



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

November 18, 2021

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 Office Board Room
5130 Riverside Drive Chino, CA 91710
5:00 p.m. - Closed Session • 6:00 p.m. - Regular Meeting
November 18, 2021

AGENDA

- The public is invited to address the Board of Education regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Persons wishing to address the Board are requested to complete and submit to the Administrative Secretary, Board of Education, a "Request to Speak" form available at the entrance to the Board room.
- In compliance with the Americans with Disabilities Act, please contact the Administrative Secretary, Board of Education, if you require modification or accommodation due to a disability.
- Agenda documents that have been distributed to members of the Board of Education less than 72 hours prior to the meeting are available for inspection at the Chino Valley Unified School District Administration Center, 5130 Riverside Drive, Chino, California, during the regular business hours of 7:30 a.m. to 4:30 p.m., Monday through Friday.
- Order of business is approximate and subject to change.

PUBLIC ADVISORY

Face coverings that cover the mouth and nose are optional for fully vaccinated individuals, but required for unvaccinated individuals.

Board of Education meetings will continue to be 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. Student Discipline Matter (Education Code 35146, 48918 (c) & (j):): Expulsion Case 21/22-05. (10 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. (30 minutes)
- c. Public Employee Appointment (Government Code 54957): Coordinator, Special Projects: and Elementary, Junior, and High School Assistant Principals. (15 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

The proceedings of this meeting are being recorded.

I.C. PRESENTATION

- 1. Amber Fellows, Teacher, Cal Aero Preserve Academy: 2021 Educators of the Year Recipient

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

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

I.G. CHANGES AND DELETIONS

II. ACTION

II.A. ADMINISTRATION

II.A.1. Revision of Administrative Regulation 5145.3 Students-Nondiscrimination/Harassment of Students

Page 9

Board member James Na recommends approval of the revision to Administrative Regulation 5145.3 Students-Nondiscrimination/Harassment of Students.

Motion ____ Second ____
Preferential Vote: ____
Vote: Yes ____ No ____

II.B. FACILITIES, PLANNING, AND OPERATIONS

II.B.1. Public Hearing to Receive Community Input on the Request to Name or Dedicate a Facility at Chino HS after Mark Hargrove

Page 16

Recommend the Board of Education conduct a public hearing to receive community input on the request to name or dedicate a facility at Chino HS after Mark Hargrove.

Open Hearing ____
Close Hearing ____

II.C. HUMAN RESOURCES

II.C.1. Public Notice and Hearing Regarding the District's Initial Bargaining Proposal to the Associated Chino Teachers for a Successor Collective Bargaining Agreement Effective July 1, 2022

Page 17

Recommend the Board of Education give public notice and conduct a public hearing regarding the District's initial bargaining proposal to the Associated Chino Teachers for a successor

Open Hearing ____
Close Hearing ____

Collective Bargaining Agreement effective July 1, 2022.

II.C.2.
Page 19

Public Notice and Hearing Regarding the California School Employees Association and its Chino Chapter 102, Initial Bargaining Proposal to the Chino Valley Unified School District for a Reopener Collective Bargaining Agreement Effective July 1, 2021

Recommend the Board of Education give public notice and conduct a public hearing regarding the California School Employees Association and its Chino Chapter 102, Initial Bargaining Proposal to the Chino Valley Unified School District for a reopener Collective Bargaining Agreement effective July 1, 2021.

Open Hearing _____

Close Hearing _____

II.C.3.
Page 23

Compensation Increase for Substitute Services Provided for Certificated Employees

Recommend the Board of Education approve a compensation increase for substitute services provided for certificated employees.

Motion ____ Second ____

Preferential Vote: ____

Vote: Yes ____ No ____

III. CONSENT

Motion ____ Second ____

Preferential Vote: ____

Vote: Yes ____ No ____

III.A. ADMINISTRATION

III.A.1.
Page 24

Minutes of the October 28, 2021 Special Meeting, and November 4, 2021 Regular Meeting

Recommend the Board of Education approve the minutes of the October 28, 2021 special meeting, and November 4, 2021 regular meeting.

III.A.2.
Page 36

Establishment of Date and Time for Annual Organizational Meeting

Recommend the Board of Education establish December 16, 2021, at 6:00 p.m. as the annual organizational meeting of the Chino Valley Unified School District Board of Education.

III.B. BUSINESS SERVICES

III.B.1.
Page 37

Warrant Register

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

III.B.2. 2021/2022 Applications to Operate Fundraising Activities and Other Activities for the Benefit of Students

Page 38

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

III.B.3. Fundraising Activities

Page 40

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

III.B.4. Donations

Page 42

Recommend the Board of Education accept the donations.

III.B.5. Legal Services

Page 44

Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Margaret A. Chidester & Associates.

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

III.C.1. Student Expulsion Case 21/22-05

Page 45

Recommend the Board of Education approve student expulsion case 21/22-05.

III.C.2. Articulation Agreement Between Mt. San Antonio College and Chino Valley Unified School District

Page 46

Recommend the Board of Education approve the Articulation Agreement between Mt. San Antonio College and Chino Valley Unified School District.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Page 55

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

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

Page 56

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

III.D.3. Surplus/Obsolete Property

Page 59

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

III.D.4. Resolution 2021/2022-38, 2021/2022-39, 2021/2022-40, 2021/2022-41, 2021/2022-42 2021/2022-43, 2021/2022-44, 2021/2022-45, 2021/2022-46, 2021/2022-47, and 2021/2022-48, Authorization to Utilize Piggyback Contracts

Page 68

Recommend the Board of Education adopt Resolution 2021/2022-38, 2021/2022-39, 2021/2022-40, 2021/2022-41, 2021/2022-42 2021/2022-43, 2021/2022-44, 2021/2022-45, 2021/2022-46, 2021/2022-47, and 2021/2022-48, Authorization to Utilize Piggyback Contracts.

III.D.5. Notice of Completion for CUPCCAA Project

Page 93

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

III.D.6. Change Order for Bid 20-21-12F, Safety and Security Group 5—Butterfield Ranch ES, Eagle Canyon ES, Hidden Trails ES, Walnut ES, and Wickman ES

Page 94

Recommend the Board of Education approve the Change Order for Bid 20-21-12F, Safety and Security Group 5—Butterfield Ranch ES, Eagle Canyon ES, Hidden Trails ES, Walnut ES, and Wickman ES.

III.D.7. Change Order and Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 11-01)

Page 99

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 11-01).

III.D.8. Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 02-01)

Page 104

Recommend the Board of Education approve the Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 02-01).

III.D.9. Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 05-01)

Page 105

Recommend the Board of Education approve the Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 05-01).

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Page 106

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

III.E.2. Revision to the Job Description for Coordinator, Child Development

Page 111

Recommend the Board of Education approve the revision to the job description for Coordinator, Child Development.

III.E.3. Student Teaching Agreement with Pepperdine University
Page 116 Recommend the Board of Education approve the student teaching agreement with Pepperdine University.

III.E.4. Student Teaching Agreement with the College of Saint Scholastica
Page 124 Recommend the Board of Education approve the student teaching agreement with the College of Saint Scholastica.

IV. INFORMATION

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

IV.A.1. San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools First Quarterly Report 2021/2022
Page 131 Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools First Quarterly Report 2021/2022.

IV.A.2. New Course: Artificial Intelligence in Medicine Honors
Page 165 Recommend the Board of Education receive for information the new course Artificial Intelligence in Medicine Honors.

IV.A.3. New Course: Introduction to Artificial Intelligence Honors
Page 184 Recommend the Board of Education receive for information the new course Introduction to Artificial Intelligence Honors.

IV.A.4. New Course: Introduction to Python Coding
Page 189 Recommend the Board of Education receive for information the new course Introduction to Python Coding.

IV.B. FACILITIES, PLANNING, AND OPERATIONS

IV.B.1. Cash Management Program
Page 196 Recommend the Board of Education receive for information the report on the cash management program.

IV.B.2. Revision of Board Policy 3430 Business and Noninstructional Operations—District Investments
Page 200 Recommend the Board of Education receive for information the revision of Board Policy 3430 Business and Noninstructional Operations—District Investments.

V. DISCUSSION

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

V.A.1. 2022/2023 School Start Times

Page 215 Recommend the Board of Education discuss 2022/2023 School Start Times.

V.A.2. Educator Effectiveness Block Grant

Page 216 Recommend the Board of Education discuss the Educator Effectiveness Block Grant.

VI. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VII. ADJOURNMENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: November 18, 2021

TO: Members, Board of Education

FROM: James Na, Board Member

**SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 5145.3 STUDENTS—
NONDISCRIMINATION/HARASSMENT OF STUDENTS**

=====

BACKGROUND

A recent sexual attack/rape by a male student in a public high school restroom prompted Board member James Na to request a policy revision in order to protect the safety of female students in the Chino Valley Unified School District. As such, at the October 21, 2021 meeting of the Board of Education, member James Na requested a revision to Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students. This item was provided to the Board as information on November 4, 2021.

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

RECOMMENDATION

Board member James Na recommends the Board of Education approve the revision of Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students.

FISCAL IMPACT

None.

JN: pk

NONDISCRIMINATION/HARASSMENT OF STUDENTS

The Board of Education designates the individual(s) identified below as the employee(s) responsible for coordinating the District's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the Districts nondiscrimination policies. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Student Support Services
13453 Ramona Avenue
Chino, CA 91710
909-628-1201 Extension 7750
stephanie_johnson@chino.k12.ca.us

At the direction of the compliance officer, additional District administrators may assist in investigations within their area of expertise.

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at District schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the District's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the District's website and other prominent locations.
2. Post in a prominent and conspicuous location on the District and school websites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
 - a. The name and contact information of the District's Title IX coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the District under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

3. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint. (Education Code 234.1)
4. Annually notify all students and parents/guardians of the District's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students.

(cf. 5145.6 - Parental Notification)

5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the District's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985.

6. Provide to students, employees, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; information shall include guidelines the District may use to provide a discrimination-free environment for all District students, including transgender and gender-nonconforming students.
7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
8. At the beginning of each school year, inform each principal or designee of the District's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce Board Policy 5145.3 – Nondiscrimination/Harassment of Students. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing information to students, staff, and parents/guardians about unlawful discrimination, how to report it or file a complaint
3. Disseminating and/or summarizing the District's policy and regulation regarding unlawful discrimination
4. Consistency with the laws regarding the confidentiality of student records, communicating the school's response to students, parents/guardians, and the community

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students and anyone determined to have engaged in wrongdoing in violation of District policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in District policy is strongly encouraged to immediately contact the principal, any other staff member or compliance officer. In addition, any student who observes any such incident is strongly encouraged to report the incident to the principal, any other staff member, compliance officer, or designee, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the principal, compliance officer, or designee, within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, or designee, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to Administrative Regulation 5145.7 – Sexual Harassment. Once notified verbally or in writing, the principal or

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

compliance officer, or designee, shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, designee, or any other person to whom a report would ordinarily be made, or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited.

Administrative Regulation 5145.7 shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the District shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** a student's transgender or gender-nonconforming status is his/her private information and the District shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the District has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the District shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the District pursuant to 34 CFR 99.31. Any District employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a District employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the District's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate, given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The District shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

2. **Determining a student's gender identity:** the compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless District personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a student's transition needs:** the compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

programs and activities is maintained. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

4. Accessibility to sex-segregated facilities, programs, and activities: when the District maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their BIOLOGICAL gender identity. To address any student's privacy concerns in using sex-segregated facilities, the District shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. ~~However, the District shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.~~

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student records: a student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the District shall use the student's preferred name and pronouns consistent with his/her gender identity on all other District-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Chino Valley Unified School District

Regulation approved: September 7, 2017

Revised: October 19, 2017

Revised: March 7, 2019

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: PUBLIC HEARING TO RECEIVE COMMUNITY INPUT ON THE REQUEST TO NAME OR DEDICATE A FACILITY AT CHINO HS AFTER MARK HARGROVE

=====

BACKGROUND

On August 19, 2021, the District received a written request from Board of Education President, Joe Schaffer, requesting consideration to name or dedicate a facility at Chino HS after Mark Hargrove.

In accordance with Board Policy 7310, Naming of Facilities:

1. Beginning September 3, 2021, the public was notified through the local news media, the District’s social media accounts, and the District website of a 30-day window to submit comments and recommendations on this request.
2. Upon the conclusion of the 30-day window, at the next regularly scheduled Board meeting, the Board shall hold a public hearing on the proposed name change and entertain public comments.
3. At the following regularly scheduled Board meeting, the item shall come before the Board, the Board will again entertain public comments and take action on the item.

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing to receive community input on the request to name or dedicate a facility at Chino HS after Mark Hargrove.

FISCAL IMPACT

None.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Isabel Brenes Ed.D., Director, Human Resources
Eric Dahlstrom, Ed.D., Director, Human Resources
**SUBJECT: PUBLIC NOTICE AND HEARING REGARDING THE DISTRICT’S
INITIAL BARGAINING PROPOSAL TO THE ASSOCIATED CHINO
TEACHERS FOR A SUCCESSOR COLLECTIVE BARGAINING
AGREEMENT EFFECTIVE JULY 1, 2022**

=====

BACKGROUND

The present Collective Bargaining Agreement between the Chino Valley Unified School District and the Associated Chino Teachers (A.C.T.), expires on June 30, 2022. Pursuant to Government Code Section 3547, A.C.T, gave notice to the District regarding its initial proposal for a successor Collective Bargaining Agreement on October 22, 2021, and a public hearing was conducted on November 4, 2021.

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

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

Article 1— Agreement

The District will propose changes to the term of the new successor agreement.

Article 14 — Hours:

The District will propose language to address work hours/days.

The District will propose language to address duties.

Article 14 — Hours (cont.):

The District will propose language to address meeting/preparation time.

The District will propose language to address employees performing substitute services.

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

The District will propose language to address transfer and reduction in staff at a site.

Article 17 — Salary & Fringe Benefits Agreement

The District will propose language to address salary and benefits.

Article 22 — Professional Learning Communities

The District will propose language to address Professional Learning Communities.

Psychologist, Behavioral Health Counselors and Behavioral Intervention Counselors

The District will propose to continue negotiations to integrate these groups into the collective bargaining agreement in all applicable articles.

Appendix C — Extra Duty Rates

The District will propose language to bring daily rate for unit members substituting while off contract to current substitute rate.

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

RECOMMENDATION

It is recommended the Board of Education give public notice and conduct a public hearing regarding the District's initial bargaining proposal to the Associated Chino Teachers for a successor Collective Bargaining Agreement effective July 1, 2022.

FISCAL IMPACT

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

NE:RR:IB:ED:mcm

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Isabel Brenes, Director, Human Resources
Eric Dahlstrom, Ed.D., Director, Human Resources

SUBJECT: PUBLIC NOTICE AND HEARING REGARDING THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHINO CHAPTER 102, INITIAL BARGAINING PROPOSAL TO THE CHINO VALLEY UNIFIED SCHOOL DISTRICT FOR A REOPENER COLLECTIVE BARGAINING AGREEMENT EFFECTIVE JULY 1, 2021

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BACKGROUND

The present Collective Bargaining Agreement between the Chino Valley Unified School District and the California School Employees Association (CSEA) and its Chino Chapter 102, expires on June 30, 2024. Pursuant to Article 21.1 of the Agreement, CSEA, and its Chino Chapter 102 gave notice to the District regarding its initial proposal for a reopener Collective Bargaining Agreement on November 9, 2021.

Based on Administrative Regulation 4243.1, Public Notice – Personnel Negotiations, CSEA and its Chino Chapter 102 is hereby announcing to the public its initial proposal for a reopener Collective Bargaining Agreement to be effective July 1, 2021.

The unit membership approved the Initial Bargaining Proposal on November 15, 2021. CSEA desires to alter and/or amend articles as indicated and presents for public discussion in accordance with Government Code § 3547. CSEA submits the following attachment.

RECOMMENDATION

It is recommended the Board of Education give public notice and conduct a public hearing regarding the California School Employees Association and its Chino Chapter 102, Initial Bargaining Proposal to the Chino Valley Unified School District for a reopener Collective Bargaining Agreement effective July 1, 2021.

FISCAL IMPACT

To be determined through the bargaining process and disclosed prior to any Board action being taken pursuant to Board Policy 4243.1 and Government Code 3547.5.

NE:RR:IB:ED:mcm

**California School Employees Association and its Chino Chapter #102
2021-2024 Successor Contract Proposals**

California School Employees Association and its Chapter #102 (CSEA) hereby submit our initial proposals for reopener negotiations with Chino Valley Unified School District (District), under the provisions of the current Agreement.

CSEA desires to alter and/or amend the following articles as indicated and presents for public discussion in accordance with Government Code 3547 as follows:

ARTICLE 1: Recognition

CSEA proposes modifying provisions relating to the conditions under which the District may contract out bargaining unit work

ARTICLE 7: Holidays

CSEA proposes adding the Juneteenth holiday to Article 7

CSEA proposes adding Cesar Chavez day to Article 7

CSEA proposes adding language to ensure that all holidays, days of thanksgiving, prayer, or public fast appointed by the Governor of the State of California or the President of the United States shall be provided to classified employees as a day off.

ARTICLE 12: Wages and Benefits

CSEA proposes an on-salary schedule wage increase

CSEA proposes a bilingual stipend for bargaining unit members speaking a second language during the course of their duties

CSEA proposes an increase in percentage on longevity

CSEA proposes an education stipend for members that have achieved degrees in higher education

CSEA proposes realigning the salary schedules in appendix B and appendix C

CSEA proposes increasing the District contribution to health and welfare benefits

ARTICLE 15: Layoff, Reemployment and the Effects of Layoff

CSEA proposes aligning the current layoff language in Article 15 with recent legislation passed by the California State Legislature and signed by the Governor

ARTICLE 21: Negotiations Procedures


CSEA proposes modifying existing provisions in Article 21 to align with current practices


ARTICLE 22: Term


CSEA proposes a new term of July 1, 2021 – June 30, 2024

Please place this Proposal on the November 2021 Board of Education agenda in Compliance with the Education Employment Relations Act (EERA).

Submitted by:


Daniel Hernandez-President
CSEA Chapter #102


Diego Solis-1st Vice President
CSEA Chapter #102


Yvette Bookout-Secretary
CSEA Chapter #102


Terri Basaites-Negotiations Team
CSEA Chapter #102


Freddie Arroyo Jr.-Chief Union Steward
CSEA Chapter #102

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D. Superintendent

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

**SUBJECT: COMPENSATION INCREASE FOR SUBSTITUTE SERVICES
PROVIDED FOR CERTIFICATED EMPLOYEES**

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BACKGROUND

Pursuant to Education Code 44917, the Board of Education “shall classify as substitute employees those persons employed in positions requiring certification qualifications, to fill positions of regularly employed persons absent from service.” The District must provide a competitive salary to ensure it has an adequate and well-qualified pool of certificated substitutes.

The District currently provides a daily rate of \$150.00 for its substitute teachers. Substitutes working on a long-term assignment receive a rate of \$165.00 per day. This rate becomes retroactive on the eleventh consecutive day worked in the same assignment. The proposed increase would augment the daily rate to \$180.00. The long-term assignment will increase the daily rate to \$200.00. These new rates shall be effective December 16, 2021.

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

RECOMMENDATION

It is recommended the Board of Education approve a compensation increase for substitute services provided for certificated employees.

FISCAL IMPACT

The fiscal impact is unknown at this time due to the fluctuation of substitutes.

NE:RR:IB:ED:mcm

CHINO VALLEY UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF EDUCATION
October 28, 2021

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:30 P.M.

1. Roll Call

President Schaffer called to order the special meeting of the Board of Education, Thursday, October 28, 2021, at 4:30 p.m. with Bridge, Cruz, Gagnier, Na, and Schaffer present.

Administrative Personnel

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

2. Pledge of Allegiance

Led by President Schaffer.

I.B. COMMENTS FROM THE AUDIENCE ON ITEMS ON THE AGENDA

Daniel Hernandez, Parent Advocacy Group Chino Valley, Casandra Sanchez, and Hilda Rodriguez addressed the Board on this item.

II. ACTION

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

II.A.1. Elementary and Secondary School Emergency Relief Funds Expenditure Plans

Moved (Gagnier) seconded (Na) to discuss the proposals. Mrs. Gagnier offered four amendments to the October 21, 2021 ESSER III plan.

As to amendment #1: moved (Gagnier) seconded (Na) carried unanimously by a roll call vote (5-0) to approve the amendment under the heading “Strategies for Continuous and Safe In-Person Learning,” Plan Alignment: LCAP, Goal #1, Action #14; Action Title: Facilities so that the “Action Description” reads “In order to provide a safe school environment due to the COVID pandemic, we will utilize the new technologies available to upgrade the existing air quality systems (i.e. air filtration, air ventilation, air purification). In previous plans, air quality was not addressed, and this will, therefore, expand the previous plan since air quality has become a safety need due to COVID-19.{OSHA, 2021}.

As to amendment #2: moved (Na) seconded (Gagnier) carried unanimously by a roll call vote (5-0) to approve the amendment under the heading “Strategies for Continuous and Safe In-Person Learning” so that \$500,000.00 is moved from this line item and create a new line item under the section “Addressing Impact of Lost Instructional Time” to read: Plan Alignment: LCAP, Goal 2, Action 23; Action Title: Family Engagement Center; Action Description: Provide information and assistance to parents and families on how they can effectively support students by adding 2 hours to the existing District Community Liaison in order to create a full-time position. To provide more trainings that are not currently funded by LCAP, this action will provide extra hours for the existing staff, such as teachers, counselors, and community liaisons who will facilitate workshops outside of the contract day to address learning loss and mental health. Additional workshops will also be contracted with qualified providers. This expands the current LCAP, since it funds a coordinator who will oversee the action. {Mapp, 2017}. Planned ESSER III Funded Expenditures: \$500,000.00.

As to amendment #3: moved (Na) seconded (Gagnier) carried unanimously by a roll call vote (5-0) to approve the amendment under the heading “Strategies for Continuous and Safe In-Person Learning”; Line Item: Plan Alignment: LCAP, Goal #1, Action #14; Action Title: Facilities – so that \$300,000.00 is moved from this line item, and amend the budget for the following line item under the section addressing “Impact of Loss Instructional Time” as follows: Plan Alignment: LCAP, Goal 2, Action 17 LCAP, page 33; Action Title: Chino Human Services and Additional Providers; amend the allocated expenditure amount from \$401,433.00 to \$701,443.00.

As to amendment #4: moved (Na) seconded (Gagnier) carried unanimously by a roll call vote (5-0) to approve the amendment under the heading “Strategies for Continuous and Safe In-Person Learning,” Plan Alignment: LCAP, Goal #1, Action #14, Action Title: Facilities so that \$1,040,000.00 is moved from this line item, and amend the budget for the line item under the section “Addressing Impact of Lost Instructional Time” by amending the “Action Description” to read: Increase the number of K-12 intervention counselors by 18 more than previously allocated in the LCAP, and hire a

coordinator for MTSS-B to provide support to all school sites to support mental health, engagement, and monitor the social-emotional well-being. Provide materials and resources to support MTSS-B and restorative practices. {SWIFT Education Center, 2021}; and amend the amount of planned ESSER III expenditures to read: \$2,435,486.00.

Moved (Gagnier) seconded (Na) carried unanimously by roll call (5-0) to approve the October 21, 2021 ESSER III plan, as amended.

III. ADJOURNMENT

President Schaffer adjourned the special meeting of the Board of Education at 5:35 p.m.

Joe Schaffer, President

Donald L. Bridge, Clerk

Recorded by Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
November 4, 2021

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:00 P.M.

1. Roll Call

President Schaffer called to order the regular meeting of the Board of Education, Thursday, November 4, 2021, at 4:00 p.m. with Bridge, Gagnier, and Schaffer present. Mr. Na arrived at 4:05 p.m., and Mr. Cruz was not present in closed session.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent

Sandra H. Chen, Associate Superintendent, Business Services

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

Lea Fellows, Assistant Superintendent, CIIS

Richard Rideout, Assistant Superintendent, Human Resources

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Schaffer adjourned to closed session at 4:00 p.m. regarding anticipated litigation (two potential cases); a student expulsion; conference with labor negotiators: A.C.T. and CSEA; and public employee appointment: elementary, junior, and high school assistant principals.

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

1. Report Closed Session Action

President Schaffer reconvened the regular meeting of the Board of Education at 6:00 p.m. with Bridge, Cruz, Gagnier, Na, and Schaffer present. The meeting was streamed live on YouTube. The Board met in closed session from 4:01 p.m. to 5:15 p.m. regarding anticipated litigation (two potential cases); a student expulsion; conference with labor negotiators: A.C.T. and CSEA; and public employee appointment: elementary, junior, and high school assistant principals. No action was taken that required public disclosure.

- 2. Pledge of Allegiance
Led by Esther Kim.

I.C. COMMENTS FROM STUDENT REPRESENTATIVE

Esther Kim announced that she is a candidate for the California state student board member position, and thanked those who supported her; acknowledged parents who advocate for their children; and encouraged civic engagement.

I.D. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Molly Large, CHAMP, thanked Dr. Enfield and administrative District staff members for working to ensure the ESSER III plan was submitted; acknowledged everyone for providing input; and spoke about Red Ribbon Week celebrations.

Brenda Walker, A.C.T. President, acknowledged communication and dialogue efforts; said the Association aims to protect members safety and working conditions; and spoke about the lack of substitute teachers.

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

The following individuals addressed the Board: Parent Advocacy of Chino Valley, Kelly, and Kristal Barret regarding President Schaffer’s conduct as a Board member; Caitlyn Martinez to file an official complaint and requested an investigation against Board President Schaffer for violating ethics policy and intimidation; Sharon Duran and Sal in support of vaccine/mask mandates; and Mike Cargile and Betty Chu regarding the First Amendment and the Constitution.

I.F. CHANGES AND DELETIONS

Item II.B.1., Public Hearing to Receive Community Input on the Request to Name or Dedicate a Facility at Chino HS after Mark Hargrove was pulled from the agenda.

<p>II. ACTION</p>

II.A. ADMINISTRATION

Vice President Gagnier asked for and received consensus to extend the 30-minute limit for public comments on this item.

II.A.1. Resolution 2021/2022-37, Urgent Request to Governor Gavin Newsom to Reconsider or Rescind the COVID-19 Vaccine Mandate for Public and Private K-12 Students as a Requirement for In-Person Instruction

The following individuals addressed the Board in favor of the resolution: Isabella Avila; Casandra Sanchez; Parent Advocacy of Chino Valley; Amy Alvo; Juli Santorsola; Nicole Zuniga; Berlyn Startup; Misty Startup; Kristal; Byron Gonzalez; Laura Kerns; Zach Pobanz; Virginia Renteria; Gina Ghattas; Dallas Mangold; Oscar Avila; Gus Reza; Brooklyn Mangold; Tanya Macias; Clark Franklin; Cindy Foisy; Betty Chu; Mey S.; Alina Candal; Anny O.; Sharon L.; Brenda Siefert; Lee Guenveur; Kimberly Barreras; Ivana Mora; Nichole Vicario; Caitlyn Martinez; Ernest Alonso; Julie Valadao; Laurissa Provost; Angeline Baker; Heather DeLorenzo; Lizette Duncan; Reyna Coronado; and Omar Munez. Opposed to the resolution: Dena Peoples; Martha Gomez; Terry Marzell; Jim Gallagher; Ravi Kapila; and Amanda Swager. President Schaffer called for a recess from 8:50 p.m. to 8:56 p.m. Moved (Na) seconded (Cruz) to discuss the item. Moved (Schaffer) seconded (Na) carried unanimously by roll call (5-0) to amend paragraph 7 and 8 so that they read, ⁷“Therefore, be it resolved, that while the Board of Education of the Chino Valley Unified School District understands and supports the goals of the Governor and the CDPH to stop the spread of COVID-19, we believe that the Governor’s K-12 student vaccine mandate infringes on parental rights of choice and is not in alignment with the educational and social-emotional goals of the State and the District, and ⁸“Be it also resolved, that we urge the Governor to reconsider or rescind the vaccine mandate as a condition of in-person instruction for students in grades K-12 and staff.” And Moved (Na) seconded (Cruz) motion carried on original motion as amended (3-2, Bridge and Gagnier voted ‘no’) to adopt Resolution 2021/2022-37, Urgent request to Governor Gavin Newsom to reconsider or rescind the COVID-19 vaccine mandate for public and private K-12 students as a requirement for in-person instruction, and direct the Superintendent to submit Resolution 2021/2022-37 to Governor Newsom and agencies listed in the Resolution. Student representative voted no.

II.B. FACILITIES, PLANNING, AND OPERATIONS**II.B.1. Public Hearing to Receive Community Input on the Request to Name or Dedicate a Facility at Chino HS after Mark Hargrove**

This item was pulled from the agenda.

II.C. HUMAN RESOURCES**II.C.1. Public Notice and Hearing Regarding the Associated Chino Teachers Initial Bargaining Proposal to the Chino Valley Unified School District for a Successor Collective Bargaining Agreement Effective July 1, 2022**

President Schaffer opened the public hearing regarding the Associated Chino Teachers initial bargaining proposal to the Chino Valley Unified School District for a successor Collective Bargaining Agreement effective

July 1, 2022, at 9:36 p.m. There were no speakers, and the hearing was closed at 9:37 p.m.

III. CONSENT

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

III.A. ADMINISTRATION

III.A.1. Minutes of the October 21, 2021 Regular Meeting

Approved the minutes of the October 21, 2021 regular meeting.

III.A.2. Minutes of the October 26, 2021 Special Meeting

Approved the minutes of the October 26, 2021 special meeting.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Approved/ratified the warrant register.

III.B.2. 2021/2022 Applications to Operate Fundraising Activities and Other Activities for the Benefit of Students

Approved/ratified the 2021/2022 applications to operate fundraising activities and other activities for the benefit of students.

III.B.3. Fundraising Activities

Approved/ratified the fundraising activities.

III.B.4. Donations

Accepted the donations.

III.B.5. Legal Services

Approved payment for legal services to the law office of Tao Rossini, APC.

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

III.C.1. Student Expulsion Case 21/22-04

Approved student expulsion case 21/22-04.

III.C.2. 2021/2022 School Plan for Student Achievement for Boys Republic HS, Buena Vista HS, and Chino Valley Learning Academy

Approved the 2021/2022 School Plan for Student Achievement for Boys Republic HS, Buena Vista HS, and Chino Valley Learning Academy.

III.C.3. Proclamation for The Great American Smokeout on November 18, 2021
Adopted the proclamation for The Great American Smokeout on November 18, 2021.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register
Approved/ratified the purchase order register.

III.D.2. Agreements for Contractor/Consultant Services
Approved/ratified the Agreements for Contractor/Consultant Services.

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

III.D.4. Resolution 2021/2022-35 Annual and Five-Year Developer Fee Reports for Fiscal Year 2020/2021
Adopted Resolution 2021/2022-35 Annual and Five-Year Developer Fee Reports for Fiscal Year 2020/2021.

III.D.5. Resolution 2021/2022-36, Authorization to Utilize a Piggyback Contract
Adopted Resolution 2021/2022-36, Authorization to Utilize a Piggyback Contract.

III.D.6. Notice of Completion for CUPCCAA Project
Approved the Notice of Completion for CUPCCAA Project.

III.D.7. Change Order for CUPCCAA Bid 20-21-11I, Briggs K-8 Waterline Upgrades
Approved the Change Order for CUPCCAA Bid 20-21-11I, Briggs K-8 Waterline Upgrades.

III.D.8. Bid 21-22-08F, Safety and Security (Group 6) Alternative Education, Adult School, and Allegiance Steam Academy
Awarded Bid 21-22-08F, Safety and Security (Group 6) Alternative Education, Adult School, and Allegiance STEAM Academy to R.I.S. Electrical Contractors.

III.D.9. Bid 21-22-10F, Dickey ES, Rhodes ES, Newman ES, and Eagle Canyon ES Poured in Place (PIP) Rubber Installation
Awarded Bid 21-22-10F, Dickey ES, Rhodes ES, Newman ES, and Eagle Canyon ES Poured in Place (PIP) Rubber Installation to John Buck dba J2 Builders.

III.D.10. Community Facilities District 4 (College Park) Special Tax Accountability Report for Fiscal Year 2020/2021

Accepted and filed the Community Facilities District 4 (College Park) Special Tax Accountability Report for Fiscal Year 2020/2021.

III.D.11. City of Chino Landscaping and Lighting District No. 2002-1, Zone No. 87—Project Number PL17-0113 Annexation Proceedings—Chino HS

Approved City of Chino Landscaping and Lighting District No. 2002-1, Zone No. 87—Project Number PL17-0113 Annexation Proceedings—Chino HS.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items.

IV. INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students

Received for information the revision of Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students.

IV.B. BUSINESS SERVICES

IV.B.1. Revision of Administrative Regulation 3314.3 Business and Noninstructional Operations—Use of District Credit Cards

Received for information the revision of Administrative Regulation 3314.3 Business and Noninstructional Operations—Use of District Credit Cards.

IV.B.2. Adopted 2021/2022 Organized and Unorganized Student Body Budgets

Received for information the adopted 2021/2022 organized and unorganized student body budgets.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Andrew Cruz made no comment.

James Na made no comment.

Don Bridge said there are several athletic teams participating in CIF playoffs this week; said he attended the Chino Hills HS girls' volleyball playoff game; and commented on next week's Veterans Day holiday.

Christina Gagnier announced that the Chino Valley Chamber of Commerce in conjunction with a parent is putting on an entrepreneur fair for grades K-6 at the Shoppes in Chino Hills on Saturday; and announced the Chamber's Student Pitch competition.

President Schaffer welcomed student representative Esther Kim to the in-person Board meeting.

President Schaffer welcomed Esther Kim and provided an update on a high school sport result.

VI. ADJOURNMENT

President Schaffer adjourned the regular meeting of the Board of Education at 9:41 p.m.

Joe Schaffer, President

Donald L. Bridge, Clerk

Recorded by Patricia Kaylor, Administrative Secretary, Board of Education

RESOLUTION 2021/2022-37
URGENT REQUEST TO GOVERNOR GAVIN NEWSOM TO RECONSIDER OR
RESCIND THE COVID-19 VACCINE MANDATE FOR PUBLIC AND PRIVATE K-12
STUDENTS AS A REQUIREMENT FOR IN-PERSON INSTRUCTION

WHEREAS, the Chino Valley Unified School District (CVUSD), serving over 26,000 students in Chino, Chino Hills, and South Ontario has been a leader in getting students back in the classroom while following all California Department of Public Health (CDPH) guidelines; and

WHEREAS, California COVID case rate for the 0-17 age group is proportionally lower than any other under-65 age group, for which no state COVID-19 vaccination mandate has been announced; and

WHEREAS, some parents, including COVID-19 vaccinated, pro-vaccination parents, are very uncomfortable with subjecting their young children to a vaccination for which there is no longitudinal data; and

WHEREAS, while we respect the right of parents to choose the most suitable educational program for their children, we believe the vaccine mandate will result in large numbers of families choosing to leave traditional in-person K-12 schools for lower quality instructional programs; and

WHEREAS, if families leave traditional K-12, or leave California due to the mandate, public and private school staff jobs will be lost. Some parents will leave the workforce to provide homeschooling. If a significant number of jobs are disrupted in this manner, it could have a negative effect on the state economy, as it did during the months of “distance learning”; and

WHEREAS, the Governor and CVUSD have acknowledged that the best academic and social-emotional outcomes for students come from traditional in-person classroom instruction.


THEREFORE, BE IT RESOLVED, that while the Board of Education of the Chino Valley Unified School District understands and supports the goals of the Governor and the CDPH to stop the spread of COVID-19, we believe that the Governor’s K-12 student vaccine mandate infringes on parental rights of choice and is not in alignment with the educational and social-emotional goals of the State and the District, and

BE IT ALSO RESOLVED, that we urge the Governor to reconsider or rescind the vaccine mandate as a condition of in-person instruction for students in grades K-12 and staff, and

NOW, THEREFORE, BE IT RESOLVED, that the Superintendent of the Chino Valley Unified School District is directed to transmit this Resolution to Governor Gavin Newsom; Director and State Public Health Officer CDPH, Dr. Tomás J. Aragón; Dr. Mark Ghaly, California Health and Human Services; San Bernardino County Board of Supervisors; and the San Bernardino County Superintendent of Schools to communicate the Chino Valley Unified School District's Board of Education opposition.

APPROVED, PASSED, AND ADOPTED this 4th day of November 2021 at a regular meeting of the Board of Education by the following vote:

Bridge	<u>No</u>
Cruz	<u>Yes</u>
Gagnier	<u>No</u>
Na	<u>Yes</u>
Schaffer	<u>Yes</u>



Joe Schaffer, President



Donald L. Bridge, Clerk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: ESTABLISHMENT OF DATE AND TIME FOR ANNUAL ORGANIZATIONAL MEETING

=====

BACKGROUND

Education Codes 5017, 35143 and 72000(c)(2)(a) require that governing boards hold an annual organizational meeting and that each member of the board be notified in writing of the date and time selected. The 2021 organizational meeting must be held at the first meeting within fifteen days commencing with and including the second Friday in December between December 10 and December 24. The organizational meeting must be selected by the Board at its regular meeting held immediately prior to the first day of the 15-day period.

The annual organizational meeting will be held on December 16, 2021, at 6:00 p.m. At that time, a president, vice president, clerk, and representatives to various organizations will be selected.

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

RECOMMENDATION

It is recommended the Board of Education establish December 16, 2021, at 6:00 p.m. as the annual organizational meeting of the Chino Valley Unified School District Board of Education.

FISCAL IMPACT

None.

NE:pk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: WARRANT REGISTER

=====

BACKGROUND

Education Code 42650 requires the Board to approve and/or ratify all designated payment of expenses of the District. These payments are made in the form of warrants, and the warrant (check) form is approved by the County Superintendent.

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$3,411,549.37 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: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
**SUBJECT: 2021/2022 APPLICATIONS TO OPERATE FUNDRAISING
ACTIVITIES AND OTHER ACTIVITIES FOR THE BENEFIT OF
STUDENTS**

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:SHC:LP:if

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
November 18, 2021**

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

School

Organization

Dickey ES

PTO

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: FUNDRAISING ACTIVITIES

=====

BACKGROUND

Board Policy 3452 Business and Noninstructional Operations – Student Activity Funds and Board Policy 1230 Community Relations – School Connected Organizations require that fundraising activities be submitted to the Board of Education for approval. All on-campus fundraising activities are subject to CVUSD reopening guidelines.

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:SHC:LP:lf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
November 18, 2021

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Dickey ES</u>		
PTO	Holiday Boutique	12/6/21 - 12/15/21
PTO	Penny Wars	1/10/22 - 1/31/22
<u>Hidden Trails ES</u>		
PTA	Holiday Shop Winter Boutique	12/1/21 - 12/15/21
PTA	Fall Book Fair	12/8/21 - 12/16/21
PTA	Applebee's Flapjack Breakfast	12/11/21
<u>Marshall ES</u>		
PTO	Winter Festival	12/10/21
<u>Ayala HS</u>		
ASB - Girls' Basketball	Text to Donate	11/19/21 - 2/10/22
ASB - Girls' Basketball	Blast Athletics	11/19/21 - 2/10/22
Girls' Water Polo Boosters	Snack Bar	11/19/21 - 3/16/22
Girls' Water Polo Boosters	Banner Donations	11/19/21 - 3/18/22
Spirit Boosters	Krispy Kreme	11/19/21 - 6/30/22
ASB - Find Kind Club	Find Kind Club T-shirts	11/24/21 - 1/7/22
Band & Color Guard Boosters	See's Candy	11/27/21 - 12/3/21
Band & Color Guard Boosters	Poinsettia Sales	12/1/21 - 12/7/21
Water Polo Boosters	Applebee's Flapjack Breakfast	12/4/21
ASB - Girls' Water Polo	Varsity Tournament	12/9/21 - 12/11/21
Water Polo Boosters	50/50 Tickets Sales	12/9/21 - 12/14/21
ASB - Positive School Culture	Panda Express	12/10/21
Water Polo Boosters	Panera Bread	1/11/22
ASB - Girls' Water Polo	JV Tournament	1/13/22 - 1/15/22
Water Polo Boosters	Chipotle	1/25/22
<u>Chino Hills HS</u>		
ASB - Thirst Project Club	Donut Waste Water Drive	11/19/21
Baseball Boosters	Think n Local	11/19/21 - 12/19/21
ASB - Boys' Soccer	Snap! Raise	11/19/21 - 12/31/21
Music Boosters	See's Candy	12/2/21 - 12/16/21
Dance Boosters	Junior Dance Day	12/4/21
Baseball Boosters	Youth Baseball Clinic	12/11/21

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: DONATIONS

=====

BACKGROUND

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

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

NE:SHC:LP:if

CHINO VALLEY UNIFIED SCHOOL DISTRICT
November 18, 2021

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Cattle ES</u>		
Howard Cattle PFA	Cash	\$1,400.00
<u>Eagle Canyon ES</u>		
Heng Ying Zhu	Cash	\$500.00
<u>Canyon Hills JHS</u>		
Aristotle & Charlotte Bondoc	Cash	\$200.00
Bei Zhang	Cash	\$200.00
Billy & Mary Yim	Cash	\$200.00
Bingbing Zhao	Cash	\$200.00
Clifton Hsu & Chia-Hui Lee	Cash	\$200.00
Duc Duy Luu	Cash	\$200.00
Hongmei You	Cash	\$200.00
Mark & Viara Agars	Cash	\$200.00
Richard Jen-Hsiu Chuang	Cash	\$200.00
Welford Wong & Tina Lee-Wong	Cash	\$200.00
Xiaomin Yao	Cash	\$200.00
Yu-Ying Chao & Yu-Min Lin	Cash	\$200.00
Joey Tseng & Ting-Yu Shih	Cash	\$400.00
Keng Chung Cheng & Hsuan-Hua Liu	Cash	\$400.00
May Jocson Evangelista	Cash	\$400.00
Rodrigo & Sylvia Rivas	Cash	\$400.00
Canyon Hills PTSA	Cash	\$990.00
<u>Don Lugo HS</u>		
Ynas Santos	Library Novels	\$30.00
Angeline Kuhn	Library Novels	\$45.00
4imprint.com	Post-it Notebooks	\$500.00

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: LEGAL SERVICES

=====

BACKGROUND

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

FIRM	MONTHS	INVOICE AMOUNTS	2020/2021 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	September	\$17,354.60	\$ 42,254.00
Margaret A. Chidester & Associates	September	\$ 6,042.75	\$ 34,651.95
Tao Rossini, APC	-	-	\$ 35,972.81
Fagen, Friedman & Fulfroost	-	-	-
	Total	\$23,397.35	\$112,878.76

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

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Margaret A. Chidester & Associates.

FISCAL IMPACT

\$23,397.35 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: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: STUDENT EXPULSION CASE 21/22-05

=====

BACKGROUND

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

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

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

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

RECOMMENDATION

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve student expulsion case 21/22-05.

FISCAL IMPACT

None.

NE:LF:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: ARTICULATION AGREEMENT BETWEEN MT. SAN ANTONIO COLLEGE AND CHINO VALLEY UNIFIED SCHOOL DISTRICT

=====

BACKGROUND

This Articulation Agreement sets forth the terms for a systematic process by which the Chino Valley Unified School District and Mt. San Antonio College will enable students to move from one program or course to the next educational level, minimizing duplication of efforts and reducing educational costs.

Course articulation is based upon achievement of competencies through a course, or courses, as defined in the agreement, which specifies the conditions that allow the college to award articulated college credit at the completion of the student’s high school articulated course. Students enrolled in the following Chino Valley Unified School District courses may qualify for articulation credit during the 2021/2022 academic year (Course ID - Course name): 5716 - American Sign Language 1; 5798 - American Sign Language 2; 5799 - American Sign Language 3 Honors; 5789 - American Sign Language 4 Honors; 5U06 - Agriculture and Soil Chemistry; 5404 - Agriculture Biology; 5845 - Nursery/Greenhouse Management; 5840 - Intro to Agriculture; 5407 - Veterinary Science A & P.

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

RECOMMENDATION

It is recommended the Board of Education approve the Articulation Agreement between Mt. San Antonio College and Chino Valley Unified School District.

FISCAL IMPACT

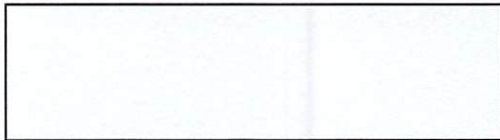
None.

NE:GP:JAR:wrg



Mt. SAC Career Pathways Office
 1100 North Grand Avenue
 Walnut, California 91789

2 + 2 Articulation Agreement



- 1.) **Mt. San Antonio College and** Chino-Valley U.S.D.
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.
- 2.) **High School • Regional Occupational Program (ROP) • Adult Education Course:**

Authorized Instructors (3 Maximum- PLEASE PRINT) 1) Natalie Cooney
 Ayala High School _____ 2) _____
 Location _____ 3) _____

- 3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**
College Credit by Exam

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>ASL 1</u>	<u>10</u>	<u>SIGN 101 American Sign Language 1</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>ASL 2</u>	<u>10</u>	<u>SIGN 102 American Sign Language 2</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>ASL 3</u>	<u>10</u>	<u>SIGN 103 American Sign Language 3</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
_____	_____	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
_____	_____	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units

Additional Requirements or Notes:

With instructor's recommendation, and a secondary course grade of 70% (C) or better in all semesters, students may take the articulation exam. Students will be granted units in three ASL courses at Mt. SAC based on demonstration of proficiency by exam. The exam will be administered by Mt. SAC SIGN faculty. Partial units will not be awarded.

- 4.) **It is the responsibility of the instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.**

This agreement is valid for the school year 2021-22 **only.**
 Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

- 5.) **To be completed by Mt. San Antonio College**

College Professor	<u>[Signature]</u> (Please sign with red or blue ink)	<u>Oct 1, 2021</u> Date
Department Chair	<u>[Signature]</u> (Please sign with red or blue ink)	<u>Oct 1, 2021</u> Date
Division Dean	<u>Karelyn Hoover</u> Karelyn Hoover (Oct 13, 2021 21:15 PDT) (Please sign with red or blue ink)	<u>Oct 13, 2021</u> Date
Mt. SAC Articulation Officer	_____ (Please sign with red or blue ink)	_____ Date

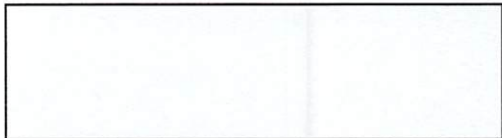
- 6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	<u>Natalie Cooney</u> Natalie Cooney (Oct 1, 2021 13:46 PDT) (Please sign with red or blue ink)	<u>Oct 1, 2021</u> Date
Authorized Administrator	_____ (Please sign with red or blue ink)	_____ Date



Mt. SAC Career Pathways Office
1100 North Grand Avenue
Walnut, California 91789

2+2 Articulation Agreement



- 1.) **Mt. San Antonio College and** Chino-Valley U.S.D.
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.
- 2.) **High School • Regional Occupational Program (ROP) • Adult Education Course:**

Authorized Instructors (3 Maximum- PLEASE PRINT) 1) Natalie Cooney
 Ayala High School 2) _____
 Location 3) _____

- 3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**
College Credit by Exam

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
ASL 1	10	SIGN 101 American Sign Language 1	4
ASL 2	10	SIGN 102 American Sign Language 2	4
ASL 3	10	SIGN 103 American Sign Language 3	4
ASL 4	10	SIGN 104 American Sign Language 4	4

Additional Requirements or Notes:
 With instructor's recommendation, and a secondary course grade of 70% (C) or better in all semesters, students may take the articulation exam. Students will be granted units in four ASL courses at Mt. SAC based on demonstration of proficiency by exam. The exam will be administered by Mt. SAC SIGN faculty. Partial units will not be awarded.

- 4.) **It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.**

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College Professor	<u>[Signature]</u> (Please sign with red or blue ink)	Oct 1, 2021 Date
Department Chair	<u>[Signature]</u> (Please sign with red or blue ink)	Oct 1, 2021 Date
Division Dean	<u>Karelyn Hoover</u> Karelyn Hoover (Oct 13, 2021 21:15 PDT) (Please sign with red or blue ink)	Oct 13, 2021 Date
Mt. SAC Articulation Officer	_____ (Please sign with red or blue ink)	_____ Date

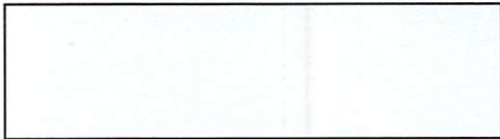
- 6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	<u>Natalie Cooney</u> Natalie Cooney (Oct 1, 2021 13:45 PDT) (Please sign with red or blue ink)	Oct 1, 2021 Date
Authorized Administrator	_____ (Please sign with red or blue ink)	_____ Date



Mt. SAC Career Pathways Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement



1.) **Mt. San Antonio College and** Chino-Valley U.S.D.
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) **High School • Regional Occupational Program (ROP) • Adult Education Course:**
Authorized Instructors (3 Maximum- PLEASE PRINT) 1) Margo Cienik
Don A. Lugo High School 2) _____
Location 3) _____

3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**
College Credit by Exam

<u>ASL 1</u>	<u>10</u>	<u>SIGN 101 American Sign Language 1</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>ASL 2</u>	<u>10</u>	<u>SIGN 102 American Sign Language 2</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
_____	_____	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
_____	_____	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units

Additional Requirements or Notes:

With instructor's recommendation, and a secondary course grade of 70% (C) or better in all semesters, students may take the articulation exam. Students will be granted units in two ASL courses at Mt. SAC based on demonstration of proficiency by exam. The exam will be administered by Mt. SAC SIGN faculty. Partial units will not be awarded.

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5.) **To be completed by Mt. San Antonio College**

College Professor	<u>[Signature]</u>	<u>Oct 5, 2021</u>
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Department Chair	<u>[Signature]</u>	<u>Oct 5, 2021</u>
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Division Dean	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Mt. SAC Articulation Officer	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>

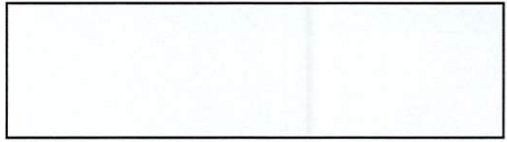
6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Authorized Administrator	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>



Mt. SAC Career Pathways Office
 1100 North Grand Avenue
 Walnut, California 91789

2 + 2 Articulation Agreement



- 1.) **Mt. San Antonio College and** Chino-Valley U.S.D.
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.
- 2.) **High School • Regional Occupational Program (ROP) • Adult Education Course:**
 Authorized Instructors (3 Maximum- PLEASE PRINT) 1) Margo Cienik
 Don A. Lugo High School 2) _____
 Location 3) _____

3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**
College Credit by Exam

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
ASL 1	10	SIGN 101 American Sign Language 1	4
ASL 2	10	SIGN 102 American Sign Language 2	4
ASL 3	10	SIGN 103 American Sign Language 3	4
_____	_____	_____	_____
_____	_____	_____	_____

Additional Requirements or Notes:

With instructor's recommendation, and a secondary course grade of 70% (C) or better in all semesters, students may take the articulation exam. Students will be granted units in three ASL courses at Mt. SAC based on demonstration of proficiency by exam. The exam will be administered by Mt. SAC SIGN faculty. Partial units will not be awarded.

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College Professor	<u>[Signature]</u>	Oct 5, 2021
	(Please sign with red or blue ink)	Date
Department Chair	<u>[Signature]</u>	Oct 5, 2021
	(Please sign with red or blue ink)	Date
Division Dean	_____	_____
	(Please sign with red or blue ink)	Date
Mt. SAC Articulation Officer	_____	_____
	(Please sign with red or blue ink)	Date

6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	_____	_____
	(Please sign with red or blue ink)	Date
Authorized Administrator	_____	_____
	(Please sign with red or blue ink)	Date



Mt. SAC Career Pathways Office
 1100 North Grand Avenue
 Walnut, California 91789

2 + 2 Articulation Agreement

- 1.) **Mt. San Antonio College and** Chino-Valley U.S.D.
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.
- 2.) **High School • Regional Occupational Program (ROP) • Adult Education Course:**

Authorized Instructors (3 Maximum- PLEASE PRINT) 1) Margo Cienik
 Don A. Lugo High School 2) _____
 Location 3) _____

- 3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**
College Credit by Exam

<u>ASL 1</u>	<u>10</u>	<u>SIGN 101 American Sign Language 1</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>ASL 2</u>	<u>10</u>	<u>SIGN 102 American Sign Language 2</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>ASL 3</u>	<u>10</u>	<u>SIGN 103 American Sign Language 3</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>ASL 4</u>	<u>10</u>	<u>SIGN 104 American Sign Language 4</u>	<u>4</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
_____	_____	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units

Additional Requirements or Notes:
 With instructor's recommendation, and a secondary course grade of 70% (C) or better in all semesters, students may take the articulation exam. Students will be granted units in four ASL courses at Mt. SAC based on demonstration of proficiency by exam. The exam will be administered by Mt. SAC SIGN faculty. Partial units will not be awarded.

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This agreement is valid for the school year 2021-22 **only.**
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- 5.) **To be completed by Mt. San Antonio College**

College Professor	<u><i>[Signature]</i></u>	<u>Oct 5, 2021</u>
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Department Chair	<u><i>[Signature]</i></u>	<u>Oct 5, 2021</u>
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Division Dean	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Mt. SAC Articulation Officer	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>

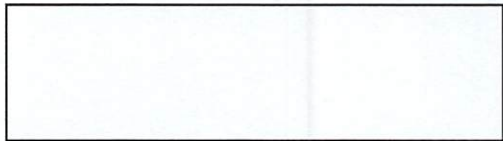
- 6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>
Authorized Administrator	_____	_____
	<i>(Please sign with red or blue ink)</i>	<i>Date</i>



Mt. SAC Career Pathways Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement



1.) **Mt. San Antonio College and** Chino-Valley U.S.D.
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) **High School • Regional Occupational Program (ROP) • Adult Education Course:**
Authorized Instructors (3 Maximum- PLEASE PRINT) 1) Alyssa Bradley
Don A. Lugo High School _____ 2) Mary Jane Ashley
Location _____ 3) _____

3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**
College Credit by Exam

<u>Agriculture Soil Chemistry</u>	<u>10</u>	<u>AGOR 1 Horticultural Science</u>	<u>3</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>Agriculture Biology</u>	<u>10</u>	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
_____	_____	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
_____	_____	_____	_____
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units

Additional Requirements or Notes:

With instructor's recommendation, and a final grade of 70% (C) or better in all semesters of the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. the final grade assigned by the secondary program will be used as the college grade.

4.) **It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.**

This agreement is valid for the school year 2021-22 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) **To be completed by Mt. San Antonio College**

College Professor	<u><i>Jennifer L. Hernandez</i></u>	<u>Oct 28, 2021</u>
	<i>(Please sign with red or blue ink)</i>	Date
Department Chair	_____	_____
	<i>(Please sign with red or blue ink)</i>	Date
Division Dean	_____	_____
	<i>(Please sign with red or blue ink)</i>	Date
Mt. SAC Articulation Officer	_____	_____
	<i>(Please sign with red or blue ink)</i>	Date

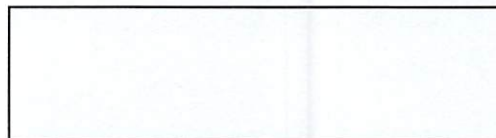
6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	<u><i>Alyssa Bradley</i></u>	<u>Oct 28, 2021</u>
	<i>(Please sign with red or blue ink)</i>	Date
Authorized Administrator	_____	_____
	<i>(Please sign with red or blue ink)</i>	Date



Mt. SAC Career Pathways Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement



- 1.) **Mt. San Antonio College and** Chino-Valley U.S.D.
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.
- 2.) **High School • Regional Occupational Program (ROP) • Adult Education Course:**
Authorized Instructors (3 Maximum- PLEASE PRINT) 1) Alyssa Bradley
Don A. Lugo High School 2) _____
Location 3) _____

3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**
College Credit by Exam

<u>Intro to Agriculture</u>	<u>10</u>	<u>AGAN 1 Animal Science</u>	<u>3</u>
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
<u>Veterinary Science</u>	<u>10</u>		
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units

Additional Requirements or Notes:

With instructor's recommendation, and a grade of 80% (B) or better in all semesters of the secondary course, students may request articulation credit. Students must pass the AGAN 1 final course exam with a minimum score of 70% to earn credit. Students must take the exam by the completion of the secondary course(s). Students may only take the exam one time. Exam to be taken at Mt. SAC unless alternate arrangements are confirmed.

- 4.) **It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.**

This agreement is valid for the school year 2021-22 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) **To be completed by Mt. San Antonio College**

College Professor	<u>Jamie Phillips</u> <small>Jamie Phillips (Oct 28, 2021 17:01 PDT)</small> <small>(Please sign with red or blue ink)</small>	<u>Oct 28, 2021</u> Date
Department Chair	<u>Brian Scott</u> <small>Brian Scott (Oct 31, 2021 15:36 PDT)</small> <small>(Please sign with red or blue ink)</small>	<u>Oct 31, 2021</u> Date
Division Dean	<u>MAT Judd</u> <small>Matthew Judd (Nov 1, 2021 07:38 PDT)</small> <small>(Please sign with red or blue ink)</small>	<u>Nov 1, 2021</u> Date
Mt. SAC Articulation Officer	_____ <small>(Please sign with red or blue ink)</small>	_____ Date

6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	<u>Alyssa Bradley</u> <small>(Please sign with red or blue ink)</small>	<u>Oct 29, 2021</u> Date
Authorized Administrator	_____ <small>(Please sign with red or blue ink)</small>	<u>Nov 1, 2021</u> Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: PURCHASE ORDER REGISTER

=====
BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$1,984,509.92 to all District funding sources.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

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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
B-2122-014 Quadient. To provide annual licensing renewal for bulk mailer software. Submitted by: Printing, Graphics, and Mail Services Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$3,455.00 Funding source: General Fund

CURRICULUM INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-2122-133 n2y, LLC. To provide online subscription for news articles as additional resources in Special Education classes. Submitted by: Magnolia JHS Duration of Agreement: October 11, 2021 - October 10, 2022	Contract amount: \$199.68 Funding source: Title I
CIIS-2122-134 California Collaborative for Educational Excellence. To provide support for leadership and learning network, and to support the District to deepen community engagement. Submitted by: Access and Equity Duration of Agreement: September 1, 2021 - June 30, 2022	Contract amount: None Funding source: None
CIIS-2122-135 Ro Health, Inc. To provide contracted nursing services. Submitted by: Health Services Duration of Agreement: November 19, 2021 - June 30, 2022	Contract amount: \$80,000.00 Funding source: ESSER II
CIIS-2122-136 Everyday Speech, LLC. To provide subscription for social communication resources to be used by special education classes. Submitted by: Magnolia JHS Duration of Agreement: October 22, 2021 - June 30, 2022	Contract amount: \$399.99 Funding source: Title I
CIIS-2122-137 Zoom Video Communications, Inc. To provide site licenses for Zoom Education. Submitted by: Technology Duration of Agreement: September 27, 2021 - September 27, 2022	Contract amount: \$27,850.00 Funding source: Various
CIIS-2122-138 LocknCharge Technologies, LLC. To provide site license for Cloud Integrated Education. Submitted by: Technology Duration of Agreement: November 1, 2021 - November 1, 2022	Contract amount: \$306.00 Funding source: General Fund

HUMAN RESOURCES	FISCAL IMPACT
HR-2122-019 San Bernardino County Department of Public Health. To provide COVID-19 vaccination site at Chino HS. Submitted by: Human Resources Duration of Agreement: November 16, 2021 - June 30, 2022	Contract amount: None Funding Source: None
HR-2122-020 San Bernardino County Department of Public Health. To provide COVID-19 vaccination site at Ayala HS. Submitted by: Human Resources Duration of Agreement: November 19, 2021 - June 30, 2022	Contract amount: None Funding Source: None

CALIFORNIA DEPARTMENT OF EDUCATION	FISCAL IMPACT
GRANT 2021-23297-67678-07 California Department of Education TUPE Grant. To provide education, intervention, cessation, and youth prevention for tobacco use grades 6-12. Submitted by: Health Services/TUPE Grant Duration of Agreement: July 1, 2020 - June 30, 2022	Contract amount: \$275,904.64 Funding source: TUPE Grant

SAN BERNARDINO COUNTY	FISCAL IMPACT
SBC-2122-003 County of San Bernardino Preschool Services Department. To provide parenting classes to parents/caregivers of children ages 0 to 5 years Submitted by: HOPE Center Duration of Agreement: November 1, 2021 - October 31, 2024	Contract amount: None Funding source: None

MASTER CONTRACT	FISCAL IMPACT
MC-2122-063 Noodle Tools. To provide online subscription platform for research and writing. Submitted by: Don Lugo HS Duration of Agreement: November 19, 2021 - June 30, 2024	Contract amount: Per rate sheet Funding source: Various

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

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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
November 18, 2021**

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	59330	Adult School
Computer	Dell	50848	Adult School
Computer	Dell	50845	Adult School
Computer	Dell	46216	Adult School
Computer	Dell	59326	Adult School
Computer	Dell	59329	Adult School
Computer	Dell	41302	Adult School
Keyboards (6)			Adult School
Mice (4)			Adult School
Monitors (5)			Adult School
Printer	HP	VNBNK931BX	Townsend JHS
Computer	Mac	33334	Townsend JHS
Computer	Mac	33333	Townsend JHS
Computers (2)	Mac	29183	Townsend JHS
Computer	Mac		Townsend JHS
Computer	Dell	47797	Ayala HS
Computer	Dell	50853	Ayala HS
Computer	Dell	50854	Ayala HS
Computer	Dell	38YWZ12	Ayala HS
Computer	Dell	39538	Ayala HS
Computer	Dell	47800	Ayala HS
Shredmaster	GBC Crosscut	07273	Ayala HS
Shredder	ATIVA	A200018	Ayala HS
Computer	Dell	40034	Chino HS
Computer	Dell	40041	Chino HS
Computer	Dell	40052	Chino HS
Computer	Dell	34446	Chino HS
Computer	Dell	40036	Chino HS
Computer	Dell	40094	Chino HS
Monitors (33)	Dell		Chino HS
Printer	Canon	HW205734	Chino HS
Printer	Xerox	15923	Chino HS
Printer	HP	90217	Chino HS
Computer	Dell	IC55DQ1	Chino HS
Computer	Dell	IC8QDQ1	Chino HS
Computer	Dell	7CMPXF1	Chino HS
Computer	Dell	6WVIGSG	Chino HS
Computer	Dell	ICBBQRI	Chino HS
Computer	Dell	4Q8NSCI	Chino HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Printer	HP	CNBDB56293	Chino HS
Printer	Xerox	29932	Chino HS
Computer	Optiplex	DYT6CX1	Chino HS
Computer	Optiplex	DYV3CX1	Chino HS
Computer	Optiplex	9PXMV12	Chino HS
Computer	Optiplex	DYT6CX1	Chino HS
Computer	Optiplex	9PXMV12	Chino HS
Computer	Optiplex	9PXNV12	Chino HS
Computer	Optiplex	9PWQV12	Chino HS
Laptop	Dell	BY0LD82	Chino HS
Laptop	Dell	SRVMD82	Chino HS
Laptop	Dell	880LD82	Chino HS
Laptop	Dell	6Y0LD82	Chino HS
Laptop	Dell	F68N082	Chino HS
Laptop	Dell	7WVM082	Chino HS
Laptop	Dell	JSWMD82	Chino HS
Laptop	Dell	C68ND82	Chino HS
Computer	Dell	40051	Chino HS
Computer	Dell	40031	Chino HS
Computer	Dell	40035	Chino HS
Computer	Dell	40051	Chino HS
Printer	Xerox	15921	Chino HS
Computer	Dell	38B5811	Chino HS
Computer	Dell	1CHRDQ1	Chino HS
Printer	HP	cn08sc43f8	Chino HS
Computer	Dell	23885	Chino HS
Monitor	Magnavox	B25A072456	Chino HS
EnoVision Tools (6)	Polyvision		Chino HS
Digital Video Camera	JVC		Chino HS
Computer	Dell	40051	Chino HS
Laptop	Dell	26141	Chino HS
Laptop	Dell	53313	Chino HS
Laptop	Dell	53268	Chino HS
Laptop	Dell	53389	Chino HS
Laptop	Dell	53250	Chino HS
Laptop	Dell	53259	Chino HS
Laptop	Dell	53286	Chino HS
Laptop	Dell	53349	Chino HS
Laptop	Dell	53304	Chino HS
Laptop	Dell	53376	Chino HS
Laptop	Dell	53340	Chino HS
Laptop Carts		62164	Chino HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Laptops (36)	Dell	62164	Chino HS
Portable White Board			Chino HS
Keyboards (8)	Various		Chino HS
Mice (4)	Various		Chino HS
Interwrite Mobi	eInstruction	IP5011016060162	Don Lugo HS
Interwrite Mobi	eInstruction	IP5011016060165	Don Lugo HS
Interwrite Mobi	eInstruction	IP5011016060163	Don Lugo HS
Tower	Dell	00186214977440	Don Lugo HS
Laptop	Dell	00186115518316	Don Lugo HS
Laptop	Dell	80045410381666	Don Lugo HS
Projector	Epson	KM3F86C998L	Don Lugo HS
Laptop	Dell	00186115518346	Don Lugo HS
Laptop	Dell	41263	Don Lugo HS
Projector	Epson	KM3F081898L	Don Lugo HS
Projector	Epson	KM3F9Z0773L	Don Lugo HS
Projector	Epson	KM3F032363L	Don Lugo HS
Projector	Epson	KM3F9Z0772L	Don Lugo HS
Projector	Epson	P94F141371L	Don Lugo HS
Projector	Epson	P94F141478L	Don Lugo HS
Projector	Epson	P94F133464L	Don Lugo HS
Projector	Epson	P94F141351L	Don Lugo HS
Projector	Epson	P94F141370L	Don Lugo HS
Projector	InFocus	AAAT14206R	Don Lugo HS
Projector	InFocus	ANDC52401693	Don Lugo HS
Projector	Epson	CWJ01X0364K	Don Lugo HS
Projector	Epson	GY8G620057F	Don Lugo HS
Document Camera	AVerMedia	62086 11050P	Don Lugo HS
Document Camera	AVerMedia	62070 11050P	Don Lugo HS
Document Camera	AVerMedia	62124 11050P	Don Lugo HS
Document Camera	AVerMedia	54570 11070P	Don Lugo HS
Monitor	Dell	5CV52502D7	Don Lugo HS
Monitor	Dell	5CV52502DC	Don Lugo HS
Monitor	Dell	5CV52806P0	Don Lugo HS
Monitor	Dell	5CV52502D5	Don Lugo HS
Monitor	Dell	5CV52502DB	Don Lugo HS
Monitor	Dell	5CV52806NW	Don Lugo HS
Monitor	Dell	5CV52502D2	Don Lugo HS
Monitor	Dell	5CV52502D1	Don Lugo HS
Monitor	Dell	5CV52502D7	Don Lugo HS
Monitor	Dell	5CV52806NV	Don Lugo HS
Monitor	Dell	95J5483	Don Lugo HS
Monitor	Dell	782BF4J	Don Lugo HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Monitor	Dell	B52C872	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0093	Don Lugo HS
Monitor	Dell	FSS11017001000ACY1099A	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1288	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0085	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0017	Don Lugo HS
Monitor	Dell	CN0C730C716230AF0375	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0019	Don Lugo HS
Monitor	Dell	CN0C730C716230AF0378	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0015	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0081	Don Lugo HS
Monitor	Dell	CN0WH318728726BL9DPU	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1287	Don Lugo HS
Monitor	Dell	FSS11017001000ACY0260A	Don Lugo HS
Monitor	Dell	CN0C730C716233CK0988	Don Lugo HS
Monitor	Dell	CN0Y429971618596AE7K	Don Lugo HS
Computer	Dell	47757	Don Lugo HS
Monitor	Dell	CN0C730C7162387H4187	Don Lugo HS
Keyboard	Dell	CN0TH836447518AE0055	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611A0DF3	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E08UT	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E08XT	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E0BZ8	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E088Z	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E08US	Don Lugo HS
Keyboard	Dell	CN0DJ3317161681B0EPO	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E0681	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E09MB	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E07V5	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E07V9	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E08UX	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E07V2	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611A07J1	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E03NB	Don Lugo HS
Monitor	Dell	QBW064820469	Don Lugo HS
Keyboard	Dell	CN0DJ3317161611E08X1	Don Lugo HS
Computer	Dell	25825	Don Lugo HS
Computer	Dell	25829	Don Lugo HS
Printer	HP	C-60202	Don Lugo HS
Computer	Apple	23946	Don Lugo HS
Computer	Dell	25823	Don Lugo HS
Printer	Xerox	29931	Don Lugo HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Printer	HP	11334	Don Lugo HS
Computer	Dell	80045473688868	Don Lugo HS
Computer	Dell	80045473688870	Don Lugo HS
TV	Zenith	13946	Don Lugo HS
TV	Zenith	13969	Don Lugo HS
TV	Zenith	13986	Don Lugo HS
TV	Zenith	13985	Don Lugo HS
TV	Zenith	13964	Don Lugo HS
Computer	Dell	25827	Don Lugo HS
Printer	Brother	U62663A3F24467	Don Lugo HS
VCR	GoVideo	16139	Don Lugo HS
Computer	Apple	YM11005YDWY	Don Lugo HS
Keyboard	HP	B9R1D3	Don Lugo HS
Keyboard	HP	CCP9F4VB	Don Lugo HS
Keyboard	Dell	KB212B	Don Lugo HS
Keyboard	Kensington	A0502001039	Don Lugo HS
Keyboard	HP	DVB9R5HE	Don Lugo HS
Keyboard	HP	72472001	Don Lugo HS
Keyboard	AOPEN	50408923	Don Lugo HS
Keyboard	HP	DVB9R1QC	Don Lugo HS
Keyboard	HP	DVB9R5BH	Don Lugo HS
Laptop	Dell	00186115518346	Don Lugo HS
Laptop	Dell	41263	Don Lugo HS
Laptop	Dell	80045410381666	Don Lugo HS
TV	Symphonic	V16510057ST424FF	Don Lugo HS
Laptop	Dell	80045409121822	Don Lugo HS
Computer	Dell	46044	Don Lugo HS
Computer	Dell	46038	Don Lugo HS
Computer	Dell	47783	Don Lugo HS
Computer	Dell	24780	Don Lugo HS
Computer	Dell	46144	Don Lugo HS
Computer	Dell	0KXGVD	Don Lugo HS
Computer	Dell	43266	Don Lugo HS
Computer	Dell	45455	Don Lugo HS
Computer	Dell	40618	Don Lugo HS
Computer	Dell	45450	Don Lugo HS
Keyboard	Dell	QB212B	Don Lugo HS
Printer	HP	T0F28A	Don Lugo HS
Monitor	Dell	CN0C730C716233CK0672	Don Lugo HS
Monitor	Dell	OG313H	Don Lugo HS
VCR	Toshiba	10642294	Don Lugo HS
VCR	GoVideo	221430006646	Don Lugo HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	80045510166970	Don Lugo HS
VCR	GoVideo	221430006687	Don Lugo HS
Switch	HP	(01)07893552100587	Don Lugo HS
Switch	HP	(01)07893552100587	Don Lugo HS
Printer	HP	CNGXD78439	Don Lugo HS
Printer	Xerox	29190	Don Lugo HS
Computer	Custom Built	24051	Don Lugo HS
Printer	HP	MY6BGF706D04KS	Don Lugo HS
Switch	Aruba	47009	Don Lugo HS
Switch		47387	Don Lugo HS
Monitor	Dell	CN0C730C716230CE016	Don Lugo HS
Monitor	Dell	CN0C730C7162302N1032	Don Lugo HS
Monitor	Dell	CN0C730C71623CE0023	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0080	Don Lugo HS
keyboard	Dell	CN0RH659735716C400UK	Don Lugo HS
Monitor	Dell	CN0WH318728726BL9PWU	Don Lugo HS
Monitor	Dell	CN0C730C716230AF0381	Don Lugo HS
Toner	Xerox	KRE1JC9603963WSH45Z1L0507	Don Lugo HS
Badge maker	Badge-A-Minit	T100212512	Don Lugo HS
Printer	HP	CNBRJ67828	Don Lugo HS
Printer		CNBRJ67825	Don Lugo HS
Computer	Apple	QP8170NW2PN	Don Lugo HS
Keyboard	Macally	10505002711	Don Lugo HS
Computer	Apple	1066	Don Lugo HS
Computer	Apple	11108	Don Lugo HS
Keyboard	Apple	ky1090snsnsk4vc	Don Lugo HS
Monitor	Dell	CN0C730C7162302N1034	Don Lugo HS
Computer	Dell	33023	Don Lugo HS
DVD	GoVideo	16190	Don Lugo HS
Printer	Epson	LNUE006405	Don Lugo HS
Projector	3M	1808468	Don Lugo HS
Monitor	ViewSonic	607003300027	Don Lugo HS
Monitor	ViewSonic	607012407827	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0145	Don Lugo HS
Monitor	Dell	CN0C730C716230AF0450	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0027	Don Lugo HS
Monitor	Dell	CN0C730C71630CE0132	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0091	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0131	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0138	Don Lugo HS
Monitor	Dell	U90DLAB07AU30122	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1291	Don Lugo HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	33024	Don Lugo HS
Computer	Dell	24057	Don Lugo HS
Computer	Custom Built	08860	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1290	Don Lugo HS
Hearing Equipment	Califone		Don Lugo HS
TV	Zenith	13982	Don Lugo HS
Printer	HP	14475	Don Lugo HS
Printer	HP		Don Lugo HS
Monitor	Dell	CN0C730C716230CE0014	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1472	Don Lugo HS
Monitor	Dell	CN0C730C716230CE0130	Don Lugo HS
Monitor	Dell	CN0C730C716230AF0374	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1292	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1289	Don Lugo HS
Monitor	Dell	CN0C730C716230AF0390	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1286	Don Lugo HS
TV	Sharp	32209	Don Lugo HS
Monitor	Dell	CN0C730C716230CM1291	Don Lugo HS
Laptop	HP	32209	Don Lugo HS
Laptop	HP	50870	Don Lugo HS
Laptop	HP	50857	Don Lugo HS
Laptop	HP	50859	Don Lugo HS
Laptop	HP	50865	Don Lugo HS
Laptop	HP	50855	Don Lugo HS
Laptop	HP	50867	Don Lugo HS
Laptop	HP	50861	Don Lugo HS
Laptop	HP	50860	Don Lugo HS
Laptop	HP	50882	Don Lugo HS
Laptop	HP	50868	Don Lugo HS
Laptop	HP	50862	Don Lugo HS
Laptop	HP	50869	Don Lugo HS
Laptop	HP	50863	Don Lugo HS
Printer	Xerox	50878	Don Lugo HS
Projector	Overhead	00000	Don Lugo HS
Keyboards (20)	Macally	Various	Don Lugo HS
Keyboards (20)	Dell	Various	Don Lugo HS
Switch	Aruba	47392	Don Lugo HS
Switch	Aruba	47384	Don Lugo HS
Printer		20090	Don Lugo HS
Freezer	Hussman	1325343	Don Lugo HS
Printer	Brother	U61506C6J14672	Don Lugo HS
Computer	Dell	41223	Don Lugo HS

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Projector	Epson	29151	Don Lugo HS
Drafting Desks (33)			Don Lugo HS
Computer	Mac	10093	Don Lugo HS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: RESOLUTION 2021/2022-38, 2021/2022-39, 2021/2022-40, 2021/2022-41, 2021/2022-42, 2021/2022-43, 2021/2022-44, 2021/2022-45, 2021/2022-46, 2021/2022-47, AND 2021/2022-48, AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS

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BACKGROUND

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

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

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

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

Resolution	Contract	Contractor	Description	Term
2021/2022-38	Placentia-Yorba Linda Unified School District Bid 221-08	Indoff, Inc.	Classroom and Office Furniture	7/28/2021-7/27/2024

Resolution	Contract	Contractor	Description	Term
2021/2022-39	California Multiple Award Schedule (CMAS) 3-19-70-2473AC	NIC Partners	Information Technology Goods and Services Including Telcom Cabling and Planning	8/28/2019-8/12/2024
2021/2022-40	California Multiple Award Schedule (CMAS) 3-17-70-2473Y	NIC Partners	Information Technology Goods and Services	11/24/2017-10/31/2022
2021/2022-41	California Multiple Award Schedule (CMAS) 3-13-70-2473V	NIC Partners	Information Technology Goods and Services Including CCTV Systems, UPS Equipment, and Video Surveillance Cameras	2/14/2014-12/28/2023
2021/2022-42	California Multiple Award Schedule (CMAS) 3-19-70-2473AE	NIC Partners	Information Technology Goods and Services Including Professional Administrative Service, Software or Hardware Engineering Application Implementation, MIS Wide Area Network Communications Design, System and System Component Administration Services, Technical Support, Software Maintenance, and Support Maintenance	11/4/2019-7/11/2022
2021/2022-43	California Participating Addendum 7-20-70-47-01	NIC Partners	Data Communications Products and Associated Services Including Cloud Computing software as a Service	6/1/2021-9/30/2024
2021/2022-44	California Multiple Award Schedule (CMAS) 3-10-70-2473N	NIC Partners	Information Technology Goods and Services Including Cisco Products	7/28/2015-9/4/2023
2021/2022-45	California Participating Addendum 3-10-70-2473P	NIC Partners	Information Technology Goods and Services Including Aruba Networks, Cisco, and Palo Alto Networks	6/19/2013-6/26/2022
2021/2022-46	California Multiple Awards Schedule (CMAS) 3-21-09-1035	NIC Partners	Information Technology Goods and Services Including the Cisco Systems	9/30/2021-5/3/2026

Resolution	Contract	Contractor	Description	Term
2021/2022-47	California Multiple Awards Schedule (CMAS) 3-21-10-1010	NIC Partners	Information Technology Goods and Services Including Atlas Sound, Crestorn, and Middle Atlantic Products for Projection, Access Control, CCTV, Surveillance Cameras, and A/V Equipment	10/7/2021-3/22/2026
2021/2022-48	Los Angeles Community College District 40381	NIC Partners	Network, Server, Storage, and Peripheral Equipment	4/6/2017-4/5/2022

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2021/2022-38, 2021/2022-39, 2021/2022-40, 2021/2022-41, 2021/2022-42, 2021/2022-43, 2021/2022-44, 2021/2022-45, 2021/2022-46, 2021/2022-47, and 2021/2022-48, Authorization to Utilize Piggyback Contracts.

FISCAL IMPACT

Unknown.

NE:GJS:AGH:pw

**Chino Valley Unified School District
Resolution 2021/2022-38
Authorization to Utilize the Placentia-Yorba Linda Unified School District
Bid 221-08 With Indoff, Inc.
to Purchase Classroom and Office Furniture
Through the Piggyback Contract**

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

WHEREAS, Placentia-Yorba Linda Unified School District currently has a piggyback contract, Bid 221-08, in accordance with Public Contract Code 20118 with Indoff, Inc., that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of classroom and office furniture through the piggyback contract procured by the Placentia-Yorba Linda Unified School District Bid 221-08.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of classroom and office furniture through the piggyback contract originally procured by the Placentia-Yorba Linda Unified School District Bid 221-08 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of classroom and office furniture in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Placentia-Yorba Linda Unified School District Bid 221-08.

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

Section 5. Effective Date. This resolution shall be effective as of July 28, 2021, for the term ending July 27, 2024.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-39
Authorization to Utilize the California Multiple Award Schedule (CMAS)
3-19-70-2473AC With NIC Partners
to Purchase Information Technology Goods and Services Including Telcom
Cabling and Planning
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure information technology goods and services including Telcom cabling and planning for the District;

WHEREAS, CMAS currently has a piggyback contract, 3-19-70-2473AC, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services including Telcom cabling and planning through the piggyback contract procured by the CMAS 3-19-70-2473AC.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services including Telcom cabling and planning through the piggyback contract originally procured by the CMAS 3-19-70-2473AC is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services including Telcom cabling and planning in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-19-70-2473AC.

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

Section 5. Effective Date. This resolution shall be effective as of August 28, 2019, for the term ending August 12, 2024.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-40
Authorization to Utilize the California Multiple Award Schedule (CMAS)
3-17-70-2473Y With NIC Partners
to Purchase Information Technology Goods and Services
Through the Piggyback Contract**

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

WHEREAS, CMAS currently has a piggyback contract, 3-17-70-2473Y, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services through the piggyback contract procured by the CMAS 3-17-70-2473Y.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services through the piggyback contract originally procured by the CMAS 3-17-70-2473Y is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-17-70-2473Y.

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

Section 5. Effective Date. This resolution shall be effective as of November 24, 2017, for the term ending October 31, 2022.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-41
Authorization to Utilize the California Multiple Award Schedule (CMAS)
3-13-70-2473V With NIC Partners
to Purchase Information Technology Goods and Services Including CCTV
Systems, UPS Equipment, and Video Surveillance Cameras
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure information technology goods and services including CCTV systems, UPS equipment, and video surveillance cameras for the District;

WHEREAS, CMAS currently has a piggyback contract, 3-13-70-2473V, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services including CCTV systems, UPS equipment, and video surveillance cameras through the piggyback contract procured by the CMAS 3-13-70-2473V.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services including CCTV systems, UPS equipment, and video surveillance cameras through the piggyback contract originally procured by the CMAS 3-13-70-2473V is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services including CCTV systems, UPS equipment, and video surveillance cameras in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-13-70-2473V.

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

Section 5. Effective Date. This resolution shall be effective as of February 14, 2014, for the term ending December 28, 2023.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-42
Authorization to Utilize the California Multiple Award Schedule (CMAS)
3-19-70-2473AE With NIC Partners
to Purchase Information Technology Goods and Services Including Professional
Administrative Services, Software or Hardware Engineering Application
Implementation, MIS Wide Area Network Communications Design, System and
System Component Administrations Services, Technical Support, Software
Maintenance, and Support Maintenance
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure information technology goods and services including professional administrative services, software or hardware engineering application implementation, MIS wide area network communications design, system and system component administrations services, technical support, software maintenance, and support maintenance for the District;

WHEREAS, CMAS currently has a piggyback contract, 3-19-70-2473AE, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services including professional administrative services, software or hardware engineering application implementation, MIS wide area network communications design, system and system component administrations services, technical support, software maintenance, and support maintenance through the piggyback contract procured by the CMAS 3-19-70-2473AE.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services including professional administrative services, software or hardware engineering application implementation, MIS wide area network communications design, system and system component administrations services, technical support, software maintenance, and support maintenance through the piggyback contract originally procured by the CMAS 3-19-70-2473AE is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services including professional administrative services, software or hardware engineering application implementation, MIS wide area network communications design, system and system component administrations services, technical support, software maintenance, and support maintenance in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-19-70-2473AE.

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

Section 5. Effective Date. This resolution shall be effective as of November 4, 2019, for the term ending July 11, 2022.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-43
Authorization to Utilize the California Participating Addendum 7-20-70-47-01
With NIC Partners
to Purchase Data Communications Products and Associated Services Including
Cloud Computing Software as a Service
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure data communications products and associated services including cloud computing software as a service for the District;

WHEREAS, California Participating Addendum currently has a piggyback contract, 7-20-70-47-01, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of data communications products and associated services including cloud computing software as a service through the piggyback contract procured by the California Participating Addendum 7-20-70-47-01.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of data communications products and associated services including cloud computing software as a service through the piggyback contract originally procured by the California Participating Addendum 7-20-70-47-01 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of data communications products and associated services including cloud computing software as a service in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the California Participating Addendum 7-20-70-47-01.

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

Section 5. Effective Date. This resolution shall be effective as of June 1, 2021, for the term ending September 30, 2024.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-44
Authorization to Utilize the California Multiple Award Schedule (CMAS)
3-10-70-2473N With NIC Partners
to Purchase Information Technology Goods and Services Including Cisco
Products
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure information technology goods and services including Cisco products for the District;

WHEREAS, CMAS currently has a piggyback contract, 3-10-70-2473N, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services including Cisco products through the piggyback contract procured by the CMAS 3-10-70-2473N.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services including Cisco products through the piggyback contract originally procured by the CMAS 3-10-70-2473N is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services including Cisco products in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-10-70-2473N.

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

Section 5. Effective Date. This resolution shall be effective as of July 28, 2015, for the term ending September 4, 2023.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-45
Authorization to Utilize the California Participating Addendum 3-10-70-2473P
With NIC Partners
to Purchase Information Technology Goods and Services Including Aruba
Networks, Cisco, and Palo Alto Networks
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure information technology goods and services including Aruba networks, Cisco, and Palo Alto networks for the District;

WHEREAS, California Participating Addendum currently has a piggyback contract, 3-10-70-2473P, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services including Aruba networks, Cisco, and Palo Alto networks for the District; through the piggyback contract procured by the California Participating Addendum 3-10-70-2473P.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services including Aruba networks, Cisco, and Palo Alto networks for the District; through the piggyback contract originally procured by the California Participating Addendum 3-10-70-2473P is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services including Aruba networks, Cisco, and Palo Alto networks for the District; in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the California Participating Addendum 3-10-70-2473P.

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

Section 5. Effective Date. This resolution shall be effective as of June 19, 2013, for the term ending June 26, 2022.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-46
Authorization to Utilize the California Multiple Awards Schedule (CMAS)
3-21-09-1035 With NIC Partners
to Purchase Information Technology Goods and Services Including the
Cisco Systems
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure information technology goods and services including the Cisco systems for the District;

WHEREAS, CMAS currently has a piggyback contract, 3-21-09-1035, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services including the Cisco systems through the piggyback contract procured by the CMAS 3-21-09-1035.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services including the Cisco systems through the piggyback contract originally procured by the CMAS 3-21-09-1035 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services including the Cisco systems in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-21-09-1035.

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

Section 5. Effective Date. This resolution shall be effective as of September 30, 2021, for the term ending May 3, 2026.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-47
Authorization to Utilize the California Multiple Awards Schedule (CMAS)
3-21-10-1010 With NIC Partners
to Purchase Information Technology Goods and Services Including Atlas Sound,
Crestorn, and Middle Atlantic Products for Projection, Access Control, CCTV,
Surveillance Cameras, and A/V Equipment
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure information technology goods and services including Atlas Sound, Crestorn, and Middle Atlantic products for projection, access control, CCTV, surveillance cameras, and A/V equipment for the District;

WHEREAS, CMAS currently has a piggyback contract, 3-21-10-1010, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services including Atlas Sound, Crestorn, and Middle Atlantic products for projection, access control, CCTV, surveillance cameras, and A/V equipment through the piggyback contract procured by the CMAS 3-21-10-1010.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of information technology goods and services including Atlas Sound, Crestorn, and Middle Atlantic products for projection, access control, CCTV, surveillance cameras, and A/V equipment through the piggyback contract originally procured by the CMAS 3-21-10-1010 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information technology goods and services including Atlas Sound, Crestorn, and Middle Atlantic products for projection, access control, CCTV, surveillance cameras, and A/V equipment in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-21-10-1010.

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

Section 5. Effective Date. This resolution shall be effective as of October 7, 2021, for the term ending March 22, 2026.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

**Chino Valley Unified School District
Resolution 2021/2022-48
Authorization to Utilize the Los Angeles Community College District 40381
With NIC Partners
to Purchase Network, Server, Storage, and Peripheral Equipment
Through the Piggyback Contract**

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

WHEREAS, Los Angeles Community College District currently has a piggyback contract, 40381, in accordance with Public Contract Code 20118 with NIC Partners, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of network, server, storage, and peripheral equipment through the piggyback contract procured by the Los Angeles Community College District 40381.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of network, server, storage, and peripheral equipment through the piggyback contract originally procured by the Los Angeles Community College District 40381 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of network, server, storage, and peripheral equipment in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Los Angeles Community College District 40381.

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

Section 5. Effective Date. This resolution shall be effective as of April 6, 2017, for the term ending April 5, 2022.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 18th day of November 2021 by the following vote:

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

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 PROJECT

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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 project listed below.

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2022-18	Newman ES Cabinet Replacement	David M. Bertino Mfg., Inc.	\$20,650.00	N/A	\$20,650.00	01

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

Staff recommends approval of the Notice of Completion for this project.

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 Project.

FISCAL IMPACT

\$20,650.00 to General Fund 01.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CHANGE ORDER FOR BID 20-21-12F, SAFETY AND SECURITY GROUP 5 – BUTTERFIELD RANCH ES, EAGLE CANYON ES, HIDDEN TRAILS ES, WALNUT ES, AND WICKMAN ES

=====

BACKGROUND

On April 15, 2021, the Board of Education awarded Bid 20-21-12F, Safety and Security Group 5 – Butterfield Ranch ES, Eagle Canyon ES, Hidden Trails ES, Walnut ES, and Wickman ES to R.I.S. Electrical Contractors. 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	R.I.S. Electrical Contractors	(\$25,229.00)
	Bid Amount:	\$931,000.00
	Revised Total Project Amount:	\$905,771.00

Change Order	Contractor	Amount
1-Eagle Canyon ES	R.I.S. Electrical Contractors	(\$13,251.00)
	Bid Amount:	\$985,000.00
	Revised Total Project Amount:	\$971,749.00

Change Order	Contractor	Amount
1-Hidden Trails ES	R.I.S. Electrical Contractors	(\$20,261.00)
	Bid Amount:	\$862,000.00
	Revised Total Project Amount:	\$841,739.00

Change Order	Contractor	Amount
1-Walnut ES	R.I.S. Electrical Contractors	(\$12,966.00)
	Bid Amount:	\$654,000.00
	Revised Total Project Amount:	\$641,034.00

Change Order	Contractor	Amount
1-Wickman ES	R.I.S. Electrical Contractors	(\$15,944.00)
	Bid Amount:	\$610,000.00
	Revised Total Project Amount:	\$594,056.00

The change order results in a net decrease of \$87,651.00 to the construction cost and a 90 day extension 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 20-21-12F, Safety and Security Group 5 – Butterfield Ranch ES, Eagle Canyon ES, Hidden Trails ES, Walnut ES, and Wickman ES.

FISCAL IMPACT

(\$87,651.00) to Building Fund 21.

NE:GJS:pw



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

CHANGE ORDER

Date: November 1, 2021 BID/ CUPCCAA #: 20-21-12F Change Order #: 1
Project Title: Safety and Security (Group 5)
Owner: Chino Valley Unified School District DSA Application #: N/A DSA File #: N/A
Architect: PBK-WLC Contractor: R.I.S. Electric

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

ITEM NO. 1: Description: Butterfield Ranch ES
Reason: Miscellaneous Door and hardware revisions
Document Ref: PCO Log: PCO 01, 05, 12 and Contingency Allowance
Requested by: District
Change in Contract Sum: (\$25,229.00)

ITEM NO. 2: Description: Eagle Canyon ES
Reason: Miscellaneous Door and hardware revisions
Document Ref: PCO Log: PCO 01, 06R, 11, 12 and Contingency Allowance
Requested by: District
Change in Contract Sum: (\$13,251.00)

ITEM NO. 3: Description: Hidden Trails ES
Reason: Miscellaneous Door and hardware revisions
Document Ref: PCO Log: PCO 01, 07, 10-R1, 12 and Contingency Allowance
Requested by: District
Change in Contract Sum: (\$20,261.00)

ITEM NO. 4: Description: Walnut Avenue ES
Reason: Add one additional panic button
Document Ref: PCO Log: PCO 01, 02, 08, 12 and Contingency Allowance
Requested by: District
Change in Contract Sum: (\$12,966.00)

B/A 041521

ITEM NO. 5: **Description:** Wickman ES
 Reason: Add 14 extra cores
 Document Ref: POC Log: PCO 04, 09, 12 and Contingency Allowance
 Requested by: District
 Change in Contract Sum: (\$15,944.00)

ITEM NO. 6: **Time Extension:** 90 Days

PROJECT SUMMARY

Location	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Butterfield Ranch ES	\$931,000.00 ✓	N/A	(\$25,229.00) ✓	\$905,771.00
Eagle Canyon ES	\$985,000.00 ✓	N/A	(\$13,251.00) ✓	\$971,749.00
Hidden Trail ES	\$862,000.00 ✓	N/A	(\$20,261.00) ✓	\$841,739.00
Walnut Avenue ES	\$654,000.00 ✓	N/A	(\$12,966.00) ✓	\$641,034.00
Wickman ES	\$610,000.00 ✓	N/A	(\$15,944.00) ✓	\$594,056.00
Totals:	\$4,042,000.00	N/A	(\$87,651.00)	\$3,954,349.00 ✓

CONTRACT SUMMARY

The original contract amount was: \$4,042,000.00

Previously approved change order amount(s): N/A

The contract amount will be increased/decreased by this Change Order: (\$87,651.00)



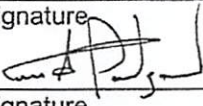

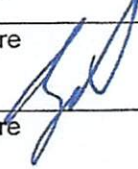
The new contract amount including this change order will be: \$3,954,349.00

The original contract completion date: 09/08/2021

The contract time will be increased/decreased by days: 90 Days

The date of completion as a result of this Change Order is: 12/07/2021

APPROVED BY:

RIS Electric Inc. Contractor		<u>11/5/21</u>
	Signature	Date
DSA Inspector of Record (if applicable)		
PBK-WLC James P. DiCamillo		<u>11.04.21</u>
Architect / Engineer (if applicable)	Signature	Date
Construction/Project Manager	Signature	Date
Authorized Department Head (if applicable)	Signature	Date
Director, Technology (if applicable)		
Cesar A. Portugal		<u>11/4/21</u>
CVUSD Project Manager	Signature	Date
Director, Maintenance, Operations & Construction (if applicable)	Signature	Date
Mrs. Beverly Beemer		<u>11/4/2021</u>
Director, Planning (if applicable)	Signature	Date
Mr. Greg Stachura		<u>11/4/21</u>
Owner (Authorized Agent)	Signature	Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CHANGE ORDER AND NOTICE OF COMPLETION FOR BID 19-20-31F, CANYON HILLS JHS AND TOWNSEND JHS ALTERATIONS (BP 11-01)

=====

BACKGROUND

On July 16, 2020, the Board of Education awarded Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 11-01) to Kitcor Corporation. 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
3-Canyon Hills JHS	Kitcor Corporation	\$4,942.00
	Previous Change Orders:	\$14,449.00
	Bid Amount:	\$317,750.00
	Revised Total Project Amount:	\$337,141.00
	Retention Amount:	\$16,857.05

Change Order	Contractor	Amount
3-Townsend JHS	Kitcor Corporation	\$5,500.00
	Previous Change Orders:	\$21,317.00
	Bid Amount:	\$323,960.00
	Revised Total Project Amount:	\$350,777.00
	Retention Amount:	\$17,538.85

The change order results in a net increase of \$10,442.00 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 11-01).

FISCAL IMPACT

\$10,442.00 to Building Fund 21.

NE:GJS:MS:pw



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

PCO# OCT 26 2021

CHANGE ORDER

Date: 10/19/2021 BID/ CUPCAA #: 19-20-31F Change Order #: 003
 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: Kitcor Corporation (BP 11-01)


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: Reason: Document Ref: Requested by: Change in Contract Sum: Time Extension:	Canyon Hills Jr. HS - RFI#387 Added Kitchen Sinks SS Backsplashes Added Kitchen Sinks Stainless Steel Backsplashes per Health Department demand. Change Order Request No. C-014 (PCO No. C-281) District \$5,465.00 / ADD <input type="checkbox"/> ^{DS} 0 Calendar Days
ITEM NO. 2:	Description: Reason: Document Ref: Requested by: Change in Contract Sum: Time Extension:	Canyon Hills Jr. HS – Reconcile Unused Allowance Reconcile Unused Unforeseen Allowance for BP11-01 at Canyon Hills Jr. HS Change Order Request No. C-016 (PCO No. C-313) District (\$523.00) / DEDUCT <input type="checkbox"/> ^{DS} 0 Calendar Days
ITEM NO. 3:	Description: Reason: Document Ref: Requested by: Change in Contract Sum: Time Extension:	Townsend Jr. HS - RFI#369 Added Kitchen Sinks SS Backsplashes Added Kitchen Sinks Stainless Steel Backsplashes per Health Department demand. Change Order Request No. T-015 (PCO No. T-270) District \$5,839.00 / ADD <input type="checkbox"/> ^{DS} 0 Calendar Days
ITEM NO. 4:	Description: Reason: Document Ref: Requested by: Change in Contract Sum: Time Extension:	Townsend Jr. HS - Reconcile Unused Allowance Reconcile Unused Unforeseen Allowance for BP11-01 at Townsend Jr. HS Change Order Request No. T-016 (PCO No. T-315) District (\$339.00) / DEDUCT <input type="checkbox"/> ^{DS} 0 Calendar Days

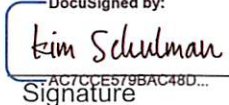



PROJECT SUMMARY

Location	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Canyon Hills Jr. HS	\$317,750.00	\$14,449.00	\$4,942.00	\$337,141.00
Townsend Jr. HS	\$323,960.00	\$21,317.00	\$5,500.00	\$350,777.00
Totals:	\$641,710.00	\$35,766.00	\$10,442.00	\$687,918.00

CONTRACT SUMMARY

The original contract amount was:	_____	\$641,710.00
Previously approved change order amount(s):	_____	\$35,766.00
The contract amount will be increased by this Change Order:	_____	\$10,442.00
The new contract amount including this change order will be:	_____	\$687,918.00
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:

Kim Schulman Office Manager Contractor – Kitcor Corporation	 Signature	10/21/2021 10:04 PDT Date
Kirk Jesse Knowland Construction Services DSA Inspector of Record (if applicable)	 Signature	10/21/2021 11:41 PDT Date
Jim DiCamillo PBK-WLC Architects Architect / Engineer (if applicable)	 Signature	10/21/2021 10:08 PDT Date
Hung Truong CW Driver Inc. Construction/Project Manager	 Signature	10/25/2021 09:48 PDT Date
Authorized Department Head (if applicable)	Signature	Date
Director, Technology (if applicable)	Signature	Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

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 BID 19-20-31F, CANYON HILLS JHS AND TOWNSEND JHS ALTERATIONS (BP 02-01)

=====

BACKGROUND

On July 16, 2020, the Board of Education awarded Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alteration Project (BP 02-01) to Danny Ryan Precision Contracting, Inc. dba Precision Contracting, Inc. All contracted work was completed on September 30, 2021. Contract summary is provided below.

Original Bid Amount	Approved Change Orders	Total Contract	5% Retention Amount
Canyon Hills JHS \$656,150.00	\$48,295.00	\$704,445.00	\$35,222.25
Townsend JHS \$708,650.00	\$45,240.00	\$753,890.00	\$37,694.50

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

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

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

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 02-01).

FISCAL IMPACT

None.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

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 BID 19-20-31F, CANYON HILLS JHS AND TOWNSEND JHS ALTERATIONS (BP 05-01)

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BACKGROUND

On July 16, 2020, the Board of Education awarded Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alteration Project (BP 05-01) to RND Contractors, Inc. All contracted work was completed on September 30, 2021. Contract summary is provided below.

Original Bid Amount	Approved Change Orders	Total Contract	5% Retention Amount
Canyon Hills JHS \$518,000.00	(\$10,503.00)	\$507,497.00	\$25,374.85
Townsend JHS \$470,000.00	(\$13,950.00)	\$456,050.00	\$22,802.50

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

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

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

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 05-01).

FISCAL IMPACT

None.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Isabel Brenes Ed.D., Director, Human Resources
Eric Dahlstrom, Ed.D., Director, Human Resources
SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

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

NE:RR:IB:ED:mcm

CERTIFICATED PERSONNEL

<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 SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2021/2022 SCHOOL YEAR

APPOINTMENT

CHANDLER, Amelia	Health Teacher	Chino HS	11/08/2021
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REVISION TO RETIREMENT DATE

MUNGUIA, Yolanda	Child Development Teacher	Health Services	10/30/2021
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RESIGNATION

FORTE, Emily	Intervention Teacher	Dickson ES	11/05/2021
MATTER, Christine	English Teacher	Ramona JHS	10/07/2021

APPOINTMENT - EXTRA DUTY

ROMERO, Eduardo (NBM)	Boys Soccer (GF)	Don Lugo HS	11/03/2021
			\$3,734.00

APPOINTMENT- EXTRA DUTY – DEPARTMENT CHAIR

GARCIA, Lisa	Dept. Chair Science	Ayala HS	10/22/2021
		TOTAL:	\$1,617.31

APPOINTMENT- EXTRA DUTY – ACTIVITIES

SHUE, Nicole (NBM)	Pep Squad Advisor	Don Lugo HS	10/28/2021
SHUE, Nicole (NBM)	Assist. Pep Squad Advisor	Don Lugo HS	10/28/2021
		TOTAL:	\$2,304.00

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

ALSKY, Julia	CALDERON, Sabastian	HAMILTON, Rayven
MENDOZA, Nicole	MOORE, Matthew	NAVAR, Rebecca
ORRIS, Madison	PUENTE, Kate	RODRIGUEZ, Alexander
TRAN, Tuong My	VIGIL, Monica	

CLASSIFIED PERSONNEL

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

VEGA, Richard	Custodian I (GF)	Country Springs ES	11/10/2021
LANTER, Rebecca	Elementary Library/Media Center Assistant (GF)	Newman ES	11/08/2021
DAVEY, Vanessa	Nutrition Services Assistant II (NS)	Ayala HS	11/08/2021
FOLEY, Christopher	IA/Special Education (SELPA/GF)	Ayala HS	11/15/2021
SIFUENTES, Unique	GED Test Proctor (ABG)	Adult School	11/15/2021

PROMOTION

ESSLINGER, Samantha	FROM: IA/Special Education (SELPA/GF) 5 hrs./181 work days	Borba ES	11/15/2021
	TO: Attendance Clerk (GF) 8 hrs./195 work days	Chino Hills HS	
ANDERSON, Taina	FROM: School Secretary I (GF) 8 hrs./215 work days	Eagle Canyon ES	11/19/2021
	TO: Energy/Resource Conservation Technician (GF) 8 hrs./261 contract days	Maintenance	
OROSCO, Melody	FROM: Nutrition Services Assistant I (NS) 3 hrs./181 work days	Glenmeade ES	11/15/2021
	TO: Nutrition Services Manager I (NS) 3.75 hrs./183 work days	Oak Ridge ES	
MANUEL, Kalilah	FROM: IA/Special Education (SELPA/GF) 5 hrs./181 work days and Playground Supervisor (GF) .75 hrs/180 work days	Liberty ES	11/15/2021
	TO: Behavior Intervention Aide (SELPA/GF) 6 hrs./190 work days	Special Education	
TABATA, Ana	FROM: Central Kitchen Assistant I (NS) 3.5 hrs./181 work days	Townsend JHS	11/19/2021
	TO: Secondary Library/Media Center Assistant (GF) 4 hrs./213 work days	Chino Hills HS	

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
MOYER, Aaron	FROM: Custodian I (GF) 8 hrs./261 contract days TO: Custodian II (GF) 8 hrs./261 contract days	Chino HS Country Springs ES	11/15/2021
VALADEZ, Benjamin	FROM: IA/Special Education (SELPA/GF) 5 hrs./181 work days TO: Attendance Clerk (GF) 6 hrs./195 work days	Chino HS Don Lugo HS	11/29/2021
ROY, Mary	FROM: Counseling Assistant (GF) 8 hrs./213 work days TO: Administrative Secretary I (GF) 8 hrs./261 contract days	Chino Hills HS Assessment & Instructional Technology	11/29/2021

CHANGE IN ASSIGNMENT

CIPRIANO-TRAIN, Xenia	FROM: Typist Clerk II (GF) 8 hrs./201 work days TO: Typist Clerk II (SELPA/GF) 8 hrs./261 contract days	Oak Ridge ES Special Education	12/06/2021
MALDONADO, Georgina	FROM: Playground Supervisor (GF) 1.5 hrs./180 work days TO: Nutrition Services Assistant I (NS) 3 hrs./181 work days	Rhodes ES Rhodes ES	11/15/2021
TRUJILLO, Griselda	FROM: Playground Supervisor (GF) 1.75 hrs./180 work days TO: IA/Special Education (SELPA/GF) 3.5 hrs./181 work days	Magnolia JHS Ayala HS	11/19/2021

ADDITIONAL ASSIGNMENT

GANDARA, Carolyn	Playground Supervisor (GF)	Rhodes ES	11/15/2021
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RESIGNATION

CRONKITE, Toni	Playground Supervisor (GF)	Cal Aero K-8	11/08/2021
SHEBBY, Crystal	Custodian II (GF)	Ayala HS	11/03/2021
SINGGIH, Anny	Nutrition Services Assistant II (NS)	Ayala HS	10/29/2021

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>RETIREMENT</u>			
MAGALLANES, Blanca (47 Years of Service)	Bilingual Typist Clerk I (C)	Adult School	12/31/2021
GRAY, GARY (23 Years of Service)	Groundsworker III (GF)	Maintenance	12/31/2021
GIACONI, Diana (28 Years of Service)	Computer Operations Technician II (GF)	Technology	12/10/2021

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

GARCIA, Isabel	HERNANDEZ, Gilbert	HIGA, Kimiko
MAZZUCA, Angela	ROBLES, Ramiro	

- (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: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Isabel Brenes, Ed.D., Director, Human Resources
Eric Dahlstrom, Ed.D., Director, Human Resources
**SUBJECT: REVISION TO THE JOB DESCRIPTION FOR COORDINATOR,
CHILD DEVELOPMENT**

=====

BACKGROUND

Job descriptions are a statement of duties, qualifications, and responsibilities associated with a particular job. It is a matter of standard practice to modify and/or create job descriptions as new positions become necessary, jobs evolve, and responsibilities and duties change. Additionally, changes in organizational structure, student needs, and other factors require the revision of existing positions to support the District’s mission of increased student achievement.

The Coordinator, Child Development is being revised to update current duties and provide the opportunity for the position to be certificated or classified management.

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 to the job description for Coordinator, Child Development.

FISCAL IMPACT

None.

NE:RR:IB:ED:mcm

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Child Development Coordinator	REPORTS:	Director, Health Services/ Child Development
DEPARTMENT:	Health Services/ Child Development	CLASSIFICATION:	Classified Management
FLSA:	EXEMPT	WORK YEAR:	226 (CERTIFICATED), 261 (CLASSIFIED)
ISSUED:	12/12/1996	SALARY:	RANGE 23 (CERTIFICATED), Range 31B (CLASSIFIED)

BASIC FUNCTION:

Under the supervision of the Director of Health SERVICES/Child Development, coordinate the overall administration of all District Child Development programs; develop and implement Child Development policies/procedures; provide leadership in program quality and direct plan for program improvements; supervise the registration and billing of Child Care accounts; develop and monitor Child Development budgets; PERFORM EVALUATIONS OF EMPLOYEES; COLLABORATE WITH SCHOOL SITE ADMINISTRATORS REGARDING THE PRESCHOOL AND CHILD DEVELOPMENT CENTERS HOUSED AT EACH SCHOOL SITE; VISIT PROGRAM SITES AND PROVIDE TECHNICAL ASSISTANCE AND SUPPORT TO IMPROVE PROGRAM QUALITY; GUIDE PROGRAM STAFF ON MATTERS RELATED TO SPECIAL NEEDS STUDENTS AND STUDENT DISCIPLINE THROUGH BEHAVIOR SUPPORT PLANS; supervise all District-operated Child Care programs and other related duties as needed.

REPRESENTATIVE DUTIES:

Duties may include, but are not limited to, the following:

1. Directs and supervises District Child Development Office operations; maintains daily contact with childcare sites, and provides direction for proper center operation. **(E)**
2. Prepares and manages all Child Development budgets. **(E)**
3. Supervises registration, billing, and receipt of all revenue; manages enrollment and capacity for all centers; develops marketing strategy to build/maintain customer base. **(E)**
4. Participates in professional and community activities and organizations related to Child Development, and promotes District Child Development programs within the District school sites and the community. **(E)**
5. Works collaboratively with site staff and parents to resolve conflicts and develop behavior plans; investigates and handles complaints, and consults with District staff as warranted to develop corrective plans of action. **(E)**
6. Provides professional leadership and support to site staff; organizes professional development activities for all Child Development employees. **(E)**

7. Manages staff-to-student ratios at childcare sites.
8. Performs a variety of personnel functions including interviewing and selection of prospective employees, supervision and evaluation of assigned classified staff AND CERTIFICATED PERSONNEL, IF IN POSSESSION OF A VALID CALIFORNIA ADMINISTRATIVE CREDENTIAL, IN ACCORDANCE WITH THE DISTRICT'S ADOPTED UNIFORM GUIDELINES FOR EVALUATION AND ASSESSMENT, and CONDUCTS orientation of new staff. **(E)**
9. Collaborates with site staff to assess program quality and implement current Child Development quality standards using research-based practices.
10. Collaborates with site staff to plan and conduct parent meetings; establishes and facilitates Parent Advisory Committee; facilitates monthly teacher meetings. **(E)**
11. Coordinates with site staff the purchase and distribution of instructional materials, curriculum, custodial supplies, and equipment; oversees maintenance and upkeep of facilities and equipment. **(E)**
12. Coordinates the development of new Child Development programs; actively identifies and pursues alternative means of funding to support grant-funded programs; works collaboratively with Director of Health SERVICES/Child Development to identify program direction and goals. **(E)**
13. Maintains most current knowledge and understanding of CALIFORNIA STATE PRESCHOOL REQUIREMENTS, AS WELL AS LICENSING REQUIREMENTS, Title 5, Title 22, and District, State, and Federal guidelines for child care and development programs; supervises programs for compliance with applicable District, State and Federal regulations. **(E)**
14. PREPARES AND MONITORS STATE REPORTS FOR SUBSIDIZED PROGRAMS AND ACTIVELY OVERSEES ALL AUDITS FOR THE PROGRAMS. **(E)**
15. COLLABORATES WITH AFTER SCHOOL EDUCATION AND SAFETY PROGRAM (ASES) TO ENSURE MEETING ALL STATE REQUIREMENTS AND CONDUCTS EVALUATIONS OF ALL SITES TO BE IN COMPLIANCE. **(E)**
16. MONITORS PERFORMANCE AND PROCEDURAL COMPLIANCE AT ALL ASSIGNED PROGRAMS WITH A FOCUS ON PERFORMANCE COMPLIANCE AND QUALITY STANDARDS; VISITS PROGRAM SITES AND PROVIDES TECHNICAL ASSISTANCE AND SUPPORT TO IMPROVE PROGRAM QUALITY. **(E)**
17. COMMUNICATES ACTIVELY WITH HUMAN RESOURCES TO FACILITATE HUMAN RELATION STRATEGIES, PROCEDURES AND TECHNIQUES WITHIN THE CHILD DEVELOPMENT PROGRAM. **(E)**
18. COLLABORATES WITH SCHOOL SITE ADMINISTRATORS REGARDING THE PRESCHOOL AND CHILDCARE PROGRAMS HOUSED AT EACH SCHOOL SITE. **(E)**

19. ORGANIZES AND PARTICIPATES IN ACTIVITIES WITH THE PARENT/GUARDIAN ADVISORY COUNCIL FOR SUBSIDIZED PROGRAMS. (E)
20. GUIDES PROGRAM STAFF ON MATTERS RELATED TO SPECIAL NEEDS STUDENTS AND STUDENT DISCIPLINE THROUGH BEHAVIOR SUPPORT PLANS. (E)
- ~~14.~~ 21. Performs other related duties as assigned. (E)

(E) = Essential Functions

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:

Three years of increasingly responsible experience in the field of child care, child care management, or business management; experience in the school district setting of these fields desirable.

Bachelor's Degree in Education, Child Development, or Business Administration desirable. Administrative experience desirable. Increasingly responsible work experience in the Child Development or Business Administration field may be substituted for formal education.

CREDENTIAL/EXPERIENCE: EITHER OF THE FOLLOWING:

- a) CHILD DEVELOPMENT PROGRAM DIRECTORS PERMIT: A MINIMUM OF TWO (2) YEARS OF SUCCESSFUL SUPERVISORY EXPERIENCE AS A SITE SUPERVISOR IN A CHILD DEVELOPMENT PROGRAM, LICENSED CHILD CARE CENTER, PRESCHOOL, OR ELEMENTARY SCHOOL, AND A MINIMUM OF THREE (3) YEARS OF SUCCESSFUL FULL-TIME SERVICE AS A PRESCHOOL/K-6 TEACHER WITH SUPERVISION EXPERIENCE.
- b) ADMINISTRATIVE CREDENTIAL/CERTIFICATE OF ELIGIBILITY (IF EVALUATING CERTIFICATED STAFF): A MINIMUM OF FIVE (5) YEARS OF SUCCESSFUL ADMINISTRATIVE AND/OR TEACHING EXPERIENCE IN A SCHOOL/DISTRICT WITH A LICENSED PRESCHOOL AND/OR CHILD CARE CENTER. PRESCHOOL AND/OR K-6 TEACHING/SUPERVISION EXPERIENCE PREFERRED.
- c) PREFERRED: MASTER'S DEGREE
- d) DESIRABLE: ADMINISTRATIVE SERVICES CREDENTIAL OR WILLING TO OBTAIN WITHIN TWO (2) YEARS.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Leadership practices and principles;
- Accounting principles and budgeting;
- Computer applications including Word, Excel, MS Windows, and Graphics;
- Child Development principles, laws, and regulations; AND
- Pre-K to 6th grade curriculum/instruction.

Ability to:

- Assess the performance of others;
- Operate a variety of computer and standard office equipment;
- Plan, develop, and monitor activities with good organizational skills and flexibility;
- Communicate effectively both orally and in writing;

- Demonstrate a positive attitude, effective leadership and mediation skills, and strong interpersonal and conflict resolution skills; AND
- Establish and maintain cooperative and effective relationships with those contacted in the course of the work day.

WORKING CONDITIONS:

- Complex office environment;
- Subject to frequent interruptions and continual deadlines; AND
- Interaction with multiple District staff members, parents, community and professional organizations, and local businesses.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate computer and standard office equipment;
- Bending at waist and reaching overhead and above shoulders to retrieve and maintain files and records;
- Lifting and moving files, records, and other light objects;
- Sitting for extended periods of time;
- Hearing and speaking to exchange information in person and on the telephone; AND
- Seeing to read and prepare documents.

HAZARDS:

- Extended viewing of computer monitor;
- May be exposed to contact with hostile or abusive individuals; AND
- Working around and with machinery having moving parts.

I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of Child Development Coordinator and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

(SIGNATURE OF EMPLOYEE)

(DATE)

In compliance with the Americans with Disabilities Act, the Chino Valley Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourages both prospective and current employees to discuss potential accommodations with the division of Human Resources.

Board Approved: 12/12/1996
 Revised: 05/23/2002
 Revised: 01/19/2006
 REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: STUDENT TEACHING AGREEMENT WITH PEPPERDINE UNIVERSITY

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:RR:IB:ED:mcm



Graduate School of Education and Psychology

DIRECTED TEACHING AGREEMENT

This Agreement is made between Pepperdine University (“Pepperdine”) on behalf of Pepperdine Teacher Preparation Programs and the hereinafter mentioned school district (“District”). It is the parties’ intent that this agreement is a cooperative agreement for the benefit of the public and that entering into this agreement does not trigger any compliance or reporting obligation on the part of Pepperdine. This agreement does not in any way enlarge the University’s obligations under federal or state law regulation.

RECITALS

- A. Pepperdine has established an approved program (the “Program”) of directed teaching for training education students of the University;
- B. Directed teaching experiences are a required and integral part of the Program;
- C. Pepperdine desires the cooperation of **Chino Valley USD** in the training of students through the directed teaching experiences, which will provide a benefit to the public; and
- D. Pursuant to the provisions of Section 44320 of the California Education Code, the governing board of a District is authorized to enter into agreements with any university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through directed teaching to students enrolled in teacher education curricula of such institution; and
- E. Any such agreement may provide for the payment in money or services for the services rendered by the District in an amount not to exceed the actual cost to the District of the services rendered by the District.

Now, therefore, it is mutually agreed between the parties hereto as follows:

SPECIAL PROVISIONS

DATE: 10/06/21

PARTIES: Pepperdine University and Chino Valley USD

TERM: From August 1, 2022 to July 31, 2027.

CONTRACT SERVICES: Not to exceed three Clinical Experiences per year, per mentor.

RATE AND AMOUNT: \$150 Master Teaching Stipend per student, per session of Clinical Observation of student by Master Teacher. \$150 Master Teaching Stipend per student teacher, per session of directed mentoring for Clinical Experience.

METHOD OF PAYMENT: Check one.

XXXX Stipend is to be paid directly to the District.

 Stipend is to be paid directly to the Master Teacher.

GENERAL TERMS

1. Directed Teaching

A. The District shall provide teaching experience through directed teaching in schools and classes of the District, not to exceed the number of directed teaching assignments. Such directed teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and Pepperdine through their duly authorized representatives may agree upon.

B. The District may, for good cause, refuse to accept for directed teaching any student of Pepperdine assigned to directed teaching in the District. In such event, Pepperdine shall terminate the assignment of such student to the directed teaching program in the District.

C. The term “directed teaching” as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District who hold valid clear teaching credentials issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers in the schools or classes in which the direct teaching is provided, and who have completed a minimum of three years successful teaching experience.

D. Pepperdine student teachers without emergency or substitute credentials may not be asked by the school districts to serve and be paid for substitute teaching. Such students are not regarded as properly certified and require full-time supervision. Those holding substitute or emergency credentials may substitute only for their master teacher when s/he is out ill; when it is determined by the principal that such substitution is in the best interest of the student teacher and the students in the classroom; only after the first four weeks of that student’s first student teaching assignment; the student teacher is paid by the District; and the number of days is kept to a minimum.

E. Pepperdine will pay for the performance by the District of all services required to be performed by the District under this Agreement at the aforesaid rates for each session of part-time directed teaching or full-time directed teaching provided by the District pursuant to this Agreement.

F. The term “session of directed teaching” as used herein and elsewhere in this Agreement is considered to be a full day of directed teaching for five (5) days a week for a minimum of eight (8) weeks

for elementary credential candidates (for this, the elementary credential candidates receives four (4) semester units of practice teaching credit) and six (6) periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidates receive four (4) semester units of practice teaching credit). The credential candidate must complete two (2) sessions for a minimum total of sixteen (16) weeks.

G. An assignment of a Pepperdine student to directed teaching in classes of schools of the District shall be for one (1), two (2), or three (3) sessions as mutually agreed between Pepperdine and the District.

H. An assignment of a Pepperdine student to directed teaching in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the assignment papers or other documents provided by Pepperdine affecting such assignment, but no earlier than the date of such assignment as shown on such card or other documents.

I. In the event the assignment of a Pepperdine student to directed teaching is terminated by Pepperdine for any reason after the student has been in directed teaching and has been at the assignment for a minimum of two weeks, the District shall receive payment for the assignment on account of such student as though there had been no termination of the assignment. Said payment not to exceed \$150 per student per session of terminated assignment.

J. If applicable, within a reasonable time following the close of each session of Pepperdine, the District shall submit an invoice in triplicate, to Pepperdine for payment, at \$150 per student, per term, for all directed teaching provided by the District under and in accordance with this Agreement during said session. This process may be altered in writing according to individual district procedures as to how the invoicing will proceed.

K. Notwithstanding any other provision of this Agreement, Pepperdine shall not be obligated by this Agreement to pay the District any amount in excess of the total sum.

L. In accordance with California Education Code Section 44320(b), each credential candidate, prior to assignment to District, must obtain at his or her sole expense a "Certificate of Clearance", which includes a complete Live Scan Service. The University will ensure that students receive a Certificate prior to beginning their assignment in the district.

M. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at his or her sole expense an examination, by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, or provide a current certificate that shows s/he is free of communicable tuberculosis prior to beginning their assignment in the District.

1. Minimum Insurance Requirements

A. District. The District shall maintain insurance in full force and effect, at its sole expense, the following minimum insurance coverage or comparable program of self-insurance:

i. Commercial General Liability (Minimum Requirement):

\$1,000,000 Combined Single Limit

ii. Coverage:

Premises/Operations

Liability Medical Payments

Liability

Personal Injury Liability

iii. The District shall maintain in full force and effect, at its sole expense, Workers' Compensation and Employers Liability Insurance in a form and amount covering District's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:

1. Statutory limits per State of California

2. Employers Liability

\$1,000,000 Each Accident

\$1,000,000 Each Employee

District shall provide University with 30 days written notice before cancellation, or any reduction or material change in coverage.

B. University shall maintain insurance in full force and effect, at its sole expense:

i. Commercial General Liability (Minimum Requirement):

\$3,000,000 General Aggregate

\$1,000,000 Combined Single Limits

ii. Coverage:

Premises/Operations Liability Medical

Payments Liability Contractual Liability

Personal Injury Liability

Sexual Abuse/Molestation

Independent Contractors

iii. The University will maintain in full force and effect, at its sole expense Workers' Compensation and Employers Liability Insurance in a form and amount covering University's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:

1. Statutory limits per State of California

- 2. Employers Liability
\$1,000,000 Each Accident
\$1,000,000 Each Employee

A certificate of general liability insurance with the District named as an additional insured shall be provided by Pepperdine University' Insurance and Risk Department to the District 30 days in advance of the commencement of this agreement.

The District will require 30 days written notice before cancellation, or any reduction or material change in coverage.

3. Indemnity

District shall defend, indemnify and hold Pepperdine, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, agents, or employees.

Pepperdine shall defend, indemnify and hold the District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Pepperdine, its officers, agents or employees.

4. Miscellaneous

A. Termination. Either party may terminate this Agreement with or without cause by providing written notice to the other party. Termination will be effective at the end of the school year during which the notice is issued. The notice required under this paragraph shall be sent by registered mail.

B. Any notice required to be given pursuant to this Agreement shall be in writing and shall be served by personal service or first class mail. When served by first class mail, service shall be conclusively deemed effective three (3) days after deposit thereof in the United States mail, postage prepaid, addressed to the party to whom such notice is to be given as herein provided:

Notice to Pepperdine: Pepperdine University
Graduate School of Education and Psychology
6100 Center Drive, 5th Floor
Los Angeles, CA 90045
ATTN: Teacher Preparation Program Director

Notice to District: Chino USD
Attn: Richard Rideout, Assistant Superintendent, Human Resources

5130 Riverside Drive
Chino, CA 91710

- C. District and Pepperdine agree that neither will unlawfully discriminate against any individual on the basis of age, sex, race, creed, color, religious belief, national origin, and disability, status as a disabled veteran, or veteran of the Vietnam era.
- D. Neither party shall use the other's name or any corporate or business name which is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party.
- E. The Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and may be modified only by a writing signed by both parties.
- F. The parties hereto shall not have either the power or the right to assign this Agreement or any part thereof to any person or party for any reason, and any attempt to do so shall be void and of no legal effect.
- G. This Agreement shall be governed by and construed under the laws of the State of California, which shall be the forum for any lawsuit arising from or incident to this Agreement.
- H. Should either party reasonably retain an attorney to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorney's fees and costs including fees and costs of corporate staff and counsel.
- I. In the event that any provision of this Agreement shall be held void, voidable, or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.
- J. Each party is an independent agent and shall not act as, or be an agent or employee of, the other party.

In witness thereof, the parties hereto have caused this Agreement to be signed by its duly authorized representative.

School District

Representative

Print Name

Signature

Date

Reyna García Ramos,

Program Director

Print Name

Signature

Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: STUDENT FIELDWORK AGREEMENT WITH THE COLLEGE OF SAINT SCHOLASTICA

=====

BACKGROUND

Student fieldwork provides a high quality of learning, support, and practical classroom experience for professionals in training. The Chino Valley Unified School District has the opportunity to establish an agreement with the College of Saint Scholastica.

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 fieldwork agreement with the College of Saint Scholastica.

FISCAL IMPACT

None.

NE:RR:IB:ED:mcm

THE COLLEGE OF ST. SCHOLASTICA
Duluth, Minnesota

STATEMENT OF AGREEMENT

I. PURPOSE

This document constitutes an agreement between:

The College of St. Scholastica
Department of Occupational Therapy
1200 Kenwood Avenue
Duluth, MN 55811-4199

(hereinafter referred to as the College)

AND

Chino Valley Unified School District
5130 Riverside Dr
Chino, CA 91710

(hereinafter referred to as the Center)

for the purposes of providing supervised clinical experiences for occupational therapy students.

The parties agree that by working together they will be contributing to the fulfillment of health care personnel needs and developing excellence in education and research by providing utilization of community resources. This cooperative effort will supplement client care, and otherwise benefit and enrich the Center through the stimulus of association with the College, its faculty, and students.

II. MUTUAL AGREEMENTS

The College and Center mutually agree:

1. to provide an educational opportunity for students to achieve the knowledge and skills necessary for the completeness of the curriculum and the professional competence of the students.
2. that the selection, placement, or advancement of students and/or faculty will not be determined on the basis of race, color, creed, religion, sex, or national origin. Furthermore, all provisions and standards of the 1964 Civil Rights Act and the 1992 Americans with Disabilities Act apply to the agreement.
3. periodic conferences, meetings and exchange visits of the College and clinical staff, and consultation with students will be held to assure continuous evaluation of this portion of the educational program.
4. each shall have equal rights to withdraw any student from assignment to the Center following appropriate consultation with the College and that documentation for withdrawal exists.
5. neither party is responsible for social security, unemployment, or worker's compensation for the students, as the students are not employees, agents or independent contractors of either institution.
6. both shall be familiar with the "*Fieldwork Performance Evaluation For The Occupational Therapy Student*" as published by the American Occupational Therapy Association to ensure a quality clinical education experience for students.

7. the College covenants and agrees to indemnify and save the Center harmless from any and all claims, actions, and courses of actions which may be made or filed against the Center as a result of any injuries to persons or property arising out of any and all acts or omissions of the College or its student interns, and that said indemnity shall include, but not be exclusive of, expenses and attorney fees that may be incurred by Center as a result of afore-described acts or omissions. The Center also covenants and agrees that it shall indemnify and save the College, or its student interns, harmless from any and all claims, demands, actions and courses of actions which may be made or filed against the College or its student interns, as a result of any injuries to persons or property arising out of any and all acts or omissions of the Center, its agents, servants and employees and said indemnity shall also include, but not be exclusive of, expenses and attorney's fees that may be incurred by the College as a result of the afore-described acts or omissions.

III. THE COLLEGE: RIGHTS, RESPONSIBILITIES AND OBLIGATIONS

The College agrees to:

1. appoint one faculty member as Academic Fieldwork Coordinator to act as liaison between the College, the Center, and the students.
2. immediately notify the Center of changes in college supervisory staff and/or curriculum.
3. be responsible for arranging schedules, for assignment of students in cooperation with the Center, and for providing the Center with the necessary information on the names of students and dates of internship.
4. provide documentation that students are in compliance with the following immunizations and vaccinations prior to the clinical experience at the Center.
 - Evidence of Hepatitis B series OR Hepatitis B immunity verified by titer OR copy of signed waiver
 - Evidence of negative two-step Mantoux and, if positive, appropriate medical clearance documentation including chest x-ray
 - Evidence of two MMR immunizations OR measles, mumps and rubella immunity verified by MMR titer
 - Evidence of two chickenpox (varicella) immunizations OR immunity by a varicella titer
 - Evidence of Diphtheria, Tetanus, and Pertussis immunization (Tdap) within the last five years
 - Annual influenza immunizations OR copy of signed waiver
 - Additional tests (e.g. drug screen) as required by internship site
5. provide documentation regarding training in Universal Precautions.
6. conduct background studies required pursuant Minn. Stat. § 245A.04 for students and provide verification of results of the background study (dated less than 12 months before start date) to the Center at least 10 days prior to date student is scheduled to start.

In addition, the College agrees and represents that it will be responsible for conducting federal criminal background checks of all the students who are participating in the clinical experience and who have direct contact with, supervision, counseling, consultation, or medication assistance to patients.

7. recognize that the immediate Fieldwork Educator at the Center shall receive no remuneration from the College, but may utilize those facilities and benefits determined by the College to be afforded to clinical supervisors.
8. provide guidelines and the necessary forms for student evaluation.
9. provide proof of liability insurance coverage specific to the students enrolled in the Occupational Therapy Program.
10. advise students of their responsibility for complying with the existing rules, regulations, and guidelines for this Statement of Agreement, including but not limited to the student's responsibility in providing the Center with goals and objectives for the internship, proof of health insurance coverage, and current First Aid and Cardiopulmonary Resuscitation (CPR) certification.
11. All College personnel, faculty and students who have access to patient or research medical records shall maintain strict confidentiality with regard to said records and shall not disclose any information contained therein to any person outside the clinical training program in which they are involved.
"The students will maintain the confidentiality of patients' records and will abide by the professional Code of Ethics. To comply with the Health Insurance and Portability and Accountability Act of 1996 (HIPAA), the parties agree that each student shall be required to sign a Confidentiality Agreement substantially in the form of Addendum A attached hereto and incorporated herein by reference".

IV. THE CENTER: RIGHTS, RESPONSIBILITIES AND OBLIGATIONS

The Center agrees to:

1. appoint one persons as the Fieldwork Educator who will have the responsibility of coordinating student internships with the Academic Fieldwork Coordinator of the College's Department of Occupational Therapy.
2. collaborate with the College's Academic Fieldwork Coordinator to develop site-specific student learning objectives that correlate to the AOTA evaluation instrument: "*Fieldwork Performance Evaluation For The Occupational Therapy Student*".
3. appoint a Fieldwork Educator who will evaluate and maintain individual records of clinical performance using the "*Fieldwork Performance Evaluation For The Occupational Therapy Student*" as published by the American Occupational Therapy Association.

The Fieldwork Educator shall:

- a. have a minimum of one year of practice experience as an occupational therapist.
 - b. have current certification by NBCOT and meet all state practice regulations.
 - c. have a willingness to work with students by pursuing learning experiences to develop knowledge and skills related to clinical education.
4. immediately notify the Academic Fieldwork Coordinator of problem situations involving a student which have not been remedied through the Center's channels of communication. The Center shall also immediately notify the Academic Fieldwork Coordinator of unsafe or unethical actions taken by a student.
 5. be responsible for arranging immediate emergency care in case of student accident or illness, but is not responsible for costs involved, follow-up care, or hospitalization.

6. immediately provide the College information on changes in accreditation by outside agencies, of changes in affiliation/ownership of the Center, and of changes in Fieldwork Educator status.
7. have available for the student it's operating policies and procedures manual and comply with Universal Precautions.
8. ensure that each Fieldwork Educator will:
 - a. provide a planned program of learning experiences in the Center which may include client care, in-service activities, professional meetings, and other activities designed to help the student learn in the clinic setting;
 - b. aid in the development of educational material related to fieldwork/clinical education in occupational therapy;
 - c. evaluate and discuss with the student at points of midterm and final his/her performance. This evaluation shall be completed in writing at each time period. This form shall be returned to the College no later than two weeks following completion or termination of the student placement assignment.
9. provide a written description (appropriate form supplied by the College) of the physical facilities, equipment, and type of experiences available at the Center.
10. provide an environment conducive to safe and ethical practice.
11. retain responsibility for patient care at all times.

V. GENERAL LIABILITY

1. Commercial General Liability in the amount of \$1,000,000 per occurrence and \$1,000,000 general aggregate for bodily injury, personal an advertising injury, and property damage.
2. Professional Liability: \$1,000,000 Errors and Omission Insurance or Professional Liability.
3. Sexual Abuse/Molestation o \$3,000,000 Sexual Abuse Injury.

VI. TERMS OF AGREEMENT

1. The term of this Agreement shall commence on **November 1, 2021** and shall continue in full force and effect for a period of five years, thereafter with automatic one-year renewals.
2. Any party may at any time terminate this Agreement, with or without cause, upon sixty (60) days advance written notice to the other parties of its intention to terminate, sent to that party's last known address, unless otherwise agreed by the parties.
3. Revisions to the agreement by either party must be made in writing. Review date will be determined from the last date of any revision or addition.
4. This agreement may be revised or modified at any time by amendments to the agreement upon mutual consent of the parties. All such amendments must be made in writing and signed by the authorized representatives of the parties. Date of review will then be determined from the last date of any revision or addition.

The College of St. Scholastica:

Signature	Date
Michele K. Johnson, OTD, OTR/L	
Fieldwork Coordinator/Assistant Professor	
Department of Occupational Therapy	

Signature	Date
Marty Parsons, Chief Financial Officer	

Center:

Signature	Date
Manager of Occupational Therapy/Rehab Academic	

Signature	Date
Center Administrator	

The College of St. Scholastica
1200 Kenwood Ave
Duluth, Minnesota 55811
Department of Occupational Therapy

Addendum A

Confidentiality Statement

Patients, medical staff and employees have a legal right to privacy. All students on fieldwork, volunteer or class experiences must exercise extreme caution and sensitivity with communicating or accessing information about patients and Hospital / Facility operations: careless talk, repeating conversations with clients, inquiry in the system, repeating rumors or unauthorized access to records, leaving client related information / records in site of others can result in serious harm to patients, their families, the Hospital / Facility and its employees. Such communication and inquiry is limited to necessary disclosures required by individuals having a need-to-know.

*The standards of Facilities prohibits employees and others with direct access to protected information from releasing or accessing medical, financial, personal, or other information about the Facility, its patients or their families, medical staff or its employees except when properly authorized. The release of all confidential information must meet all policy and legal requirements. **Complete confidentiality is expected.***

The American Occupational Therapy Association's (AOTA's) Code of Ethics states that "it is the duty of all occupational therapy professionals to protect all privileged confidential forms of written, verbal, and electronic communication gained from educational, practice, research, and investigational activities unless otherwise mandated by local, state, or federal regulations".

I understand I have an ethical duty while in the Occupational Therapy Program not to disclose and/or discuss any client, Facility, or confidential information seen or heard during any fieldwork, volunteer or class experience with family, friends, or other acquaintances. This includes class, lab or clinical activities.

I understand its meaning and will abide by the requirements stated therein.

Signing this form indicates that I have read the above statement on confidentiality and agree to abide by all of the conditions set forth in this statement. I have been advised and understand that any violation of this agreement will result in **disciplinary and academic actions** up to and including dismissal from the Department of Occupational Therapy and/or The College of St. Scholastica.

Student Name (**Please Print**)

Signature of Student

Date

Signature of OT Department Chair

Date

Chino Valley Unified School District

Our Motto:

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS WILLIAMS FINDINGS DECILE 1-3 SCHOOLS FIRST QUARTERLY REPORT 2021/2022

=====
BACKGROUND

California Education Code 1240 requires that the San Bernardino County Superintendent of Schools visit all decile 1-3 schools (Williams monitored schools currently based on the 2012 Academic Performance Index and all Quality Education Investment Act schools) identified in the county and report the results of findings on a quarterly basis to ensure compliance with the Williams Legislation. The San Bernardino County Superintendent of Schools' office is required to file quarterly reports on schools' progress in rectifying any findings.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools First Quarterly Report 2021/2022.

FISCAL IMPACT

None.

NE:LF:gks

October 27, 2021

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

Dear Dr. Enfield:

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

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

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

Sincerely,



Ted Alejandre
County Superintendent

Attachments

cc: Mr. Joe Schaffer, Board President
Ms. Lea Fellows, Williams Liaison
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

October 27, 2021

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Anna A. Borba Fundamental Elementary School** on **8/30/2021**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Anna A. Borba Fundamental Elementary School.

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

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

The law further requires the county superintendent to:

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

Before proceeding with the report, please see the list of definitions as described by law:

- “Sufficient textbooks or instructional materials” - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.
- School facility “emergency or urgent threat” - a condition poses a threat to the health or safety of pupils or staff.
- “Good repair” - the school facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

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

Instructional Materials

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

School Facilities

The following **extreme deficiencies** were observed:

None observed.

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

Section 5. Overall Cleanliness

- Grounds: Graffiti etched in windows/tiles (work order #133824)

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

SARC

No findings to report. The SARC review for the 2021/22 fiscal year began October 1, 2021, and will conclude by December 30, 2021. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2020/21 fiscal year is currently in progress (August 1, 2021, through November 1, 2021) and findings will be included in the 2021/22 second quarterly report.

The annual assignment monitoring review for the 2021/22 fiscal year is scheduled to take place between April and July 2022, and findings will be included in the 2021/22 fourth quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your district as we work together to ensure compliance of the *Williams* Settlement. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool Evaluation

cc: Mr. Joe Schaffer, Board President
Ms. Lea Fellows, Williams Liaison
Mrs. Emily Lao, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

SBCSS Williams Facility Inspection Tool
School Facility Conditions Evaluation, Fiscal Year 2021/2022

School Site: Anna A. Borba Fundamental Elementary, Chino Valley Unified District, San Bernardino County
 4980 Riverside Dr., Chino CA 91710-4130

Grade Levels: K – 6. **Classrooms:** 16. **Decile:** 3.

Visit Date/Time: 8/30/21, 8:30 am. **Inspection Type:** Announced

Weather Conditions at Time of Inspection: Clear & Hot

Inspector(s), Classrooms Justin Gatewood	Inspector(s), Ancillary and Other Instructional Areas John Duran
Representative(s) of District Who Accompanied the Evaluator Martin	

Grade-Based Classrooms: Evaluation Detail

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

Classroom	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room: 28 Arvizu-Quiroz, H. Patty	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 20 Craft, Jerri Lynn	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 24 Rungo, Art	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 18 Arvizu, Gracie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 3 Boothroyd, Christa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 10 Sager, Bonnie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 14 Gracia, Valerie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 16 Morton, Roberta	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Ancillary Areas: Evaluation Detail

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

Ancillary Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grounds	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	§5: Graffiti etched in windows/tiles. (Work order: 133824.)														
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lunch Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parent Center	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Room/Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boy's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girl's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Modeled after State of California School Facility Inspection Tool.

October 27, 2021

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Chino High School** on **8/30/2021**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Chino High School.

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

1. Determine if students have “sufficient” instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
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The law further requires the county superintendent to:

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2. Annually review teacher misassignments and teacher vacancies for monitored schools; and
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- “Sufficient textbooks or instructional materials” - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.
- School facility “emergency or urgent threat” - a condition poses a threat to the health or safety of pupils or staff.
- “Good repair” - the school facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

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

Instructional Materials

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

School Facilities

The following **extreme deficiencies** were observed:

- None observed.

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

Section 4. Interior Surfaces

- M5: Flooring is damaged (work order #133812 and 133813) (**remedied 8/30/21**)

Section 5. Overall Cleanliness

- Music: Flooring is excessively dirty/stained (work order #133812) (**remedied 8/30/21**)

Section 7. Electrical

- 20S: Computer cords not secured properly (work order #163033779) (**remedied 8/30/21**)

Section 8. Restrooms

- Boy's PE: Toilet is not working (work order #133685) (**remedied 8/30/21**)
- Restroom Near Student Store: Sink is not working or functioning properly (work order #133524) (**remedied 8/30/21**)

Section 9. Sinks/Fountains

- 28: Sink/fountain is not working properly (work order #133841) (**remedied 8/30/21**)

Section 10. Fire Safety

- M19: Fire extinguisher is overcharged (**remedied 8/30/21**)
- 13: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 06: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 05: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 12: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 14: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 36: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 25: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 26: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 37S: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 25A: Fire extinguisher out of date or missing monthly inspection sign-off (**remedied 8/30/21**)
- 48: Fire extinguisher is missing tag (**remedied 8/30/21**)

Section 14. Playground/School Grounds

- Tennis Courts: Significant cracks, trip hazards, holes or deterioration (work order #133817) (**remedied 8/30/21**)

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

SARC

No findings to report. The SARC review for the 2021/22 fiscal year began October 1, 2021, and will conclude by December 30, 2021. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2020/21 fiscal year is currently in progress (August 1, 2021, through November 1, 2021) and findings will be included in the 2021/22 second quarterly report.

The annual assignment monitoring review for the 2021/22 fiscal year is scheduled to take place between April and July 2022, and findings will be included in the 2021/22 fourth quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your district as we work together to ensure compliance of the *Williams* Settlement. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,

A handwritten signature in black ink that reads "Ted Alejandre". The signature is written in a cursive style with a large initial "T" and a long, sweeping underline.

Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool Evaluation

cc: Mr. Joe Schaffer, Board President
Ms. Lea Fellows, Williams Liaison
Mr. John Miller, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

SBCSS Williams Facility Inspection Tool
School Facility Conditions Evaluation, Fiscal Year 2021/2022

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

Grade Levels: 9 – 12. **Classrooms:** 75. **Decile:** 3.

Visit Date/Time: 8/30/21, 7:00 am. **Inspection Type:** Announced

Weather Conditions at Time of Inspection: Clear & Hot

Inspector(s), Classrooms Heather Kinney	Inspector(s), Ancillary and Other Instructional Areas Heather Kinney
Representative(s) of District Who Accompanied the Evaluator Jonathan Campbell, MOC Supervisor John Miller, Principal Michael Farim, Custodian	

Course-Based Classrooms: Evaluation Detail

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

Classroom	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room: 20S Landeros	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
§7: Computer cords not secured properly. (Work order: 163033779.) (Remedied: 8/30/21.)															
Room: M64 Lerma	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 13 Lowe	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: 06 Miranda-Cele	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: 05 Surina	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: M12 To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 12 VanOs	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: 14 Ledesma	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: M6 Beyer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 36 Cardenas-Istley	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: Lab 1 Morris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 25 Lund	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: M19 Solis-Miller	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher is overcharged. (Remedied: 8/30/21.)															
Room: M14 Dunga	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: M12 To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: M10 Bergmann	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: M22 Gonzalez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 26 Fallon	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)															
Room: 21 Garcia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 37S	✓	✓	✓	✓	✓	November 18, 2021	✓	✓	✓	D	✓	✓	✓	✓	✓

Kneip	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Classroom															
	§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)														
Room: 53 Miller, J	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 42 Parrell	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 46 Van Embricqs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 54 Davila	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: M9 Lentz	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 59 Schumann	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 33 Walworth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: M22 Gonzalez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 51 Ottman	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 46 Van Embricqs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 34 Britten	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 26 Fallon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 28 Guillemet	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓
	§9: Sink/fountain is not working properly. (Work order: 133841.) (Remedied: 8/30/21.)														
Room: M22 Gonzalez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 53 Miller, J	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 31 Tapia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 46 Van Embricqs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 46 Van Embricqs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 36 Cardenas-Isley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 48 Flores, E	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	§10: Fire extinguisher is missing tag. (Remedied: 8/30/21.)														
Room: M68 Nunez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: M21 Johnson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: M7 Nelson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 25A Donaghy	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	§10: Fire extinguisher out of date or missing monthly inspection sign-off. (Remedied: 8/30/21.)														

Ancillary Areas: Evaluation Detail

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

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

November 18, 2021

Ancillary Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Counseling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
M5	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
§4: Flooring is damaged. (Work order: 133812 and 133813.) (Remedied: 8/30/21.)															
Music	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
§5: Flooring is excessively dirty/stained. (Work order: 133812.) (Remedied: 8/30/21.)															
106	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Parking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tennis Courts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓
§14: Significant cracks, trip hazards, holes or deterioration. (Work order: 133817.) (Remedied: 8/30/21.)															
Football Stadium	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
95/96 Weight Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Baseball Field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Softball Field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pool	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Athletic Trainer's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boy's PE	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓
§8: Toilet is not working. (Work order: 133685.) (Remedied: 8/30/21.)															
Gym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Girl's PE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Covered Patio	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Quad	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom Near Student Store	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓
§8: Sink is not working or functioning properly. (Work order: 133524.) (Remedied: 8/30/21.)															
40	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
M69	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
M67	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom Near 49	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom Near Security	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
47	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
43	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B3 Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19A Attendance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B2 Restroom (4)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9 Career	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mail/Copy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restroom Near 5A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

November 18, 2021

October 27, 2021

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Dickson Elementary School** on **8/26/2021**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Dickson Elementary School.

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

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

The law further requires the county superintendent to:

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

Before proceeding with the report, please see the list of definitions as described by law:

- “Sufficient textbooks or instructional materials” - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.
- School facility “emergency or urgent threat” - a condition poses a threat to the health or safety of pupils or staff.
- “Good repair” - the school facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

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

Instructional Materials

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

School Facilities

The following **extreme deficiencies** were observed:

None observed.

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

Section 4. Interior Surfaces

- 23: Wallpaper is peeling (work order #132382)
- 28: Wallpaper is peeling (work order #132382)

Section 5. Overall Cleanliness

- Library: Unsecured items are stored too high and pose a safety hazard (**remedied 8/26/21**)
- STEAM Room (Room 40): Unsecured items are stored too high and pose a safety hazard (**remedied 8/26/21**)

Section 6. Pest/Vermin Infestation

- Playground: Evidence of spiders (**remedied 8/26/21**)

Section 14. Playground/School Grounds

- Grounds: Significant cracks, trip hazards, holes or deterioration (**remedied 8/26/21**)
- Tennis Courts: Area that poses safety hazard(s) to students unsecured (**remedied 8/26/21**)

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

SARC

No findings to report. The SARC review for the 2021/22 fiscal year began October 1, 2021, and will conclude by December 30, 2021. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2020/21 fiscal year is currently in progress (August 1, 2021, through November 1, 2021) and findings will be included in the 2021/22 second quarterly report.

The annual assignment monitoring review for the 2021/22 fiscal year is scheduled to take place between April and July 2022, and findings will be included in the 2021/22 fourth quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your district as we work together to ensure compliance of the *Williams* Settlement. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool Evaluation

cc: Mr. Joe Schaffer, Board President
Ms. Lea Fellows, Williams Liaison
Mr. Gerson Renderos, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

SBCSS Williams Facility Inspection Tool
School Facility Conditions Evaluation, Fiscal Year 2021/2022

School Site: Dickson Elementary, Chino Valley Unified District, San Bernardino County
 3930 Pamela Dr., Chino CA 91710-4130

Grade Levels: TK – 6. **Classrooms:** 23. **Decile:** 3.

Visit Date/Time: 8/26/21, 8:30 am. **Inspection Type:** Announced

Weather Conditions at Time of Inspection: Clear & Hot

Inspector(s), Classrooms Manny Rombalski	Inspector(s), Ancillary and Other Instructional Areas Shonie Perry; Wendryn Barnhart
Representative(s) of District Who Accompanied the Evaluator Carlos Camaran	

Grade-Based Classrooms: Evaluation Detail

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

Classroom	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room: 2 Denise Prindville	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 35 Deana Dozie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 34 Cynthia Serna-Biddle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 5 Vivian Mora	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 6 Renee Donohue	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 7 Victoria Veenstra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 23 Samantha Alvo	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
§4: Wallpaper is peeling. (Work order: 132382.)															
Room: 28 Byran Martinez	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
§4: Wallpaper is peeling. (Work order: 132382.)															
Room: 26 Sophie Samson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Ancillary Areas: Evaluation Detail

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

Ancillary Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
§5: Unsecured items are stored too high and pose a safety hazard. (Remedied: 8/26/21.)															
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓
§14: Significant cracks, trip hazards, holes or deterioration. (Remedied: 8/26/21.)															
Playground	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓
§6: Evidence of spiders. (Remedied: 8/26/21.)															
Girl's restrooms Building B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boy's restrooms Building B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Ancillary Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Girl's restrooms Building C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boy's restrooms Building C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tennis Courts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓
§14: Area that poses safety hazard(s) to students unsecured. (Remedied: 8/26/21.)															
Unisex restroom 1, Multipurpose room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unisex restroom 2, Multipurpose room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Additional Instructional Areas: Evaluation Detail

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

Instructional Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
STEAM Room (Room 40)	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
§5: Unsecured items are stored too high and pose a safety hazard. (Remedied: 8/26/21.)															

Modeled after State of California School Facility Inspection Tool.

October 27, 2021

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **E.J. Marshall Elementary School** on **8/24/2021**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at E.J. Marshall Elementary School.

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

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

The law further requires the county superintendent to:

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

Before proceeding with the report, please see the list of definitions as described by law:

- “Sufficient textbooks or instructional materials” - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.
- School facility “emergency or urgent threat” - a condition poses a threat to the health or safety of pupils or staff.
- “Good repair” - the school facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

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

Instructional Materials

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

School Facilities

The following **extreme deficiencies** were observed:

- None observed.

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

- None observed.

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

SARC

No findings to report. The SARC review for the 2021/22 fiscal year began October 1, 2021, and will conclude by December 30, 2021. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2020/21 fiscal year is currently in progress (August 1, 2021, through November 1, 2021) and findings will be included in the 2021/22 second quarterly report.

The annual assignment monitoring review for the 2021/22 fiscal year is scheduled to take place between April and July 2022, and findings will be included in the 2021/22 fourth quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your district as we work together to ensure compliance of the *Williams* Settlement. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool Evaluation

cc: Mr. Joe Schaffer, Board President
Ms. Lea Fellows, Williams Liaison
Mrs. Ofelia Verdugo, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

SBCSS Williams Facility Inspection Tool
School Facility Conditions Evaluation, Fiscal Year 2021/2022

School Site: E. J. Marshall Elementary, Chino Valley Unified District, San Bernardino County
 12045 Telephone Ave., Chino CA 91710-4130
Grade Levels: K – 6. **Classrooms:** 18. **Decile:** 3.
Visit Date/Time: 8/24/21, 8:30 am. **Inspection Type:** Unannounced
Weather Conditions at Time of Inspection: Clear & Cool

Inspector(s), Classrooms Justin Gatewood	Inspector(s), Ancillary and Other Instructional Areas John Duran
Representative(s) of District Who Accompanied the Evaluator Jonathan	

Grade-Based Classrooms: Evaluation Detail

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

Classroom	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room: 19 Kelcey White	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 5 Elizabeth Gallegos	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 3 Patricia Rodriguez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 23 Cindy Day	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 26 Camille Moet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 42 Lyana Dwyer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 41 Leslie Ampuero	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Ancillary Areas: Evaluation Detail

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

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

Additional Instructional Areas: Evaluation Detail

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

Instructional Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room 42	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modeled after State of California School Facility Inspection Tool.

October 27, 2021

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Ramona Junior High School** on **9/1/2021**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Ramona Junior High School.

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

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

The law further requires the county superintendent to:

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

Before proceeding with the report, please see the list of definitions as described by law:

- “Sufficient textbooks or instructional materials” - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.
- School facility “emergency or urgent threat” - a condition poses a threat to the health or safety of pupils or staff.
- “Good repair” - the school facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

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

Instructional Materials

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

School Facilities

The following **extreme deficiencies** were observed:

None observed.

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

Section 14. Playground/School Grounds

- Grounds: Significant cracks, trip hazards, holes or deterioration (work order #133938)
- Grounds: Signs of water drainage problems including standing water on hardscape areas (work order #133930)
- Grounds: Area that poses safety hazard(s) to students unsecured (work order #133941)

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

SARC

No findings to report. The SARC review for the 2021/22 fiscal year began October 1, 2021, and will conclude by December 30, 2021. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2020/21 fiscal year is currently in progress (August 1, 2021, through November 1, 2021) and findings will be included in the 2021/22 second quarterly report.

The annual assignment monitoring review for the 2021/22 fiscal year is scheduled to take place between April and July 2022, and findings will be included in the 2021/22 fourth quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your district as we work together to ensure compliance of the *Williams* Settlement. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool Evaluation

cc: Mr. Joe Schaffer, Board President
Ms. Lea Fellows, Williams Liaison
Ms. Gabriela RivasLopez, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

SBCSS Williams Facility Inspection Tool
School Facility Conditions Evaluation, Fiscal Year 2021/2022

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

Grade Levels: 7 – 8. **Classrooms:** 26. **Decile:** 3.

Visit Date/Time: 9/1/21, 8:00 am. **Inspection Type:** Announced

Weather Conditions at Time of Inspection: Clear & Hot

Inspector(s), Classrooms Justin Gatewood	Inspector(s), Ancillary and Other Instructional Areas John Duran
Representative(s) of District Who Accompanied the Evaluator Jonathon Campbell	

Course-Based Classrooms: Evaluation Detail

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

Classroom	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room: 15/8 Jara	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 37 Vazquez, I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 41 White	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 16 Guillemet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 18/24 Cervantes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 42 Rodgers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 34 Popoca	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 26 Vasquez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 34 Popoca	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Ancillary Areas: Evaluation Detail

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

Ancillary Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓
\$14: Significant cracks, trip hazards, holes or deterioration. (Work order: 133938.) \$14: Signs of water drainage problems including standing water on hardscape areas. (Work order: 133930.) \$14: Area that poses safety hazard(s) to students unsecured. (Work order: 133941.)															
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lunch Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Computer Lab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Additional Instructional Areas: Evaluation Detail

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

Instructional Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room 19 7/8 Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 26 Math 7th	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 24 7/8 ELA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 4 History/ELA 8th	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 41 7th History	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 27 8th Math	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modeled after State of California School Facility Inspection Tool.

October 27, 2021

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report includes first quarter findings for the visit to **Walnut Avenue Elementary School** on **9/2/2021**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Walnut Avenue Elementary School.

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

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

The law further requires the county superintendent to:

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

Before proceeding with the report, please see the list of definitions as described by law:

- “Sufficient textbooks or instructional materials” - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.
- School facility “emergency or urgent threat” - a condition poses a threat to the health or safety of pupils or staff.
- “Good repair” - the school facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

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

Instructional Materials

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

School Facilities

The following **extreme deficiencies** were observed:

None observed.

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

Section 5. Overall Cleanliness

- Classroom 24: Graffiti etched in windows/tiles (work order #134005)

Section 7. Electrical

- Multi-purpose Room: Computer cords not secured properly (work order #134002)

Section 12. Structural Damage

- Classroom 24: Damage to exterior paint, plaster or finish (work order #134006)

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

SARC

No findings to report. The SARC review for the 2021/22 fiscal year began October 1, 2021, and will conclude by December 30, 2021. Findings will be included in the second quarterly report.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitoring review for the 2020/21 fiscal year is currently in progress (August 1, 2021, through November 1, 2021) and findings will be included in the 2021/22 second quarterly report.

The annual assignment monitoring review for the 2021/22 fiscal year is scheduled to take place between April and July 2022, and findings will be included in the 2021/22 fourth quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your district as we work together to ensure compliance of the *Williams* Settlement. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,



Ted Alejandre
County Superintendent

Attachment: Facility Inspection Tool Evaluation

cc: Mr. Joe Schaffer, Board President
Ms. Lea Fellows, Williams Liaison
Mrs. Karen Morales, Principal
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

SBCSS Williams Facility Inspection Tool
School Facility Conditions Evaluation, Fiscal Year 2021/2022

School Site: Walnut Avenue Elementary, Chino Valley Unified District, San Bernardino County
 5550 Walnut Ave., Chino CA 91710-4130

Grade Levels: TK – 6. **Classrooms:** 18. **Decile:** 2.

Visit Date/Time: 9/2/21, 8:30 am. **Inspection Type:** Unannounced

Weather Conditions at Time of Inspection: Clear & Cool

Inspector(s), Classrooms Justin Gatewood	Inspector(s), Ancillary and Other Instructional Areas John Duran
Representative(s) of District Who Accompanied the Evaluator Jonathon Campbell	

Grade-Based Classrooms: Evaluation Detail

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

Classroom	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Room: 2 Dawn Amman	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 30 Ciara Norberg	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 40 Vicki Mello	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 33 Jessica Luevanos	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 25 Daisy Torres	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 16 Melissa Sanchez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 17 Audra Holmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 15 Rob McKellip	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room: 1 Elizabeth De La Cruz	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Ancillary Areas: Evaluation Detail

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

Ancillary Area	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
S1 - Computer Lab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main Office Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
K2 - Kindergarten	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cafeteria/Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kindergarten Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
K1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multi-purpose Room	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	§7: Computer cords not secured properly. (Work order: 134002.)														
S Wing Hallway	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nurse's Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Andillary Area															
Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Room/Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blacktop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B-4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Basketball Courts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blue Playground Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Counselor's Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A-Wing Girl's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A-Wing Boy's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kindergarten Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-Wing Girl's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-Wing Boy's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychologist's Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B-6 Computer Lab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C-Wing Girl's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C-Wing Boy's Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lunch Bench Area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A-6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Additional Instructional Areas: Evaluation Detail

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

	1 Gas Leaks	2 Mech HVAC	3 Sewer	4 Interior Surfaces	5 Overall Cleanliness	6 Pest Vermin Infestation	7 Electrical	8 Restrooms	9 Sinks Fountains	10 Fire Safety	11 Hazardous Materials	12 Structural Damage	13 Roofs	14 Playground School Grounds	15 Windows Doors Gates Fences
Instructional Area															
Classroom 24	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	D	✓	✓	✓
§5: Graffiti etched in windows/tiles. (Work order: 134005.) §12: Damage to exterior paint, plaster or finish. (Work order: 134006.)															

Modeled after State of California School Facility Inspection Tool.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: NEW COURSE: ARTIFICIAL INTELLIGENCE IN MEDICINE HONORS

=====

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Artificial Intelligence in Medicine Honors.

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:	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

Chino Valley Unified School District

High School Course Description

used for prevention, diagnosis, and treatment of disorders. Students investigate the future of artificial intelligence in 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

Chino Valley Unified School District

High School Course Description

- Students apply their understanding of cellular respiration to construct explanations of the effects of abnormal vital signs and the need for homeostasis
- 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

Chino Valley Unified School District

High School Course Description

cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant, or recessive) (2.3.1)

- 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

Chino Valley Unified School District

High School Course Description

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.
- 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)

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- Scientific article reading, annotation and/or class report/presentation
- Using CER (claims, evidence, and reasoning) graphic organizer
- Project Based Learning
- Argument Driven Instruction
- "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

Philosophy of Medicine

- 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) 	<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

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	<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 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>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>technology (HS-LS3-3)</p> <ul style="list-style-type: none"> ○ Science and engineering are influenced by society and society is influenced by science and engineering (HS-LS3-3)
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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

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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-LS1-4)
- 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 	<ul style="list-style-type: none"> • Systems & System Models • Energy & Matter • Structure & Function • Stability & Change

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	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)	
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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)

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<ul style="list-style-type: none"> • 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) 		
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) 	<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)

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	<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. <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)

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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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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 	<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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	producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5)	
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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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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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High School Course Description

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>-----</p> <p>---</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>		

Chino Valley Unified School District

High School Course Description

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: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: NEW COURSE: INTRODUCTION TO ARTIFICIAL INTELLIGENCE HONORS

=====

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Introduction to Artificial Intelligence Honors.

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 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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

- 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.

Chino Valley Unified School District

High School Course Description

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: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: NEW COURSE: 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 course was presented to the Curriculum Council and A.C.T. has been consulted.

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

RECOMMENDATION

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

Chino Valley Unified School District

High School Course Description

18. Supplemental Instructional Materials:	Edhesive: Intro to Computer Science Author: Edhesive's Curriculum Team Publisher: Edhesive Site: https://edhesive.com/courses/apcs_introduction 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
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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

Chino Valley Unified School District

High School Course Description

- Lesson 8: Working with a Real Data Set
- Lesson 9: Career Connection – Data Scientists

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

Chino Valley Unified School District

High School Course Description

- Lesson 9: History of Movies
- Lesson 10: Career Connection – Computer Science in Entertainment

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: November 18, 2021

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: CASH MANAGEMENT PROGRAM

=====

BACKGROUND

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

As of June 30, 2021, the District's cash management accounts were in compliance with the District's written and approved investment policies.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the report on the cash management program.

FISCAL IMPACT

None.

WMJ:GJS:SHC:pw

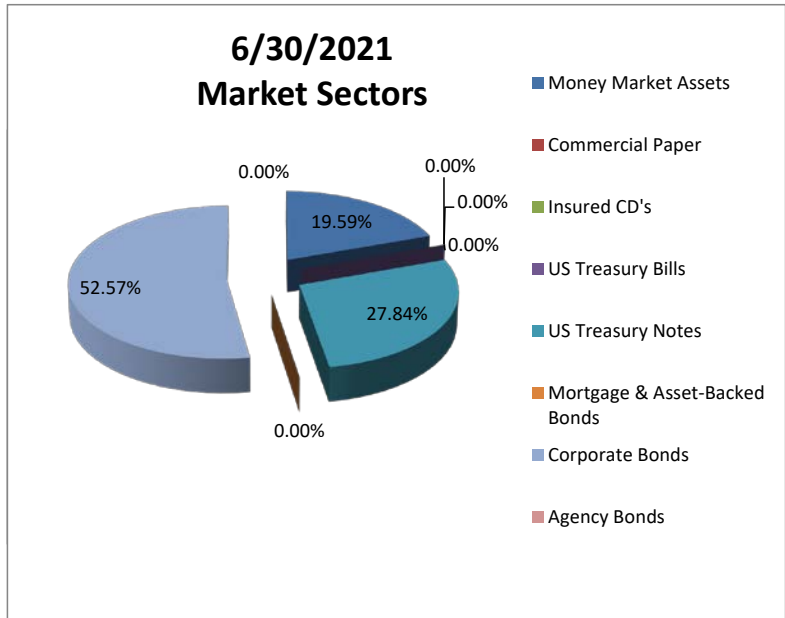
CHINO VALLEY UNIFIED SCHOOL DISTRICT

Cash Management Program -- July 1, 2020 to June 30, 2021

	Fund 25-9813 Capital Facilities	Fund 25-9815 Capital Facilities	Fund 01/93 General / Cafeteria	Total
Beginning Cash & Securities w/Accrued Interest @ Market 7/1/2020	\$9,340,386.25	\$4,926,438.06	\$8,051,831.13	\$22,318,655.44
Less: Accrued Interest & Unrealized Gains	\$193,464.92	\$93,535.21	\$144,497.98	\$431,498.11
Beginning At Cost Balance	\$9,146,921.33	\$4,832,902.85	\$7,907,333.15	\$21,887,157.33
Plus: Interest / Dividend Earnings	\$171,928.66	\$86,395.60	\$134,844.26	\$393,168.52
Plus: Increase (Decrease) in Principal Value	\$194,452.19	(\$16,193.74)	\$205,245.50	\$383,503.95
Subtotal	\$366,380.85	\$70,201.86	\$340,089.76	\$776,672.47
Less: Management Fees	\$40,327.65	\$21,053.42	\$34,859.19	\$96,240.26
Less: Miscellaneous Fees	\$9,562.34	\$21.35	\$35,440.15	\$45,023.84
Subtotal	\$49,889.99	\$21,074.77	\$70,299.34	\$141,264.10
Ending At Cost Balance	\$9,463,412.19	\$4,882,029.94	\$8,177,123.57	\$22,522,565.70
Plus: Accrued Interest & Unrealized Gains	\$90,295.95	\$65,909.71	\$82,733.04	\$238,938.70
Ending Cash & Securities w/Accrued Interest @ Market 6/30/21	\$9,553,708.14	\$4,947,939.65	\$8,259,856.61	\$22,761,504.40

Cash Mgmt Return (@mkt, net of fees)	2.00%
Cash Management Return (@cost, net of fees)	2.90%
County Investment Pool Yield	0.98%
Short Maturity Treasuries and Corp Bonds	1.34%

Money Market Assets	19.59%
Commercial Paper	0.00%
Insured CD's	0.00%
US Treasury Bills	0.00%
US Treasury Notes	27.84%
Mortgage & Asset-Backed Bonds	0.00%
Corporate Bonds	52.57%
Agency Bonds	0.00%
	<hr/>
	100.00%



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

Fiscal Years	County Investment Pool Returns	CVUSD Cash Management	Difference \$
1989-1990	8.66%	9.58%	\$196,650
1990-1991	8.05%	11.00%	\$652,774
1991-1992	6.87%	11.53%	\$677,588
1992-1993	6.07%	9.56%	\$506,751
1993-1994	4.86%	6.87%	\$223,981
1994-1995	5.43%	8.65%	\$297,214
1995-1996	5.01%	7.01%	\$186,920
1996-1997	5.01%	7.31%	\$164,219
1997-1998	5.10%	7.22%	\$160,083
1998-1999	5.10%	5.80%	\$92,636
1999-2000	5.48%	5.80%	\$60,976
2000-2001	5.98%	6.53%	\$78,974
2001-2002	4.13%	5.62%	\$222,903
2002-2003	2.85%	4.86%	\$307,440
2003-2004	1.61%	1.25%	-\$57,188
2004-2005	1.95%	1.97%	\$0
2005-2006	3.41%	3.52%	\$17,937
2006-2007	4.64%	5.45%	\$134,088
2007-2008	4.50%	5.27%	\$135,253
2008-2009	2.46%	2.48%	\$0
2009-2010	1.35%	3.83%	\$280,219
2010-2011	0.99%	2.81%	\$348,641
2011-2012	0.51%	0.39%	-\$23,687
2012-2013	0.61%	1.78%	\$233,027
2013-2014	0.40%	2.02%	\$326,424
2014-2015	0.42%	-0.46%	-\$179,500
2015-2016	0.62%	1.63%	\$208,021
2016-2017	0.99%	0.28%	-\$146,759
2017-2018	0.99%	0.51%	-\$100,284
2018-2019	2.03%	3.62%	\$337,469
2019-2020	1.94%	3.00%	\$229,393
2020-2021	0.98%	2.00%	\$225,630
Cumulative Difference			\$5,797,792

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: REVISION OF BOARD POLICY 3430 BUSINESS AND NONINSTRUCTIONAL OPERATIONS – DISTRICT INVESTMENTS

=====
BACKGROUND

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 3430 is being revised to reflect recommendations from the District’s investment firm, The QInsight Group.

Revision of Board Policy 3430 Business and Noninstructional Operations – District Investments is being updated to reflect changes to the Capital Markets Expectations section based on recent interest rate and inflation rate adjustments and expectations. The Merrill Lynch index has been renamed the Bloomberg Barclay’s 1-3 year Treasury Bond index because they are now the owners of this index. Lastly, the Guidelines for Fixed Income Investments and Cash Equivalents section currently allows only investment grade bonds rated A or equivalent. The proposed change to that guideline will allow investment grade bonds rated BAA3/BBB (Moody’s/S&P). The fixed income markets currently define investment grade bonds to broadly include even lower ratings to BBB and BBB-. The recessions in 2008 and 2020 have resulted in many quality U.S. corporations having their bond ratings lowered to BAA3/BBB. This change will allow investments in quality U.S. corporations that would not otherwise be permitted.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy 3430 Business and Noninstructional Operations – District Investments.

FISCAL IMPACT

None.

DISTRICT INVESTMENTS

General Information

The following shall be the investment policy for the Chino Valley Unified School District.

Scope of Investment Policy

This policy shall apply to all district investments outside of the San Bernardino County Treasury, except for investments insured by the Federal Depository Insurance Corporation (FDIC).

All or part of the special reserve fund of the District, or any surplus monies not required for the immediate necessities of the District, may be invested as allowed by law for public funds. (Education Code 41015; Government Code 16430, 53601-53609, 53635)

Purpose of the Investment Policy Statement

This statement of investment policy is set forth by the Board of Education of the Chino Valley Unified School District for the following purposes:

1. Define and assign the responsibilities of all involved parties.
2. Establish investment goals.
3. Provide guidance and limitations to the district's investment managers/brokers.
4. Establish basis for evaluating investment results.
5. Ensure plan assets are managed in accordance with the Education Code and Government Code
6. Establish a time horizon for which plan assets will be managed.

Cash Flow Expectations

The Board of Education anticipates annual deposits into the District's Investment Program (The Plan) ~~equal to approximately five to six million dollars per year. This amount may vary~~ from year to year, depending on the amount of funds declared surplus by the Board of Education pursuant to Board Policy 3410.

DISTRICT INVESTMENTS (continued)

The Board of Education anticipates distributions out of the District's Investment Program equal to ~~approximately five to six million dollars per year.~~ This amount may vary from year to year, depending on District debt service and capital project expenditures requirements. Spending priorities for the Cash Management Program shall be made in compliance with Administrative Regulation 7310.3.

Delegation of Authority

The Board of Education of the Chino Valley Unified School District is responsible to the citizens and students of the District and is responsible for directing and monitoring the investment management of the District's assets. As such the Board of Education is authorized to delegate certain responsibilities to professional experts in various fields. With respect to the District's investment program, these include but are not limited to:

1. Investment Manager/Broker

The Investment Manager/Broker has discretion to purchase, sell or hold the specific securities that will be used to meet the Plan's investment objectives. The Investment Manager/Broker may be requested to prepare and submit certain reports regarding the District's investment portfolio and investment performance. The Investment Manager/Broker may also perform the regular accounting of all assets owned, purchased, or sold, as well as movement of assets into and out of the District's investment accounts.

2. Custodian

The Custodian will physically maintain possession of the securities owned by the District, collect all dividend and interest payments, redeem all maturing securities, and coordinate receipt and delivery following investment purchases and sales.

3. Co-Trustee

The Board of Education may appoint an outside individual or entity, such as a bank trust department, to be Co-Trustee. If appointed, the Co-Trustee will assume fiduciary responsibility of the administration of Plan assets.

4. Additional specialists, such as attorneys, auditors, and others, may be employed by the Board of Education to assist in meeting the Board's responsibilities to administer the District's investments prudently.

DISTRICT INVESTMENTS (continued)

The Board of Education does not reserve any control over any investment decisions except for the specific limitations described in this policy. Managers/Brokers will be held responsible and accountable to achieve the objectives stated within this policy. While the Board does not believe that the limitations within this policy will hamper Investment Managers/Brokers, each Investment Manager/Brokers may request modifications to this policy which they deem appropriate.

The District's investments will operate under the direction of the Associate Superintendent of Business/Operations.

Definitions

1. "Plan" shall mean the Chino Valley Unified School District Cash Management Program.
2. "Board of Education" shall mean the Governing Board of the Chino Valley Unified School District.
3. "Fiduciary" shall mean any individual or group of individuals that exercise discretionary authority or control over fund management or any authority or control over management, disposition, or administration of the Plan assets.
4. "Investment Manager/Broker" shall mean any individual or organization employed by the District to manage the investments of all or part of the Plan assets.
5. "Securities" shall refer to the marketable investment securities which are defined as acceptable in this statement.
6. "Investment Horizon" shall be the time period over which the investment objectives as set forth in this policy are expected to be met. The Investment Horizon for this Plan is 30 years.

Assignment of Responsibility**1. Responsibility of the Board of Education, Superintendent or Designee**

The Board of Education is charged with the overall responsibility for the management of the assets of the Plan. The Board of Education, Superintendent or designee shall discharge their duties, with respect to the Plan, solely in the interest of the Plan, with skill, prudence and diligence under the circumstances then prevailing, that a prudent person, acting in a like capacity and familiar with such matters, would use in the conduct of an enterprise of a like character with similar aims. The specific responsibilities of the Board of Education and the Superintendent or designee relating to the investment of district assets include:

DISTRICT INVESTMENTS (continued)

- a. Adhering to the legal requirements of the Education Code and Government Code and all other applicable policies and regulations.
- b. Projecting the Plan's financial needs and communicating these needs to the Investment Manager/Broker, and other appropriate parties, on a timely basis.
- c. Determining the Plan's Risk Tolerance and Investment Horizon and communicating these to the appropriate parties.
- d. Establishing reasonable and consistent investment objectives, policies and guidelines which will direct the investment of Plan assets.
- e. Prudently and diligently selecting qualified investment professionals, including Investment Manager(s)/Broker(s), and Custodian(s).
- f. Regularly evaluating the performance of the Investment Manager(s)/Broker(s) to assure adherence to policy guidelines and monitor the achievement of investment objectives.
- g. Developing and enacting appropriate control procedures: for example, replacing an Investment Manager/Broker due to a fundamental change in the Investments Management/Broker process, or failure to comply with established guidelines.

2. Responsibility of Investment Manager/Broker

Each Investment Manager/Broker shall acknowledge, in writing, its acceptance of responsibility as a fiduciary. Each Investment Manager/Broker is charged with full discretion to make all investment decisions for the assets placed under its care, while observing and operating within all policies, guidelines, constraints, and philosophies as outlined in this statement. Specific responsibilities of the Investment Manager/Broker include:

- a. Discretionary investment management, including decisions to buy, sell or hold individual securities and to alter asset allocation within the guidelines established in this statement.
- b. Reporting, on a timely basis, quarterly investment performance results. At least once per year these results will be reported to the Board of Education.
- c. Communicating any major changes to economic outlook investment strategy or any other factors which affect implementation of investment process or the investment objective progress of the Plan's investment management.

DISTRICT INVESTMENTS (continued)

- d. Informing the Board of Education regarding any qualitative change to Investment Management organization: examples include changes in portfolio management personnel, ownership structure, investment philosophy, etc.

General Investment Principles

1. Investments shall be made solely in the interest of the Plan.
2. The Plan shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like goals.
3. Investment of the Plan shall be so diversified as to minimize the risk of large losses, unless it is clearly prudent not to do so.
4. The Board of Education may employ one or more Investment Managers/Brokers of varying styles and philosophies to attain the Plan's objectives.
5. Cash is to be employed productively at all times, by investment in short term cash equivalents to provide safety, liquidity, and return.

Investment Management Policy**1. Preservation of Capital**

Consistent with their respective investment styles and philosophies, Investment Managers/Brokers should make reasonable efforts to preserve capital, understanding that losses may occur in individual securities.

2. Risk Aversion

Understanding that risk is present in all types of securities and investment styles, the Board of Education recognizes that some risk is necessary to produce long-term investment results that are sufficient to meet the Plan's objectives. However, the Investment Managers/Brokers are to make reasonable efforts to control risk and will be evaluated regularly to ensure that the risk assumed is commensurate with the given investment style and objectives.

DISTRICT INVESTMENTS (continued)**3. Adherence to Investment Discipline**

Investment Managers/Brokers are expected to adhere to the investment management styles for which they were hired. Managers/Brokers will be evaluated regularly for adherence to investment discipline.

Goals of the Cash Management Program

The Board of Education feels that obligations to be paid in the future are as important as expenditures made today. This is consistent with the philosophy that the plan is to exist in perpetuity, and therefore, should provide resources for debt service payments or district capital facilities needs, in perpetuity. In order to meet its needs, the primary objective of the plan is to maintain purchasing power while providing current income to meet the district's cash flow needs. That is, net of spending, the objective is to grow the aggregate portfolio value at least at the rate of inflation over the Plan's Investment Horizon. The Plan's specific investment objectives will be established later in this document.

Attitude towards Additional Investments

Future additional investments into this Plan from funds which have been declared surplus by the Board of Education, pursuant to Board Policy 3410, are expected to be relatively consistent, and therefore, predictable. However, the Board of Education has set an investment strategy with the objective of maintaining purchasing power of the Plan's assets before consideration of additional deposits of surplus funds. Accordingly, future deposits will serve to increase purchasing power.

Spending Policy

The Board of Education, pursuant to Board Policy Chino Valley Unified School District file 7310.3 and administrative regulation 7310.3 places the highest emphasis for Plan spending on meeting its debt service obligations. As such, the Board of Education regards spending in dollar terms for year to year as inflexible. While spending is inflexible, and therefore relatively consistent and predictable, expected investment returns from "riskier" portfolios are not consistent and predictable. Therefore, in order to reduce the likelihood of underperformance and excessive deterioration of real principal during such periods, this Plan must tend toward a more "conservative" investment strategy than might be the case if debt service obligations from year to year were more flexible.

DISTRICT INVESTMENTS (continued)**Investment Objectives (Strategy)**

In order to meet its needs, the primary investment strategy of the Chino Valley Unified School District's Cash Management Program is to emphasize current income; that is, to generate a predetermined level of investment income to meet the district's cash flow needs on a periodic basis for various financial requirements.

The specific objectives in the Investment management Program for Plan assets, which are necessary to achieve the primary goal shall be:

1. Outperform ~~by two percent~~ the consumer price index.
2. Outperform the ~~Merrill Lynch~~ BLOOMBERG BARCLAY'S 1-3-year Treasury BOND index by 0.3%
3. Outperform the state "local agency investment fund" by one percent.

The secondary objectives in the investment management of Plan assets shall be:

1. Liquidity - to ensure the ability to meet all expected or unexpected cash flow needs by investing in securities which can be sold readily and efficiently.
2. Preservation of Capital - to minimize the probability of loss of principal over the Investment Horizon. Emphasis is placed on minimizing return volatility rather than maximizing total return. Risk control is an important element in the investment of Plan assets.
3. Preservation of Purchasing Power - to achieve returns in excess of the rate of inflation over the Investment Horizon in order to preserve purchasing power of Plan assets.

After the previous goals have been met, the final objective in the Investment Management of Plan assets shall be:

Long-term Growth of Capital - to emphasize long-term growth of principal while avoiding excessive risk. Short-term volatility will be tolerated in as much as it is consistent with the volatility of a comparable market index.

DISTRICT INVESTMENTS (continued)**Capital Markets Expectations**

The specified investment goals below are based on the following expectations of return from the capital markets:

Asset Class	Expected Return
Merrill Lynch BLOOMBERG BARCLAY'S 1-3 year Treasury NOTE index	7.27.50-3.50%
CPI	3.242.00-3.00%

Specific Investment Goals

Over the Investment Horizon established in this statement, it is the goal of the aggregate Plan assets to exceed:

1. The rate of inflation (as measured by the Consumer Price Index) ~~by two percent~~
2. The return of the Merrill Lynch BLOOMBERG BARCLAY'S 1-3-year Treasury NOTE index by 0.3%
3. The return of the state "local agency investment fund" by one percent

The investment goals above are the objectives of the aggregate Plan and are not meant to be imposed on each investment account (if more than one account is used). The goal of each Investment Manager/Broker, over the Investment Horizons, shall be to:

1. Meet or exceed the market index, selected, and agreed upon by the Board of Education that most closely corresponds to the style of investment management.
2. Display an overall level of risk in the portfolio which is consistent with the risk associated with the benchmark specified above. Risk will be measured by the standard deviation of quarterly returns.

Specific investment goals and constraints for each Investment Manager/Broker, if any, shall be incorporated as part of this statement of investment policy. Each Manager/Broker shall receive a written statement outlining his/her specific goals and constraints as they differ from those objectives of the entire Plan.

DISTRICT INVESTMENTS (continued)**Definition of Risk**

The Board of Education realizes that there are many ways to define risk. It believes that any person or organization involved in the process of managing the Cash Management Program assets understands how it defines risk so that the assets are managed in a manner consistent with the Plan's objectives and investment strategy as designed in this statement of investment policy. The Board of Education defines risk as:

1. The probability of losing money over the Plan's Investment Time Horizon.
2. The probability of not maintaining purchasing power over the Plan's Investment Time Horizon.
3. The probability of not meeting the Plan's objectives.
4. The probability of not meeting the Plan's liabilities or cash flow requirements.
5. The probability that the investment returns of the Plan's assets fail to meet or exceed the return of the Merrill Lynch BLOOMBERG BARCLAY'S 1-3-year Treasury BOND index.
6. High volatility (fluctuation) of investment returns.

Volatility of Returns

The Board of Education understands that in order to achieve its objectives for Plan assets, the Plan will experience volatility of returns and fluctuations of market value. It states that the Plan could tolerate a maximum loss of 2.5% (total return including interest income and price changes) over any one year prior, and a maximum loss of 0.0% over the Investment Horizon. Therefore, the Board of Education supports an investment strategy that minimizes the probability of losses greater than stated above. However, the Board realizes that the Plan's return objective is its primary concern. There is, of course, no guarantee that the Plan will not sustain losses greater than those stated herein.

Liquidity

To minimize the possibility of a loss occasioned by the sale of a security forced by the need to meet a required payment, the Board of Education will periodically provide the Investment Manager with an estimate of expected net cash flow requirements.

The Board of Education will notify the Investment Manager in a timely manner, to allow sufficient time to build up necessary liquid reserves.

DISTRICT INVESTMENTS (continued)

To maintain the ability to deal with unplanned cash requirements that might arise, the Board of Education requires that a minimum of 5% of Plan assets shall be maintained in short-term investments, including money market funds or short-term U.S. Treasury bills.

Marketability of Assets

The Board of Education requires that all of Plan assets be invested in liquid securities, defined as securities that can be transacted quickly and efficiently for the Plan, with minimal impact on market price.

Investment Guidelines

The Plan shall be invested in compliance with Government Code 53601.

1. Allowable Assets**a. Permitted Short-Term Investments**

"Short-Term" investments are all securities with an average maturity of one year or less from the date of purchase. The portfolio will consist of a minimum of 5% of principal invested in short-term securities.

- U.S. Treasury Bills
- Money Market Funds
- Commercial Paper*
- Banker's Acceptances*
- Certificates of Deposit
- Guaranteed Investment Contracts
- Repurchase Agreements**

* Note that a maximum principal amount of \$1,000,000 may be invested in any single corporate issuer.

** Repurchase agreements are collateralized by U.S. Government and/or agency securities (as defined in Government Code 53601(e)).

2. Permitted Mid-Term Investments

"Mid-term" investments are all securities with an average maturity of one to five years from the date of purchase. The portfolio will consist of a maximum of 95% of principal invested in mid-term securities.

- U.S. Government and Agency Securities
- Corporate Notes and Bonds

DISTRICT INVESTMENTS (continued)

- Collateralized Mortgage Obligations*
- Guaranteed Investment Contracts**
- Corporate Bonds

* Collateralized mortgage obligation is collateralized by the U.S. Government and/or Agency Securities.

** Note that a maximum principal amount of \$1,000,000 may be invested in any single issuer.

3. Permitted Long-Term Investments

"Long-term" investments are all securities with an average maturity of five to a maximum of 15 years from the date of purchase. The portfolio will consist of a maximum of 30% of principal invested in long-term securities.

- U.S. Treasury Notes and Bonds
- U.S. Agencies
- Collateralized Mortgage Obligations*
- Guaranteed Investment Contracts*

* Note that a maximum principal amount of \$1,000,000 may be invested in any single issuer.

4. Derivative Investments

Derivative securities are defined as synthetic securities whose price and cash flow characteristics are based on the cash flow characteristics are based on the cash flows and price movements of other underlying securities. Most derivative securities are derived from equity or fixed income securities and are packaged in the form of options, futures, CMOS (PAC bonds, IOS, POS, residual bonds, etc.), and interest rate swaps, among others. The Board of Education feels that many derivative securities are relatively new and therefore have not been observed over multiple economic cycles. Due to this uncertainty, the Board of Education will take a conservative posture on derivative securities in order to maintain its risk averse nature. Since it is anticipated that new derivative products will be created each year, it is not the intention of this document to list specific derivatives that are prohibited from investment, rather it will form a general policy on derivatives. Unless a specific type of derivative security is allowed in this document, the Investment Manager(s)/Broker(s) must seek permission from the Board of Education to include derivative investments in the Plan's portfolio. The Investment Manager(s)/Broker(s) must present detailed information as to the expected return and risk characteristics of such investment vehicles.

DISTRICT INVESTMENTS (continued)

a. Prohibited Assets

Prohibited investments include, but are not limited to the following:

- (1) Equities
- (2) Commodities and Futures Contracts
- (3) Private Placements
- (4) Options
- (5) Limited Partnerships
- (6) Venture-Capital Investments
- (7) Real Estate Properties
- (8) Interest Only (IO), Principal Only (PO) and Residual Tranche CMOS

b. Prohibited Transactions

Prohibited transactions include, but are not limited to the following:

- (1) Short Selling
- (2) Margin Transactions

5. **Asset Allocation Guidelines**

Investment Management of the assets of the Cash Management Program must be in accordance with the follow Asset Allocation Guidelines:

a. Aggregate Plan Asset Allocation Guidelines (at Market Value)

Asset Class	Minimum	Maximum	Preferred
Short-Term	5%	100%	5-10%
Mid-Term	0%	95%	50-60%
Long-Term	0%	30%	25-30%

- b. The Board of Education may employ Investment Managers/Brokers whose investment disciplines require investment outside the established Asset Allocation Guidelines. However, taken as a component of the Aggregate Plan, such disciplines must fit within the overall Asset Allocation Guidelines established in this statement. Such Investment Managers/Brokers will receive written direction from the Board of Education regarding specific objectives and guidelines.

DISTRICT INVESTMENTS (continued)

- c. In the event that the above Aggregate Asset Allocation Guidelines are violated, for reasons including but not limited to market price fluctuations, the Board of Education will instruct the Investment Manager(s)/Broker(s) to bring the portfolio(s) into compliance with these guidelines as promptly and prudently as possible. In the event that any individual Investment Manager's/Broker's portfolio is in violation with its specific guidelines, for reasons including but not limited to market price fluctuations, the Board of Education expects that the Investment Manager/Broker will bring the portfolio into compliance with these guidelines as promptly and prudently as possible without instruction from the Board of Education.

6. Guidelines for Fixed Income Investments and Cash Equivalents

- a. Plan assets may be invested only in investment grade bonds rated A (BAA3/BBB (MOODY'S/S&P) ~~or equivalent~~) or better.
- b. Plan assets may be invested only in commercial paper rated A1 (or equivalent) or better.
- c. Long-term maturity restrictions are as follows:
 - Maximum maturity for any single security is 15 years.
 - No more than 30% of the portfolio may be invested in securities with maturities greater than five years.
 - Weighted average portfolio maturity may not exceed seven years.
- d. Money market funds selected shall contain securities whose credit rating at the absolute minimum would be rated investment grade by Standard and Poors, and/or Moody's.

Selection of Investment Managers/Brokers

The Board of Education's selection of Investment Manager(s)/Broker(s) must be based on prudent due diligence procedures. A qualifying Investment Manager/Broker must be a registered Investment Advisor under the Investment Advisors Act of 1940, or a bank or insurance company. The Board of Education requires that each Investment Manager/Broker provide in writing, acknowledgment of fiduciary responsibility to the Chino Valley Unified School District Cash Management Program.

DISTRICT INVESTMENTS (continued)**Investment Manager/Broker Performance Review and Evaluation**

Summary transaction reports shall be compiled monthly. Performance reports shall be compiled at least quarterly ANNUALLY and communicated to the Board of Education for review. The investment performance of the total portfolio, as well as asset class components, will be measured against commonly accepted performance benchmarks. Consideration shall be given to the extent to which the investment results are consistent with the investment objectives, goals and guidelines as set forth in this statement. The Board of Education intends to evaluate the portfolio(s) over at least a three- year period, but reserves the right to terminate a Manager/Broker for any reason, including the following:

1. Investment performance which is significantly less than anticipated given the discipline employed and the risk parameters established, or unacceptable justification of poor results.
2. Failure to adhere to any aspect of this statement of investment policy, including communication and report requirements.
3. Significant qualitative changes to the Investment Management/Broker organization

Investment Managers/Brokers shall be reviewed regularly regarding performance, personnel, strategy, research capabilities, organization and business matters, and other qualitative factors that may impact their ability to achieve the desire investment results.

Investment Policy Review

To assure continued relevance of the guidelines, objectives, financial status, and capital markets expectations as established in this statement of investment policy, the Board of Education plans to review investment policy at least annually.

Legal Reference:EDUCATION CODE

41001 Deposit of money

41002 General fund deposits and exceptions

41015 Authorization of investment of special reserve or surplus funds

GOVERNMENT CODE

53601 Circumstances authorizing investments, authorized investments.

Chino Valley Unified School District

Policy adopted: November 16, 1995.

Revised: June 3, 1999

Revised: November 2, 2006

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Greg Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: 2022/2023 SCHOOL START TIMES

=====

BACKGROUND

On October 13, 2019, Senate Bill 328 was approved, which requires the school day to begin no earlier than 8:00 a.m. for junior high schools and no earlier than 8:30 a.m. for high schools, by July 1, 2022, or the date on which a school district’s collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later.

This law was originated based on research on the impact of sleep deprivation on adolescents and the benefits of a later school start time.

Several viable options for start times are provided for discussion. The various start time options across all school sites allow for the achievable delivery of transportation services for eligible K-12 students.

RECOMMENDATION

It is recommended the Board of Education discuss 2022/2023 School Start Times.

FISCAL IMPACT

None.

NE:GP:GS:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: November 18, 2021
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: EDUCATOR EFFECTIVENESS BLOCK GRANT

=====

BACKGROUND

Assembly Bill (AB) 130 and AB 167 include funds for the Educator Effectiveness Block Grant afforded to county offices of education, school districts, and charter schools based on 2020/2021 full-time equivalent for certificated and classified staff. Educator Effectiveness Funds (EEF) are intended to support professional learning for teachers, administrators, classified staff, and paraprofessionals who work with pupils to promote educator equity, quality, and effectiveness.

As a condition of apportionment, the District is required to:

- On or before December 30, 2021, develop and adopt a plan delineating how the EEF will be spent. The plan must be explained in a public meeting to the Board of Education before its adoption in a subsequent public meeting.
- Submit an annual data and expenditure report to the California Department of Education (CDE) on or before September 30 of each year. In addition, a final data and expenditure report is also required to be submitted to the CDE by September 30, 2026.

Availability of funds begins with the 2021/2022 academic year and extends through the 2025/2026 academic year. Funding apportioned for Educator Effectiveness is subject to the annual audits required by Section 41020 of the *Education Code*.

RECOMMENDATION

It is recommended the Board of Education discuss the Educator Effectiveness Block Grant.

FISCAL IMPACT

\$5,440,837.00 from Restricted Funds.

NE:gks

EDUCATOR EFFECTIVENESS BLOCK GRANT (EEBG) 2021
Chino Valley Unified School District

LEA Name:	Contact Name:	Email Address:	Phone Number:
Chino Valley Unified School District	Dr. Stacy Ayers, Director of Access and Equity	Stacy_ayerscarcega@chino.k12.ca.us	909-628-1201 ext. 1330

Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$5,440,837.00	November 18, 2021	December 16, 2021

Educator Effectiveness Block Grant (EEBG) is one-time funding provided to county offices of education, school districts, charter schools, and state special schools to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness. LEAs and State Special Schools that receive funding pursuant to California Education Code (EC) Section 41480(a) are required to develop and adopt a plan, by December 30, 2021, that delineates the expenditure of funds apportioned including the professional development of teachers, administrators, paraprofessionals and classified staff. The plan shall be presented in a public meeting of the governing board before its adoption in a subsequent meeting. Funds shall be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certification staff with a focus on any of the ten areas included in EC 41480(b). Funds are subject to annual audit.

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support teachers and administrators.

Professional development (PD) focuses on CVUSD's Areas of Emphasis (AOEs), and professional development is determined by the Teaching and Learning Task Force. Through the Title II Federal Addendum, the District has allocated money for the school sites to support Professional Learning Communities (PLCs) through the cost of substitutes and extra hours for teachers. Professional learning opportunities through Title II are varied in delivery: district-wide days during school hours, after-school workshops, and site based professional development offerings. Implementation for learning will be supported through site-based professional development from site administrators and coaching opportunities from Instructional Coaches. The EEBG funding will expand the Title II money to now include additional days for PDs/ PLCs to continue to support the AOE's. Likewise, the school sites identify the needs for professional development for classified, certificated, and administrative staff through various professional growth opportunities that will lead to improved outcomes for students.

Describe how the LEA allowed school site and content staff to identify the topic or topics of professional learning.

The use of professional development funds was prioritized based on student achievement data as well as quantitative and qualitative data resulting from district surveys, administrative walk-throughs, and collaborative learning rounds. Input was sought from the District's Teaching and Learning Task Force whose role is to establish and prioritize the District's Areas of emphasis and professional development. The Teaching and Learning (T&L) Task Force convened on October 8, 2021. The team reviewed Areas of Emphasis (AOEs) for 2021/2022 and confirmed AOEs for the 2022/2023 school years, analyzed English Language Arts and Math Essential Standards Assessment (ESA) results and determined professional development implications for the 2022/2023 school year.

For the 2021/2022 and 2022/2023 school years, the T&L Task Force agreed to continue the focus on the following District Areas of Emphasis:

- Professional Learning Communities
- Student Engagement through Collaborative Communication

The Task Force is a broad representation of teachers, A.C.T. representatives, and administrators looking for clarity in expectations of teachers, site administrators, and District administrators. The intent of the Task Force is to develop a common language and purpose across our District to provide direction, priorities, and a unified vision. By focusing on a

few priorities together, we will continue to enhance and refine the instructional programs for our students. This plan focuses on prioritizing PD for all groups: certificated, classified, and administration.

On Wednesday, November 3, consultation began with CSEA. On Thursday, November 4, consultation began with ACT. ACT and CSEA gave initial input to this plan on behalf of their constituents. Consultations are ongoing to receive additional input.

On November 18, 2021, this plan was placed on the Board Agenda so that the community has the opportunity to give input prior to the approval at the December 16, 2021 Board Meeting.

Allowable Use #	Connected to LCAP Goal 1, Action 7, Professional Development: Support staff's pedagogical needs to increase student achievement	Planned Activities:	Support staff's	Total Budgeted per Activity
2		Teacher participation in Professional Development to support site and district level PD (e.g., Summer Professional Learning Communities).		\$4,999,446
1		Coaching and mentoring through administrator induction, including, but not limited to, Tier II Administrative Clearance Support for Administrators . This action will provide the coaching and mentoring solutions needed for new administrators which will offer structured feedback and coaching systems.		\$99,742
3		Classified staff will participate in professional development that focuses on practices and strategies that reengage pupils and lead to accelerated learning.		\$341,649
Total Budgeted Educator Effectiveness Expenditures				\$5,440,837.00

EC 41480 (a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**
- (2) **Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.**
- (3) **Practices and strategies that reengage pupils and lead to accelerated learning.**
- (4) **Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.**
- (5) **Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.**
- (6) **Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.**
- (7) **Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.**
- (8) **New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).**
- (9) **Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.**

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

- (c) To ensure professional development meets educator and pupil needs, **local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning.** Professional learning provided pursuant to this section shall do both of the following:
- (1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.
 - (2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.
 - (d) As a condition of receiving funds apportioned pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following:
 - (1) On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.**
 - (2) On or before September 30, 2026, report detailed expenditure information to the department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The department shall determine the format for this report.