



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

April 21, 2022

BOARD OF EDUCATION

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

Esther Kim, Student Representative

—◆—
SUPERINTENDENT

Norm Enfield, Ed.D.

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
District Board Room – 5130 Riverside Drive, Chino, CA 91710
5:00 p.m. – Closed Session • 6:00 p.m. – Regular Meeting
April 21, 2022

AGENDA

- The public are invited to address the Board of Education regarding items listed on the agenda. Comments on an agenda item are 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 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.

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

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:00 P.M.

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

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Tao Rossini, APC) (15 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. (15 minutes)
- c. Public Employee Appointment (Government Code 54957): Junior High School and High School Assistant Principal. (5 minutes)
- d. Public Employee Performance Evaluation: Superintendent (Government Code 54957): (15 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. STAFF REPORT

1. LCAP Annual Update: Parent and Family Engagement

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Proceedings of this meeting are recorded.

- 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. Resolution 2021/2022-73, Supporting Funding for Literacy in the 2022-23 California State Budget and Supporting 2021-2022 Session California State Legislature Bills Addressing Literacy Programs and Supports Motion ___ Second ___
 Page 7 Preferential Vote: ___
 Vote: Yes ___ No ___

Recommend the Board of Education adopt Resolution 2021/2022-73, Supporting Funding for Literacy in the 2022-23 California State Budget and Supporting 2021-2022 Session California State Legislature Bills Addressing Literacy Programs and Supports.

II.B. FACILITIES, PLANNING, AND OPERATIONS

II.B.1. Resolution 2021/2022-71, California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) and Approval of CalSHAPE Grant Agreement Motion ___ Second ___
 Page 10 Preferential Vote: ___
 Vote: Yes ___ No ___

Recommend the Board of Education adopt Resolution 2021/2022-71, California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE), and approval of CalSHAPE Grant Agreement.

III. CONSENT

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

III.A. ADMINISTRATION

III.A.1. Minutes of the April 7, 2022 Regular Meeting and April 12, 2022 Special Meeting

Page 41

Recommend the Board of Education approve the minutes of the April 7, 2022 regular meeting and April 12, 2022 special meeting.

III.A.2. Revision of Bylaws of the Board 9322—Agenda/Meeting Materials
Page 50 Recommend the Board of Education approve the revision of Bylaws of the Board 9322—Agenda/Meeting Materials.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register
Page 57 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. Fundraising Activities
Page 58 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. Donations
Page 60 Recommend the Board of Education accept the donations.

III.B.4. Legal Services
Page 62 Recommend the Board of Education approve payment for legal services to the law office of Tao Rossini, APC.

III.B.5. Resolution 2021/2022-70, Temporary Borrowing Between Funds of the School District
Page 63 Recommend the Board of Education adopt Resolution 2021/2022-70, Temporary Borrowing Between Funds of the School District.

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

III.C.1. School Sponsored Trips
Page 65 Recommend the Board of Education approve/ratify the school-sponsored trip for Chino Hills HS and Don Lugo HS.

III.C.2. Student Attendance Calendars for the 2023/2024, 2024/2025, and 2025/2026 School Years
Page 66 Recommend the Board of Education approve the Student Attendance Calendars for the 2023/2024, 2024/2025, and 2025/2026 school years.

III.C.3. Course Revision: Computer Applications
Page 70 Recommend the Board of Education approve the Computer Applications course revision.

III.C.4. New Course: Beginning Guitar
Page 77 Recommend the Board of Education approve the new course Beginning Guitar.

III.C.5. New Course: Artificial Intelligence in Medicine Honors
Page 81 Recommend the Board of Education approve the new course Artificial Intelligence in Medicine Honors.

- III.C.6. New Course: Introduction to Artificial Intelligence Honors**
Page 100 Recommend the Board of Education approve the new course Introduction to Artificial Intelligence Honors.
- III.C.7. New Course: Introduction to Python Coding**
Page 105 Recommend the Board of Education approve the new course Introduction to Python Coding.
- III.C.8. Agreement for Consultant Services Agreement No. 22/23-0026**
Page 112 Recommend the Board of Education approve the Agreement for Consultant Services Agreement No. 22/23-0026.
- III.D. FACILITIES, PLANNING, AND OPERATIONS**
- III.D.1. Purchase Order Register**
Page 119 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.
- III.D.2. Agreements for Contractor/Consultant Services**
Page 120 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.
- III.D.3. Surplus/Obsolete Property**
Page 124 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.
- III.D.4. Notice of Completion for CUPCCAA Projects**
Page 126 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Projects.
- III.D.5. Change Order for Bid 21-22-03F, Butterfield Ranch ES and Hidden Trails ES Alterations (BP 05-01)**
Page 128 Recommend the Board of Education approve the Change Order for Bid 21-22-03F, Butterfield Ranch ES and Hidden Trails ES Alterations (BP 05-01).
- III.D.6. Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 09-05)**
Page 131 Recommend the Board of Education approve the Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 09-05).
- III.D.7. Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-01)**
Page 138 Recommend the Board of Education approve the Change Oder and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-01).

III.D.8. Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-03)
Page 142

Recommend the Board of Education approve the Change Oder and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-03).

III.D.9. Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-04)
Page 146

Recommend the Board of Education approve the Change Oder and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-04).

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Page 150 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.E.2. Revision to the Job Description for Behavior Intervention Associate

Page 156 Recommend the Board of Education approve the revision to the job description for Behavior Intervention Associate.

IV. DISCUSSION

IV.A. ADMINISTRATION

IV.A.1. Resolution 2021/2022-72, Concerning District Teaching of Critical Race Theory (CRT) as a Framework on Matters Relating to Race
Page 161

Superintendent Enfield recommends the Board of Education discuss Resolution 2021/2022-72, Concerning District Teaching of Critical Race Theory (CRT) as a Framework on Matters Relating to Race.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
TO: Members, Board of Education
FROM: Christina Gagnier, President, Board of Education
SUBJECT: RESOLUTION 2021/2022-73, SUPPORTING FUNDING FOR LITERACY IN THE 2022-23 CALIFORNIA STATE BUDGET AND SUPPORTING 2021-2022 SESSION CALIFORNIA STATE LEGISLATURE BILLS ADDRESSING LITERACY PROGRAMS AND SUPPORTS

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BACKGROUND

In 2021, State of California Superintendent of Public Instruction Tony Thurmond announced his plan to ensure that all California students can read by third grade by 2026. Superintendent Thurmond further assembled a task force of educators, parents, and education experts to recommend policies to improve years of low reading scores throughout California.

In addition to, and as part of these literacy efforts, Superintendent Thurmond and the President of the California State Board of Education, Linda Darling-Hammond, have pledged to continue lobbying for funding in the 2022-2023 California State Budget for supports, such as literacy coaches and specialists.

In the California State Legislature, several bills have been introduced to ensure that literacy rates increase, including AB 2465, which would create grant programs to provide library cards to every public school student, fund programs that would include home visits to engage families in their students' literacy instruction, and to pay for the development and credentialing of 500 new bilingual educators; AB 2498, which would establish a three-year pilot summer literacy and learning-loss mitigation program; and SB 952, which would provide grants to school districts to create dual language immersion programs.

Board member Gagnier submitted this agenda item in accordance with Board 9322-Agenda/Meeting Materials.

RECOMMENDATION

Board President Christina Gagnier recommends the Board of Education adopt Resolution 2021/2022-73, Supporting Funding for Literacy in the 2022-23 California State Budget and Supporting 2021-2022 Session California State Legislature Bills Addressing Literacy Programs and Supports.

FISCAL IMPACT

None.

**Chino Valley Unified School District
Resolution 2021/2022-73
Supporting Funding for Literacy in the 2022-23 California State Budget and
Supporting 2021-2022 Session California State Legislature Bills Addressing
Literacy Programs and Supports**

WHEREAS, the State Superintendent of Public Instruction has announced the goal of ensuring that all California students can read by third grade by 2026; and

WHEREAS, decisions are being made as to the amount of funding will be granted to supporting literacy programs for California public schools by the California Office of the Governor and, subsequently, the California State Legislature; and

WHEREAS, literacy programs and supports are crucial in accounting for and ameliorating learning loss stemming from the COVID-19 pandemic; and

WHEREAS, the District is a large and diverse suburban district reliant on funding and support from the State of California to ensure that all of its students are supported in the furtherance of their education; and

WHEREAS, CVUSD stakeholders continue to request more literacy programs for CVUSD students, including dual immersion programs, in CVUSD schools;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Chino Valley Unified School District as follows:

1. That the Board of Education requests that the Office of the Governor increase the allocation of funding for literacy programs and supports in the 2022-23 California State Budget.
2. That the Board of Education requests that members of the California State Legislature supports bills that further the California State Superintendent of Public Instruction's literacy goals.
3. That the Board President draft a letter to accompany this Resolution that will be sent to the members of the California State Legislature whose legislative district boundaries are inclusive of the Chino Valley Unified School District.
4. That the Superintendent and/or his designee take all actions necessary to implement the Resolution and assist the Board in communicating the Resolution to the California State Legislature.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of April 2022.

Bridge: _____
Cruz: _____
Na: _____
Schaffer: _____
Gagnier: _____

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: April 21, 2022

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D, Superintendent

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

SUBJECT: RESOLUTION 2021/2022-71, CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY PROGRAM (CALSHAPE) AND APPROVAL OF CALSHAPE GRANT AGREEMENT

=====

BACKGROUND

On September 30, 2020, Assembly Bill 841, the California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) was approved by Governor Newsom.

CalSHAPE provides funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replaces noncompliant plumbing fixtures and appliances that fail to meet water efficiency standards.

On December 16, 2021, the Board of Education awarded RFP No. 21-22-05, HVAC Assessments and Maintenance Services to PacificWest Energy Solutions, Inc., and on January 20, 2022, the Board approved the agreement with PacificWest Energy Solutions for preparation and submission of the District's CalSHAPE application for funding.

The California Energy Commission has approved the District's CalSHAPE application for funding in the amount of \$1,364,460.00 This funding will be allocated to the following qualifying school sites for upgrades to HVAC systems (assessments, air filter upgrades, and maintenance) and the installation of classroom carbon dioxide monitors.

Borba ES, Dickey ES, Dickson ES, Liberty ES, Marshall ES, Newman ES, Walnut ES, Briggs K-8, Magnolia JHS, Ramona JHS, Woodcrest JHS, and Chino Valley Learning Academy.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2021/2022-71, California Schools Healthy Air, Plumbing, and Efficiency Program, and approve CalSHAPE Grant Agreement.

FISCAL IMPACT

Grant award amount of \$1,364,460.00.

NE:GS:pw

**Chino Valley Unified School
District Resolution 2021/2022-71
California Schools Healthy Air, Plumbing, and Efficiency Program
(CalSHAPE)**

WHEREAS, the California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances;

THEREFORE, BE IT RESOLVED that the Board of Education of the Chino Valley Unified School District authorizes the Chino Valley Unified School District to apply for a grant from the California Energy Commission to implement a CalSHAPE program project declares that an emergency condition existed at Wickman ES.

IT IS RESOLVED FURTHER that in compliance with the California Environmental Quality Act (CEQA), the Board of Education of the Chino Valley Unified School District finds that the activity funded by the grant is a project that is exempt under Article 19, Section 15301(d) because the activities to be funded by the applicable grant constitutes a project that is categorically exempt.

IT IS RESOLVED FURTHER that if recommended for funding by the California Energy Commission, the Board of Education of the Chino Valley Unified School District authorizes Chino Valley Unified School District to accept a grant up to \$1,364,460.00 and accept all grant agreement terms and conditions.

IT IS RESOLVED FURTHER that Sandra Chen and or Gregory Stachura are hereby authorized and empowered to execute in the name of Chino Valley Unified School District all necessary documents to implement and carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of April 2022, by the following vote:

Bridge	_____
Cruz	_____
Na	_____
Schaffer	_____
Gagnier	_____

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

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



RECIPIENT Chino Valley Unified	AGREEMENT NUMBER 21R1VA1097
ADDRESS Chino Valley Unified School District 5130 Riverside Drive Chino, CA 91710	AGREEMENT TERM Ends 24 months after Effective Date The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date.

PROJECT DESCRIPTION
 The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- Exhibit A – Scope of Work**
- Exhibit B – Budget**
- Exhibit C – Agreement Contacts**
- Exhibit D – Terms and Conditions**

REIMBURSABLE AMOUNT \$1,364,460.00
Total of REIMBURSABLE AMOUNT \$1,364,460.00

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

CALIFORNIA ENERGY COMMISSION		RECIPIENT	
AUTHORIZED SIGNATURE	DATE	AUTHORIZED SIGNATURE	DATE
NAME Adrienne Winuk		NAME	
TITLE Contracts, Grants, and Loans Office Manager		TITLE	
CALIFORNIA ENERGY COMMISSION ADDRESS 1516 9th Street, MS 18, Sacramento, CA 95814			

EXHIBIT A Scope of Work

Chino Valley Unified 3667678000000

**Total Number of Sites
12**

Site Name	CDS Code
Liberty Elementary	36676780100594
Chino Valley Learning Academy	36676783631181
E. J. Marshall Elementary	36676786035513
Newman Elementary	36676786035570
Walnut Avenue Elementary	36676786035588
Magnolia Junior High	36676786059372
Ramona Junior High	36676786061840
Dickson Elementary	36676786098347
Anna A. Borba Fundamental Elementary	36676786098362
Levi H. Dickey Elementary	36676786101513
Lyle S. Briggs Fundamental	36676786102974
Woodcrest Junior High	36676786111215

Liberty Elementary

Category	Unit Count
Assessment & Maintenance	56
Filter	124
Monitor	47

Chino Valley Learning Academy

Category	Unit Count
Assessment & Maintenance	43
Filter	86
Monitor	39

E. J. Marshall Elementary

Category	Unit Count
Assessment & Maintenance	44
Filter	88
Monitor	43

Newman Elementary

Category	Unit Count
Assessment & Maintenance	47
Filter	124
Monitor	44

Walnut Avenue Elementary

Category	Unit Count
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Assessment & Maintenance	49
Filter	98
Monitor	45

Magnolia Junior High

Category	Unit Count
Assessment & Maintenance	63
Filter	171
Monitor	54

Ramona Junior High

Category	Unit Count
Assessment & Maintenance	53
Filter	106
Monitor	49

Dickson Elementary

Category	Unit Count
Assessment & Maintenance	52
Filter	115
Monitor	44

Anna A. Borba Fundamental Elementary

Category	Unit Count
Assessment & Maintenance	44
Filter	98
Monitor	41

Levi H. Dickey Elementary

Category	Unit Count
Assessment & Maintenance	43
Filter	96
Monitor	41

Lyle S. Briggs Fundamental

Category	Unit Count
Assessment & Maintenance	46
Filter	102
Monitor	44

Woodcrest Junior High

Category	Unit Count
Assessment & Maintenance	53
Filter	118
Monitor	50

EXHIBIT B Budget

Chino Valley Unified 36676780000000

**Total Requested Amount
\$1,364,460.00**

Site Name	Requested Amount
Liberty Elementary	\$124,200.00
Chino Valley Learning Academy	\$99,420.00
E. J. Marshall Elementary	\$103,680.00
Newman Elementary	\$111,240.00
Walnut Avenue Elementary	\$112,020.00
Magnolia Junior High	\$141,870.00
Ramona Junior High	\$120,420.00
Dickson Elementary	\$116,430.00
Anna A. Borba Fundamental Elementary	\$103,140.00
Levi H. Dickey Elementary	\$101,760.00
Lyle S. Briggs Fundamental	\$108,060.00
Woodcrest Junior High	\$122,220.00

Liberty Elementary

Category	Requested Amount
Assessment & Maintenance	\$66,000.00
Filter	\$9,300.00
Monitor	\$28,200.00
Contingency	\$20,700.00

Chino Valley Learning Academy

Category	Requested Amount
Assessment & Maintenance	\$53,000.00
Filter	\$6,450.00
Monitor	\$23,400.00
Contingency	\$16,570.00

E. J. Marshall Elementary

Category	Requested Amount
Assessment & Maintenance	\$54,000.00
Filter	\$6,600.00
Monitor	\$25,800.00
Contingency	\$17,280.00

Newman Elementary

Category	Requested Amount
Assessment & Maintenance	\$57,000.00
Filter	\$9,300.00
Monitor	\$26,400.00

Contingency \$18,540.00

Walnut Avenue Elementary

Category	Requested Amount
Assessment & Maintenance	\$59,000.00
Filter	\$7,350.00
Monitor	\$27,000.00
Contingency	\$18,670.00

Magnolia Junior High

Category	Requested Amount
Assessment & Maintenance	\$73,000.00
Filter	\$12,825.00
Monitor	\$32,400.00
Contingency	\$23,645.00

Ramona Junior High

Category	Requested Amount
Assessment & Maintenance	\$63,000.00
Filter	\$7,950.00
Monitor	\$29,400.00
Contingency	\$20,070.00

Dickson Elementary

Category	Requested Amount
Assessment & Maintenance	\$62,000.00
Filter	\$8,625.00
Monitor	\$26,400.00
Contingency	\$19,405.00

Anna A. Borba Fundamental Elementary

Category	Requested Amount
Assessment & Maintenance	\$54,000.00
Filter	\$7,350.00
Monitor	\$24,600.00
Contingency	\$17,190.00

Levi H. Dickey Elementary

Category	Requested Amount
Assessment & Maintenance	\$53,000.00
Filter	\$7,200.00
Monitor	\$24,600.00
Contingency	\$16,960.00

Lyle S. Briggs Fundamental

Category	Requested Amount
Assessment & Maintenance	\$56,000.00

Filter	\$7,650.00
Monitor	\$26,400.00
Contingency	\$18,010.00

Woodcrest Junior High

Category	Requested Amount
Assessment & Maintenance	\$63,000.00
Filter	\$8,850.00
Monitor	\$30,000.00
Contingency	\$20,370.00

Total Grant Award	\$1,364,460.00
Initial Payment	\$682,230.00
Final Payment	\$682,230.00

EXHIBIT C Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

**EXHIBIT C
Contacts**

LEA Contact (Primary)

**Name
Address
City, State, Zip
E-mail**

LEA Contact (Alternate)

**Name
Address
City, State, Zip
E-mail**

LEA Contact (Alternate)

**Name
Address
City, State, Zip
E-mail**

EXHIBIT D

**CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY
(CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS**

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1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission, or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to assess, maintain, adjust, repair, or upgrade heating, ventilation, and air conditioning systems. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Ventilation Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE ventilation program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur prior to the Agreement term end date specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Ventilation Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. **Standard of Performance**

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. **Due Diligence**

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. **Products**

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. **Failure to Submit Products**

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. **Legal Statements on Products**

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. Amendments

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. Contracting and Procurement Procedures

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, “Products”)
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, “General Provisions”)
- Nondiscrimination (included in Section 23, “Certifications and Compliance”)
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, “General Provisions”)

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient’s final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Ventilation Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

- 1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section I, Ineligible Costs, of the CalSHAPE Ventilation Program Commission Guidelines.

3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Ventilation Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered “public works” under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project’s Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a “public work” as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission's performance of this Agreement at the Commission's option, and will be at the Recipient's sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient's budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. Audit Cost

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. Match or Cost Share

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. Compliance. Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. Canceling a Stop Work Order. The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination

a. Purpose

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term "for cause" includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient's inability to pay its debts as they become due and/or the Recipient's default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved

19. Reserved

20. Intellectual Property

a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient's performance under this Agreement.

21. Reserved

22. General Provisions

a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.

- d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission’s rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the “Termination” section.
- i. Access to Sites and Records
Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.
 - j. Prior Dealings, Custom, or Trade Usage
These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.
 - k. Survival of Terms
Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:
 - Legal Statements on Products (included in Section 5, “Products”)
 - Payment of Funds (Section 8)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Equipment (Section 14)
 - Termination (Section 16)
 - Indemnification (Section 17)
 - Intellectual Property (Section 20)
 - Change in Business (see this section)
 - Access to Sites and Records (see this section)

23. Certifications and Compliance

- a. Federal, State, and Local Laws

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and
- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

f. Air or Water Pollution Violation

Under state laws, the Recipient will not be:

- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
- 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
- 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.

g. Americans With Disabilities Act

By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. Reserved

25. Commission Remedies for Recipient's Non-Compliance

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. Definitions

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.
- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. "Equipment" includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.
- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

"Works of authorship" does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.
- **Invention** means intellectual property that is patentable.
- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation's discussion of match funding for guidelines specific to the project.

- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.
- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.
- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.
- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.
- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
April 7, 2022

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:00 P.M.

1. Roll Call

President Gagnier called to order the regular meeting of the Board of Education, Thursday, April 7, 2022, at 5:00 p.m. with Bridge, Schaffer, and Gagnier present in the Board room. Mr. Cruz and Mr. Na arrived at 5:10 p.m.

Administrative Personnel

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Gagnier adjourned to closed session at 5:00 p.m. regarding conference with legal counsel anticipated litigation: one possible case; a student discipline matter; conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/release; and public employee performance evaluation: Superintendent.

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

1. Report Closed Session Action

President Gagnier reconvened the regular meeting of the Board of Education at 6:00 p.m. with Bridge, Cruz, Na, Schaffer, and Gagnier present.

The Board met in closed session from 5:00 p.m. to 5:40 p.m. regarding conference with legal counsel anticipated litigation: one possible case; a student discipline matter; conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/release; and public employee performance evaluation: Superintendent. No action was taken that required public disclosure.

2. Pledge of Allegiance
Led by Board member Joe Schaffer.

I.C. STAFF REPORT

1. Promoting Student Mental and Emotional Well-Being in Our Schools
The department of Curriculum, Instruction, Innovation, and Support provided a comprehensive report on promoting student mental and emotional well-being in schools including program development, initial launch, program expansion, high school expansion, and response to COVID-19; available services and staffing focuses on student support.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Esther Kim said that students at Chino Hills HS provided her with positive feedback on school counselor staff; said she will contact Ms. Sherri Johnson regarding donations from students; congratulated seniors on college and career decisions; shared opportunities for students to get involved; and said she has joined the California School Boards Association and the Association of California School Administrators as part of their legislative committees.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Brenda Walker, A.C.T. President, opened her comments by thanking all of the employees for their hard work and dedication during difficult times; expressed gratitude to employees for continuing to give extra time to students; and asked the school Board to recognize the diligence of educators and the effects that the pandemic has had on their personal lives as negotiations move forward.

Danny Hernandez, CSEA President, reported that CSEA Chino 102 elected delegates to attend the annual conference in-person; provided information regarding Microsoft Excel classes being offered at the Adult school; spoke about end of year prom tickets and graduation programs being processed by the duplicating department; and announced the Corporate Challenge event.

Emily Lao, CHAMP, said everyone is working toward meeting goals set back in August; commended assistant principals for always being available to support school families; commended the CIIS presentation; spoke about the Care Solace program; and encouraged the community and staff to look at that resource.

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

The following individuals addressed the Board: Anne Whyte and Kara D’Amato in support of mask mandates and Board meeting decorum; Sharon Duran regarding new maps, new bell schedule, bus scheduling, the need for new drivers, and PBIS; Sonjia Shaw regarding auditing CARES Act/ ELO/ESSER fund expenditures to show where funds have been spent, requested a progress report on the loss of learning that should have been addressed by the ELO grant and extra 30 minutes, requested information regarding surplus equipment and money received from the sale, requested a study sessions to come up with events to boost community moral, and the need to over communicate what is offered to children regarding mental health services; and Karla V. requested that the District consider making smaller class sizes and eliminate combo classes to support catch up on COVID-19 learning loss.

I.G. CHANGES AND DELETIONS

None.

<p>II. ACTION</p>

II.A. FACILITIES, PLANNING, AND OPERATIONS

II.A.1. Amended Facilities Memorandum of Understanding By and Between Chino Valley Unified School District and Allegiance Steam Academy—Thrive, 2020-2025

Moved (Na) seconded (Bridge) 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.A.2. Resolution 2021/2022-67, Emergency Request to San Bernardino County Superintendent of Schools for Authorization to Award a Contract Without Bidding and Advertising for Repairs at Wickman ES

Moved (Na) seconded (Bridge) carried unanimously (5-0) to adopt Resolution 2021/2022-67, Emergency Request to San Bernardino County Superintendent of Schools for Authorization to Award a Contract Without Bidding and Advertising for Repairs at Wickman ES. Student representative voted yes.

III. CONSENT

President Gagnier pulled for separate action item III.C.1. Move (Na) seconded (Bridge) carried unanimously (5-0) to approve the remainder of consent items. Student representative voted yes.

III.A. ADMINISTRATION**III.A.1. Minutes of the March 17, 2022 Regular Meeting**

Approved the minutes of the March 17, 2022 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 office of Atkinson, Andelson, Loya, Ruud & Romo; and Margaret A. Chidester & Associates.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**III.C.1. Student Expulsion Case 21/22-26**

Moved (Na) seconded (Bridge) carried unanimously (5-0) to approve student expulsion case 21/22-26.

III.C.2. School Sponsored Trips

Approved/ratified the school-sponsored trip for Don Lugo HS and Chino HS.

III.D. FACILITIES, PLANNING, AND OPERATIONS**III.D.1. Purchase Order Register**

Approved/ratified the purchase order register.

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

Recommend the Board of Education approved/ratified the Agreements for Contractor/Consultant Services.

- III.D.3. Surplus/Obsolete Property**
Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.
- III.D.4. Notice of Completion for CUPCCAA Projects**
Approved the Notice of Completion for CUPCCAA Projects.
- III.D.5. Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 10-01)**
Approved the Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 10-01).
- III.D.6. Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 03-01)**
Approved the Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 03-01).
- III.D.7. Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 06-01)**
Approved the Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 06-01).
- III.D.8. Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 09-03)**
Approved the Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 09-03).
- III.D.9. Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 23-01)**
Approved the Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 23-01).
- III.D.10. Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 02-01)**
Approved the Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 02-01).
- III.D.11. Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 06-01)**
Approved the Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 06-01).
- III.D.12. Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 07-01)**
Approved the Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 07-01).

III.D.13. Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-02)

Approved the Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations—Phase 3 (BP 09-02).

III.D.14. Bid 21-22-16F, Classroom Preparation for Viewsonics Group 3

Awarded Bid 21-22-16F, Classroom Preparation for Viewsonics Group 3 to OCS Construction Services, Inc.

III.D.15. Rejection of Bid 21-22-15F, PPE Supplies

Rejected the bid(s) received for Bid 21-22-15F, PPE Supplies.

III.D.16. Resolution 2021/2022-68, Authorization for Eligibility Determination, Funding Authorization to Sign Applications and Associated Documents

Adopted Resolution 2021/2022-68, Authorization for Eligibility Determination, Funding Authorization to Sign Applications and Associated Documents.

III.D.17. Resolution 2021/2022-69, Approving Participation in the School Facility Program for New Construction and Modernization Funding Subject to the Regulations and Processing Procedures that the State Allocation Board Established for Applications Received Beyond Existing Bond Authority

Approved Resolution 2021/2022-69, Approving Participation in the School Facility Program for New Construction and Modernization Funding Subject to the Regulations and Processing that the State Allocation Board Established for Applications Received Beyond Existing Bond Authority.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items.

III.E.2. Rejection of Claims

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

IV. INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Bylaws of the Board 9322—Agenda/Meeting Materials

Received for information the revision of Bylaws of the Board 9322—Agenda/Meeting Materials.

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

IV.B.1. Student Attendance Calendars for the 2023/2024, 2024/2025, and 2025/2026 School Years

Received for information the Student Attendance Calendars for the 2023/2024, 2024/2025, and 2025/2026 school years.

IV.B.2. Course Revision: Computer Applications

Received for information the Computer Applications course revision.

IV.B.3. New Course: Beginning Guitar

Received for information the new course Beginning Guitar.

IV.B.4. Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January Through March 2022

Received for information the Williams Settlement Legislation Quarterly Uniform Report Summary for January through March 2022.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Joe Schaffer said he attended a special graduation ceremony, prom, and wedding at Chino Hills HS for student Addison Conely who has been diagnosed with leukemia; said the Chino Hills Parks and Recreation Commission is looking for their student representative for next year; confirmed that the District is dedicated to keeping combo class sizes down; requested an update on the Preserve School II at an upcoming Board meeting; and said the District needs to start discussion on how it will mitigate the cost of an approximate additional 500 seats in that part of the District.

Don Bridge said he also attended the special ceremony at Chino Hills HS for Addison Conely and commended the staff for organizing and setting up the event; attended the swearing in ceremony for the new Chino Valley Fire Chief Dave Williams; and said he hopes students on traditional track look forward to enjoying the final seven weeks of school.

Andrew Cruz acknowledged Paraprofessionals Day on April 6; spoke about issues students are having due to masking mandates including emotional, isolation, and speech delays; said Assembly Judiciary Committee voted to pass Assembly Bill 2223; spoke about protecting choice; and said that Chino Hills HS student Addison Conely was going to a better place.

James Na thanked Chino Hills HS administrators for facilitating the ceremonies for Addison Conely; spoke about the current state of humanity; said he attended a celebration of life for longtime PTA member Edwin Denzin.

Superintendent Enfield made no comments.

President Gagnier said it was refreshing that the meeting focused on public education; spoke about moving forward and asked that everyone work on something together that focuses on the future and public education; spoke about media attention centered around Title IV issues; requested clarification for the public regarding the transition to by-trustee area elections; spoke about the need to get ahead of things when the District sees things that the legislature is considering; requested a resolution of support for more funding for additional literacy as the May revise is being finalized; requested a resolution affirming the District's commitment to a zero tolerance policy of sexual harassment; and implored everyone to keep working together and keep public education at Board meetings a positive experience.

VI. ADJOURNMENT

President Gagnier adjourned the regular meeting of the Board of Education at 7:59 p.m.

Christina Gagnier, President

James Na, Clerk

Recorded by: Patricia Kaylor Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF EDUCATION
April 12, 2022
MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:00 P.M.

1. Roll Call

President Gagnier called to order the special meeting of the Board of Education, Tuesday, April 12, 2022, at 4:00 p.m. with Na, Schaffer, and Gagnier present in the Board room. Mr. Bridge and Mr. Cruz were absent.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent

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

2. Pledge of Allegiance

Led by Board President Gagnier.

II. ACTION

II.A. FACILITIES, PLANNING, AND OPERATIONS

II.A.1. Naming or Dedication of Facility at Chino HS after Mark Hargrove

John Miller and Jennifer Hargrove addressed the Board. Moved (Schaffer) seconded (Na) motion carried (3-0) to amend the item so that it reads, "approve naming the new gymnasium at Chino HS after Mark Hargrove." Moved (Na) seconded (Schaffer) motion carried (3-0) to approve the motion, as amended.

III. ADJOURNMENT

President Gagnier adjourned the special meeting of the Board of Education at 4:10 p.m.

Christina Gagnier, President

James Na, Clerk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: REVISION OF BYLAWS OF THE BOARD 9322—AGENDA/MEETING MATERIALS

=====

BACKGROUND

Board policies, administrative regulations, and Bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Bylaws of the Board 9322—Agenda/Meetings materials is being updated to reflect new law (SB 274, 2021), which requires districts with a website to email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet, if a person requests such items be delivered by email, unless it is technologically infeasible to do so. Bylaw is also updated to include a focus on student well-being in the philosophical statement. This item was presented as information at the April 7 Board meeting.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of Bylaws of the Board 9322—Agenda/Meeting Materials.

FISCAL IMPACT

None.

NE:pk

AGENDA/MEETING MATERIALS

Agenda Content

Board of Education meeting agendas shall reflect the District's vision and goals and the Board's focus on student learning AND WELL-BEING.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda, but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each meeting agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of agenda documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request should be made if an individual requires disability-related accommodations or modifications, including auxiliary aids and services in order to participate in the Board meeting. (Government Code 54954.2)

AGENDA/MEETING MATERIALS (cont.)**Agenda Preparation**

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

(cf. 9121 - President)

(cf. 9122 - Secretary)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least 30 days before the scheduled meeting date. Items submitted less than 30 days before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent or designee shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent agenda items shall be items of a routine nature or items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code 54954.3)

AGENDA/MEETING MATERIALS (cont.)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Any Board action that involves borrowing \$100,000.00 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

No item shall be pulled from the published Board agenda without consensus of the Board.

(cf. 1312.1 - Complaints Concerning District Employees)
 (cf. 1312.2 - Complaints Concerning Instructional Materials)
 (cf. 1312.3 - Uniform Complaint Procedures)
 (cf. 1312.4 - Williams Uniform Complaint Procedures)
 (cf. 1340 - Access to District Records)
 (cf. 3320 - Claims and Actions Against the District)
 (cf. 5144.1 - Suspension and Expulsion/Due Process)

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees; staff; and others; and other available documents pertinent to the meeting.

~~Use of materials gathered in the course of research (including, but not limited to the use of materials submitted by the Superintendent's staff, auditors, legal counsel, county or state agencies or any other provider of information) pertaining to the business of the Chico Valley Unified School District may be used as reference at Board meetings. In order for all Board members to have the same opportunity for input, discussion and decision making, any reference materials collected shall be provided to the Board, the Superintendent and the Superintendent's Cabinet before the meeting, allowing enough time for delivery to the Board at least two days prior to the meeting. If extenuating circumstances prevent meeting this deadline, reference materials must be provided at the earliest possible time.~~

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

AGENDA/MEETING MATERIALS (cont.)

(cf. 9012 - Board Member Electronic Communications)

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the District website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the District's agenda management platform in accordance with Government Code 54954.2. When the District utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the website with the District's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)
(cf. 1340 - Access to District Records)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

THE SUPERINTENDENT OR DESIGNEE SHALL EMAIL A COPY OF, OR A WEBSITE LINK TO, THE AGENDA OR A COPY OF ALL THE DOCUMENTS CONSTITUTING THE AGENDA PACKET TO ANY PERSON WHO REQUESTS SUCH ITEMS TO BE DELIVERED BY EMAIL. IF THE SUPERINTENDENT OR DESIGNEE DETERMINES THAT IT IS TECHNOLOGICALLY INFEASIBLE TO DO SO, A COPY OF THE AGENDA OR A WEBSITE LINK TO THE AGENDA AND A COPY OF ALL OTHER DOCUMENTS CONSTITUTING THE AGENDA PACKET SHALL BE SENT TO THE PERSON WHO HAS MADE THE REQUEST IN ACCORDANCE WITH MAILING REQUIREMENTS SPECIFIED IN LAW. (Government Code 54954.1)

AGENDA/MEETING MATERIALS (cont.)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the District or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the ~~Public Records Act~~ PRA. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Legal Reference:EDUCATION CODE

35144 Special meetings

35145 Public meetings

35145.5 Right of public to place matters on agenda

GOVERNMENT CODE

6250-6270 Public Records Act

53635.7 Separate item of business

54954.1 Mailed agenda of meeting

54954.2 Agenda posting requirements; board actions

54954.3 Opportunity for public to address legislative body

54954.5 Closed session item descriptions

54956.5 Emergency meetings

54957.5 Availability of public records

54960.2 Challenging board actions; cease and desist

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications

36.303 Auxiliary aids and services

COURT DECISIONS

Mooney v. Garcia, (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

ATTORNEY GENERAL OPINIONS

99 Ops. Cal. Atty. Gen. 11 (2016)

78 Ops. Cal. Atty. Gen. 327 (1995)

AGENDA/MEETING MATERIALS (cont.)

Chino Valley Unified School District

Bylaw adopted: March 6, 1997

Revised: June 4, 1998

Revised: July 17, 2003

Revised: June 7, 2007

Revised: November 17, 2011

Revised: March 21, 2013

Revised: February 7, 2019

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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

\$7,445,679.70 to all District funding sources.

NE:SHC:LP:if

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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:if

CHINO VALLEY UNIFIED SCHOOL DISTRICT
April 21, 2022

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Cattle ES</u>		
PFA	Scholastic Book Fair	5/9/22 - 5/13/22
<u>Chaparral ES</u>		
PTO	Party Kingdom Jump Passes	4/22/22 - 4/29/22
<u>Liberty ES</u>		
PTO	Rummage Sale & Concession	5/7/22
<u>Ayala HS</u>		
Band & Color Guard Boosters	Indoor Percussion Showcase Ticket Sales	4/27/22
Band & Color Guard Boosters	Indoor Percussion Showcase Concession	4/27/22
<u>Chino HS</u>		
ASB - Renaissance/Football	Powder Puff Jersey Sales	5/13/22
ASB - Renaissance/Football	Powder Puff Taco Sales	5/13/22
<u>Chino Hills HS</u>		
ASB - Operation Smile	Do Good with Chipotle	5/11/22
ASB - Cross Country	Summer Camp	6/20/22 - 8/6/22
<u>Don Lugo HS</u>		
ASB - Class of 2023	Pie Your Teachers	4/22/22
ASB - ASL	Keychains	4/25/22 - 5/26/22

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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:if

CHINO VALLEY UNIFIED SCHOOL DISTRICT
April 21, 2022

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Liberty ES</u>		
PTO	Cash	\$5,070.00
<u>Canyon Hills JHS</u>		
Charles & Sunny Cha	Cash	\$120.00
Marcus & Nadine Hernandez	Cash	\$120.00
Hongmei You	Cash	\$200.00
<u>Don Lugo HS</u>		
Frances & David Swantston III	Cash	\$25.00
Katherine Boskovich	Cash	\$25.00
Carmelo & Lorraine Chevere	Cash	\$40.00
Maria & Harold Leib	Cash	\$40.00

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

DATE: April 21, 2022

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	2021/2022 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	-	-	\$133,372.12
Margaret A. Chidester & Associates	-	-	\$136,464.15
Tao Rossini, APC	February	\$28,674.75	\$120,852.20
Fagen, Friedman & Fulfroost	-	-	-
	Total	\$28,674.75	\$390,688.47

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 Tao Rossini, APC.

FISCAL IMPACT

\$28,674.75 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: April 21, 2022
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: RESOLUTION 2021/2022-70, TEMPORARY BORROWING
BETWEEN FUNDS OF THE SCHOOL DISTRICT**

=====

BACKGROUND

The cash flow of revenues for certain funds in the District does not always match the cash flow of expenditures during that year. When a mismatch between receipt of projected revenues and ongoing expenditures occur, it could cause a shortage of cash.

Interfund borrowing is a form of borrowing on a temporary basis between other available funds of the District. Education Code 42603 specifies that the governing board of any school district may direct funds to be temporarily transferred to another fund or account of the District. Interfund borrowing must be repaid in the same fiscal year, or the following year, if borrowing takes place within 120 days of fiscal year end.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2021/2022-70, Temporary Borrowing Between Funds of the School District.

FISCAL IMPACT

None.

NE:SHC:LP:lf

**Chino Valley Unified School District
Resolution 2021/2022-70,
Resolution to Authorize Temporary Borrowing
Between Funds of the School District**

WHEREAS, the San Bernardino County Treasurer does not have authority to honor warrants drawn on school district funds with insufficient cash balances in the absence of an approved borrowing arrangement with the District;

WHEREAS, the Board of Education of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the District for payment of obligations as authorized by Education Code 42603;

WHEREAS, actual interfund transfers shall be accounted for as temporary loans between funds and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED:

1. The Board of Education of the Chino Valley Unified School District hereby authorizes, for fiscal year 2022/2023, temporary transfers between the following funds and authorizes the San Bernardino County Treasurer to honor warrants drawn on those funds, regardless of their cash balances, provided the aggregate cash balance of all those funds is positive: All funds.

2. The Board of Education of the Chino Valley Unified School District hereby authorizes the Superintendent or his designee to approve any actual interfund transfers processed between the above-mentioned funds and requires that any actual transfer of funds pursuant to this resolution be ratified by the Board as soon as practicable.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of April 2022.

Bridge: _____
Cruz: _____
Na: _____
Schaffer: _____
Gagnier: _____

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

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

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

RECOMMENDATION

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

School-Sponsored Trips	Date	Fiscal Impact
Site: Chino Hills HS Event: International Science and Engineering Fair Place: Atlanta, GA Chaperone: 2 students/2 chaperones	May 7-15, 2022	Cost: \$3,000.00 per student Funding Source: Scholarship and Awards through SBCSS
Site: Don Lugo HS Event: California Association of Directors of Activities Student Leadership Camp Place: Isla Vista, CA Chaperone: 10 students/2 chaperones	July 7-10, 2022	Cost: \$510.00 per student Funding Source: Fundraising and ASB
Site: Don Lugo HS Event: Pearl Harbor Memorial Day Parade Place: Honolulu, HI Chaperone: 31 students/4 chaperones	December 4-9, 2022	Cost: \$1,569.00 per student Funding Source: Fundraising

FISCAL IMPACT

None.

Chino Valley Unified School District

Our Motto:

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

DATE: April 21, 2022
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: STUDENT ATTENDANCE CALENDARS FOR THE 2023/2024, 2024/2025, AND 2025/2026 SCHOOL YEARS

=====

BACKGROUND

The Student Attendance Calendar is adopted sufficiently in advance of the new school year in order to provide educational partners with ample time to provide input and conduct advance planning for the coming year. Additionally, adoption of the Student Attendance Calendar at this time permits the District to meet with exclusive representatives of the District’s certificated and classified employees regarding applicable work year calendars. The Student Attendance Calendar is not intended to constitute the employee work year calendar, which will be negotiated to the extent required by law. This item was presented to the Board on April 7, 2022, as information.

This item was presented to the Calendar Committee.

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

RECOMMENDATION

It is recommended the Board of Education approve the Student Attendance Calendars for the 2023/2024, 2024/2025, and 2025/2026 school years.

FISCAL IMPACT

None.

NE:LF:gks

Chino Valley Unified School District
2023-2024 STUDENT ATTENDANCE CALENDAR
180 School Days – Traditional

JULY 2023

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AUGUST 2023

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SEPTEMBER 2023

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OCTOBER 2023

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NOVEMBER 2023

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DECEMBER 2023

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JANUARY 2024

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FEBRUARY 2024

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MARCH 2024

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APRIL 2024

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



MAY 2024

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JUNE 2024

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IMPORTANT DATES

July 4	Independence Day	Jan 15	Martin Luther King Day	 First Day of School  Last Day of School  Legal Holiday  School Closed
Aug 1-2	● New Teacher Workday	Feb 12	Lincoln's Birthday	
Aug 3	X K-6 Teacher Workday	Feb 19	Washington's Birthday	
Aug 4	○ All Teacher Workday	Mar 25-29	Spring Break	
Aug 7	First Day of School	April 1	School Closed	
Sept 4	Labor Day	May 23	Last Day of School	
Nov 10	Veterans' Day Observed	May 24	○ All Teacher Workday	
Nov 20-24	Thanksgiving Break	May 27	Memorial Day	
Dec 15	△ 7-12 Teacher Workday/TK-12 Non-School Day			
Dec 15-Jan 2	Christmas/Winter Break			

Chino Valley Unified School District
2024-2025 STUDENT ATTENDANCE CALENDAR
 180 School Days – Traditional

JULY 2024

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AUGUST 2024

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SEPTEMBER 2024

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OCTOBER 2024

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NOVEMBER 2024

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DECEMBER 2024

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JANUARY 2025

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FEBRUARY 2025

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MARCH 2025

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APRIL 2025

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


MAY 2025

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JUNE 2025

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IMPORTANT DATES

July 4	Independence Day	Jan 20	Martin Luther King Day	 First Day of School  Last Day of School  Legal Holiday  School Closed
July 30-31	● New Teacher Workday	Feb 10	Lincoln's Birthday	
Aug 1	X K-6 Teacher Workday	Feb 17	Washington's Birthday	
Aug 2	○ All Teacher Workday	Mar 24-28	Spring Break	
Aug 5	First Day of School	April 18	School Closed	
Sept 2	Labor Day	May 22	Last Day of School	
Nov 1	School Closed	May 23	○ All Teacher Workday	
Nov 11	Veterans' Day	May 26	Memorial Day	
Nov 25-29	Thanksgiving Break			
Dec 19	△ 7-12 Teacher Workday/TK-12 Non-School Day			
Dec 19-Jan 3	Christmas/Winter Break			

Chino Valley Unified School District
2025-2026 STUDENT ATTENDANCE CALENDAR
180 School Days – Traditional

JULY 2025

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AUGUST 2025

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SEPTEMBER 2025

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OCTOBER 2025

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NOVEMBER 2025

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DECEMBER 2025

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JANUARY 2026

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FEBRUARY 2026

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MARCH 2026

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APRIL 2026

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MAY 2026

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JUNE 2026

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IMPORTANT DATES

July 4	Independence Day	Jan 19	Martin Luther King Day	<p>■ First Day of School</p> <p>■ Last Day of School</p> <p>■ Legal Holiday</p> <p>■ School Closed</p>
July 29-30	● New Teacher Workday	Feb 9	Lincoln's Birthday	
July 31	X K-6 Teacher Workday	Feb 16	Washington's Birthday	
Aug 1	○ All Teacher Workday	Mar 30-Apr 3	Spring Break	
Aug 4	First Day of School	Apr 6	School Closed	
Sept 1	Labor Day	May 21	Last Day of School	
Nov 10	School Closed	May 22	○ All Teacher Workday	
Nov 11	Veterans' Day	May 25	Memorial Day	
Nov 24-28	Thanksgiving Break			
Dec 18	△ 7-12 Teacher Workday/TK-12 Non-School Day			
Dec 18-Jan 2	Christmas/Winter Break			

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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: COURSE REVISION: COMPUTER APPLICATIONS

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BACKGROUND

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

Computer Applications is a one-year course designed to teach a variety of 21st century skills. The course introduces students to and increases proficiency in keyboarding, word processing, presentation creation, digital citizenship, computer hardware, and networking basics. This most recent course revision includes additional curriculum to make it a one-year course, as well as additional standards to prepare students for MS Office certification in Microsoft Suite applications such as MS Word, MS Excel, MS Outlook, and MS PowerPoint. The course is aligned to meet the most recent framework and standards for California Technical Education (CTE) in the Information Communication Technologies (ICT) sector. The revision also meets the UC/CSU “g” elective requirement. This item was presented to the Board on April 7, 2022, as information.

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 Computer Applications course revision.

FISCAL IMPACT

None.

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:	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:	Computer Applications
2. Transcript Title/Abbreviation:	Computer App
3. Transcript Course Code/Number:	5827
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	MEETS UC/CSU "G" ELECTIVE REQUIREMENT
6. Grade Level(s):	9-12
7. Unit Value:	5 units per semester - One (1) Semester /10 Credits
8. Course Previously Approved by UC:	No YES
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	No YES
11. Repeatable for Credit:	No
12. Date of Board Approval:	December 10, 2009 / May 24, 2012
Date of Revision Approval:	
13. Brief Course Description:	<p>Computer Applications reinforces keyboarding and formatting skills acquired in a keyboarding course and introduces word processing, database management, spreadsheets, and presentations. Graphics and telecommunications may be a part of this course. COMPUTER APPLICATIONS IS A ONE-YEAR COURSE DESIGNED TO TEACH A VARIETY OF 21ST-CENTURY SKILLS TO ASSIST IN STUDENT SUCCESS. THE CURRICULUM IS GUIDED AROUND MEETING THE INTRODUCTORY SKILLS NECESSARY FOR STUDENTS TO BE SUCCESSFUL IN THEIR PATHWAY CHOICE AND TO HELP THEM BE CAREER AND COLLEGE READY. THE COURSE REVISION INCLUDES CURRICULUM FOR AND PREPARATION FOR MS OFFICE CERTIFICATION IN MICROSOFT SUITE APPLICATIONS SUCH AS MS WORD, MS EXCEL, MS OUTLOOK, AND MS POWERPOINT. INTEGRATED INTO THIS COURSE ARE PRINCIPLES OF ECONOMICS, MATHEMATICAL COMPUTATION, REASONING AND LOGIC, COMMUNICATION, CRITICAL THINKING, PROBLEM-SOLVING, HANDS-ON ACTIVITIES, AND PROJECT-BASED LEARNING. THIS COURSE IS ALIGNED TO MEET THE FRAMEWORK AND STANDARDS FOR CALIFORNIA TECHNICAL EDUCATION IN THE INFORMATION COMMUNICATION TECHNOLOGIES SECTOR. developed by the Business Education Resource Consortium.</p>
14. Prerequisites:	Keyboarding and Document Processing or teacher approval NONE
15. Context for Course:	To live, learn, and work successfully in an increasingly complex and information-rich society, students must use technology effectively. This course is intended to introduce students to the basics of computer operation as well as technology productivity tools based on the National Educational Technology Standards for students as well as California Career Technology Education Model Curriculum Standards. Students will also develop an understanding of the ethical and legal issues that will enable them to become informed technology users of the future.
16. History of Course Development:	This course was originally designed to meet the standards developed by the business education consortium. With the ever-evolving technological world; this course has also evolved to now incorporate the cte standards for the information and communication technologies (ict) sector. Computer applications is a one-year course designed to

Chino Valley Unified School District

High School Course Description

teach a variety of 21st century skills to assist in student success. The course is an introductory level curriculum necessary for students to be successful in their pathway choice and to help them be career and college ready. This includes not only the use of computer productivity applications but also computer operations, maintenance, and networking.

17. Textbooks:	TEST OUT OFFICE PRO (COMPUTER SOFTWARE)
18. Supplemental Instructional Materials:	Google Drive, www.google.com ; History of Computers, https://sites.google.com/site/kingjwebquest/home

C. COURSE CONTENT

1. Course Purpose:

This course is designed for the California career and technical education information and communication technologies (ict) sector. This course is aligned to the California career and technical education standards, information support services pathway and is designed to be an introductory level course. To live, learn, and work successfully in an increasingly complex and information-rich society, students must use technology effectively. This course is intended to introduce students to the basics of computer operation, as well as technology productivity tools. Students will also develop an understanding of the ethical and legal issues that will enable them to become informed technology users of the future.

2. Course Outline:

~~Standard 1 – Students understand the use of computer software programs.~~

~~1.1 Objective: Master keyboarding skills.~~

~~1.1.1 Performance Indicator: Students will perform timed writing tests in keyboarding with a recommended keyboarding speed of not less than 25 words per minute.~~

UNIT 1 MICROSOFT AND GOOGLE APPLICATIONS

STUDENTS WILL BE INTRODUCED TO ELEMENTS OF MICROSOFT ONE DRIVE AND GOOGLE DRIVE. UNDERSTANDING AND PROPERLY UTILIZING A VARIETY OF THE COMPONENTS WILL ENHANCE THEIR UNDERSTANDING OF MICROSOFT ONE DRIVE AND GOOGLE DRIVE, WHICH IN TURN WILL BUILD THEIR CONFIDENCE IN THEIR KNOWLEDGE OF MICROSOFT AND GOOGLE PLATFORMS. STUDENTS WILL LEARN ABOUT AND BE ABLE TO IDENTIFY THE VARIOUS COMPONENTS, VARIOUS OPTIONS AND THEIR PURPOSE, VARIOUS DOCUMENT OPTIONS IN MICROSOFT ONE DRIVE AND GOOGLE DRIVE.

~~1.2 Objective: Understand the basic components and operating systems of computer.~~

~~1.2.1 Performance Indicator: Students will define common computer technology.~~

~~1.2.2 Performance Indicator: Students will identify computer components and the functions of each.~~

UNIT 2 COMPUTER HARDWARE AND SOFTWARE

THIS UNIT WILL INTRODUCE THE STUDENT TO THE MAJOR COMPONENTS OF THE COMPUTER INCLUDING: INPUT, OUTPUT, MEMORY, STORAGE, PROCESSING, SOFTWARE, AND THE OPERATING SYSTEM. UNDERSTANDING COMPUTER HARDWARE HELPS STUDENTS BUILD CONFIDENCE IN THEIR COMPUTING SKILLS AND ENHANCES THEIR UNDERSTANDING OF COMPUTER SOFTWARE. COMPUTER HARDWARE SYSTEMS AND COMPUTER SOFTWARE SYSTEMS SHARE MANY SIMILARITIES IN THEIR STRUCTURES. PERSONAL COMPUTERS, DESKTOP COMPUTERS, LAPTOPS, AND SIMILAR COMPUTER SYSTEMS HAVE MULTIPLE HARDWARE COMPONENTS, SOMETIMES PACKAGED IN ONE UNIT AND SOMETIMES CONSISTING OF PHYSICALLY SEPARATE COMPONENTS.

~~1.3 Objective: Understand the essential knowledge and skills common to all pathways in the information technology sector.~~

~~1.3.1 Performance Indicator: Students will identify major technological advancements that led to the development of the computer.~~

~~1.3.2 Performance Indicator: Students will identify the applications of computers in personal and work situations.~~

~~1.3.3 Performance Indicator: Students will learn and demonstrate the basic operating system commands of the computer.~~

UNIT 3 HISTORY OF COMPUTERS

THIS UNIT WILL HAVE STUDENTS LEARN ABOUT THE DEVELOPMENT OF THE COMPUTER. STUDENTS WILL LEARN HOW COMPUTERS HAVE CHANGED SINCE THE 1940'S IN SIZE AND TECHNOLOGY USED. STUDENTS WILL LOOK AT NOTABLE

Chino Valley Unified School District

High School Course Description

COMPUTERS OVER TIME AND WHY THEY WERE CREATED. STUDENTS WILL EXAMINE THE CURRENT NEED OF COMPUTERS AND WHAT POSSIBLE FUTURE NEEDS WILL DO FOR COMPUTERS.

~~1.4 Objective: Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.~~

~~1.4.1 Performance Indicator: Students will identify ethical issues such as invasion of privacy, copyright infringement, and computer crime.~~

~~1.4.2 Performance Indicator: Students will define district policy concerning software protection.~~

UNIT 4 WORD PROCESSING AND DIGITAL LITERACY

THIS UNIT WILL HAVE STUDENTS LEARN THE NEED OF WORD PROCESSING SKILLS SUCH AS TYPING WITH SPEED AND ACCURACY AND 10-KEY PROFICIENCY. STUDENTS WILL WORK INDIVIDUALLY TO DEVELOP FINE MOTOR SKILLS TO IMPROVE THEIR TYPING SKILLS TO HELP WITH ACADEMIC NEEDS AND THE UPCOMING BUSINESS WORLD NEED TO RAPIDLY BE ABLE TO CREATE AN EFFECTIVE EMAIL, MEMO, OR LETTER.

~~1.5 Objective: Use a word processing program to produce letters, memos, tables, flyers, and reports.~~

~~1.5.1 Performance Indicator: Students will master the following word processing skills: loading and saving, setting margins, centering, spell checking, merging, editing and printing files.~~

~~1.5.2 Performance Indicator: Students will demonstrate their ability to use word processing applications to produce a variety of documents.~~

~~1.5.3 Performance Indicator: Students will complete a real life word processing simulation project.~~

UNIT 5 MICROSOFT WORD STANDARD

THIS UNIT WILL EXPLORE MICROSOFT WORD AND HOW THIS SOFTWARE WILL BE UTILIZED AS STUDENTS LEARN THE INDUSTRY BUSINESS SOFTWARE USED TO CREATE PROFESSIONAL BUSINESS DOCUMENTS. UNDERSTANDING, APPLYING, ANALYZING, AND EVALUATING VARIOUS CONCEPTS WITHIN THE SOFTWARE WILL EMPOWER STUDENTS TO CREATE BUSINESS PROFESSIONAL TEXT-BASED DOCUMENTS. STUDENTS WILL DEVELOP SKILLS WITH RESEARCH PAPERS, REFERENCES, AND SOURCES. WITHIN THE BUSINESS WORLD, STUDENTS WILL DESIGN LETTERHEADS, BUSINESS LETTERS, MEMOS, AND FLYERS.

UNIT 6 MICROSOFT POWERPOINT

THIS UNIT WILL HAVE STUDENTS CREATE AND MANAGE EFFECTIVE PRESENTATIONS, INCORPORATING DESIGN ELEMENTS SUCH AS ANIMATIONS, SMART ART, ILLUSTRATIONS, TABLES, CHARTS, AND PICTURES. THEY WILL APPLY AESTHETIC AND PHYSICAL ELEMENTS TO CONNECT THE AUDIENCE TO MESSAGES, INCLUDING TRANSITIONS AND HANDOUTS.

~~1.6 Objective: Use a database management program to create a database, sort and print a variety of reports.~~

~~1.6.1 Performance Indicator: Students will master the following data base skills: loading and saving, setting up record layouts, arranging, formatting, editing, and printing records.~~

~~1.6.2 Performance Indicator: Students will demonstrate their ability to use database applications in a variety of areas.~~

~~1.6.3 Performance Indicator: Students will complete a real life database simulation project such as creating mailing address labels.~~

UNIT 7 DATABASE PROGRAMS

THIS UNIT WILL FOCUS ON THE USE OF A DATABASE MANAGEMENT PROGRAM TO CREATE A DATABASE, SORT AND PRINT A VARIETY OF REPORTS.

~~1.7 Objective: Develop and produce simple spreadsheet documents.~~

~~1.7.1 Performance Indicator: Students will master the following specific spreadsheet skills: loading and saving formats, mathematics formulas, entries, sorting, totals, editing and printing.~~

~~1.7.2 Performance Indicator: Students will demonstrate their ability to use spreadsheet applications by producing spreadsheets to solve specific problems.~~

~~1.7.3 Performance Indicator: Students will complete a real life spreadsheet simulation project.~~

~~1.8 Objective: Produce graphic representations of spreadsheet files.~~

~~1.8.1 Performance Indicator: Students will demonstrate their ability to create a graphic representation of spreadsheet data.~~

Chino Valley Unified School District

High School Course Description

UNIT 8 MICROSOFT EXCEL

THIS UNIT WILL FOCUS ON THE CREATION OF SPREADSHEETS AND CHARTS THAT INVOLVE TEXT, RAW NUMBERS, FORMULAS, FUNCTIONS, FORMATTING, AND LAYOUTS. STUDENTS WILL LEARN ABOUT WHAT-IF STATEMENTS, SORTING, IMPORTING, AND MANIPULATING DATA. DEMONSTRATIONS OF THE MYRIAD OF CHARTS WILL BE GIVEN TO HELP STUDENTS DEVELOP THE RATIONALE ON WHICH CHART TYPE TO USE IN VARIOUS REAL-WORLD SCENARIOS.

~~1.9 Objective: Produce documents merging word processing, database, spreadsheet and graphic files.~~

~~1.9.1 Performance Indicator: Students will gain exposure to the integration of graphics into word processing and spreadsheet documents.~~

~~1.9.2 Performance Indicator: Students will integrate database and spreadsheet into word processing documents.~~

~~1.10 Objective: Successfully complete a comprehensive, integrated simulation involving word processing, database, spreadsheet, presentations, and graphics concepts.~~

~~1.10.1 Performance Indicator: Students will demonstrate the ability to use integrated software applications to produce a variety of documents.~~

~~1.11 Objective: Describe and demonstrate the use of a computer for telecommunications and the use of media technology.~~

~~1.11.1 Performance Indicator: Students will gain exposure to media technology by using, searching, editing, capturing and printing text and graphics from various forms of media storage.~~

~~1.11.2 Performance Indicator: Students will demonstrate knowledge of Internet searching skills.~~

UNIT 9 PROFESSIONAL COMMUNICATION

THIS UNIT WILL FOCUS ON HOW TO USE DIFFERENT ENVIRONMENTS, ACTUAL AND DIGITAL, TO PROPERLY COMMUNICATE AND WORK COLLABORATIVELY. STUDENTS WILL USE VARIOUS PLATFORMS TO CREATE AND FORMAT EMAILS, MEMOS, LETTERS, AND OTHER COMMUNICATIONS. STUDENTS WILL LEARN THE PROPER WAY TO GREET, COMMUNICATE WITH, AND CONCLUDE A CONVERSATION IN A PROFESSIONAL SETTING.

3. Key Assignments:

UNIT 1 MICROSOFT AND GOOGLE APPLICATIONS

- STUDENT PRODUCTION: STUDENTS WILL WRITE AND SAVE DOCUMENTS IN MICROSOFT ONE DRIVE: DOCS, EXCEL, POWERPOINT, ETC.
- STUDENT PRODUCTION: STUDENTS WILL WRITE AND SAVE DOCUMENTS IN GOOGLE DRIVE: DOCS, SHEETS, SLIDES, ETC.
- ASSIGNMENT COMPLETION METHOD: STUDENTS WILL UTILIZE 365 AND GOOGLE TO SIGN INTO THEIR EMAIL ACCOUNTS AND COMPLETE A PROJECT USING MICROSOFT WORD FOR THE WRITTEN PORTION AND EXCEL FOR THEIR PRESENTATION.
- STUDENTS WILL LEARN: CHINO VALLEY UNIFIED SCHOOL DISTRICT MICROSOFT 365 AND GOOGLE CLASSROOM PLATFORMS/ STUDENT LOG-INS, (EMAIL) AND GOOGLE SHEETS AND SLIDES (CONVERTING DOCUMENTS) AND AERIES PLATFORM FOR GRADES.

UNIT 2 COMPUTER HARDWARE AND SOFTWARE

- IDENTIFYING HARDWARE COMPONENTS - WHERE POSSIBLE, PROVIDE EACH STUDENT WITH THE OPPORTUNITY TO TAKE APART AN OLD COMPUTER AND LOCATE AND IDENTIFY THE VARIOUS COMPONENTS.
- IDENTIFYING SOFTWARE COMPONENTS - DISCUSS THE ROLE OF SYSTEM SOFTWARE AND APPLICATION SOFTWARE.
- DESCRIBING THE INTERACTION OF COMPONENTS - STUDENTS PERFORM A ROLE PLAY WHERE EACH STUDENT ACTOR REPRESENTS ONE COMPONENT – HARDWARE OR SOFTWARE. SCRIPTS DESCRIBE THEIR GENERAL ACTIONS; THE TEACHER PROVIDES THE DATA FOR THE INTERACTIONS.
- PURCHASING A COMPUTER - STUDENTS LOCATE COMPUTER ADVERTISEMENTS IN PRINT OR ONLINE. A COMPARATIVE TABLE IS CREATED THAT LISTS THE ADVANTAGES AND DISADVANTAGES OF AT LEAST THREE ADVERTISED COMPUTERS FOR POSSIBLE PERSONAL USE.

Chino Valley Unified School District

High School Course Description

- FILE SYSTEMS AND ORGANIZATION - EXPLAIN DIRECTORY STRUCTURE. STUDENTS CREATE AND USE NESTED DIRECTORIES. STUDENTS SHOULD EXPLAIN THE ADVANTAGES AND DISADVANTAGES TO A FLAT STRUCTURE VS. A HIERARCHICAL STRUCTURE METHODOLOGY.
- DIAGNOSE AND TROUBLESHOOT PC PROBLEMS - DISCUSS COMMON PC PROBLEMS AND SOLUTIONS. HAVE STUDENTS EXPERIENCE A PRACTICAL LAB WHERE THEY MUST DIAGNOSE AND FIX A SET OF "BROKEN" PCS (DISCONNECTED NETWORK CABLES, UNPLUGGED MONITOR CABLES, MOVED/DELETED SHORTCUT ICONS, ETC.)

UNIT 3 HISTORY OF COMPUTERS

- HISTORY OF COMPUTERS - STUDENTS CREATE A TIMELINE ON WORD PROCESSORS FOR THE DEVELOPMENT AND EVOLUTION OF COMPUTER HARDWARE, POSSIBLY INCLUDING PRE-ELECTRONIC COMPUTATIONAL DEVICES. THE TIMELINE CAN BE AUGMENTED, WHERE POSSIBLE, WITH EXAMPLES OF EARLIER HARDWARE, PHOTOGRAPHS OR ADVERTISEMENTS, AND NOTES AS TO COST AND CAPABILITIES. CHALLENGE STUDENTS TO USE THEIR IMAGINATION AND EXTEND THE TIMELINE FORWARD 10 YEARS.
- Students will identify the applications of computers in personal and work situations.
- Students will learn and demonstrate the basic operating system commands of the computer.

UNIT 4 WORD PROCESSING AND DIGITAL LITERACY

- STUDENTS WILL DEMONSTRATE THEIR KNOWLEDGE OF INTERNET SAFETY AND DIGITAL CITIZENSHIP BY CONDUCTING RESEARCH AND EVALUATING ONLINE SOURCES.
- THEY WILL DISPLAY AN UNDERSTANDING OF HOW TO WORK AND INTERACT SAFELY ON THE WEB.
- THEY WILL APPLY THE KNOWLEDGE LEARNED TO ANALYZE AND ANSWER THE FOLLOWING QUESTIONS:
 - WHY IS IT IMPORTANT TO UNDERSTANDING THE RIGHTS AND RESPONSIBILITIES OF A DIGITAL CITIZEN?
 - WHY IS IT IMPORTANT TO KEEP YOUR PRIVATE INFORMATION ONLINE PRIVATE?
 - WHY IS IT IMPORTANT TO BE SKEPTICAL ABOUT WHOM YOU COMMUNICATE WITH ONLINE?
 - WHAT DOES IT MEAN TO HAVE A DIGITAL FOOTPRINT?
 - IDENTIFY WHAT PERSONAL INFORMATION SHOULD REMAIN PRIVATE, AND WHAT IS SUITABLE TO BE SHARED PUBLICLY.
 - IF YOU WERE GOING TO GIVE A PRESENTATION ON USING THE INTERNET, WHAT WOULD YOU INCLUDE?
 - WHAT DO YOU THINK ARE THE MOST IMPORTANT REASONS FOR USING THE INTERNET EFFECTIVELY?
 - STUDENTS WILL DEFINE DISTRICT POLICY CONCERNING SOFTWARE PROTECTION.
- STUDENTS WILL WORK INDIVIDUALLY TO EVALUATE AND APPLY ETHICAL PRINCIPLES THAT ENCOURAGE RESPONSIBILITY AND TRUST WHEN USING THE INTERNET. STUDENTS WILL WRITE AN ESSAY TO IDENTIFY AND EXPLAIN AT LEAST THREE IMPORTANT SAFETY CONCERNS TO KEEP IN MIND WHEN USING THE INTERNET. THEY WILL USE SPECIFIC EXAMPLES AND EXPLANATIONS THAT REFER TO THE MATERIAL THEY HAVE LEARNED DURING THE LESSONS.

UNIT 5 MICROSOFT WORD STANDARD

- STUDENTS WILL CREATE, KEEP AND MAINTAIN A DIGITAL PORTFOLIO OF DIFFERENT DOCUMENTS LIKE A RESUME, RESEARCH PAPER, BUSINESS CARDS, LETTERHEAD, LETTER OF INTRODUCTION, ETC. STUDENTS SHOULD REALIZE THE EFFECTS OF STYLE, LOOK, AND CONCISENESS IN GENERAL COMMUNICATION FOR BUSINESS AND ACADEMIA IN THIS SIMULATED ENVIRONMENT.
- STUDENTS WILL CREATE A PROFESSIONAL MULTI-PAGE NEWSLETTER ABOUT EMERGING TRENDS IN COMPUTER TECHNOLOGY AND HOW THEY IMPROVE BUSINESS PRACTICES. NEWSLETTER WILL UTILIZE LEARNED CONCEPTS WITHIN THE UNIT.

UNIT 6 MICROSOFT POWERPOINT

- STUDENTS WILL CREATE, KEEP AND MAINTAIN A DIGITAL PORTFOLIO OF DIFFERENT PRESENTATIONS LIKE AN ABOUT ME, CAREER RESEARCH PRESENTATION, CITY PRESENTATION, COLLEGE RESEARCH, ETC. STUDENTS SHOULD REALIZE THE EFFECTS OF STYLE, LOOK, AND CONCISENESS IN GENERAL COMMUNICATION FOR BUSINESS AND ACADEMIA IN THIS SIMULATED ENVIRONMENT.
- STUDENTS WILL RESEARCH TECHNIQUES TO MAKE PRESENTATIONS MORE EFFECTIVE. THE STUDENT WILL THEN CREATE A PROFESSIONAL AND EFFECTIVE PRESENTATION OF THE INFORMATION THAT MAKES THEIR BUSINESS

Chino Valley Unified School District

High School Course Description

ATTRACTIVE TO POTENTIAL CUSTOMERS. THE STUDENT WILL THEN DELIVER A PRESENTATION TO THE CLASS UTILIZING PUBLIC SPEAKING SKILLS.

UNIT 7 DATABASE PROGRAMS

- STUDENTS WILL MASTER THE FOLLOWING DATA BASE SKILLS: LOADING AND SAVING, SETTING UP RECORD LAYOUTS, ARRANGING, FORMATTING, EDITING, AND PRINTING RECORDS.
- STUDENTS WILL DEMONSTRATE THEIR ABILITY TO USE DATABASE APPLICATIONS IN A VARIETY OF AREAS.
- STUDENTS WILL COMPLETE A REAL-LIFE DATABASE SIMULATION PROJECT SUCH AS CREATING MAILING ADDRESS LABELS.

UNIT 8 MICROSOFT EXCEL

- STUDENTS WILL ACT AS CHIEF ACCOUNTANT FOR A COMPANY AND WILL DEVELOP AND MANIPULATE A SALES ANALYSIS WORKSHEETS PRODUCING CHARTS, GRAPHS, AND SUMMED DATA.
- STUDENTS WILL BUILD A WORKSHEET FOR A MOVING COMPANY THAT ANALYZES THE FINANCING NEEDS FOR THE COMPANY'S FIRST YEAR IN BUSINESS. STUDENTS WILL START WITH A TABLE OF DATA THAT THEY WILL HAVE TO PLUG INTO A WORKSHEET AND MANIPULATE THE DATA TO PROVIDE MONTHLY AVERAGES, MAXIMUMS, MINIMUMS, AND TOTAL EXPENSES.
- STUDENTS WILL WORK AS A FINANCIAL PLANNER AND WILL UTILIZE A GIVEN TABLE OF DATA AND WILL CREATE A WORKSHEET THAT WILL PROJECT ANNUAL GROSS MARGIN, TOTAL EXPENSES, OPERATING INCOME, INCOME TAXES, AND NET INCOME FOR THE NEXT EIGHT YEARS BASED ON AN ASSUMPTION TABLE.

UNIT 9 PROFESSIONAL COMMUNICATION

- STUDENTS WILL WORK INDIVIDUALLY TO CREATE A FORMAL EMAIL, FORMAL LETTER, AND MEMO THAT FOLLOWS APPROPRIATE FORMATTING. STUDENTS WILL LEARN HOW TO ATTACH AND SHARE DOCUMENTS/FILES THROUGH MICROSOFT OFFICE AND GOOGLE DRIVE. STUDENTS WILL LEARN HOW TO PROPERLY CREATE MAILING ADDRESS LABELS AND BUSINESS CARDS THROUGH MICROSOFT OFFICE.
- STUDENTS WILL DEMONSTRATE THE ABILITY TO USE INTEGRATED SOFTWARE APPLICATIONS TO PRODUCE A VARIETY OF DOCUMENTS.
 - STUDENTS WILL INTEGRATE DATABASES AND SPREADSHEETS INTO WORD PROCESSING DOCUMENTS.
 - STUDENTS WILL GAIN EXPOSURE TO THE INTEGRATION OF GRAPHICS INTO WORD PROCESSING AND SPREADSHEET DOCUMENTS.
- STUDENTS WILL COMPLETE A PERSONALITY SURVEY TO ASSIST IN A CAREER RESEARCH PROJECT. STUDENTS WILL COMPARE AND CONTRAST TWO DIFFERENT CAREERS THAT SUIT THEIR PERSONALITY SURVEY RESULTS, AND DECIDE WHICH BEST FIT IS FOR THEM. STUDENTS WILL WRITE A RESEARCH PAPER IN MLA FORMAT AND PRESENT THEIR FINDINGS IN A MICROSOFT POWERPOINT.

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.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022

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: BEGINNING GUITAR

=====

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.

Beginning Guitar is a course that will help students develop and acquire facility and technical ability in communicating their understanding of musical terms, values and concepts through practice, individual and group performances. This course is for students who may or may not have had formal musical experience on any instrument. Further, this curriculum seeks to imitate existing instrumental ensemble curricula, which are firmly establish in CVUSD, replacing band or orchestra instruments with classical guitars. This item was presented to the Board on April 7, 2022, as information.

This course gives students the opportunity to develop performance techniques as they relate to emotional and intellectual growth with music. Beginning Guitar meets UC/CSU 'F' criteria satisfying Visual Performing Arts 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 Beginning Guitar.

FISCAL IMPACT

None.

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:	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:	Beginning Guitar
2. Transcript Title/Abbreviation:	Guitar 1
3. Transcript Course Code/Number:	5775
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU "F" Visual Performing Arts
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:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	Students develop and acquire facility and technical ability in communicating their understanding of musical terms, values, and concepts through practice and individual and group performances. This class is for students who may or may not have had formal musical experience on any instrument.
14. Prerequisites:	None
15. Context for Course:	Students have the opportunity to develop performance techniques within a group as they relate to emotional and intellectual growth with music. Students explore their individual musical talents through group participation. This course is aligned with the State of California Visual and Performing Arts Standards.
16. History of Course Development:	This curriculum seeks to imitate existing instrumental ensemble curricula, which are firmly established in CVUSD, replacing band or orchestra instruments with classical guitars. This allows it to fit in well in our school music programs. Like band and orchestra programs, students learn the basics of musicianship and instrumental technique in class. Once students have a basic technical and musical proficiency, they begin rehearsing repertoire. The day-to-day classroom activities involve rehearsing ensemble repertoire. The entire repertoire is arranged in three parts, and most of it falls into three categories: arrangements of classical music for other instrument combinations, arrangements of solo classical guitar repertoire, or pieces originally composed for guitar ensemble. There are also a few folk songs in the repertoire.
17. Textbooks:	None
18. Supplemental Instructional Materials:	Set of classical guitars, Hal Leonard Guitar Method by Will Schmid & Greg Koch 2002

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

Music education conveys knowledge and meaning not learned through the study of other subjects. As they study and perform music, students use the potential of the mind to its full and unique capacity. Music education is a vital part of a well-rounded educational program for students.

In this beginning course, students study the many styles and techniques that are found in guitar playing. Students learn how to read music notation, guitar tablature, play chords, accompany other musicians, as well as improvise. The course presents the history of the guitar, its significance in the music world, and how the instrument is featured in many of the music cultures around the world. The course includes a strong song writing component. Students grow and explore through the guitar curriculum by performing in small ensembles that are relevant to the guitar player.

2. Course Outline:

Unit 1: Music Skills 1

- To respond, analyze, and make judgments about works of music associates with the guitar when listening/viewing music examples.
- To evaluate a performance, composition, arrangements, or improvisation/solo by comparing each with an exemplary guitar model.
- To describe the means used to create images or evoke feelings and emotions in musical works from various guitarists.

Unit 2: Music Skills 2

- To analyze the role of the guitar in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- To identify the significance of the guitar in the musical genres found in the United States, trace the evolution of those genres, and cite well-known musicians associated with them. (Country, Blues, Jazz, Rock, Pop, etc.)
- To perform music from various cultures and time periods on the guitar.

Unit 3: Music Skills 3

- Introduce students to music notation, guitar tablature, and chords.
- Students will compare, analyze, and discuss the different styles of guitar playing found in our music world.

Unit 4: Music Skills 4

- Students will develop competencies and creative skills in problem solving, communication, and time management that can be used to contribute to lifelong learning and career skills.
- To explore various careers in the areas pertaining to the guitar and music through research projects, technology, and in class exercises, assignments, and performances.

Unit 5: Music Skills 5

- To apply instrumental skills in performing a varied repertoire of music on the guitar.
- To compose and arrange music and improvise melodies, variations, and accompaniments on the guitar.
- To perform individually and in small ensembles.
- To utilize modern technology to aid in creative expression, reflection, and assessment.
- To learn basic music theory that will aid in creative guitar playing: the composing of melodies, solos, improvisation, and song writing.

3. Key Assignments:

Unit 1: Music Skills 1

- Students will be given a listening assignment where they listen to both exemplary and armature performances of a selected work.
- Students will write about and discuss the quality, accuracy, and expression of musical examples using academic vocabulary.
- Students will learn how to write about and discuss the quality, accuracy, and expression of musical examples using academic vocabulary.

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Unit 2: Music Skills 2

- Students will complete a group project where they research a specific genre of guitar music from U.S. American History.
- Students will present a PowerPoint presentation which included their research on the history of their assigned genre.
- Students will learn about the history and culture of various genres of American guitar music. Students will learn how to describe and analyze various genres of American guitar music using academic vocabulary.

Unit 3: Music Skills 3

- Students will learn how to play varied genres of American guitar music with accuracy and with artistic integrity.
- Students will learn varied melodies and chords from the textbook as well as varied supplementary tablature.
- Students will be assessed individually and in small groups as they perform assigned songs from the textbook and supplementary tablature.
- Students will learn music theory, develop musicianship skills, learn to read musical notation, and refine technical skills on the guitar.

Unit 4: Music Skills 4

- Students will complete a research project where they will research various professions involving the guitar, interview a professional, and attend a guitar performance.
- Students will produce a list of 10 varied guitar related professions, 10 questions and answers from an interview with a professional, a 2-page concert report or review, and a written essay about one guitar related profession of their choosing.
- Students will learn about various career paths as a professional guitarist/musician.

Unit 5: Music Skills 5

- Students will complete these assignments through playing assigned repertoire both individually and in a group setting.
- Students will produce performances of diverse guitar repertoire with accuracy and artistic integrity.
- Students will learn how to read musical notation while developing technical musicianship skills. Through playing a diverse repertoire students will gain a deeper understanding of how to recognize varied guitar styles and techniques and reproduce them.

4. Instructional Methods and/or Strategies:

Active Participation: Teacher will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures. Some of the possible active participation strategies include strategy for personal, social, and physical development. Team building activities, collaboration, small group activities and personal reflections on individual progression.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022

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: ARTIFICIAL INTELLIGENCE IN MEDICINE HONORS

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BACKGROUND

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

Artificial Intelligence in Medicine Honors is a year-long course in the Biomedical Science and Technology (BST) program of study that introduces students to the history and future of the field of medicine through the lens of artificial intelligence. This is accomplished by students conducting hands-on research, investigating, and developing design solutions to better understand the future, and applications of artificial intelligence in medicine. Artificial Intelligence in Medicine Honors is aligned with the NGSS state standard and meets the UC/CSU ‘d’ science requirement. This item was presented to the Board on November 18, 2021, as information.

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 Artificial Intelligence in Medicine Honors.

FISCAL IMPACT

None.

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 Website: www.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:	Artificial Intelligence in Medicine Honors
2. Transcript Title/Abbreviation:	AI Med H
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets UC/CSU "d" science requirement
6. Grade Level(s):	9-12
7. Unit Value:	5 units per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	This course introduces students to the history, contemporary, and future of the field of medicine through the lens of artificial intelligence. Students explore the philosophies of medical practices around the world to understand the mechanisms and actions taken to aid the body in maintaining homeostasis. Students use vital signs as clues to understand a lack of equilibrium, while exploring the multiple modalities used to prevent, diagnose, and treat disorders in body systems. Students conduct research, investigate, and develop design solutions to better understand the future and applications of artificial intelligence in medicine.
14. Prerequisites:	Integrated Mathematics I
15. Context for Course:	Aligned with the California NGSS state standard, this course introduces students to the history, contemporary, and future of the field of medicine through the lens of artificial intelligence. Students explore the philosophies of medical practices around the world to understand the mechanisms and actions taken to aid the body in maintaining homeostasis. Students use vital signs as clues to understand a lack of equilibrium, while exploring the multiple modalities used to prevent, diagnose, and treat disorders in body systems. Students will conduct research, investigate, and develop design solutions to better understand the future and applications of artificial intelligence in medicine.
16. History of Course Development:	The use of Artificial Intelligence applications is a rapidly growing and cutting-edge discipline in today's medical field. The goal of this course is to introduce students to the field of applied medicine, through the lens of artificial intelligence, while developing the skills and knowledge to allow our students to become innovators and highly competitive leaders in the field. Students learn the various philosophies of medicine practiced around the world in hopes of aiding the body to achieve homeostasis. Students use vital signs as clues to understand a lack of equilibrium and the multiple modalities used for prevention, diagnosis, and treatment of disorders. Students investigate the future of artificial intelligence in

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medicine--both virtually and physically. Students conduct hands-on research and design solutions to better understand the applications of artificial intelligence in medicine.

17. Textbooks:	TBD
18. Supplemental Instructional Materials:	<p>BIOLOGY by Prentice Hall, Kenneth R. Miller, Joseph S. Levine, Pearson Education 2006</p> <p>Websites:</p> <p>“Body Control Center” by PBS & WGBH Educational Foundation https://ca.pbslearningmedia.org/resource/tdc02.sci.life.reg.bodycontrol/body-control-center/</p> <p>“10 Clever DIY Medical Devices” by Brian Buntz, Medical Device and Diagnostic Industry https://www.mddionline.com/design-engineering/10-clever-diy-medical-devices</p> <p>“Implementation of a Hospital management system using ArrayList in Java” by Ravi Bandakkanavar, Krazytech https://krazytech.com/programs/a-java-application-to-implement-hospital-management-system</p>

C. COURSE CONTENT

1. Course Purpose:

The purpose of this course is to introduce students to the history, contemporary, and future of the medical field. Students learn the various philosophies of medicine practiced around the world in hopes of aiding the body to achieve homeostasis. Students use vital signs as clues to understand a lack of equilibrium and the multiple modalities used for prevention, diagnosis, and treatment of disorders. Students investigate the future of artificial intelligence in medicine--both virtually and physically. Students will conduct hands-on research and design solutions to better understand the applications of artificial intelligence in medicine.

2. Course Outline:

Philosophy of Medicine (2.5 weeks)

- Students ask questions to clarify relationships about the role philosophical approaches to medicine from various cultures around the world affect patient care
- Students use and apply inductive and deductive reasoning to describe the approaches to medicine
 - Scientific method & engineering design process
- Students describe an array of careers in the medical field including job description, trends for growth, pathway, and average income

Homeostasis and Essentials for Life Functions (3 weeks)

- Students communicate scientific information about the importance of homeostasis in sustaining life
- Students plan and investigate to provide evidence that feedback mechanisms maintain homeostasis (HS-LS1-3)
- Students use a model to illustrate how carbon, hydrogen, oxygen, phosphorous, nitrogen, and sulfur are the building blocks of life
- Students use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy (HS-LS1-7)

Vital Signs and Current Technology in Testing/Diagnosis (3 weeks)

- Students carry out investigations to demonstrate stability and change of vital signs as clues to internal functioning and homeostasis
 - Heart rate, blood pressure, respiration rate, pupils, temperature, blood sugar, etc.
- Students use mathematical modeling to assess patterns over time.
 - Independent & dependent variables
- Students apply their understanding of cellular respiration to construct explanations of the effects of abnormal vital signs and the need for homeostasis

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- Students engage in argument to determine best tool for patient diagnosis & treatment based on knowledge of radio waves
 - X-Ray, MRI, Ultrasound, PET, CAT/CT, EKG, ECG, Gamma Rays, etc.

Artificial Intelligence in Medicine (9 weeks)

- Virtual (software)
 - Students use informatics, “deep learning”, mathematical algorithms to collect data to form conclusions based on patterns in data
 - Students use mathematical representation to support and revise explanations to determine whether a relation defined by a graph, a set of pairs, or a symbolic expression is a functional and justify the conclusion (1.1.4)
 - Students apply concepts of statistics and probability to add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques. (1.1.1)
 - Students use mathematical and/pr computational representations to determine the domain of independent variables and the range of the dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression. (1.1.3)
 - Students engage in argumentative discussions from evidence, as to the advantages of electronic health record systems to neural network-based guidance in health treatment decisions
 - Students ask questions to clarify relationships about flowchart-based approach versus database approach to diagnosis
 - Students design and create a functional web-based dichotomous key to diagnose patients (flowchart-based approach).
 - Students design and create a program to identify and classify key features to diagnose patients (database approach).
 - Current Technology: virtual appointments, apple watch, fitness trackers, diabetes monitoring, etc.
- Physical (hardware) (9 weeks)
 - Students develop models to carry out investigations of softbots and how they help with surgical procedures and patient care (i.e., service, medical devices, etc.).
 - Students construct explanations and design solutions to help with prevention, detection, and treatment of disorders
 - Students design and construct a model to create a physical artificial intelligence device that solves a real-world problem
 - I.e., Vex robotics to assist with patient care or medical practices
 - Current Technology: Prosthetics, artificial heart valves, pancreas, brain to control technology (Torsion Diagnostic System), nanotechnology etc.

Data Mining & Genetics (6 weeks)

- Students ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring (HS-LS3-1)
- Students make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors (HS-LS3-2)
- Students apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population (HS-LS3-3)
- Students discuss advantages of omics in its role in advancing biological understandings of genetics
- Students develop and use a model to illustrate the process of genetic engineering
- Performance Indicator: Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant, or recessive) (2.3.1)

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- Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes (2.3.3)

Ethics and Considerations (3 weeks)

- Students explore the concept of Uncanny Valley and discuss the role and implications of artificial intelligence and its boundaries
- Students explore how artificial intelligence based on its design can privilege dominant cultures over minority cultures
 - Students problem solve solutions to address the inherent bias in many artificial intelligence machines
- Students explore political and economic impacts of the medical field, specifically in relation with historical laws and the organization of health insurance

3. Key Assignments:

Philosophy of Medicine

- Students create a double bubble map comparing key elements of Eastern vs. Western medical philosophies.
- Students design (but do not carry out) an investigation using the scientific method; writing a flowchart to describe the process and making a claim using a hypothesis and naming the dependent variable and at least three independent variables.
- Students design (but do not carry out) a solution to a problem using the engineering design process; including a labelled blueprint, list of materials, flowchart for construction, and explanation of how it solves a problem.
- Students create a double bubble map comparing the inductive and deductive reasoning process.
- Students create a list of KWL charts regarding medicine and medical practices to be revisited at the end of the year.
- Students present about a career in the medical field.

Homeostasis and Essentials for Life Functions

- Use the Body Center simulation to engage with the concept of homeostasis.
- Write a Claim, Evidence, Reasoning (CER) statement about positive & negative feedback loops.
 - Students identify one positive feedback loop and one negative feedback loop and explain how the process uses information to adjust the system.
- Create a model to demonstrate the interconnectedness and process of transference of energy from photosynthesis and cellular respiration.

Vital Signs and Current Technology in Testing/Diagnosis

- Learn how to take vital signs (Heart rate, blood pressure, respiration rate, pupils, temperature, blood sugar, etc.) on the self, and partners in the class.
 - Collect class data and create graphs to analyze mean, median and mode.
- Construct an argument from evidence (CER) to explain how abnormal vital signs indicate problems occurring internally.
- Create a chart demonstrating when each digital technology would be indicated to help diagnose and explain how the technology works to provide data for analysis.
- Students are provided case studies in which they will identify what the abnormalities may signify and what technology they would use to assist in further tests/diagnosis.

Artificial Intelligence in Medicine

- Students use the flowchart-based approach (using skip logic) to create a working web-based dichotomous key used to help diagnose patients.
- Students use the database approach to create their own way of maintaining digital medical records to help diagnose patients (students can enter their own vital signs over a course of week).
- Students engage in arguments from evidence as to the advantages and disadvantages of each approach via a philosophical debate.

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- Students create a double bubble map to compare virtual versus physical artificial intelligence.
- Students create their own physical artificial intelligence device that is operational.
- Students brainstorm problems and provide potential solutions to current needs that artificial intelligence can solve in the medical field.

Data Mining & Genetics

- Students have a choice to either interview and create a pedigree showing phenotypes and genotypes for own family or based on a case study.
- Students use Punnett squares and probability to create a baby, then using the information about the child's genotype to cross that child with another student in class and create a "grandbaby" --use statics and randomization to determine features. (This should include simple dominance, codominance, and incomplete dominant traits)
- Karyotyping lab.
- Students present about the major genes on specific chromosomes that code for physical appearance and major disorders.
- Students explore major historical milestones in the genetic engineering process.
- Students engage in argument from evidence to write a CER related to a solution in genetic engineering to help improve quality of life.

Ethics and Considerations

- Students write a CER regarding the role and implications of artificial intelligence and its boundaries.
- Students solve solutions to address the inherent bias in many artificial intelligence machines and present their solutions.
- Students engage in a philosophical debate regarding privatized and universal healthcare from multiple perspectives.
- Students make an argument for the boundaries/limits covered by insurance ("where does treatment stop?" -- survivability vs thriving)

4. Instructional Methods and/or Strategies:

APB (Activity, Project, and Problem-based) Instructional Design providing students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning. Including:

- Lab-based learning (skills-based labs as well as student designed and implemented labs)
- Cross Cutting Concepts (Patterns, Similarity & Diversity; Cause & Effect; Scale, Proportion & Quantity; Systems & Systems Models; Energy & Matter; Structure & Function; Stability & Change)
- Science & Engineering Practices (Asking Questions & Defining Problems; Developing & Using Models; Planning & Carrying out Investigations; Analyzing & Interpreting Data; Using Mathematics, Information & Computer Technology & Computational Thinking; Constructing Explanations & Designing Solutions; Engaging in Argument from Evidence; Obtaining, Evaluating & Communication Information)
- Four Corners discussions (Agree, Strongly Agree, Disagree, Strongly Disagree)
- Data interpretation and predictions
- Jig Saw research projects (students or student groups research different aspects of a topic and report their learning back to the whole class, e.g., different types of invasive species or genetic disorders)
- Computer based research projects: individual students or groups research
- Evidence based data interpretation (Claim, Evidence and Reasoning writing from labs or research projects)
- Student centered and created activities (e.g., Evolution Island where students determine changes over time to organisms (e.g., rats) on islands with different ecosystems)
- Scientific article reading, annotation and/or class report/presentation
- Using CER (claims, evidence, and reasoning) graphic organizer
- Project Based Learning
- Argument Driven Instruction

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- "5 E" Lessons (Engage, Explore, Explain, Elaborate & Evaluate)
- Phenomena

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

Units with Standards Correlations

Unit 1: Philosophy of Medicine		
<p>Philosophy of Medicine</p> <ul style="list-style-type: none"> • Students ask questions to clarify relationships about the role of philosophical approaches to medicine from various cultures around the world and the effect of patient care • Students use and apply inductive and deductive reasoning to describe the approaches to medicine • Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering (HS-ETS1-2) • Scientific method & engineering design process • Students describe an array of careers in the medical field including job description, trends for growth, pathway, and average income 		
Science and Engineering Practices	Disciplinary Core Ideas	Cross Cutting Concepts
<ul style="list-style-type: none"> • Asking questions & defining problems • Developing & using models • Analyzing & interpreting data 	<p>Philosophical approaches to medicine: Cultures have different approaches to medicine; some are inductive reasoning while others are deductively driven; some are holistic while others are localized.</p> <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> • Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS-ETS1-1) • Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> • When evaluating solutions, it is important to consider a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ETS1-3) • Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways 	<ul style="list-style-type: none"> • Patterns • Systems & System Models • Cause & Effect • Structure & Function <p>Connections to Nature of Science</p> <ul style="list-style-type: none"> • Science is a Human Endeavor <ul style="list-style-type: none"> ○ Technological advances have influenced the progress of science and science has influenced advances in technology (HS-LS3-3) ○ Science and engineering are influenced by

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	<p>of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4)</p> <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> • Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (HS-ETS1-2) 	<p>society and society is influenced by science and engineering (HS-LS3-3)</p>
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Common Core State Standards Connections

ELA/Literacy:

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem (HS-ETS1-1), (HS-ETS1-3)

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information (HS-ETS1-1), (HS-ETS1-3)

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible (HS-ETS1-1), (HS-ETS1-3)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Mathematics:

MP.2 Reason abstractly and quantitatively (HS-ETS1-1), (HS-ETS1-3), (HS-ETS1-4)

MP.4 Model with mathematics (HS-ETS1-1), (HS-ETS1-2), (HS-ETS1-3), (HS-ETS1-4)

Key Assignments

1. Students create a double bubble map comparing key elements of Eastern vs. Western medical philosophies.
2. Students design (but not carry out) an investigation using the scientific method; writing a flowchart to describe the process and making a claim using a hypothesis and naming the dependent variable and at least three independent variables.
3. Students design (but not carry out) a solution to a problem using the engineering design process; including a labelled blueprint, list of materials, flowchart for construction, and explanation of how it solves a problem.
4. Students create a double bubble map comparing the inductive and deductive reasoning process.
5. Students create a list of KWL charts regarding medicine and medical practices to be revisited at the end of the year.
6. Students present about a career in the medical field

Unit 2: Homeostasis and Essentials for Life Functions

Homeostasis and Essentials for Life Functions

- Students communicate scientific information about the importance of homeostasis in sustaining life
- Students develop and construct and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms (HS-LS1-2)
- Students plan and investigate to provide evidence feedback in how mechanisms maintain homeostasis (HS-LS1-

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<ul style="list-style-type: none"> • Students use a model to illustrate how carbon, hydrogen, oxygen, phosphorous, nitrogen, and sulfur are the building blocks of life (HS-LS1-6) • Students use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy (HS-LS1-7) • Students use a model to illustrate how photosynthesis transforms light energy into chemical energy (HS-LS1-5) 		
Science and Engineering Practices	Disciplinary Core Ideas	Cross Cutting Concepts
<ul style="list-style-type: none"> • Develop and Use Models • Planning and Carrying Out Investigations • Constructing Explanations and Designing Solutions 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> • Systems of specialized cells within organisms help them perform the essential functions of life. (HS-LS1-1) • Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2) • Feedback mechanisms maintain a living system’s internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (HS-LS1-3) <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> • The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (HS-LS1-5) • The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (HS-LS1-6) • As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6), (HS-LS1-7) • As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken, and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (HS-LS1-7) 	<ul style="list-style-type: none"> • Systems & System Models • Energy & Matter • Structure & Function • Stability & Change

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Common Core State Standards Connections

ELA/Literacy:

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account (HS-LS1-6)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (HS-LS1-6)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is the most significant for a specific purpose and audience (HS-LS1-6)

WHST.9-12.7 Conduct short as well as more sustained research project to answer a question (including a self-generated question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject demonstrating understanding of the subject under investigation (HS-LS1-3)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (HS-LS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research (HS-LS1-6)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (HS-LS1-2), (HS-LS1-5), (HS-LS1-6)

Key Assignments

1. Use the Body Center simulation to engage with the concept of homeostasis
2. Write a Claim, Evidence, Reasoning (CER) statement about positive & negative feedback loops
 - Students will identify one positive feedback loop and one negative feedback loop and explain how the process uses information to adjust the system
3. Create a model to demonstrate the interconnectedness and process of transference of energy from photosynthesis and cellular respiration

Unit 3: Vital Signs and Current Technology in Testing/Diagnosis

Vital Signs and Current Technology in Testing/Diagnosis

- Students carry out investigations to demonstrate stability and change of vital signs as clues to internal functioning and homeostasis i.e., Heart rate, blood pressure, respiration rate, pupils, temperature, blood sugar, etc.
- Students apply their understanding of cellular respirations to construct explanations of the effects of abnormal vital signs and the need for homeostasis (feedback loops)
- Students engage in argument to determine best tool for patient diagnosis & treatment based on knowledge of radio waves (HS-PS4-5) i.e., X-Ray, MRI, Ultrasound, PET, CAT/CT, EKG, ECG, Gamma Rays, etc.
- Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of the waves traveling in various media (HS-PS4-1)

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Science and Engineering Practices	Disciplinary Core Ideas	Cross Cutting Concepts
<ul style="list-style-type: none"> • Using Mathematics and Computational Thinking • Asking questions & Defining Problems • Analyzing & Interpreting Data • Engaging in Argument from Evidence 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> • Systems of specialized cells within organisms help them perform the essential functions of life. (HS-LS1-1) • Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2) • Feedback mechanisms maintain a living system’s internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (HS-LS1-3) <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> • The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (HS-LS1-5) • The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (HS-LS1-6) • As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6), (HS-LS1-7) • As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken, and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (HS-LS1-7) <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> • The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. 	<ul style="list-style-type: none"> • Cause & Effect • Patterns • System & System Models • Energy & Matter • Structure & Function • Stability & Change <p>-----</p> <p>Connections to Engineering, Technology and Applications of Science</p> <ul style="list-style-type: none"> • Interdependence of Science, Engineering and Technology <ul style="list-style-type: none"> ○ Science and engineering complement each other in the cycle known as research and development (R&D), (HS-PS4-5) • Influence of Engineering, Technology, and Science on Society and the Natural World <ul style="list-style-type: none"> ○ Modern civilization depends on major technological systems (HS-PS4-2), (HS-PS4-5) ○ Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks (HS-PS4-2)

Chino Valley Unified School District

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	<p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> • Solar cells are human-made devices that likewise capture the sun’s energy and produce electrical energy. <i>(secondary)</i> <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> • Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> • Photoelectric materials emit electrons when they absorb light of a high-enough frequency. <p>PS4.C: Information Technologies and Instrumentation</p> <p>Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them.</p>	
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Common Core State Standards Connections

ELA/Literacy:
 RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem (HS-PS4-1)

Mathematics:
 MP.2 Reason abstractly and quantitatively (HS-PS4-1)
 MP.4 Model with mathematics (HS-PS4-1)
 HSA-SSE.A.1 Interpret expressions that present a quantity in terms of its context (HS-PS4-1)
 HSA-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression (HS-PS4-1)
 HSA-CED.A.4 Rearrange formulas to highlights quantity of interest, using the same reasoning as in solving equations (HS-PS4-1)

Chino Valley Unified School District

High School Course Description

Key Assignments

1. Learn how to take vital signs (Heart rate, blood pressure, respiration rate, pupils, temperature, blood sugar, etc.) on the self, and partners in the class.
 - Collect class data and create graphs to analyze mean, median and mode
2. Construct an argument from evidence (CER) to explain how abnormal vital signs indicate problems occurring internally
3. Create a chart demonstrating when each digital technology would be indicated to help diagnose and how the technology works to provide data for analysis
4. Students provided with case studies in which they will identify what the abnormalities may signify and what technology they would use to assist in further tests/diagnosis

Unit 4: Artificial Intelligence in Medicine

Artificial Intelligence in Medicine

- Virtual
 - Students use informatics, “deep learning”, mathematical algorithms to collect data to form conclusions based on patterns in data
 - Students use mathematical representation to support and revise explanations to determine whether a relation defined by a graph, a set of pairs, or a symbolic expression is functional and justifies the conclusion (1.1.4)
 - Students apply concepts of statistics and probability to add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques. (1.1.1)
 - Students use mathematical and/or computational representations to determine the domain of independent variables and the range of the dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression. (1.1.3)
 - Students engage in argument from evidence as to the advantages of electronic health record systems to neural network-based guidance in health in treatment decisions
 - Students ask questions to clarify relationships about flowchart-based approach versus database approach to diagnosis
 - Students design and create a functional web-based dichotomous key to diagnose patients (flowchart-based approach).
- Physical
 - Students develop models to carry out investigations of softbots and how they help with surgical procedures and patient care (i.e., service, medical devices, etc.)
 - Students construct explanations and design solutions to help with prevention, detection, and treatment of disorders
 - Students design and construct a model to create a physical artificial intelligence device that solves a real-world problem

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High School Course Description

Science and Engineering Practices	Disciplinary Core Ideas	Cross Cutting Concepts
<ul style="list-style-type: none"> • Asking Questions & Designing Problems • Using Mathematics & Computational Thinking • Engaging in Argument from Evidence • Obtaining, Evaluating, and Communicating Information 	<p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> • Solar cells are human-made devices that likewise capture the sun’s energy and produce electrical energy. (<i>secondary to HS-PS4-5</i>) <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> • The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS-PS4-1) • Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (HS-PS4-2), (HS-PS4-5) • [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (HS-PS4-3) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> • Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (HS-PS4-3) • When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (HS-PS4-4) • Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (HS-PS4-5) <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> • Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5) 	<ul style="list-style-type: none"> • Cause & Effect • Systems & System Models • Stability & Change <p>-----</p> <p>----</p> <p>Connections to Engineering, Technology and Applications of Science</p> <ul style="list-style-type: none"> • Interdependence of Science, Engineering and Technology <ul style="list-style-type: none"> ○ Science and engineering complement each other in the cycle known as research and development (R&D), (HS-PS4-5) • Influence of Engineering, Technology, and Science on Society and the Natural World <ul style="list-style-type: none"> ○ Modern civilization depends on major technological systems (HS-PS4-2), (HS-PS4-5) ○ Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks (HS-PS4-2)

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Common Core State Standards Connections

ELA/Literacy:

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem (HS-PS4-2), (HSPS4-3), (HSPS4-4)

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account HS-PS4-2), (HSPS4-3), (HSPS4-4)

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (E.g., Quantitative data, video, multimedia) to address a question or solve a problem HS-PS4-1), (HSPS4-4)

RST.11-12.8 Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information HS-PS4-2), (HSPS4-3), (HSPS4-4)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (HS-PS4-5)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital source, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selective to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source following a standard format for citation (HS-PS4-4)

Mathematics:

MP.2 Reason abstractly and quantitatively (HS-PS4-1), (HS-PS4-3)

MP.4 Model with mathematics (HS-PS4-1)

HSA-SSE.A.1 Interpret expressions that present a quantity in terms of its context (HS-PS4-1), (HS-PS4-3)

HSA-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression (HS-PS4-1), (HS-PS4-3)

HSA-CED.A.4 Rearrange formulas to highlights quantity of interest, using the same reasoning as in solving equations (HS-PS4-1), (HS-PS4-3)

Key Assignments

1. Students use the flowchart-based approach (using skip logic) to create a working web-based dichotomous key used to help diagnose patients
2. Students use the database approach to create their own way of maintaining digital medical records to help diagnose patients (students can enter their own vital signs over a course of week)
3. Students engage in argument from evidence as to the advantages and disadvantages of each approach via a philosophical debate
4. Students create a double bubble map to compare virtual versus physical artificial intelligence
5. Students create their own physical artificial intelligence device that is operational
6. Students brainstorm problems and provide potential solutions to current needs that artificial intelligence can solve in the medical field

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High School Course Description

Unit 5: Data Mining & Genetics

Data Mining & Genetics

- Students ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring (HS-LS3-1)
- Students make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors (HS-LS3-2)
- Students apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population (HS-LS3-3)
- Students discuss advantages of omics in its role in advancing biological understandings of genetics (HS-LS4-3)
- Students develop and use a model to illustrate the process of genetic engineering
- Students predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant, or recessive) (2.3.1) (HS-LS4-3) (HS-LS4-5)
- Students predict the probable mode of inheritance from a pedigree diagram showing phenotypes (2.3.3)

Science and Engineering Practices	Disciplinary Core Ideas	Cross Cutting Concepts
<ul style="list-style-type: none"> • Asking Questions and Defining Problems • Analyzing and Interpreting Data • Engaging in Argument from Evidence 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> • All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. <i>(secondary to HS-LS3-1) (Note: This Disciplinary Core Idea is also addressed by HS-LS1-1.)</i> <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> • Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (HS-LS3-1) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> • In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (HS-LS3-2) • Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus, 	<ul style="list-style-type: none"> • Cause & Effect • Scale, Proportion, & Quantity <p>-----</p> <p>Connections to Nature of Science</p> <ul style="list-style-type: none"> • Science is a Human Endeavor <ul style="list-style-type: none"> ○ Technological advances have influenced the progress of science and science has influenced advances in technology (HS-LS3-3) ○ Science and engineering are influenced by society and society is influenced by science and engineering (HS-LS3-3)

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	<p>the variation and distribution of traits observed depends on both genetic and environmental factors. (HS-LS3-2), (HS-LS3-3)</p>	
Common Core State Standards Connections		
<p>ELA/Literacy:</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account (HS-LS3-1), (HS-LS3-2)</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible (HS-LS3-2)</p> <p>WHST.9-12.1 Write arguments focused on discipline specific content (HS-LS3-2)</p>		
<p>Mathematics:</p> <p>MP.2 Reason abstractly and quantitatively (HS-LS3-2), (HS-LS3-3)</p>		
Key Assignments		
<ol style="list-style-type: none"> 1. Students choose to either interview and create a pedigree showing phenotypes and genotypes for own family or base on a case study 2. Students use Punnett squares and probability to determine characteristics of a baby, then using the information about the child’s genotype to cross-reference that child with another student in class and determine the probable characteristics of a “grandbaby” -- use statics and randomization to determine features. (This should include simple dominance, codominance, and incomplete dominant traits) 3. Karyotyping lab 4. Students present about the major genes on specific chromosomes that code for physical appearance and major disorders 5. Students explore major historical milestones in the genetic engineering process 6. Students engage in argument from evidence to write a CER related to a solution in genetic engineering to help improve quality of life 		
Unit 6: Ethics and Considerations		
<p>Ethics and Considerations</p> <ul style="list-style-type: none"> • Students explore the concept of Uncanny Valley and discuss the role and implications of artificial intelligence and its boundaries • Students explore how artificial intelligence based on its design can privilege dominant cultures over minority cultures • Students problem solve solutions to address the inherent bias in many artificial intelligence machines • Students explore political and economic impacts of the medical field, specifically in relation with historical laws and the organization of health insurance (HS-LS4-5), (HS-LS4-6) 		

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Science and Engineering Practices	Disciplinary Core Ideas	Cross Cutting Concepts
<ul style="list-style-type: none"> • Analyzing and Interpreting Data • Using Mathematics and Computational Thinking • Constructing explanations and Designing Solutions • Obtaining, Evaluating and Communicating Information 	<p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> • Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus, sustaining biodiversity so that ecosystem functioning, and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (HS-LS4-6) <i>(Note: This Disciplinary Core Idea is also addressed by HS-LS2-7.)</i> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> • When evaluating solutions, it is important to consider a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. <i>(secondary to HS-LS4-6)</i> • Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. <i>(secondary to HS-LS4-6)</i> 	<ul style="list-style-type: none"> • Patterns • Cause & Effect <p style="text-align: center;">-----</p> <p style="text-align: center;">---</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> • Scientific knowledge assumes that natural laws operate today as they did in the past and they will continue to do so in the future. (HS-LS4-1), (HS-LS4-4)
Common Core State Standards Connections		
<p>ELA/Literacy:</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account (HS-LS3-1), (HS-LS3-2)</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible (HS-LS3-2)</p> <p>WHST.9-12.1 Write arguments focused on discipline specific content (HS-LS3-2)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>		
<p>Mathematics:</p> <p>MP.2 Reason abstractly and quantitatively</p>		

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Key Assignments

1. Students write a CER regarding the role and implications of artificial intelligence and its boundaries
2. Students solve solutions to address inherent bias in many AI machines and present their solutions
3. Students engage in a philosophical debate on medical care and availability from multiple perspectives
4. Students make an argument for the boundaries/limits covered by insurance (“where does treatment stop?” -- survivability vs thriving)

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022

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: INTRODUCTION TO ARTIFICIAL INTELLIGENCE HONORS

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BACKGROUND

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

Introduction to Artificial Intelligence Honors is a course in the Biomedical Science and Technology Academy (BST) program of study that introduces students to the emerging and relevant science of Artificial Intelligence. Students explore applications of algorithms in real-world challenges in math, science, language, and art. Projects concentrate on developing interdisciplinary applications of information science. Introduction to Artificial Intelligence Honors is aligned with the California K-12 Computer Science Standards and meets the UC/CSU 'g' general elective requirement. This item was presented to the Board on November 18, 2021, as information.

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 Introduction to Artificial Intelligence Honors.

FISCAL IMPACT

None.

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 Website: www.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:	Introduction to Artificial Intelligence Honors
2. Transcript Title/Abbreviation:	Intro to AI H
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets UC/CSU "g" elective: mathematics-computer science
6. Grade Level(s):	9-12
7. Unit Value:	5 units Semester Credit
8. Course Previously Approved by UC:	No
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:	Introduction to Artificial Intelligence Honors is a semester course that empowers students through programming and problem-solving, to delve into the varied fields of Informatics like Artificial Intelligence, Data Mining/Analysis, and Social Computing. Uniting application-specific approaches in Cognitive Systems, Machine Learning, and Robotics, students explore creative applications of algorithms to a wide range of real-world challenges in math, science, language, and art. Projects in this course concentrate on developing interdisciplinary applications of information science, especially in its application of Artificial Intelligence, with a focus on the design and implementation of intelligent agents that perform tasks with some degree of autonomy.
14. Prerequisites:	None
15. Context for Course:	Aligned with the California K-12 Computer Science Standards, this course empowers students through programming and problem-solving to delve into the varied fields of Informatics like Artificial Intelligence. Students explore creative applications of algorithms to a wide range of real-world challenges in math, science, language, and art. Projects in this course concentrate on developing interdisciplinary applications, especially in its application of Artificial Intelligence with a focus on the design and implementation of intelligent agents that perform tasks with some degree of autonomy.
16. History of Course Development:	Informatics or "data science" and the use of Artificial Intelligence technologies is growing rapidly in our society. Just a few AI applications include self-driving cars, personal assistants, product recommendations, robotics, data analysis, and web searching. These applications involve self-learning systems that are trained based on massive amounts of data which usually includes intelligence based on algorithms.

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17. Textbooks:	<p>Suggested Text Artificial Intelligence: A Modern Approach, Russell, Stuart and Norvig, Peter, Pearson Education, Limited 3rd Edition 2014, http://aima.cs.berkeley.edu/ Think Python: How to Think Like a Computer Scientist, Downey, Allen B., Green Tea Press, Second Edition, http://greenteapress.com/wp/think-python-2e/</p>
18. Supplemental Instructional Materials:	<p>Websites Machine Learning Repository at University of California at Irvine (UCI), University of California at Irvine, http://archive.ics.uci.edu/ml/index.php IDLE is Python’s Integrated Development and Learning Environment, Python Software Foundation, https://docs.python.org/3.4/library/idle.html Python Integrated Development Environment, JetBrains s.r.o., https://www.jetbrains.com/pycharm/ Google Colab, Google, https://colab.research.google.com/notebooks/welcome.ipynb Github, Github, Inc., https://github.com/ Python, Python Software Foundation, https://www.python.org/ TensorFlow – create machine learning models, TensorFlow, https://www.tensorflow.org/ Keras, Keras, https://keras.io/ Matplotlib - Python 2D plotting library which produces publication quality figures, John Hunter, Darren Dale, Eric Firing, Michael Droettboom, Matplotlib development team; 2012 – 2018, https://matplotlib.org/</p>

C. COURSE CONTENT

1. Course Purpose:
 Uniting application-specific approaches in Cognitive Systems, Machine Learning, and Robotics, students explore creative applications of algorithms to a wide range of real-world challenges in math, science, language, and art. Projects in this course concentrate on developing interdisciplinary applications of information science, especially in its application of Artificial Intelligence with a focus on the design and implementation of intelligent agents that perform tasks with some degree of autonomy.

- Students will acquire the fundamentals of programming in the Python Programming Language to facilitate developing applications capable of retrieving, searching, manipulating, analyzing, and displaying data
- Students gain competency and fluency with the vocabulary of algorithms, informatics, big data, and artificial intelligence through exposure to a variety of sources and diverse perspectives.
- Students will develop critical thinking, problem-solving, computational thinking, effective communication, and teamwork skills. Students will express their understanding of the legal, policy, and ethical factors through class discussion of a weekly topic, conducting research on a related topic, and a presentation of their research to the class.

2. Course Outline:

Unit 1: Introduction to Programming with Python

- Fundamentals of programming with Python
- Visualizing data in Python with charts, graphs, and tables
- Integrated Development Environments: IDLE, PyCharm, and Google Colab (Jupyter)

Unit 2: Algorithms
 This unit explores the basics of algorithms and their relevance to our daily lives so students will gain the basic understanding the impact of a data-driven society.

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- What are the different types of algorithms? How do they work? How do they affect daily life? Are algorithms fair, discriminatory, racist, biased etc.?
- What regulations are currently in place? What are the social and ethical concerns of the use of automated algorithms in place of human judgment?

Unit 3: Informatics – Machine Learning and Data Science

This unit explores data mining techniques, classification and prediction, evaluation and interpretations. Students extract knowledge from large datasets using the UCI Machine Learning Repository, TensorFlow, and Keras, and express data in visualizations using Matplotlib and NumPy.

Unit 4: Artificial Intelligence

Describe models of intelligent behavior and what distinguishes humans from machines.

- History and Foundations
- Decisions using Algorithms
- Machine Learning Algorithms
- Benefits and dangers

3. Key Assignments:

Unit 1: Introduction to Programming with Python

- Game Design and Basic AI principles: Rock Paper Scissors (RPS)
- Game Design and Basic AI principles: Standard Card Games (BlackJack)
- Data Representation: 2D location mapping.

Unit 2: Algorithms

- Students will develop a sorting algorithm and implement using Python
- Students select one of the algorithm types, conduct research, and create a 5–7-minute presentation

Unit 3: Informatics – Machine Learning and Data Science

- Classification Lab: identification through a neural network of MNIST (handwritten numerals) and Fashion MNIST (clothing images) data sets.
- Regression Lab: calculation of future values based on Space Shuttle Launch Data and Automobile Average MPG (miles per gallon) Data.

Unit 4: Artificial Intelligence

- Students will select and research a specific Artificial Intelligence - used in homes, healthcare, AI based games, manufacturing, self-driving cars, warfare, etc.
- Students will write a 5-7 page paper addressing the concepts in this unit.

4. Instructional Methods and/or Strategies:

Lectures

Course lectures focus on coverage of specific content and skills intended to develop student proficiency with computer science topics. Students are encouraged to ask questions throughout each lecture to provide clarification and explore subject matter topics in more detail.

Individual Programming Projects

Students complete several individual software system models to demonstrate their mastery of first-semester programming skills.

Team Programming Projects

Students collaborate in the requirements, design, prototyping, and implementation of complete software systems and demonstrate their ability to apply software lifecycle models and practical programming methodologies.

Online Instructional Materials

A curated selection of videos and readings from artificial intelligence and informatics websites supplement the core materials presented in class.

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Textbook Readings

Text selections and code excerpts from several textbooks are used as a reference to reinforce the major concepts covered in lectures. The course will also draw upon a variety of additional references and readings to supplement the topics available in the textbooks

Guest Speakers

An industry professional focused on data science, artificial intelligence, and privacy will speak to the class.

Quizzes

Weekly quizzes provide a snapshot of current student comprehension of current course topics and include a mix of questions including true/false, multiple-choice, short answer, and diagram.

Class Participation

Students are responsible for promoting a logically leading course of questioning through each lecture.

Lab Assignments

The most significant part of the course grade depends on the submission of completed projects and programs.

Discussions

Class discussion of a weekly topic, conducting research on a related topic, and a presentation of their research to the class. A closed discussion forum will also be used and students are expected to demonstrate clear technical writing skills.

Semester Project

The semester project unites all of the concepts in the course together, in a team-based creation of an artificial intelligence system using Python.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022

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: INTRODUCTION TO PYTHON CODING

=====

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.

Introduction to Python Coding is a semester course where students learn to write in the Python programming language. This course is designed for students who have a desire for a career in computer programming, engineering, or other technologies. Introduction to Python Coding is a foundations course in the Biomedical Science and Technology Academy (BST) program of study. Introduction to Python is aligned with CSTA standards and meets the UC/CSU 'g' elective requirements. This item was presented to the Board on November 18, 2021, as information.

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 Introduction to Python Coding.

FISCAL IMPACT

None.

NE:GP:JAR:wrg

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 Website: www.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:	Introduction to Python Coding
2. Transcript Title/Abbreviation:	Intro to Python
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU "g" Elective: Mathematics - Computer Science
6. Grade Level(s):	9-12
7. Unit Value:	5 units Semester Credit
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:	The goal of this course is to enable students to write in the Python programming language as they complete several programming projects. These projects increase in difficulty and length as the course progresses, including writing game programs and Object-Oriented programs. Students study how computers deal with data and instructions, the internal components of a computer, and computer logic. This course is designed for students who have a desire for a career in computer programming or engineering.
14. Prerequisites:	None
15. Context for Course:	As the world becomes more technologically advanced, current trends indicate an increased need for individuals who can program and develop computer applications. Introduction to Python Honors enables students to write in the Python programming language, giving them the skills needed to be competitive leaders both in school and later in the work force. Students study how computers deal with data and instructions, the internal components of a computer, and computer logic. This course is designed for students who have a desire for a career in computer programming or engineering. This course serves as a foundations course in the Biomedical Science and Technology Academy at Chino High School.
16. History of Course Development:	This course is designed for students who have a desire to learn more about a career in computer programming or engineering. This course aligns with the Computer Science Teachers Association (CSTA) standards. The course has been developed to serve as a foundation for Biomedical Science and Technology (BST) course of study.
17. Textbooks:	Not applicable
18. Supplemental Instructional Materials:	Edhesive: Intro to Computer Science Author: Edhesive's Curriculum Team Publisher: Edhesive Site: https://edhesive.com/courses/apcs_introduction

Chino Valley Unified School District

High School Course Description

CodeHS Python Course Author: CodeHS Curriculum Team Publisher: CodeHS Site: https://docs.google.com/document/d/16J34mC3bv7KgMurRQWcvUJiiGrLeT6MzroduxN_mq9w/edit
Learn Python Author: Data Camp Design Team Publisher: Data Camp Site: <https://www.learnpython.org>

C. COURSE CONTENT

1. Course Purpose:

This course enables students to write in the Python programming language as they complete several programming projects. These projects increase in rigor and length as the course progresses, building essential skills in critical thinking, problem solving, and perseverance. Students study how computers deal with data and instructions, the internal components of a computer, and computer logic. This course is designed for students who have a desire to learn more about a career in computer programming or engineering. This course is aligned with the Computer Science Teachers Association (CSTA) standards.

2. Course Outline:

Unit 1: Beginning in Computer Science

In this unit, students are oriented to the basics of computer hardware and software. Students explore basic programs which give them a foundation of variables, how the user inputs information, and how the programmer outputs information. These basic programs demonstrate critical thinking, connecting, and applying concepts. Students are also oriented to binary and how information is sent around the world. Students are also exposed to potential careers in Computer Science.

- Lesson 1: Welcome
- Lesson 2: What is Computer Science?
- Lesson 3: Using Python – Installing and online IDE
- Lesson 4: First Program
- Lesson 5: Hardware Basics
- Lesson 6: Output
- Lesson 7: Input
- Lesson 8: Data Types and Variables
- Lesson 9: Analog vs. Digital
- Lesson 10: Bits and Pieces – Understanding Binary
- Lesson 11: Career Connection – Who Uses Computer Science?

Unit 2: Number Calculations and Data

Students learn and develop algorithms to transform variables using some basic arithmetic, algebra, and modulus. Students learn about abstraction by creating functions to carry out tasks. These are problem solving basics which are essential to Computer Science. Students learn about built in randomization functions. Students are exposed to a branch of Computer Science called Big Data. Reading and transforming a data set to produce new valuable information.

- Lesson 1: Computer History
- Lesson 2: Basic Calculations
- Lesson 3: Modular Division
- Lesson 4: Built-in Functions
- Lesson 5: Random Numbers
- Lesson 6: Color Code
- Lesson 7: Big Data
- Lesson 8: Working with a Real Data Set
- Lesson 9: Career Connection – Data Scientists

Chino Valley Unified School District

High School Course Description

Unit 3: Making Decisions

Students learn, solve, compute Boolean variables and their importance. Conditional statements such as if, if-else, if-else-if statements are taught as well as nested conditional statements. Students empathize to problem solve these values. In addition, students solve problems related to order, and determine which questions to ask with design of more complex algorithms. Students create and apply algorithms such as max min to solve problems. Finally, students observe career applications in practice.

- Lesson 1: Max and Min
- Lesson 2: Simple If's
- Lesson 3: Booleans
- Lesson 4: If – Else
- Lesson 5: Else – If
- Lesson 6: Defining Algorithms
- Lesson 7: Algorithm Challenge
- Lesson 8: History – Turing Machines
- Lesson 9: Career Connection – Computer Science in Medicine

Unit 4: Repetition and Loops

Students learn the principle of iteration which is one of the cornerstones of why computers help us in everyday use. Computers can repeat and iterate functions repeatedly very fast to simulate and solve problems. Students learn about loops and build programs that iterate many times based upon some Boolean condition. Students connect previous knowledge and new concepts to create, predict and fix more complex algorithms. This previous knowledge will transition into critically thinking about and designing a playable game. Students learn about another branch of computer science called Cybersecurity and more potential careers.

- Lesson 1: Loops
- Lesson 2: Count Variables
- Lesson 3: Two Ways to End a Loop
- Lesson 4: Data Revisited
- Lesson 5: Connection – Games with a Purpose (GWAP)
- Lesson 6: Making a Game
- Lesson 7: Internet - Cybersecurity
- Lesson 8: Career Connection - Game Developers

Unit 5: Graphics

Students learn and apply elementary graphics basics such as lines, coordinates, shapes, and color. Students connect to create new shapes, using the tools and functions within the language to build functions and see patterns within drawings. Students transition to creating basic animations from these drawings. This new knowledge bridges the gap between how animated movies are produced and careers in computer science in the entertainment industry.

- Lesson 1: Color Revisited
- Lesson 2: X & Y coordinates
- Lesson 3: Lines
- Lesson 4: Draw a House
- Lesson 5: Circles
- Lesson 6: Emoticons
- Lesson 7: Kaleidoscope
- Lesson 8: Animation
- Lesson 9: History of Movies
- Lesson 10: Career Connection – Computer Science in Entertainment

Chino Valley Unified School District

High School Course Description

Unit 6: For Loops

Students learn additional iteration techniques, such as FOR loops. Students learn and think about how to apply different tools in different situations and why. Students learn about counters and variables which change with iterations through loops. Students build new algorithms to solve simulations modeling behavior. Simulations are fundamental in Computer Science to test and learn the fundamentals of artificial intelligence.

- Lesson 1: Review – Looping
- Lesson 2: Range Function
- Lesson 3: For Loops
- Lesson 4: Counting by Other Than 1
- Lesson 5: Summing
- Lesson 6: Review Algorithms and Tracing
- Lesson 7: Modeling and Simulation
- Lesson 8: Introduction to EarSketch
- Lesson 9: Career Connection – Dance and Music

Unit 7: Text and String Processing

Students learn about more built-in and useful functions dealing with Strings, and characters. Students learn how to input and output text files which will make use of vast amounts of data to be processed within a program. Students learn to problem solve processing Strings to make programs run without error and easier to use. Students will investigate more applications of computer science in the fields of Compression, Cryptography, Cybersecurity, and how as well as how computer science is related to the Design of the Internet.

- Lesson 1: ASCII and Character Functions
- Lesson 2: Processing Strings
- Lesson 3: Text Files – Input
- Lesson 4: Text Files – Output
- Lesson 5: Processing Strings in Files
- Lesson 6: External Resource: Text Compression
- Lesson 7: Journey to Cryptography
- Lesson 8: Career Connection – Cybersecurity

Unit 8: Functions

Students dive deep into how to create powerful functions and how to use Abstraction. We will also learn how to make functions more abstract and powerful by using parameters and return values. Creating power functions is fundamental in Computer Science to break programs down into smaller parts and then use these smaller working parts to build powerful larger programs. We'll also learn troubleshooting strategies to fix our code as it gets more complicated. Analyzing our own code can be challenging without the proper tools. Knowing which tools to use and why is higher-level thinking.

- Lesson 1: What are Functions?
- Lesson 2: Creating Functions
- Lesson 3: Parameters
- Lesson 4: Chris Bosh on Functions
- Lesson 5: Functions – Returning values
- Lesson 6: Example – Using Several Functions
- Lesson 7: Tracing Code
- Lesson 8: Functions in EarSketch
- Lesson 9: Career Connection – Social Justice

Chino Valley Unified School District

High School Course Description

3. Key Assignments:

Unit 1: Beginning in Computer Science

Assignments

Students complete practice programs demonstrating understanding of how to manipulate variables within input and output of information. Students take short quizzes focusing on vocabulary and analyzing code. Students bring their skills together for a unit end project called Silly Sentences asking the user for information and then outputting a transformation of the information via variables. Finally, they will take a test on the material.

Assignment: Silly Sentences

- More ASCII Art
- More Input Practice Problems
- What Is a Computer – Project

Unit 2: Number Calculations and Data

Assignments

Students will complete practice programs demonstrating understanding of how to manipulate variables using the +, -, *, /, division modulus, factorial and PEMDAS. Students will take short quizzes focusing on vocabulary, analyzing code, and predicting output. Students will bring their skills together for a unit end project called Room Area asking the user for information, problem solving to calculate and output area. Finally, they will take a test for this unit.

Assignment: Room Area

- Modular Division Practice Problems
- Practice Calculations

Unit 3: Making Decisions

Assignments

Students complete practice programs demonstrating understanding of Boolean variables and conditional statements. Students will take short quizzes focusing on vocabulary, analyzing code, and predicting output. Students bring their skills together for a unit end project called Chatbox where through a series of complex conditional statements, students will try to have a basic AI conversation with the user based upon what the user inputs. Empathy is key in understanding how code must be written to account for all types of user input to keep the program running.

Assignment: Chatbot

- Basic If-Then Statement Practice Exercises

Unit 4: Repetition and Loops

Assignments

Students complete practice programs demonstrating an understanding of how to use and manipulate loops. Students take short quizzes focusing on vocabulary, analyzing code, and predicting the output. Students bring their skills together for a unit end project called Student Schedule where students draw a student schedule by using a while loop. Students ask the user for their first and last names, and then a list of their classes and room numbers. Students will take summative test for this unit.

Assignment: Student Schedule

- Practice Loops Worksheet

Unit 5: Graphics

Assignments

Students complete practice programs demonstrating an understanding of all sorts of drawings of shapes. Students take short quizzes focusing on vocabulary, analyzing code, and predicting the output. Students bring their skills together for a unit end project called Animation where students create a drawing and then animate it. There is a summative test for this unit.

Assignment: Animation

- Practice Line Drawings

Chino Valley Unified School District

High School Course Description

Unit 6: For Loops

Assignments

Students complete practice programs demonstrating an understanding of when and how to use FOR loops. Students take short quizzes focusing on vocabulary, analyzing code, and predicting output dealing with FOR loops. Students bring their skills together for a unit end project called Shapes where students will create shapes using loops which have repetitive patterns seeing the power of how to use parameters. Students take a summative test for this unit.

Assignment: Shapes

- Practice Loops Worksheet

Unit 7: Text and String Processing

Assignments

Students complete practice programs demonstrating an understanding of reading and writing text files. In addition, students process code related to Strings and Characters. Students take short quizzes focusing on vocabulary, analyzing code, and predicting output dealing with basic data files. Students bring their skills together for a unit end project called Random Joke Generator, where students read in a database of jokes and then write a program that gives the user jokes based upon their desires. Finally, students take a test for this unit.

Assignment: Random Joke Generator

Unit 8: Functions

Assignments

Students complete practice programs writing small and specific smaller functions with and without parameters. In addition, students will write functions which will return numerical, String, and Boolean values. Students take short quizzes focusing on vocabulary, analyzing code, and predicting output dealing with how functions behave regarding global and local variables. Students will bring their skills together for a unit end project called Calendar where students will make a basic calendar. Finally, students take a test for this unit.

Assignment: Calendar

- Subprograms Worksheet

4. Instructional Methods and/or Strategies:

APB (Activity, Project, and Problem-based) Instructional Design providing students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning.

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: AGREEMENT FOR CONSULTANT SERVICES AGREEMENT
NO. 22/23-0026**

=====

BACKGROUND

Section 141 of Assembly Bill 130 allocates \$30 million of funding to county offices of education (COEs) to provide direct services to foster youth including, but not limited to tutoring, mentoring, counseling, and direct interventions addressing reengagement, learning recovery, educational case management or advocacy, postsecondary preparation and matriculation, and social emotional needs. The California Department of Education will allocate this funding to interested COEs based on the two-year average cumulative enrollment of foster youth from the 2018/2019 and 2019/2020 academic years. The allocation must be used to provide “direct services to improve postsecondary education enrollment and outcomes, including, but not limited to, postsecondary preparation and matriculation.”

Agreement No. 22/23-0026 is between the Office of the San Bernardino County Superintendent of Schools (“Superintendent”), Chino Valley Unified School District (“District”), and Only Thoughts of Ownership OTO, LLC (“Consultant”) shall be for one year from July 1, 2022, and ending June 30, 2023. “Consultant” will provide one-hour long group mentoring sessions for foster youth, homeless, and other system involved youth at middle and high schools in the “District.”

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

RECOMMENDATION

It is recommended the Board of Education approve the Agreement for Consultant Services Agreement No. 22/23-0026.

FISCAL IMPACT

None.



**AGREEMENT FOR CONSULTANT SERVICES
AGREEMENT NO. 22/23-0026**

THIS AGREEMENT is made and entered into this 1st day of July 2022, by and between the Office of the San Bernardino County Superintendent of Schools, hereinafter called "**SUPERINTENDENT**", Chino Valley Unified School District, hereinafter called "**DISTRICT**", and Only Thoughts of Ownership OTO, LLC, hereinafter called "**CONSULTANT**".

RECITALS

WHEREAS, **CONSULTANT** is specially skilled, trained, experienced, and competent to render the services and advice described in Article 1 of this Agreement and **SUPERINTENDENT** and **DISTRICT** require these services and advice; and

WHEREAS, **CONSULTANT** holds all required certificates and licenses; and **CONSULTANT** is capable of and willing to provide such services; and

NOW, THEREFORE, **SUPERINTENDENT**, **DISTRICT** and **CONSULTANT** mutually agree as follows:

1. Services to be Provided by **CONSULTANT**

- a. **CONSULTANT** will provide one-hour long group mentoring sessions for foster youth, homeless youth and other system involved youth at middle and high schools in the **DISTRICT**. Additional details of the Program Specifics and Scope of Work are described in Attachment I.
- b. Services will be provided once a month at the selected middle and high school sites for the 2022-2023 school year. The services will be provided in person or online, if necessary, due to COVID-19 restrictions.
- c. The expected total population for these services at all locations is no more than 210 youth.
- d. All youth participants will be current (or former) foster, probation, or homeless youth referred from the **DISTRICT**.
- e. **CONSULTANT** will conduct once a month visits at the selected middle and high school sites. The projected start date for the first year of the two (2) year pilot program is July 1, 2022 ending on June 30, 2023.
- f. Each month the meetings will promote developmental themes to encourage the youth and empower them to meet the challenges of being successful students and citizens as they grow through the challenges of being historically underserved or being considered at risk. These themes will include: leadership development, life skills, professional development, mental health and wellness, career exploration and preparation for post-secondary success.
- g. **CONSULTANT** program facilitators will include a team of one to two staff that will facilitate the delivery of meeting curricular objectives as well as provide interactive team building activities throughout the meetings.
- h. **CONSULTANT** will include up to two (2) field trips during the program year. The focus of the first field trip will be an educational or cultural experience such as participating in a college tour or visiting a museum. The final event would be a recreational activity for the youth to celebrate their participation at the end of the year. **CONSULTANT** will require the assistance of the **SUPERINTENDENT** as well as the **DISTRICT** to provide transportation for field trips, additional staff chaperones and possible funding for admission prices. On the months when a school site participates in a field trip hosted by **CONSULTANT**, this activity will replace the regularly scheduled mentoring meetings for that month.
- i. **CONSULTANT** will commence work under this agreement on or about July 1, 2022 and will diligently execute the work thereafter. **CONSULTANT** will complete the work not later than June 30, 2023. Upon a showing of good and sufficient cause by **CONSULTANT**, **SUPERINTENDENT** may, in its discretion, grant such extensions of time as it may deem advisable; provided, however, **SUPERINTENDENT** shall not be obligated to pay **CONSULTANT** any additional consideration if such an extension of time has been granted, unless **CONSULTANT** undertakes additional services in which instance the consideration shall be increased as **SUPERINTENDENT**, **DISTRICT** and **CONSULTANT** shall agree.
- j. **CONSULTANT** will perform said services as an independent contractor under the direction of the

SUPERINTENDENT in the pursuit of his or her independent calling and not as an employee of **SUPERINTENDENT**; and he or she shall be under the control of **SUPERINTENDENT** as to the result to be accomplished.

2. **Services to be Provided by DISTRICT**

DISTRICT will prepare and furnish to **CONSULTANT** upon his or her request such information as is reasonably necessary to the performance of **CONSULTANTs** work under this agreement.

DISTRICT will have each school site administrator secure location at each school site for each site meeting; recruit, identify, and invite all eligible youth in foster care and youth experiencing homelessness; assist with statistics; gather baseline educational data for youth attending regularly and report growth at end of year; permission slips; and work with **CONSULTANT** for the coordination of calendaring each monthly meeting, events, and field trip opportunities under this agreement.

3. **Services to be Provided by SUPERINTENDENT**

SUPERINTENDENT shall act as the fiscal agent for the **DISTRICT** in all matters related to this Agreement.

4. **CONSULTANTs Fee and Payment Thereof**

a. **SUPERINTENDENT** will pay **CONSULTANT** for services rendered as described in Article 1 at the rate of Fifty-Eight Thousand Eight Hundred Dollars and no/100 (\$58,800.00) in two equal payments as follows:

- 1) Initial deposit of Twenty-Nine Thousand Four Hundred Dollars and no/100 (\$29,400.00) to be paid by August 1, 2022.
- 2) Final payment of Twenty-Nine Thousand Four Hundred Dollars and no/100 (\$29,400.00) to be paid by January 31, 2023.

b. The **SUPERINTENDENT** will pay no amount of travel or other expenses of **CONSULTANT** under this agreement.

c. The total amount paid under this contract shall not exceed Fifty-Eight Thousand Eight Hundred Dollars and no/100 (\$58,800.00).

d. **SUPERINTENDENT** will not withhold federal and state income tax deduction from payments made to **CONSULTANT** under this agreement but will provide **CONSULTANT** with a statement of earnings at the conclusion of each calendar year.

e. An original invoice must be returned to **SUPERINTENDENT** and must include **CONSULTANTs** signature and social security number or tax identification number.

f. Payment shall be made within 45 days of receipt by the **SUPERINTENDENT** of invoices properly submitted.

5. **Duration of Agreement**

The term of this Agreement shall be from July 1, 2022 through and including June 30, 2023.

6. **Cancellation of Agreement**

a. If at any time during the performance of this agreement **SUPERINTENDENT** determines, at **SUPERINTENDENTs** sole discretion, that **CONSULTANTs** services are or have become unsatisfactory, or if at any time during the performance of this agreement **SUPERINTENDENT** determines, at its sole discretion, to suspend indefinitely or abandon the work under this agreement, **SUPERINTENDENT** shall give written notice to **CONSULTANT** of its intention to cancel thirty (30) days in advance of the effective date of the cancellation.

b. If the cancellation is for unsatisfactory performance, **SUPERINTENDENT** shall be obligated to pay **CONSULTANT** only for those services deemed by **SUPERINTENDENT** to be satisfactory as of the effective date of cancellation or termination. If the cancellation is the result of **SUPERINTENDENTs** decision to suspend indefinitely or the work under this agreement, **SUPERINTENDENT** shall be obligated to pay **CONSULTANT** only for those services performed by **CONSULTANT** through the effective date of cancellation or termination.

7. **Successors and Assigns**

This agreement shall not be assignable except with written consent of parties hereto.

8. **Special Provisions**

a. **CONSULTANT** shall comply with all federal, state, and local laws and ordinances applicable to such work.

CONSULTANT shall provide worker's compensation insurance to self-insure his or her services.

- b. If **CONSULTANT** is an individual, he or she shall state if **CONSULTANT** is a retired member of the State Teacher's Retirement System of California.

9. Hold Harmless

CONSULTANT agrees, at its own expense, cost and risk, to indemnify, defend, save and hold harmless the **SUPERINTENDENT** and **DISTRICT**, their agents, employees and officers against any and all personal injuries, damages, liabilities, costs, suits or expenses, including reasonable attorney's fees, arising out of any act or omission or the condition of any property owned or controlled by the **CONSULTANT** in the performance of this contract. It is understood that employees and any subcontractor of the **CONSULTANT** in its performance under this contract are not agents or employees of the **SUPERINTENDENT** or **DISTRICT**.

10. Conflict of Interest

The **SUPERINTENDENT** hereby finds that the duties in this contract are limited in scope and thus do not necessitate compliance with disclosure requirements as stated in the Fair Political Practices Commission, Regulation Title 2, California Code of Regulations §18351.

11. Insurance

CONSULTANT shall take out and maintain during the life of the contract such general, automobile, and professional liability insurance as shall protect him and the **SUPERINTENDENT** from all claims for property damage arising from operations under the contract. **CONSULTANT** shall require his subcontractors, if any, to take out and maintain similar public liability and property damage insurance.

- a. Certificates and insurance policies shall include the following clause: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the **SUPERINTENDENT** stating date of cancellation or reduction and may not be less than ten (10) days after date of receipt of notice."
- b. Certificate of insurance shall state in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date and cancellation and reduction notice.
- c. Certificate of insurance for general liability insurance shall clearly state that the **SUPERINTENDENT** is named as additional insured under the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by the **SUPERINTENDENT**. **CONSULTANT** will be required to submit the endorsement page Form CG 20 10 as proof of additional insured.
- d. Insurance shall be written for not less than the following limits, or greater if required by law:
- 1) Workers' Compensation (must include waiver of subrogation)
 - a) State Statutory
 - b) Applicable Federal Statutory
 - 2) Commercial General Liability:
 - a) Bodily Injury \$1,000,000 each occurrence
 - b) Property Damage \$1,000,000 each occurrence
 - c) Advertising Injury \$1,000,000 each occurrence
 - 3) Professional Liability \$ 1,000,000 each occurrence
 - 4) Comprehensive Automobile Liability (owned, non-owned, hired)
 - a) Bodily Injury \$ 500,000 each accident
 - b) Property Damage \$ 100,000 each accident
 - 5) Sexual Abuse or Molestation
 - a) Sexual Abuse or Injury Limit Insurance \$1,000,000 each occurrence

*Exceptions may be made for consultants who do not have access to students.

12. Completion of State and Federal Tax Information Forms (United States residents)

- a. All independent contractors doing business with the **SUPERINTENDENT** must complete applicable state and federal tax forms to determine federal and state reporting status.
- 1) Sole Proprietors: On Form W-9, enter your individual name as shown on your social security card on the "Name:"

line. You must enter your Business, trade, or “doing business as (DBA)” name on the “Business Name” line.

b. California nonresidents must complete and submit a Form W-9 and Form 590.

- 1) Form 590: This form is required to determine California Residency. Payments made to California nonresidents, including corporations, limited liability companies and partnerships that do not have a permanent place of business in California, may be subject to a seven percent (7%) state income tax withholding (California Revenue and Taxation Code §18662). Types of income subject to withholding include payments for services performed in California and payments of leases, rents, and royalties for property located in California.
- 2) Partial or Complete Exemption from California Withholding taxes.
 - a) Form 588 Nonresident Withholding Waiver Request: If you meet the criteria for California withholding, you may apply for a waiver (Form 588) from the State of California through the California Franchise Tax Board. A copy of the approved waiver must be received by the **SUPERINTENDENT** prior to the first payment of this Contract in order to apply the exemption from the required seven percent (7%) withholding.
 - b) Form 587 Nonresident Withholding Allocation Worksheet: If you do not qualify for a waiver from California Withholding (an approved Form 588) and do not have a permanent place of business in the state of California, complete and submit Form 587 to determine if withholding is required on the scope of work for this Agreement.

13. Fingerprints

This Agreement is subject to the provisions of Education Code Sections 45125.1 and 45125.2. **CONSULTANT** and its employees who may come into contact with pupils at any site are required to submit fingerprints to the Department of Justice. The Department of Justice will ascertain whether the individual has appending criminal proceeding for a violent and serious felony or has been convicted of a violent or serious felony as they are defined in Penal Code Sections 667.S{c) and 1192.7(c), respectively.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first above written.

**SAN BERNARDINO COUNTY
SUPERINTENDENT OF SCHOOLS**

**ONLY THOUGHTS OF OWNERSHIP OTO,
LLC**

Signature

Kevin Garcia, Program Manager
Procurement and Warehouse Services

Typed Name and Title

Date

Signature

Typed Name and Title

Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Signature

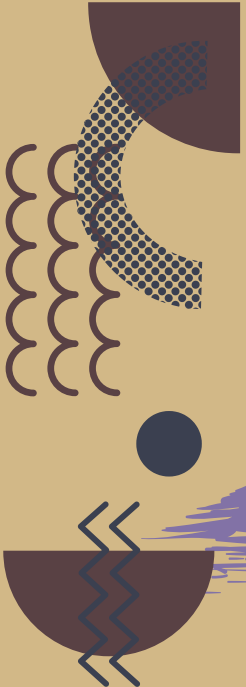
Typed Name and Title

Date

THE TERMS OF THIS AGREEMENT ARE NOT IN PLACE UNTIL ALL ABOVE PARTIES HAVE SIGNED

ALL RIGHTS TO
ONLY THOUGHTS OF OWNERSHIP
(OTO) LLC

PROPOSAL TO
SAN BERNARDINO COUNTY
SUPERINTENDENT OF SCHOOLS
THE CHINO VALLEY UNIFIED SCHOOL DISTRICT



YOUTH

SERVICES

PROPOSAL



12078 CLARK ST APT 305
MORENO VALLEY, CA

CONTACT: OLIVER PETTY
WEBSITE: OLIVERPETTY.COM
EMAIL: OLIVER@OLIVERPETTY.COM
PHONE: (951) 494-7609

SUBMISSION DATE
APRIL 4TH, 2022

THE BEST VERSION OF YOU ACADEMY

INVESTMENT

- Months: 5
- Total Investment Per District: \$58,800

TOTAL INVESTMENT: 1 DISTRICTS

- \$58,800

PROGRAM SPECIFICS

- 1 District
- Total number of students: 210
- Minimum: 35 students per cohort
- 1 hour per session for 16 weeks
- 2 days per week per cohort
- Program operates 4 days per week

SCOPE OF WORK

- Program Focus:
 - Relationship Education
 - Affirmations Edition
- Total Number of Weeks:
 - 20 weeks

The curriculum we provide is best described as optimal health education. This curriculum assists youth with building strong social-emotional skills and the primary focus is to provide youth with tools to facilitate healthy relationship skills, decision-making, boundary-setting, and living according to the proven "life success sequence". This advises youth to finish school, get or create jobs, and prioritize building and maintaining healthy relationships with self, family and others. Following this proven formula, will also result in a 97% likelihood that one will NOT live in poverty as an adult! Our program focuses on meeting the psycho-social needs that, if unmet, tend to drive kids into risky behavior. The mixed curriculum we deliver is relationship and entrepreneurial driven, partly developed by The Center For Relationship Education and our Founder, Oliver Petty. All lessons provided are inclusive, culturally relevant, evidence based and medically accurate.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022

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

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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

\$4,833,231.91 to all District funding sources.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: April 21, 2022

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

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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
<p>B-2122-016 CVUSD Nutrition Services. To provide Child and Adult Care Food Program (CACFP) for SOAR at Borba ES, Cortez ES, Dickey ES, Marshall ES, Newman ES, Walnut ES, and Ramona JHS. Submitted by: Health Services and Child Development (SOAR) Duration of Agreement: July 1, 2021 - June 30, 2022</p>	<p>Contract amount: Per rate sheet Funding source: Various</p>
<p>B-2122-017 CVUSD Nutrition Services. To provide Child and Adult Care Food Program (CACFP) for Children's Center, Liberty ES, Newman ES, and Buena Vista HS. Submitted by: Health Services and Child Development Duration of Agreement: July 1, 2021 - June 30, 2022</p>	<p>Contract amount: Per rate sheet Funding source: Various</p>

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
<p>CIIS-1718-135 Lexia Learning Systems, LLC. To provide online student subscription renewal. Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2022 - June 30, 2023</p>	<p>Contract amount: \$139,300.00 Funding source: LCAP</p>
<p>CIIS-2122-169 Notable, Inc. dba Kami. To provide annual renewal to District Plan license key. Submitted by: Assessment and Instructional Technology Duration of Agreement: July 31, 2022 - July 30, 2023</p>	<p>Contract amount: \$44,800.00 Funding source: General Fund</p>
<p>CIIS-2122-170 EMT Associates, Inc. To provide online intervention training for counselors, educators, and paraprofessionals. Submitted by: Health Services/ TUPE Grant Duration of Agreement: June 1, 2022 - June 30, 2022</p>	<p>Contract amount: \$5,000.00 Funding source: TUPE Grant</p>
<p>CIIS-2122-171 Espark, Inc. To provide professional development for math and ELA. Submitted by: Cal Aero K-8 Duration of Agreement: December 29, 2021 - June 30, 2022</p>	<p>Contract amount: \$1,290.00 Funding source: General Fund</p>
<p>CIIS-2122-172 Solution Tree, Inc. To provide onsite professional development and resources. Submitted by: Curriculum, Instruction, Innovation, and Support Duration of Agreement: April 22, 2022 - August 29, 2022</p>	<p>Contract amount: \$30,821.95 Funding source: Title II</p>

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
<p>F-2122-051 Civiltec Engineering, Inc. To provide professional land surveying services. Submitted by: Maintenance and Operations Duration of Agreement: April 1, 2022 - December 31, 2022</p>	<p>Contract amount: Per rate sheet Funding source: General Fund</p>

HUMAN RESOURCES	FISCAL IMPACT
<p>HR-2122-004 Dianne Vargas dba Vargas Consulting & Training. To provide suicide prevention training for the 2022/2023 school year. Submitted by: Risk Management Duration of Agreement: July 1, 2022 - June 30, 2023</p>	<p>Contract amount: \$8,000.00 Funding source: LCAP</p>

HUMAN RESOURCES	FISCAL IMPACT
HR-2122-025 Steven Ray Ellis. To provide annual security training. Submitted by: Risk Management Duration of Agreement: April 22, 2022 - June 30, 2022	Contract amount: \$4,500.00 Funding source: General Fund

MASTER CONTRACTS	FISCAL IMPACT
MC-2122-085 California Cookout, Inc. To provide banquet/catering services. Submitted by: Don Lugo HS Duration of Agreement: April 26, 2022 - June 30, 2025	Contract amount: Per rate sheet Funding source: Various
MC-2122-086 American Golf Corporation dba Mountain Meadows Golf Course. To provide banquet and catering services. Submitted by: Chino HS Duration of Agreement: May 1, 2022 - June 30, 2025	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-2122-087 Susanne Clapp dba Pizzarageous. To provide banquet and catering services. Submitted by: Wickman ES Duration of Agreement: April 22, 2022 - June 30, 2025	Contract amount: Per rate sheet Funding source: Various

SAN BERNARDINO COUNTY	FISCAL IMPACT
SBC-20-391-A-1 San Bernardino County Department of Probation. To provide contracted services for two full time probation officers for the 2022/2023 school year. Submitted by: Risk Management Duration of Agreement: July 1, 2022 - June 30, 2023	Contract amount: \$64,344.00 Funding source: LCAP

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
CIIS-2022-077 The Stepping Stones Group, LLC. To provide speech and language pathology, Board Certified Behavior Analyst (BCBA), psychologists, LVN/school nurses, translation services, and instructional aides. Submitted by: Special Education Duration of Agreement: July 1, 2021 - June 30, 2022 Original Agreement Board Approved: July 15, 2021	Contract amount: Increase from \$900,000.00 to \$1,055,000.00. Funding source: Special Education
CIIS-2122-102 Edgenuity, Inc. To provide online software FT student elementary license. Submitted by: Alternative Education Center Duration of Agreement: August 1, 2021 - July 31, 2022 Original Agreement Board Approved: September 2, 2021	Contract amount: Increase from \$26,400.00 to \$248,125.00 for additional home base IS program enrollment at the Alternative Education Center Funding source: General Fund
HR-2021-024 Swing Education, Inc. To provide contracted certificated and classified substitutes for vacancies. Submitted by: Purchasing Duration of Agreement: March 24, 2021 - June 30, 2023 Original Agreement Board Approved: April 15, 2021	Contract amount: Per rate sheet: Option A Extend contract through June 30, 2023 Funding source: General Fund
MC-2021-019 Pear Deck. To provide annual site license to Pear Deck technology. Submitted by: Purchasing Duration of Agreement: August 1, 2020 - June 30, 2023 Original Agreement Board Approved: October 15, 2020	Contract amount: Per invoice Name Change: GoGuardian for Pear Deck subscriptions only Funding source: Various

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>MC-2122-036 Wheels of Freestyle. To provide BMX bicycle assembly. Submitted by: Purchasing Duration of Agreement: September 2, 2021 - June 30, 2024 Original Agreement Board Approved: September 2, 2021</p>	<p>Contract amount: Per invoice Name Change: Royale Management Group, LLC Funding source: Various</p>
<p>RFP 19-20-40 Clearbrook Farms, Inc. To provide dairy products for Nutrition Services. Submitted by: Nutrition Services Duration of Agreement: July 1, 2022 - June 30, 2023 Original Agreement Board Approved: June 4, 2020</p>	<p>Estimated expenditure: \$750,000.00 Extend RFP 19-20-40 dairy products and distribution through 2022/2023 school year Funding source: Fund 13</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

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BACKGROUND

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

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

April 21, 2022

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	41103	Adult School
Computer	Dell	41093	Adult School
Computer	Dell	41097	Adult School
Computer	Dell	41095	Adult School
Computer	Dell	41105	Adult School
Computer	Dell	41101	Adult School
Computer	Dell	41094	Adult School
Computer	Dell	41092	Adult School
Computer	Dell	41098	Adult School
Computer	Dell	41096	Adult School
Computer	Dell	41099	Adult School
Computer	Dell	41091	Adult School
Computer	Dell	41100	Adult School
Computer	Dell	41102	Adult School
Computer	Dell	41104	Adult School
Projector	Epson	JXUF7903947L	Adult School
Keyboard	Dell		Adult School
Keyboard	Logitech		Adult School
Keyboard	Kensington	A1651A000306	Risk Management
Keyboard	Dell	KB212BCN01HF2Y	Risk Management
Screen Protector	3M		Risk Management
Keyboard	Logitech	1629CE14DDE8	Risk Management
Printer	HP		Risk Management
Computer	Dell	48405	Special Education
Computer	Dell	41089	Special Education
Computer	Dell	41087	Special Education
Computer	Dell	55821	Special Education
Student Chairs (30)			Eagle Canyon ES
Student Desks (15)			Eagle Canyon ES
Computer	Lenovo	QB01511500	Eagle Canyon ES
Chromebook	Dell	68296	Eagle Canyon ES
Computer	Dell	45672	Eagle Canyon ES

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DATE: April 21, 2022

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA PROJECTS

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BACKGROUND

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

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2022-26	Canyon Hills JHS and Townsend JHS Flooring Repair	Custom Craft Flooring	\$47,416.87	N/A	\$47,416.87	01
CC2022-34	Don Lugo HS Door and Window Painting	Omega Construction Co., Inc.	\$38,582.00	N/A	\$38,582.00	01
CC2022-38	Newman ES Ceiling Tile Repair	Nextgen Construction, Inc.	\$19,500.00	N/A	\$19,500.00	01
CC2022-39	Ayala HS Portable Siding Repairs	Omega Construction Co., Inc.	\$23,620.00	N/A	\$23,620.00	01
CC2022-43	Media Center Installation of Summa Equipment	Angelo Construction	\$24,479.00	N/A	\$24,479.00	01
CC2022-44	Adult School HVAC Replacement	Leading Edge Air Conditioning	\$22,250.00	N/A	\$22,250.00	01
CC2022-46	Canyon Hills JHS Backstop Replacement	Valley Cities/ Gonzales Fence	\$15,670.00	N/A	\$15,670.00	01
CC2022-52	Ayala HS Soil Removal	Larry Allen	\$23,800.00	N/A	\$23,800.00	01

Documentation indicating satisfactory completion and compliance with specifications has been obtained from the following individuals: Carlos Camarena, Supervisor; Alex Rivera, Supervisor; Jonathan Campbell, Supervisor; and Martin Silveira, Director, Maintenance and Operations.

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$215,317.87 to General Fund 01.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: April 21, 2022
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 FOR BID 21-22-03F, BUTTERFIELD RANCH ES AND HIDDEN TRAILS ES ALTERATIONS (BP 05-01)

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BACKGROUND

On October 7, 2021, the Board of Education awarded Bid 21-22-03F, Butterfield Ranch ES and Hidden Trails ES Alterations (BP 05-01) to RND Construction, Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1-Butterfield Ranch ES	RND Construction, Inc.	\$105,149.00
	Bid Amount:	\$245,000.00
	Revised Total Project Amount:	\$350,149.00

Change Order	Contractor	Amount
1-Hidden Trails ES	RND Construction, Inc.	\$0.00
	Bid Amount:	\$194,000.00
	Revised Total Project Amount:	\$194,000.00

The change order results in a net increase of \$105,149.00 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.

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order for Bid 21-22-03F, Butterfield Ranch ES and Hidden Trails ES Alterations (BP 05-01).

FISCAL IMPACT

\$105,149.00 to Building Fund 21.

NE:GJS:pw



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

CHANGE ORDER

Date: 03/29/2022 BID/ CUPCAA #: 21-22-03F Change Order #: 001
 Project Title: Butterfield Ranch & Hidden Trails Elementary School Modernization Projects – Alterations
 Owner: Chino Valley Unified School District DSA Application #: #A04-119901 / #A04-119900 DSA File #: #36-11
 Architect: PBK-WLC Architects Contractor: RND Construction Inc. (BP 05-01)

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: Butterfield Ranch ES - DSA CCD #02 & #03 Revision to the Site Railings
 Reason: Change order request is to procure and install additional galvanized railings throughout the site. DSA requires a curb, or a handrail be installed where elevation changes occur along the path of travel. Due to safety concerns with concrete curbs at elementary schools being a tripping hazard, the decision was made to install handrails. As such, Pursuant to DSA CCD #02 and #03, this is the cost to provide railings in lieu of 6-inch high concrete curbs along the path of travel for DSA/ADA and safety requirements.
 Document Ref: Change Order Request No.B-001 (PCO No.B-024)
 Requested by: District
 Change in Contract Sum: \$105,149.00/ ADD ^{DS} SF
 Time Extension: 0 Calendar Days

PROJECT SUMMARY

Location	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Butterfield Ranch ES	\$245,000.00	\$0.00	\$105,149.00	\$350,149.00
Hidden Trails ES	\$194,000.00	\$0.00	\$0.00	\$194,000.00
Totals:	\$439,000.00	\$0.00	\$105,149.00	\$544,149.00

CONTRACT SUMMARY

The original contract amount was: \$439,000.00
 Previously approved change order amount(s): \$0.00
 The contract amount will be **increased** by this Change Order: ^{DS} SF \$105,149.00
 The new contract amount including this change order will be: \$544,149.00

100721

Bldg fund 21

The original contract completion date: 12/23/2022
 The contract time will be increased/decreased by days: 0 Days
 The date of completion as a result of this Change Order is: 12/23/2022

APPROVED BY:

Steven Fangmeyer	 <small>6ABA0AE6C21B4B5...</small>	03/30/2022 12:50 PDT
Contractor – RND Contractors Inc.	Signature	Date
Kirk Jesse Knowland Construction Services	 <small>F32A6F0341EA4FE...</small>	03/30/2022 14:24 PDT
DSA Inspector of Record (if applicable)	Signature	Date
Jim DiCamillo PBK-WLC Architects	 <small>896FFF2E3A634DB...</small>	03/30/2022 14:34 PDT
Architect / Engineer (if applicable)	Signature	Date
Hung Truong CW Driver Inc.	 <small>DB919CAC3A0446B...</small>	03/30/2022 14:55 PDT
Construction/Project Manager	Signature	Date
_____ Authorized Department Head (if applicable)	_____ Signature	_____ Date
_____ Director, Technology (if applicable)	_____ Signature	_____ Date
Cesar Portugal CVUSD Project Manager	 Signature	4/1/22 Date
Beverly Beemer Director, Planning (if applicable)	 Signature	4/4/2022 Date
Greg Stachura Owner (Authorized Agent)	 Signature	4/4/22 Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: April 21, 2022
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 19-20-31F, CANYON HILLS JHS AND TOWNSEND JHS ALTERATIONS (BP 09-05)

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BACKGROUND

On July 16, 2020, the Board of Education awarded Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 09-05) to Painting & Decor, Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
2-Canyon Hills JHS	Painting & Decor, Inc.	(\$21,517.00)
	Bid Amount:	\$292,900.00
	Revised Total Project Amount:	\$271,383.00
	Retention Amount:	\$13,569.15

Change Order	Contractor	Amount
2-Townsend JHS	Painting & Decor, Inc.	(\$18,833.00)
	Bid Amount:	\$278,700.00
	Revised Total Project Amount:	\$259,867.00
	Retention Amount:	\$12,993.35

Change order #1 results in no change to the construction cost or contract time; only rephases building construction within contract time. Change order #2 results in a net decrease of \$40,350.00 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 September 30, 2021.

Documentation indicating satisfactory completion and compliance with specification has been obtained from the following individuals: Kirk Jesse, DSA Inspector; Jim DiCamillo, Architect/Engineer; Hung Truong Construction/Project Manager; and Cesar Portugal, Construction Coordinator.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 09-05).

FISCAL IMPACT

(\$40,350.00) to Building Fund 21.

NE:GJS:pw



CHINO VALLEY UNIFIED SCHOOL DISTRICT

Facilities, Planning and Operations Division

5130 Riverside Drive

Chino, CA 91710

Telephone: 909.628.1202, Ext. 145 Fax: 909.548.6034

CHANGE ORDER

DATE: 9/1/20 BID #: 19-20-31F CHANGE ORDER: 001

PROJECT: Canyon Hills & Townsend Junior High School Modernization Projects – Alterations

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

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects, Inc.

BID PACKAGE: BP#09-05 CONTRACTOR: Painting & Décor, Inc.

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

Canyon Hills Jr. High School

DSA Application #A04-117236 / DSA File #36-11

ITEM NO. 1:	Description:	Phase 2 - Building A, B & Site Work Schedule Resequencing
	Reason:	Resequencing of Building A Specialty Classrooms, Building B Lockers Rooms/Classrooms and Concrete & Fencing Sitework to Phase 2 of Construction Schedule as noted on Canyon Hills JHS Project Schedule dated 8/21/20 and Phasing Plan dated 8/21/20.
	Document Ref:	Change Order Request No. C-001 (PCO No. C-006)
	Requested by:	District
	Change in Contract Sum:	\$0.00 / ADD
	Time Extension:	0 Calendar days

Townsend Jr. High School

DSA Application #A04-117235 / DSA File #36-11

ITEM NO. 1:	Description:	Phase 2 - Building A, B & Site Work Schedule Resequencing
	Reason:	Resequencing of Building A Specialty Classrooms, Building B Lockers Rooms/Classrooms and Concrete & Fencing Sitework to Phase 2 of Construction Schedule as noted on Townsend JHS Project Schedule dated 8/21/20 and Phasing Plan dated 8/21/20.
	Document Ref:	Change Order Request No. T-001 (PCO No. T-006)

Requested by: District
 Change in Contract Sum: \$0.00 / ADD
 Time Extension: 0 Calendar days

END OF CHANGE ORDER NO. 001 ITEMS

SCHOOL SITE SUMMARY

School	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Canyon Hills JHS	\$292,900.00	\$0.00	\$0.00	\$292,900.00
Townsend JHS	\$278,700.00	\$0.00	\$0.00	\$278,700.00
Total	\$571,600.00	\$0.00	\$0.00	\$571,600.00

CONTRACT SUMMARY

The original contract amount was: \$571,600.00
 Net previous change order amount(s): \$0.00
 The contract amount will be increased/decreased by this Change Order: \$0.00
 The new contract amount including this change order will be: \$571,600.00
 The original contract completion date: 01/14/22
 The contract time will be increased/decreased by days: 0
 The date of completion as a result of this Change Order is: 01/14/22

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

APPROVED BY:

DocuSigned by:
John Buchner
3C8ED2FC8822432
Painting & Décor, Inc. (Contractor)

John Buchner President
Print Name / Title

12/01/2020 | 10:10 PS
Date

DocuSigned by:
Jim DiCamillo
808EEF2F3A034DB
WLC Architects Inc. (Architect)

Jim DiCamillo / President
Print Name / Title

12/01/2020 | 11:32 PS
Date

DocuSigned by:
Kirk Jesse
F0246F0211E84FE
DSA Inspector of Record

Kirk Jesse / Inspector of Record
Print Name / Title

12/01/2020 | 10:16 PS
Date

DocuSigned by:
Hung Truong
DB94C6AC3A0446B
Construction Manager (CW Driver)

Hung Truong / Senior Project Manager
Print Name / Title

12/01/2020 | 11:47 PS
Date

Cesar Portugal
CVUSD Construction Coordinator

Cesar Portugal / Construction Coordinator,
Maintenance, Operations & Construction
Print Name / Title

4/1/22
Date

BK
CVUSD Director, M.O.C. *Planning*

Beverly Beemer *Planning*
~~Martin Silveira~~ / Director of Maintenance, Operations
and Construction
Print Name / Title

4/5/2022
Date

Greg Stachura
CVUSD (authorized agent)

Greg Stachura / Assistant Superintendent, Facilities,
Planning & Operations Department
Print Name / Title

4/6/22
Date



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

CHANGE ORDER

Date: 03/25/2022 BID/ CUPCAA #: 19-20-31F Change Order #: 002
 Project Title: Canyon Hills & Townsend Junior High School Modernization Projects – Alterations
 Owner: Chino Valley Unified School District DSA Application #: #A04-117236 / #A04-117235 DSA File #: #36-11
 Architect: PBK-WLC Architects Contractor: Painting & Décor Inc. (BP 09-05)

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: Canyon Hills Jr. HS – BP 09-05 Reconcile Unforeseen Conditions Allowance
 Reason: Reconcile Unused Unforeseen Conditions Allowance for BP 09-05.
 Document Ref: Change Order Request No. C-024 (PCO No. C-345)
 Requested by: District
 Change in Contract Sum: (\$21,517.00) / DEDUCT JP^{DS}
 Time Extension: 0 Calendar Days

ITEM NO. 2: Description: Townsend Jr. HS – BP 09-05 Reconcile Unforeseen Conditions Allowance
 Reason: Reconcile Unused Unforeseen Conditions Allowance for BP 09-05.
 Document Ref: Change Order Request No. T-025 (PCO No. T-356)
 Requested by: District
 Change in Contract Sum: (\$18,833.00) / DEDUCT JP^{DS}
 Time Extension: 0 Calendar Days

PROJECT SUMMARY


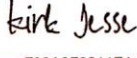
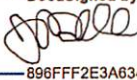
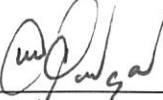
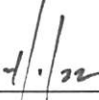



Location	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Canyon Hills Jr. HS	\$292,900.00 ✓	\$0.00	(\$21,517.00) ·	\$271,383.00 ·
Townsend Jr. HS	\$278,700.00 ✓	\$0.00	(\$18,833.00) ·	\$259,867.00 ·
Totals:	\$571,600.00 ✓	\$0.00	(\$40,350.00) ·	\$531,250.00 ·

CONTRACT SUMMARY

The original contract amount was: \$571,600.00 ·
 Previously approved change order amount(s): \$0.00
 The contract amount will be **decreased** by this Change Order: JP^{DS} (\$40,350.00) ·
 The new contract amount including this change order will be: \$531,250.00 ·

The original contract completion date: 01/14/2022
 The contract time will be increased/decreased by days: 0 Days
 The date of completion as a result of this Change Order is: 01/14/2022

APPROVED BY:

Jessina Peterson	DocuSigned by:  3B9188A1AD3B462...	03/25/2022 17:05 PDT
Contractor – Painting & Décor Inc.	Signature	Date
Kirk Jesse Knowland Construction Services	DocuSigned by:  F32A6F0311EA4FE...	03/25/2022 18:39 PDT
DSA Inspector of Record (if applicable)	Signature	Date
Jim DiCamillo PBK-WLC Architects	DocuSigned by:  896FFF2E3A634DB...	03/26/2022 05:07 PDT
Architect / Engineer (if applicable)	Signature	Date
Hung Truong CW Driver Inc.	DocuSigned by:  DB919CAC3A0446B...	03/25/2022 18:01 PDT
Construction Manager / Project Manager	Signature	Date
Authorized Department Head (if applicable)	Signature	Date
Director, Technology (if applicable)	Signature	Date
Cesar Portugal CVUSD Project Manager	 Signature	 Date
Beverly Beemer Director, Planning (if applicable)	 Signature	 Date
Greg Stachura Owner (Authorized Agent)	 Signature	 Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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 20-21-05F, AYALA HS ALTERATIONS – PHASE 3 (BP 09-01)

=====

BACKGROUND

On April 15, 2021, the Board of Education awarded Bid 20-21-05F, Ayala HS Alterations – Phase 3 (BP 09-01) to Mirage Builders, Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	Mirage Builders, Inc.	(\$36,162.00)
	Bid Amount:	\$688,755.00
	Revised Total Project Amount:	\$652,593.00
	Retention Amount:	\$32,629.65

The change order results in a net decrease of \$36,162.00 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 February 28, 2022.

Documentation indicating satisfactory completion and compliance with specification has been obtained from the following individuals: John Michael, DSA Inspector; Jim DiCamillo, Architect/Engineer; Hung Truong Construction/Project Manager; and Sam Sousa, Construction Coordinator.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations – Phase 3 (BP 09-01).

FISCAL IMPACT

(\$36,162.00) to Building Fund 21.

NE:GJS:pw



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

CHANGE ORDER

Date: 03/30/2022 BID/ CUPCCAA #: 20-21-05F ✓ Change Order #: 001
 Project Title: Ayala High School Phase 3 – Alterations
 Owner: Chino Valley Unified School District DSA Application #: A04-119505 ✓ DSA File #: 36-H3 ✓
 Architect: PBK-WLC Architects Contractor: Mirage Builders Inc. (BP 09-01)

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:	Reconcile Unused Unforeseen Allowance
	Reason:	Reconcile Unused Unforeseen Allowance
	Document Ref:	Change Order Request No. A-007 (PCO #A-197)
	Requested by:	District
	Change in Contract Sum:	(\$36,162.00) / DEDUCT DS RL
	Time Extension:	0 Calendar Days

CONTRACT SUMMARY

The original contract amount was:	<u>\$688,755.00</u> ✓
Previously approved change order amount(s):	<u>\$0.00</u>
The contract amount will be decreased by this Change Order:	<u>(\$36,162.00)</u> ✓ DS RL
The new contract amount including this change order will be:	<u>\$652,593.00</u> ✓

The original contract completion date:	<u>02/01/2022</u>
The contract time will be increased/decreased by days:	<u>0 days</u>
The date of completion as a result of this Change Order is:	<u>02/01/2022</u>

APPROVED BY:

<u>Rick Lepe</u>	DocuSigned by: Rick Lepe CEDC9E64B4A2411...	<u>03/30/2022 16:34 PDT</u>
Contractor – Mirage Builders Inc.	Signature	Date
<u>John Michael</u>	DocuSigned by: [Signature] 6A4694017F674D3...	<u>03/30/2022 09:27 PDT</u>
Knowland Construction Services	Signature	Date
DSA Inspector of Record (if applicable)		

Jim DiCamillo
PBK WLC Architects Inc.
Architect / Engineer (if applicable)

DocuSigned by:
Jim DiCamillo
896FFF2E3A634DB...
Signature

03/30/2022 | 09:37 PDT
Date

Hung Truong
CW Driver
Construction/Sr. Project Manager

DocuSigned by:
Hung Truong
DB819CAC3A0446B...
Signature

03/30/2022 | 09:20 PDT
Date

Authorized Department Head (if applicable)

Signature

Date

Director, Technology (if applicable)

Signature

Date

Samuel Sousa
CVUSD Project Manager

SS
Signature

4/4/22
Date

Beverly Beemer
Director, Planning (if applicable)

BB
Signature

4/4/2022
Date

Greg Stachura
Owner (Authorized Agent)

GS
Signature

4/4/22
Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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 20-21-05F, AYALA HS ALTERATIONS – PHASE 3 (BP 09-03)

=====

BACKGROUND

On April 15, 2021, the Board of Education awarded Bid 20-21-05F, Ayala HS Alterations – Phase 3 (BP 09-03) to CG Acoustics, Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	CG Acoustics, Inc.	(\$4,085.00)
	Bid Amount:	\$279,995.00
	Revised Total Project Amount:	\$275,910.00
	Retention Amount:	\$13,795.50

The change order results in a net decrease of \$4,085.00 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 February 28, 2022.

Documentation indicating satisfactory completion and compliance with specification has been obtained from the following individuals: John Michael, DSA Inspector; Jim DiCamillo, Architect/Engineer; Hung Truong Construction/Project Manager; and Sam Sousa, Construction Coordinator.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations – Phase 3 (BP 09-03).

FISCAL IMPACT

(\$4,085.00) to Building Fund 21.

NE:GJS:pw

6/20/2022 ✓



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

CHANGE ORDER

Date: 03/22/2022 BID/ CUPCAA #: 20-21-05F Change Order #: 001
 Project Title: Ayala High School Phase 3 – Alterations
 Owner: Chino Valley Unified School District DSA Application #: A04-119505 DSA File #: 36-H3
 Architect: PBK-WLC Architects Contractor: CG Acoustics Inc. (BP 09-03)

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: Reconcile Unused Unforeseen Allowance
 Reason: Reconcile Unused Unforeseen Allowance
 Document Ref: Change Order Request No. A-005 (PCO #A-196)
 Requested by: District
 Change in Contract Sum: (\$4,085.00) / DEDUCT ^{DS} LG
 Time Extension: 0 Calendar Days

CONTRACT SUMMARY

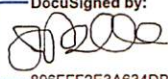
The original contract amount was: \$279,995.00
 Previously approved change order amount(s): \$0.00
 The contract amount will be **decreased** by this Change Order: ^{DS} LG (\$4,085.00)
 The new contract amount including this change order will be: \$275,910.00
 The original contract completion date: 02/01/2022
 The contract time will be increased/decreased by days: 0 days
 The date of completion as a result of this Change Order is: 02/01/2022

APPROVED BY:

CHRIS GINTER
 Contractor – CG Acoustics Inc. Signature Date
 DocuSigned by: CHRIS GINTER 03/23/2022 | 15:13 PDT
 F9777729068441A...

John Michael
 Knowland Construction Services
 DSA Inspector of Record (if applicable) Signature Date
 DocuSigned by: John Michael 03/23/2022 | 15:16 PDT
 6A4504017F574D3...

Jim DiCamillo
PBK WLC Architects Inc.
Architect / Engineer (if applicable)

DocuSigned by:

896FFF2E3A634DB...
Signature

03/24/2022 | 08:28 PDT
Date

Hung Truong
CW Driver
Construction/Sr. Project Manager

DocuSigned by:

DB949CAC3A0446B...
Signature

03/23/2022 | 16:35 PDT
Date

Authorized Department Head (if applicable)

Signature

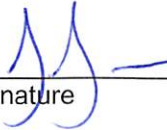
Date

Director, Technology (if applicable)

Signature

Date

Samuel Sousa
CVUSD Project Manager


Signature

3/30/22
Date

Beverly Beemer
Director, Planning (if applicable)


Signature

3/31/2022
Date

Greg Stachura
Owner (Authorized Agent)


Signature

3/31/22
Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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 20-21-05F, AYALA HS ALTERATIONS – PHASE 3 (BP 09-04)

=====

BACKGROUND

On April 15, 2021, the Board of Education awarded Bid 20-21-05F, Ayala HS Alterations – Phase 3 (BP 09-04) to Pro Installation, Inc. dba Prospectra Contract Flooring, Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	Pro Installation, Inc. dba Prospectra Contract Flooring	(\$76,071.00)
	Bid Amount:	\$297,750.00
	Revised Total Project Amount:	\$221,679.00
	Retention Amount:	\$11,083.95

The change order results in a net decrease of \$76,071.00 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 February 28, 2022.

Documentation indicating satisfactory completion and compliance with specification has been obtained from the following individuals: John Michael, DSA Inspector; Jim DiCamillo, Architect/Engineer; Hung Truong Construction/Project Manager; and Sam Sousa, Construction Coordinator.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order and Notice of Completion for Bid 20-21-05F, Ayala HS Alterations – Phase 3 (BP 09-04).

FISCAL IMPACT

(\$76,071.00) to Building Fund 21.

NE:GJS:pw



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

CHANGE ORDER

Date: 03/30/2022 BID/ CUPCCAA #: 20-21-05F ✓ Change Order #: 001 ✓
 Project Title: Ayala High School Phase 3 – Alterations
 Owner: Chino Valley Unified School District DSA Application #: A04-119505 ✓ DSA File #: 36-H3
 Architect: PBK-WLC Architects Contractor: Pro Installation Inc dba Prospectra Contract Flooring (BP 09-04) ✓

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:	Reconcile Unused Unforeseen Allowance
	Reason:	Reconcile Unused Unforeseen Allowance
	Document Ref:	Change Order Request No. A-008 (PCO #A-198)
	Requested by:	District
	Change in Contract Sum:	(\$76,071.00) / DEDUCT DS TP
	Time Extension:	0 Calendar Days

CONTRACT SUMMARY

The original contract amount was:	<u>\$297,750.00</u> ✓
Previously approved change order amount(s):	<u>\$0.00</u>
The contract amount will be decreased by this Change Order:	DS TP <u>(\$76,071.00)</u> ✓
The new contract amount including this change order will be:	<u>\$221,679.00</u> ✓

The original contract completion date:	<u>02/01/2022</u>
The contract time will be increased/decreased by days:	<u>0 days</u>
The date of completion as a result of this Change Order is:	<u>02/01/2022</u>

APPROVED BY:

<u>Tom Pesacreta</u>	DocuSigned by: Tom Pesacreta B0603D8D41BE413...	<u>03/31/2022 13:10 PDT</u>
Contractor – Pro Installation Inc. dba Prospectra Contract Flooring	Signature	Date
<u>John Michael Knowland Construction Services</u>	DocuSigned by: John Michael Knowland 6A4504017F574D3...	<u>03/31/2022 13:45 PDT</u>
DSA Inspector of Record (if applicable)	Signature	Date

Jim DiCamillo
PBK WLC Architects Inc.
Architect / Engineer (if applicable)

DocuSigned by:
Jim DiCamillo
896FFF2E3A634DB...
Signature

03/31/2022 | 15:08 PDT
Date

Hung Truong
CW Driver
Construction/Sr. Project Manager

DocuSigned by:
Hung Truong
DB919CAC3A0446B...
Signature

03/31/2022 | 14:16 PDT
Date

Authorized Department Head (if applicable)

Signature

Date

Director, Technology (if applicable)

Signature

Date

Samuel Sousa
CVUSD Project Manager

SS
Signature

4/4/22
Date

Beverly Beemer
Director, Planning (if applicable)

BB
Signature

4/4/2022
Date

Greg Stachura
Owner (Authorized Agent)

GS
Signature

4/4/22
Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: April 21, 2022
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

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED MANAGEMENT SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2021/2022 SCHOOL YEAR

RESIGNATION

ESCARENO, Donna	Assistant Principal JHS	Cal Aero K-8	04/01/2022
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2021/2022 SCHOOL YEAR

SHERRATT, Madeleine	English/Drama Teacher	Ayala HS	04/04/2022
RODRIGUEZ HERNANDEZ, Sandra	School Psychologist	Special Education	04/18/2022

RETIREMENT

NANCE, Loretta (26 years of service)	Elementary Teacher	Borba ES	06/01/2022
KOSIN, Kathleen (24 years of service)	Elementary Teacher	Dickson ES	06/30/2022
SCHEMMER, Kay (31 years of service)	Elementary Teacher	Marshall ES	05/17/2022
STEVENS, Deborah (36 years of service)	Chemistry Teacher	Ayala HS	05/28/2022
JONES, Douglas (15 years of service)	Music Teacher	Access & Equity	07/01/2022
LACKEY, Teresa (26 years of service)	Instructional Coach	Special Education	07/01/2022

RESIGNATION

LEAL, Susan	Elementary Teacher	Litel ES	05/27/2022
SILVA RAMIREZ, Jane	Intervention Counselor K-12	Health Services	04/01/2022
RODRIGUEZ HERNANDEZ, Nayeli	Speech Language Pathologist	Special Education	05/28/2022

CLOSING OF OFFICIAL RECORDS

MCCAFFERTY, Stacy	Elementary Teacher	Cal Aero K-8	03/17/2022
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CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>APPOINTMENT - EXTRA DUTY</u>			
HERNANDEZ, Armando (NBM)	Baseball (B)	Chino HS	03/21/2022
INGLIMA, Tom	Football (B)	Chino HS	04/05/2022
ACU, Johan (NBM)	Softball (B)	Chino Hills HS	04/05/2022
LAROSA, Joseph	Track & Field (B)	Chino Hills HS	04/06/2022
STULL, Tyson (NBM)	Baseball (B)	Chino Hills HS	02/11/2022

**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2021, THROUGH
JUNE 30, 2022**

HERNANDEZ ZAMORA, Maria MASSEY, Evelyn MOORE, Dana
RODRIGUEZ, Berenice

CLASSIFIED PERSONNEL

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

HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE**APPOINTMENT**

REINBOLD, Carrie	IA/Special Education/SH (SELPA/GF)	Borba ES	05/02/2022
ZAVALZA, Jessica	IA/Elementary (GF)	Dickson ES	08/08/2022
MONTELONGO, Crystal	Playground Supervisor (GF)	Liberty ES	04/18/2022
WYSE, Amy	Elementary Library/Media Center Assistant (GF)	Liberty ES	04/18/2022
CITRON, Kimberly	IA/Special Education (SELPA/GF)	Litel ES/Glenmeade ES	04/22/2022
ORTIZ, Sonya	Central Kitchen Assistant I (NS)	Townsend JHS	04/18/2022

PROMOTION

GONZALEZ CONTRERAS, Brandon	FROM: Technology Technician (GF) 8 hrs./261 contract days	Technology	04/18/2022
	TO: Network Support Technician (GF) 8 hrs./261 contract days	Technology	
CAMBEROS, Salvador	FROM: Bus Driver (GF) 6 hrs./208 work days	Transportation	04/22/2022
	TO: Maintenance Pool Technician (GF) 8 hrs./261 contract days	Maintenance	

ASSIGNMENT CHANGE

SIFUENTES, Unique	FROM: Typist Clerk II (GF) 8 hrs./201 work days	Butterfield Ranch ES	04/22/2022
	TO: Typist Clerk II (GF) 8 hrs./261 contract days	Alternative Education	
MALDONADO, Georgina	FROM: Nutrition Services Assistant I (NS) 3.0 hrs./181 work days	Rhodes ES	04/18/2022
	TO: Playground Supervisor (GF) 1.5 hrs./180 work days	Rhodes ES	
BADIOS, Thelma	FROM: Student Personnel Specialist (GF) 8 hrs./261 contract days	Student Support	04/22/2022
	TO: Typist Clerk II (GF) 8 hrs./201 work days	Litel ES	

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL</u>			
HORSLEY-SUAREZ, Jane	Health Technician (SS)	Chaparral ES	06/01/2022
ARECHIGA, Norma	School Secretary I (SS)	Buena Vista HS	06/03/2022
PARRY, Tina	Nutrition Services Assistant I (NS)	Chino Hills HS	06/02/2022
BUCHANAN, David	Security Person (SS)	Don Lugo HS	06/06/2022
KING, Rosemary	Playground Supervisor (SS)	Don Lugo HS	06/06/2022

LEAVE OF ABSENCE

BUTRISS, Sue	High School Receptionist (GF)	Ayala HS	04/08/2022 through 05/05/2022
MUNOZ, Ana	Nutrition Services Assistant II (NS)	Don Lugo HS	03/23/2022 through 05/27/2022
MONCADA, Jeannette	IA/Bilingual-Biliterate Spanish (C)	Adult School	04/04/2022 through 04/17/2022
ORTIZ, Marissa	Licensed Vocational Nurse (GF)	Health Services	02/01/2022 through 04/05/2022

RESIGNATION OF POSITION

GILBERT, Alysia	School Community Liaison (C)	Cattle ES	04/25/2022
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RESIGNATION

RODRIGUEZ, Sofia	Attendance Clerk (GF) and Bilingual Typist Clerk I Spanish (C)	Woodcrest JHS	03/28/2022
PARIS, Andre	Network Support Technician (GF)	Technology	04/22/2022
RAMIREZ MARTINEZ, Elizabeth	Bus Driver (GF)	Transportation	04/18/2022
SUAREZ, Aurelio	Bus Driver (GF)	Transportation	04/17/2022

RETIREMENT

CAVE, Charles (19 Years of Service)	Maintenance Material-Equipment Facilitator (GF)	Maintenance	04/08/2022
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(504) = Federal Law for Individuals with Handicaps
 (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
 (CDF) = Child Development Fund
 (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
 (MAA) = Medi-Cal Administrative Activities
 (MG) = Measure G – Fund 21
 (MH) = Mental Health – Special Ed.
 (NBM) = Non-Bargaining Member
 (ND) = Neglected and Delinquent
 (NS) = Nutrition Services Budget
 (OPPR) = Opportunity Program
 (PFA) = Parent Faculty Association
 (R) = Restricted
 (ROP) = Regional Occupation Program
 (SAT) = Saturday School
 (SB813) = Medi-Cal Admin. Activities Entity Fund
 (SELPA) = Special Education Local Plan Area
 (SOAR) = Students on a Rise
 (SPEC) = Spectrum Schools
 (SS) = Summer School
 (SWAS) = School within a School
 (VA) = Virtual Academy
 (WIA) = Workforce Investment Act

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

DATE: April 21, 2022

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: REVISION TO THE JOB DESCRIPTION FOR BEHAVIOR INTERVENTION ASSOCIATE

=====

BACKGROUND

On February 17, 2022, the Board approved the new job description of Behavior Intervention Associate. It was later noticed that the work year contract days were incorrect and as such necessitate a correction. Therefore, the previously noted 190 contract days are corrected to read 220 contract days. This is the only revision.

Old language to be deleted is ~~lined through~~ and new language is **bolded**.

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 to the job description for Behavior Intervention Associate.

FISCAL IMPACT

None.

NE:RR:IB:ED:mcm

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE: Behavior Intervention Associate

REPORTS: Behavior Intervention Coordinator
/Supervisor

DEPARTMENT: Special Education

CLASSIFICATION: Classified Management

FLSA: Exempt

WORK YEAR: ~~190~~ 220 Contract Days

ISSUED: February 17, 2022

SALARY: Range 40A

BASIC FUNCTIONS:

Under the direction of the behavior intervention program supervisor, the behavior intervention associate provides mental health counseling services to students and families with the goal of providing supports to help improve the academic, behavioral, and social-emotional functioning of students.

SUPERVISION:

This position is designed to provide professional opportunity for recent graduates to apply their knowledge in the field of mental health and earn supervised post-degree hours to fulfill their licensing requirements. A licensed therapist provides clinical supervision to the job incumbent, while the behavior intervention program coordinator provides administrative supervision.

REPRESENTATIVE DUTIES:

Incumbent may perform any combination of the essential functions shown below. this position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principle job elements.

DISTINGUISHING CHARACTERISTICS:

The behavior intervention associate provides mental health supports, individual and group counseling, to support students and families in grades K-12. The behavior intervention associate will screen and assess students and develops counseling goals and objectives for implementation of services and supports within the school setting. The behavior intervention associate prepares and conducts workshops and trainings related to mental health issues and crisis response to help support school staff and parents/guardians address the mental health needs of students.

E = Essential Functions

MINIMUM REQUIREMENTS:

1. Conducts individual student screenings and assessments that include selecting, administering, scoring, and interpreting test results, and other tools designed to measure a student's attitudes, abilities, aptitudes, mental, emotional, and behavioral concerns for the purpose of establishing counseling goals and objectives for students to cope adequately with life situations and to reduce stress, change behavior, and make well-informed rational decisions. **(E)**

2. Provides individual, group counseling services, and interventions, and completes required documentation to monitor student progress and report progress on counseling goals. **(E)**
3. Communicates and collaborates with school site staff, District personnel, and family members as a means of effectively supporting students and strategies, both in-home and in the school setting, to optimize the overall progress of the student. **(E)**
4. Works as a team member and participates in meetings and other school-based activities to support students' social-emotional well-being in order to foster students' success in school. **(E)**
5. Provides a high performance, customer service-oriented environment which supports achieving District and site objectives and expectations.
6. Participates as a member of the District's crisis response team and provides crisis prevention/response training, support, and counseling on an as needed basis. **(E)**
7. Consistently and routinely updates case files for students utilizing school information systems and other computer-based data files.
8. Works in collaboration with multiple district, city, county, and private agencies in a school-based integration model to direct and manage delivery of counseling services to students and their families, and refers students to other public, private community agencies as appropriate.
9. Performs related duties as assigned.

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:

A Master's degree in Social Work (MSW), Marriage Family Therapy (MFT), or a related field. One year minimum experience working with mental health and behavioral health programs as a Board of Behavioral Sciences (BBS) trainee or student practicum intern.

Valid and current registration issued by the California Board of Behavioral Sciences (BBS) as an Associate Clinical Social Worker (ACSW) or Associate Marriage Family Therapist (AMFT).

A valid California class C driver's license, a good driving record, and the ability to maintain insurability under the District's vehicle insurance policy.

KNOWLEDGE OF:

- Theory, principles, and practices of mental health;
- Counseling techniques used to meet the needs of a diverse student population;
- Federal, state, and local laws, regulations and codes regarding standards of practice for behavioral health, case management, and related services;
- Community resources and services applicable to carrying out assigned case management and social services responsibilities;
- Child, adolescent or development psychology and group dynamic theories and practices; and
- Developmental, social/emotional and behavioral characteristics of school age students.

ABILITY TO:

- Identify the behavioral, social, and emotional needs of students in grades K-12;
- Maintain accurate records; meet established time frames;
- Establish and maintain effective relationships with those contracted in the course of work;
- Obtain sensitive and confidential information through personal interviews;
- Interact effectively with parents and children of diverse backgrounds and experiences;
- Counsel on difficult, sensitive, and confidential matters often involving issues that are emotionally upsetting;
- Establish and maintain case records;
- Communicate effectively orally and in writing;
- Understand and carry out oral and written directions with minimal accountability controls; and
- Operate computer and computer programs.

WORKING CONDITIONS:**ENVIRONMENT:**

- District office environment and school sites;
- Demanding timelines;
- Subject to driving to a variety of locations to conduct work during day and evening hours;
- Must have valid California driver's license and automobile available for use;
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public; and
- Indoor and outdoor environment.

PHYSICAL DEMANDS:

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records;
- Reaching overhead, above the shoulders, and horizontally;
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;
- Hearing and speaking to exchange information in person and on the telephone;
- Visual ability to read and to prepare/process documents and to monitor various services;
- Sitting for extended periods;
- Standing for extended periods;
- Walking over rough or uneven surfaces;
- Climbing, occasional use of stepladders; and
- Physical activity may be required, which could include moderate lifting.

HAZARDS:

- Extended viewing of computer monitor;
- Working around and with office equipment having moving parts; and
- Subject to driving to a variety of locations to conduct work during day and evening hours.

FUNDING:

Continuity of this position is based on continued availability of grant funding.

I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of behavior intervention program associate and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

(Signature of Employee)

(Date)

In compliance with the Americans with Disabilities Act, the Chino Valley Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourage both prospective and current employees to discuss potential accommodations with the Division of Human Resources.

Board approved: February 17, 2022

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: April 21, 2022

TO: Members, Board of Education

FROM: Sonjia Shaw, Community Member

**SUBJECT: RESOLUTION 2021/2022-72, CONCERNING DISTRICT TEACHING OF
CRITICAL RACE THEORY (CRT) AS A FRAMEWORK ON MATTERS
RELATING TO RACE**

=====

BACKGROUND

On April 6, 2022, Superintendent Enfield received a request from community member Sonjia Shaw to add a resolution to the agenda pursuant to Education Code 35145.5.

RECOMMENDATION

Superintendent Enfield recommends the Board of Education discuss Resolution 2021/2022-72, Concerning District Teaching of Critical Race Theory (CRT) as a Framework on Matters Relating to Race.

FISCAL IMPACT

None.

**Chino Valley Unified School District
Resolution 2021/2022-72
Concerning District Teaching of Critical Race Theory (CRT) as a Framework on
Matters Relating to Race**

WHEREAS, all students deserve a high-quality education and experiences in the Chino Valley Unified School District; and

WHEREAS, nothing in this resolution shall be construed to restrict academic freedom or student speech; and

WHEREAS, nothing in this resolution shall require any staff member to violate local, state, or federal law as well as California Education Code; and

WHEREAS, this resolution has to do with how topics of race will be taught in this District, not what topics will be taught; and

WHEREAS, Critical Race Theory or other similar frameworks will not be used as a source to guide how topics related to race will be taught; and

WHEREAS, the Chino Valley Unified School District Board of Education affirms its commitment and expectation that teachers will rely on the Board of Education adopted curriculum as the authoritative source for the content of instruction to provide a comprehensive education; and

WHEREAS, the Chino Valley Unified School District values all students and promotes equity and equality, respects diversity, celebrates the contributions of all, and encourages culturally relevant and inclusive teaching practices. The Chino Valley Unified School District further believes that the diversity that exists among the District's community of students, staff, parents, guardians, and community members is an asset to be honored and valued; and

WHEREAS, the Chino Valley Unified School District condemns racism (a prejudged attitude and discriminatory behavior against individuals or groups on the grounds of race) and will not tolerate racism, racist conduct, bigotry, or anything that constitutes hate crimes. (Ed Code 220; Penal Code 422.55); and

WHEREAS, each individual can choose not to hold racist views and should be expected to do so, and that we can and should see one another as humans first; and

WHEREAS, the Chino Valley Unified School District desires to uplift and unite students by not imposing the responsibility of historical transgressions in the past and instead will engage students of all cultures in age-appropriate critical thinking that helps students navigate the past, present, and future; and

WHEREAS, the Chino Valley Unified School District is committed to maintaining a safe, positive school environment where all students, staff, parents, guardians, and community members are treated with respect and dignity, and where we can and will serve and celebrate students through academic excellence; and

NOW THEREFORE, BE IT RESOLVED, the Chino Valley Unified School District honors the experiences of all students by encouraging instruction that explores the history, philosophy, and structures that comprise the American experience. The Board of Education seeks to support the teaching of respectful communication, empathy, and understanding by allowing students to see themselves and each other as part of the narrative.

BE IT ALSO RESOLVED, that the District supports efforts in education to promote equity, respect, diversity; celebrate the contributions of all; and encourage culturally relevant and inclusive teaching practices, but will not allow the use of Critical Race Theory as a framework to guide such efforts.

BE IT ALSO RESOLVED, the California Ethnic Studies Model Curriculum defines Critical Race Theory as a practice of interrogating race and racism in society. CRT recognizes that race is not biologically real, but is socially constructed and socially significant. It acknowledges that racism is embedded within systems and institutions that replicate racial inequality—codified in law, embedded in structures, and woven into public policy.

BE IT FINALLY RESOLVED, the Chino Valley Unified School District will not include Critical Race Theory as a framework in any course offerings.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this date to be determined.

Bridge: _____
Cruz: _____
Gagnier: _____
Na: _____
Schaffer: _____

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

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