (10) classes at a grade level/cluster, additional chair positions will be added for that grade level/cluster to a maximum number of two (2).

The following examples are provided to assist in the application of this article and are intended to provide clarification as to practices in connection with payment of stipends and permissible configurations.

1. If a teacher has a combination class, said teacher may choose which grade/level cluster they wish to align with, i.e., - a K-1 teacher with 15 kindergarteners and 4 first graders would probably wish to align with the kindergarten cluster due to the preponderance of students at that level. However, they would be permitted to align themselves with the first grade grouping if they so desire, the choice of alignment rests solely with the teacher.

2. Teachers would be permitted to voluntarily split the duties and responsibilities as well as the corresponding stipend for service as a grade level chair.

3. Stipends will be paid in accordance to the number of unit members serviced by each grade level chair, i.e., if a site had 17 classes of K-1 and 10 were aligned with the kindergarten cluster and 7 were aligned with the first grade cluster, the stipend would be as follows; the kindergarten chair would receive the stipend of $3,234.63 for 10 or more unit members and the first grade chair would receive the stipend of $2,587.70 for 7 to 9 unit members.

4. Should additional questions on permissible practices and configurations relating to compensation require clarification, the association and the District shall meet and examine the issue in question and arrive at a mutually acceptable resolution specific to that issue and/or question.

APPENDIX C (cont.)

Additional stipends for elementary grade level and secondary department chairpersons shall be paid as follows:

Coordinating 1 or 2 unit members - $ 1,293.85   (.025 x Grp. I, Step I)

Coordinating 3 or 6 unit members - $ 1,940.78   (.0375 x Grp. I, Step I)

Coordinating 7 or 9 unit members - $ 2,587.70   (.05 x Grp. I, Step I)

Coordinating 10 or more unit members - $ 3,234.63   (.0625 x Grp. I, Step I)

B.   HOURLY INSTRUCTION
The hourly instruction rate shall be $49.04 (Annual Salary for Group III, Step 1 of the Certificated Salary Schedule divided by 183 and then by 6)

C.   COACHING/ADVISORS
The coaching stipends are set forth herein Appendix "C."

D.   STUDENT SUPERVISION
The hourly student supervision rate shall be $36.78 (75% of the hourly rate).

E.   DRIVER'S EDUCATION
The hourly rate for behind-the-wheel driver's education instruction is $46.59 (95% of the hourly rate).

F.   SUBSTITUTE RATE
The daily rate for unit members substituting while off-contract, and during summer months shall be $150.00.

APPENDIX C (cont.)

ANNUAL STIPENDS FOR EXTRA DUTY
COACHING AND STUDENT ACTIVITY POSITIONS
EFFECTIVE JULY 1, 2021 – 1.65%

All positions are single person positions, with the following exceptions: High School Assistant Varsity Football - 3 positions; High School Assistant Men/Women Track - 2 positions. In respect of High School Athletic or High School Activities Directors in Level I, service for less than one year shall entitle the member to a pro rata share of the stipend.

LEVEL I $4,567
H.S. Varsity Football
H.S. Athletic Director
H.S. Activity Director

LEVEL II $4,457
H.S. Band Director

LEVEL III $4,252
H.S. Women/Men Var. Basketball

LEVEL IV $3,977
H.S. Head Var. Baseball/Softball
H.S. Head Var. Track (Women/Men)
H.S. Asst. Varsity Football

LEVEL V $3,817
H.S. A-V Coordinator

LEVEL VI $3,796
H.S. Head Var. Soccer
H.S. Head Var. Wrestling
H.S. Head Water Polo
H.S. Head Women/Men Swim

LEVEL VII $3,732
H.S. Drill Team Advisor/H.S. Dance Advisor

LEVEL VIII $3,485
H.S. Head Women/Men Tennis
Head Cross Country
H.S. Head Var. Volleyball
H.S. Asst. Women/Men Basketball
H.S. Head JV Basketball
H.S. Badminton
H.S. Cheer Coach

LEVEL IX $3,404
H.S. Choral Director
Agriculture Advisor
H.S. Drama Director

LEVEL X $3,192
H.S. Soph/JV Football
H.S. Frosh Football
H.S. Frosh Baseball
H.S. Frosh/Soph. Wrestling
H.S. Asst. Womens Swim
H.S. Asst. Var. Wrestling
H.S. Frosh/Soph. Basketball
H.S. Asst. Womens Softball
H.S. JV Womens Softball
H.S. Asst. Women/Men Track
H.S. Frosh/Soph. Boys Soccer
H.S. JV Wrestling
Boys Republic Baseball
Boys Republic Basketball
Jr. High Activities Director/Leadership

LEVEL XI $2,986
Jr. High Band Director
H.S. FHA-HERO
VICA
FBLA/DECCA
H.S. Career Technical Education (CTE)

APPENDIX C (cont.)

LEVEL XII $2,887
H.S. Womens Asst. Volleyball
H.S. Womens JV Volleyball
H.S. Asst. Frosh Football
H.S. JV Soccer
H.S. Asst. Var. Baseball
H.S. Asst. Water Polo
H.S. Golf
H.S. JV Boys Tennis
H.S. JV Baseball
H.S. Asst. JV Football
Boys Republic Track
Boys Republic Cross Country
H.S. Asst. Badminton

LEVEL XIII $2,697
H.S. Yearbook Advisor
H.S. Publications Advisor
H.S. Pep Squad Advisor
H.S. AVID Advisor

LEVEL XIV $2,486
H.S. Photo Advisor
Jr. High AVID Advisor

LEVEL XV $2,225
Jr. High Drill Team/Jr. High Dance Advisor
Jr. High Color Guard Advisor
Jr. High Renaissance

LEVEL XVI $2,014
Jr. High Football
Jr. High Soccer

LEVEL XVII $1,911
H.S. Asst. Band Director
Jr. High Basketball
Jr. High Track
Jr. High Volleyball
Jr. High Co-ed Softball
H.S. Choreographer Dir.
H.S. Asst. Pep Squad
Other J.H.S. coaches
Two high school extra duty stipends for coaches of academic competition teams.

LEVEL XVIII $1,556
H.S. Senior Class Advisor
Jr. High STEM/STEAM Advisor
Jr. High Yearbook Advisor
H.S. Jr. Class Advisor
Jr. High Activity Stipend:_____
H.S. Activity Stipend:_____
After School Activity Stipend:_____

LEVEL XIX $1,348
H.S. Soph. Class Advisor
Jr. High Visual Performing Arts Advisor
Jr. High Pep Squad Advisor
Jr. High Vocal Music
H.S. Frosh Class Advisor

LEVEL XX $473
7th grade Decathlon
8th grade Decathlon
Jr. High Science Fair Advisor

**   Additional funding will be provided for high school FHA-HERO VICA, FBLA/DECCA, and CTE when such positions are to be filled by individual sites.

Note: At the high school level the District shall provide 57 coaching stipends, 21 student activities stipends and 14 department chair stipends. At the junior high schools each site get 4 coaching stipends, 6 student activities stipends and 7 department chair stipends. At the elementary schools each site will receive two extra duty stipends.

THE DISTRICT SHALL INCREASE THE NUMBER OF COACHING STIPEND POSITIONS AT THE HIGH SCHOOLS BY 10. THE INCREASE IN THE NUMBER OF STIPENDS WILL BE PHASED IN OVER THE DURATION OF THE AGREEMENT. THE STIPEND POSITIONS SHALL BE AT LEVEL XII.   FOR THE 2002-2003 SCHOOL YEAR THE NUMBER OF STIPENDS WILL BE INCREASED BY THREE (3). FOR THE 2003-2004 SCHOOL YEAR THE NUMBER OF STIPENDS WILL BE INCREASED BY THREE (3). FOR THE 2004-2005 SCHOOL YEAR THE NUMBER OF STIPENDS WILL BE INCREASED BY FOUR (4).

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Isabel Brenes, Ed.D., Director, Human Resources
Eric Dahlstrom, Ed.D., Director, Human Resources

SUBJECT: **PUBLIC HEARING AND RATIFICATION OF THE TENTATIVE AGREEMENT BETWEEN THE CHINO VALLEY UNIFIED SCHOOL DISTRICT AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHINO CHAPTER 102 EFFECTIVE JULY 1, 2021, THROUGH JUNE 30, 2024**

==

BACKGROUND

On April 30, 2021, the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 reached tentative agreements for the successor to the collective bargaining agreement, effective July 1, 2021, through June 30, 2024. The Association membership approved the tentative agreement on May 11, 2021.

The District has provided the necessary Notice to the Public and there is no fiscal impact to disclose. Additionally, the Board is required to conduct a public hearing in order to receive public input prior to any Board action.

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

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing, and ratify the Tentative Agreement between the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 effective July 1, 2021, through June 30, 2024.

FISCAL IMPACT

See Form for Public Disclosure of Proposed Collective Bargaining Agreement for a full financial disclosure.

NE:RR:IB:ED:mcm

<div align="center">

TENTATIVE AGREEMENT
BETWEEN
THE CHINO VALLEY UNIFIED SCHOOL DISTRICT
AND
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS CHINO CHAPTER 102

April 30, 2021

</div>

This is an agreement made and entered into this ~~twenty-ninth day of June 2016~~ **THIRTIETH DAY OF APRIL 2021** between CHINO VALLEY UNIFIED SCHOOL DISTRICT (hereinafter called "District") and the CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHINO CHAPTER 102 (hereinafter called "Association"). This Agreement is pursuant to the Educational Employment Relations Act (hereinafter called EERA) and provides the following:

ARTICLE 9: VACANCIES/PROMOTION (FOR THE 2021-2022 SCHOOL YEAR ONLY)

9.3 The District shall provide the Association with a copy of all vacancies prior to being posted, and vacancies shall be provided ~~posted~~ by the District ELECTRONICALLY TO ALL SITES AND DEPARTMENTS TO BE POSTED on all designated Association bulletin boards.

ARTICLE 11: EVALUATIONS

11.2 Probationary Employees ~~(New to the District)~~
~~Effective September 1, 2016, of~~ ~~t~~The probationary period for unit members ~~new to the District~~ shall be ~~seven~~ SIX (~~7~~6) working months from the date of original employment. The District shall provide the first written evaluation no later than the end of the ~~third~~ SECOND (~~3rd~~2nd) month and a second evaluation shall be made no later than the end of the ~~sixth~~ FIFTH (~~6th~~ 5th) month. The unit member shall sign a statement on the evaluation report that he/she has read and received a copy. In an effort to help the employee become successful in the position, an additional evaluation may be given during the probationary period to assess his/her work performance. On the final evaluation, the administrator shall recommend that the unit member be given permanent status or that his/her employment be terminated. A probationary unit member may be released at any time during the ~~seven~~ SIX (~~7~~6) working month probationary period.

~~**11.3.1.1** The probationary period for permanent unit members serving in a new position (employed in a classification they have never served before) shall be six (6) working months from the date of employment in the new position. The District shall provide the first written evaluation of the unit member's performance no later than the end of the second (2nd) month and a second evaluation shall be made no later than the end of the fifth (5th) month. In an effort to help the unit member become successful in the position, an additional evaluation may be given to assess his/her work performance. Following the fifth (5th) month evaluation, the administrator shall recommend the unit member be given permanent status in that assignment or his/her employment in that assignment be terminated. If a unit member is evaluated as "unsatisfactory" or "needs improvement", the appropriate supervisor must have, in writing, previously counseled the unit member as to his/her deficiencies and made suggestions for improvement.~~

ARTICLE 12: WAGES AND BENEFITS

12.1 Wages

12.1.1 ~~2019~~21-~~2020~~22 School Year

The District shall apply ~~2.5~~ 1.73% on-going on-schedule salary increase AND ONE-TIME OFF-SCHEDULE PAYMENT OF $736.00. THE ONE TIME OFF SCHEDULE PAYMENT WILL BASED ON THEIR PRORATED FTE FOR EMPLOYEES IN ACTIVE STATUS effective July 1, 20~~19~~21. THIS WILL BE BASED ON THE 2021-2022 SALARY SCHEDULE.

ALL unit members IRRESPECTIVE OF THEIR PRORATED FTE who are in paid status AND NOT ON PAID ADMINISTRATIVE LEAVE as of THE DATE OF THIS SIGNED TENTATIVE AGREEMENT ~~November 22, 2019~~ shall receive a ~~0.5 %~~ one-time off-schedule payment of $1,254.00. ~~based on their 201920-202021 salary schedule.~~ ANY UNIT MEMBER WHO HAS RETIRED BETWEEN JULY 1, 2020, THROUGH THE DATE OF THIS SIGNED TENTATIVE AGREEMENT SHALL BE INCLUDED.

~~12.1.2 2020-2021 School Year~~

~~The District shall provide a 2% on-going on-schedule salary increase effective July 1, 2020. Unit members who are in paid status shall receive a 1.0% one-time off-schedule payment effective~~
~~July 1, 2020.~~

12.2 Health and Welfare Benefits

12.2.1 20~~16~~22 Plan Year
For the 20~~16~~22 plan year the Health and Welfare Benefits cap shall ~~remain at~~ INCREASE TO $~~9,422~~10,000.00, the negotiated on-going amount.
12.2.2 20~~17~~23 Plan Year
The District and the Association shall negotiate any changes to the Health and Welfare Benefits cap of $~~9,422~~10,000.00 for the 20~~17~~23 plan year.
12.2.3 20~~18~~24 Plan Year
The District and Association shall negotiate any changes to the Health and Welfare Benefits cap of $~~9,422~~10,000.00 for the 20~~18~~24 plan year.

Classified Handbook

PROBATIONARY EMPLOYEES: All new Classified personnel employed to fill a regularly-established full-time position or part-time position are employed on probationary status for the first ~~seven~~ SIX (~~7~~6) months of service and may be dismissed during this period without right of appeal or hearing. This period shall be used for determination of the employee's ability to meet the required standards of performance.

Probationary Period
New employees serve a probationary period of ~~seven~~ SIX (~~7~~6) months. This is a trial period during which your supervisor must decide if you are qualified to attain permanent status. Your work will

be evaluated two times during probation. Evaluations are scheduled to take place no later than the end of the ~~third~~ SECOND and end of the ~~sixth~~ FIFTH months on the job. The main purpose of each evaluation is to make sure that you and your supervisor communicate with each other about your job, what you are expected to do, how well you are doing it, and in which areas you may need special help. Termination can be effective at any time during the probationary period. If you successfully complete your probationary period, you become a permanent employee of the District and receive a step increase.

Anniversary Date:

Your anniversary date establishes the date at which you move from step to step on the salary schedule. You will receive your first step increase after you pass probation (~~seven~~ SIX months). Exception: If you do not work 50% of any given month, that month is not counted and your probation is extended. If you pass probation prior to the month of ~~May~~ APRIL, your step increase date reverts to July 1 of each year until you reach the maximum step. If you pass probation after ~~May~~ APRIL, your step increase will not take effect until the next year on July 1. Example (1): Your probation ends ~~April~~ MARCH 5. You will receive a step increase on July 1 of that same year. Example (2) Your probation ends ~~May~~ APRIL 2. You will not receive a step increase until July 1 of the following year.

ARTICLE 21: NEGOTIATIONS PROCEDURES

21.4   Reopening of Negotiations

For the 20~~19~~21-20~~20~~22 and 20~~20~~22-20~~21~~23 fiscal years, the Association and the District shall reopen negotiations on Wages Section 12.1 and Health and Welfare Benefits Section 12.2. In addition, by mutual agreement, the Association and the District may open additional articles.
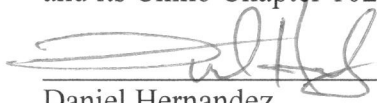
ARTICLE 22: TERM

This agreement shall remain in full force and effect from July 1, 20~~18~~21, through June 30, 20~~21~~23. 24
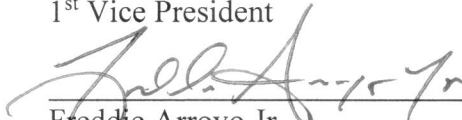
It is agreed and understood that this agreement is subject to all approvals required by CSEA Policy 610 as well as the Chino Valley Unified School District Governing Board approval.
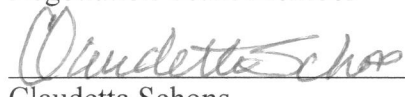
California School Employees Association
and its Chino Chapter 102

_____   4/30/21
Daniel Hernandez   Date
President

_____   4-30-21
Diego Solis   Date
1st Vice President

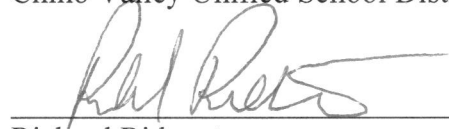_____   4-30-21
Freddie Arroyo Jr.   Date
Chief Union Steward

_____   4/30/21
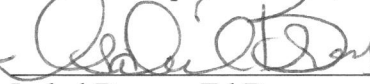Terri Basaites   Date
Negotiation Team Member
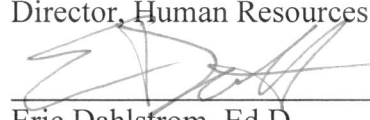
_____   4/30/21
Claudetta Schons   Date
Negotiation Team Member

_____   4/30/2021
Noah Snyder   Date
Labor Relations Representative

Chino Valley Unified School District

_____   4/30/21
Richard Rideout   Date
Assistant Superintendent, Human Resources

_____   4/30/2021
Isabel Brenes, Ed.D.   Date
Director, Human Resources

_____   4/30/21
Eric Dahlstrom, Ed.D.   Date
Director, Human Resources

_____   04/30/21
Jane Sousa   Date
Personnel Technician

_____   04/30/21
Melissa Martinez   Date
Administrative Secretary IIB

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Chino Valley Unified	**SCHOOL DISTRICT**

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

California School Employee Association (CSEA)	**BARGAINING UNIT**

To be acted upon by the Governing Board at its meeting on ___ *05/20/21*

A. **PERIOD OF AGREEMENT:**
The proposed bargaining agreement covers the period beginning ___ *07/01/21*
and ending ___ *06/30/24*
for the following fiscal years *2021/2022* ___ *2021/2022*

B. **TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**
The total change in costs for salaries and employee benefits in the proposed agreement:

1.	Current Year Costs Before Agreement	*$52,740,839.00*
2.	Current Year Costs After Agreement	*$56,130,733.00*
3.	Total Cost Change	*$3,389,894.00*
4.	Percentage Change	*6.43%*
5.	Value of a 1% Change	*$452,927.16*

C. **PERCENTAGE SALARY CHANGE FOR REPRESENTED EMPLOYEE GROUP**
The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1.	Salary Schedule change (% Change To Existing Salary Schedule)	*1.73%*
	(% change for one time bonus/stipend or salary reduction)	*4.76%*
2.	Step & Column (Average % Change Over Prior Year Salary Schedule)	*1.00%*
3.	TOTAL PERCENTAGE CHANGE FOR THE REPRESENTED EMPLOYEE GROUP	*7.49%*
4.	Change in # of Work Days (+/-) Related to % Change	
5.	Total # of Work Days to be provided in Fiscal Year	*VARIES*
6.	Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only)	*180*

D. **PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	*$18,250,498.00*

Chino Valley Unified	SCHOOL DISTRICT

2.	Cost of Benefits After Agreement	*$19,401,252.00*

3.	Percentage Change in Total Costs	*6.31%*

E.   **IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	*$334,312,943.00*

2.	Percentage Reserve Level State Standard for District:	*3.0%*

3.	Amount of State Minimum Reserve Standard:	*$10,029,388.29*

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	*$37,910,823.00*

5.	Unassigned/Unappropriated (Object 9790)	*$25,541,517.00*

6.	**Total Reserves: (Object 9789 + 9790)**	*$63,452,340.00*

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	

TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	*$63,452,340.00*

9.	Percentage of General Fund Expenditures/Uses	*18.98%*

Difference between District Reserves and Minimum State Requirement	**$53,422,951.71**

Chino Valley Unified	**SCHOOL DISTRICT**

F.   **MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

G.   **FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**
The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The assumptions used to project the available funds were provided by School Services of California dartboard, SBCSS, as well as local district assumptions. Inclusive of this tentative agreement, the District's Multi-Year Projection indicates a positive ending balance in its general fund at the end of the current and two subsequent fiscal years.

H.   **NARRATIVE OF AGREEMENT**

The district shall apply 1.73% on-going on-schedule increase and one-time off-schedule payment of $736. The one-time off-schedule payment will be based on the prorated FTE for employees in active status effective July 1, 2021. Additionally, all unit members irrespective of their prorated FTE who are in paid status and not on administrative leave as of the date of this signed tentative agreement shall receive a one-time off-schedule payment of $1,254. For the 2022 plan year the Health and Welfare Benefits cap shall increase to 10,000, the negotiated on-going amount.

I.   **SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

The following source(s) of funding have been identified to fund the proposed agreement

The District is using LCFF base funding to fund the proposed agreement.

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Chino Valley Unified	**SCHOOL DISTRICT**

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Govenment Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent - signature	**Date**
Chief Business Official- signature	**Date**

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on 5/20/2021 *took action to approve the proposed Agreement with the* Classified School Employees Association (CSEA) *Bargaining Unit.*

President, Governing Board (signature)	**Date**

Chino Valley Unified School District
Classified Salary Schedule
2021/2022 Effective July 1, 2021
Includes 1.73% Increase

RANGE	STEP A	STEP B	STEP C	STEP D	STEP E
15	13.33	13.99	14.69	15.40	16.16
16	13.65	14.32	15.05	15.80	16.59
17	14.00	14.69	15.41	16.18	17.01
18	14.33	15.06	15.81	16.60	17.44
19	14.70	15.42	16.19	17.02	17.85
20	15.06	15.81	16.60	17.45	18.30
21	15.42	16.21	17.03	17.86	18.76
22	15.83	16.61	17.46	18.31	19.24
23	16.23	17.03	17.86	18.77	19.71
24	16.62	17.46	18.32	19.27	20.21
25	17.04	17.87	18.78	19.72	20.70
26	17.47	18.33	19.28	20.22	21.22
27	17.88	18.79	19.73	20.71	21.77
28	18.34	19.28	20.23	21.23	22.29
29	18.80	19.74	20.72	21.78	22.86
30	19.29	20.25	21.24	22.31	23.43
31	19.76	20.73	21.79	22.87	24.01
32	20.26	21.26	22.32	23.44	24.62
33	20.75	21.80	22.90	24.02	25.25
34	21.27	22.34	23.46	24.63	25.88
35	21.81	22.91	24.05	25.26	26.51
36	22.35	23.47	24.65	25.89	27.16
37	22.92	24.07	25.27	26.52	27.84
38	23.48	24.67	25.90	27.19	28.55
39	24.08	25.28	26.54	27.87	29.26
40	24.69	25.91	27.20	28.58	30.00
41	25.30	26.56	27.88	29.28	30.75
42	25.93	27.21	28.59	30.02	31.51
43	26.57	27.89	29.30	30.77	32.31
44	27.24	28.62	30.03	31.53	33.12
45	27.91	29.33	30.78	32.33	33.95
46	28.64	30.05	31.54	33.13	34.79
47	29.34	30.80	32.34	33.96	35.66
48	30.06	31.57	33.15	34.80	36.55
49	30.81	32.37	33.99	35.68	37.46
50	31.60	33.17	34.82	36.56	38.39
51	32.39	34.01	35.72	37.50	39.37
52	33.18	34.85	36.59	38.41	40.35
53	34.02	35.73	37.51	39.39	41.35
54	34.86	36.62	38.43	40.37	42.41
55	35.75	37.53	39.41	41.37	43.46
56	36.64	38.46	40.39	42.43	44.52
57	37.55	39.44	41.40	43.48	45.63
58	38.48	40.44	42.45	44.58	46.79
59	39.46	41.42	43.50	45.67	47.95
60	40.46	42.47	44.60	46.81	49.16

MONTHLY SALARY IS CALCULATED AS FOLLOWS:
HOURLY RATE TIMES NUMBER OF HOURS TIMES TOTAL NUMBER OF CONTRACT DAYS DIVIDED BY TOTAL MONTHS IN PAID STATUS

LONGEVITY 3% per month upon completion of 10 years of service in CVUSD
5% per month upon completion of 15 years of service in CVUSD
7% per month upon completion of 20 years of service in CVUSD
9% per month upon completion of 25 years of service in CVUSD
11% per month upon completion of 30 years of service in CVUSD

SALARY SCHEDULE IS BASED ON 40-HOUR WORK WEEK AND 173.33 HOURS PER AVERAGE MONTH. STEP ADVANCEMENT IS SUBJECT TO SATISFACTORY EVALUATION.

BOARD APPROVED:

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Isabel Brenes, Ed.D., Director, Human Resources
Eric Dahlstrom, Ed.D., Director, Human Resources

SUBJECT: **APPROVAL OF SALARY INCREASES AND HEALTH AND WELFARE BENEFITS FOR MANAGEMENT AND CLASSIFIED CONFIDENTIAL EMPLOYEES**

==

BACKGROUND

The District has a practice of providing unrepresented employees, i.e., management and classified confidential employees, with increases in salary and health and welfare benefits as provided to other bargaining units. As a result of the anticipated ratification between the District and the Associated Chino Teachers, a recommendation for a salary and health and welfare benefits increase for unrepresented employees is now being brought before the Board.

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

RECOMMENDATION

It is recommended the Board of Education approve the salary increases and health and welfare benefits for management and classified confidential employees as follows: Provide a 1.47% on-schedule salary increase for the 2021/2022 school year effective July 1, 2021, and a 1.08% off-schedule one-time payment as of July 1, 2021, based on their 2021/2022 salary schedule; $1,254.00 off-schedule one-time payment for current employees as of May 21, 2021; and a Health and Welfare benefits cap increase to $10,000.00.

FISCAL IMPACT

Fiscal impact to the general fund:
    2020/2021: $197,430.00 one-time;
    2021/2022: $273,414.00 ongoing;
                        $203,828.00 one-time; and
                        $230,272.00 ongoing for Health & Welfare benefit cap increase.

NE:RR:IB:ED:mcm

RANGE	POSITION	DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
14	Principal, High School	225			141,290	145,769	150,293
15	Director Access and Equity Alternative Education Assessment and Instructional Technology Elementary Curriculum Health Services Human Resources Professional Development Secondary Curriculum Special Education Student Support Services Technology	226		137,896	143,411	147,956	152,549
16	Principal, Jr. High	215	118,323	122,343	126,387	130,402	135,747
17	Principal, Elementary	215	117,317	121,317	125,309	129,327	133,323
18	Principal, Adult School/Boys Republic	225	122,278	126,433	130,615	134,770	138,953
19	Principal, Buena Vista Continuation	215	116,369	120,275	124,249	128,198	132,174
21	Asst. Principal, High School	210	109,521	113,231	116,990	120,721	124,455
22	Asst. Principal, Jr. High Asst. Principal, Buena Vista/CVLA	205	102,688	106,172	109,701	113,187	116,695
23	Coordinator Assessment Behavior Intervention Charter Schools Child Welfare and Attendance Elementary Curriculum Linked Learning Parent and Family Engagement Secondary Curriculum Special Education Teacher Support	226	111,829	115,649	119,446	123,270	127,093
24	Asst. Principal, Elementary	205	101,420	104,905	108,340	111,802	115,270
26	Program Specialist	205	95,011	97,858	100,796	103,818	106,931

Longevity Certificated Management	
15 Years of Service	$1,701
20 Years of Service	$3,402
25 Years of Service	$5,105
30 Years of Service	$6,808

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Classified Management Salary Schedule
2021/2022 Effective July 1, 2021
Includes 1.47% Increase

RANGE	POSITION	DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
15	**Director** Fiscal Services Human Resources Maintenance, Operations, and Construction Nutrition Services Risk Management and Human Resources Planning Technology Transportation Communications	261		137,896	143,411	147,956	152,549
26B	**Coordinator** Information Services Innovation and Creative Services Payroll and Benefits Technology	261	97,330	100,244	103,254	106,349	109,540
27	Accounting Manager	261	97,330	100,244	103,254	106,349	109,540
28	Occupational Therapist	221	92,031	95,176	98,311	101,438	104,578
29	Behavioral Health Clinical Program Supervisor	248	94,112	97,330	100,536	103,632	106,945
29A	Behavior Intervention Specialist McKinney-Vento Grant Program Manager	220	83,486	86,340	89,184	92,020	94,868
29B	Behavior Intervention Program Supervisor	255	96,770	100,076	103,374	106,661	109,962
31	Assistant Director, Nutrition Services	261	89,746	92,799	95,856	98,933	101,986
31A	**Coordinator** Construction Sustainability Procurement	261	89,746	92,799	95,856	98,933	101,986
31B	**Coordinator** Child Development	261	89,746	92,799	95,856	98,933	101,986
36	Transportation Supervisor Maintenance and Operations Supervisor Payroll Supervisor Nutrition Supervisor	261	77,963	80,609	83,272	85,925	88,597
38	Duplicating Manager	261	72,621	75,085	77,555	80,065	82,534
40	After School Grant Funded Manager	230	64,967	67,177	69,411	71,623	73,833
41	Operations Manager, Nutrition	261	75,649	78,264	80,926	83,438	86,013

Longevity Classified Management	
15 Years of Service	$1,701
20 Years of Service	$3,402
25 Years of Service	$5,105
30 Years of Service	$6,808

BOARD APPROVED:

RANGE	POSITION	DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
37	Secretary to Superintendent Admin. Secretary, Board of Education	261	88,617	91,710	94,824	97,756	100,774
39	Administrative Secretary III	261	83,301	85,798	88,373	91,024	93,754
41	Personnel Technician	261	76,404	79,046	81,736	84,273	86,874
42	Administrative Secretary II-A	261	72,801	75,320	77,910	80,326	82,777
43	Administrative Secretary II-B	261	69,146	71,558	73,974	76,284	78,630
45	Administrative Secretary I	261	62,589	64,765	66,944	69,027	71,149

Longevity Classified Confidential	
10 Years of Service	3%
15 Years of Service	5%
20 Years of Service	7%
25 Years of Service	9%
30 Years of Service	11%

BOARD APPROVED: October 3, 2019

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
May 6, 2021

MINUTES

I.   OPENING BUSINESS

I.A.   CALL TO ORDER – 4:25 P.M.

1. Roll Call
    President Schaffer called to order the regular meeting of the Board of Education, Thursday, May 6, 2021, at 4:25 p.m. with Bridge, Cruz, Gagnier, Na, and Schaffer present.

    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, and Operations

2. Public Comment on Closed Session Items
    None.

3. Closed Session
    President Schaffer adjourned to closed session at 4:25 p.m. regarding conference with legal counsel anticipated litigation (two possible cases); conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/release; public employee appointment: junior high school assistant principals, and elementary school assistant principal; and public employee performance evaluation: Superintendent.

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 Bridge, Cruz, Gagnier, Na, and Schaffer present. The meeting was streamed live on YouTube. The Board met in closed session from 4:25 p.m. to 5:41 p.m. regarding conference with legal counsel anticipated litigation (two possible cases); conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/ release; public employee appointment: junior high school assistant

principals; and elementary school assistant principal; and public employee performance evaluation: Superintendent. The Board took the following action: Appointed Christine Dahlstrom as assistant principal of Canyon Hills JHS effective May 10, 2021; and appointed Onyema Anyanwu as assistant principal of Townsend JHS by unanimous votes, respectively, of 5-0, with Bridge, Cruz, Gagnier, Na, and Schaffer voting yes. No further action was taken that required public disclosure.

2. Pledge of Allegiance
   Led by President Joe Schaffer.

I.C.   STAFF REPORT
1. Lea Fellows, Assistant Superintendent, CIIS, presented the Annual LCAP Update: Goals 2 and 3.

I.D.   COMMENTS FROM STUDENT REPRESENTATIVE

Justin Rendon reported that Don Lugo HS had a freshman reception for the class of 2024; said students have been looking forward to prom and other senior events; said students have adhered to social distancing and mask wearing guidelines; said ASBs have been planning the manner in which next year's activities will be; spoke about precautions schools are taking to prevent the spread of COVID; and said students are excited about being back on campus.

I.E.   COMMENTS FROM EMPLOYEE REPRESENTATIVES

Brenda Walker, A.C.T. President, said there is less than a month for the end of the school year, and many celebrations and activities are being planned; acknowledged the work of classified employees; acknowledged National Teacher Appreciation Week, and National School Nurse Week; thanked the District for resolutions acknowledging unit members; said A.C.T. celebrates many professionals under the umbrella of teacher appreciation week; and encouraged us to acknowledge educators to let them know that they have had a positive impact.

Danny Hernandez, CSEA President, echoed Mrs. Walker's sentiment on educators and classified employees; highlighted Classified Employees Week from May 16-22; highlighted a story from President Kennedy's tour of NASA in 1961; and said it is a pleasure of classified employees to support student education.

Barbara Bearden, CHAMP President, recognized CVUSD educators, nurses, health technicians and the work they do for students during distance and in-person learning; said CHAMP would like to wish luck to all schools who are completing their PBIS external tiered fidelity walkthroughs; and thanked the CHAMP Board for their service, and looks forward to celebrating the end of the year CHAMP activity.

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

The following email comments were read into the record: Esther Oh, Amber Adams, Holly Parker, Alina Ashurov, Jennifer DeRenzis, Tamela Graham, Mary Lou Martinez, Liz Orth, Roxanne Fitkowski, Jennifer Donaldson, Jamie Lee, Carri Schott, Kevin Butscher, Autumn Hollyfield, Dahlia Voth, Rachel Bailon and William Ong, Anonymous, and Mike and Tiffany Hamerla regarding in-person 6th grade promotion ceremonies; Maria Caballero regarding mandatory vaccines for students; Sonia Singh opposing mandatory masks and vaccines for students; Scott Rosen and Sharon Duran regarding state funding; Malia Kesler opposing mandatory masks; and Anh Hinh regarding Asian American and Pacific Islander studies.

I.G.   **CHANGES AND DELETIONS**

The following changes/deletions were read into the record: Item III.D.2., Agreements for Contractor/Consultant Services, under Facilities, Planning, and Operations, Contract F-2021-059 Security Guard Pros, amended the funding source to read 'various'; and Item III.D.8., Rejection of Bid 20-21-09F, Chino HS Reconstruction—Offsite Improvements and Authorization to Re-bid, was pulled from the agenda.

II.   ACTION

II.A.   **ADMINISTRATION**

II.A.1.   **Public Hearing: Input Regarding the Composition of Maps for Trustee Area Elections**
President Schaffer opened the public hearing regarding input for the composition of maps for trustee area elections at 7:04 p.m. There were no speakers, and the hearing was closed at 7:04 p.m.

II.A.2.   **Suspension of Board Policy 6146.1, High School Graduation Requirements, and Adoption of California's Mandated Requirements for High School Graduation as Established in Education Code 51225.3**
Moved (Gagnier) seconded (Bridge) carried unanimously (5-0) to suspend Board Policy 6146.1, High School Graduation Requirements, for the 2021 graduating class only due to the COVID-19 pandemic, and adopt California's mandated requirements for high school graduations as established in Education Code 51225.3. Student representative voted yes.

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

II.B.1.   Proclamation for National School Nurse Day on May 12, 2021
Moved (Bridge) seconded (Gagnier) carried unanimously (5-0) to adopt the proclamation for National School Nurse Day on May 12, 2021. Student representative voted yes.

II.C.   FACILITIES, PLANNING, AND OPERATIONS

II.C.1.   Amended Facilities Memorandum of Understanding by and Between Chino Valley Unified School District and Allegiance Steam Academy— Thrive, 2020-2025
Moved (Na) seconded (Gagnier) carried unanimously (5-0) to approve the Amended Facilities Memorandum of Understanding by and between Chino Valley Unified School District and Allegiance Steam Academy—Thrive, 2020-2025. Student representative voted yes.

II.D.   HUMAN RESOURCES

II.D.1.   Resolution 2020/2021-33 Classified School Employee Week/Semana De Empleado Clasificado De Escuela
Moved (Na) seconded (Bridge) carried unanimously (5-0) to adopt Resolution 2020/2021-33 Classified School Employee Week/Semana de Empleado Clasificado de Escuela. Student representative voted yes.

II.D.2.   Resolution 2020/2021-34 Day of the Teacher/Día Del Maestro
Moved (Bridge) seconded (Gagnier) carried unanimously (5-0) to adopt Resolution 2020/2021-34 Day of the Teacher/Día del Maestro. Student representative voted yes.

II.D.3.   Public Notice and Hearing Regarding the Associated Chino Teachers Initial Bargaining Proposal to the Chino Valley Unified School District for a Reopener Collective Bargaining Agreement Effective July 1, 2019
President Schaffer opened the public hearing regarding the Associated Chino Teachers initial bargaining proposal to the Chino Valley Unified School District for a reopener Collective Bargaining Agreement effective July 1, 2019, at 7:19 p.m. There were no speakers, and the hearing was closed at 7:20 p.m.

II.D.4.   Declaration of Need for Fully Qualified Educators for the 2021/2022 School Year
Moved (Na) seconded (Gagnier) carried unanimously (5-0) to approve the Declaration of Need for Fully Qualified Educators for the 2021/2022 school year. Student representative voted yes.

<div style="border: 2px solid black; padding: 10px;">

III.   CONSENT

</div>

Moved (Na) seconded (Gagnier) carried unanimously (5-0) to approve the consent items. Student representative voted yes.

III.A.   ADMINISTRATION

III.A.1.   Minutes of the April 15, 2021 Regular Meeting
Approved the minutes of the April 15, 2021 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; and Margaret A. Chidester & Associates.

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

III.C.1.   New Course: Gaming and Animation 2
Approved the new course Gaming and Animation 2.

III.C.2.   Designation of California Interscholastic Federation Representatives to League for 2021/2022
Approved the Designation of California Interscholastic Federation Representatives to League for 2021/2022.

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, as amended.

III.D.3.   **Surplus/Obsolete Property**
Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.

III.D.4.   **Resolution 2020/2021-35 and 2020/2021-36, Authorization to Utilize Piggyback Contracts**
Adopted Resolution 2020/2021-35 and 2020/2021-36, Authorization to Utilize Piggyback Contracts.

III.D.5.   **Change Order and Notice of Completion for CUPCCAA Projects**
Approved the Change Order and Notice of Completion for CUPCCAA Projects.

III.D.6.   **Change Order for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 11-01)**
Approved the Change Order for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 11-01).

III.D.7.   **Notice of Completion for Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Project (BP 09-03)**
Approved the Notice of Completion for Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Project (BP 09-03).

III.D.8.   **Rejection of Bid 20-21-09F, Chino HS Reconstruction—Offsite Improvements and Authorization to Re-bid**
This item was pulled from the agenda.

III.D.9.   **Bid 20-21-13F, Don Lugo HS Re-Roofing Project**
Awarded Bid 20-21-13F, Don Lugo HS Re-Roofing Project to Best Contracting Services, Inc.

III.D.10.   **Revision of Board Policy 3280 Business and Noninstructional Operations—Sale or Lease of District-Owned Real Property**
Approved the revision of Board Policy 3280 Business and Noninstructional Operations—Sale or Lease of District-Owned Real Property.

III.E.   **HUMAN RESOURCES**

III.E.1.   **Certificated/Classified Personnel Items**
Approved/ratified the certificated/classified personnel items.

III.E.2.   **Rejection of Claim**
Rejected the claim and referred it to the District's insurance adjuster.

III.E.3.   **Student Teaching Agreement with the University of the Pacific**
Approved the student teaching agreement with the University of the Pacific.

III.E.4.   **Affiliation Agreement with Alliant International University**
Approved the affiliation agreement with Alliant International University.

IV.   INFORMATION

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

IV.A.1.   **San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2020/2021**
Received for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2020/2021.

IV.A.2.   **Revision of Forensic Biology Course**
Received for information the revision of Forensic Biology course.

IV.A.3.   **New Course: Information and Communication Technologies 1**
Received for information the new course Information and Communication Technologies 1.

IV.A.4.   **New Course: Information and Communication Technologies 2**
Received for information the new course Information and Communication Technologies 2.

IV.A.5.   **New Course: Personal Finance**
Received for information the new course Personal Finance.

V.   COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Andrew Cruz spoke about what motivated him to become an educator; requested an agenda item addressing 6th grade promotions; talked about pushing the vaccine, and said he believes it is a pathway to a vaccine passport; shared details about a Stanford study regarding the use of mask effectiveness; questioned long-term health problems associated with the use of masks; requested an action item where Chino Valley Unified School District will be free of masks, but optional for students, classified, certificated, and management for the remainder of the current school year, and 2021/2022 school year; and said that one person cannot do anything, but the community will drive the direction.

James Na thanked parents of 6th graders for communicating with the Board regarding their desire to have promotions for their 6th graders, and said he supports parents for in-person promotions; attended a Chino Hills HS football game and was able to see the excitement of the students and parents; attended the celebration of life for Buena Vista HS special education teacher Roseann Hammond and spoke about her personal qualities; visited some schools, spoke to site administrators and said there is a need for substitute teachers, and asked what can be done to recruit them; said that COVID cases are usually a result of home contact not campus contact; and said Arizona just announced it is mask free for all public school students, and that it will be coming to us soon.

Don Bridge attended the Battle of the Bone football game between Ayala HS and Chino Hills HS; congratulated Ayala HS student Gabriel Torres for placing third in the Public Speaking Category in the California FBLA State Leadership Conference; and closed by recognizing the celebration of life for former teacher Celia Dewitt.

Christina Gagnier acknowledged all certificated, classified staff, and administrators for the work they have done during the unprecedented challenges; highlighted student achievements for excelling and thriving during the past year to overcome the challenges of the year; said she is excited about the upcoming Biomedical Science and Technology Academy at Chino HS; and commented about the remainder of the school year related to adhering to guidelines.

Superintendent Enfield thanked all teachers, school nurses, classified staff, and certificated staff raising up to the occasion; spoke about 6th grade promotions, and said they have done a tremendous amount of work; said the District is still in the orange tier and there are restrictions that we must follow whether we like them or not; explained that visitors are not allowed on campus during the orange tier; explained how recesses and lunches are spread out on campuses; explained requirements if adults come on campuses when students are present; and explained how it was possible to allow junior high schools to hold promotions.

President Schaffer attended the Battle of the Bone; commended Ayala HS student Gabriel Torres; spoke about the BST academy; spoke about the passing of resolutions and proclamations, and acknowledged all employees especially during the last school year; and thanked all staff for their outstanding jobs.

VI.   ADJOURNMENT

President Schaffer adjourned the regular meeting of the Board of Education at 7:54 p.m.

Joe Schaffer, President   Donald L. Bridge, Clerk

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

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Andi Johnston, Public Information Officer

SUBJECT: **2021 SENIOR SCHOLARSHIP RECIPIENTS**

===

BACKGROUND

At its May 20, 2021 meeting, the Board accepted a donation from School Portraits by Adams Photography, Inc., the host of the District's Twelfth Annual Julie Gobin Memorial Hit the Greens for Scholarships golf tournament held on March 22, 2021, where $27,075.11 was raised. A carryover amount from the 2020 Golf Tournament will allow the District to provide $1,000.00 each to 20 scholarship winners.

Each high school senior was given the opportunity to apply for one of three different Golf Tournament-funded scholarships. The attributes needed to demonstrate eligibility to receive one of these scholarships were achievement of an overall grade point average of 3.8 or higher, a need for financial assistance, an outstanding attendance record, and/or participation in school activities that promote good citizenship. The scholarship categories include the Superintendent's Award, President's Award, and Spirit of Chino Valley Unified School District Award.

Additionally, the District had available funds rolled over from the $5,000 donation received in 2020 from BAPS Charities for the BAPS Charities Educational Fund. Graduating high school students who have exhibited a commitment to and success in community service efforts were given the opportunity to apply for the scholarship. Three students were awarded a scholarship of $400 each.

The following students were selected to receive the senior scholarships:

School	Superintendent's Award	President's Award	Spirit of Chino Valley Unified School District Award	BAPS Charities Educational Fund
Ayala HS	Andrea Caliz David Khella	Ye Rhyu	Emily Darrington Riley Shuler	Kenneth Nguyen
Chino HS	Julian Ulloa Francisco Juarez-Martinez	Perla Mozqueda Suarez	Lindsay Cooper Bailey Kuo	Madelyne Duran
Chino Hills HS	Ikenna Aniemeka Vanessa Wu	Nadia El Qutami Maya Kassem	Chloe Laurin Sydney Boiselle	Hetvi Patel
Don Lugo HS		Rosa Arroyo-Gomez Sydney Acosta	Jade Anastasi Mia Reynoso	

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

RECOMMENDATION

It is recommended the Board of Education approve the 2021 senior scholarship recipients.

FISCAL IMPACT

$27,075.11 to the Golf Tournament District Scholarship Fund and a rollover from the 2020 $5,000 donation from BAPS Charities.

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

DATE: May 20, 2021

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

$6,305,973.78 all District funding sources.

NE:SHC:LP:lf

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

DATE: May 20, 2021

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. All on-campus fundraising activities are subject to CVUSD reopening guidelines.

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:lf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 20, 2021

SITE/DEPARTMENT	ACTIVITY/DESCRIPTION	DATE
Hidden Trails ES		
PTA	Chipotle Dine-Out	5/22/21
Chino HS		
Sports Boosters	Summer Camps	6/1/21 - 6/30/21
CHAPPS Boosters	Fireworks Booth	6/30/21 - 7/4/21
Band & Auxiliary Boosters	Fireworks Booth	6/30/21 - 7/4/21
Basketball Boosters	Fireworks Booth	6/30/21 - 7/4/21
Chino Hills HS		
Aquatics Boosters	Summer Camp Clinics	6/1/21 - 8/15/21
Baseball Boosters	Summer Camp Clinics	6/1/21 - 8/15/21
ASB Boys' Basketball	Summer Camp	6/1/21 - 8/15/21
ASB Girls' Basketball	Summer Camp	6/1/21 - 8/15/21
ASB Cross Country	Summer Camp	6/1/21 - 8/15/21
Football Boosters	Summer Camp Clinics	6/1/21 - 8/15/21
ASB Golf	Summer Camp	6/1/21 - 8/15/21
ASB Girls' Soccer	Summer Camp	6/1/21 - 8/15/21
ASB Softball	Summer Camp	6/1/21 - 8/15/21
ASB Tennis	Summer Camp	6/1/21 - 8/15/21

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
                     Liz Pensick, Director, Fiscal Services

SUBJECT: **DONATIONS**

==

BACKGROUND

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

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

NE:SHC:LP:lf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 20, 2021

DEPARTMENT/SITE DONOR	ITEM DONATED	APPROXIMATE VALUE
Hidden Trails ES		
Angelo Shan	Cash	$110.00
20 Elementary Schools		
Released Time Christian Education	Cash $1,000 ea.	$20,000.00
2 K-8 Schools		
Released Time Christian Education	Cash $1,000 ea.	$2,000.00
Don Lugo HS		
Patricia Veliz Gilbert	Cash	$50.00
Regal Packaging, Inc.	Cash	$100.00
Deon Veliz	Cash	$100.00
John & Yolanda Beasley	Cash	$200.00
Arlene Veliz	Cash	$250.00

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services

SUBJECT: **LEGAL SERVICES**

===

BACKGROUND

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

FIRM	MONTHS	INVOICE AMOUNTS	2020/2021 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo			$122,154.62
Margaret A. Chidester & Associates			$145,997.50
The Tao Firm	February - April	$11,935.00	$ 29,951.25
	Total	$11,935.00	$298,103.37

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

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law office of The Tao Firm.

FISCAL IMPACT

$11,935.00 to the General Fund.

NE:SHC:LP:lf

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

DATE: May 20, 2021

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: **2021/2022 APPLICATIONS TO OPERATE FUNDRAISING ACTIVITIES AND OTHER ACTIVITIES FOR THE BENEFIT OF STUDENTS**

==

BACKGROUND

Administrative Regulation 1230 Community Relations – School Connected Organizations requires that any person or group of people desiring to raise money to benefit a student or students at one or more schools within the District shall request authorization to operate by applying to the Chino Valley Unified School District Board of Education.

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

RECOMMENDATION

It is recommended the Board of Education approve/ratify the 2021/2022 applications to operate fundraising activities and other activities for the benefit of students.

FISCAL IMPACT

None.

NE:SHC:LP:lf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 20, 2021

2021/2022 AUTHORIZATION TO OPERATE FUNDRAISING ACTIVITIES
<u>**AND OTHER ACTIVITIES FOR THE BENEFIT OF STUDENTS**</u>

<u>School</u>	<u>Organization</u>
Litel ES	PTA
Canyon Hills JHS	PTSA
Ayala HS	Football Club
Chino HS	School Band & Auxiliary Boosters
Chino HS	Basketball Boosters
Chino HS	CHAPSS
Chino HS	Sports Boosters
Chino HS	Pep Squad Boosters

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

DATE: May 20, 2021

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 FORENSIC BIOLOGY COURSE**

==

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 agenda item was presented to the Board on May 6, 2021, as information.

Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course currently meets the UC/CSU 'e' requirement and is being revised to reflect the addition of the most recent Next Generation Science Standards (NGSS) necessary for submission to meet the UC/CSU "d" Science Lab requirement.

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 Forensic Biology course.

FISCAL IMPACT

None.

NE:GP:JAR:lar

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Website: chino.k12.ca.us
2. Course Contact:	District Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Forensic Biology
2. Transcript Title/Abbreviation:	Forensic Bio
3. Transcript Course Code/Number:	5E41
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	~~Elective~~ MEETS UC/CSU "D" SCIENCE REQUIREMENT
6. Grade Level(s):	11-12
7. Unit Value:	5 units per semester/10 ~~total~~ credits ~~– elective~~
8. Course Previously Approved by UC:	~~No~~ YES
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	~~Yes~~ NO
12. Date of Board Approval:	October 20, 2016
Date of Revision Approval:	

13. Brief Course Description:

Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course is designed to integrate the core scientific disciplines (as outlined in the California ~~State~~ NGSS ~~Science~~ Standards for grades 9 - 12) while providing students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. These will be supplemented with case studies and aspects of earth science, mathematics, medicine, technology, and sociology. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Sample evidence for analysis will include, but is not limited to, fingerprints, DNA, projectiles and trajectories, ballistics, hair, fibers, toxicology, blood spatter patterns, chromatography, entomology, soil samples, plant materials, and impressions. Students will practice process skills such as comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading. Project-based learning through laboratory investigations, discussions/class lecture will be the primary mode of content delivery to be supplemented by guest speakers with field experience and expertise.

14. Prerequisites:	Completion of ~~b~~Biology with a C or better: ~~Required~~ Completion of ~~c~~Chemistry with a C or better: ~~Required~~

15. Context for Course:

~~As part of the Chino Valley Unified School District initiative to create Linked-Learning Academies, it has been determined there is a need for a science course to support an increasing student and community interest in the field of Law Enforcement Services. To better~~ THIS COURSE WAS DESIGNED TO prepare students for ~~a~~ careerS in CRIMINAL JUSTICE AND PUBLIC SERVICE AS WELL AS ~~this area, and~~ to stimulate an interest in advanced science ~~among a broader spectrum of students, the Forensic Biology course has been developed.~~ This one-year course ~~will~~ combineS learning from most core areas of science, as well as aspects of English, mathematics, history, sociology, and law. Students who have passed Biology and Chemistry with a C or better will learn to apply those multiple disciplines in the context of investigation and analysis of

crime scene evidence and will acquire requisite skills in support of a Law, Justice, or Public Service career. ~~It is believed that a science course that includes the practical application of forensic techniques to solve everyday crimes will provide an incentive for students to achieve higher grades in Biology and Chemistry in order to earn admission into Forensic Biology, and to open a pathway toward a career in Law, Justice, or Public Service.~~

16. History of Course Development:

~~As the District began to plan, develop, and~~ FORENSIC BIOLOGY WAS ORIGINALLY WRITTEN IN 2016 AS AN ELECTIVE COURSE DEVELOPED TO roll out a complete sequence of courses for the Linked-Learning Pathway in Law, Justice, and Public Service. ~~It became clear that a course in forensic science is~~ WAS necessary for those who have interest ~~in, or career leanings toward, the law enforcement or crime scene investigation aspects of the pathway. In preparation for teaching this course, I have acquired certification to teach biology, have investigated outlines for similar courses as a basis to develop this one, and have evaluated textbooks and supplementary materials to develop the course outline. I will be collaborating with industry professionals for supplementary presentation materials, for lab ideas and supplies, and to enlist guest speakers to share their areas of experience and expertise. The Forensic Biology course is new to this district, so fine-tuning is anticipated, but it is modeled after successful courses being taught at other schools in California.~~ FORENSIC BIOLOGY IS NOW BEING REVISED WITH THE STANDARDS NECESSARY TO MEET THE UC/CSU "D" SCIENCE REQUIREMENTS.

17. Textbooks:	TEXTBOOK 15725 Title: Forensic Science for High School (Primary text for class) Edition: 3rd Edition Publication Date: 2009 Publisher: Kendall/Hunt Author(s): Funkhouse/Deslich Online resources such as Khan Academy Virtual Autopsies Usage: Primary text Read in entirety or near entirety TEXTBOOK 15726 Title: Crime Lab: A Guide for Non-scientists Edition: 1st Publication Date: Jan 2006 Publisher: Calico Press, LLC Author(s): John Houde URL Resource: Usage: Supplementary or Secondary text Read in entirety or near entirety
18. Supplemental Instructional Materials:	Supplemental Instructional Materials: 1. Included with the textbook from Kendall/Hunt are the student workbook, assessment software, and internet access for virtual autopsy labs. 2. Crime Scene Investigations, Real-Life Science Labs for grades 6 - 12 teacher supplemental for labs. Edition: 1st Publication Date: 1998 Publisher: John Wiley & Sons, Inc. Authors: Walker/Wood

C. COURSE CONTENT

1. Course Purpose:

~~As part of the Linked-Learning Academy for Law Enforcement Services,~~ Forensic Biology has been created to offer

Junior/Senior level students, who have passed ~~b~~Biology and ~~c~~Chemistry, with a topically relevant and challenging science course that will pique student interest, promote critical thinking and reasoning skills, and provide practical experience in the investigation and analysis of crime scene evidence. The rigorous curriculum for this course will require students to apply knowledge from many areas of science (earth science, biology, chemistry, physics, etc.), mathematics (algebra, geometry, trigonometry, and statistics), English, history, social science, and law while performing in-depth reading and expositional writing to describe, explain and evaluate real-life case studies or classroom/virtual laboratory exercises they have completed. Students will use the scientific method - forming, testing, and evaluating hypotheses – while honing their critical thinking and reasoning skills.

Specifically, students will:
- Be able to design and conduct scientific investigations by identifying questions and concepts pertaining to Forensic Biology and applying deductive reasoning to develop findings – then communicate them verbally and in written format
- Learn how to analyze and interpret scientific data
- Communicate and defend a scientific argument and, if needed, revise a scientific hypothesis using logic and evidence
- Use computer technology (PowerPoint, Excel, CAD, etc.), and mathematics to improve their investigations and to communicate the results
- Recognize and evaluate alternative explanations and models
- Learn appropriate laboratory skills, including the safe handling of equipment and materials
- Develop the fundamental skills used in Forensic Biology as they relate to chemistry, physics, earth science, biology, botany, and related sciences
- Develop an appreciation for legal reasoning as it applies to gathering scientific evidence
- Understand the effects of changing social and technological environments, and the historical basis for adopting new methods or laws in Forensic Biology

Using modern equipment and techniques, students will develop skills in investigation, lab work, analysis, reasoning, and communication that form a foundation for continuing study and entry into the field of Law, Justice, and public service.

2. Course Outline:
Forensic Science for High School Kendall/Hunt Textbook (KH)
Crime Lab; A Guide for Nonscientists Calico Press Textbook (CP)

1. Intro to Forensic Science (Textbook KH and CP)
Objectives:
- How a crime lab works
- The growth and development of Forensic Biology through history
- Federal rules of evidence, including the Frye standard and the Daubert ruling
- Basic types of law in the criminal Justice system
- Process of evaluating the crime scene and who is in charge

Students will be able to:
- Describe how the scientific method is used to solve forensic problems
- Describe different jobs done by forensic scientists and the experts they consult

Vocabulary:
Criminalistics, evidence, ballistics, odontology, pathology, entomology, palynology, polygraph, case law (common law), stare devises, civil law, misdemeanor, felony, probable cause, Miranda rights, booking, arraignment, nolo contender, preliminary (evidentiary) hearing, bail, grand Jury, indict, plea bargaining, violation, infraction, probative, material,

hearsay, expert witness, Frye standard, Daubert ruling, junk science.

End of Chapter Review and Workbook (KH)
- Locard's rule
- Laws of U.S.
- Steps in solving scientific problems
- Differences between civil and criminal cases
- Federal Rules of Evidence and why needed
- Differences between Frye standard and Daubert ruling regarding physical evidence accepted in court of law

2.   Types of Evidence (Textbook KH and CP) Objectives:
- Value of indirect and direct evidence in a court of law
- Eyewitness limitations
- What physical evidence can and cannot prove in court
- The main goal of the Forensic scientist is to find a unique source for the evidence
- Perishable evidence (serology and sexual assault evidence; rape kit processing)
- Trace evidence collection; looking for clues in clothing of suspects and victims

Students will be able to:
- Explain the difference between indirect and direct evidence
- Describe what is meant by physical evidence and give examples
- Tell individual evidence apart from class evidence
- Determine significance of class evidence

Vocabulary:
Indirect evidence, circumstantial evidence, individual evidence, class evidence, probative value

End of Chapter Review and Workbook (KH)
- Difference between testimonial evidence and physical evidence
- Memory factors that affect eyewitnesses
- Types of physical evidence
- Significance of Ronald Cotton case
- Difference between class and individual evidence
- How class evidence can be useful
- Direct evidence
- Where physical evidence is found and collected and its importance
- Control sample

3.   The Crime Scene
Objectives:
- Steps taken when processing a crime scene
- Type of evidence that determines what packaging should be used
- Purpose of chain of custody preservation
- Lab equipment; GC, R spectrometer, GC/MS

Students will be able to:
- Isolate, record, and search for evidence at a mock crime scene

- Collect and package evidence at a mock crime scene using proper forensic procedures

Vocabulary:
Crime scene, modus operandi, accelerant, chain of custody

End of Chapter Review and Workbook (KH)
- Description of physical evidence
- Describe how crime scene was contaminated and the incorrect procedures used in described scenario
- Make a sketch of the crime scene set up in class; make it to scale, include measurements and a legend. Take detailed notes; list what types of evidence should be collected from the crime scene; list of controls needed for collection for comparisons; type of packaging used for each type of evidence; steps that need to be taken to maintain chain of custody

4. Fingerprints (Textbook KH and CP) Objectives:
- Why fingerprints are individual evidence
- Why there may be no fingerprint evidence at a crime scene
- How computers have made personal identification easier

Students will be able to:
- Define the three basic properties that allow individual identification by fingerprints
- Obtain an inked, readable fingerprint for each finger
- Recognize the general ridge patterns (loops, whorls, and arches) and apply them to the primary Henry-FBI classification
- Identify friction ridge characteristics and compare two fingerprints with at least ten points of identification
- Tell the differences among latent plastic and visible fingerprints
- Develop latent prints (make them visible) using physical and chemical methods
- Design and carry out scientific investigations
- Use technology and mathematics to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Fingerprints, loop, delta, core, whorl, arch, minutiae, plastic print, visible print, latent print, ninhydrin, dactyloscopy, anthropometry, probative value

End of Chapter Review and Workbook (KH).
- Match 20 fingerprint impressions
- Develop and lift fingerprints set by teacher
- Explain why fingerprints are considered individual evidence rather than class evidence
- Types of fingerprints (plastic, visible, latent) likely to be found on various fisted material (ex: blood, mud, wood tabletop, etc...)

5. Hair (Textbook KH and CP)
Objectives:
- Hair is class evidence
- Hair can be used to back up circumstantial evidence
- Hair absorbs and adsorbs substances both from within the body and the external environment

Students will be able to:
- Successfully use a compound microscope
- Describe the structure of a hair
- Tell the difference between human and animal hair
- Tell which characteristics of hair are important for forensic analysts
- Assess the probative value of hair samples
- Identify questions and ideas that guide scientific investigation
- Communicate and defend a scientific argument

Vocabulary:
Locard Exchange Principle, morphology, polymer, cuticle cortex, medulla, keratin, cortical fusi, micrometer, anagen phase, catagen phase, telogen phase, interference patterns, melanin, association, questioned, exemplar, metabolite, false positive

End of Chapter Review and Workbook (KH)
- Characteristics of hair that make it a useful forensic tool
- How to determine approximation of how long-ago hair sample had been dyed
- What characteristics to look for to determine if hair is human or animal, and, if animal, what type
- Other fibers that can also be considered hair

6. Fibers (Textbook KH and CP)
Objectives:
- Why fibers are class evidence
- How fibers can be used as circumstantial evidence to link victim, suspect, and crime scene
- Why statistics are important in determining the value of evidence

Students will be able to:
- Sample populations using statistical analysis
- Distinguish and identify different types of fibers
- Understand polymerization
- Carry out an experiment in thin-layer chromatography
- Judge the probative value of fiber evidence
- Design and carry out scientific investigations
- Use technology and mathematics to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Fiber, textile, fabric, filament, inorganic, yarn, warp, weft or woof, blend, polymer, polypeptide, helix, keratin, plastic, viscosity, homopolymer, polyether, Becke line, fluorescence, optical brightener, chromatography, chromatograph, elute, retention factor

End of Chapter Review and Workbook (KH)
- Design a sampling procedure to determine the number of raccoons in a particular habitat such as a local county
- Explain how a fiber can be individualized to a particular garment or a particular textile fabric
- Explain what to look for in determining whether a particular fiber is synthetic or natural

- Develop a flowchart for matching a questioned fabric to a known sample for identification
- Explain what trace evidence is and the common basis (goals) for analyzing it
- Explain the primary concerns during trial in analyzing and using extremely small bits of trace evidence
- Explain which fiber, polyester or acrylic, has the more probative value and why

7. Drugs {Textbook KH and CP)
Objectives:
- How to apply deductive reasoning to a series of analytical data
- The limitations of presumptive (screening) tests
- The relationship between the electromagnetic spectrum and spectroscopic analysis
- The difference between qualitative and quantitative analysis
- The dangers of using prescription drugs, controlled substances, over-the-counter medications, and alcohol

Students will be able to:
- Chemically identify illicit drug types
- Classify the types of illicit drugs and their negative effects
- Discuss the federal penalties for possession and use of controlled substances
- Explain the need for confirmatory tests
- Describe IR, UV-VIS, spectroscopy, and GC-MS, and explain how they are used in forensic science
- Present and interpret data with graphs
- Use technology and mathematics to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Cannabis sativa, teratogen, alkaloid, analgesic, designer drug, false positive, spectrophotometry, presumptive test immiscible, confirmatory test, ion, analyte

End or Chapter Review and Workbook (KH)
- Explain the differences among a controlled substance, an illicit drug, a prescription drug, and an OTC drug
- Explain a presumptive test, its usefulness, and its limitations
- Discuss how illicit drugs are classified
- Explain what the electromagnetic spectrum is and how it is used in analytical analysis
- Define the difference between absorbance and transmittance in spectroscopy, and their relationship to analytic concentration
- Explain the types of chromatography
- Compare spectroscopy spectrum printouts to verify possible drugs

8. Toxicology: Poisons and Alcohol (Textbook KH and CP)
Objectives:
- The danger of using alcohol
- The quantitative approach to toxicology

Students will be able to:
- Discuss the connection of blood alcohol levels to the law, incapacity, and test results
- Understand the vocabulary of poisons
- Use technology and mathematics to improve investigations and communications

- Design and conduct scientific investigations
- Identify questions and concepts that guide scientific Investigations
- Communicate and defend a scientific argument

Vocabulary:
Toxicology, toxin, chronic exposure, acute toxicity, synergism, antagonism, chelating agent, LD50, DUI, DWI, OUI, OWI, MIP

End of Chapter Review and Workbook (KH)
- List examples of substances that is beneficial in small quantities but poisonous in larger doses
- Explain some of the influences on the effect of poisons and toxins on the body
- Explain why arsenic accumulates in hair and fingernails
- Give the estimated LD50 of table salt for a 160 lb. man; for MgCI2, and NiCI2. Explain why it is different for each substance
- Explain the difference between a standard and a control
- Describe the other sources for lead in our environment besides lead-based paint
- Explain what an MSOS is and its importance
- Explain what LD100 means
9. Trace Evidence (Textbook KH and CP)
Objectives:
- How to apply deductive reasoning to analytical data
- How to follow qualitative analytical schemes
- How to gather and use information to solve problems

Students will be able to:
- Identify traces of white powder
- Identify metals
- Classify lip prints
- Use chromatography to compare lipsticks
- Design and conduct scientific investigations
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Malleable, chemical property, stationary phase, mobile phase, decant

End of Chapter Review and Workbook (KH)
- Determine the density of a metal; state whether density is a physical or chemical property
- List the common metals that are magnetic
- List some physical properties of malleable metals
- Describe what a confirmatory test is; and what it would be for Al^{+3}
- When using paper chromatography for metal analysis, explain what the mobile and stationary phases are
- Explain why pencil is used to mark the chromatography strips instead of pen
- During qualitative analysis of white powders explain what is meant by solubility, the factors that may affect the apparent solubility of the first 10 samples, and if solubility is a physical or a chemical property
- Explain what R is and how it is calculated

10. Blood (Textbook KH and CP)
Objectives:
- That an antibody and an antigen of different types will agglutinate, or dump, when mixed together
- That the evidence's significance depends on a characteristic's relative occurrence in the population

Students will be able to:
- Determine whether a stain is blood
- Determine whether a bloodstain is human or animal blood
- Determine the blood type of a simulated bloodstain using the ABO/Rh system
- Explore bloodstain patterns as a function of velocity, direction, and height of fall
- Design and conduct scientific investigations
- Use technology and math to improve investigation and communications
- Identify questions and concepts that guide scientific investigation
- Communicate and defend a scientific argument

Vocabulary:
Class evidence, presumptive, chemiluminescence, precipitation test, serum, antibodies, antigens, agglutination, antiserum, serology, plasma, metabolites, erythrocyte, leukocyte, blood factor, secretor

End of Chapter Review and Workbook (KH)
- List the 3 questions an investigator should answer when examining an apparent dried bloodstain
- Define a presumptive test
- Describe what property of blood is used in most presumptive tests
- Explain what a secretor is
- Define serology and explain how it is used in forensic investigations
- Explain how much blood is in the average human adult; the four major blood types found in humans

- Explain what test can be used to determine human versus animal blood; what the basis for this test is; and why the serum used is called human antiserum
- Explain what happens if a person with type AB blood is given a transfusion of type A blood
- Explain to whom a person with type B blood can donate blood to and from whom that person can receive blood
- Explain if a bloodstain can be used for individualization
- Determine the probability of an AB and Rh blood type combination. If a bloodstain found at a crime scene is B, N, or Rh- calculate the probability that a suspect would have this combination of antigens; determine if a jury can convict on this evidence

11. DNA Analysis (Textbook KH and CP)
Objectives:
- That DNA Is a long-chain polymer found in nucleated cells which contain genetic information
- That DNA can be used to identify or clear potential suspects in crimes
- How DNA Is extracted and characterized
- How to apply the concepts of RFLP, PCR, and STRs to characterize DNA
- The role that statistics plays in determining the probability that two people would have the same sequence in a fragment of DNA

Students will be able to:
- Explain that DNA is a long molecule, tightly packed in the form of a chromosome with genetic material wrapped around it

- Isolate and extract DNA from cells
- Describe the function and purpose of a restriction enzyme
- Calculate probabilities of identity using STR
- Use technology and math to improve investigation and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Chromosome, DNA, gene, proteins, amino add, enzyme, restriction enzyme, electrophoresis, probe, polymerase chain reaction (PCR), allele, short tandem repeats (STR)

End of Chapter Review and Workbook (KH)
- Explain where chromosomes are located; where genes are located; where DNA Is located; and the difference between them
- The purpose of the Human Genome Project
- Explain why deoxyribonucleic acid is not called deoxyribonucleic base
- List what evidence from a crime scene can be used for DNA fingerprinting
- Explain what RFLP stands for in DNA fingerprinting; the function of the restriction enzyme; and whether or not the sequences of base pairs in same fragments are the same length
- Explain the advantage in use of PCR for DNA found at crime scene
- Explain how the DNA molecule is divided in RFLP and PCR; and what is used to divide the DNA
- Explain the purpose of a primer and the function of a probe
- Explain what CODIS is and who uses it
- Define the difference between the forensic index and the offender index
- Explain what type of evidence is the source for mitochondrial DNA; who nuclear DNA is inherited from; and who mitochondrial DNA is inherited from

12.   Human Remains (Textbook KH and CP)
Objectives:
- How anthropologists can use bones to determine whether remains are human; to determine the sex, age, and sometimes race of an individual; to estimate height; and to determine when the death may have occurred

Students will be able to:
- Distinguish between a male and female skeleton
- Give an age range after examining unknown remains
- Describe differences in skull features among the three major racial categories
- Estimate height by measuring long bones
- Describe livor mortis, rigor mortis, and algor mortis
- Use technology and math to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Algor mortis, livor mortis, rigor mortis, forensic anthropology, osteology, osteons, femur, tibia, humerus, radius, pubis, ventral arc, epiphyses, diaphysis, clavicle, iliac crest, sutures, symphysis, Caucasoid, Negroid, Mongoloid

End of Chapter Review and Workbook (KH)
- Explain what anthropologists study
- Describe what skeletal remains reveal about the identity of a person
- Explain how animal bones are different from human bones
- Explain what is meant by algor mortis
- Explain how livor mortis indicates whether a body has been moved after death
- Explain when the effects of rigor mortis disappear
- Describe the difference between tendons and ligaments; the function of the skeleton, and how the height of an individual can be estimated from the skeleton
- Explain which bones best indicate gender
- Describe the four stages of epiphyseal union
- Explain the function of cranial sutures, and when they completely closed
- Explain how the symphyseal face on the pubis changes as a person ages
- Name three differences in the skull shapes of the three anthropological racial groups
- Give some examples of how skeletal remains may show the cause of death

13. Soil Analysis (Textbook KH and CP)
Objectives:
- Why soils are class evidence
- When soils can be used as circumstantial evidence
- How to present data mathematically using graphs. Students will be able to:
- Identify soil's common constituents
- Relate soil type to the environment
- Interpret a topographic map
- Understand the concept of spectrophotometry and its applications
- Use technology and mathematics to improve investigations and communications
- Communicate and defend a scientific argument

Vocabulary:
Humus, density, spectroscopy, spectrophotometer

End of Chapter Review and Workbook (KH)
- Explain why sand is not as useful as soil as evidence
- After being given an example of a burglar break in with muddy footprints, explain how the investigation should be handled, including the evidence, and define the exemplars and questioned materials
- Explain how to tell glass and sand apart
- Explain the type of soil classification system

14. Glass (Textbook KH and CP)
Objectives:
- The difference between physical and chemical properties
- How glass can be used as evidence
- How individual evidence differs from class evidence
- The nature of glass
- Reflections, refraction, and refractive Index

Students will be able to:
- Make density measurements on very small particles
- Use logic to reconstruct events
- Use technology and math to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Amorphous, conchoidal fracture, Becke line, match point, blowback

End of Chapter Review and Workbook (KH)
- Explain the similarities in the physical properties of amorphous and isotropic substances, and their structural differences
- Explain how to calibrate a density solution or column
- Explain how a Galileo thermometer works
- Explain how to differentiate between fragments of clear polystyrene, glass, and quartz

15. Document and Handwriting Analysis (Textbook KH and CP) Objectives:
- That an expert analyst can individualize handwriting to a particular person
- What types of evidence are submitted to the document analyst
- Three types of forgery
- How to characterize different types of paper

Students will be able to:
- Characterize own handwriting using 12 points of analysis
- Detect deliberately disguised handwriting
- Detect erasures and develop impression writing
- Design an experiment using paper chromatography to determine which pen altered a note
- List safeguards against the counterfeiting of U.S. currency
- Design and conduct scientific investigations
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:
Exemplar, diacritics, forgery, blind forgery, simulated forgery, traced forgery, backhand writing, obliteration, indented writing, sizing

End of Chapter Review and Workbook (KH)
- Describe some common types of specimens submitted for document analysis
- Explain why it would be more difficult to individualize handwriting made by a fourth- grade student than that of an adult's handwriting
- Explain what makes an individual's handwriting unique
- Discuss if the subconscious handwriting of two individuals can be the same
- List where the variations in handwriting can be found
- Discuss when the examiner would have difficulties identifying handwriting
- Explain what an examiner would look for to determine whether a signature had been traced
- Explain what a watermark is and how it is made

- List five basic characteristics that a document examiner would look at to determine a match between two samples
- Explain the principles used in chromatography for ink analysis
- List the methods that can be used to develop indented writing

Laboratory Activities

1. Introduction to Forensic Science and the Law
Vernier caliper Lab:
- Teaches students how to use the Vernier caliper to achieve precise measurements. Students will become experienced with measuring the diameter, length, and inside depth (as applicable) of various coins, PVC pipe, and other objects. This is a crucial tool for students to master.
Stereomicroscope vs. Monocular scope Lab:
- Students will have the opportunity to understand the differences between the two tools and understand when to use a stereomicroscope vs. the monocular scope. Students will observe a penny using the stereomicroscope and the typical "e" exercise on a slide with the monocular scope.

2. Types of Evidence
Probability and Class Evidence Activity
- This activity teaches the students to determine probability between small populations and larger populations.
Can this evidence be individualized?
- Students compare various items to determine if they have unique characteristics that enable them to be individualized to their sample, or if others are too similar to allow a unique identification.
Review of case studies "Fracture Match" and "Richard Crafts".
- Students discuss the evidence found and determine what classification the evidence should be placed in and defend their argument.

3. The Crime Scene
Jeffrey MacDonald and Mark Winger
- These case studies will allow students to understand the characteristics of crime scenes based on the type of incident that took place. Students will discuss what was found and defend their argument.
Evaluating a Crime Scene
- Students review the case and are given three scenarios, examine each one and take into account proper crime scene processing. Students will discuss each one in a Socratic seminar method.

4. Fingerprints
Observing and Taking Fingerprints
- Students will learn how to develop their own "good" fingerprints and observe them using a stereomicroscope and magnifying glass, looking for similarities and differences in patterns, as well as scars, cracks, and other unique features.
Developing Latent Fingerprints (both physical and chemical methods)
- Using materials to dust for fingerprints not immediately visible to naked eye, students will then develop the prints using a fuming chamber, UV lamp, ninhydrin solution, silver nitrate solution, and zinc chloride solution.

5. Hair Observation of Hair
- Students will measure a piece of their scalp hair, record its length and color, observe a lab partner's hair and record same data, then observe under monocular scope with mineral oil on slide. Students will also compare both ends of their hair and draw their observations. Students will also compare an eyebrow or eyelash hair, record observations, and annotate any unusual features observed in each type of hair.

Microscopic Examination
- Students will return to their drawings from the previous lab and compare diameter of the various hairs and determine the medullary index calculation.

6. Fibers

Collection and Observation
- Students use two-inch-wide transparent tape to remove fibers from their various clothing, then carefully place on clear acetate, label each sample, then look at each sample - first with stereomicroscope, then monocular scope. Students must then try to identify the classification of fibers, then decide which fabric is the best collector and which is the worst.

Observing Fluorescence in Fibers
- Students observe known fabric samples with a UV lamp to determine which types fluoresce more than others, and try to compare from their prior clothing fibers to see if they can identify the type of fibers they pulled from their clothes.

7. Drugs Spot Test Lab
- Students practice identifying some over-the-counter drugs with spot tests. Use of aspirin, Alka-Seltzer, sodium, bicarbonate, acetaminophen, pH paper, and HCI. Students establish standards then compare unknowns to see if they can determine which type of drugs were found at the crime scene.

8. Trace Evidence

Analysis of White Powders
- Students create standards for 8 known powders, and then try to match unknown powders to their created standards to see how well they observed and recorded their standards information. Observation includes use of stereo microscope and measurement in grams to determine density.

Lip Prints
- Students use lipstick or chap stick and make their own lip print on an index card, developing with fingerprint dust. Students then compare their observations with the lip print found at the crime scene and try to see if they can determine who did it.

9. Blood

ABO/Rh Blood Typing
- After reading the crime information, students use a stereomicroscope, glass slides, simulated blood from crime scene, simulated blood from four suspects, and using simulated anti-A, B, and Rh, students conduct the lab to determine the blood type found at the crime scene and compare with the suspect's. Students must be patient and carefully document their results using the given table format from the text, then answer the questions.

Blood Pattern Analysis
- Students will use simulated blood, protractor, ruler, meter stick; paper and butcher paper to develop standards for various blood splatter dimensions (different angles and different heights and simulating arterial bleed out or walking drip). After establishing standards, students will be given information from a crime scene and they will have to match with their standards to determine what happened. Students will use trigonometry to determine the impact angle (arc sin)

Simulated Blood Detection (Wards Kit)
- Students will determine whose blood was left at the crime scene by processing the evidence and determining whether it is human or animal, and blood type.

10. DNA Analysis

Extracting DNA from a Banana

- Students will get the opportunity to see DNA with their naked eye by using a lysis buffer, cheesecloth, and ethanol. Students will then record their answers to the questions from the text.

Simulation of RFLP Activity

- Students will use a long strand of simulated DNA and simulated restriction enzymes to cut the strand and make a DNA fingerprint. Students will use a 1.5-meter strip of adding machine paper and poster board for simulated gel box, and graph paper.

Electrophoresis Lab

- Students will have the opportunity to learn about electrophoresis and how it separates DNA due to its polar affects. This lab develops a DNA fingerprint for students to observe traveling through the gel and compare the DNA sample to other simulated DNA samples.

Statistical Sampling Lab

- Students estimate the number of macaroni pieces in a package by counting only a small sample and applying algebra to solve for the total number of macaroni.

Simulation of DNA Replication Using PCR

- Students will look at DNA from a crime scene and determine if it matches to any suspects. Students do this with the 6 DNA sequences (taken from textbook) from suspects, and the DNA sequence found at the crime scene. Students simulate by making copies of the crime scene DNA using a PCR-like technique, then cut out the long DNA strand and tape the ends together, make a complementary strand, simulate the denaturing by cutting the DNA into two long pieces, add the primer AT to begin the process and add complementary base pairs. Students do this with all copies of original crime scene DNA, chart the DNA fingerprint, and determine if there is a match.

11. Estimating Height, Sex, and Age from Bones

Estimate Height from Femur

- Using calculations from the textbook, students calculate the height of 2 bodies from the given length of the humerus bone and a tibia bone. Students also work the calculation backwards by measuring their own height and determining the length of their own femur.

Determine Age and Sex

- Using pictures of various human bones from the textbook, students identify the os pubis bone and determine the dorsal side and the ventral side. Students then diagram and label each set of bones in their notebook and determine the sex of the bones and skulls. Students also study pictures of clavicle samples and note the changes of the epiphyseal surface to determine the approximate age.

12. Where Is Alice Springs?

- After reading the forensic report on the disappearance of a woman, students have to use forensic soil analysis techniques to characterize 5 samples of soil collected. Students then have to submit a report with diagrams, maps, and lab data that can be used in the prosecution of the suspect. Each conclusion must be supported to withstand any cross-examination by the defense.

13. Glass

- Using the glass kit from Wards, students will identify various types of glass through observation, density tests, and refractive tests. Students will characterize the glass and establish standards.

14. Forgery

- Students will conduct a simulated forgery and try to determine whose handwriting is on the forgery by examining

the 12 characteristics used by criminologists. Students will also learn to use the letter angle template and analyze their own signature (written out four times), to determine the angles, range of degrees of slant, and whether all letters have the same angle in all signatures.

- Using tracing paper and a ruler, students will analyze the tops and bottoms of letters, looking for slight variations, noting that in forged signatures that have been copied or traced there will be no variance.

3. Key Assignments

1. Introduction to Forensics: Students will work in teams and research a forensic department of interest (physical science, ballistics, document examination, photography, toxicology and drug analysis, and fingerprints), and present their findings and descriptions of the department in a Power Point Presentation (minimum 4 info slides).

2. The Crime Scene: Students will work in teams and research cases where the crime scene was compromised, for ex. The Manson murders, the O. J. Simpson case, the Enrique Camarena case, the Jon-Benet Ramsey case. A Power Point presentation will include the synopsis of the crime, the case, and how it was botched.

3. Fingerprints: Students will devise a method of recording and classifying ears, then recording their findings by categorizing all classmates.

4. Hair: Students will investigate the legal aspects of taking a hair sample from a suspect, which has issues similar to fingerprinting. Students will use the debate format to argue or defend whether it is a violation of the 5th amendment.

5. Fibers: To determine how common particular fibers are, students will group and bring in fibers from a blanket at home and run fiber tests on them, then compare their results to their standards. Students will then compare with other groups to determine if their fibers were found on both a victim and a suspect, considering the odds that it was coincidence and not enough association between the fibers.

6. Drugs: Students will write a paper analyzing the arguments about legalizing drugs in the U.S. Which drugs should be legalized? Should drug laws be more severe? How would the cost of drugs be affected? How would the cost of drugs affect violent crime? What has history taught us about government control? Can the success or failure of drug laws in other countries help us decide? Students will structure their paper using the format in the text which lists pro-side with supporting evidence, con-side with supporting evidence, and personal opinion.

7. Blood: To better understand paternity issues, students will research how blood types are passed on to offspring and write a paper explaining how this affects paternity. Students will write a second research paper on the affects of age, sunlight, freezing, and heat on blood with respect to the standard presumptive tests. Group discussions will allow students to verify or dispute their findings.

8. DNA: Students will research and write a paper for and against the establishment of a DNA databank. Students will structure their paper according to the textbook to ensure an understanding of both sides of the issue, and to gain experience in identifying and defending the side of the issue they choose. Students will also have to take into consideration the following privacy issue: Who would have access to the databank?

9. Soil Analysis: Students will write crime scenario (one-page minimum length) using sand as evidence. They will address what tests could be performed for comparative analysis. Students will group together and score each crime scenario and suggested tests, then debate and provide suggestions for improvement of the crime scenario or of the possible tests to be used.

4. Instructional Methods and/or Strategies:

1. Students will be required to maintain a full-sized spiral bound notebook and securely attach all handouts, work, and lab write-ups to use as a reference throughout the course.

2. Lecture/Cornell note taking from PowerPoint lectures, reading, research, demonstrations, student presentations and guest speakers.

3. Review and analysis of information of various source media: textbook, journals, newspapers, library, electronic media.

4. Lab analysis: individual, cooperative group, investigative and collaborative. Students will include written analysis and class discussion of results.

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

Breakdown

1. Chapter tests
2. End of chapter review assessment
3. Maintenance of notebook and documentation of all course work
4. Review of coursework (completion and thoroughness)
5. Lab work/practical exams: Results and write-ups
6. Student presentations using Power Point/success of argument position
7. Successful completion of virtual autopsy case and documentation of findings (website of textbook publisher)
8. Two Final Exams (end of 1st and 2nd semester)
    - Test/Quizzes: 25%
    - Final Exam: 20%
    - Lab work: 20%
    - Coursework: 20%
    - Notebook: 15%

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

DATE: May 20, 2021

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: INFORMATION AND COMMUNICATION TECHNOLOGIES 1**

==

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 agenda item was presented to the Board on May 6, 2021, as information.

The Information and Communication Technologies 1 course is designed for students interested in Information Technology. Students explore foundational concepts related to computer hardware and software, networking, databases, programming, information systems and data security. This course is a concentrator level, Career and Technical Education (CTE) course aligned to the CTE Information Support and Services career pathway under the Information Communication and Technologies sector. This course meets the UC/CSU "g" general elective requirement.

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 Information and Communication Technologies 1.

FISCAL IMPACT

None.

NE:GP.JAR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, Ca. 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Information and Communication Technologies 1
2. Transcript Title/Abbreviation:	ICT 1
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU "g" general elective requirement
6. Grade Level(s):	9-12
7. Unit Value:	5 units per semester/10 credits
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	

13. Course Description:

This course is designed for students interested in the Information Technology (IT) field but have limited technical knowledge of computing systems. Students explore foundational concepts related to computer hardware and software, computer networking, databases, computer programming, computer information systems, and data security. This course includes video lessons, reading units, practice questions exams and hands-on labs to reinforce important concepts. As students perform real-world tasks associated with various IT fields, they will gain a broad understanding of career options that will help them refine their interests and make vocational choices.

There are ten main units covered in this course:

1. Course overview
2. Information technology basics
3. Computer hardware
4. Computer software
5. Internet technologies
6. Networking
7. Databases
8. Programming
9. Information systems
10. Cybersecurity

14. Prerequisites:	**Computer Applications (Introductory Level) or teacher's approval**

15. Context for Course:

Students in the Information Support and Services pathway prepare for careers that involve the implementation of computer services and hardware, software, support of multimedia products and services, provision of technical assistance, creation of technical documentation, and the administration and management of information and communication systems. Mastery of information and communication technologies is the foundation for all successful business organizations today. Persons with expertise in information and communication technologies support and

services are in high demand for a variety of positions in business and industry. Information and Communication Technologies 1 (ICT 1) is a class with online access to real-world, hands-on lab projects that simulate real job scenarios. Students will acquire skills that prepare them to make career choices in the Information System, Information Technology and Computer Science fields, and/or learn new skills to help them be successful on the job.

16. History of Course Development:

This course has been designed as the concentrator level class and it is intended to provide more in-depth instruction and exploration of the CTE-Information and Communication Technologies sector/Information Support and Services career pathway. This course is designed to build new comprehensive 21st century computer technology skills that reflect the CTE /ICT standards.

17. Textbooks (online Curriculum)	TestOut LabSim www.testout.com /IT fundamentals Pro course
18. Supplemental Instructional Materials:	Textbook: Introduction to Computers and Information Technology

C. COURSE CONTENT

1. Course Purpose:

This course is designed for the California CTE Information Communication and Technologies sector with emphasis on the Information Support and Services pathway. This course serves as a concentrator level course and provides students with the basic level training needed to continue in the Information Support and Services pathway, which prepares them for the next advanced level course. Students learn the foundational concepts and skills in Information Technology (IT), Information System (IS), and Computer Science (CS) which provides a broad survey of IT career pathways and gives students practice performing real-world tasks associated with other careers as well.

2. Course Outline:

Unit 1 - Course Overview

This unit introduces students to the foundational concepts related to computer hardware and software, computer networking, databases, programming, information systems and data security. Students will have the opportunity to explore careers in Information Technology, Information Systems, and Computer Science.

This unit will cover the following main topics:

- Introduction
- What is Information Technology
- Technology and Ethics

Unit 2 - Information Technology Basics

This unit introduces the basic components of a computer system and provides a brief history of computer technology. It then describes how computers translate physical signals into digital information, common careers in digital media, including video production, graphic design, and digital audio production. Students will identify skills and educational requirements for digital media careers. The unit concludes with a brief look at common careers in digital media.

This unit will cover the following main topics:

- Introduction to computers
- Digital Data
- Media Formatting
- Digital Media Careers

After finishing this unit, students should be able to:

- Describe the basic components of a computer system.
- Recall significant developments in the history of computer technology.
- Explain how computers store and interpret digital information.
- Identify common careers in digital media.

Unit 3 - Computer Hardware

This unit describes the purpose of computer hardware, including internal components such as the processor, memory, motherboard, input and output devices, and storage. Using hardware simulators, students practice installing and troubleshooting various system components. The unit concludes with a brief look at common careers in computer hardware.

This unit will cover the following main topics:
- Computing Devices
- Internal Components
- Input and Output
- Storage
- Hardware Troubleshooting
- Computer Hardware Careers

After finishing this unit, students should be able to:
- Compare and contrast the features of various computing devices
- Identify, install, and troubleshoot internal hardware components
- Identify, install, and troubleshoot input and output devices
- Identify, install, and troubleshoot storage devices
- Identify common careers in computer hardware

Unit 4 - Computer Software

This unit discusses the purpose and features of computer software. Students learn the difference between system and application software, how computer software interacts with hardware, and how to troubleshoot common software problems. Simulated labs give students practice configuring operating systems, viewing BIOS settings, managing files, and using Microsoft Office applications. The unit concludes with a brief look at common careers in system support.

This unit will cover the following main topics:
- Operating Systems
- Other System Software
- File Management
- Application Software
- Printing
- Software Troubleshooting
- System Support Careers

After finishing this unit, students should be able to:
- Identify and describe the basic functions of computer operating systems
- Explain the purpose of other types of system software, such as the BIOS, device drivers, and utility software
- Perform file management tasks on both Windows and Linux
- Configure, use, and troubleshoot application software
- Configure software applications to send files to a printer
- Identify common careers in system support

Unit 5 - Internet Technologies

This unit describes internet technologies such as the World Wide Web, email, Cloud-computing, social media, and the Internet of Things (IoT). This unit teaches students the importance of protecting online identities, practicing proper email etiquette, and avoiding plagiarism when conducting online research. Students practice configuring web browsers, copying files to the Cloud, responding to email messages, and configuring smart devices. The unit concludes with a brief look at common careers in designing and configuring internet technologies.

This unit will cover the following main topics:
- The World Wide Web
- Web Browsers
- Cloud-computing
- Social Media
- Internet Communications Technologies
- The Internet of Things
- Online Research
- Internet Technology Careers

After finishing this unit, students should be able to:
- Describe the essential components of the web, including websites, URLs, hyperlinks, web browsers, and search engines
- Configure privacy and security settings in web browsers
- Identify common uses of Cloud-computing
- Recognize the risks and responsibilities of using social media
- Describe various internet communication technologies, including email, streaming media, online chat, and voice over IP (VoIP)
- Identify and configure IoT devices
- Conduct online research ethically and efficiently
- Identify common careers in designing and configuring internet technologies

Unit 6 - Computer Networking

This unit introduces concepts and best practices associated with computer networking. It describes devices, standards, and protocols used in both wired and wireless networking. Students practice installing and configuring network devices, setting up secure internet connections, and troubleshooting network connection problems. The unit concludes with a brief look at common computer networking careers.

This unit will cover the following main topics:
- Networking Basics
- Wired and Wireless Networking
- Internet Connectivity
- Networking Protocols
- Application Delivery
- Network Troubleshooting
- Network Careers

After finishing this chapter, students should be able to:
- Describe standard networking devices, interfaces, and protocols
- Install, configure, and troubleshoot networking hardware and software
- Configure computer devices to connect to both wired and wireless networks
- Configure a wireless infrastructure for internet connectivity
- Configure a Virtual Private Network (VPN)
- Describe how software applications can be delivered to users over a network
- Identify common careers in computer networking

Unit 7 - Databases

This unit describes the purposes and functionality of database systems. It introduces database design techniques, data access methods, and the challenges and opportunities associated with Big Data. Students practice configuring database

objects, writing SQL commands, and designing tables within a database management system. The unit concludes with a brief look at common careers associated with database systems.

This unit will cover the following main topics:
- Introduction to Databases
- Relational Databases
- Querying Databases
- Non-relational Databases
- Database Careers

After finishing this unit, students should be able to:
- Describe the advantages of using databases to store and access data
- Describe the purpose of a database management system
- Use Microsoft Access to modify tables, forms, queries, and reports
- Describe the basic principles of relational database design
- Write simple SQL commands to retrieve and modify data
- Identify the challenges and opportunities associated with Big Data
- Identify common careers in working with databases

Unit 8 - Programming

This unit provides a basic overview of computer programming. It introduces programming languages, logic, and development paradigms. Students use JavaScript to define variables, arrays, and functions; execute simple looping and branching logic; and add functionality to a web page. In addition to simple JavaScript programming, students use HTML and CSS to format web page content. The unit concludes with a brief look at common careers in computer programming.

This unit will cover the following main topics:
- Programming Overview
- Programming Fundamentals
- Programming Paradigms and Processes
- Web Development
- Programming Careers

After finishing this chapter, students should be able to:
- Compare and contrast different types of programming languages and paradigms
- Analyze and interpret programming logic
- Use JavaScript to define variables, arrays, and functions
- Use JavaScript to execute simple branching and looping logic
- Describe common tools and best practices used in software development
- Use HTML and CSS to format simple web pages
- Describe how HTML, CSS, and JavaScript work together to create dynamic web content
- Identify common careers in computer programming

Unit 9 - Information Systems

This unit introduces the role of Information Systems in business. It introduces the importance of data analytics, business intelligence, systems analysis and design, project management, and protecting intellectual property. Students use Microsoft Excel and Access to perform simple data analysis. The unit concludes with a brief look at common careers in Information Systems.

This unit will cover the following main topics:
- Introduction to Business Systems
- Data Analysis
- Designing and Implementing Systems

- Intellectual Property
- Information System Careers

After finishing this chapter, students should be able to:

- Describe the various components of an information system
- Describe the importance of Information Systems in transaction processing, supply chain management, and customer relationship management
- Explain how businesses use data analytics to make more informed decisions
- Use Microsoft Excel and Access to perform simple data analysis
- Describe the importance of project management in the design and implementation of Information Systems
- Describe how businesses protect their intellectual property
- Identify common careers in Information Systems

Unit 10 - Cybersecurity

This introduces various strategies and tools for responding to data security threats. It describes how system administrators use authentication, data encryption, device security, and business continuity plan to protect valuable information. Students practice recognizing social engineering exploits, configuring access control, encrypting files, configuring device security, and implementing fault tolerance. The unit concludes with a brief look at common careers in cybersecurity.

This unit will cover the following main topics:

- Security Threats
- Authentication
- Data Encryption
- Device Security
- Business Continuity Plans
- Cybersecurity Careers

After finishing this chapter, students should be able to:

- Describe common threats to data confidentiality, data integrity, and data availability
- Evaluate email messages to determine if they represent possible social engineering attacks
- Describe common access control frameworks
- Configure account access on various computing devices
- Encrypt files on a computer
- Configure antimalware and firewalls to protect computer systems
- Implement fault tolerance and disaster recovery for different types of data
- Identify common careers in cybersecurity

3. Key Assignments and Laboratory Projects

Unit 1 - Course Overview

Focus on research, reading, and writing:

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Career Exploration: In this activity, students will learn more about an information systems career that interests them. Students will select an information systems or information technology career that most interests them. Possibilities include network administrator, programmer, security analyst, and data scientist.

Students will conduct online research to answer the following questions regarding this career:

- What are the typical job responsibilities?
- What are the required skills, experience, and education?
- What IT certifications are available in this field?
- What is the salary range for an entry-level position?

- What aspects of this job do IS or IT professionals find the most rewarding?
- What are the most challenging day-to-day responsibilities of this job?
- Write a one-page summary of your research.

Unit 2- Information Technology Basics

Focus on reading and writing, research, and applying content knowledge:

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Unit Activities: Students will complete the following tasks:

- Complete the online research task: Students will create a table sheet that includes terms and definitions of components that make a computer work. (Typed on Microsoft Office Word)
- Read the Computer History Facts and Human-Computer Interaction lessons
- Complete the Binary video lesson and practice sheet
- Demonstrate knowledge of Binary code by completing the binary/alpha conversion sheet
- Utilize a basic 3D-design software to design a three-dimensional model in the computer
- Use the 3D printer to create a PLA 3D model of your design

Compare Digital Media

In this activity, students will compare media files with different settings then write a short paper explaining the concepts of sound compression, lossy and lossless, bit depth in audio recording, raster, and vector images.

Unit 3 - Computer Hardware

Focus on reading, writing, research, and computer technical skills:

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Unit Activities: Research Computing Devices

In this activity, students will conduct online research to determine the most appropriate computing device for their current or future vocation. Students answer the following questions about the computing needs of their chosen vocation and write a one-page summary for the following questions:

- What do you primarily use a computing device for?
- Does this job require frequent traveling?
- Approximately what percentage of your time do you work at the same desk?
- What software applications do you need to install and use most frequently?
- Do these applications demand high-end graphics capabilities?
- How often do you need to keep multiple application windows open at the same time?
- Which of the following computing devices would best address your needs?
  - High-end desktop computer system
  - Basic desktop computer system
  - High-end laptop computer system
  - Economical laptop computer system
  - Tablet (e.g., Apple iPad, Microsoft Surface Pro)
  - Smartphone (e.g., Apple iPhone, Samsung Galaxy S)

Unit Virtual Simulator Lab Projects:

Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Examples:

Explore the Motherboard

The purpose of this lab is to help students become familiar with the motherboard and other internal components such as the power supply and internal hard drives. After completing this lab, students will be able to explain the following:

- Amount of memory installed in the computer.
- The internal clock speed of processor.
- The type of power supply installed in the system.
- The number of SATA hard drives installed in the system.

Install Memory

In this lab, students install a DDR4 memory module in the computer, use the internet to research the type of RAM and its specifications, examine the motherboard and locate the four memory slots near the upper-right corner, students check the motherboard specifications by reading the manual to identify the memory slots, then install a single memory module in the motherboard.

Upgrade a Video Card

In this lab, students are presented with a real job scenario: A customer wants to be able to use the computer to watch high-definition movies from a Blu-ray player and connect a monitor to the computer using a connection designed for high-definition content. Students are asked to complete the following tasks:

- Disconnect the monitor from the current video card and remove the card from the computer.
- Install the video card with the HDMI connection. HDMI is an interface used by monitors and digital televisions for high-definition content.
- Provide power to the video card by selecting the power supply and then dragging a 6-pin PCIe power connector to the power port on the right side of the video card.
- Connect the computer to the monitor using an HDMI cable.
- In Windows, configure a resolution of 1920x1080 for full HD content. Even though the monitor supports a higher resolution, this is the resolution for HD content.

Install Peripherals-USB Devices

In this lab, students connect peripheral devices to a computer via USB ports. Students will complete the following tasks:

- Connect the mouse to the computer.
- Add the USB hub to the Workspace and then connect it to the computer.
- Connect the scanner to the USB hub.
- Connect the video camera to the USB hub.

Set Up a Computer

In this lab**,** students will set up the computer by completing the following tasks:

- Plug the power strip into the wall.
- Plug the computer into the power strip.

Connect the following components to the computer:

- Keyboard
- Mouse
- Speakers
- Examine the shape and pin pattern for each connector
- Match the correct cable connector to the correct computer port
- Match the color of the connector to the color of the port on the computer to identify possible matches
- Start up the computer
- Troubleshoot any problems

Install SATA Devices

In this lab, students Install hard drives in the computer by completing the following tasks:

- Read the motherboard documentation to identify the location of the internal SATA connectors
- Use the Drive Bays view to install the hard drives into free 3.5" drive bays
- For each drive, connect one end of a SATA cable to the drive and the other to a red SATA port on the motherboard
- Switch to the Motherboard view to plug in the correct SATA power connector from the power supply for both drives

- Boot the computer into the BIOS and verify that both drives are detected. (To enter the BIOS, restart the computer and press F2.)

Troubleshoot System Power

In this lab, students troubleshoot a computer issue and take the necessary steps to get the computer to start. Examine the computer to identify possible power related problems that would prevent it from coming on.

Unit 4 - Computer Software

Focus on reading and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Unit Virtual Simulator Lab Projects: Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Examples:

Explore the Windows 10 OS

In this lab, students will explore the features of Windows 10 user interface by completing the following tasks:

- Configure the screen saver settings.
- Enable Remote Desktop.
- Use File Explorer to create a folder.
- Enable a network adapter.

Change Windows Settings

In this lab, students change the display settings of a computer monitor in the Windows Settings to match what is supported by the monitor. Students complete the following tasks:

- Set the display resolution to 1600 x 900
- Set the screensaver to Ribbons
- Configure the screensaver to activate after the system has been idle for 10 minutes
- Require the user to log on before resuming

Update Drivers

In this lab, students will update drivers for two devices, a Network adapter and a Mustek scanner. Students will complete the following tasks:

- Insert the USB thumb drive in a free USB port
- Use Device Manager to update the driver for the network adapter using the driver on the USB thumb drive
- Use Device Manager to update the driver for the scanner by searching Windows Update for the new driver

Working with Microsoft Office Applications

In this lab, students will complete a series of exercises involving the creation of Word, Excel, and PowerPoint documents. Students will create, save, edit, format, and organize files in the computer.

Install and Configure a Local Printer

In this lab, students will complete the following tasks:

- Turn off Windows management of the default printer
- Add the shared HPLaser2300 printer
- Configure the HPLaser2300 printer as the default printer

Manage Applications

In this lab, students will configure the Windows startup settings by completing the following tasks:

- Use Task Manager to prevent the following applications from running at system startup:
  - Compy DVD Apps
  - DIRE Event Monitor
  - inTune
  - SM66 Win32 Utility

- Configure compatibility settings for the C:\Program Files (x86)\AccountWizard\AccountWizard.exe application using the following compatibility mode settings:
  o Run in Windows 8 mode
  o Run in 640 x 480 resolution
  o Run as an administrator every time

Unit 5 - Internet Technologies

Focus on reading, research, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Research Activity: Perform Advanced Searches

In this activity, students use advanced search techniques to learn more about a specific topic that interests them. Example: Students will complete the following tasks:

- Open a new tab in Google Chrome, Microsoft Edge, or Firefox web browsers
- In the address bar, enter one or more search terms on a topic that interests you. For example, you could enter something like "information technology certifications"
- Try limiting your search by including quotes around your search terms
- Limit your search further by adding a minus sign after your search terms followed by a related topic that you do not want included in your search
- Use an advanced search form to further refine your search (e.g., google.com/advanced_search)
- Follow the same steps to learn about another topic

Unit Virtual Simulator Lab Projects: Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Examples:

Configure Browser Settings

In this lab, students will configure the content settings in Google Chrome by completing the following tasks:

- Configure the pop-up blocker to block all pop-ups and redirects
- Remove the doctorevilskeylogger.com site that is currently allowed to use pop-ups
- Configure a new exception to allow pop-ups from mybank.com
- Block all location tracking in the browser
- Block third-party websites from saving and reading cookie data
- Block the virusclickjacking4u.org and darkwebphishing.org sites that are currently allowed to use cookies

Email Etiquette in Microsoft Outlook

In this lab, students will respond to two e-mails messages using rules of etiquette while using computer networks at work. Students complete the following tasks:

- Verify the authenticity of the information sent
- Reply to the sender and all other users who received the message
- Use appropriate spelling and grammar when sending a message
- Use the Cc, Bcc options to send a group e-mail message
- Save messages to a specific folder

Configure Smart Devices

In this lab, students install and configure smart devices, such as thermostat, smart light switches, smart cameras, and smart door locks.

Unit 6 - Computer Networking

Focus on reading, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab project.

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Unit Virtual Simulator Lab Projects: Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Examples:

Install a Network Adapter

In this lab, students will upgrade the network connection speed for a workstation at work by completing the following tasks:

- Select and install the 1000BaseTX PCIe network interface card, which has the fastest speed to connect to the local network
- Select and install the Cat6a cable to connect the computer to the local area network (LAN)
- In Network & Internet settings, confirm that the workstation is connected to the local network and the internet

Set Up an Ethernet Connection

In this lab, students will connect a new workstation to the network of a small office by completing the following tasks:

- Connect the workstation in Office 1 to the Ethernet local area network using an RJ-45 twisted pair cable
- Confirm that the workstation (named Office1) has a connection to the local network and the Internet

Configure a Wireless Infrastructure

In this lab, students will configure the network so the wired and wireless devices can share the Internet connection by completing the following tasks:

- Add the cable modem to the Workspace
  - Use a coaxial cable to connect the modem to the WAN connection
  - Plug in the modem
- Add the wireless router to the Workspace
  - Use an RJ-45 cable to connect the yellow internet port on the router to the cable modem
  - Use another RJ-45 cable to connect the computer to one of the blue LAN ports on the wireless router
  - Plug in the wireless router

Fix Network Adapter Problems

In this lab, students will troubleshoot slow transfer speeds in a network adapter by completing the following tasks:

- Disable the Broadcom network adapter until a fix can be found
- Enable the RealTek network adapter to take the place of the Broadcom adapter
- Update the drivers for the RealTek network adapter using Microsoft Update

Unit 7 - Databases

Focus on reading and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Unit Virtual Simulator Lab Projects: Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Examples:

Tables and Relationships

In this lab, students create a database to keep track of employees and customers in a small company. In this scenario, students will create a new table for customers, and create a relationship to link the table of employees with the table of employee phone numbers.

Data Base Access

In this lab, students will complete a series of exercises using Microsoft Office Access that includes adding records to a table with single and multiple conditions.

Unit 8 - Programming

Focus on reading, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Activity 1: Basic Python Scripting. In this activity, students will utilize the random function in Python, which is a general-purpose programming language that can be used in a wide variety of applications. Students will use Repl.it and GDB Online Python compilers.

Activity 2: Students will complete a series of JavaScript code writing exercises that involve:

- If statement
- While Loop
- For Loop
- Loop Through an Array

Unit Virtual Simulator Lab Projects: Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Example:

Writing HTML. In the next several labs, students will create a webpage for a recipe blog. Students will complete the following tasks:

- HTML: Define a Webpage's Head and Body
- HTML: Add Headings to a Webpage
- HTML: Create Ordered and Unordered Lists
- HTML: Add Images and Hyperlinks
- HTML: Link a CSS File to an HTML Page

Unit 9 - Information Systems

Focus on reading, research, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Cryptocurrency Activity: This activity includes online research topics related to cryptocurrency, such as the Bitcoin, Blockchain, mining, altcoins, cryptography, and Satoshi Nakamoto. Students will research information about the hardware and software needed to generate digital currency.

Unit Virtual Simulator Lab Projects: Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Example:

Data Analysis

In this lab, students will complete a series of exercises using Microsoft Office Excel that include:

- Use of Microsoft Excel Tables to Analyze Data
- Use of Microsoft Excel Charts to Analyze Data
- Use of Microsoft Access Reports to Analyze Data

Unit 10 - Cybersecurity

Focus on reading, research, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab project.

Activity:

Research Privacy Issues. In this activity, students will choose a current issue related to online privacy and then identify three different types of sources to help them understand the issue. Students will complete the following tasks:

- Choose an online privacy issue that interests you. Possibilities include NSA data collection, social media privacy, and Big Data
- Use Google Scholar (scholar.google.com) or other academic databases to identify a scholarly or academic article on a chosen topic
- Perform online searches to identify a primary source related to the topic. Primary sources include original speeches, laws, and scientific fieldwork
- Perform online searches to identify a secondary source (one that is not an academic source) related to the topic. Secondary sources include online magazine articles, news articles, and books written for a popular audience
- Write a paper that summarizes the information gathered from each of the three sources and explain the impact on society

Unit Assessments: Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

Unit Virtual Simulator Lab Projects: Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

Examples:

Recognize Social Engineering Exploits 1

In this lab, students will perform IT help support to determine if e-mails have been compromised with phishing, whaling attacks, and malicious attachments.

Configure Windows Firewall

In this lab, students configure Windows Firewall by completing the following tasks:

- Turn on the Windows Firewall for the Private network profile
- Turn on the Windows Firewall for the Public network profile
- Add the Arch98 application to the list of applications allowed to communicate through the firewall for all network types

Backup Software, Configure File history, and Restore Data:

In this lab, students will configure windows system to automatic backups, protect data by enabling the file history feature, and restore deleted files.

Information and Communication Technologies Pathway Standards
A1.0 Describe the role of information and communication technologies in organizations
A1.1 Describe how technology is integrated into business processes
A1.2 Identify common organizational, technical, and financial risks associated with the implementation and use of information and communication systems
A1.3 Model business processes using tools such as organization charts, flowcharts, and timelines
A1.4 Analyze and design business processes in a cycle of continual improvement
A2.0 Acquire, install, and implement software and systems
A2.1 Identify and list the criteria and processes for evaluating the functions of information systems
A2.2 Investigate, evaluate, select, and use major types of software, services, and vendors
A2.3 Install software and setup hardware
A2.4 Define and use appropriate naming conventions and file management strategies
A3.0 Access and transmit information in a networked environment
A3.1 Identify and apply multiple ways to transfer information and resources (e.g., text, data, audio, video, still images) between software programs and systems
A3.2 Validate and cite Internet resources
A3.3 Recognize where processes are running in a networked environment (e.g., client access, remote access)
A3.4 Identify and describe the layered nature of computing and networking such as the Open Systems Interconnect (OSI) model
A3.5 Use multiple online search techniques and resources to acquire information

A3.6 Describe and contrast the differences between various Internet protocols: hypertext transfer protocol (http), hypertext transfer protocol secure (https), file transfer protocol (ftp), simple mail transfer protocol (smtp)

A4.0 Administer and maintain software and systems

A4.1 Use different systems and associated utilities to perform such functions as file management, backup and recovery, and execution of programs

A4.2 Use a command line interface

A4.3 Automate common tasks using macros or scripting

A4.4 Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources and total cost of ownership (TCO)

A5.0 Identify requirements for maintaining secure network systems

A5.1 Follow laws, regulatory guidelines, policies, and procedures to ensure the security and integrity of information systems

A5.2 Identify potential attack vectors and security threats

A5.3 Take preventative measures to reduce security risks (e.g., strong passwords, avoid social engineering ploys, limit account permissions)

A5.4 Use security software and hardware to protect systems from attack and alert of potential threats, anti-malware software, and firewalls

A6.0 Diagnose and solve software, hardware, networking, and security problems

A6.1 Use available resources to identify and resolve problems using knowledge bases, forums, and manuals

A6.2 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems

A6.3 Use specific problem-solving strategies appropriate to troubleshooting, eliminating possibilities, or guess and check

5.0 Problem Solving and Critical Thinking Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Information and Communication Technologies sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions

5.5 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems

5.6 Know the available resources for identifying and resolving problems

5.7 Work out problems iteratively and recursively

5.8 Create and use algorithms and solve problems

5.9 Deconstruct large problems into components to solve

5.10 Use multiple layers of abstraction

A6.4 Evaluate support needs for different data and systems configurations

A6.5 Evaluate solution methods recognizing the trade-offs of troubleshooting vs. reloading, reimaging, or restoring to factory defaults using a sandbox environment

A6.6 Distinguish types of symptoms and which component's issue could exhibit those symptoms: the user, hardware, network, or software

A6.7 Diagram the underlying processes of a system that are likely involved in a problem.

A7.0 Support and train users on various software, hardware, and network system.

A7.1 Recognize the scope of duties ICT support staff have and tiered levels of support

A7.2 Describe and apply the principles of a customer-oriented service approach to supporting users

A7.3 Use technical writing and communication skills to work effectively with diverse groups of people, including users with less technical abilities

A7.4 Document technical support provided such as using a ticketing system

A7.5 Train users to assist them in being self-supporting: formal classes, one-on-one interactions, and process and how-to guides

A8.0 Manage and implement information, technology, and communication projects

A8.1 Develop the purpose and scope of a project

A8.2 Acquire, use, and manage necessary internal and external resources when supporting various organizational systems

A8.3 Use various tools to manage projects involving the development of information and communication systems

A8.4 Analyze business problems by using functional and cost-benefit perspectives

A8.5 Design, develop, implement, and monitor a project by creating and integrating technologies.

6.0 Health and Safety Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Information and Communication Technologies sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics

6.6 Maintain a safe and healthful working environment

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA)

6.8 Maintain a safe and healthful working environment

6.9 Dispose of e-waste properly, understanding the health, environmental, and legal risks of improper disposal

6.10 Act conscientiously regarding the use of natural resources (e.g., paper, ink, etc.)

6.11 Conserve energy while computing (e.g., turn off equipment at night, power-saving settings, etc.)

8.0 Ethics and Legal Responsibilities

8.3 Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace

8.5 Analyze organizational culture and practices within the workplace environment

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Information and Communication Technologies sector laws and practices

4. Instructional Methods and/or Strategies:

- This course uses an online curriculum which gives the students access to video lessons and virtual simulator exercises to complete lab projects and assessments.
- Students are expected to complete the virtual labs and practice questions assessments from each unit.
- Each topic will be discussed during class with the students.
- Students will complete hands-on projects that reflect the material learned in the online curriculum.

Other strategies would include:

- Direct instruction
- Small group work
- Activity-based instruction
- Collaborative groups
- Modeling

Group discussions

5. Assessment Including Methods and/or Tools:

The evaluation of student progress 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

The breakdown of student progress and final grade will be based on the following criteria aligned with the policy above:

- Virtual Simulator Lab projects: 40%
- Test/Quizzes: 20%
- Course Assignments: 20%
- Class Discussions: 20%

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

DATE: May 20, 2021

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: INFORMATION AND COMMUNICATION TECHNOLOGIES 2**

==

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 agenda item was presented to the Board on May 6, 2021, as information.

The Information and Communication Technologies 2 course is designed to teach students an advanced level of computer hardware/software concepts and prepare them with the skills needed to pursue careers in Information Support Services. This course is a Capstone level, Career and Technical Education (CTE) course aligned to the California CTE Standard Information Support and Services Pathway under the Information Communication and Technologies sector. This course meets the UC/CSU "g" general elective requirements.

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 Information and Communication Technologies 2.

FISCAL IMPACT

None.

NE:GP.JAR:lar

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District
	Street Address: 5130 Riverside Dr.
	Phone: (909) 628-1201
	Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction
	Position/Title: Director of Secondary Curriculum and Instruction
	Site: District Office
	Phone: (909) 628-1201 X1630

B. COVER PAGE - COURSE ID	
1. Course Title:	Information and Communication Technologies 2
2. Transcript Title/Abbreviation:	ICT 2
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" general elective requirement
6. Grade Level(s):	9-12
7. Unit Value:	5 units per semester/10 credits
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	

13. Course Description:

Students in the Information Support and Services pathway prepare for careers that involve the implementation of computer services and hardware/software, support of multimedia products and services, provision of technical assistance, creation of technical documentation, and the administration and management of information and communication systems. Mastery of information and communication technologies is the foundation for all successful business organizations today. Persons with expertise in information and communication technologies support and services are in high demand for a variety of positions in business and industry. This course is designed to prepare students to take the TestOut PC Pro and CompTIA A+ certification exams. The TestOut PC Pro certification is the first exam of the TestOut Pro certifications. This certification measures not just what students learn, but what they can do. It measures their ability to install, manage, repair, and troubleshoot PC hardware and Windows, Linux, and Mac operating systems. In addition to covering everything students need to know to become certified, this course is designed to help them gain real-world skills that they will use every day as a PC technician. Upon completion of this course, students should be able to demonstrate how to:

- Set up a new computer
- Identify system requirements when purchasing a new computer
- Understand the technology and specifications used to describe computer components
- Make informed choices about which device characteristics are required for your situation
- Install or upgrade the operating system
- Manage external devices
- Troubleshoot common computer problems that can be resolved without replacing internal components
- Connect to a small home network
- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual

- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

14. Prerequisites:	Completed ICT I with a C- or better: Required

15. Context for Course:

This course is a capstone level class designed to teach students the advanced level of computer hardware-software concepts and skills needed to pursue careers in Information Support Services. Students acquire skills that prepare them to continue post-secondary learning or direct entry into high-demand careers of Information and Communication Technology, and/or learn new skills to help them be successful on the job.

16. History of Course Development:

This course is designed to update the capstone level class for the Information Support Services pathway. This course is designed for the completion of the ICT- Information Support and Services pathway and serves as a completer level course. This course is designed to build new comprehensive 21st century computer technology skills that reflect the current CTE/ICT standards.

17. Textbooks (online Curriculum)	TestOut LabSim www.testout.com PC Pro Course
18. Supplemental Instructional Materials:	- Textbook: CompTIA A+ Core 1 (220-1001) and Core 2 (220-1002) Exam - Professor Messer's 220-1001 Core 1CompTIA A+ Training Course: - https://www.professormesser.com/free-a-plus-training/a-plus-videos/220-1001-training-course/

C. COURSE CONTENT

1. Course Purpose:

This course is designed for the California CTE Information Communication and Technologies sector with emphasis on the Information Support and Services pathway. This course serves as a capstone level course and provides students with the advanced level class needed to complete the ICT pathway.

2. Course Outline:

Unit 1: Computing Overview

This unit introduces students to the basic concepts of computers hardware and system software, internal/external components, and adapters used in personal computer. Students will learn to navigate the Windows 10 Interface, Linux Interface, and Mac OS Interface. Students will analyze the differences between Windows, Mac, and Linux OS Interface and their file system. Students will learn the process of acquiring, converting, and installing Linux based software. This unit will help students identify common I/O ports and the common peripherals that connect to standard ports in a personal computer.

This unit will cover the following main topics:
- Hardware Basics
- Windows Basics
- Linux Basics
- Mac OS Basics

Unit 2: PC Technician Responsibilities

In this unit, students learn how to use specific safety procedures when working with computer equipment and tools used to prevent electrostatic discharge when working with computer equipment. Students become familiar with all the safety guidelines and practices when handling computer equipment and hazardous material at work. They also learn to use proper communication techniques and exhibit professionalism while interacting with clients, ethics, and responsibilities as a professional at work and how effective communication skills are crucial to create positive relationships with clients. This unit introduces students to the process of implementing new technologies at work and

the change management process required. This unit will teach students the steps in the writing process used to request changes to a work in progress or the implementation of a new project at work. And lastly, students will learn the various type of PC tools needed to troubleshoot and maintain computer systems.

This unit will cover the following main topics:
- Protection and Safety
- Professionalism
- Change Management
- PC Tools
- PC Maintenance
- Troubleshooting Process Overview

Unit 3: System Components
This unit covers a variety of topics that teach students all the components that make a computer work. Students will learn the different type of form factors available for computer systems and how to install a power supply unit. Students will identify the different type of power connectors and install PC components on a motherboard such as a CPU and GPU cards. In addition, students will learn to troubleshoot hardware components and system power. Students will learn to classify different types of DIMM RAM as well as identifying the physical difference between memory modules. Students will learn to select and install the correct memory module and install triple channel memory. Students will learn to access and edit the BIOS settings as well as clearing the CMOS. Students will learn to install expansion cards such as video and GPU cards. Students will learn to select the appropriate video card for a computer system and to upgrade an existing video card. This unit will conclude with learning to select, install, and configure cooling systems.

This unit will cover the following main topics:
- Cases and Form Factors
- Power Supplies
- Motherboard and Buses
- Motherboard Troubleshooting
- Processors
- Processor Troubleshooting
- Memory
- Memory Installation
- Memory Troubleshooting
- BIOS/UEFI
- Expansion Cards
- Video/Audio
- Cooling

Unit 4: Peripheral Devices
In this unit, students will learn and understand the various functions of different peripheral devices and their installation. Students will identify and select the appropriate cables and connectors used to set up input, output, and I/O devices. Students will also identify typical USB connectors and ports, connect USB peripheral devices, including storage devices, printers, smartphones, and select and install USB devices based on customer requirements. As students study this unit, they will learn the specifications used by display devices, the benefits of a higher resolution and refresh rate in computer monitors. Other vital information to this unit is device driver management. This section will teach students how to install devices using drivers included with Windows and drivers available on disc and websites, and how to troubleshoot and update.
This unit will cover the following main topics:
- Peripheral Devices

- USB
- Display Devices
- Video Troubleshooting
- Device Driver Management
- Device Driver Troubleshooting

Unit 5: Storage

In this unit, students will learn to select the appropriate storage solution and install SATA devices, learn the various optical drives available and installation, create RAID arrays and implement a RAID solution. Students will learn to create volumes, format, and configure partitions on hard disks. Students will learn to mount a partition to a folder and to extend existing volumes and perform system disk cleanup.

This unit will cover the following main topics:

- Storage Devices
- SATA
- Optical Media
- RAID
- File Systems
- File System Creation
- Storage Management
- Storage Spaces
- Disk Optimization
- Storage Troubleshooting

Unit 6: Networking

In this unit, students focus on the concepts of networking, types of computer networks, and configuration. As we study this unit, students will learn to select and install a network adapter and the basic cable types and their features including IP address, MAC address, and TCP/IP settings configuration.

Students will learn to configure a cable internet connection, DSL internet connection and configure dial-up internet connection. At the end of this unit, students will have the opportunity to apply prior knowledge and technical skills learned in previous units to analyze, configure, and troubleshoot computer networks throughout the virtual simulator projects and hands-on class projects.

This unit will cover the following main topics:

- Networking Overview
- Network Hardware
- Networking Media
- Ethernet
- IP Networking
- IP Configuration
- IP Version 6
- Internet Connectivity
- Network Utilities
- Network Troubleshooting

Unit 7: Wireless Networking

In this unit, students will learn to connect to a wireless network, create a home wireless network, secure home wireless network, and configure a wireless profile. This unit teaches students how to configure a wireless infrastructure and

smart devices, including infrared, Bluetooth and NFC devices and their applications. Students will have the opportunity to explore the various types of wireless routers used to configure SOHO networks.

This unit will cover the following main topics:
- 802.11 Wireless
- Infrared, Bluetooth, and NFC
- SOHO Configuration
- Internet of Things
- Wireless Network Troubleshooting

Unit 8: Printing
This unit introduces students to the different type of printers that can be used with a PC system such as dot matrix, inkjet, thermal, solid ink, and dye sublimation. This unit teaches students the essential technical knowledge needed to work with traditional desktop printing, network printing and wireless printing, including installation, and configuration. As we study this unit, students learn the printing process and its components which are critical to understand how printers function. Students apply content knowledge to choose a specific printer to fulfill the requirements for a given troubleshooting situation and printer Installation.

This unit will cover the following main topics:
- Printers
- Printer Configuration
- Network Printing
- Printing Management
- Printer Maintenance
- Printing Troubleshooting

Unit 9: Mobile Devices
In this unit, students will learn to identify notebook external ports and functions, replace a hard disk in a notebook computer, add memory and change laptop components. As we study this unit, students will learn to secure mobile devices with biometric authentication, screen locks, password security and multifactor authentication. Students learn to use the control panel and its system setting features to edit power options, create a power plan, troubleshoot video, power, and malfunctioning notebook components. Lastly, students will learn to configure network mobile devices, synchronize mobile devices, and configure email on mobile devices.

This unit will cover the following main topics:
- Laptops and Components
- Laptop Power Management
- Laptop Troubleshooting
- Mobile Device Networking
- Mobile Device Security
- Mobile Device Troubleshooting

Unit 10: System Implementation
In this unit, students will learn to analyze users' needs prior to purchasing or building a new computer system, customize a computer's hardware to match end user requirements, select the correct version and edition of Windows for a given implementation, verify system compatibility before upgrading to a newer version of Windows, Windows update, and activation. This unit concludes with virtualization where students learn to enable VT in the BIOS, needed to create virtual machines and virtual hard disks.

This unit will cover the following main topics:
- Component Selection
- Windows Pre-Installation
- Windows Installation
- Post-Installation
- Virtualization

Unit 11: Security

In this unit, we will discuss settings used to increase the security of workstations, hard drives, and computer cases. Students will learn to configure BIOS/UEFI security settings to initialize TPM to prevent the system from booting if the hardware has changed, manage LoJack security system software, malware protection and authentication, and file encryption. This unit will conclude with learning the principles of network security, fire walls and Virtual Private Network (VPN).

This unit will cover the following main topics:
- Security Best Practices
- Incident Response
- Physical Security
- Social Engineering
- BIOS/UEFI Security
- Malware Protection
- Network Security/Firewalls
- VPN

Unit 12: Capstone Exercises

In this unit, students apply prior knowledge and technical skills learned by completing a comprehensive set of hands-on projects that reflect real world IT job scenarios. Students will be working independently as self-directed learners where they complete all projects without direct oversight or minimum interaction with the instructor.

Unit 13: Preparing for TestOut PC Pro and CompTIA A+ Certifications

In this unit, students will prepare for the A.1 TestOut PC Pro Certification exam by studying the course material, practicing skills, and committing new concepts to memory. Students can use the video lessons, hands-on lab, and practice questions to review the learning from this course to help them prepare more effectively.

This unit will cover the following main topics:
- A.1.1 Pro Exam Objectives
- A.1.2 Pro Exam Objectives by Course Section
- A.1.3 How to take the Pro Exam
- A.1.4 Pro Exam FAQs
- B.1.1 220-1001 Exam Objectives
- B.1.2 220-1001 Exam Objectives by Course Section
- B.1.3 220-1001 Exam FAQs
- B.1.4 How to take the 220-1001 Exam
- B.1.5 Hints and Tips for taking the 220-1001 Exam

Unit 14: TestOut PC Pro and CompTIA A+ Domain Review

This unit is a practice review that contains all the questions related to the TestOut PC Pro exam and the CompTIA A+ 220-1001

Students need to complete the following exams:
- A.2.1 Pro Domain 1: Hardware
- A.2.2 Pro Domain 2: Software
- A.2.3 Pro Domain 3: Security
- A.2.4 Pro Domain 4: Troubleshooting
- A.3 TestOut PC Pro Certification Practice Exam
- B.2.1 220-1001 Domain 1: Mobile Devices
- B.2.2 220-1001 Domain 2: Networking
- B.2.3 220-1001 Domain 3: Hardware
- B.2.4 220-1001 Domain 4: Virtualization and Cloud-computing
- B.2.5 220-1001 Domain 5: Hardware and Network Troubleshooting
- B.3.1 220-1001 Domain 1: Mobile Devices
- B.3.2 220-1001 Domain 2: Networking
- B.3.3 220-1001 Domain 3: Hardware
- B.4 CompTIA A+ 220-1001 (Core 1) Certification Practice Exam

3. Key Assignments

Unit 1: Computing Overview

Focus on Reading, Writing, and Research:
- Students will complete the reading unit "Hardware Basics" and watch the video lessons. Students extend their knowledge of computer components by reading online articles in computer hardware and write a summary of the computer setup process.
- Students will apply prior knowledge and research methods such as key words used on search engines to investigate the different ways to acquire open-source distribution software (Linux) that can be installed in the computer lab stations as virtual machines.
- In groups of two, students will work and collaborate to convert ISO images into a bootable USB drive that can be used to install Linux software in a computer. Students complete the assignment by installing Linux OS in a computer and verify that it works properly.
- Students will write a step-by-step tutorial detailing the process of acquiring, converting, and installing Linux software in a computer.

Unit Lab Projects:
Students will complete the "Virtual Simulators Laboratory" for this unit.

Unit 2: PC Technician Responsibilities

Focus on Reading, Writing, and Research:
- Students will study the Safety Measure Sheet and Material Safety Data Sheet (MSDS) provided within this unit.
- Students will complete the unit overview assessment: practice questions and complete the MSDS form.
- Students will research various computer hardware websites where ESD, power protection and PC tool kits tools can be purchased. Students will compare the technical specifications of each product and make decisions on which equipment and tools are best for the job.
- Students will create a table summary of the ESD tools, power protection equipment, and PC tools they found through the online research, including price, tech specifications, and website location. This writing summary must be done on Word or PowerPoint to be presented to the class.
- Students will read the professional guidelines when interacting with clients and the professionalism fact sheets for this unit.
- Students will create a help desk trouble ticket form in Microsoft Word with a tech support writing sample.

Unit Assessments: Students will complete the "Unit Overview Assessment: Practice Questions".

Unit Lab Projects:
Students will complete the "Install a UPS" (Virtual Simulator). In this lab, the students' task is to complete the following:
- Add a UPS for your computer.
- Plug the UPS into the wall outlet and turn it on.
- Plug the computer and monitor power cables into the appropriate UPS outlets.
- Plug the printer into the appropriate UPS outlets.
- Connect the network cables through the UPS to the computer. The cable from the wall connects to the IN port.
- Connect the USB cable to the UPS and the computer.

Unit 3: System Components
Focus on reading, writing, research, and apply technical skills:
- Students read the case and form factors sheet as well as the video lessons covered in this topic, then students will research online articles on computer hardware to explore the form factors available on motherboards. This information is crucial to build a computer system.
- Students will complete the motherboard form factor worksheet indicating the motherboard dimensions for Standard-ATX, Micro-ATX and Mini-ITX motherboards.
- Students will complete the power supplies questions worksheet and share their answers with class.
- How does the case form affect the type of power supply you purchase?
  o What is the function of the red toggle switch on a power supply? Why is this important?
  o What rating determines the number of internal components a computer can handle?
  o What is soft power?
  o Why must you be careful when using a proprietary power supply?

Unit Assessments: Students will complete the Unit Overview Assessment: Practice questions.

Unit Lab Projects:
Students complete the "Choose and Install a Motherboard" (Virtual Simulator).
Students complete "Troubleshoot System Power" lab.
- Students will troubleshoot system power issues on a computer. The task is to troubleshoot the problem and take the necessary steps to correct the problem so the computer will start. (Virtual Simulator)
Students complete the "Select and Install a Processor" lab.
- Students install the fastest processor with the largest cache supported by the motherboard, connect the correct heat sink and fan and connect the heat sink and fan power cable to the motherboard. (Virtual Simulator)
Students complete the "Install Triple Channel Memory" lab.
- Students install DIMM in a triple channel mode. (Virtual Simulator)
Students complete the "Troubleshoot Memory" lab.
- Students diagnose and correct memory problems. After memory is properly installed, boot into the BIOS setup and verify that the correct amount of memory is detected. (Virtual Simulator)
Students complete the "Find BIOS/UEFI Settings" lab.
- Access to the BIOS is required using the F2 or delete function keys. Students explore the Bios settings and answer the questionnaire provided. (Virtual Simulator)
  o A writing summary of the system configuration is required on Word document.
Students complete the "Install Expansion Cards lab.
- In this Virtual Simulator, students complete the following:
  o In Computer 1 (left), install the PCIe video card that supports VGA.

- o In Computer 1, install the PCI-X network card.
- o In Computer 2 (right), install the PCIe video card that supports HDMI.
- o In Computer 2, install the PCIe network adapter.

Students complete The "Upgrade a Video Card" lab.
- ▪ In this Virtual Simulator, students complete the following:
  - o Disconnect the monitor from the current video card and remove the card from the computer.
  - o Install the video card with the HDMI connection. HDMI is an interface used by monitors and digital televisions for high-definition content. When installing the video card, connect the PCIe power connector to the video card.
  - o Connect the computer to the monitor using an HDMI cable.
  - o In Windows, configure a resolution of 1920x1080 for full HD content. Even though the monitor supports a higher resolution, this is the resolution for HD content.

Students complete the "Select and Install a Sound Card" lab. (Virtual Simulator)
- ▪ In this lab, students complete the following:
  - o Install the sound card with the optical output. View the details for each card to identify the card with an optical audio connector.
  - o Boot into the BIOS and disable the onboard sound card.
  - o Boot into windows and verify that the new sound card is recognized and that the onboard sound card does not appear in Device Manager.

Unit 4: Peripheral Devices

Focus on reading, computer technical skills, and research:
- ▪ Students must read the fact sheets of peripheral device, USB, video troubleshooting, hardware device, and device drivers as well as the video lessons for this unit before completing the simulator lab projects for this unit.
- ▪ Students will conduct online research to find specific device drivers that can be downloaded from safe websites free of malware.
- ▪ Students collaborate in group projects, applying skills and knowledge learned in this unit to download, install and setup computer devices such as printers, video cards, sound cards and wireless network cards that can function properly on windows and Linux operating systems.

Unit Assessments: Students will complete the Unit Overview Assessment: Practice questions.

Unit Lab Projects:
Students complete the "Connect a KVM Switch" lab. (Virtual Simulator)
- ▪ In this project, students will connect two computers to the KVM switch.

Students complete the "Install USB Devices" lab. (Virtual Simulator)
- ▪ In this project, students will connect the USB hub to a computer, connect the inkjet printer to a USB port, connect the laser printer to a USB port, connect the scanner to a USB port and connect the external hard drive to a USB port.

Students complete the "Manage Devices" lab. (Virtual Simulator)
- ▪ Students need to update the drivers for two devices in a computer system, the Realtek network adapter and the Mustek scanner.

Students complete the "Manage Devices 2" lab. (Virtual Simulator)
- ▪ In this project students complete the device configuration using device manager as follows:
  - o Update the device driver for the Broadcom network adapter using the driver in the D:\drivers folder.
  - o Disable the Realtek network adapter.

Unit 5: Storage

Focus on reading, research, and computer technical skills:
- Students must read the lessons associated with the topics for this unit before completing any virtual lab project.
- Students will conduct online research to extend their knowledge about storage devices such as mechanical drives, SSD drives and the newest storage devices available to build high-end computer systems.
- Students will use the online system builder tool from the PCPartPicker website to compare type, data transfer rate, and price of HDD, SSD and SSD M.2 storage devices.

Unit Assessments: Students will complete the Unit Overview Assessment: Practice questions.

Unit Lab Projects:

Students complete the "Install SATA Devices" lab. (Virtual Simulator)
- In this lab, students complete the following:
  - Install both hard drives in the computer.
  - Read the motherboard documentation to identify the location of the internal SATA connectors.
  - Install the hard drives and connect them to the motherboard.
  - Plug in the correct power connector from the power supply for both drives.
  - Install the eSATA port connector into an open expansion slot on the computer and connect the cable to an available motherboard port.

Students complete the "Create RAID Arrays lab. (Virtual Simulator)
- In this lab, students complete the following:
  - The editing volume as a striped volume (RAID0) using all the space on Disk 1 and Disk 2.
  - The media volume as a mirrored volume (RAID1) using all the space on Disk 3 and Disk 4.
  - Format all volumes using NTFS.

Unit 6: Networking

Focus on reading and computer technical skills:
- Students must read the lessons associated with the topics for this unit before completing any virtual lab project or hands-on class projects.
- Students will watch the video lessons on ethernet cables to construct two types of ethernet cables: crossover and straight-through.
- Students will utilize the proper lab tools to make two ethernet cables then verify they function properly by using the network cable tester.
- Students will use the crossover ethernet cable to link two computers through peer-to-peer (P2P) network connection.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:

Students complete the "Select and Install Network Adapter" lab. (Virtual Simulator)
- In this lab, students complete the following:
  - Select and install the network interface card with the fastest speed to connect to the local network.
  - Select and install the corresponding cable and connect the computer to the local area network.
  - In Network & Internet settings, confirm that the workstation is connected to the local network and the internet.

Students complete the "Configure TCP/IP Settings" lab. (Virtual Simulator)
- In this lab, students complete the following:
  - Configure the IP version 4 TCP/IP settings for the network connections using the settings in the table below.

- o Use the Network & Internet settings in Windows to confirm that the workstation is properly connected to the local network and the internet.

Students complete the "Use Ifconfig" lab. (Virtual Simulator)
- ▪ In this lab, students complete the following:
  - o Determine which network interface went down when it was unplugged.
  - o Start the network interface from the command line.

Unit 7: Wireless Networking
Focus on reading and applied technical skills:
- ▪ Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- ▪ Students will collaborate with other teams to complete the real job scenarios presented in the Virtual Simulators projects for this unit.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:
Students complete the "Connect to a Wireless Network" lab (Virtual Simulator)
- ▪ In this lab, students complete the following real job scenario:
  - o You are the IT administrator for a small corporate network. You need to connect the workstation in the support office to the wireless corporate network. Complete the following tasks:
  - o Select the USB wireless adapter that meets the requirements and connect it to the computer.
  - o When connected, switch to the operating system and connect to a wireless corporate network using the following settings:
    - ▪ SSID: CorpNet
    - ▪ Password: @CorpNetWeRSecure!&
    - ▪ Allow the computer to be discoverable on your network.

Students complete the "Create a Home Wireless Network" lab. (Virtual Simulator)
- ▪ In this lab, students complete the following real job scenario: As an IT technician, you need to create a SOHO wireless network for a client. Apply the tech skills learned in this unit to complete the following tasks:
  - o Create a wireless network.
  - o Install the wireless access point.
  - o Configure the owner's new laptop to connect to the wireless network.
  - o Select a wireless access.

Unit 8: Printing
Focus on reading and applied technical skills:
- ▪ Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- ▪ Students will be working on installing and configuring a local printer to a computer lab station.
- ▪ Students will read the printer manual to familiarize themselves with all the settings, features, and parts of an inkjet printer.
- ▪ Students will collaborate with other teams to complete the real job scenarios presented in the virtual simulators' projects for this unit.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:

Students complete the "Select and Install a Printer" lab. (Virtual Simulator)

- In this lab, students complete the following real job scenario:
  - You are the IT administrator for a small corporate network. You have been asked to install and configure a printer for the CEO in the executive office. The printer should use a USB connection and allow the CEO to print color reports.
- In this lab, students complete the following tasks:
  - Select the appropriate printer. Choose the printer with the best quality and the fastest print capabilities.
  - Connect the printer to the computer using the appropriate cable for a local printer.
  - Plug the printer into the surge protector.
  - Switch to the operating system and verify the printer's installation.
  - Set the new printer as the default printer.

Students complete the "Manage Printing" lab. (Virtual Simulator)

- In this lab, students correct a printing issue by completing the following tasks:
  - Change the printer to use the Canon Inkjet PIXMA iP1500 driver (for the x86 platform).
  - Set the printer to be the default printer.

Unit 9: Mobile Devices

Focus on reading, research, and applied technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students watch the video tutorials and complete the laptop memory and Windows upgrade lab project.
- Students will conduct online research to find the tech specifications and manual associated with a laptop to complete the memory upgrade project.
- Students apply technical skills learned in previous lessons to upgrade a laptop with the newest operating system and faster RAM.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:

Student will complete the following virtual labs for this unit:

- Edit Power Options
- Create a Power Plan
- Manage Mobile Devices with Accounts and Passwords
- Configure iPad Access Control and Authentication

Unit 10: System Implementation

Focus on reading, research, and applied technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students watch the video tutorials and complete the desktop PC Windows upgrade lab project.
- Students will conduct online research to find the tech specifications and manual associated with a desktop PC to complete the Windows upgrade project.
- Students apply technical skills learned in previous lessons to upgrade a desktop PC with the newest operating system Windows 10.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:
Student will complete the following virtual labs for this unit:
- Prepare disks for installation.
- Install a workstation image using PXE.
- Enable virtualization in the BIOS.
- Create virtual hard disks.

Unit 11: Security
Focus on reading, research, and applied technical skills:
- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students conduct online research to collect data on different security software available to secure and encrypt hardware and files.
- Students utilize utility software tools to detect malware and correct data corruption in hard drives.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:
Students will complete the following virtual labs for this unit:
- Create a screen saver password.
- Configure BIOS/UEFI security.
- Configure Windows defender.
- Enforce password settings.
- Configure file encryption.
- Configure Windows firewall.
- Use a proxy server.
- Configure VPN connection.

Unit 12: Capstone Exercises
Students will complete the following computer laboratory projects: (Virtual Simulator)
- Scenario 1- Build a computer from scratch: You work at a computer repair store. You are building a new computer for a customer. In this lab, your task is to complete the following:
  - Add the computer case to the workspace.
  - Install the motherboard. Build the computer using the single motherboard and correct hardware on the shelf. The motherboard will determine which processor, power supply, and hard drives to install.
  - Connect the front panel connectors to the motherboard.
  - Install a power supply.
  - Install the processor.
  - Install the memory so it will function in dual channel mode.
  - Install the SSD hard drive.
  - Install the SATA hard drive.
  - Install the optical drive.
  - Connect a monitor, mouse, and keyboard.
  - Boot into the BIOS configuration utility to verify that you have installed the hardware correctly.
- Scenario 2- Troubleshoot a malfunctioning computer: You work at a computer repair store. A customer brought in a computer that will not boot. In this lab, your task is to diagnose and correct the problem. The computer will successfully start and load Windows when the problem is corrected.
- Scenario 3- Troubleshoot system startup: You are the IT administrator for a small corporate network. Several coworkers in the office need your assistance with their BIOS settings. To improve security, update the BIOS

security settings on the "Exec" computer in the executive office. In the support office, you need to reset the CMOS settings on the "Support" computer to clear the system and admin passwords. You also need to set up a RAID array for data storage on the "CorpData" computer in the network closet.

- Scenario 4- Configure the Windows operating system: You work as the IT administrator for a small corporate network. Several coworkers in the office need your assistance with their Windows systems. In this lab, your task is to complete the following:
    - On Exec:
        - Encrypt the D:\Personnel folder and all its contents.
        - Add Emily to the list of users who can access the encrypted file D:\Personnel\Personnel Report.xlsx.
    - On Office1:
        - Enable remote desktop.
        - Allow Chloe to connect to the computer using a remote desktop connection.
        - Prevent the following applications from running at system startup:
        - SM66 Win32 Utility
        - Voice manager
        - Share D:\software and make it available to all users to read files through a network connection.

Information and Communication Technologies Pathway Standards

A1.0 Describe the role of information and communication technologies in organizations
A1.1 Describe how technology is integrated into business processes
A1.2 Identify common organizational, technical, and financial risks associated with the implementation and use of information and communication systems
A1.3 Model business processes using tools such as organization charts, flowcharts, and timelines
A1.4 Analyze and design business processes in a cycle of continual improvement
A1.0 Describe the role of information and communication technologies in organizations
A1.1 Describe how technology is integrated into business processes
A1.2 Identify common organizational, technical, and financial risks associated with the implementation and use of information and communication systems
A1.3 Model business processes using tools such as organization charts, flowcharts, and timelines
A1.4 Analyze and design business processes in a cycle of continual improvement
A2.0 Acquire, install, and implement software and systems
A2.1 Identify and list the criteria and processes for evaluating the functions of information systems
A2.2 Investigate, evaluate, select, and use major types of software, services, and vendors
A2.3 Install software and setup hardware
A2.4 Define and use appropriate naming conventions and file management strategies
A3.0 Access and transmit information in a networked environment
A3.1 Identify and apply multiple ways to transfer information and resources (e.g., text, data, audio, video, still images) between software programs and systems
A3.2 Validate and cite Internet resources
A3.3 Recognize where processes are running in a networked environment (e.g., client access, remote access)
A3.4 Identify and describe the layered nature of computing and networking such as the Open Systems Interconnect (OSI) model
A3.5 Use multiple online search techniques and resources to acquire information
A3.6 Describe and contrast the differences between various Internet protocols: hypertext transfer protocol (http), hypertext transfer protocol secure (https), file transfer protocol (ftp), simple mail transfer protocol (smtp)
A4.0 Administer and maintain software and systems
A4.1 Use different systems and associated utilities to perform such functions as file management, backup and recovery, and execution of programs
A4.2 Use a command line interface

A4.3 Automate common tasks using macros or scripting

A4.4 Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources and total cost of ownership (TCO)

A5.0 Identify requirements for maintaining secure network systems

A5.1 Follow laws, regulatory guidelines, policies, and procedures to ensure the security and integrity of information systems

A5.2 Identify potential attack vectors and security threats

A5.3 Take preventative measures to reduce security risks (e.g., strong passwords, avoid social engineering ploys, limit account permissions)

A5.4 Use security software and hardware to protect systems from attack and alert of potential threats, anti-malware software, and firewalls

A6.0 Diagnose and solve software, hardware, networking, and security problems

A6.1 Use available resources to identify and resolve problems using knowledge bases, forums, and manuals

A6.2 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems

A6.3 Use specific problem-solving strategies appropriate to troubleshooting, eliminating possibilities, or guess and check

5.0 Problem solving and critical thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Information and Communication Technologies sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions

5.5 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems

5.6 Know the available resources for identifying and resolving problems

5.7 Work out problems iteratively and recursively

5.8 Create and use algorithms and solve problems

5.9 Deconstruct large problems into components to solve

5.10 Use multiple layers of abstraction

A6.4 Evaluate support needs for different data and systems configurations

A6.5 Evaluate solution methods recognizing the trade-offs of troubleshooting vs. reloading, reimaging, or restoring to factory defaults using a sandbox environment

A6.6 Distinguish types of symptoms and which component's issue could exhibit those symptoms: the user, hardware, network, or software

A6.7 Diagram the underlying processes of a system that are likely involved in a problem

A7.0 Support and train users on various software, hardware, and network systems

A7.1 Recognize the scope of duties ICT support staff have and tiered levels of support

A7.2 Describe and apply the principles of a customer-oriented service approach to supporting users

A7.3 Use technical writing and communication skills to work effectively with diverse groups of people, including users with less technical abilities

A7.4 Document technical support provided such as using a ticketing system

A7.5 Train users to assist them in being self-supporting: formal classes, one-on-one interactions, and process and how-to guides

A8.0 Manage and implement information, technology, and communication projects

A8.1 Develop the purpose and scope of a project

A8.2 Acquire, use, and manage necessary internal and external resources when supporting various organizational systems

A8.3 Use various tools to manage projects involving the development of information and communication systems

A8.4 Analyze business problems by using functional and cost-benefit perspectives

A8.5 Design, develop, implement, and monitor a project by creating and integrating technologies

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Information and Communication Technologies sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics

6.6 Maintain a safe and healthful working environment

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA)

6.8 Maintain a safe and healthful working environment

6.9 Dispose of e-waste properly, understanding the health, environmental, and legal risks of improper disposal

6.10 Act conscientiously regarding the use of natural resources (e.g., paper, ink, etc.)

6.11 Conserve energy while computing (e.g., turn off equipment at night, power-saving settings, etc.)

8.0 Ethics and Legal Responsibilities

8.3 Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace

8.5 Analyze organizational culture and practices within the workplace environment

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Information and Communication Technologies sector laws and practices

4. Instructional Methods and/or Strategies:

- This course uses an online curriculum which gives the students access to video lessons and virtual simulator exercises to complete lab projects and assessments.
- Students are expected to complete the virtual labs and practice questions assessments from each unit.
- Each topic will be discussed during class with the students.
- Students will complete hands-on projects that reflect the material learned in the online curriculum.

Other strategies would include:

- Direct instruction
- Small group work
- Activity-based instruction
- Collaborative groups
- Modeling
- Group discussions

5. Assessment Including Methods and/or Tools:

The evaluation of student progress 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

The breakdown of student progress and final grade will be based on the following criteria aligned with the policy above:

- Virtual Simulator Lab projects: 40%
- Test/Quizzes: 20%

- Class Assignments: 20%
- Class Discussions: 20%

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

DATE: May 20, 2021

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: PERSONAL FINANCE**

==

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 agenda item was presented to the Board on May 6, 2021, as information.

Personal Finance is a semester long college preparatory course that gives students the opportunity to learn and gain an understanding of basic financial concepts through the completion of real-world financial tasks. Students will create monthly expense budgets, learn how to file taxes, decipher loan rates and terms, and other related financial tasks through comprehensive lesson plans. This course meets the UC/CSU 'g' general elective requirement.

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 Personal Finance.

FISCAL IMPACT

None.

NE:GP:JAR:lar

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Personal Finance
2. Transcript Title/Abbreviation:	Pers Finance
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU "g" general elective requirement
6. Grade Level(s):	10-12
7. Unit Value:	5 credits
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	

13. Brief Course Description:

Personal Finance is a semester long course designed to deliver essential financial understanding in an engaging way. Students will learn personal finance through comprehensive lesson plans, activities, projects and more. The curriculum is designed to use technology to spark participation and integrate real-world scenarios into the classroom. Personal Finance consists of ten units, a midterm, and a final exam that develop a student's finance, math, and critical thinking skills. Topics taught in the course are: behavioral finance, taxes, paying for college, managing credit, budgeting, and other related areas of study.

14. Prerequisites:	None

15. Context for Course:

The vision for our students as outlined in the CVUSD vision statement is to create curriculum and provide instruction that will allow students to exhibit problem solving skills to help them compete in the global economic setting. This curriculum will provide students with opportunities to learn relevant information regarding personal finances and guide them in their development as future consumers of financial services. CVUSD mission statement emphasizes the importance of a relevant educational experience. This course will prepare students for future financial obstacles such as funding college, understanding taxes, interacting with financial institutions, managing various types of credit, and creating a personal budget for short-term and long-term expenses. This course meets CVUSD core values by providing active learning opportunities and engaging with community partners such as local universities and financial establishments. A curriculum centered on personal finance is always timely as our society focuses on closing wealth gaps and pursuing equity among our diverse student population.

16. History of Course Development:

The goal for students is to complete the course with the ability to comprehend basic financial concepts and express understanding through the successful completion of real-world financial tasks such as creating a monthly expense budget, filing taxes, deciphering loan rates and terms, and other related financial tasks. By the end of the course, students will be able to show understanding in concepts such as risk diversification, numeracy, compound interest,

inflation, and related topics. The standards used to measure student comprehension of content are the *National Standards in K-12 Personal Finance Education* published by the JumpStart Coalition for Personal Financial Literacy. The following are the content standards:

Spending and Saving
Overall Competency - Apply strategies to monitor income and expenses, plan for spending and save for future goals.
Standard 1. Develop a plan for spending and saving.
Standard 2. Develop a system for keeping and using financial records.
Standard 3. Describe how to use different payment methods.
Standard 4. Apply consumer skills to spending and saving decisions.

Credit and Debt
Overall Competency - Develop strategies to control and manage credit and debt.
Standard 1. Analyze the costs and benefits of various types of credit.
Standard 2. Summarize a borrower's rights and responsibilities related to credit reports.
Standard 3. Apply strategies to avoid or correct debt management problems.
Standard 4. Summarize major consumer credit laws.

Employment and Income
Overall Competency - Use a career plan to develop personal income potential.
Standard 1. Explore job and career options.
Standard 2. Compare sources of personal income and compensation.
Standard 3. Analyze factors that affect net income.

Investing
Overall Competency - Implement a diversified investment strategy that is compatible with personal financial goals.
Standard 1. Explain how investing may build wealth and help meet financial goals.
Standard 2. Evaluate investment alternatives.
Standard 3. Demonstrate how to buy and sell investments.
Standard 4. Investigate how agencies protect investors and regulate financial markets and products.

Risk Management and Insurance
Overall Competency - Apply appropriate and cost-effective risk management strategies.
Standard 1. Identify common types of risks and basic risk management methods.
Standard 2. Justify reasons to use property and liability insurance.
Standard 3. Justify reasons to use health, disability, long-term care and life insurance.

Financial Decision Making
Overall Competency - Apply reliable information and systematic decision making to personal financial decisions.
Standard 1. Recognize the responsibilities associated with personal financial decisions.
Standard 2. Use reliable resources when making financial decisions.
Standard 3. Summarize major consumer protection laws.
Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.
Standard 5. Apply communication strategies when discussing financial issues.
Standard 6. Analyze the requirements of contractual obligations.
Standard 7. Control personal information.
Standard 8. Use a personal financial plan.

In addition to the content standards, it is the goal of this course to contribute to the shared common core curriculum standards for Literacy in Social Studies. Standards that would be used to measure students' proficiency in the course are:
CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:
CCSS.ELA-LITERACY.RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.5
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-LITERACY.RH.11-12.6
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

17. Textbooks:	Online Curriculum (Next Gen Personal Finance) https://www.ngpf.org/
18. Supplemental Instructional Materials:	Online Curriculum (Econ Ed Link) https://www.econedlink.org/

C. COURSE CONTENT

1. Course Purpose:
The purpose of this course is to highlight, inform, and educate students regarding financial literacy and personal finance topics. This course will prepare students to be well informed adults who are capable of navigating the various financial decisions they will have to make as consumers, employees, taxpayers, and investors. CVUSD curriculum guidelines require that all courses ensure that all students experience opportunities for personal success. This course aims to prepare students for financial success as young adults entering college and career pathways.
- This course will integrate and reinforce academic standards within the personal finance content
- Improve financial literacy
- Increase student interest in financial topics and motivate them for further exploration
- This course will meet the elective "g" requirement for admission into UC/CSU

2. Course Outline:
Unit 1 Behavioral Finance:
Students will learn how to assess their own personal values that shape how they make financial decisions. They will then understand how social media can influence social media habits. Students will define economic terms about the paradox of value and understand how the context of various situations can affect the financial decisions they make.

Unit 2 Taxes:
Students will understand where income taxes are collected from and how they provide revenue for public expenses. Students will describe how the progressive tax code, current tax brackets, and state taxes lead to individuals paying varying amounts of taxes. Students will explore W-4 and W-2 forms. Students will identify what is needed to file their tax return and distinguish tax credits from tax deductions. Students will complete a 1040 form.

Unit 3 Checking:
Students will learn the necessary elements and importance of a checking account. They will consider and assess the consequences of not being in the banking system and the different options for depositing and withdrawing money. Students will review the options for payment and determine when to use each type and how to avoid bank fees. Current technology such as mobile alerts, online and mobile banking will be practiced as well as basic checking account skills such as writing checks, understanding bank statements and using an ATM. Finally, students will analyze and compare different banks and credit unions to learn how to pick the best financial institution for their own financial needs.

Unit 4 Saving:
Students will describe how saving and investing are different while also understanding the importance of both. They will investigate reasons why a person saves, and the barriers the average American faces when trying to do so. The students will learn about different ways to save money - direct deposit or manual deposit and will learn how to compute compound interest. Students will compare and discuss the different savings options such as savings accounts, CDs, and money market accounts. Finally, students will evaluate their own savings goals.

Unit 5 Paying for College:
Students will understand common costs associated with college and will learn the importance of researching expected salaries when choosing a college and major. Students will understand how FAFSA plays an important role in the financial aid process. Students will understand the rising national trends in student debt and will compare federal and private loans and explain what it means to take out each type of loan. Students will analyze student profiles to determine the best course of action to take for their student loans. Students will learn how to decipher a financial aid package and how to balance financial costs and personal preference when selecting a college. Students will learn how to budget while in college and repay student loans.

Unit 6 Types of Credit:
Students will learn credit basics. They will be able to explain how loan amortization and payments work and understand how principal, interest rate, and term are imperative in evaluating credit options. Students will be able to describe how a credit card works in terms of making purchases and managing payments. They will identify how terms of the card impact total cost of purchases and understand how interest is charged and how to avoid or minimize it. Students will evaluate and establish criteria for selecting a credit card. They will also look at different alternatives to using a credit card. Students will learn about the different types of loans and evaluate all the pros and cons of personal loans, car loans and leases, student loans and mortgages. The topics for loans include financing, private vs. federal loans (for college), default and consolidation, and fixed and adjustable mortgages.

Unit 7 Managing Credit:
Students will explain how to make good choices regarding the use and management of credit and debt. They will learn how to calculate net worth and learn how to read a credit score. Students will explain the importance of the Fair Credit Reporting Act and the components of a credit score and how a credit score impacts the ability to borrow money. Students will explain the difference between High Rate and Debt Snowball repayment methods and consequences for not paying one's debt.

Unit 8 Investing:
Students will understand the difference between saving and investing and when to use each strategy. They will explain how compound interest works, its benefits to savers and how to calculate it. Students will understand the concept of inflation and how it impacts an individual's investment decisions. Students will learn the three main classes of investing and the risk and return associated with each. Specific topics will include an introduction to the stock market, bond investing, investment strategies, and retirement investments.

Unit 9 Insurance:
Students will review the ways insurance companies provide coverage and how they make profits. Students will recognize the relationship between insurance premiums, deductibles, and coverage limits. Students will understand how health insurance works and how to shop around for the best health insurance plan that works for them. Students will learn about auto insurance including the relationship between deductibles, coverage limits and premiums. They will also determine legally required and recommended coverage levels and how to file a claim after an accident. Students will explore and determine the need for homeowners and renter's insurance, life insurance, long-term disability, travel, cell phone and pet insurance.

Unit 10 Budgeting:
Students will learn different types of compensation and the relationship between gross and net income and analyze the major components of an independent adult's budget. Students will evaluate the cost of living and recognize important factors to consider when deciding where to live and whether to have roommates. They will identify the steps and costs of renting an apartment. Students will analyze the cost of commuting, food, insurance, and their educational investments in a restrictive budget.

3. Key Assignments:
Unit 1 Behavioral Finance:
In the activity PLAY: The Bean Game - Students will be given a 20-bean salary. With their beans they will have to budget for housing, food, insurance, clothing, transportation and more. Throughout this activity students will assess whether their time, energy, and money are worth spending in certain areas while also seeing how their own personal experiences and values affect their money decisions.

Unit 2 Taxes:
In the assignment CALCULATE: Completing a 1040 Form - Students will explore the cases of five different fictional individuals ensuring they understand how different circumstances affect your tax return. Students are provided with the individuals' name, personal information, employment information and W-2 Form. Next, students will complete tax returns for the individuals using the 1040 provided by the IRS website. Students will follow directions provided and complete a chart with their results documenting refunds and who owed more. Finally, students will audit (peer review) a classmate's completed 1040.

Unit 3 Checking:
In the project OVERDRAFT: Fee Analysis - Students will mathematically assess the overdraft fees associated with major banks' checking accounts and write a brief argument based on their analysis. First, students will overdraft fee chart and overdraft fee practices of different banks. Next, students will be given a banking scenario in order to conduct a mathematical analysis. In closing, students will answer a few short answer reflection questions requiring them to think about why banks have such widely varying policies on overdraft fees.

Unit 4 Saving:
In the assignment CREATE: Savings Goals - Students will brainstorm specific reasons for saving and saving goals they would like to meet. Then, students will sort their ideas into short-term, medium-term, and long-term goals. They will organize their goals into a chart and next determine which goals motivate them the most to save. Finally, students will

be given a fictional $100 to save out of every paycheck and they will have to determine how much money certain goals receive and why.

Unit 5 Paying for College:
In the assignment ANALYZE: Student Loan Decision Making - Students will be given scenarios of students who are all being offered different financial aid packages. Using the facts provided and the recommended tools, they will help each student make a sound decision about paying for college. In one scenario the fictional student Jada is attending a local state college and is interested in either becoming an accountant or a graphic designer. She will receive $5500 in federal loans and her expected family contribution is $4500, but they can't afford it. Students will analyze how much Jada will owe in student loans if she decides to take out private loans to pay for school and determine which career will give her the highest starting salary and more.

Unit 6 Types of Credit:
In the assignment COMPARE: Auto Loans - Students will help Molly (a fictional character) buy a new Jeep by analyzing the different financing deals. First, students will review a 0% APR offer and calculate how much loan money Molly will need, how much her monthly payment will be, and how much interest she will accrue. Then, students will review a 1.9% APR offer answering some of the previous questions, but also determining how much of her payments go towards her principal balance versus interest. Next, students will analyze the fine print of an offer disclosure and see if Molly is a well-qualified buyer and factors that determine if you are well-qualified. Students complete this assignment by reflecting on what goes into auto financing and giving suggestions on how Molly should finance her Jeep.

Unit 7 Managing Credit:
In the assignment CALCULATE: High-Rate v. Debt Snowball - Students have fictional credit card, student loan, vehicle and mortgage debt with a predetermined monthly amount of total debt interest rates, and monthly payments. Then, students input their information into an online calculator and answer detailed questions regarding how long it would take them to pay off their debt using the High-Rate method. This activity repeats with students calculating how long it would take them to pay off their debt using the Debt Snowball method. Afterwards, students increase their monthly payments towards their debt and complete a chart analyzing the different advantages of the High-Rate or Debt Snowball method.

Unit 8 Investing:
In the project BUILD YOUR PORTFOLIO - Students will have $350 each month leftover to invest. Students will review articles, videos, and data pertaining to investing for young people. Students will then work with two other classmates to design an investment strategy and build their stock portfolio with assignment guidelines. Students then have a choice to either write a report or create a slideshow presentation about their investment strategy.

Unit 9 Insurance:
In the assignment DEBATE: Should the Government Be Allowed to Require Insurance? - Students will research articles on social security, healthcare, and auto insurance documenting their rationale for both sides of the argument. Students will then choose a side and find an additional three resources online to support their argument. Next, they will formulate five, high-quality, hard-to-argue points for the debate and rank them on how persuasive they are. Students will write down three arguments they anticipate their debate opponent to have and their counterpoints. This assignment ends with a debate and short answer reflection questions.

Unit 10 Budgeting:
In the assignment CREATE: A Salary-Based Budget - Students will choose a potential career path and determine their take-home pay using an online salary resource. Students will then set aside money to save (5%, 10%, or 15%) and attempt to create an independent adult's budget. Students will have to create their budget based on rent, renter's

insurance, utilities, transportation, groceries/eating out, insurance, and more. Students will end this assignment by reflecting on the process of budgeting.

4. Instructional Methods and/or Strategies:

The course will be predominately taught in a direct instruction setting with active student participation. Instruction will include a variety of strategies to ensure consistent, simultaneous involvement of all students to meet their individual learning needs. Students will learn about different topics and will be given time to discuss and practice these concepts to gain further understanding. Students will then take on a variety of kinesthetic or hands-on activities that will allow students to take concepts learned in class and apply them to real world scenarios.

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

This course will assess students in the following ways:

- Participation / Attendance
- Class Activities / Assignments
- Projects (group and individual)
- Summative Assessments

Chino Valley Unified School District
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: **CALIFORNIA DEPARTMENT OF EDUCATION CHILD DEVELOPMENT AGENCY ANNUAL REPORT AND PARENT HANDBOOK 2021/2022**

==

BACKGROUND

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

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

RECOMMENDATION

It is recommended the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook 2021/2022.

FISCAL IMPACT

None.

NE:LF:SJ:rtr

Summary of Program Self Evaluation

Fiscal Year 2020-21

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

A)   Staff and

B)   Board member participation, in the PSE process.

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

PHASE 1: In July 20201 administrative and center staffs reviewed the 2020-21 Agency Annual Report, ERS Summary of Findings, Desired Results Parent Survey, and Desired Results Program Action Plan. Staffs reviewed the agency Program Goals and Objectives to follow- up on success toward meeting and/or maintaining identified goals. Adjustments were documented, and summary of findings were posted as a tool to remind parents and staffs of agency efforts toward continuous program improvement.

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

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

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

In addition to monthly site meetings, center staffs participated in professional development opportunities. Training opportunities offered were CPIN trainings, Child Care Directors' Meetings, California Department of Education, Childcare Education Institute, Fresno City College Cal-Pro-NET Center, WestEd – Desired Results Training and Technical Assistance Project (DRTTAP), CVUSD Certificated Professional Developments, and Pre-K CLASS. Site supervisor attended countywide director meetings, a time for training and networking with other center directors in the county.

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

PHASE 4: The Desired Results for Children and Families - Parent Survey was administered in October 2020. The Parent Survey results were collectively summarized, and all site supervisors received the Desired Results Parent Survey Summary Overview. The first planning meeting to develop the Parent Survey Summary of Findings (EESD 4003) was held November 2020, with monthly, formal and informal, follow-up meetings thereafter. Site supervisors used key findings from the parent survey summary overview to identify trends and target areas for improvement. Site supervisor shared the survey results with center staffs and parents. Results were also posted for families to review and were shared at PAC meetings.

A second Parent Survey was distributed in March 2020, and results were used to compare and reflect on progress towards realizing improvement in the areas identified or address ongoing needs as yet unmet.

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

PHASE 5: Desired Results Developmental Profile- Summary of Findings Program Action Plan Educational Goal (EESD 4004) was produced by using summarized DRDP Online.org report data at the program level. Lead planner's, center staffs, office staffs and agency administrators, looked for trends or patterns to identify overall strengths and areas needing improvement at the domain level and an educational program goal for children was defined. Lead Planner's actively collaborated to develop and complete attainable action steps using a variety of strategies to achieve the program education goal. Lead Planner's met monthly to develop and implement the Agency DRDP-Summary of Findings Program Action Plan Educational Goal. Ongoing monitoring of the plan was accomplished through random visits by agency administrators and office staffs, and by site supervisor daily monitoring for action plan implementation. Lead Planner and center staff met monthly to reflect on Action Steps submitted FY 2020-2021 where a narrative summarizing the outcome of each Action Steps were monitored and recorded.

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

The Program Self-Evaluation is provided to Board members and Administration for review, and to gather questions or concerns raised by the Board or Administration members. The final Program Self-Evaluation is then submitted to the Chino Valley Unified School District Board of Education for formal approval at a regularly scheduled Board meeting. The Board of Education will receive the FY 2020-21 Program Self-Evaluation report and Parent Handbook at the May 20, 2021, Board meeting.

14. In accordance with 5 CCR, Section 18279(b)(5), provide a summary of the program areas that:
   A) Did not meet standards and
   B) A list of tasks needed to improve those areas.

Desired Results Parent Survey

Key findings identify that parents were not satisfied on: a) Not enough information on resources and services in the community

To increase our families satisfaction with information about resources and services in the community:

-Flyers will be posted on Community Board along with giving each family a copy of each posting.

-Will send links to parents via email and post on parent board.

-Ask parents what services they would like information on.

-Will hand out flyers of the Hope Resource Center and Health Clinic.

Environmental Rating Scale

For 20-21 due to the Covid Pandemic, the state has requested the Environment Self-Certification During Pandemic Conditions instead of Environmental Rating Scale

Classroom/ Family Child Care: CCTR and CSPP Chino Valley Unified School District

Personal Care Routines

How is the program/provider ensuring that correct handwashing and sanitizing/disinfecting procedures are carried out adequately?

- Children have been taught to wash their hands frequently while at the center. (Upon arrive, before and after an activity, after using the restroom, before and after eating, before and after outside play and shared equipment, before leaving the center)

- Posters are placed by the sink area to show steps of proper handwashing.

-Each students has their own personal care bag with tissue, band aids, extra mask.

-Surfaces and toys are cleaned throughout the day with district approved disinfectant.

-Children help wash their work area with soap and water and followed up by disinfectant once all children have left the room.

-Eating surfaces are cleaned before and after each meal.

-Restrooms are cleaned and disinfected daily.

Activities

How does the program/provider allow free use of materials that all children touch?

-Toys have been separated into bins for individual use. After each use the staff will disinfect as needed before another student can use them.

-Some toys have been placed in green containers so children can choose them. (cars, plastic animals, paint brushes, etc.) Once they use them they place them into a red container which signals that the staff must clean them before they can be used again.

-Children have personal bins with pencil, markers, watercolors, brushes, crayons, white board, paper, and other items they have access to throughout the day.

Space and Furnishings

What modifications have been made to the interest areas to ensure children have access to a variety of age appropriate materials while maintaining physical (social) distancing guidelines?

-Limited the amount of children in each area based on CDC guidelines to insure social distancing.

-Children received their own supply bags legos, manipulatives, and art materials so they can use them at their own work tables.

-Younger children use Unite for Literacy website for reading material using their own devices. Older children bring their own chapter books or we provide them if need.

-Centers have been reduced to 2 children per interest center

Program Structure

How does the program/provider offer opportunities for children to engage in small group and large group activities while maintaining physical (social) distancing guidelines?

-Weekly activities were given to each child in bags. Staff provided instructions for daily activities.

-Large group activities provided outside to maintain social distancing and due to limited space inside to create individual desks for each student.

-Small groups are 3 or 4 children per teacher

Interactions

How are the staff/provider(s) continuing to be responsive to and involved with the children while maintaining physical (social) distancing guidelines?

-Desk Shields were provided for each students work area and each staff desk.

-Markers have been placed on the floor to help children keep social distancing.

-Children and staff must wear mask at all times.

-Staff wears a mask and a optional shield when they need to tend to a child's need or in the event of illness.

Desired Results

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

Awareness of Diversity
-Introduce new Diversity Books.
-Connect Students to Community activities.
-What Does It Mean to be Global? Curriculum.

Understanding Stage of Self Esteem

-Staff will watch the training of Trauma Informed care.
-Staff will discuss a plan of action for students who have rated low with self-esteem at staff meetings.
-Have children help plan activities for lesson plans as they return back into the program.

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

DATE:　　　　　May 20, 2021

TO:　　　　　　Members, Board of Education

FROM:　　　　　Norm Enfield, Ed.D., Superintendent

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

SUBJECT:　　　　**EXPANDED LEARNING OPPORTUNITIES GRANT PLAN**

==

BACKGROUND

On March 5, 2021, Governor Newsom signed into law Assembly Bill (AB) 86 COVID-19 relief package. The California Legislature provided $6.6 billion in the AB 86 COVID-19 relief package, including $2 billion for In-Person Instruction (IPI) Grants and $4.6 billion for Expanded Learning Opportunities (ELO) Grants.

To be eligible for funding, the District must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups, as defined in Education Code Section 43522, who have faced adverse learning and social-emotional circumstances.

ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. The District has engaged, planned, and collaborated on program operation with community partners and expanded learning programs, and leveraged existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services.

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

RECOMMENDATION

It is recommended the Board of Education approve the Expanded Learning Opportunities Grant Plan.

FISCAL IMPACT

An estimated $19.8 million in one-time restricted funding

NE:LF:rtr

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chino Valley Unified School District	Norm Enfield, Ed.D., Superintendent	Norm_Enfield@chino.k12.ca.us (909) 628-1202, ext. 1100

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The overall stakeholder engagement process included efforts to reach parents, teachers, and school staff. Stakeholder engagement meetings were held with the District English Language Advisory Committee, the District's Local Control and Accountability Plan Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, and Administrators.

Following meetings, staff identified and reviewed the seven supplemental instruction and support strategies:

1. Extending instructional learning time

2. Accelerating progress to close learning gaps

3. Integrated pupil supports to address other barriers to learning

4. Community learning hubs

5. Supports for credit deficient pupils

6. Additional academic services for pupils

7. Training for school staff

Input from stakeholder engagement meetings resulted in a need for "Extending instructional learning time"

A description of how students will be identified and the needs of students will be assessed.

Staff will identify students who have experienced significant academic loss due to the school closures in Spring of 2020 and school year 2020-21. The District has considered a systematic cycle of assessments to assess, identify, and monitor student progress in English Language Arts, Mathematics and Social-Emotional Health. These assessments will include initial screenings and formative and summative assessments such as the Essential Standards Assessment, FastBridge Assessment, the Social, Academic, and Emotional Behavior Risk Screener (SABERS), and teacher observations.

Prioritized pupils include foster youth, homeless, English Learners, socio-economically disadvantaged, Students with Disabilities (SWD), pupils at risk of abuse, neglect, or exploitations, disengaged pupils, pupils who are below grade level, and students lacking access to adequate internet access will have priority to supplemental instruction and support.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents/guardians will be informed of the opportunities for supplemental instruction and support through school site publications such as invitations, letters, flyers, and the AERIES communication system which allows for personalized, translated, and automated phone and email communication. Messages may also be posted on the District and school site websites and social media outlets to communicate opportunities for supplemental instruction and support. In addition, the Family Engagement Center will be utilized to provide outreach to families on information of the variety of supports to students and families that are being offered by the district or sites. The Family Engagement Center (FEC) staff will collaborate with site community liaisons monthly to dialogue, review, and strategize a plan to ensure parents and families have the necessary information on the resources and tools to support their students. The District will also provide this information in the parents'/guardians' primary languages as applicable.

A description of the LEA's plan to provide supplemental instruction and support.

The District will provide supplemental instruction and support to address academic, social-emotional support, and other integrated supports for its prioritized pupil groups and students. District services will provide an engaging learning experience in a positive climate by addressing student needs, welcoming students, building positive relationships, and celebrating successes.

1. Extended instructional learning time

a. Due to limited opportunity for enrichment and the need to reestablish student engagement for in-person instruction, students will be offered supplemental instructional opportunities that support their social-emotional well-being and generate excitement about their capacity to learn; this will increase the number of instructional days outside of the school year.

b. To address learning loss, the number of instructional daily minutes will be increased by 30 minutes to address a variety of student learning needs.

2. Accelerating progress to close learning gaps

a. To assist teachers in identifying and providing strategic remediation for individual students or small groups of students, the District will provide Intervention teachers at all the elementary school sites and paraprofessionals.

b. Viewsonics will be purchased to support optimized learning environments and improve outcomes. Viewsonics will assist with curriculum integration and student engagement, which also contribute to time-on-task and greater academic capability.

7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

a. To support staff in assessing, identifying, and monitoring the progress of students in ELA, Mathematics, and Social-Emotional Health, staff will be provided (3) additional professional development days for Professional Learning Communities, an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
1. Extending instructional learning time a. Opportunities for enrichment programs b. Increase daily instructional minutes by 30 minutes	$ 0.5 million $10.4 million	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports a. Provide intervention teachers and paraprofessionals	$ 3.1 million	[Actual expenditures will be provided when available]
3. Integrated student supports to address other barriers to learning a. Increase technology integration through use of Viewsonics	$ 3.4 million	[Actual expenditures will be provided when available]
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$ 0.00	[Actual expenditures will be provided when available]
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$ 0.00	[Actual expenditures will be provided when available]
6. Additional academic services for students	$ 0.00	[Actual expenditures will be provided when available]
7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs a. Provide 3 additional professional development days	$ 2.4 million	[Actual expenditures will be provided when available]
8. Total Funds to implement the Strategies	$ 0.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Grant funds will be coordinated with other federal ESSER funds to provide support and additional learning opportunities for our students.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (*EC*) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- "Supplemental instruction" means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).

- "Support" means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students' needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- "Students at risk of abuse, neglect, or exploitation" means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

   a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

   b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

   c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.

- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

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

DATE: May 20, 2021

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

$8,601,749.17 to all District funding sources.

NE:GJS:AGH:pw

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

DATE: May 20, 2021

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

BUSINESS SERVICES	FISCAL IMPACT
B-2122-001 Super Co-Op c/o San Mateo-Foster City School District. To provide 2021/2022 annual renewal to the Super Co-op to the contract for USDA foods and related services. Submitted by: Nutrition Services Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: Per rate sheet Funding source: Nutrition Services

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-2021-201 Blackboard, Inc. To provide CVUSD website and content management system software and web hosting. Submitted by: Technology Duration of Agreement: April 20, 2021 - June 30, 2022	Contract amount: $1,067.68 Funding source: General Fund
CIIS-2122-024 AVID Center. To provide AVID membership fees for Elementary and Secondary Curriculum. Submitted by: Secondary Curriculum Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: $44,216.00 Funding source: LCAP
CIIS-2122-025 SHI. To provide annual renewal of KACE Systems Management. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: $57,549.20 Funding source: General Fund
CIIS-2122-026 American Academy of Pediatrics. To provide program written into our medical protocol signed by our consulting physician. Submitted by: Health Services Duration of Agreement: December 1, 2021 - November 30, 2023	Contract amount: $1,240.00 Funding source: LCAP
CIIS-2122-027 Balfour (Taylor Publishing Company). To provide yearbook services. Submitted by: Ramona JHS Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: $ 3,975.00 Funding source: ASB/USB/PFA/PTA/Boosters
CIIS-2122-028 Sidepath, Inc. To provide software functionality level upgrade to four (4) existing VMWARE licenses. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2024	Contract amount: $10,817.68 Funding source: General Fund
CIIS-2122-029 Solution Tree. To provide subscription for users to access global PD library. Submitted by: Curriculum, Instruction, Innovation, and Support Duration of Agreement: July 1, 2021 - June 30, 2024	Contract amount: $89.95 Funding source: Title II
CIIS-2122-030 SHI. To provide annual renewal of Hewlett Packard Enterprise Aruba support. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: $31,803.40 Funding source: General Fund
CIIS-2122-031 SHI. To provide annual renewal of Advantage Ultra Service Plan. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: $14,364.59 Funding source: General Fund
CIIS-2122-032 Epocrates, Inc. To provide program written into our medical protocol signed by our consulting physician. Submitted by: Health Services Duration of Agreement: February 4, 2022 - February 4, 2024	Contract amount: $299.99 Funding source: LCAP

HUMAN RESOURCES	FISCAL IMPACT
HR-2122-002 Fagen Friedman & Fulfrost LLP. To provide legal services. Submitted by: Human Resources Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: Per rate sheet Funding source: Various

MASTER CONTRACTS	FISCAL IMPACT
MC-2021-060 Chess Masters, Inc. dba After School Enrichment Programs. To provide after-school and summer enrichment programs. Submitted by: Rolling Ridge ES Duration of Agreement: May 21, 2021 - June 30, 2024	Contract amount: Per invoice Funding source: Various
MC-2021-061 STEM Center USA. To provide STEM Center USA summer camp programs. Submitted by: Rhodes ES Duration of Agreement: May 21, 2021 - June 30, 2024	Contract amount: Per invoice Funding source: Various
MC-2021-062 Kenneth Cabado dba ISO Elite Basketball. To provide basketball training sessions. Submitted by: Hidden Trails ES Duration of Agreement: May 21, 2021 - June 30, 2024	Contract amount: Per invoice Funding source: Various
MC-2021-063 Mark Marcelin dba Tastee Flavors. To provide catering services. Submitted by: Ayala HS Duration of Agreement: May 18, 2021 - June 30, 2024	Contract amount: Per rate sheet Funding source: Various

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
CIIS-2122-011 Sidepath, Inc. To provide annual license renewal for service of VMWARE software. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022 Original Agreement Board Approved: April 15, 2021	Contract amount: decrease from $34,085.52 to $29,029.52 for support and maintenance of existing server VMWARE software Funding source: General Fund
F-1920-029 Placeworks. To provide California Environmental Quality ACT, addendum, Mitigated Negative Declaration and Title 5 CDE reports for Preserve School # 2. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2019 - June 30, 2021 Original Agreement Board Approved: August 15, 2019	Contract amount: increase from $68,727.00 to $93,765.00 for additional documentation preparation and reporting services Extend contract through June 30, 2022 Funding source: Various

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: **SURPLUS/OBSOLETE PROPERTY**

===

BACKGROUND

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

Lists of surplus items are emailed to the Facilities/Planning Department to be placed on an
upcoming Board agenda. After Board approval, items may be picked up by District
warehouse or a liquidation company for public auction. Items not picked up for public
auction may be sold through a private sale, donated to charitable organization, or disposed
of in the local public dump in accordance with Education Code Section 17546.

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

RECOMMENDATION

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

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY
May 20, 2021

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Computer	Dell	41300	Alt. Ed. Center
Computer	Dell	39659	Alt. Ed. Center
Computer	Dell	40832	Alt. Ed. Center
Computer	Dell	40831	Alt. Ed. Center
Computer	Dell	40834	Alt. Ed. Center
Computer	Dell	40835	Alt. Ed. Center
Computer	Dell	39666	Alt. Ed. Center
Computer	Dell	39667	Alt. Ed. Center
Computer	Dell	41301	Alt. Ed. Center
Computer	Dell	39925	Alt. Ed. Center
Computer	Dell	39926	Alt. Ed. Center
Computer	Dell	39924	Alt. Ed. Center
Computer	Dell	46185	Alt. Ed. Center
Computer	Dell	46241	Alt. Ed. Center
Computer	Dell	46265	Alt. Ed. Center
Computer	Dell	25200	Alt. Ed. Center
Computer	Dell	49886	Alt. Ed. Center
Computer	Dell	46251	Alt. Ed. Center
Computer	Dell	46245	Alt. Ed. Center
Computer	Dell	39660	Alt. Ed. Center
Computer	Dell	40838	Alt. Ed. Center
Laptop	Dell	30246	Alt. Ed. Center
Student Chairs-Small (63)			Butterfield Ranch ES
Student Chairs-Med. (124)			Butterfield Ranch ES
Student Chairs-Large (89)			Butterfield Ranch ES
Cushioned Chairs (28)			Butterfield Ranch ES
Office Chairs (18)			Butterfield Ranch ES
Computer Chairs (19)			Butterfield Ranch ES
Small Desks (14)			Butterfield Ranch ES
Large Desks (21)			Butterfield Ranch ES
Teacher Desks (7)			Butterfield Ranch ES
File Cabinets (21)			Butterfield Ranch ES
Bookshelves (13)			Butterfield Ranch ES
Cubbies (4)			Butterfield Ranch ES
Cabinet		02922	Butterfield Ranch ES
Cabinet		02914	Butterfield Ranch ES
Cabinet		02923	Butterfield Ranch ES
Cabinet		0328	Butterfield Ranch ES
Cabinets (3)			Butterfield Ranch ES
Paper Cabinets (2)			Butterfield Ranch ES
Paper Cabinet		03024	Butterfield Ranch ES
Tables (16)			Butterfield Ranch ES

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Computer	Mac	27191	Butterfield Ranch ES
Computer	Mac	27210	Butterfield Ranch ES
Computer	Mac	27193	Butterfield Ranch ES
Computer	Mac	27203	Butterfield Ranch ES
Computer	Mac	27185	Butterfield Ranch ES
Computer	Mac	27187	Butterfield Ranch ES
Computer	Mac	27195	Butterfield Ranch ES
Auto Scrubber			Butterfield Ranch ES
Chalk Board			Butterfield Ranch ES
Student Desks-Large (60)			Butterfield Ranch ES
Student Desks-Small (37)			Butterfield Ranch ES
Printer	Copy Star		Butterfield Ranch ES
Copy Machine			Butterfield Ranch ES
White Board			Butterfield Ranch ES
Folding Chairs (105)			Butterfield Ranch ES
Water Vacuum			Butterfield Ranch ES
Blue/Gray Tables-Large (13)			Butterfield Ranch ES
Blue/Gray Tables-Small (2)			Butterfield Ranch ES
Elmo		30018	Butterfield Ranch ES
Projector	Epson	29311	Butterfield Ranch ES
Keyboard	Dell		Butterfield Ranch ES
Monitors (2)	Dell		Butterfield Ranch ES
Tower	Dell	38ZV12	Butterfield Ranch ES
Tower	Dell	39B1022	Butterfield Ranch ES
Laptop	Dell	39088	Butterfield Ranch ES
Laptop	Dell	48089	Butterfield Ranch ES
Laptop	Dell	39093	Butterfield Ranch ES
Laptops (2)	Dell		Butterfield Ranch ES
Big Metal Shelves (3)			Butterfield Ranch ES
Small Metal Shelves (2)			Butterfield Ranch ES
Magazine Racks (2)			Butterfield Ranch ES
Rolling Book Racks (2)			Butterfield Ranch ES
Wooden Rolling Carts (2)			Butterfield Ranch ES
Wooden Bookshelf			Butterfield Ranch ES
Computer	Apple	27174	Butterfield Ranch ES
Rolling Cabinets (9)			Butterfield Ranch ES
Computer	Dell	13600914950	Chaparral ES
Monitor	Dell	CNOFJ44J74445464ADMM	Chaparral ES
Keyboard	Dell		Chaparral ES
Mouse	Dell		Chaparral ES
Computer	Dell	47868	Chaparral ES
Student Desks-Large (201)			Hidden Trails ES
Student Desks-Small (23)			Hidden Trails ES
VCRs (2)			Hidden Trails ES
Student Chairs (201)			Hidden Trails ES
Filing Cabinets (10)			Hidden Trails ES

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Cloth Chairs (7)			Hidden Trails ES
Bookcases (8)			Hidden Trails ES
Rolling Cubbies (3)			Hidden Trails ES
Rolling Cabinets (9)			Hidden Trails ES
Round Tables (22)			Hidden Trails ES
Paper Cabinets (6)			Hidden Trails ES
Teacher Desks (6)			Hidden Trails ES
Rectangle Tables (14)			Hidden Trails ES
Computer Table (4)			Hidden Trails ES
Padded Chairs (25)			Hidden Trails ES
Office Chair			Hidden Trails ES
TV Cart			Hidden Trails ES
TV			Hidden Trails ES
Projector Screens (4)			Hidden Trails ES
Teacher Chairs (8)			Hidden Trails ES
Stools (6)			Hidden Trails ES
Carts (2)			Hidden Trails ES
Hanging Maps (12)			Hidden Trails ES
Book Carts (2)			Hidden Trails ES
Art Easel			Hidden Trails ES
Metal Bookshelf			Hidden Trails ES
Table			Hidden Trails ES
Black Student Chairs			Chino Hills HS
Teacher Desk			Chino Hills HS
Bun Rack			Chino Hills HS
Knife Kits (15)			Chino Hills HS
Saute Pans (14)			Chino Hills HS
Lids (6)			Chino Hills HS
VHS Educational Tapes (25)			Chino Hills HS
Saucepans (12)			Chino Hills HS
Muffin Trays (4)			Chino Hills HS
Pasta Maker			Chino Hills HS
Steak Knives (33)			Chino Hills HS
Printer			Chino Hills HS
Food Scales			Chino Hills HS
Bread baskets			Chino Hills HS
Books (20)			Chino Hills HS
Trays (6)			Chino Hills HS
Stock pot			Chino Hills HS
Stand Mixers (3)			Chino Hills HS
Tart Pans (6)			Chino Hills HS
Mini Frying Pans (11)			Chino Hills HS

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Food Processor Containers (4)			Chino Hills HS
Chef Hats (8)			Chino Hills HS
Spring foam Pans (5)			Chino Hills HS

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: **CHANGE ORDER AND NOTICE OF COMPLETION FOR BID 20-21-04F, SAFETY AND SECURITY GROUP 4 – DICKSON ES, GLENMEADE ES, MARSHALL ES, NEWMAN ES, AND RHODES ES**

==

BACKGROUND

On November 5, 2020, the Board of Education awarded Bid 20-21-04F, Safety and Security Group 4 – Dickson ES, Glenmeade ES, Marshall ES, Newman ES, and Rhodes ES to Champion Electric. All contracted work was completed on April 16, 2021. Contract summary is provided below.

Change Order	Contractor	Amount
1-Dickson ES	Champion Electric	($69,180.00)
	Bid Amount:	$727,800.00
	Revised Total Project Amount:	$658,620.00
	Retention Amount:	$32,931.00

Change Order	Contractor	Amount
1-Glenmeade ES	Champion Electric	($23,349.70)
	Bid Amount:	$411,000.00
	Revised Total Project Amount:	$387,650.30
	Retention Amount:	$19,382.52

Change Order	Contractor	Amount
1-Marshall ES	Champion Electric	($31,894.75)
	Bid Amount:	$543,000.00
	Revised Total Project Amount:	$511,105.25
	Retention Amount:	$25,555.26

Change Order	Contractor	Amount
1-Newman ES	Champion Electric	($27,078.05)
	Bid Amount:	$622,200.00
	Revised Total Project Amount:	$595,121.95
	Retention Amount:	$29,756.10

Change Order	Contractor	Amount
1-Rhodes ES	Champion Electric	($22,791.00)
	Bid Amount:	$411,000.00
	Revised Total Project Amount:	$388,209.00
	Retention Amount:	$19,410.45

The change order results in a net decrease of $174,293.50 to the construction cost and no change in contract time. Approval of the change order allows for compensation to the contractor to perform the additional work as described. All contracted work was completed on April 16, 2021.

Documentation indicating completion and compliance with specification requirements has been obtained from the following individuals: Susanto Augustiadi, Architect/Engineer; Kevin Shearer, Construction/Project Manager; Beverly Beemer, Director, Planning; and Cesar Portugal, Construction Coordinator.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order and Notice of Completion for Bid 20-21-04F, Safety and Security Group 4 – Dickson ES, Glenmeade ES, Marshall ES, Newman ES, and Rhodes ES.

FISCAL IMPACT

($174,293.50) to Building Fund 21.

NE:GJS:pw

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

CHANGE ORDER

Date: April 16, 2021   BID/ CUPCCAA #: 20-21-04F   Change Order #: 1

Project Title: Safety and Security (Group 4)

Owner: Chino Valley Unified School District   DSA Application #: N/A   DSA File #: N/A

Architect: PBK-WLC Architects   Contractor: Champion Electric

---

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:	Dickson ES
Reason:	Omit intrusion door contacts and project changes per the attached POCs
Document Ref:	PCO Log: PCO 01, 03, 04, 05, 07, 08 and Contingency Allowance
Requested by:	District
Change in Contract Sum:	($69,180.00)
Time Extension:	Zero Days

ITEM NO. 2:

Description:	Glenmeade ES
Reason:	Omit intrusion door contacts and project changes per the attached POCs
Document Ref:	PCO Log: PCO 01, 04, 09, 13 and Contingency Allowance
Requested by:	District
Change in Contract Sum:	($23,349.70)
Time Extension:	Zero Days

ITEM NO. 3:

Description:	Marshall ES
Reason:	Omit intrusion door contacts and project changes per the attached POCs
Document Ref:	PCO Log: PCO 01, 04, 06, 10, 16, 17 and Contingency Allowance
Requested by:	District
Change in Contract Sum:	($31,894.75)
Time Extension:	Zero Days

ITEM NO. 4:

Description:	Newman ES
Reason:	Omit intrusion door contacts and project changes per the attached POCs
Document Ref:	PCO Log: PCO 01, 04, 11, 12, 14, 15 and Contingency Allowance
Requested by:	District
Change in Contract Sum:	($27,078.05)
Time Extension:	Zero Days

ITEM NO. 5:	Description:	Rhodes ES
	Reason:	Cylinder scope reduction and project changes per the attached PCOs
	Document Ref:	POC Log: PCO 02, 04, and Contingency Allowance
	Requested by:	District
	Change in Contract Sum:	($22,791.00)
	Time Extension:	Zero Days

PROJECT SUMMARY

Location	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Dickson ES	$727,800.00	N/A	($69,180.00)	$658,620.00
Glenmeade ES	$411,000.00	N/A	($23,349.70)	$387,650.30
Marshall ES	$543,000.00	N/A	($31,894.75)	$511,105.25
Newman ES	$622,200.00	N/A	($27,078.05)	$595,121.95
Rhodes ES	$411,000.00	N/A	($22,791.00)	$388,209.00
Totals:	$2,715,000.00	N/A	($174,293.50)	$2,540,706.50

CONTRACT SUMMARY

The original contract amount was:	$2,715,000.00
Previously approved change order amount(s):	N/A
The contract amount will be **increased**/**decreased** by this Change Order:	($174,293.50)
The new contract amount including this change order will be:	$2,540,706.50

The original contract completion date:	04/17/2021
The contract time will be increased/decreased by days:	0 Days
The date of completion as a result of this Change Order is:	04/17/2021

APPROVED BY:

Champion Electric Kevin Shearer, Director of Operations	KEVIN SHEARER	04-20-2021
Contractor	Signature	Date

DSA Inspector of Record (if applicable)	Signature	Date
PBK-WLC Architects		04.20.21
Architect / Engineer (if applicable)	Signature	Date

Construction/Project Manager	Signature	Date

Authorized Department Head (if applicable)	Signature	Date

Director, Technology (if applicable)	Signature	Date
Cesar A. Portugal		4/21/21
CVUSD Project Manager	Signature	Date

Director, Maintenance, Operations & Construction (if applicable)	Signature	Date
Mrs. Beverly Beemer		4/26/2021
Director, Planning (if applicable)	Signature	Date
Mr. Greg Stachura		4/28/21
Owner (Authorized Agent)	Signature	Date

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: **OVER-ALLOCATION REIMBURSEMENT AGREEMENT BETWEEN THE CHINO VALLEY UNIFIED SCHOOL DISTRICT AND RONALD REAGAN CHARTER SCHOOL ALLIANCE FOR OVER-ALLOCATED SPACE**

==

BACKGROUND

On June 20, 2019, the Board of Education approved the 2019-2020 Final Facilities Memorandum of Understanding by and between the Chino Valley Unified School District and Sycamore Academy of Arts-Chino Valley (SASCA-CV). The allocation of facilities provided in the MOU was based on SASCA-CV's projected enrollment of 235.6 students for the 2019-2020 school year; however, SASCA-CV did not achieve that average daily classroom attendance resulting in an over-allocation of facilities to SASCA-CV.

Per Education Code Section 47614(b)(2), if the charter school, during that following year, generates less daily average attendance by in-district students than it projected, the charter school shall reimburse the District for over-allocated space at rates to be set by the State Board of Education.

Therefore, the Chino Valley Unified School District and the Ronald Reagan Charter School Alliance (the non-profit public benefit corporation operating SASCA-CV), have agreed to the following reimbursement agreement for over-allocated space.

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

RECOMMENDATION

It is recommended the Board of Education approve the Over-Allocation Reimbursement Agreement Between the Chino Valley Unified School District and Ronald Reagan Charter School Alliance for Over-Allocated Space.

FISCAL IMPACT

$245,027.52 reimbursed to the District's General Fund.

NE:GJS:pw

REIMBURSEMENT AGREEMENT
BETWEEN THE CHINO VALLEY UNIFIED SCHOOL DISTRICT AND THE RONALD REAGAN CHARTER SCHOOL ALLIANCE FOR OVERALLOCATED SPACE

This REIMBURSEMENT AGREEMENT ("Reimbursement Agreement") is made by and between the Chino Valley Unified School District ("CVUSD" or "District"), a public school district organized and existing under the laws of the State of California, and the Ronald Reagan Charter School Alliance ("RRCSA"), a California non-profit public benefit corporation (California Secretary of State number C3065333 and federal employer identification number 26- 1352817) operating the Sycamore Academy of Science and Cultural Arts-Chino Valley charter school (Charter School #2036) ("SASCA-CV"). The District, RRCSA, and SASCA-CV may be referred to herein individually as a "Party" or collectively as the "Parties."

WHEREAS, Education Code section 47614(b)(2) states:

> "*If the charter school, during that following year, generates less average daily classroom attendance by in-district students than it projected, the charter school shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.*"

WHEREAS, the Parties have agreed to a financing plan regarding the $245,027.52 in Proposition 39 overallocation charges for the 2019-2020 school year.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. **Material Term.** It is a material term of this Reimbursement Agreement that the RRCSA Board of Directors approve this agreement in a duly agendized meeting and agree that, as consideration for the District not requiring immediate payment in full, SASCA-CV will pay to the CVUSD $245,027.52 in thirty-one (31) payments in the amounts of:

	PAYMENT		**PAYMENT**
1.	$ 2,450.28	16.	$ 4,900.55
2.	$ 2,450.28	17.	$ 4,900.55
3.	$ 2,450.28	18.	$ 4,900.55
4.	$ 2,450.28	19.	$ 4,900.55
5.	$ 2,450.28	20.	$ 4,900.55
6.	$ 2,450.28	21.	$ 4,900.55
7.	$ 2,450.28	22.	$ 4,900.55
8.	$ 4,900.55	23.	$17,151.92
9.	$ 4,900.55	24.	$17,151.92
10.	$ 4,900.55	25.	$17,151.92
11.	$ 4,900.55	26.	$17,151.92
12.	$ 4,900.55	27.	$17,151.92
13.	$ 4,900.55	28.	$17,151.92
14.	$ 4,900.55	29.	$17,151.92

15.	$ 4,900.55	30.	$17,151.92
		31.	$17,151.95

2. **Due Dates for Payment.** SASCA-CV's first payment shall be due within thirty (30) calendar days of the execution of this Reimbursement Agreement by the Chino Valley Unified School District Board of Education following execution of this Reimbursement Agreement by the SASCA-CV Board of Directors.

After SASCA-CV's first payment is received, the District will provide SASCA-CV with a schedule of the calendar dates on which SASCA-CV's remaining Reimbursement Agreement payments shall be due.

After SASCA-CV's first payment, the District will bill SASCA-CV at the end of each month for the prior month's reimbursement payment.

All reimbursement payments shall be due, payable to the District, and must actually be received at 5130 Riverside Drive, Chino, CA 91710 within thirty (30) calendar days of SASCA-CV's receipt of each invoice.

3. **Default or Material Breach by SASCA-CV**. This Reimbursement Agreement will terminate upon commission of a default or material breach of SASCA-CV's obligations.

   a. A default and material breach of this Reimbursement Agreement includes but is not limited to the occurrence of one or more of the following events:

      i. Any failure by SASCA-CV to make payments required to be paid hereunder, where such failure continues for five (5) calendar days after written notice by the District to SASCA-CV;

      ii. The making by SASCA-CV of any general assignment or general arrangement for the benefit of creditors; the filing by or against SASCA- CV a petition to have SASCA-CV adjudged bankrupt or of a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against SASCA-CV, the same is dismissed within sixty (60) calendar days); the appointment of a trustee or receiver to take possession of substantially all of SASCA-CV's assets located at the shared use and exclusive use space or of SASCA-CV's interest in this Reimbursement Agreement, where possession is not restored to SASCA-CV within thirty (30) calendar days; or the attachment; execution or other judicial seizure of substantially all of SASCA-CV's assets located the shared use and exclusive use space or of SASCA-CV's interest in this Reimbursement Agreement, where such seizure is not discharged within thirty (30) calendar days.

4. **District's Remedies for SASCA-CV's Default or Material Breach.** If SASCA-CV commits any such material default or breach, then the District may, at any time thereafter without limiting the District in the exercise of any right or remedy at law or in equity which the District may have by reason of such default or breach:

    a. Maintain this Reimbursement Agreement in full force and effect and recover all payments and other monetary charges as they become due.

    b. The rights and remedies of the District set forth herein are not exclusive, and the District may exercise any other right or remedy now or later available to it under this Reimbursement Agreement, at law or in equity.

5. **Indemnification.** With the exception of any liability, claims, or damages caused by the negligence or willful misconduct of the District, RRCSA, and SASCA-CV ("Indemnifying Parties") shall indemnify, hold harmless and defend, release and protect the District, its affiliates, successors and assigns, and its officers, board members, employees, and agents ("Indemnified Party" or "Indemnified Parties") against and from any and all claims, demands, actions, causes of action, suits, losses, liabilities, expenses, penalties, obligations, errors, omissions and costs, including legal costs, attorneys' fees and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the Indemnified Party or Indemnified Parties that may be asserted or claimed by any person, firm, or entity in connection with this Reimbursement Agreement.

RRCSA and SASCA-CV's obligation to defend the District and the other indemnitees identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and/or costs.

6. **Notice.** Any notice required or permitted to be given under this Reimbursement Agreement shall be deemed to have been given, served and received if given via email or in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

    If to the District:
    Chino Valley Unified School District 5130
    Riverside Drive
    Chino, CA 91710
    Attention: Sandra Chen, Assistant Superintendent, Business Services
    Sandra_Chen@chino.k12.ca.us

    If to SASCA-CV:
    Sycamore Academy of Science and Cultural Arts-Chino Valley Charter School
    P.O. Box 1400 Wildomar,
    CA 92595
    Attention: Barbara Hale, Executive Director b.hale@sycamoreacademycharter.org

    If to RRCSA:
    Ronald Reagan Charter School Alliance
    23151 Palomar Street, P.O. Box 1390
    Wildomar, CA 92595

Any notice emailed, personally given or sent by facsimile transmission shall be effective upon

receipt. Any notice sent by overnight delivery service shall be effective the next business day following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

7. **Amendment.** This Reimbursement Agreement may be amended or modified only by a written instrument executed by all the Parties.

8. **Legal Interpretation.** This Reimbursement Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Reimbursement Agreement shall be filed in the Superior Court of San Bernardino County, California. Should either Party be compelled to institute legal or other proceedings against the other for or on account of the other Party's failure or refusal to perform or fulfill any of the covenants or conditions of this Reimbursement Agreement on its part to be

performed or fulfilled, the Parties agree that the legal rules and principles applicable to contracts shall govern any such action or proceedings.

9. **Legal Representation.** Each party acknowledges that said party has had the opportunity to be represented by independent legal counsel or other representative of choice throughout all of the negotiations which preceded the execution of this Reimbursement Agreement, and that each party has duly executed this Reimbursement Agreement with the consent and approval of any such independent legal counsel and/or representative.

10. **Entire Agreement.** This Reimbursement Agreement is binding upon and shall inure to the benefit of the parties hereto, their respective officers, employees, agents, representatives, predecessors, and successors, past, present, and future. This Reimbursement Agreement is intended by the Parties as a final expression of their agreement and is intended to be a complete and exclusive statement of the agreement and understanding of the Parties hereto with respect to the subject matter contained herein. There are no restrictions, promises, warranties or undertakings, other than those set forth or referred to herein. This Reimbursement Agreement supersedes all prior discussions, negotiations, and agreements and understandings between the Parties whether oral or written with respect to such subject matter.

11. **Acknowledgement.** In signing this document, all parties acknowledge that they have read the whole Reimbursement Agreement, that they fully understand all of the provisions of the Reimbursement Agreement and the consequences of signing it, accept as adequate the consideration provided herein, and agree to all of the terms and conditions therein.

12. **Legal Fees.** All parties shall bear their own legal fees and costs in connection with the negotiation and execution of this Reimbursement Agreement.

13. **Attorneys' Fees.** In any litigation, arbitration, or other proceeding brought for the interpretation or enforcement of this Reimbursement Agreement, or because of an alleged dispute, default, misrepresentation, or breach in connection with any of the provisions of this Agreement, the prevailing Party or Parties shall be entitled to recover reasonable attorneys' fees, costs, and expenses actually incurred in connection therewith, in addition to any other relief to which he, she, it, or they may be entitled.

14. **Survival of Terms.** If any term, provision, covenant or condition of this Reimbursement Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Reimbursement Agreement shall remain in full force and effect and shall in no way be affected, impaired, or invalidated.

15. **Waiver.** The waiver by any Party of any breach of any term, covenant, or condition herein contained in this Reimbursement Agreement shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

16. **Subcontract and Assignment.** SASCA-CV and/or RRCSA shall not assign or sublet this Reimbursement Agreement or any rights, benefits, liabilities and obligations hereunder, to any person or business entity without the District's express written consent, which consent shall be granted at the District's sole and absolute discretion and, if granted, may be conditioned or delayed.

17. **Independent Status.** This Reimbursement Agreement is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

18. **Captions.** The captions contained in this Reimbursement Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the Parties hereto.

19. **Execution in Counterparts.** This Reimbursement Agreement may be executed in one or more separate counterparts, including electronic and facsimile copies, each of which, when so executed, shall be deemed an original. Such counterparts shall together constitute and be one and the same instrument.

20. **Scanned/Electronic Signatures.** This Reimbursement Agreement may be executed and electronically transmitted to any other party by Portable Document Format ("PDF"), which PDF shall be deemed to be, and utilized in all respects as, an original, wet- inked document.

21. **Board Approval.** This Reimbursement Agreement shall become effective upon approval by SASCA-CV's governing board, the RRCSA Board of Directors, followed by approval by the District's Governing Board.

Each person below warrants and guarantees that she/he is legally authorized to execute this Reimbursement Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Reimbursement Agreement. This Reimbursement Agreement may be signed in counterparts such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

APPROVED & ACCEPTED: CHINO VALLEY UNIFIED SCHOOL DISTRICT

_____
Norm Enfield, Ed.D.   Date
Superintendent

Approved and ratified on_____, 2021 by the Chino Valley Unified School District
Board of Education by the following vote:

AYES: _____

NOES: _____

Abstentions: _____

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

Approved and ratified on __April 26___, 2021 by the Ronald Reagan Charter School Alliance Board
of Directors by the following vote:

AYES: _4_

NOES: _0_

Abstentions: 0

_____
Daniel Leavitt
Secretary of the Board of Directors of Ronald Reagan Charter School Alliance

_____
Barbara Hale
Executive Director
Sycamore Academy of Science and Cultural Arts-Chino Valley

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

DATE: May 20, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Isabel Brenes Ed.D., Director, Human Resources
Eric Dahlstrom, Ed.D., 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:IB:ED:mcm

CERTIFICATED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE

CERTIFICATED MANAGEMENT FOR THE 2020/2021 SCHOOL YEAR

CHANGE TO EFFECTIVE DATE FROM MAY 6, 2021 BOARD AGENDA

NAME	POSITION	LOCATION	EFFECTIVE DATE
MORA, Ryann	Program Specialist	Special Education	06/10/2021

HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2020/2021 SCHOOL YEAR

NAME	POSITION	LOCATION	EFFECTIVE DATE
MACHUCA, Fabian	Spanish Teacher	Don Lugo HS	05/05/2021

RETIREMENT

NAME	POSITION	LOCATION	EFFECTIVE DATE
DEGROOT, Elizabeth (35 years of service)	Elementary Teacher	Liberty ES	06/01/2021
BEENER, Carol (34 years of service)	Art Teacher	Canyon Hills JHS	05/29/2021
KLINKERT, Michelle (16 years of service)	English Teacher	Magnolia JHS	06/01/2021
SMITH, Eugene (19 years of service)	Social Science Teacher	Woodcrest JHS	05/29/2021

RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
WIND, Nicole	Elementary Teacher	Walnut ES	05/28/2021
KOCH, Angela	Elementary Teacher	Cal Aero K-8	06/30/2021
BUCK, Michelle	Math Teacher	Canyon Hills JHS	05/28/2021

APPOINTMENT – EXTRA DUTY

NAME	POSITION	LOCATION	EFFECTIVE DATE
JOHNSON, Tsutae (NBM)	Cheer (GF)	Chino Hills HS	05/21/2021
ROBERTS, Mia (NBM)	Cheer (B)	Chino Hills HS	05/21/2021
BEELER, Jessica (NBM)	Girls Basketball (GF)	Don Lugo HS	05/21/2021
LEPP, Marcus (NBM)	Softball (B)	Don Lugo HS	05/21/2021
PULLIAM, Scott (NBM)	Boys Tennis (GF)	Don Lugo HS	05/21/2021
		TOTAL:	$10,302.00

APPOINTMENT – SUMMER SCHOOL ADMINISTRATORS

NAME	POSITION	LOCATION	EFFECTIVE DATE
MCCAIN, Matthew	Principal	Buena Vista HS	06/23/2021

APPOINTMENT – SUMMER SCHOOL TEACHERS

NAME	POSITION	LOCATION	EFFECTIVE DATE
GONZALEZ, Robert	Integrated Math 2	Ayala HS	06/04/2021
URENA, Luis	US History	Ayala HS	06/04/2021

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE

APPOINTMENT – SUMMER SCHOOL TEACHERS (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
PURRELL, Jessica	Social Science	Buena Vista HS	06/04/2021
ANDRADE, Karina	Art Fundamentals	Chino HS	06/04/2021
EBEL, Lance	Chem and Chem/Earth Syst	Chino HS	06/04/2021
LERMA, Breanne	English 11CP	Chino HS	06/04/2021
TERRY, Mykeal	World History	Chino HS	06/04/2021
DREW, Scot	Physical Education	Chino Hills HS	06/04/2021
LAWHORN, Brian	Chem and Chem/Earth Syst	Don Lugo HS	06/04/2021
VIVANCO, Lora	English 9CP	Don Lugo HS	06/04/2021
DOUGHERTY, Julianne	Nurse	Health Services	06/04/2021
GIRONAS, Kattia	Nurse	Health Services	06/04/2021
IRWIN, Christa	Nurse	Health Services	06/04/2021
MA, Sherry	Nurse	Health Services	06/04/2021

HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2021/2022 SCHOOL YEAR

NAME	POSITION	LOCATION	EFFECTIVE DATE
LYCKLAMA, Tania	Special Education Teacher	Butterfield Ranch ES	07/30/2021

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2020, THROUGH JUNE 30, 2021

WONG AH SUN, Olivier

CLASSIFIED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE

HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE

APPOINTMENT

NAME	POSITION	LOCATION	EFFECTIVE DATE
MELO, Rosa	Custodian I (GF)	Butterfield Ranch ES	05/21/2021
BORREGO, Alicia	Playground Supervisor (GF)	Cortez ES	05/21/2021
DEDMAN, Melissa	Playground Supervisor (GF)	Newman ES	05/21/2021
DE MARTINO, Kristen	Playground Supervisor (GF)	Oak Ridge ES	05/21/2021
PIZANO, Nicolle	IA/Special Education/SH (SELPA/GF)	Rolling Ridge ES	05/21/2021
MUNIZ-OLIVERO, Isabel	Nutrition Services Manager I (NS)	Wickman ES	05/21/2021
THOMPSON, Danielle	Nutrition Services Manager I (NS)	Briggs K-8	05/21/2021
ALEXANDRESCU, Mary	IA/Special Education (SELPA/GF)	Boys Republic HS	07/06/2021

PROMOTION

NAME	POSITION	LOCATION	EFFECTIVE DATE
VILLA, Lyzette	FROM: Bilingual Typist Clerk I (C) 3.5 hrs./201 work days and	Magnolia JHS	05/28/2021
	Bilingual Typist Clerk I (C) 3 hrs./201 work days	Marshall ES	
	TO: Typist Clerk II (GF) 8 hrs./201 work days	Magnolia JHS	
JOHNSON, Brittney	FROM: Grounds Equipment Operator II (GF) 8 hrs./261 contract days	Maintenance	05/21/2021
	TO: Maintenance Sprinkler Technician III (GF) 8 hrs./261 contract days	Maintenance	

CHANGE OF ASSIGNMENT

NAME	POSITION	LOCATION	EFFECTIVE DATE
IHDE, Gina	FROM: Nutrition Services Manager I (NS) 3.75 hrs./183 work days	Oak Ridge ES	05/21/2021
	TO: Nutrition Services Manager I (NS) 6.0 hrs./183 work days	Walnut ES	
YAMANO, Elaine	FROM: IA/Secondary (GF) 5.0 hrs./217 work days	Boys Republic HS	07/06/2021
	TO: IA/Special Education (SELPA/GF) 5.0 hrs./213 work days	Boys Republic HS	

CLASSIFIED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE

APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL

NAME	POSITION	LOCATION	EFFECTIVE DATE
BLANDON, Sandrine	Playground Supervisor (SS)	Chino Hills HS	06/07/2021
VARGAS, Fabian	Custodian I (SS)	Don Lugo HS	06/03/2021
ALAMILLO-SALAS, George	IA/Special Education/SH (SS)	Special Education	06/03/2021
AMOS, Catherine	IA/Special Education (SS)	Special Education	06/03/2021
BAEZA, Marilyn	IA/Special Education/SH (SS)	Special Education	06/03/2021
BAILEY, Rebecca	IA/Special Education/SH (SS)	Special Education	06/03/2021
BARRERA, Jasmine	IA/Special Education/SH (SS)	Special Education	06/03/2021
BAYONA, Karen	IA/Special Education (SS)	Special Education	06/03/2021
CARRUTHERS, Michelle	IA/Special Education (SS)	Special Education	06/03/2021
CONRARDY, Victoria	IA/Special Education/SH (SS)	Special Education	06/03/2021
FIGUEROA, Virginia	IA/Special Education/SH (SS)	Special Education	06/03/2021
KOYRO, Patricia	IA/Special Education/SH (SS)	Special Education	06/03/2021
MEDINA, Michelle	IA/Special Education/SH (SS)	Special Education	06/03/2021
OLAGUE, Christina	IA/Special Education/SH (SS)	Special Education	06/03/2021
PULIDO, Sasha	IA/Special Education/SH (SS)	Special Education	06/03/2021
RIZZO-VASQUEZ, Alisha	IA/Special Education/SH (SS)	Special Education	06/03/2021
RODRIGUEZ, Arlene	IA/Special Education/SH (SS)	Special Education	06/03/2021
SALDANA, Vivian	IA/Special Education/SH (SS)	Special Education	06/03/2021
SOLORZANO, Veronica	IA/Special Education/SH (SS)	Special Education	06/03/2021
TURLEY, Colleen	IA/Special Education/SH (SS)	Special Education	06/03/2021

LEAVE OF ABSENCE

NAME	POSITION	LOCATION	EFFECTIVE DATE
BUENO, Xochitl	Custodian I (GF)	Newman ES	05/22/2021 through 06/03/2021

RELEASE OF PROBATIONARY EMPLOYEE WITHOUT PREJUDICE

NAME	POSITION	LOCATION	EFFECTIVE DATE
Employee #28000			05/07/2021

RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
SARVAIYA, Deepali	Playground Supervisor (GF)	Oak Ridge ES	05/07/2021
RUIZ, Armando	IA/Special Education/SH (SELPA/GF)	Don Lugo HS	04/30/2021
RODRIGUEZ, Vanessa	Health Technician (GF)	Alternative Education	05/03/2021
VELAZQUEZ VELAZQUEZ, Maria	Bus Driver (GF)	Transportation	05/03/2021

RETIREMENT DATE REVISION

NAME	POSITION	LOCATION	EFFECTIVE DATE
GARCIA-CASAS, Alexandra (23 Years of Service)	School Secretary I (GF)	Cortez ES	05/01/2021

CLASSIFIED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE

RETIREMENT

WALDT, Patricia (22 Years of Service)	Custodian II (GF)	Magnolia JHS	07/02/2021
PERRY, Edwin (20 Years of Service)	Security Person (GF)	Risk Management	07/01/2021
MISCHLICH, JoAnn (22 Years of Service)	Bus Driver (GF)	Transportation	06/01/2021

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2020, THROUGH JUNE 30, 2021

CRONKITE, Toni	MAISANO, Eva	RODRIGUEZ, Cesar

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2021, THROUGH JUNE 30, 2022

BAKER, Susana	BALLESTEROS, Venus	BETANCOURT, Caroline
BOTELLO, Jessica	CABEBE, Michael	CALIZ, Eden
CATALAN, David	CORONA, Destiny	CORTEZ, Jeannie
DAMICO, Sandra	DAY, Shannon	DE LA TORRE, Roxana
DOMINGUEZ, Giovanni Jr	DORADO, Adrian	DRUMMOND, Pamela
ELIZARRARAS, Oscar	FODDRILL, Derek	FORTIE-NUDO, Marlina
GARZA, Lisa Marie	GEETER, Joshua	GRIEGO, Michael
GUARACHA, Erma	GUTIERREZ, Lacey	GUTIERREZ, Ryan
HAMILTON, Bernice	HERNANDEZ, Gabriella	HILL, Zachary
IASPARRO, Lesa	KING, Shannon	LEGG, Melissa
LOPEZ, Lorraine	MAGALLANES, David	MCCOLLUM, Amy
MENDOZA, Madison	MEZA, Richard	MORALES, Patricia
MORENO, Rosalie	NAKASAKI, Nadine	NERI, Xochitl
OPTEBEKE, Curtis	PATE, Sheila	PICKETT, Deanne
PROUDFIT, Linda	QUINTERO, Edith	RAMAN, Padma
REYES, Elsa	RICHARDSON, Ashleigh	RODRIGUEZ, Matthew
ROSALEZ, Victor Jr	SANCHEZ, Maria	SEARS, Brianna
SHAH, Sejal	SOLORZANO, Annete	SWEENEY, Carmen
TAFOYA, Darlene	TOOLE, Cailee	YAMAS, Christina
YAMAS-ALONZO, Andrea		

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