

CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION

AGENDA

June 20, 2024

BOARD OF EDUCATION

Donald L. Bridge
Andrew Cruz
Jonathan Monroe
James Na
Sonja Shaw

SUPERINTENDENT

Norm Enfield, Ed.D.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
District Board Room, 5130 Riverside Drive, CA 91710
4:40 p.m. – Closed Session • 6:00 p.m. – Regular Meeting
June 20, 2024

AGENDA

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

The meeting is live streamed on the District's YouTube channel at https://www.youtube.com/channel/UCWKinB4PTb_uskobmwBF8pw.

I. OPENING BUSINESS

I.A. CALL TO ORDER 4:40 P.M.

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

Discussion and possible action (times are approximate):

- a. Conference With Legal Counsel, Existing Litigation (Government Code 54956.9(d)(4)): San Bernardino Superior Case No. SB 2300095. (Tao Rossini, APC) (10 minutes)
- b. Conference with Legal Counsel-Existing Litigation (Paragraph (1) of subdivision (d) Government Code 54956.9): San Bernardino County Superior Court Case No. CIVSB2317301. (Liberty Justice Center) (5 minutes)
- c. Student Readmission Matters (Education Code 35146, 48916 (c)): Readmission Case 23/24-47 (5 minutes)
- d. Student Discipline Matters (Education Code 35146, 48918 (c) & (j)): Expulsion Cases 23/24-81, 23/24-91, and 23/24-93. (20 minutes)
- e. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA Negotiations. Agency Designated Representatives: Lea Fellows, Sandra Chen, Joseph Durkin, and Jaime Ortega. (10 minutes)
- f. Public Employee Appointment (Government Code 54957): High School Assistant Principals; Junior High School Principal, and Adult School Assistant Principal. (10 minutes)
- g. Public Employee Discipline Dismissal Release (Government Code 54957): (10 minutes)
- h. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (10 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Proceedings of this meeting are recorded.

I.D. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA**I.E. CHANGES AND DELETIONS****II. ACTION****II.A. ADMINISTRATION****II.A.1. Revision of the 2024/2025 Board Meeting Calendar**

Page 9

Recommended that the Board of Education approve the revisions of the 2024/2025 Board meeting calendar.

Motion ____ Second ____
Vote: Yes ____ No ____

II.A.2. Resolution 2023/2024-68, Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California; Resolution Ordering School District Election for Governing Board Members Whose Terms Expire December 13, 2024

Page 11

Recommended that the Board of Education adopt Resolution 2023/2024-68, Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California; Resolution Ordering School District Election for Governing Board Members Whose Terms Expire December 13, 2024.

Motion ____ Second ____
Vote: Yes ____ No ____

II.B. BUSINESS SERVICES**II.B.1. Adoption of the 2024/2025 Budget**

Page 13

Recommended the Board of Education adopt the 2024/2025 budget for all funds and authorize the Superintendent or designee to sign the 2024/2025 District Certification of Budget Adoption.

Motion ____ Second ____
Vote: Yes ____ No ____

II.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**II.C.1. 2024/2025 Local Control and Accountability Plan**

Page 15

Recommended the Board of Education adopt the 2024/2025 Local Control and Accountability Plan.

Motion ____ Second ____
Vote: Yes ____ No ____

II.D. FACILITIES, PLANNING, AND OPERATIONS**II.D.1. Amended Facilities Memorandum of Understanding by and Between Chino Valley Unified School District and Allegiance Steam Academy – Thrive, 2024/2025**

Page 16

Recommended the Board of Education approve the Amended Facilities Memorandum of Understanding by and between Chino Valley Unified School District and Allegiance STEAM Academy – Thrive, 2024/2025.

Motion ____ Second ____
Vote: Yes ____ No ____

II.E. HUMAN RESOURCES**II.E.1. Consideration And Approval Of Employment Contract For Lewis Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, And Support**

Page 43

Recommended the Board of Education approve the employment contract for Lewis Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support.

Motion ____ Second ____
Vote: Yes ____ No ____

III. CONSENT

Motion ____ Second ____
Vote: Yes ____ No ____

III.A. ADMINISTRATION**III.A.1. Minutes of the June 6, 2024 Regular Meeting**

Page 49

Recommend the Board of Education approve the minutes of the June 6, 2024 regular meeting.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 57 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. 2024/2025 Applications to Operate Fundraising Activities and Other Activities for the Benefit of Students

Page 58 Recommended the Board of Education approve/ratify the 2024/2025 applications to operate fundraising activities and other activities for the benefit of students.

III.B.3. Fundraising Activities

Page 60 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.4. Donations

Page 69 Recommend the Board of Education accept the donations.

III.B.5. Legal Services

Page 72 Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. Chidester & Associates; and Tao Rossini, APC..

III.B.6. Resolution 2023/2024-67, Transfers of Appropriations for 2024/2025

Page 73 Recommend the Board of Education adopt Resolution 2023/2024-67, Transfers of Appropriations for 2024/2025.

III.B.7. Resolution 2023/2024-69, Use of 2024/2025 Education Protection Account Funds

Page 75 Recommend the Board of Education adopt Resolution 2023/2024-69, Use of 2024/2025 Education Protection Account Funds.

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

III.C.1. Student Readmission Case 23/24-47

Page 79 Recommended the Board of Education approve student readmission case 23/24-47

III.C.2. Student Expulsion Cases 23/24-81, 23/24-91, and 23/24-93

Page 80 Recommended the Board of Education approve student expulsion cases 23/24-81, 23/24-91, and 23/24-93.

III.C.3. School Sponsored Trips

Page 81 Recommend the Board of Education approve/ratify the school-sponsored trips for Cattle ES, Glenmeade ES, Liberty ES, Oake Ridge ES, and Ayala HS.

III.C.4. 2024/2025 School Plan for Student Achievement

Page 83 Recommended the Board of Education approve the 2024/2025 School Plan for Student Achievement.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Page 84 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 85 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

Page 90 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.D.4. Change Orders and Notices of Completion for CUPCCAA Projects

Page 128 Recommended the Board of Education approve the Change Orders and Notices of Completion for CUPCCAA Projects.

III.D.5. Resolution 2023/2024-66, Authorization to Utilize a Piggyback Contract

Page 130 Recommended the Board of Education adopt Resolution 2023/2024-66, Authorization to Utilize Piggyback Contract.

III.D.6. Award of Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project

Page 134 Recommended the Board of Education award Bid No. 23-24-22F, Chino Valley Unified School District, to K.A.R. Construction, Inc., RND Contractors, Inc., Bogh Engineering, LLC., Pro-Craft Construction, Inc., and Rancho Pacific Electric Construction, Inc.

III.D.7. Award of Rebid No. 23-24-24F, Don Lugo HS MPR Sound & Lighting System Replacement

Page 136 Recommended the Board of Education award Rebid No. 23-24-24F, Don Lugo HS MPR Sound and Lighting System Replacement to Vandert Construction, Inc.

III.D.8. Award of Rebid No. 23-24-25F, Liberty ES, Litel ES, Walnut ES, and Chino Hills HS Safety Hazard Asphalt Repairs

Page 137 Recommended the Board of Education award Rebid No. 23-24-25F, Liberty ES, Litel ES, Walnut ES, and Chino Hills HS Safety Hazard Asphalt Repairs to Universal Asphalt Company, Inc.

III.D.9. Award of Bid No. 23-24-21I, Chino Hills HS Pool Heater Installation

Page 139 Recommended the Board of Education award Bid No. 23-24-21I, Chino Hills HS Pool Heater Installation.

III.D.10 Request for Proposals 23-24-17 Nutrition Services Distribution of USDA Foods And Commercial Food Products

Page 140 Recommended the Board of Education award Request for Proposals 23-24-17, Nutrition Services Distribution of USA Foods & Commercial Food Products.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Page 142 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.E.2. Rejection of Claims

Page 152 Recommend the Board of Education reject the claims and refer them to the District's insurance adjuster.

IV. INFORMATION

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

IV.A.1. Local Indicators for the California School Dashboard

Page 153 Recommended the Board of Education receive for information the report on Local Indicators for the California School Dashboard.

IV.A.2. Revision of Board Policy 5127 Students – Graduation Ceremonies and Activities

Page 155 Recommended the Board of Education receive for information the revision of Board Policy 5127 Students – Graduation Ceremonies and Activities.

IV.A.3. Revision of Board Policy 5144 Students – Discipline

Page 160 Recommended the Board of Education receive for information revision of Board Policy 5144 Students – Discipline.

IV.A.4. New Courses: Fundamental Biology: Living Earth; Fundamental Chemistry of the Earth System; Fundamental English 9; Fundamental English 10; Fundamental English 11; Fundamental Integrated Math 1; Fundamental United States History; Fundamental World History; and Cultural Experiences in America

Page 167

Recommended the Board of Education receive for information the new courses Fundamental Biology: Living Earth; Fundamental Chemistry of the Earth System; Fundamental English 9; Fundamental English 10; Fundamental English 11; Fundamental Integrated Math 1; Fundamental United States History; Fundamental World History; and Cultural Experiences in America.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Prepared by: Regan Rico, Administrative Secretary IIA
Date posted: June 14, 2024

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

SUBJECT: REVISION OF THE 2024/2025 BOARD MEETING CALENDAR

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BACKGROUND

At the organizational meeting on December 14, 2023, the Board of Education adopted the 2024/2025 Board meeting calendar. Attached is the proposed revision to the calendar for 2024/2025. Regular meetings are held on the first and/or third Thursdays of the month, unless otherwise indicated by an asterisk *.

The 2024/2025 Board meeting calendar is being revised to reflect June 19 as a legal holiday; update Board meeting address to 13461 Ramona Avenue; and add “regular” after Board of Education to clarify meeting information.

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

RECOMMENDATION

It is recommended the Board of Education approve the revisions of the 2024/2025 Board meeting calendar.

FISCAL IMPACT

None.

NE:tr

Chino Valley Unified School District



2024/2025 Board Meeting Calendar

July 18, 2024	Regular
August 15, 2024	Regular
September 5, 2024	Regular
September 19, 2024	Regular
October 17, 2024	Regular
November 21, 2024	Regular
December 19, 2024*	Organizational
January 16, 2025	Regular
February 20, 2025	Regular
March 20, 2025	Regular
April 17, 2025	Regular
May 1, 2025	Regular
May 15, 2025	Regular
June 5, 2025	Regular
June 18, 2025*	Regular

Board of Education REGULAR meetings are held the first and third Thursdays of the month (except where indicated by asterisk). The meetings will begin at 6:00 p.m. in the Board room at the District Service Center, Chino Valley Unified School District, 5130 Riverside Drive 13461 RAMONA AVENUE, Chino, unless otherwise posted. Additional meetings will be announced by the Board President on an as-needed basis.

Board approved: _____

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

SUBJECT: RESOLUTION 2023/2024-68, ORDER OF ELECTION AND SPECIFICATIONS OF THE ELECTION ORDER IN THE CHINO VALLEY UNIFIED SCHOOL DISTRICT OF SAN BERNARDINO COUNTY, CALIFORNIA; RESOLUTION ORDERING SCHOOL DISTRICT ELECTION FOR GOVERNING BOARD MEMBERS WHOSE TERMS EXPIRE DECEMBER 13, 2024

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BACKGROUND

The Office of the County Superintendent of Schools notified the District in June 2024, that the Biennial election of school trustees is required to be held on Tuesday, November 5, 2024. It will be a consolidated election to include governing board members in elementary, high school, unified, and community college districts.

The attached Order of Election and Specifications of the Election Order must be adopted by the Governing Board, signed by the clerk or secretary of the Board, and returned to the Registrar of Voters.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2023/2024-68, Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California; Resolution Ordering School District Election for Governing Board Members Whose Terms Expire December 13, 2024.

FISCAL IMPACT

The cost of the election will be prorated among the school districts and other agencies consolidating with the election. The District will be billed after the election.

NE:rt

**ORDER OF ELECTION
and
SPECIFICATIONS OF THE ELECTION ORDER**

**CHINO VALLEY UNIFIED SCHOOL DISTRICT OF
SAN BERNARDINO COUNTY, CALIFORNIA**

**RESOLUTION 2023/2024-68, ORDERING SCHOOL DISTRICT ELECTION FOR
GOVERNING BOARD MEMBERS WHOSE TERMS EXPIRE DECEMBER 13, 2024**

Resolved that, pursuant to Education Code, Section 5302, the County Superintendent of Schools of this County is hereby ORDERED to call an election for the purpose and in accordance with designations contained in the following specifications of the Election Order made under the authority of Education Code Sections 5304, 5320, and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

Date of Election: Tuesday, November 5, 2024

Purpose: Election of Three Governing Board Members

Polls will open at 7:00 a.m. and close at 8:00 p.m.

I, Norm Enfield, Secretary of the Governing Board of the Chino Valley Unified School District of San Bernardino County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting on June 20, 2024.

Dated: June 20, 2024

Secretary

Submit one (1) copy to the San Bernardino County Registrar of Voters
Submit one (1) copy to the County Superintendent of Schools
Retain one (1) copy for your files

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

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: ADOPTION OF THE 2024/2025 BUDGET

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BACKGROUND

The May Revision is the final statutory opportunity for the Governor to update his economic projections prior to the adoption of the State Budget in June. On May 10, 2024, Governor Newsom released his revised state budget for the 2024/2025 fiscal year based on updated revenue projections, latest cash receipts, and economic forecasts.

Despite early budget action to shrink the state budget shortfall by approximately \$17.3 billion, lower state revenues since January resulted in an increased overall budget deficit by \$7.0 billion to a total of \$27.6 billion. Governor Newsom attributed the budget challenge to the state's progressive tax system where 50% of all personal income taxes is paid by only 1% of California residents, whose income relies heavily on stock market performance.

At the May Revision, Governor Newsom continued his approach from January to shield K-14 education from ongoing programmatic reductions. His May Revision included Proposition 98 Rainy Day Fund withdrawals and an accrual and accounting change the Legislative Analyst's Office (LAO) has dubbed the "Proposition 98 Funding Maneuver." This latter strategy is controversial both inside and outside the Legislature, garnering significant criticism as a manipulation of the Proposition 98 Minimum Guarantee.

Despite the budget deficit challenge and uncertainty, Governor Newsom proposes to fully fund the 1.07% cost of living adjustment (COLA) for Local Control Funding Formula (LCFF), which is greater than the January estimate of 0.76%, but significantly lower than the estimate of 3.94% from the 2023-24 Enacted Budget.

The Legislature will vet the Governor's proposals and consider some of its own to balance the State Budget for 2024-25.

Based on the current District revenue assumptions and expenditure plan, the District's proposed general fund budget for 2024/2025, 2025/2026, and 2026/2027 will meet the minimum statutory reserve requirement. All other funds are also in balance.

Education Code 52062 requires the Board of Education to conduct a public hearing prior to approving the 2024/2025 budget at its June 20, 2024 meeting. The 2024/2025 budget is being presented under separate cover. A copy is available for public inspection in the school District lobby of the Chino Valley Unified School District.

RECOMMENDATION

It is recommended the Board of Education adopt the 2024/2025 budget for all funds and authorize the Superintendent or designee to sign the 2024/2025 District Certification of Budget Adoption.

NE:SHC:LP:lmf

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: **2024/2025 LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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BACKGROUND

The Local Control Funding Formula (LCFF) system requires that each Local Educational Agency (LEA) develop, adopt and annually update a three-year Local Control and Accountability Plan (LCAP). The LCAP is required to identify goals and measure progress for student subgroups (English learners, low income, and foster youths) across multiple performance indicators.

Pursuant to Education Codes 52060 and 52066, the LCAP describes the District's overall vision for students, annual goals, and specific actions the District will take to achieve its identified vision and goals. Additionally, the LCAP must focus on eight areas identified as state priorities. The plan also demonstrates how the District's budget will help achieve the goals and assess each year how well the strategies in the plan were able to improve outcomes. As such, the District is required to annually update its three-year LCAP, as necessary.

The Board conducted a public hearing on this item at its June 6, 2024 meeting. Subsequently, the District is required to submit its LCAP to the San Bernardino County Superintendent of Schools. The approved LCAP becomes effective July 1, 2024. A hardcopy of the draft 2024/2025 LCAP is available in the District lobby for public inspection.

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

RECOMMENDATION

It is recommended the Board of Education adopt the 2024/2025 Local Control and Accountability Plan.

FISCAL IMPACT

\$54,911,711.00 from General and Restricted Funds.

NE:gks

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: **AMENDED FACILITIES MEMORANDUM OF UNDERSTANDING BY AND BETWEEN CHINO VALLEY UNIFIED SCHOOL DISTRICT AND ALLEGIANCE STEAM ACADEMY – THRIVE, 2024/2025**

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BACKGROUND

On January 22, 2024, pursuant to the requirements of Education Code Section 47614 and its implementing regulations, the District sent Allegiance STEAM Academy-Thrive (ASA) its Proposition 39 Amended Facilities Memorandum of Understanding (MOU) for ASA's use of the former El Rancho ES site.

On June 3, 2024, the ASA Board of Directors approved the Facilities MOU.

On June 6, 2024, the District received the executed Facilities MOU from Dr. Sebastian Cagnetta, CEO of ASA.

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

RECOMMENDATION

It is recommended the Board of Education approve the Amended Facilities Memorandum of Understanding by and between Chino Valley Unified School District and Allegiance STEAM Academy – Thrive, 2024/2025.

FISCAL IMPACT

Pursuant to Education Code Section 47613(b) and the Amended Facilities Memorandum of Understanding, the District will charge ASA a supervisorial oversight fee at a rate of three (3%) percent of ASA's revenue. Additionally, the District will charge ASA for its utility costs each month during the five-year term of the Amended Facilities MOU.

**AMENDED FACILITIES MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
CHINO VALLEY UNIFIED SCHOOL DISTRICT AND
ALLEGIANCE STEAM ACADEMY-THRIVE
2024-2025**

THIS AMENDED FACILITIES MEMORANDUM OF UNDERSTANDING ("Agreement") is made by and between the Chino Valley Unified School District ("CVUSD" or "District"), a public school district organized and existing under the laws of the State of California, and Allegiance STEAM Academy Inc., a California non-profit public benefit corporation (California Secretary of State number C4040794 and federal employer identification number 82-2556226), operating the Allegiance STEAM Academy-Thrive ("ASA") charter school. The District and ASA may be referred to herein individually as a "Party" or collectively as the "Parties."

RECITALS

WHEREAS, District owns certain real property and facilities held in trust for the State of California to benefit all public school students residing in District's boundaries;

WHEREAS, ASA is a TK-8th grade charter school conditionally granted by the Chino Valley Unified School District on December 14, 2017 for a term from July 1, 2018 to June 30, 2020;

WHEREAS, on January 6, 2020, ASA submitted its charter renewal petition to the District for a new five-year term;


WHEREAS, on February 6, 2020, the Chino Valley Unified School District Board of Education renewed ASA's charter for a term of five years beginning July 1, 2020 and expiring June 30, 2025;

WHEREAS, effective July 9, 2021, pursuant to Education Code § 47607.4, the term of ASA's charter was extended by two years;

WHEREAS, effective July 10, 2023, pursuant to Education Code § 47607.4 as amended, the term of ASA's charter was extended an additional year until June 30, 2028;

WHEREAS, on November 1, 2023, ASA submitted to the District a request for school facilities under the provisions of Education Code § 47614 and its implementing regulations as set forth in Title 5 of the California Code of Regulations § 11969.9(a) *et seq.* (the "Proposition 39 Request") for the 2024-2025 school year;

WHEREAS, on January 22, 2024, pursuant to the requirements of Education Code § 47614 and its implementing regulations, the District offered to provide ASA with facilities sufficient to house ASA's in-District students ("Preliminary Proposal");

NE: _____
SC: 

WHEREAS, on or before April 1, 2024, pursuant to the requirements of Education Code § 47614 and its implementing regulations, the District sent ASA its Final Notification of Facilities Offered, which provides ASA with facilities sufficient to house ASA's in-District students ("Final Notification");

WHEREAS, the District and ASA enter into this Agreement for ASA's use of facilities ("Allocated Space") located at 5862 C Street, Chino, California ("El Rancho school site") for the 2024-2025 school year; and

WHEREAS, the Parties do not intend this Agreement to constitute a lease of real property pursuant to Education Code § 17455 *et seq.*


NOW, THEREFORE, in consideration of the oversight fee payments and of the covenants and agreements set forth to be kept and performed by ASA, the Parties agree as follows:

1. Term. The Term of this Agreement ("Term") is for eight (8) years, beginning July 1, 2020 and shall be concurrent with the current charter of ASA, expiring June 30, 2028. Upon the termination of this Agreement, the right to exclusive use of the Allocated Space shall revert to the District (except for any furniture, equipment, or furnishings owned by ASA), unless the Parties extend this Agreement or enter into a subsequent agreement for ASA's use of the Allocated Space.

2. Use of the Allocated Space. The District agrees to allow ASA use of the Allocated Space during the Term of this Agreement, for the sole purpose of operating ASA's educational program in accordance with ASA's charter petition. The agreed use of the Allocated Space does not extend to any other use than the operation of the charter school including the use of the Allocated Space or the El Rancho school site address by the operators of ASA's affiliates, other non-profits affiliated in any way with ASA, or any other entities.

A. Exclusive Use. As depicted in **Exhibit A Site Plan**, the facilities to be provided by the District to ASA for ASA's exclusive use for the 2024-2025 school year of the Term include the following:

- i. Thirty-three (33) classrooms, two (2) for TK and K students, and thirty-one (31) classrooms for students in grades 1-8,
- ii. Three (3) additional portable classrooms leased by ASA,
- iii. Four (4) classrooms suitable for use as a music room, a drama room, a special education room, or art room,
- iv. Fifty-two (52) parking spots,
- v. Multipurpose room,
- vi. Playgrounds/playing fields, including two (2) basketball courts with removable volleyball nets,
- vii. Science lab (Classroom 38),

NE:
SC: 


- viii. Outdoor covered lunch area,
- ix. Serving kitchen,
- x. Nurse station,
- xi. Building L (Teacher's lounge) suitable for art room purposes, psychologist/counseling purposes, resource specialist room purposes, or speech room purposes,
- xii. Building J (Additional office space) suitable for art room purposes, psychologist/counseling purposes, resource specialist room purposes, or speech room purposes,
- xiii. Restrooms (five (5) boys restrooms, five (5) girls restrooms, one (1) unisex staff restroom, nine (9) unisex single use restrooms),
- xiv. Office space,
- xv. Custodial rooms,
- xvi. Classroom 37 for Think Together (ASA's before and after school program),
- xvii. Locker rooms, and
- xviii. Staff workroom.

The use of the facilities at the El Rancho school site is depicted in the site plan attached as **Exhibit A**.

The District's site plan reflects ASA's lease and use of an additional three portable classrooms, for a total of thirty-six (36) classrooms available for ASA to use during the 2024-2025 school year.

B. Use of Additional Facilities. In addition to the facilities already provided by the District pursuant to Section 2(A) of this Agreement, ASA may desire to lease relocatable classrooms as additional facilities ("Additional Facilities"). Should ASA lease relocatable classrooms, ASA shall be solely responsible for all costs and expenses associated with the installation, refurbishment, use, and removal of the relocatable classrooms. In the event that any Additional Facilities are unable to be used, for any reason, ASA agrees that it has no claim regarding any allegation that the District has taken action to impede ASA from expanding its enrollment to meet pupil demand for the term of this Agreement or any claim regarding the District's perceived failure to offer facilities in accordance with applicable law.

C. Use of Facilities for Summer School. If ASA intends to use the Allocated Space to hold a summer program during the months of June, July, or August of any year during the Term, ASA must provide the District with written notification of such use and the dates ASA's summer program will operate by May 1st of each year.

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D. Reversion to District. Upon the termination or expiration of this Agreement by its terms, the right to use and occupation of the Allocated Space and District furnishings and equipment thereon shall revert to the District, unless the Parties mutually negotiate a successor agreement, regarding ASA's continued use of the Allocated Space for ASA's educational program. Upon termination of this Agreement, the District shall recoup the full rights and benefits of its ownership of the Allocated Space, including, but not limited to, possession and use of the Allocated Space for District programs and services.

E. Civic Center Act. Although ASA shall have primary use of the Allocated Space during its regular school hours, ASA agrees to comply with the provisions of the Civic Center Act (Education Code § 38130 *et seq.*) in making use of the facilities accessible to members of the community. After 4:00 PM during each week and all day on weekends and holidays, the Allocated Space shall be subject to use by the public pursuant to the Civic Center Act and/or any joint use or recreational program use that has been deemed appropriate by the District. ASA shall direct all individuals requesting Civil Center Act access, joint use, or recreational program use to contact the District to request use of the Allocated Space.

F. District Use. The District retains all rights to use any remaining facilities of the El Rancho school site that are not allocated to ASA for any District purpose, program, and/or event.

G. Third-Party Use. In the event a District-approved third-party uses the Allocated Space, ASA agrees that it will not engage in any conduct which has the purpose or effect of disrupting or undermining the operation of District-approved third-party programs on the Allocated Space.

H. One Physical Location/Site. Pursuant to Education Code § 47605, a petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of a school district. ASA agrees that for the Term of this Agreement it will not establish any additional physical locations and/or sites within the District beyond the Allocated Space.

I. Full and Complete Satisfaction. ASA agrees that the provision of the Allocated Space pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities, including furnishings and equipment, to ASA under Education Code § 47614 and the Proposition 39 regulations for each year of the Term. ASA agrees that, by accepting the Allocated Space, ASA certifies that the District has fully and completely satisfied the District's obligation to provide facilities, including furnishings and equipment, to ASA under Education Code § 47614 and all Proposition 39 implementing regulations for each year of the Term. ASA waives and forever releases the District regarding any allegation that the District has taken any actions to impede ASA from expanding its enrollment to meet pupil demand for the Term. Furthermore, ASA waives any rights it may have to subsequently object to the District's perceived failure to offer facilities, including furnishings and equipment, in accordance with applicable law and waives any rights it may have to challenge those aspects of the District's offer of facilities, including furnishings and equipment, that ASA believes would violate the substantive or procedural requirements of Proposition 39 and its implementing regulations.

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J. Satisfaction of Proposition 39 Obligation. The District and ASA agree that, during the Term of this Agreement, ASA will annually submit Proposition 39 school facilities requests as required by Education Code § 47614.

K. Enrollment. The Parties agree that during the Term of this Agreement ASA's enrollment shall be consistent with the projected enrollment set out in ASA's January 6, 2020 renewal charter petition.


In addition, ASA shall also not submit another charter petition to the District to operate a charter school in the District during the Term. ASA also waives and forever releases the District from any and all claims that in any of the school years falling within the Term of this Agreement and any extension thereof, the District has taken any action to impede ASA from expanding enrollment to meet student demand.

L. Furnishings and Equipment. The District will provide ASA reasonably equivalent furnishings and equipment as defined by 5 CCR § 11969.2(e) to ASA. All facilities, furnishings, and equipment provided to ASA shall remain the property of the District, shall be used for the sole purpose of operating ASA's educational program, and shall be returned to the District at the end of the Term in the same condition as received. ASA shall be financially responsible for any damage caused by its use of the furnishings and equipment.

- i. ASA shall develop and maintain an inventory of all reasonably equivalent furnishings and equipment received from the District. ASA shall provide the District with the inventory on September 30 of each year during the Term of this Agreement.
- ii. During the Term of this Agreement, ASA shall request repair of furnishings and equipment (including, but not limited to desks, chairs, playground equipment, servers, switches, security alarms, telephones, fixtures, and other technology, security, and telecommunications related hardware) consistent with District policies via the District's "SchoolDude," online work order system.

M. Utilities. ASA shall be responsible for payment of utility services costs during ASA's use of the Allocated Space during the Term. The District shall secure all necessary utility services (such as water, sewer, power, gas, pest management and insect control, security monitoring/alarm, fire extinguisher maintenance, trash collection and disposal, internet, telephone, cable, etc.) and bill ASA for 100% of all utility costs each month during the Term. ASA shall promptly make payment of the invoice to the "Chino Valley Unified School District" and deliver said payment to the CVUSD Assistant Superintendent of Business Service within thirty (30) calendar days of receipt of such invoice from the District. Should ASA acquire Additional Facilities (see § 2.B.) which increase utility services costs, ASA shall be responsible for paying the increased utility services costs.

N. Computer Network and Internet Services. The District provided ASA a reasonably equivalent Computer Network for the Allocated Space, which includes the network infrastructure, a firewall, and an operational phone and intercom system, but does not include the District providing any servers to ASA. If ASA accepts the District's April 1, 2024 Final

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Notification of Facilities Offered, ASA agrees it will annually enter into a Computer Network Memorandum of Understanding at the District's request, for the Term of the Amended Facilities Memorandum of Understanding.

O. Allocation of Facilities. Pursuant to Proposition 39 requirements, the allocation of classrooms and space to ASA shall be based upon ASA's agreed in-District ADA for each year of the Term. In the event that the Allocated Space has been "over allocated" in accordance with 5 C.C.R. § 11969.8, ASA shall reimburse the District accordingly.

P. Reporting ADA to District. As required under 5 C.C.R. § 11969.9(l), ASA must report its actual ADA to the District every time that ASA reports ADA for apportionment purposes. ASA's reports must include in-District and total ADA and in-District and total classroom ADA. ASA must maintain records documenting the data contained in ADA reports. All such records shall be available on request by the District. Additionally, the District may request backup documentation confirming ASA's in-District ADA in a manner that is reasonably acceptable to the District at any time.


3. Fees.

A. The District shall provide ASA with "substantially rent free" facilities for the Term of this Agreement and shall charge ASA a supervisorial oversight fee at a rate of three percent (3%) of ASA's revenue pursuant to Education Code § 47613(b).

B. The District shall invoice ASA for the three percent (3%) oversight fee payable under Education Code § 47613 quarterly on September 30, December 30, March 31, and June 30 of each year during the Term. Payment from ASA to the District will be due in fifteen (15) calendar days from the date of the invoice.

C. ASA acknowledges that late payment of the oversight fee to the District will cause the District to incur costs not contemplated by this Agreement, the exact amount of which will be difficult to ascertain. Those costs include, but are not limited to, processing and accounting charges. Accordingly, if the District does not receive the oversight fee from ASA by 4:00 PM within ten (10) calendar days after the date the payment is due, ASA shall pay to the District, as additional sums due, a late charge equal to five percent (5%) of the overdue amount. The Parties hereby agree that any late charge assessed to ASA shall represent a fair and reasonable estimate of the costs District will incur by reason of late payment by ASA. Acceptance of late sums by the District shall in no event constitute a waiver of ASA's default with respect to any overdue amount, nor prevent District from exercising any of its other rights and remedies granted hereunder.

4. Maintenance. All facilities provided to ASA shall remain the property of the District. The ongoing operations and maintenance of the facilities, as well as "deferred maintenance," shall be the responsibility of the District. Deferred maintenance projects are those that are major in scope and which may involve a public works bid. Deferred maintenance includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and flooring systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code § 17582. The District shall include ASA's facilities on its deferred maintenance

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list in the same manner as it would include any other District facilities on the District's deferred maintenance list.

In the event that ASA requests that the District perform maintenance and repairs, ASA shall submit a request via the District's "SchoolDude," online work order system. The District reserves the right at any time to implement a different process for ASA's submission of maintenance and repair requests.


ASA shall be responsible for all custodial services at the Allocated Space. ASA shall require all custodial services to be performed in a manner equivalent to the custodial services performed at all other District school sites. Should ASA neglect or fail to perform custodial services consistent with current District policy and practice, the District reserves the right to provide custodial services and to charge ASA reasonable costs for such services if ASA fails to cure such failure within fifteen (15) calendar days written notice from the District.

The District shall be responsible for all landscaping and grounds keeping services, unless ASA receives written permission from the District to perform landscaping or grounds keeping. ASA shall not modify or remove any landscaping or trees in the Allocated Space or the El Rancho school site in any manner, unless ASA receives written permission from the District. ASA shall request removal of graffiti and repair of any vandalism at the Allocated Space consistent with District policies as soon as possible, but in no event later than 72 hours after such graffiti and/or vandalism is discovered.

ASA shall be responsible for all costs, coordination, and scheduling of all necessary inspections and payment of all fees required by any municipal or governmental laws, ordinances, rules or regulations regarding ASA's use of the Allocated Space. ASA shall provide a written copy of any such report, proof of inspection or other documentation of any inspection or review to the District within three (3) calendar days of receipt.

5. Pest Management. The District shall provide pest management for the Allocated Space in accordance with District's Integrated Pest Management Program policy and the Healthy Schools Act upon written notice to ASA of its intention to do so, the schedule upon which the pest management service will be provided and the estimated cost of such pest management service. ASA shall pay the reasonable and customary fee or charge for said pest management service, which will be included in ASA's utilities costs. ASA must submit a written request to the District if ASA wants to schedule the pest management service provided by the District. ASA shall provide the District with ASA's Integrated Pest Management Program certificate on or before July 1 of each year during the Term.

6. Installation of Improvements by ASA. ASA shall have no right to make alterations, additions to the Allocated Space or the El Rancho school site in any way, or to construct or install any improvements (as defined in California Civil Code § 8050(a)) on the Allocated Space or the El Rancho school site or otherwise alter the Allocated Space or the El Rancho school site in any way without the prior written consent of the District, and if required, the Division of the State Architect ("DSA"). ASA shall not paint any part of the Allocated Space or the El Rancho school site without the prior written consent of the District. Unless otherwise specified in this Agreement, in each case where prior written consent of the District is required under this section or any other

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provision of this Agreement, such written consent shall be obtained exclusively from the District's Superintendent or designated representative, and consent obtained from any other source shall be invalid.


A. Fire and Building Code Standards. Any alterations or construction or installation of improvements by ASA that implicate any fire and buildings code standards for occupancy, special hazards, means of egress, exit doors, illumination, fire doors, self-closing devices, electrical systems, and clearance, and all other applicable fire and building code standards requires prior inspection and written approval by the Chino Valley Fire District.

B. District's Discretion. The District's approval of any improvements, including the construction schedule and work hours, shall be at the District's sole and absolute discretion, and the District may disapprove of such improvements for any reason.

C. Contractor Requirements. Contractors retained by ASA with respect to the construction or installation of improvements approved by the District shall be fully licensed and bonded as required by California law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with the District's construction requirements. The construction or installation of improvements approved by the District shall be performed in a sound and workmanlike manner, in compliance with all applicable laws including, but not limited to state and local building codes, fire codes, fingerprinting requirements and prevailing wage laws. The District or the District's agents shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the Allocated Space and the El Rancho school site, and to inspect the work.

D. Indemnification for Alterations or Installation of Improvements Work. ASA shall indemnify, defend, and hold harmless the District, its directors, officers, and employees or contractors from ASA's violation of applicable federal, state or local statute, ordinance, order, governmental requirement, law or regulation that applies to any work, including, without limitation, any labor laws and/or regulations requiring that persons performing work on any improvements be paid prevailing wages.

E. Delivery of Instruments and Documents. ASA shall deliver to the District, promptly after ASA's receipt thereof, originals or, if originals are not available, copies of any and all of the following instruments and documents pertaining to any testing, construction, repair or replacement of improvements approved by the District on the Allocated Space: (a) plans and specifications for the subject improvements, (b) test results, physical condition and environmental reports and assessments, inspections, and other due diligence materials related to the subject improvements, (c) permits, licenses, certificates of occupancy, and any and all other governmental approvals issued in connection with the subject improvements, (d) agreements and contracts with architects, engineers, and other design professionals executed with respect to the design of the subject improvements, (e) construction contracts and other agreements with consultants, construction managers, general and other contractors, and equipment suppliers pertaining to the construction, repair or replacement, as the case may be, of the subject improvements, and (f) all guaranties and warranties pertaining to the construction, repair or replacement, as the case may be, of the subject improvements.

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F. Liens and Claims. ASA shall not permit any liens or claims to stand against the Allocated Space for labor or material furnished in connection with any work performed by ASA. Upon reasonable and timely notice of any such lien or claim delivered to ASA by the District, ASA may bond and contest the validity and the amount of such lien, but ASA shall immediately pay any judgment rendered, shall pay all proper costs and charges, and shall have the lien or claim released at ASA's sole expense. Additionally, ASA shall not use or operate any improvements until the project is closed-out and certified by the DSA, if applicable, and/or final approval is received from any applicable agency. ASA shall provide written evidence of close-out and certification or approval, in a form reasonably acceptable to the District.

7. Signs. ASA shall, at ASA's sole cost, have the right to place one sign to be mounted on an existing building on the Allocated Space stating ASA's charter school name and other pertinent information, a sign indicating the main office of ASA, and other directional signs as appropriate, provided ASA obtains the prior written approval and consent of District. The signage shall not require any improvements or modifications to the Allocated Space in order to erect such signage. ASA's signs shall be in compliance with all District standards and ASA's receipt of any applicable permits and approvals required under any municipal or other governmental laws, ordinances, rules or regulations. Throughout the Term of the Agreement, ASA shall, at its sole cost and expense, maintain all of its signage and all appurtenances in good condition and repair. At the termination of the Agreement, ASA shall remove all signs which it has placed on the Allocated Space, and shall repair any damage caused by the installation or removal of ASA's signs.


8. Surrender. Upon the expiration of the Term or earlier termination of this Agreement, ASA shall restore and surrender the Allocated Space and the Furnishings and Equipment to the District, in the same condition as when received, free and clear of any liens or encumbrances. ASA shall be financially liable for any damage or excessive wear and tear to the Allocated Space. No fixtures as defined by California Civil Code § 660 shall be removed by ASA at any time.

A. If ASA has made any improvements or alterations, whether temporary or permanent in character, all of ASA's improvements or alterations shall, unless otherwise agreed to by the District, be removed and the Allocated Space shall be surrendered to District upon the date of the expiration of the Term or earlier termination of this Agreement in the condition existing prior to ASA's alterations or improvements at the expense of ASA.

B. If ASA has made any alterations or improvements, at least thirty (30) calendar days prior to the last day of the Term, ASA shall, unless otherwise agreed to by the District, provide the District with its plans for removal and restoration, and the District may require modifications to said plans to ensure the premises are restored to substantially the same condition they were in prior to ASA's occupancy at the Allocated Space.

C. Prior to the last day of the Term, ASA shall, unless otherwise agreed to by the District, remove completely all of ASA's personal property, including moveable ASA furniture, ASA trade fixtures and equipment not attached to the Allocated Space, and repair all damage caused by removal.

D. Any of ASA's personal property not so removed on or before the end of the Term shall be deemed abandoned by ASA and associated costs to store, remove, or dispose of ASA's

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abandoned property shall be the financial responsibility of ASA. After ten (10) business days and after written notification to ASA, any and all ASA personal property shall, at the option of District, automatically become the property of the District upon the expiration or termination of this Agreement or fifteen (15) business days after written notification to ASA. Thereafter, the District may retain or dispose of ASA's personal property in any manner without any further notice or liability whatsoever to ASA.

9. Holding Over. ASA will not be permitted to hold over possession of the Allocated Space after the date of the expiration of this Agreement or earlier termination of this Agreement without the express written consent of the District, which consent by the District may withhold in its sole and absolute discretion. Any holdover by ASA shall constitute a breach of this Agreement by ASA entitling District to pursue any and all remedies available at law and in equity, including without limitation consequential damages resulting therefrom. During any holdover period, ASA shall not occupy and use the Allocated Space during the hold over period except to remove ASA's personal property and alterations or improvements as coordinated with the District. No payment of money by ASA after termination of this Agreement, or after the giving of notice of termination by the District to ASA shall reinstate, continue or extend the Term.

10. Compliance with District Policies. ASA shall comply with all CVUSD Board policies regarding the operations and maintenance of the Allocated Space and the furnishings and equipment provided by the District.

11. Security. The Parties acknowledge that the District is responsible for ensuring the security of the Allocated Space through security systems and devices, including, but not limited to, locks, gates, and, at the District's option, a monitored security system. ASA is required at all times to maintain the security of the Allocated Space by the proper use of all such security systems and devices. ASA is strictly prohibited from changing, modifying or installing any locks and keys or padlocks on any classroom doors or exterior gates. Whenever the District programs any new alarm codes, or changes or installs any locks, keys or padlocks, within five (5) calendar days after any new alarm codes, locks or keys have been changed or added, the District shall provide new alarm codes, locks or keys to ASA. Upon expiration or termination of the Term of this Agreement, the District shall rekey all locks at the Allocated Space to the specifications of the District.

12. Emergencies. The Chief Executive Officer of ASA and the District's Superintendent shall immediately inform one another or their designees of any health and/or safety emergency as they relate to the safety of students, staff, and teachers within the Allocated Space or at the El Rancho school site. Health and/or safety emergencies shall include but not be limited to reports of any serious incident that takes place within the Allocated Space or at the El Rancho school site when law enforcement, fire department, or paramedics are involved, including incidents of arson, incidents of physical or sexual abuse, bomb threats, weapons on the Allocated Space or the El Rancho school site, active shooter on the Allocated Space or the El Rancho school site, and the sale of narcotics on the Allocated Space or the El Rancho school site. ASA employees, volunteers, students, and faculty shall cooperate with and participate in any lockdowns, exigent security procedures, and emergency response training, procedures, and protocols required by the District on the Allocated Space. The District will provide ASA with District emergency procedures to be followed on all areas of the Allocated Space or El Rancho school site.


13. School Safety Plan. ASA must develop and submit to the District by September 1, 2024 a School Safety Plan that complies with Education Code §§ 32280-32289 and is consistent with the California Department of Education's "*Compliance Checklist for a Comprehensive School Safety Plan*."

14. Condition of Subject Property. The District is not aware of any defect in or condition of the El Rancho school site that would prevent ASA's use of the Allocated Space for ASA's educational purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the El Rancho school site that calls into question the appropriateness or sufficiency of the El Rancho school site for their intended purpose. ASA, at its expense, shall comply with all applicable laws, regulations, rules and orders with respect to ASA's use and occupancy of the Allocated Space including, without limitation, those relating to health, safety, noise, environmental protection, zoning compliance and approvals, waste disposal, water and air quality compliance, building codes, fire codes, and environmental laws including asbestos, lead, etc., triggered by ASA's use of the Allocated Space or any alterations, additional, improvements, or modifications to the Allocated Space made by ASA with the District's approval.

ASA shall at all times remain responsible for compliance with the Americans with Disabilities Act ("ADA"), Fair Employment and Housing Act ("FEHA"), other applicable building code standards, and fire code standards that are triggered by any modifications or improvements made by ASA. ASA shall assume responsibility for compliance with ADA and FEHA access laws to the extent of any modifications or improvement made by ASA. Should any modifications or improvements made by ASA change or affect the character of any existing improvements, ASA shall be responsible for bringing said existing improvements into compliance with ADA, FEHA, and other applicable building code standards. ASA shall comply with all licensing, payment and performance bond and prevailing wage laws with respect to all modifications to the Allocated Space.

ASA shall not do or permit anything to be done in or about the Allocated Space nor bring or keep anything therein which will in any way increase the District's existing insurance rates or affect any fire or other insurance upon the Allocated Space or any of its contents or cause a cancellation of any insurance policy covering said Allocated Space or any part thereof or any of its contents, nor shall ASA sell or permit to be kept, used, or sold in or about said Allocated Space any articles which may be prohibited by a standard form policy of fire insurance.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Allocated Space due to ASA's use and occupancy thereof, ASA, at its expense, shall be obligated to clean all the property affected, including, if applicable, any other affected properties in the vicinity of the Allocated Space, to the satisfaction of the District and any governmental agencies having jurisdiction over the Allocated Space or any other properties affected by the discharge, leakage, spillage, emission, or pollution. If ASA fails to take steps to clean the property(ies) or otherwise fails to comply with any requirements regarding the clean-up, remediation, removal, response, abatement or amelioration of any discharge, leakage, spillage, emission, or pollution of any type, or fails to pay any legal, investigative, and monitoring costs, penalties, fines and disbursements assessed, the District reserves the right to perform the required actions and to take all necessary steps to recoup any and all costs associated therewith from ASA.

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ASA shall not do or permit anything to be done in or about the Allocated Space that will in any way obstruct or interfere with the rights of the District or injure or allow the Allocated Space to be used in any unlawful or objectionable purpose, nor shall ASA cause, maintain, or permit any nuisance as defined by California Civil Code §§ 3479 and 3480 in or about the Allocated Space. ASA shall not commit or suffer to be committed any waste in or upon the Allocated Space.

15. Title. The Parties acknowledge that title to the El Rancho school site, including ASA's Allocated Space, is held by the District and shall remain in the District's name at all times.

16. Insurance.


A. The District shall not be responsible for insuring any of ASA's personal property or persons (including without limitation ASA's students or members of ASA's staff).

B. The ASA Board of Directors shall ensure that at all times ASA retains appropriate property and liability insurance coverage from an insurance carrier licensed to do business in the State of California or a qualified joint power authority registered with the California Department of Industrial Relations, rated as A.M. Best A-VII or better. During the Term of this Agreement, ASA shall obtain and keep in effect liability coverage as follows:

- i. **Property Insurance** - against fire, vandalism, malicious mischief and such other perils as are included in "special form" coverage insuring all of ASA's trade fixtures, furnishings, equipment, and other personal property. The property policy shall include an "extra expense" coverage and shall be in an amount not less than 100% of the replacement value. The property insurance policy shall have a limit of not less than twenty-five million dollars (\$25,000,000).
- ii. **General Liability Insurance** - policy in an amount not less than five million dollars (\$5,000,000) per occurrence and five million dollars (\$5,000,000) in total general liability insurance for bodily injury arising out of or connected to ASA's Allocated Space and ASA's operations at the El Rancho school site.
 1. The policy shall include an additional insured endorsement equivalent in scope to ISO form CG 20 10 or CG 20 26 naming the District, its Board, officials, employees, and agents as additional insureds.
 2. This policy shall be endorsed with the insurer's waiver of its rights of subrogation against the District.
- iii. **Sexual Abuse and Molestation Insurance** - policy in the amount not less than three million dollars (\$3,000,000) per occurrence.
- iv. **Excess Liability Insurance** - policy in an amount not less than twenty-five million dollars (\$25,000,000) per occurrence and twenty-five million dollars (\$25,000,000) in the aggregate, in excess of the general liability insurance, automobile liability, sexual abuse liability, workers' compensation, crime

liability, employer's liability, cyber liability, fiduciary liability, and errors and omissions insurance.

- v. **Employment Practices and Fiduciary Liability** - ASA shall maintain an employment practices policy in the amount not less than two million dollars (\$2,000,000) per claim and member aggregate, and a fiduciary liability policy in the amount not less than one million dollars (\$1,000,000) per claim and member aggregate.
- vi. **School Board's Legal Liability** - ASA shall maintain school board's legal liability policy in the amount not less than five million dollars (\$5,000,000) per occurrence and general aggregate.
- vii. **Workers' Compensation Insurance and Employer's Liability Insurance** - ASA shall maintain Workers' Compensation Insurance as required by the California Labor Code. ASA must also maintain Employer's Liability Insurance in amounts not less than one million dollars (\$1,000,000) per accident for bodily injury or disease. The Workers' Compensation policy shall be endorsed with the insurer's waiver of its rights of subrogation against the District.
- viii. **Automobile Liability Insurance** - policy for all owned, non-owned, borrowed, leased or hired automobiles in an amount not less than five million dollars (\$5,000,000) combined single limit, bodily injury and property damage liability per occurrence, including: blanket contractual, broad form property damage, products/completed operations; and personal injury.
- ix. **Crime** - crime insurance policy in an amount not less than one million dollars (\$1,000,000) per occurrence for money and securities, one million dollars (\$1,000,000) per occurrence for forgery or alteration, one million dollars (\$1,000,000) per occurrence for ASA employee dishonesty.
- x. **Law Enforcement Activities Liability** - ASA shall maintain insurance that covers law enforcement activities liability not less than two million dollars (\$2,000,000) per occurrence.
- xi. **Student and Volunteer Accident** - ASA shall maintain student accident insurance with limits of fifty thousand dollars (\$50,000) per injury/accident, and volunteer accident insurance with limits of twenty-five thousand dollars (\$25,000) per injury/accident.
- xii. **Cyber Liability Insurance** - policy with limits not less than one million dollars (\$1,000,000) per claim, two million dollars (\$2,000,000) in the aggregate. Coverage shall be sufficiently broad to respond to the duties and obligations as are undertaken by ASA employees and shall include, but not limited to, claims involving infringement of intellectual property, including but not limited to infringements of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network

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security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

- xiii. **Endorsement** - The General Liability Insurance, Sexual Abuse and Molestation Insurance, and Automobile Liability Insurance policies are to contain the following provisions:

"To the fullest extent permitted by law, California Schools JPA, the District, its officers, officials, employees, and volunteers are to be covered as additional insureds with respect to liability arising out of automobiles owned, leased, hired or borrowed by or on behalf of ASA; and with respect to liability arising out of ASA's operations, including work or operations performed by or on behalf of the ASA, and the acts and/or omissions of the ASA's officers, employees, invitees, agents, and volunteers."


The endorsements are to be signed by the person authorized by the ASA's insurance carrier to bind coverage on its behalf.

- xiv. **Provision of Certificates of Insurance Policies** - ASA shall provide the District with a certificate(s) of the above listed insurance policies verifying such insurance and the terms described herein no later than July 1, 2024. ASA shall not be allowed to occupy the Allocated Space until it has provided all required insurance documentation.
- xv. **Expiration/Cancellation of Insurance Policies** - ASA shall, at least twenty (20) calendar days prior to the expiration of all such policies, furnish the District with renewals or binders. No such policy shall be cancelable or subject to reduction of coverage or other modification or cancellation except after thirty (30) calendar days prior written notice to the District by the insurer.
- xvi. **Notice of Deductibles and Self-Insured Retentions** - ASA agrees that any deductibles or self-insured retentions must be declared to and approved by the District.

C. ASA shall maintain all of the above insurance based upon coverage for the number of persons employed by ASA. ASA shall provide the District with written notice of the number of employees that ASA's insurance covers and the number of employees employed at ASA quarterly on September 30, December 30, March 31, and May 30 of each year during the Term.

D. The District's insurance and coverage requirements for ASA are subject to annual review each year during the Term and may be modified as necessary.

E. The District may, at its discretion, require additional coverage or additional limits based upon the nature of ASA's activities during the Term. Any waiver or modification of these insurance requirements can only be made with the prior written approval of the Superintendent or his or her designee.

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F. The aforementioned minimum limits of policies shall in no event in any way limit the liability of ASA hereunder.


G. **Failure to Obtain Insurance.** ASA agrees that if ASA does not take out and maintain all insurance required herein, then the District may (but shall not be required to) procure said insurance on ASA's behalf and charge ASA the premiums and may recover reasonable administrative costs for procuring such insurance. ASA shall have the right to provide such insurance coverage pursuant to blanket policies obtained by ASA, provided such blanket policies expressly afford coverage to the Allocated Space and to the District, as required by this Agreement.

H. **Waiver of Subrogation.** ASA grants to the District a waiver of any right to subrogation which any insurer may acquire from ASA by virtue of the payment of any loss. ASA agrees to obtain any endorsement that may be necessary to effect this waiver of subrogation. ASA shall, upon obtaining the policies of insurance required under this Agreement, give notice to the insurance carrier or carriers that the foregoing waiver of subrogation is contained in this Agreement.

17. **Indemnification.** ASA is acting on its own behalf in operating at the Allocated Space and is not operating as an agent of the District.

A. With the exception of any liability, claims, or damages caused by the negligence or willful misconduct of the District, ASA shall ("Indemnifying Party") indemnify, hold harmless and defend, release and protect the District, its affiliates, successors and assigns, and its officers, board members, employees, and agents ("Indemnified Party" or "Indemnified Parties") against and from any and all claims, demands, actions, causes of action, suits, losses, liabilities, expenses, penalties, obligations, errors, omissions and costs, including legal costs, attorneys' fees and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the Indemnified Party or Indemnified Parties that may be asserted or claimed by any person, firm, or entity for any injury, death or damage to any person or property occurring in, on or about the Allocated Space arising from, or in connection with (a) ASA's use of the Allocated Space including without limitation, the operation of the ASA charter school, or (b) in connection with the operations by ASA at the Allocated Space, including without limiting the generality of the foregoing:

- i. Any default by ASA in the observance or performance of any of the terms, covenants, or conditions of this Agreement on ASA's part to be observed or performed;
- ii. The use or occupancy of the Allocated Space by ASA of any person claiming by, through or under ASA or ASA's board members, employees, agents, representatives, contractors, licensees, directors, officers, partners, trustees, volunteers, visitors or invitees, successors and/or assigns or any such person in, on or about the Allocated Space either prior to, during, or after the expiration of the Term of this Agreement ("Liability" or "Liabilities"); and

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- iii. Any claim by a third party that the District is responsible for any actions by ASA in connection with any use or occupancy of the Allocated Space or in any way related to this Agreement.


ASA's obligation to defend the District and the other indemnitees identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and/or costs.

B. With the exception of any liability, claims, or damages caused by the negligence or willful misconduct of ASA, the District shall ("Indemnifying Party") indemnify, hold harmless and defend, release and protect ASA, its affiliates, successors and assigns, and its officers, board members, employees and agents ("Indemnified Party" or "Indemnified Parties") against and from any and all claims, demands, actions, causes of action, suits, losses, liabilities, expenses, penalties, obligations, errors, omissions and costs, including legal costs, attorneys' fees and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the Indemnified Party or Indemnified Parties that may be asserted or claimed by any person, firm, or entity for any injury, death or damage to any person or property occurring in, on or about the Allocated Space arising from, or in connection with (a) the District's use of the Allocated Space including without limitation, the operations by the District at the Allocated Space, or (b) in connection with the operations by the District at the Allocated Space, including without limiting the generality of the foregoing:

- i. Any default by the District in the observance or performance of any of the terms, covenants, or conditions of this Agreement on District's part to be observed or performed;
- ii. The use or occupancy of the Allocated Space by the District or any person claiming by, through or under the District or the District's board members, employees, agents, representatives, contractors, licensees, directors, officers, partners, trustees, volunteers, visitors or invitees, successors and/or assigns or any such person in, on or about the Allocated Space either prior to, during, or after the expiration of the Term of this Agreement (singularly "Liability" or collectively "Liabilities"); and
- iii. Any claim by a third party that ASA is responsible for any actions by the District in connection with any use or occupancy of the Allocated Space or in any way related to this Agreement.

The District's obligation to defend ASA and the other indemnitees identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and/or costs.

- C.** The Indemnification provisions of this section shall survive the expiration or earlier termination of this Agreement.

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18. Damage and Destruction of Facilities.

A. Partial Damage. If the Allocated Space is damaged by any casualty which is covered by applicable insurance, and ASA still has access to at least sixty percent (60%) of the usable classroom space, then the Allocated Space shall be restored provided insurance proceeds are available to pay for the costs of restoration, and provided such restoration can be completed within one hundred twenty (120) calendar days after the commencement of the work in the opinion of a registered architect or engineer approved by the District. In such event, this Agreement shall continue in full force and effect, except that ASA will be entitled to proportionate reduction of all utility services fees that are impacted while such restoration takes place, such proportionate reduction to be based upon the extent to which the restoration efforts interfere with ASA's use of the Allocated Space. The District shall provide ASA with reasonably equivalent temporary housing on the Allocated Space, or another school site that is near to the El Rancho school site for any part of ASA's program that is displaced by the partial damage and/or the repair work of the same.

B. Total Destruction. If the Allocated Space is totally destroyed (defined as the destruction of more than forty percent (40%) of the usable classroom space), or the Allocated Space cannot be restored as required herein, notwithstanding the availability of insurance proceeds, then the District will provide ASA with another reasonably equivalent school facility, if necessary, sufficient to accommodate ASA's enrollment as soon as possible after the effective date of the damage to minimize any interruption in ASA's educational program. If the District provides ASA with a reasonably equivalent school facility, the District reserves the right to update this Agreement with the different school facility address and allocation of space.

C. The District shall not be required to repair any injury or damage by fire or other cause, or to make any restoration or replacement of any panels, decorations, partitions, office fixtures, or any other improvements or property installed at the Allocated Space by ASA. ASA may restore or replace same if damaged. ASA shall have no claim against the District for any damage suffered by reason of any repair or restoration.


19. Termination.

A. Default or Material Breach by ASA. This Agreement will automatically terminate upon commission of a default or material breach of ASA's obligations.

- i. A default and material breach of this Agreement includes but is not necessarily limited to the occurrence of one or more of the following events:
 - 1. Any failure by ASA to make payments required to be paid hereunder, where such failure continues for thirty (30) calendar days after written notice by the District to ASA;
 - 2. The abandonment of the Allocated Space by ASA where such abandonment of the Allocated Space continues for fifteen (15) calendar days after written notice by the District to ASA;

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3. A failure by ASA to observe and perform any provision of this Agreement to be observed or performed by ASA, where such failure continues for thirty (30) calendar days after written notice thereof by the District to ASA (unless, the nature of the default is such that the same cannot reasonably be cured within said 30-day period and ASA shall not be deemed to be in default if ASA shall within such period commence such cure and thereafter diligently prosecute the same to completion, provided, however, in no event shall the default continue for more than ninety (90) days after written notice thereof by District to ASA); provided, however, that any notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure § 1161, and the thirty (30) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure § 1161;
4. Actions by ASA causing the revocation or non-renewal of ASA's charter by the Chino Valley Unified School District Board of Education;
5. The making by ASA of any general assignment or general arrangement for the benefit of creditors; the filing by or against ASA a petition to have ASA adjudged bankrupt or of a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against ASA, the same is dismissed within sixty (60) calendar days); the appointment of a trustee or receiver to take possession of substantially all of ASA's assets located at the Allocated Space or of ASA's interest in this Agreement, where possession is not restored to ASA within thirty (30) calendar days; or the attachment; execution or other judicial seizure of substantially all of ASA's assets located at the Allocated Space or of ASA's interest in this Agreement, where such seizure is not discharged within thirty (30) calendar days;
6. The failure by ASA to utilize the Allocated Space for the sole purpose of operating a charter school and for no other purpose as authorized by this Agreement, where such failure shall continue for a period of fifteen (15) calendar days after receipt of written notice thereof by the District to ASA;
7. The failure of ASA to limit its use of the Allocated Space pursuant to this Agreement and in conformity with the District's practices regarding the operations and maintenance of District facilities and furnishings where such


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failure shall continue for a period of fifteen (15) calendar days after receipt of written notice thereof by the District to ASA;

8. The assignment, subletting, or transfer of this Agreement in violation of Section 28 of this Agreement.

B. District's Remedies for ASA's Default or Material Breach. If ASA commits any such material default or breach, then the District may, at any time thereafter without limiting the District in the exercise of any right or remedy at law or in equity which the District may have by reason of such default or breach:

- i. Maintain this Agreement in full force and effect and recover all use payments and other monetary charges as they become due, without terminating ASA's right to possession irrespective of whether ASA has abandoned the Allocated Space.
- ii. Terminate ASA's right to possession of the Allocated Space by written notice to ASA, in which case this Agreement shall terminate and ASA shall immediately surrender possession of the Allocated Space to the District. In such event the District shall be entitled to recover from ASA all damages incurred by the District by reason of ASA's default.
- iii. In the event of any default by ASA and if ASA fails to cure the default within the time period specified in this Agreement after receipt of written notice from the District of such default, the District shall have the right, with or without terminating this Agreement, to enter ASA's exclusive use space allocated to ASA and remove all persons and personal property from the space, such property being removed and stored in a public warehouse or elsewhere at ASA's sole cost and expense. No removal by the District of any persons or property in the Allocated Space shall constitute an election to terminate this Agreement. The District's right of entry shall include the right to remodel ASA's exclusive use space and re-let ASA's exclusive use space. Any payments made by ASA or third party to whom the facilities are re-let shall be credited proportionately to the amounts owed by ASA under this Agreement. No entry by the District shall prevent the District from later terminating this Agreement by written notice.
- iv. If ASA fails to perform any covenant or obligation to be performed within a time period specified by this Agreement after ASA receives written notice of such failure from the District, the District may perform such covenant or obligation at its option, after notice to ASA. In the event of an emergency, the District has the right to perform such activity to mitigate any impact from the emergency. All reasonable costs incurred by the District to perform such covenant or obligation shall be timely reimbursed to the District by ASA after ASA receives an invoice. Any

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performance by the District of ASA's covenants or obligations shall not waive or cure such default. All out-of-pocket, reasonable costs and expenses incurred by the District in collecting payments due, or enforcing obligations of ASA under this Agreement shall be timely paid by ASA to the District after ASA receives an invoice from the District.

- v. The rights and remedies of District set forth herein are not exclusive, and District may exercise any other right or remedy now or later available to it under this Agreement, at law or in equity.

C. Default by District. The District shall not be in default unless the District fails to perform obligations required of the District within a reasonable time, but in no event later than thirty (30) calendar days after written notice by ASA to the District specifying wherein the District has failed to perform such obligations; provided however, that if the nature of the District's obligation is such that more than thirty (30) calendar days are required for performance, then the District shall not be in default if the District commences performance within such 30-day period and thereafter diligently prosecutes the same to completion.

D. ASA's Remedies for District's Default. In the event of default by the District, ASA may pursue any remedies available by law.

20. Fingerprinting. ASA shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements required in Education Code § 45125.1 for all ASA employees, contractors, vendors, volunteers, agents and other individuals ASA allows on the Allocated Space. The District will ensure compliance with all applicable fingerprinting and criminal background investigation requirements for any District employees, contractors, vendors, or agents that come to the Allocated Space.


21. Access. ASA shall permit District, its agents, representatives or employees, to enter upon the Allocated Space and El Rancho school site for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Allocated Space and El Rancho school site. The District shall attempt to give reasonable notice where practicable but shall not be obligated to do so in the event of emergency or imminent threat to health or safety of occupants, or if the District's access is for purposes of performing the District's statutory oversight obligations.

22. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District:

Chino Valley Unified School District
5130 Riverside Drive
Chino, CA 91710
Attention: Assistant Superintendent, Business Services

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If to ASA:


Allegiance STEAM Academy Charter School
 5862 C Street
 Chino, CA 91710
 Attention: Chief Executive Officer

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the next business day following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

23. Compliance with All Laws. ASA shall comply with all requirements of all governmental authorities, in force either now or in the future, affecting the Allocated Space, and shall at all times observe during ASA's use of the Allocated Space all laws, regulations and ordinances of all such authorities, in force either now or in the future, including, without limitation, all applicable federal, state and local laws, regulations, and ordinances pertaining to air and water quality, hazardous material, waste disposal, air emission and other environmental matters.

A. California Environmental Quality Act. ASA acknowledges that the California Environmental Quality Act ("CEQA") may require the District to undertake certain studies and/or seek certain exemptions with regard to any projects described herein. ASA acknowledges that obtaining CEQA approval for a project may cause delays and/or require that a project be modified or abandoned. ASA waives any claims against the District regarding delays, modifications or abandonment of a project or use due to any inability to meet CEQA requirements.

B. Hazardous Materials. ASA shall at all times comply with all Environmental Laws relating to industrial hygiene and environmental conditions on, under, or about the Allocated Space, including but not limited to air, soil, and ground water conditions. ASA shall not cause or permit any Hazardous Material to be generated, manufactured, handled, brought onto, used, stored, or disposed of in or about the Allocated Space and any improvements by ASA or its agents, employees, contractors, subtenants, or invitees, except for limited quantities of standard office, classroom and janitorial supplies (which shall be used and stored in strict compliance with Environmental Laws). As used herein, the term "Hazardous Materials" means any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of California, or the United States Government. The term "Hazardous Materials" includes, without limitation, gasoline, petroleum products, asbestos, PCB's, and any material or substance which is (i) defined as hazardous or extremely hazardous pursuant to Title 22 of the California Code of Regulations, Division 4.5, Chapter 11, Article 4, § 66261.30 et seq. (ii) defined as a "hazardous waste" pursuant to § (14) of the federal Resource Conservation and Recovery Act, 42 U.S.C. 6901 et seq. (42 U.S.C. 6903), or (iii) defined as a "hazardous substance" pursuant to § 10 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. 9601 et seq. (42 U.S.C. 9601). As used herein, the term "Environmental Laws" shall mean any statute, law, ordinance, or regulation of any governmental body or agency (including the U.S. Environmental Protection Agency, the California Regional Water Quality


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Control Board, and the California Department of Health Services) which regulates the use, storage, and release or disposal of any Hazardous Material.

- i. **Notice.** ASA shall promptly notify the District in writing if ASA has or acquires notice or knowledge that any Hazardous Materials have been or is threatened to be, released, discharged, disposed of, transported, or stored on, in, under or from the Allocated Space or El Rancho school site in violation of Environmental Laws. ASA shall promptly provide copies to the District of all written assessments, complaints, claims, citations, demands, fines, inquiries, reports, violations, or notices relating to the conditions of the Allocated Space or compliance with Environmental Laws. ASA shall promptly supply the District with copies of all notices, reports, correspondence, and submissions made by ASA to the United States Environmental Protection Agency, the United States Occupational Safety and Health Administration, and any other local, state, or federal authority that requires submission of any information concerning environmental matters or Hazardous Materials pursuant to Environmental Laws. ASA shall promptly notify the District of any liens threatened or attached against the Allocated Space pursuant to any Environmental Laws.
- ii. **Inspection.** The District and the District's agents, servants, and employees including, without limitation, legal counsel and environmental consultants and engineers retained by the District, may (but without the obligation or duty to do so), from time to time, inspect the Allocated Space to determine whether ASA is complying with ASA's obligations set forth in this section, and to perform environmental inspections and samplings, during regular business hours (except in the event of an emergency) or during such other hours as District and ASA may agree.
- iii. **Indemnification.** ASA's indemnification and defense obligations in this Agreement shall include any and all claims arising from any breach of ASA's covenants regarding hazardous materials under this section.

24. Cooperation in Mitigation of Any Traffic Impacts on Neighborhood.

A. Neighborhood Issues. ASA agrees to reasonably cooperate with the District, the City of Chino, and any representatives of the neighborhood surrounding the El Rancho school site to address any and all concerns that may arise concerning ASA's impact on traffic near the El Rancho school site, or traffic during student drop-off and pick-up times during the school day, related to operations of ASA. ASA shall monitor traffic conditions surrounding the El Rancho school site and proactively take steps to maximize safety and minimize traffic congestion affecting the neighborhood community. ASA shall take continuing action to ensure that all ASA staff, students and all visitors (including parents or guardians) observe all California traffic laws in accessing, parking at or nearby, and exiting the El Rancho school site.

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B. Student Drop-off and Pick-Up. ASA also agrees to take continuing action necessary to ensure that all student drop-off and pick-up activities occur solely in designated areas located on the El Rancho school site as part of ASA's Allocated Space.

C. Complaints. The District agrees to promptly forward any complaints or concerns which may be received regarding neighborhood traffic or parking to ASA to allow ASA to respond. ASA shall forward copies of all written comments and complaints received by ASA regarding traffic, parking, or ASA's use of the Allocated Space to the District within five (5) calendar days of receipt. ASA shall, in consultation with the District, timely respond to all comments and complaints, and shall provide copies of responses to all comments and complaints to the District within five (5) calendar days of ASA's response.


D. Supervision. It shall be the ongoing responsibility of ASA for the Term of this Agreement to make continuing efforts to maintain control and supervision of all of its students, staff, parent volunteers and other invitees at all times, and to implement rules of conduct for all students, staff, parent volunteers and other invitees while on the Allocated Space. ASA shall ensure that its students are adequately supervised at all times during the school day, and during after school hours or weekends when students are participating in ASA's school-related activities.

25. Subcontract and Assignment. ASA shall not assign or sublet this Agreement or any rights, benefits, liabilities and obligations hereunder, to any person or business entity without the District's express written consent, which consent shall be granted at the District's sole and absolute discretion and, if granted, may be conditioned or delayed.

26. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

27. Entire Agreement of Parties. This Amended Facilities Memorandum of Understanding, together with its attachment, and the District's April 1, 2024 Final Notification of Facilities Offered constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written, regarding ASA's use of the Allocated Space and/or other District facilities. In the event of a conflict between this Amended Facilities Memorandum of Understanding and ASA's January 6, 2020 renewal charter petition, this Amended Facilities Memorandum of Understanding shall control. This Amended Facilities Memorandum of Understanding may be amended or modified only by a written instrument executed by both Parties.

28. Legal Interpretation. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be filed in the Superior Court of San Bernardino County, California. The Parties expressly understand and agree that this Agreement is not intended by the Parties, nor shall it be legally construed, to convey a leasehold, easement, or other interest in real property. ASA acknowledges that a non-exclusive license is a valid form of agreement for use of the Allocated Space and shall not contest the validity of the form of this Agreement in any action

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or proceeding brought by ASA against the District, or by the District against ASA. Should either Party be compelled to institute arbitration, legal, or other proceedings against the other for or on account of the other Party's failure or refusal to perform or fulfill any of the covenants or conditions of this Agreement on its part to be performed or fulfilled, the Parties agree that the legal rules and principles applicable to licenses shall govern any such action or proceedings.

29. Waiver. The waiver by any Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

30. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

31. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

32. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the Parties hereto.

33. Severability. Should any provision of this Agreement be determined by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.


34. Incorporation of Recitals and Attachment. The Recitals and Attachment I Site Plan attached hereto are incorporated herein by reference.

35. Board Approval. This Agreement shall become effective upon approval by the District's Governing Board followed by approval by ASA's Board of Directors.

36. Scanned/Electronic Signatures. This Agreement may be executed and electronically transmitted to any other party by PDF, which PDF shall be deemed to be, and utilized in all respects as, an original, wet-inked document.

37. Attorneys' Fees. Each party shall bear its own respective costs, expenses, and attorneys' fees in all matters or litigation concerning this Agreement.

Each person below warrants and guarantees that she/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement. This Agreement may be signed in counterparts such that the signatures may appear on the separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

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IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as below:

**CHINO VALLEY UNIFIED
SCHOOL DISTRICT**

Dr. Norm Enfield
Superintendent

_____, 2024
Date

**ALLEGIANCE STEAM
ACADEMY-THRIVE**

Dr. Sebastian Cognition
Chief Executive Officer

_____, 2024
Date


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EXHIBIT B

Approved and ratified on _____, 2024 by the Chino Valley Unified School District Board of Education by the following vote:

AYES: _____

NOES: _____

Abstentions: _____


Dr. Norm Enfield
Superintendent

Approved and ratified on June 3, 2024 by the Allegiance STEAM Academy Inc. Board of Directors by the following vote:

AYES: 3

NOES: 0

Abstentions: 2 (absent)



Dr. Sebastian Cagnetta
Chief Executive Officer

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Associate Superintendent, Human Resources

SUBJECT: **CONSIDERATION AND APPROVAL OF EMPLOYMENT
CONTRACT FOR LEWIS HACKNEY, ASSISTANT
SUPERINTENDENT, CURRICULUM, INSTRUCTION,
INNOVATION, AND SUPPORT**

=====

BACKGROUND

Government Code 53262 requires that “all contracts with a superintendent, deputy superintendent, assistant superintendent, associate superintendent...of a local agency shall be ratified in an open session of the governing body, which shall be reflected in the governing body’s minutes.” Further, copies of the employment contract shall be made available to the public upon request.

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

RECOMMENDATION

It is recommended the Board of Education approve the employment contract for Lewis Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support.

FISCAL IMPACT

This position is within the approved budget.

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CONTRACT FOR EMPLOYMENT OF ASSISTANT SUPERINTENDENT
between the
BOARD OF EDUCATION
of the
CHINO VALLEY UNIFIED SCHOOL DISTRICT
County of San Bernardino, California
and
Lewis Hackney

1. OFFER

This contract is entered into this 20th day of June 2024, by the Board of Education of the Chino Valley Unified School District (“District”) and Lewis Hackney. The District hereby employs Lewis Hackney as Assistant Superintendent, Curriculum, Instruction, Innovation and Support (“Assistant Superintendent”) for a term beginning July 1, 2024, and ending June 30, 2028. This contract may be extended annually, subject to the terms and conditions hereinafter set forth below, and subject to the Assistant Superintendent receiving a satisfactory job performance evaluation on or before March 1st of each calendar year by the Superintendent or designee.

2. SALARY

The Assistant Superintendent shall be afforded the same opportunity to STEP on the salary schedule as all other employees of the District. The annual salary of the Assistant Superintendent shall be Range 12 STEP 1, one hundred ninety thousand, seven hundred seventy-seven dollars (\$190,777.00), payable in twelve (12) equal payments. The Assistant Superintendent shall receive an annual salary increase that is not less than the percentage increase granted to the other management employees of the District.

3. LONGEVITY

The Assistant Superintendent shall be afforded the same opportunity to participate in the

District's longevity program as all other management employees, which is payable in twelve (12) equal payments.

4. FRINGE BENEFITS

The Assistant Superintendent shall be afforded the same opportunity to participate in the District's benefit program as all other management employees. The Assistant Superintendent shall receive five hundred fifty dollars (\$550.00) a month to defray the cost of using his personal vehicle for District business.

5. ORGANIZATIONAL MEMBERSHIP

The District shall pay full dues for the Assistant Superintendent's membership in the Association of California School Administrators (ACSA) or one other as deemed appropriate by the Assistant Superintendent.

6. SALARY CHANGE

The Board of Education reserves the right to modify the annual salary rate of the Assistant Superintendent's contract, provided that the salary shall not be decreased without the Assistant Superintendent's consent.

7. VACATIONS AND SICK LEAVE

The Assistant Superintendent shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this agreement, except that the Assistant Superintendent shall be entitled to twenty-four (24) vacation days according to District policy. The Assistant Superintendent is entitled to cash out up to thirty (30) days of unused vacation annually. In the event of termination of employment, the Assistant Superintendent shall be entitled to compensation for unused vacation at the salary range effective during the school year in which the vacation credit was earned, not to exceed 56 days. The Assistant Superintendent will be entitled to twenty-two (22) days of earned sick leave per year.

8. CONDITIONS

This contract is subject to all applicable laws of the State of California and to the lawful rules and regulations of the California State Board of Education and the Board of Education of the District. Said laws, rules, and regulations are hereby made a part of the terms and conditions of this contract, as though herein set forth.

9. RENEWAL

In the event the Board determines not to renew this contract, written notice shall be given to the Assistant Superintendent no later than March 15th of the final year of the contract.

10. TERMINATION FOR CAUSE

The District may terminate this contract at any time for cause, pursuant to the California Education Code. In the event of termination for cause, the District shall have no obligation to pay remaining salary or benefits, except for that salary or benefits accrued by the Assistant Superintendent through the effective date of said termination.

11. EARLY TERMINATION BY ASSISTANT SUPERINTENDENT

The Assistant Superintendent may terminate his obligation under this contract by giving the District at least thirty (30) days written notice in advance of said termination in which case he shall receive his salary and benefits during said period unless the parties mutually agree in writing to other provisions.

12. EVALUATION

The Assistant Superintendent shall report to, and be directly responsible to the Superintendent or designee. The Superintendent or designee shall evaluate and assess in writing the performance of the Assistant Superintendent at least once a year during the term of this agreement. Said evaluation and assessment shall be reasonably related to the job description of the Assistant Superintendent and the goals and objectives of the District.

13. STATEMENT REQUIRED BY GOVERNMENT CODE SECTION 53260

The Board, at its sole discretion and without the need for any cause, may, upon giving ten (10) days written notice to the Assistant Superintendent, terminate this Agreement. If the Board elects this option to terminate the Agreement, the District shall pay the Assistant Superintendent in one lump-sum payment or equal monthly payments (at the selection of the Assistant Superintendent,) beginning no later than the effective date of termination, the base salary the Assistant Superintendent would have earned for the remainder of this Agreement following the effective date of termination, not to exceed the equivalent of eighteen months of salary. The Assistant Superintendent shall also receive the same District paid medical, dental, and vision insurance for the same period of time in accordance with Government Code 53261.

14. STATEMENT REQUIRED BY GOVERNMENT CODE SECTION 53243.2

If this contract is terminated any cash settlement related to the termination shall be fully reimbursed to the District if the Assistant Superintendent is convicted of a crime involving an abuse of his office or position.

15. ACTION AT OPEN SESSION OF REGULAR MEETING

Pursuant to Government Code sections 54956(b) and 54957.6(a), this contract shall be approved in an open session of a regular meeting of the Board of Education.

16. SAVING CLAUSE

If any provisions of this Contract are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions shall continue in full force and effect.

17. **COMPLETE AGREEMENT**

The Contract is the full and complete agreement between the parties hereto. Any amendment, modifications, or variations from the terms of this Contract shall be in writing and shall be effective only upon approval of such amendment, modification, or variation by the Board and the Assistant Superintendent.

IN WITNESS WHEREOF THE PARTIES HERETO HAVE EXECUTED THEIR CONTRACT ON THE DATE INDICATED, UPON ACTION OF THE BOARD OF EDUCATION OF THE CHINO VALLEY UNIFIED SCHOOL DISTRICT.

SIGNATURES OF THE BOARD OF EDUCATION OF THE CHINO VALLEY UNIFIED SCHOOL DISTRICT,

County of San Bernardino, California

_____ Sonja Shaw, President	_____ Date
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_____ Jonathan Monroe, Vice President	_____ Date
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_____ Andrew Cruz, Clerk	_____ Date
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_____ Donald L. Bridge, Member	_____ Date
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_____ James Na, Member	_____ Date
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SIGNATURE OF THE ASSISTANT SUPERINTENDENT, CURRICULUM, INSTRUCTION, INNOVATION AND SUPPORT

_____ Lewis Hackney	_____ Date
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CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
June 6, 2024

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:05 P.M.

1. Roll Call

President Shaw called to order the regular meeting of the Board of Education, Thursday, June 6, 2024, at 4:05 p.m. with Bridge, Cruz, Na, and Shaw present.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent

Sandra H. Chen, Associate Superintendent, Business Services

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

Lea Fellows, Associate Superintendent, Human Resources

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Shaw adjourned to closed session at 4:05 p.m. regarding conference with legal counsel existing litigation: two cases; student discipline matters; conference with labor negotiators: A.C.T. and CSEA; public employee appointment: Assistant Superintendent, Curriculum, Instruction, Innovation, and Support; Elementary School Principals; and Junior High School Principal; public employee discipline/dismissal/release; and public employee performance evaluation: Superintendent.

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

1. Report Closed Session Action

President Shaw reconvened the regular meeting of the Board of Education at 6:00 p.m. with Bridge, Cruz, Monroe, Na, and Shaw present. The Board met in closed session from 4:05 p.m. to 5:43 p.m. regarding conference with legal counsel existing litigation: two cases; student discipline matters; conference with labor negotiators: A.C.T. and CSEA; public employee appointment: Assistant Superintendent, Curriculum,

Instruction, Innovation, and Support; Elementary School Principals; and Junior High School Principal; public employee discipline/dismissal/release; and public employee performance evaluation: Superintendent. The Board voted to appoint Lewis Hackney to Assistant Superintendent of Curriculum, Instruction, Innovation, and Support, effective July 1, 2024, with a vote of 5-0, with Bridge, Cruz, Monroe, Na, and Shaw voting yes; voted to appoint Dr. Isabel Brenes to Principal at Magnolia JHS, effective July 8, 2024, with a vote of 3-2, with Bridge, Monroe, and Na voting yes, Cruz and Shaw voted no; voted to appoint Dr. Michelle Bonilla to Principal at Anna Borba ES, effective July 8, 2024, with a vote of 5-0, with Bridge, Cruz, Monroe, Na, and Shaw voting yes; voted to appoint Allison Daniels to Principal at Rhodes ES, effective July 8, 2024, with a vote of 4-1, with Bridge, Cruz, Monroe, and Na voting yes, Shaw abstained; and voted to release from the District, classified employee identified as employee number 28552, effective June 7, 2024, with a vote of 5-0, with Bridge, Cruz, Monroe, Na, and Shaw voting yes. No further action was taken that required public disclosure.

2. Pledge of Allegiance
Led by Andrew Cruz.

I.C. PRESENTATION

1. Julie Gobin Memorial Hit the Greens for Scholarships Check
Tim Adams, School Portraits by Adams Photography, presented the District with a check in the amount of \$22,803.88 representing the proceeds from the 2024 Julie Gobin Memorial Hit the Greens scholarship efforts.

I.D. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Emily Lao, CHAMP President, spoke about when she was first appointed an administrator and the advice she received; congratulated newly appointed administrators; and acknowledged and congratulated CHAMP retirees.

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

The following individuals addressed the Board: Jim Gallaher regarding D-Day; Claudia Cruz regarding Special Ed Conference/Case Management Period; Melissa Boehmer thanked the School Board for assistance; Hope Faciane regarding Fun Club selections; Jacqueline Cortes regarding SPED issues; and Amanda Swager regarding actions and words having repercussions on everyone.

I.F. CHANGES AND DELETIONS

The following change/deletion was on the agenda: Item III.C.1. Student Readmission Case 23/24-47 was deleted from the agenda. There were no further changes or deletions.

II. ACTION**II.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****II.A.1. Resolution 2023/2024-60, Opposing the Biden Administration's Title IX Overhaul and Subsequent Elimination of Vital Protection for Women And Girls**

Oscar Avila, Manuk Grigoryan, Jose Carrillo, Maria Carrillo, Christine Salazar, Molly Large, Daniel Silvas, Paul Griffin, Kristal, Misty S., Mark S., Nayeli Salgado, and Heather Peery addressed the Board. Moved (Na) seconded (Monroe) motioned carried (4-1, Bridge voted no) to adopt Resolution 2023/2024-60, Opposing the Biden Administration's Title IX overhaul and subsequent elimination of vital protection for women and girls.

II.A.2. Resolution 2023/2024-64, Opposing the Governor's 2024/2025 May Revise Budget for Violating the State Constitution and Reducing School Funding

Moved (Na) seconded (Cruz) motioned carried unanimously (5-0) to adopt Resolution 2023/2024-64, opposing the Governor's 2024/2025 May Revise Budget for violating the State Constitution and reducing school funding.

II.B. BUSINESS SERVICES**II.B.1. Public Hearing Regarding the 2024/2025 Budget**

President Shaw opened the public hearing regarding the 2024/2025 budget at 7:20 p.m. there were no speakers, and the hearing was closed at 7:20 p.m.

II.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**II.C.1. Public Hearing Regarding the Local Control and Accountability Plan**

President Shaw opened the public hearing regarding the Local Control and Accountability Plan at 7:21 p.m. there were no speakers, and the hearing was closed at 7:21 p.m.

II.D. FACILITIES, PLANNING, AND OPERATIONS

II.D.1. Resolution 2023/2024-65, Emergency Request to San Bernardino County Superintendent of Schools for Authorization to Award a Contract Without Bidding and Advertising for Structural Repairs at Cal Aero Preserve Academy K-8

Moved (Na) seconded (Cruz) motioned carried unanimously (5-0) to adopt Resolution 2023/2024-65, Emergency Request to San Bernardino County Superintendent of Schools for Authorization to Award a Contract without Bidding and Advertising for Structural Repairs Cal Aero Preserve Academy K-8.

III. CONSENT

Moved (Na) seconded (Cruz) motion carried unanimously (5-0) to approve the consent items.

III.A. ADMINISTRATION

III.A.1. Minutes of the May 16, 2024 Regular Meeting
Approved the minutes of the May 16, 2024 regular meeting.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register
Approved/ratified the warrant register.

III.B.2. 2024/2025 Applications to Operate Fundraising Activities and Other Activities for the Benefit Of Students
Approved/ratified the 2024/2025 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.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. Student Readmission Cases 22/23-03A, 22/23-17, 22/23-71, 23/24-07, 23/24-22, 23/24-26, 23/24-27, 23/24-28, 23/24-30, 23/24-32, 23/24-45, and 23/24-47

Approved student readmission cases 22/23-03A, 22/23-17, 22/23-71, 23/24-07, 23/24-22, 23/24-26, 23/24-27, 23/24-28, 23/24-30, 23/24-32, 23/24-45, and 23/24-47.

III.C.2. Student Expulsion Cases 23/24-77, 23/24-78, 23/24-79, and 23/24-86

Approved student expulsion cases 23/24-77, 23/24-78, 23/24-79, and 23/24-86.

III.C.3. School Sponsored Trips

Approved/ratified the school-sponsored trips for Hidden Trails ES, Ayala HS, Chino HS, Chino Hills HS, and Don Lugo HS.

III.C.4. Resolution 2023/2024-63 to Maintain 175 Days of Instruction for Schools on a Multitrack Year-Round Schedule

Adopted Resolution 2023/2024-63 to Maintain 175 Days of Instruction for Schools on a Multitrack Year-Round Schedule.

III.C.5. Adoption of a Targeted Assistance School Title I Program for Legacy Academy K-8 for the 2024/2025 School Year

Adopted the Targeted Assistance School Title I Program for Legacy Academy K-8 for the 2024/2025 school year.

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. Change Orders and Notices of Completion for CUPCCAA Projects

Approved the Change Orders and Notices of Completion for CUPCCAA Projects.

III.D.5. Resolution 2023/2024-61 and 2023/2024-62, Authorization to Utilize a Piggyback Contract

Adopted Resolution 2023/2024-61 and 2023/2024-62, Authorization to Utilize Piggyback Contract.

III.D.6. School Bus Pass Fee Adjustment

Approved the school bus pass fee adjustment.

III.D.7. Change Order for Bid No. 22-23-08F, Preserve II School – New Construction (BP 26-01)

Approved the Change Order for Bid No. 22-23-08F, Preserve II School - New Construction (BP 26-01).

III.D.8. Change Order for Bid No. 22-23-23F, Glenmeade ES, Litel ES, and Oak Ridge ES Administration Relocations – Group B

Approved the Change Order for Bid No. 22-23-23F, Glenmeade ES, Litel ES, and Oak Ridge ES Administration Relocations – Group B.

III.D.9. Notice of Completion for Bid No. 23-24-03I, Chino Hills HS and Don Lugo HS Track Resurfacing

Approved the Notice of Completion for Bid No. 23-24-03I, Chino Hills HS and Don Lugo HS Track Resurfacing.

III.D.10 Notice of Completion for Bid No. 23-24-10I, Ayala HS Stadium Sound System Replacement Project

Approved the Notice of Completion for Bid No. 23-24-10I, Ayala HS Stadium Sound System Replacement Project.

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

Approved/ratified the certificated/classified personnel items, as amended.

III.E.2. Memorandum of Understanding Agreement with Cal-Baptist University

Approved the Memorandum of Understanding with Cal-Baptist University.

IV. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Don Bridge said he appreciated Mr. Gallagher's comments, said that being a history teacher makes today a very special day in the U.S. and for World History on June 6, 2024, and spoke about D-Day; spoke about May 8, 1945 being V-Day; requested that the meeting be adjourned with a moment of silence; congratulated Ayala HS junior, Daniel Benson, on being named the Inland Valley Daily Bulletin's Inland Empire Swimmer of the Year; congratulated Ayala HS and Chino Hills HS Boys' Baseball teams for making it to the Southern California Regional Playoffs and winning the first round playoff game; congratulated the four Girls' Softball teams from Don Lugo HS, Chino Hills HS, Ayala HS, and Chino HS for making it to the

CIF Divisional Playoffs; congratulated seniors on their graduations, and said all four ceremonies were terrific and well done; congratulated administration and staff of those schools for putting on outstanding ceremonies, and said parents were equally as proud; spoke about moving ceremonies to the Toyota Arena being a vote by the community and the students, and said it worked out pretty well; and said he hopes everyone enjoys the rest of their summer.

James Na thanked the parents that came to speak against Title IX resolution overhaul; spoke about fighting for children; spoke about parent participation and involvement to protect their family; thanked Alice, who was a student at Chino Hills HS and attended her ceremony to become a brand new lawyer in Riverside County; spoke about being proud of our children who have grown up to be adults and successful all because of our great teachers and people involved in education; said Chino Valley is a very special place; thanked leaders in school sites after school graduations, especially Buena Vista HS's, Kyle Shuler, and students said the principal made school like a home and a place of hope; said at Cal Aero K-8 we have a wonderful principal, Laurie Warner, and she made the whole campus like a big birthday party for 8th grade promotion, and spoke about it being a meaningful day; spoke about vice principal Amber's experience with being a parent; asked parents to thank hard working teachers and principals because they deserve it.

Jonathan Monroe congratulated graduates; thanked teachers and staff for working hard this year to make it successful for our students; hopes everyone enjoys a great summer, and looks forward to coming back next year; acknowledged lively discussions and highlighted speakers who spoke about Special Ed, said he will continue to advocate for change in Special Ed, said there are meaningful conversations coming, encouraged patience and to continue to keep the lanes of conversation open, and work with us to make that a better program to better serve students and staff.

Andrew Cruz shared information for the Family and Fish Wildlife Festival on June 8, 2024; thanked Mr. Gallagher for mentioning June 6 and shared personal experience with family who were in the war; spoke about School Board deciding that parents have the opportunity to know what is going on in a public school system, and voted to protect parental rights, and thanked community, Board, and everyone in California for supporting this.

Superintendent Enfield shared that the District is in the process of moving to the new District office off of Ramona, said every week different departments are moving, and encouraged those wanting to go to the District office to visit the website where all information is posted.

President Shaw congratulated retirees; congratulated appointments, and hopes everybody is on the same team of making sure the District continues in the path of supporting parents and doing the right thing even when it is hard; spoke about the great things being said about the District, said thanks goes to those implementing policies and teaching kids, and teachers do an amazing job; spoke about District being one of

three requiring a 2.0 to graduate in California, and said we hold the standards high but we help those kids through the process; spoke about personal experience with dad being given the opportunity by coaches and teachers to be involved with his kid; spoke about graduation and being caught by surprise behind the scenes when asked to speak, said it was an honor and she values it, she shook every kid's hand, she wishes them the best of the best, and said she would never want to take that from any teacher or counselor; congratulated Chino Hills HS baseball team with their big CIF win; spoke about track athletes, said it is exciting to see that we have the top in the State, and said it is a true testimony of parents, staff, and coaches working together with direction of Cabinet and Superintendent; spoke about bringing awareness about being sued about parental notification policy and Sacramento bringing law AB1955 to make it illegal; shared that it was the 80th anniversary of D-Day landings, spoke about historical events that took place, and closed the meeting with a moment of silence in memory of the soldiers that made a sacrifice for our freedoms.

VI. ADJOURNMENT

President Shaw adjourned the regular meeting of the Board of Education at 7:46 p.m.

Sonja Shaw, President

Andrew Cruz, Clerk

Recorded by: Regan Rico, Administrative Secretary IIA

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024
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

\$3,151,614.98 to all District funding sources.

NE:SHC:LP:lmf

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

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: 2024/2025 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 2024/2025 applications to operate fundraising activities and other activities for the benefit of students.

FISCAL IMPACT

None.

NE:SHC:LP:lmf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

**2024/2025 AUTHORIZATION TO OPERATE FUNDRAISING ACTIVITIES
AND OTHER ACTIVITIES FOR THE BENEFIT OF STUDENTS**

<u>School</u>	<u>Organization</u>
Cattle ES	PFA
Chaparral ES	PTO
Cortez ES	PFA
Country Springs ES	PFA
Dickson ES	PTA
Liberty ES	PTO
Litel ES	PTA
Marshall ES	PTO
Briggs K-8	PFA
Canyon Hills JHS	PTSA
Woodcrest JHS	Music Boosters
Ayala HS	Band & Color Guard Boosters Baseball Boosters Boys' Water Polo Boosters Cross Country Boosters Football Boosters Girls' Water Polo Boosters
Chino HS	Band & Auxiliary Boosters Basketball Boosters C.H.A.P.S.S. Cowboy Huddle Boosters PEP Squad Sports Boosters
Don Lugo HS	Grad Night Boosters Performing Arts Boosters Sports Boosters

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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Humility • Civility • Service

DATE: June 20, 2024

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:lmf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Cattle ES</u>		
PFA	Birthday Marquee	8/1/24 - 5/31/25
PFA	Candy Grams	8/1/24 - 5/31/25
PFA	Membership Drive	8/1/24 - 5/31/25
PFA	Monthly Dine Outs	8/1/24 - 5/31/25
PFA	Spirit Wear	8/1/24 - 5/31/25
PFA	Yearbook Sales	8/1/24 - 5/31/25
PFA	Fall Fundraising	9/1/24 - 11/25/24
PFA	After School Concessions	9/1/24 - 5/31/25
PFA	Trunk or Treat Fall Festival	10/1/24 - 11/15/24
PFA	Holiday Boutique	11/18/24 - 12/20/24
PFA	Scholastic Book Fair	1/1/25 - 1/31/25
ASB - 6th Grade	Pop 'N Flavors	3/17/25 - 4/10/25
PFA	Scholastic BOGO Book Fair	5/1/25 - 5/31/25
<u>Chaparral ES</u>		
PTO	Spirit Wear	8/1/24 - 8/31/24
PTO	Membership Drive	8/5/24 - 9/30/24
PTO	Back to School Grams	8/12/24 - 8/16/24
ASB - 6th Grade	Community Discount Cards	8/19/24 - 8/30/24
<u>Country Springs ES</u>		
PFA	Marquee Sales	8/1/24 - 5/30/25
PFA	Spirit Wear Sales	8/1/24 - 5/30/25
PFA	Fall Fundraiser	8/5/24 - 10/1/24
PFA	Silent Auction	8/5/24 - 10/1/24
PFA	Book Fair	8/5/24 - 5/30/25
PFA	Family Dine Outs	8/5/24 - 5/30/25
PFA	Yearbook Sales	8/5/24 - 5/30/25
PFA	Spring Fundraiser	1/1/25 - 5/1/25
PFA	Read-a-Thon	9/1/24 - 4/1/25
<u>Dickson ES</u>		
PTA	Spirit Wear	8/1/24 - 5/25/25
PTA	Membership Drive	8/5/24 - 10/15/25
PTA	After School Concessions	8/5/24 - 5/22/25
PTA	Birthday Marquee	8/5/24 - 5/23/25
PTA	Pacific Sales	8/5/24 - 5/25/25
PTA	Think n local	8/5/24 - 5/25/25
PTA	Paint Night	9/1/24 - 5/20/25

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Dickson ES (cont.)</u>		
PTA	Trunk-or-Treat	10/18/24
PTA	See's Candies	11/1/24 - 11/30/24
PTA	Movie Night & Concessions	11/3/24 - 5/15/25
PTA	Buddy Pictures	11/4/24 - 5/22/25
PTA	Yearbooks	1/1/25 - 5/25/25
PTA	Clothing Drive	1/6/25 - 1/30/25
PTA	Book Fair	3/1/25 - 3/30/25
PTA	Farmer's Market	3/3/25 - 4/25/25
PTA	Fun Run	4/1/25 - 4/30/25
PTA	Family Dance	5/2/25 - 5/16/25
PTA	Promotion Leis	5/19/25 - 5/22/25
<u>Eagle Canyon ES</u>		
PTA	Spirit Wear	8/1/24 - 5/30/25
PTA	Kona Ice	8/5/24 - 5/22/25
PTA	Monthly Dine Outs	8/5/24 - 5/22/25
PTA	Student Store	8/5/24 - 5/22/25
PTA	Think n local	8/5/24 - 5/22/25
PTA	Yearbooks	8/5/24 - 5/22/25
PTA	Marquee Advertisements	8/5/24 - 5/30/25
PTA	Fall Festival	10/1/24 - 10/31/24
PTA	Halloween Grams	10/1/24 - 10/31/24
PTA	See's Candies	10/1/24 - 10/31/24
PTA	Winter Holiday Grams	12/1/24 - 12/18/24
PTA	Holiday Boutique	12/2/24 - 12/18/24
PTA	Valentine Grams	1/21/25 - 2/14/25
PTA	Sweetheart Dance	2/1/25 - 2/28/25
<u>Liberty ES</u>		
PTO	Meet Your Teacher	8/2/24
PTO	Membership Drive	8/5/24 - 8/31/24
PTO	Grab & Go Pizza	8/5/24 - 5/22/25
PTO	Monthly Dine Outs	8/5/24 - 5/22/25
PTO	Spirit Wear	8/5/24 - 5/22/25
PTO	Student Store	8/5/24 - 5/22/25
PTO	Yearbooks	8/5/24 - 5/22/25
PTO	Back to School	8/20/24
PTO	Fall Fundraiser	9/1/24 - 9/30/24
ASB - 6th Grade	The Jerky Zone	9/3/24 - 9/20/24
PTO	Scholastic Fall & Spring Book Fairs	9/13/24 - 4/30/25

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Liberty ES (cont.)</u>		
PTO	Movie Nights & Concessions	9/13/24 - 5/22/25
PTO	Seasonal Candy Grams	10/1/24 - 3/31/25
PTO	Trunk-or-Treat	10/25/24
ASB - 6th Grade	See's Candies	11/12/24 - 11/29/24
PTO	Holiday Boutique	12/9/24 - 12/13/24
PTO	Paint Night	1/24/25
PTO	Sweet Heart Dance	2/7/25
PTO	Spring Fundraiser	3/1/25 - 3/31/25
PTO	Color Run	3/18/25
PTO	Skate Express	4/11/25
<u>Marshall ES</u>		
PTO	Membership Drive	8/1/24 - 5/31/25
PTO	Monthly Dine Outs	8/1/24 - 5/31/25
PTO	Spirit Wear	8/1/24 - 5/31/25
PTO	Student Store	8/1/24 - 5/31/25
PTO	Pacific Sales	9/16/24 - 10/4/24
PTO	Scholastic Book Fair	10/1/24 - 10/20/24
PTO	Trunk-or-Treat	10/1/24 - 10/31/24
PTO	World's Finest Chocolate	10/1/24 - 1/31/25
PTO	Winter Dance & Concessions	11/25/24 - 12/14/24
ASB - 5th Grade	Winter Candy Grams	12/2/24 - 12/18/24
PTO	Scholastic Book Fair	1/20/25 - 2/14/25
PTO	Sweetheart Dance	1/27/25 - 2/14/25
ASB - 5th Grade	Valentine Grams	1/27/25 - 2/14/25
<u>Newman ES</u>		
ASB - General	Back to School Grams	8/2/24 - 8/16/24
ASB - General	Smencil Sales	8/14/24 - 4/11/25
ASB - General	Halloween Grams	10/14/24 - 10/25/24
ASB - General	Pirate Snacks	11/20/24
ASB - General	Holiday Grams	12/2/24 - 12/13/24
ASB - General	Movie & Concessions	1/6/25 - 1/17/25
ASB - General	Pennies for Patients	1/6/25 - 2/14/25
ASB - General	Valentine Grams	2/3/25 - 2/12/25
ASB - General	Spring Grams	3/3/25 - 3/14/25

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Briggs K-8</u>		
PFA	Donut Sales	8/1/24 - 5/22/25
PFA	Spirit Wear	8/1/24 - 5/22/25
ASB - General	Spirit Socks	8/5/24 - 12/1/24
PFA	Ice Cream Sales	8/5/24 - 5/22/25
PFA	Membership Drive	8/5/24 - 5/22/25
ASB - Athletics	PE Clothes	8/5/24 - 5/23/25
ASB - General	Donation Drive	8/12/24 - 9/13/24
ASB - General	World's Finest Chocolate	10/1/24 - 11/8/24
<u>Cal Aero K-8</u>		
ASB - Athletics	PE Clothes	8/1/24 - 5/24/25
ASB - General	Concessions	8/1/24 - 5/25/25
ASB - General	Halloween Grams	10/1/24 - 10/15/24
ASB - General	Holiday Boutique	12/1/24 - 12/18/24
ASB - General	Valentine Grams	2/1/25 - 2/20/25
<u>Canyon Hills JHS</u>		
ASB - General	Leaders of the Pack Summer Camp	7/15/24 - 7/19/24
ASB - General	Agenda Sales	7/22/24 - 5/1/25
ASB - Athletics	PE Clothes	7/29/24 - 5/22/25
PTSA	Membership Drive	7/29/24 - 5/23/25
PTSA	Spirit Wear	7/29/24 - 5/23/25
PTSA	Friday Concessions	8/8/24 - 5/23/25
PTSA	Family Dine Outs	8/12/24 - 5/26/25
PTSA	Think n local	9/1/24 - 12/31/24
ASB - General	Panda Express Dine Out	9/4/24
<u>Magnolia JHS</u>		
ASB - General	Kona Ice	7/30/24
ASB - General	Juice It Up (presale)	8/1/24 - 5/31/25
ASB - General	Nacho Sales	8/1/24 - 5/31/25
ASB - Athletics	PE Locks	8/5/24 - 5/9/25
ASB - Athletics	PE Shirts	8/5/24 - 5/9/25
ASB - Athletics	PE Shorts	8/5/24 - 5/9/25
ASB - AVID	World's Finest Chocolate	8/19/24 - 9/6/24
ASB - General	Juice It Up	8/21/24
ASB - General	World's Finest Chocolate	8/21/24 - 9/30/24
ASB - General	See's Candies	9/1/24 - 12/6/24
ASB - General	Dance & Afterschool Concessions	9/6/24 - 5/1/25

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Magnolia JHS (cont.)</u>		
ASB - General	Juice It Up	9/11/24
ASB - National Jr Honor Society	T-shirts	10/1/24
ASB - General	Think n local	10/1/24 - 10/31/24
ASB - AVID	Snap! Raise	10/7/24 - 10/25/24
ASB - General	Raising Cane's Chicken Fingers	11/13/24
ASB - AVID	World's Finest Chocolate	1/13/25 - 1/31/25
ASB - AVID	Snap! Raise	2/24/25 - 3/14/25
<u>Townsend JHS</u>		
ASB - Athletics	PE Clothes	7/1/24 - 4/30/25
ASB - General	Agenda Sales	7/25/24 - 4/30/25
ASB - General	Step It Up	8/29/24 - 10/1/24
<u>Woodcrest JHS</u>		
ASB - General	Spirit Wear	8/1/24 - 10/31/24
ASB - Athletics	PE Clothes	8/1/24 - 5/31/25
ASB - Athletics	PE Locks	8/1/24 - 5/31/25
ASB - General	Back to School Grams	8/5/24 - 8/16/24
ASB - General	Concessions	8/7/24 - 5/31/25
ASB - General	Fall Penny Wars	8/21/24 - 9/13/24
ASB - General	Boo Grams	10/21/24 - 10/31/24
ASB - General	Holiday Grams	12/9/24 - 12/20/24
ASB - General	Valentine Grams	2/3/25 - 2/14/25
ASB - General	Yearbook Graduation Messages	2/3/25 - 2/14/25
ASB - General	Spring Penny Wars	4/7/25 - 4/25/25
<u>Ayala HS</u>		
Boys' Water Polo Boosters	Bulldog Aquatics Clinics	6/21/24 - 5/31/25
Girls' Water Polo Boosters	Bulldog Aquatics Clinics	6/21/24 - 5/31/25
Boys' Water Polo Boosters	Concessions	7/1/24 - 11/15/24
Band & Color Guard Boosters	Family Dine Outs	7/21/24 - 4/30/25
Band & Color Guard Boosters	Think n local	7/21/24 - 4/30/25
Band & Color Guard Boosters	Penny Wars	7/21/24 - 6/30/25
Band & Color Guard Boosters	Fall Show and Parent Preview	7/25/24
Boys' Water Polo Boosters	Think n local	8/1/24 - 10/31/24
Boys' Water Polo Boosters	Banner Sponsorships	8/5/24 - 12/31/24
Boys' Water Polo Boosters	Donation Drive	8/5/24 - 12/31/24
Football Boosters	Spirit Wear	8/8/24 - 11/1/24
Football Boosters	Preferred Parking	8/8/24 - 11/1/24

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ayala HS (cont.)</u>		
Band & Color Guard Boosters	Monday Night Lights	8/15/24 - 11/18/24
Boys' Water Polo Boosters	Chipotle Dine Out	8/24/24
ASB - Boys' Basketball	Golf Tournament	10/7/24
Band & Color Guard Boosters	Music In Motion	10/12/24
Girls' Water Polo Boosters	Banner Sponsorships	11/1/24 - 2/28/25
Girls' Water Polo Boosters	Concessions	11/1/24 - 2/28/25
Girls' Water Polo Boosters	Donation Drive	11/1/24 - 2/28/25
Girls' Water Polo Boosters	Think n local	11/1/24 - 2/28/25
<u>Buena Vista HS</u>		
ASB - General	Concessions	8/26/24 - 3/31/25
<u>Chino HS</u>		
Cowboy Huddle Boosters	Snap! Raise	6/21/24 - 7/16/24
Cowboy Huddle Boosters	Spirit Wear	6/21/24 - 12/31/24
Band & Auxiliary Boosters	Concessions	6/21/24 - 5/31/25
Basketball Boosters	Concessions	6/21/24 - 5/31/25
Basketball Boosters	Fireworks Stand	6/30/24 - 7/4/24
Pep Squad Boosters	Fireworks Stand	6/30/24 - 7/4/24
Band & Auxiliary Boosters	Fireworks Stand	7/1/24 - 7/4/24
CHAPPS Boosters	Fireworks Stand	7/1/24 - 7/4/24
Cowboy Huddle Boosters	Fireworks Stand	7/1/24 - 7/4/24
Sports Boosters	Concessions	7/1/24 - 5/30/25
Sports Boosters	Snap! Raise	7/1/24 - 5/30/25
Sports Boosters	Spirit Wear	7/1/24 - 5/30/25
Band & Auxiliary Boosters	Handel's Ice Cream	7/9/24
ASB - Drama	Theatre Summer Camp	7/10/24 - 7/12/24
Band & Auxiliary Boosters	InKind Thrift	7/15/24 - 8/15/24
Band & Auxiliary Boosters	Pizza Pirates Dine Out	7/18/24
CHAPPS Boosters	Membership Drive	7/20/24 - 12/31/24
Cowboy Huddle Boosters	Think n local	7/24/24 - 8/6/24
ASB - Link Crew	Snap! Raise	7/29/24 - 8/19/24
Cowboy Huddle Boosters	Krispy Kreme	8/1/24 - 8/31/24
Pep Squad Boosters	JV Concessions	8/7/24 - 12/1/24
ASB - AP Club	Snap! Raise	8/12/24 - 9/2/24
ASB - AVID	Snap! Raise	8/12/24 - 9/2/24
ASB - Christians on Campus	Snap! Raise	8/12/24 - 9/2/24
Cowboy Huddle Boosters	Dahlia's Popcorn	8/15/24 - 11/10/24
Pep Squad Boosters	Jr. Cheer Camp	8/26/24 - 8/29/24
Sports Boosters	Boys' Water Polo Tournament	9/6/24 - 9/7/24

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino HS (cont.)</u>		
Pep Squad Boosters	American Legion BBQ	9/15/24
Basketball Boosters	Free Throw A Thon	9/15/24 - 10/1/24
Band & Auxiliary Boosters	Snap! Raise	10/1/24 - 10/31/24
Pep Squad Boosters	Chipotle Dine Out	10/16/24
Band & Auxiliary Boosters	52nd Annual Chino Invitational	11/2/24
Pep Squad Boosters	Clothing Drive	11/2/24
Band & Auxiliary Boosters	See's Candies	11/15/24 - 12/15/24
Sports Boosters	Girls' Water Polo Tournament	12/6/24 - 12/7/24
Band & Auxiliary Boosters	See's Candies	3/10/25 - 4/10/25
<u>Chino Hills HS</u>		
ASB - Girls' Flag Football	Summer Camp	7/8/24 - 8/1/24
General Boosters - Baseball	Freshman Baseball Camp	7/9/24 - 7/25/24
ASB - Girls' Soccer	Summer Camp	7/15/24 - 7/18/24
General Boosters - Dance	Donation Drive	7/19/24 - 8/8/24
Music Boosters	Band Camp	7/20/24 - 8/4/24
Music Boosters	Raise! Right	8/1/24 - 6/30/25
ASB - English & Capstone	See's Candy	8/2/24 - 10/4/24
Music Boosters	Fan Pledge	8/15/24 - 9/15/24
General Boosters - Dance	Clothing Drive	9/15/24
General Boosters - Dance	Double Good Popcorn	9/16/24 - 9/19/24
<u>Don Lugo HS</u>		
Grad Night Boosters	Fireworks Stand	6/30/24 - 7/4/24
Sports Boosters	Fireworks Stand	6/30/24 - 7/4/24
Performing Arts Boosters	Fireworks Stand	7/1/24 - 7/4/24
Performing Arts Boosters	Monthly Dine Outs	7/1/24 - 5/31/25
Performing Arts Boosters	Raise! Right	7/1/24 - 5/31/25
ASB - General	Blast Donation Drive	7/1/24 - 6/30/25
ASB - General	ASB Works Donation Drive	7/1/24 - 6/30/25
Sports Boosters	Football Car Wash	7/6/24
Grad Night Boosters	Milkcan T-shirts	8/1/24 - 9/30/24
Grad Night Boosters	Monthly Dine Outs	8/1/24 - 5/31/25
Sports Boosters	Football Comedy Night	8/2/24
ASB - French Club	Crepe & Waffle Sales	8/15/24 - 4/30/25
ASB - Renaissance Club	Carl's Jr Coupon Books	8/14/24 - 8/30/24
Sports Boosters	Girls' Flag Football - Applebee's	8/24/24
ASB - Renaissance Club	Ice Cream Sales	8/24/24 - 5/3/25
Performing Arts Boosters	Clothing Drive	9/2/24
Performing Arts Boosters	JV Football Concessions	9/5/24

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Don Lugo HS (cont.)</u>		
ASB - Boys' Water Polo	Frosh Soph Tournament	9/13/24 - 9/14/24
ASB - Boys' Water Polo	Varsity Tournament	9/27/24 - 9/28/24
Sports Boosters	Car Show	10/5/24
ASB - Boys' Water Polo	JV Tournament	10/11/24 - 10/12/24
Grad Night Boosters	Homecoming Concessions	10/18/24
Performing Arts Boosters	Varsity Football Concessions	10/25/24
Performing Arts Boosters	Candy Apple Sales	12/1/24 - 12/12/24
ASB - Wrestling	Concessions	12/1/24 - 2/28/25
Grad Night Boosters	Teachers vs Seniors Basketball Game	2/21/25
Grad Night Boosters	Lip Sync Battle	4/4/25

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: DONATIONS

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BACKGROUND

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

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

NE:SHC:LP:lmf

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Human Resources</u>		
Schools First Credit Union	Cash	\$750.00
<u>Cortez ES</u>		
Gina Crum	Piano	\$6,000.00
<u>Dickson ES</u>		
Mariscos Las Brisas	Gift Cards	\$48.00
Los Portales Mexican Grill	Gift Cards	\$50.00
Nekter Juice Bar	Gift Cards	\$50.00
Roscoes	Gift Cards	\$50.00
Target	Gift Cards	\$50.00
Firehouse Subs	Gift Cards	\$60.00
Tom's	Gift Cards	\$60.00
Corner Bakery	Gift Cards	\$75.00
Glow Me Nails	Gift Cards	\$90.00
Papachino's Grill & Greens	Gift Cards	\$100.00
Bebe's Nail & Beauty Lounge	Gift Cards & Merchandise	\$350.00
<u>Eagle Canyon ES</u>		
Costco Wholesale	Cash	\$50.00
<u>Canyon Hills JHS</u>		
Magnolia J. Stiers	Cash	\$360.00
Youth Rise Up, Inc.	Cash	\$400.00
<u>Chino HS</u>		
Charles B. Ensminger	Cash	\$100.00
Karon Brady	Cash	\$200.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
June 20, 2024

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Don Lugo HS</u>		
Beliz Ocalir	Cash	\$175.00
Devyn Gonzalez	Cash	\$175.00
Jackie Cortes	Cash	\$175.00
Lisa Montijo	Cash	\$175.00
Lucia Chavez	Cash	\$175.00
Michelle Armijo	Cash	\$175.00
Sarah Contrerez	Cash	\$175.00
Deepa Kuttikattuparambil	Cash	\$180.00
Kylie Morgan	Cash	\$410.00
Milli Arakawa	Samsung TV	\$414.00
Shanette Encarnacion	Cash	\$600.00
Chino Valley Fire Foundation	Cash	\$700.00
Pro Towing	Cash	\$700.00

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: LEGAL SERVICES

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BACKGROUND

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

FIRM	MONTHS	INVOICE AMOUNTS	2023/2024 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	April	\$ 40,241.71	\$461,886.98
Margaret A. Chidester & Associates	April	\$ 12,493.25	\$ 71,960.50
Tao Rossini, APC	April	\$ 56,766.72	\$324,384.53
	Total	\$109,501.68	\$858,232.01

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; Margaret A. Chidester & Associates; and Tao Rossini, APC.

FISCAL IMPACT

\$109,501.68 to the General Fund.

NE:SHC:LP:lmf

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
**SUBJECT: RESOLUTION 2023/2024-67, TRANSFERS OF APPROPRIATIONS
FOR 2024/2025**

=====

BACKGROUND

Pursuant to Education Code 42600 through 42602, school districts are required to approve a resolution for budget transfers and adjustments and file it with the San Bernardino County Superintendent of Schools each year.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2023/2024-67, Transfers of Appropriations for 2024/2025.

FISCAL IMPACT

None.

NE:SHC:LP:lmf

**Chino Valley Unified School District
Resolution 2023/2024-67,
Transfers of Appropriations for 2024/2025**

WHEREAS, the Board of Education of the Chino Valley Unified School District has determined that during the fiscal year budget revisions become necessary to bring the budgeted revenues and expenditures in balance with actual receipts and expenses;

WHEREAS, by making these appropriation adjustments to actuals, the District will reflect a more realistic picture of actual spending patterns of funds; and

WHEREAS, the Board of Education of the Chino Valley Unified School District has determined that additional income is assured in excess of the amounts previously budgeted and the timely posting of adjustments will keep each account up to date with accurate uncommitted balances.

NOW, THEREFORE, BE IT RESOLVED pursuant to Education Code Sections 42600 through 42602, the Chino Valley Unified School District may appropriate any such funds, identify and make such transfers as needed throughout the 2024/2025 fiscal year.

BE IT FURTHER RESOLVED the Board of Education of the Chino Valley Unified School District authorizes staff to process the necessary transfers of appropriation to revise budget amounts during the course of the fiscal year to allow appropriation of excess funds, transfers between designated and/or un-appropriated fund balances and any expenditure classifications, or balance any expenditure classification of the budget.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 20th day of June 2024 at Chino, California.

Bridge: _____
Cruz: _____
Monroe: _____
Na: _____
Shaw: _____

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: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: RESOLUTION 2023/2024-69, USE OF 2024/2025 EDUCATION
PROTECTION ACCOUNT FUNDS**

=====

BACKGROUND

Proposition 30 and Proposition 55 were approved by the voters in California on November 6, 2012, and November 8, 2016, respectively. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012, through December 31, 2017. Proposition 55 added Article XIII, Section 36(e) to the California Constitution commencing on January 1, 2018.

Article XIII, Section 36(e) created in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f). Before June 30 of each year, the Superintendent or designee shall estimate the total amount of revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer in the Education Protection Account during the next fiscal year.

In accordance with Article XIII, Section 36, a public meeting must be held on how the Education Protection Account money will be spent. In compliance with Article XIII, Section 36(e) monies received from the Education Protection Account will be spent as identified in the attachment.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2023/2024-69, Use of 2024/2025 Education Protection Account Funds.

FISCAL IMPACT

Education Protection Account Funds will be restricted to instruction purpose only.

2024-25
Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2025
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	84,504,945.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		84,504,945.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	84,504,945.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		84,504,945.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

**Chino Valley Unified School District
Resolution 2023/2024-69,
Use of 2024/2025 Education Protection Account Funds**

WHEREAS, the voters approved Proposition 30 on November 6, 2012, and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012, (sun setting 12/31/17) and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016, (commencing 1/1/18);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Superintendent or designee shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the Board of Education shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Chino Valley Unified School District Board of Education.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Chino Valley Unified School District Board of Education has determined to spend the monies received from the Education Protection Act as attached.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 20th day of June 2024 at Chino, California.

Bridge: _____
Cruz: _____
Monroe: _____
Na: _____
Shaw: _____

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: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: STUDENT READMISSION CASE 23/24-47

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BACKGROUND

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

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

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

RECOMMENDATION

It is recommended the Board of Education approve student readmission case 23/24-47.

FISCAL IMPACT

None.

NE:GP:SJ:jg

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: STUDENT EXPULSION CASES 23/24-81, 23/24-91, AND 23/24-93

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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 cases 23/24-81, 23/24-91, and 23/24-93.

FISCAL IMPACT

None.

NE:HF:SJ:jg

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 6, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support

SUBJECT: **SCHOOL-SPONSORED TRIPS**

BACKGROUND

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

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

RECOMMENDATION

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

School-Sponsored Trips	Date	Fiscal Impact
Site: Cattle ES Event: Outdoor Science Camp Place: Twin Peaks, CA Chaperone: 70 students/8 chaperones	March 10-14, 2025	Cost: \$405.00 per student Funding Source: Fundraising and parents
Site: Glenmeade ES Event: 6 th Grade Camp Place: Running Springs, CA Chaperone: 57 students/10 chaperones	March 5-7, 2025	Cost: \$468.00 per student Funding Source: Fundraising and parents
Site: Liberty ES Event: 6 th Grade Science Camp Place: Runnings Springs, CA Chaperone: 90 students/9 chaperones	February 24-26, 2025	Cost: \$450.00 per student Funding Source: Fundraising and parents

Site: Oak Ridge ES Event: Thousand Pines Outdoor Educators Place: Crestline, CA Chaperone: 65 students/7 chaperones	October 15-18, 2024	Cost: \$440.00 per student Funding Source: Parents
Site: Ayala HS Event: USA Cheer Camp Place: Buena Park, CA Chaperone: 27 students/2 chaperones	June 25-27, 2024	Cost: \$550.00 per student Funding Source: Boosters and parents

FISCAL IMPACT

None.

NE:GP:gks

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Todd Finkbiner, Director, Access and Equity

SUBJECT: 2024/2025 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

=====

BACKGROUND

The California Department of Education requires every public school receiving federal funds to annually develop a School Plan for Student Achievement (SPSA). The plan describes goals and objectives based on each school site's assessment data and describes how funds will be spent to support the goals identified.

The School Site Council and the Board of Education must approve the SPSA annually. A SPSA for each school is submitted at this time based on the federal funds program budgets for fiscal year 2024/2025. The SPSA for each school site is provided under separate cover.

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

RECOMMENDATION

It is recommended the Board of Education approve the 2024/2025 School Plan for Student Achievement.

FISCAL IMPACT

None.

NE:GP:TF:gks

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

\$1,146,627.44 to all District funding sources.

NE:GJS:KC:cb

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning
and Operations
Kathy Casino, 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:KC:cb

BUSINESS SERVICES	FISCAL IMPACT
B-2425-002 E-Control Systems, Inc. To provide temperature monitoring system for refrigerators, freezers, and milk coolers. Submitted by: Nutrition Services Duration of Agreement: November 1, 2024 - October 31, 2025	Contract amount: \$5,250.00 Funding source: Cafeteria Fund 13
B-2425-003 EMS LINQ, LLC. To provide school nutrition and fitness website. Submitted by: Nutrition Services Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$784.49 Funding source: Cafeteria Fund 13
B-2425-004 Harris School Solutions, a division of N. Harris Computer Corporation. To provide software license for eTriton. Submitted by: Nutrition Services Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$68,320.42 Funding source: Cafeteria Fund 13

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-2425-056 StudentNest, Inc. To provide tutoring services for McKinney-Vento students. Submitted by: Health Services/CARE Program Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$50,000.00 Funding source: LCAP
CIIS-2425-057 Cengage Learning, Inc. (Gale). To provide Gale digital licenses for elementary, middle, and high school. Submitted by: Secondary Curriculum Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$33,349.34 Funding source: A-G Completion Improvement Grant
CIIS-2425-058 Cengage Learning, Inc. (National Geographic Learning). To provide digital licenses for AP European History Textbooks. Submitted by: Secondary Curriculum Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: \$25,843.13 Funding source: A-G Completion Improvement Grant
CIIS-2425-059 Savvas Learning Company, LLC. To provide digital licenses for AP Human Geography textbooks. Submitted by: Secondary Curriculum Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$21,250.00 Funding source: A-G Completion Improvement Grant
CIIS-2425-060 MPS, c/o Bedford, Freeman & Worth Publishing Group, LLC. To provide digital licenses for AP Economics, AP Psychology and AP U.S. History textbooks. Submitted by: Secondary Curriculum Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$75,625.00 Funding source: A-G Completion Improvement Grant

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-2425-061 Sidepath, Inc. To provide VMware support renewal. Submitted by: Technology Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: \$39,110.40 Funding source: General Fund
CIIS-2425-062 Navigate 360. To provide PBIS software. Submitted by: Newman ES Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$2,771.50 Funding source: Title I
CIIS-2425-063 Ro Health, LLC. To provide licensed health care staffing. Submitted by: Health Services Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: ELOP
CIIS-2425-064 Think Together. To provide enrichment activities for district Child Development programs. Submitted by: Child Development Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$1,370,527.00 Funding source: ELOP
CIIS-2425-065 SHI International Corp. To provide subscription renewal for ManageEngine. Submitted by: Technology Duration of Agreement: August 17, 2024 - August 16, 2025	Contract amount: \$8,871.95 Funding source: General Fund
CIIS-2425-066 Paper Education America, Inc. To provide tutoring services to Title I schools, grades 3-12. Submitted by: Access & Equity Duration of Agreement: August 1, 2024 - July 31, 2025	Contract amount: \$515,272.00 Funding source: Title I

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-2425-036 PBK Architects. To provide architectural services for various projects. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2023 - June 30, 2026	Contract amount: Per Rate Sheet Funding source: Various
F-2425-037 FieldTurf USA, Inc. To provide repairs, inspections, and maintenance to synthetic turf fields. Submitted by: Maintenance & Operations Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: General Fund
F-2425-038 Humberto Lopez. To provide staff training on safety and compliance procedures including Healthy Schools Act. Submitted by: Maintenance & Operations Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: General Fund
F-2425-039 Brightly Software, Inc. To provide online subscriptions for FSDirect, MaintenanceDirect, My School Dude, and service to upgrade Asset Essentials and Event Manager. Submitted by: Maintenance & Operations Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: General Fund

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-2425-040 Inland Empire Stages, LTD. To provide charter bus services. Submitted by: Transportation Duration of Agreement: January 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: General Fund
F-2425-041 Time and Alarm Systems. To provide software and support for District-wide security alarm systems. Submitted by: Maintenance & Operations Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: General Fund
F-2425-042 Time and Alarm Systems. To provide software and support for District-wide keyless access systems. Submitted by: Maintenance & Operations Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: General Fund
F-2425-043 Time and Alarm Systems. To provide District-wide fire and security alarm monitoring services. Submitted by: Maintenance & Operations Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet Funding source: General Fund

MASTER CONTRACTS	FISCAL IMPACT
MC-2425-010 CPR Success. To provide CPR training. Submitted by: Health Services Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: Various
MC-2425-011 Pegleg Entertainment. To provide DJ, and school event services. Submitted by: Chino Hills HS Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: ASB/USB/PFA/PTA/PEP/Boosters
MC-2425-012 Paul R Thomas dba High Society Dj's. To provide DJ services. Submitted by: Don Lugo HS Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: ASB/USB/PFA/PTA/PEP/Boosters
MC-2425-013 West Hills Golf Associates, LTD dba Western Hills Country Club. To provide banquet & catering services, golf venue. Submitted by: Ayala HS Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: Various
MC-2425-014 Urban Palate, LLC dba City Kitchen. To provide catering services. Submitted by: Ayala HS Duration of Agreement: June 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: Various

MASTER CONTRACTS	FISCAL IMPACT
MC-2425-015 TBP Productions, LLP dba SNO Sites To provide website hosting, domain renewal, tech support and camps for scholastic journalism programs. Submitted by: Ayala HS Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: Various
MC-2425-017 Alexander Matal To provide water polo tournament director services. Submitted by: Ayala HS Duration of Agreement: July 1, 2023 - June 30, 2026	Contract amount: Per Rate Sheet Funding source: ASB/USB/PFA/PTA/PEP/Booster
MC-2425-018 Real Inspiration, Inc. To provide leadership, motivational speaker. Submitted by: Canyon Hills JHS Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: ASB/USB/PFA/PTA/PEP/Booster
MC-2425-019 Moving Mindz, LLC To provide enrichment classes and tutoring services. Submitted by: Oak Ridge ES Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: Various
MC-2425-020 Viatron Systems, Inc. To provide document scanning services. Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet Funding source: Various
MC-2425-021 CDW Government, LLC (GoGuardian) To provide GoGuardian Admin subscription license and teacher subscription license. Submitted by: Technology Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$202,964.24 Funding source: General Fund

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
S-2324-006 Liberty Justice Center To provide legal representation in the case of The People of the State of California, Ex Rel. et al -v- Chino Valley Unified School District (San Bernardino Superior Court Case No. CIVSB2317301) filed in the United States District Court for the Central District of Ca Submitted by: Superintendent Original Board Approval: September 11, 2023	Contract amount: \$0.00 Add verbiage to replace old verbiage in scope of services: any related appeals, and in affirmative litigation challenging California AB 1955 (2024) in the event that bill is enacted into law for the purpose of defending the District's parental notification policy or policies. Funding source: N/A
CIIS-2324-039 Exym, LLC. To provide HIPAA-compliant electronic health record to maintain clinical charting. Submitted by: Health Services/Behavioral Health Cntr Duration of Agreement: July 1, 2023 - June 30, 2025 Original Board Approval: June 1, 2023	Contract amount: Per Rate Sheet Correct end date from March 30, 2025, to June 30, 2025, to align with original agreement documents. Funding source: School Site Budget

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

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

Lists of surplus items are emailed to the Facilities/Planning Department to be placed on an upcoming Board agenda. After Board approval, items may be picked up by District warehouse or a liquidation company for public auction. Items not picked up for public auction may be sold through a private sale, donated to charitable organization, or disposed of in the local public dump in accordance with Education Code Section 17546.

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

RECOMMENDATION

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

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

NE:GJS:KC:cb



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

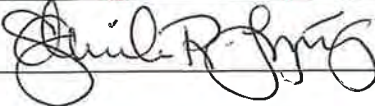
Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to Kathy_Casino@chino.k12.ca.us. Equipment that is not transferred to another site/department will be taken before the Governing Board for approval to surplus/dispose. A work order should be submitted via School Dude for surplus to be scheduled for pick up. Items over \$500 and purchased with Restricted Funds should be marked with an asterisk (*).

School Site/Department	Ramona Junior High School	Date Submitted:	May 29, 2024
Site Contact & Extension	Anna Dominguez Ext. 7577		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Classroom Furniture	Cabinet	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Cabinet	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Cabinet	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Cabinet	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Cabinet	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	N/A	N/A	<input type="checkbox"/>
Classroom Furniture	Student desk	NA	N/A	<input type="checkbox"/>

Site Responsibility:

1. Inventory all equipment and furniture that is being submitted for surplus or disposal.
2. THIS FORM MUST BE TYPED. Accurate information must be reported on the (1) Board Agenda for approval, (2) to the Warehouse for pick up, and for (3) asset accounting.

Rev. 6/26/2023

Submit the completed form via email to Kathy_Casino@chino.k12.ca.us, Purchasing Department.



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

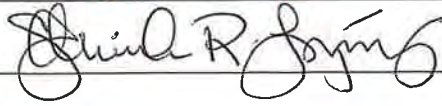
Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to Kathy_Casino@chino.k12.ca.us. Equipment that is not transferred to another site/department will be taken before the Governing Board for approval to surplus/dispose. A work order should be submitted via School Dude for surplus to be scheduled for pick up. Items over \$500 and purchased with Restricted Funds should be marked with an asterisk (*).

School Site/Department	Ramona Junior High School	Date Submitted:	May 29, 2024
Site Contact & Extension	Anna Dominguez Ext. 7577		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Outdoor Equipment	Lunch table	N/A	N/A	<input type="checkbox"/>
Outdoor Equipment	Lunch table	N/A	N/A	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to Kathy.Casino@chino.k12.ca.us. Equipment that is not transferred to another site/department will be taken before the Governing Board for approval to surplus/dispose. A work order should be submitted via School Dude for surplus to be scheduled for pick up. Items over \$500 and purchased with Restricted Funds should be marked with an asterisk (*).

School Site/Department	Canyon Hills Junior High	Date Submitted:	6/3/2024
Site Contact & Extension	Jeanne Sexton X7274, Carolyn Gandara X7270		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
AV Equipment	EIKI EIP-10V	Tw-eip10v-eikij-063-2844	22866	<input type="checkbox"/>
AV Equipment	EPSON EMP-82	Gy8g620220f	22538	<input type="checkbox"/>
AV Equipment	AV cart with attached projector stand	n/a	n/a	<input type="checkbox"/>
Office Equipment	Xerox Phaser 3124	CAT382462	n/a	<input type="checkbox"/>
Office Equipment	Grade Master 600	H12512	39695	<input type="checkbox"/>
Computer Equipment	DELL MONITOR P1913b	CN0DTOPH742614252F5U	n/a	<input type="checkbox"/>
Computer Equipment	Dell Montitor P2213f	CN0FP04F7287247BANFM	n/a	<input type="checkbox"/>
Office Equipment	XEROX Phaser 3124	CAT399939	n/a	<input type="checkbox"/>
Office Equipment	HP OfficeJet 4655	F1H96-80047	n/a	<input type="checkbox"/>
Office Equipment	HP Laserjet M1212nf	CNG9C7M1QJ	n/a	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

Rev. 6/26/2023

Submit the completed form via email to Kathy.Casino@chino.k12.ca.us, Purchasing Department.

June 20, 2024

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

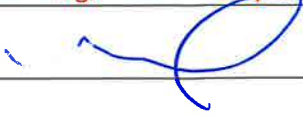
Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to Kathy.Casino@chino.k12.ca.us. Equipment that is not transferred to another site/department will be taken before the Governing Board for approval to surplus/dispose. A work order should be submitted via School Dude for surplus to be scheduled for pick up. Items over \$500 and purchased with Restricted Funds should be marked with an asterisk (*).

School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Optiplex 3020	1HQ1V12	43125	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	1LHQHH2	56840	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3010	HZ8YJ02	42281	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	1MGMHH2	56847	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3040	1LPQHH2	56829	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3020	23TJC42	46499	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23TLC42	46491	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	4LQQHH2	56823	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3010	HZ7YJ02	42269	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	4LPPHH2	56849	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3040	4LTxHH2	56821	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3020	23THC42	46496	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23TGC42	46489	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition

Rev. 6/26/2023

Submit the completed form via email to Kathy.Casino@chino.k12.ca.us, Purchasing Department.

June 20, 2024

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

Computer Equipment	Optiplex 3020	23VFC42	45432	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23SMC42	15118	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	4816NHH2	95820	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3040	1M195HH2	55841	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3040	3M17MHH2	56833	<input checked="" type="checkbox"/>
Choose an item	Click or tap here to enter text	Click or tap here to enter text	Click or tap here to enter text	<input type="checkbox"/>

Site Responsibility:

- Inventory all equipment and furniture that is being submitted for surplus or disposal.
- THIS FORM MUST BE TYPED. Accurate information must be reported on the (1) Board Agenda for approval, (2) to the Warehouse for pick up, and for (3) asset accounting.
- Ensure that the Surplus/Obsolete Equipment List is completed and is legible. Include:
 - Product description – choose from the download
 - Make and model, when available
 - All computer equipment and printers must include the serial number
 - CVUSD asset tag
 - Only if the item is in good working condition, select the box.
 - Obtain Principal or Department Head approval. Adobe E-signature is acceptable.
- Submit the completed form to Kathy.Casino@chino.12.ca.us, Purchasing Department, via email.
- If items are technology related equipment, submit form to Technology Director for review.
- Prior to pick up of the surplus items, it is the site/department responsibility to prepare the items for pick up.
 - All items must be on the list and organized and separated from items not listed.
 - All items should be in a central location to minimize pick-up time.
 - All items not in a central location should be identified on the form AND must be easily identifiable within the pickup location.
- Submit a work order, via School Dude, for Warehouse to schedule a pick-up the surplus items.

Purchasing Responsibility:

- Review the list for completeness and authorization.
- Remove assets from Financial 2000.

Textbooks & Library Books:

- Do not complete this form for Surplus or Obsolete Textbooks and Library Books.
- Contact the Media Center, or email Troy.Ingram@chino.k12.ca.us for instructions on how to proceed with this request. (Education Code 60510.5)



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:

Technology Review:

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Description REQUIRED	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Tower	Optiplex 3010	HZ83K02	42276	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B1XRSR1	39450	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B1DSSR1	39421	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	4MHLHH2	56828	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B21RSR1	n/a	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	4HR4V12	n/a	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B22RSR1	39455	<input type="checkbox"/>
Computer Equipment	Optiplex 790	BK7BK02	42033	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B1TSSR1	39459	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	4M6MHH2	56853	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	4M2PHH2	56848	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B26VSR1	39441	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23TCC42	46494	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	HZ89K02	42284	<input type="checkbox"/>

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June 20, 2024

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Optiplex 790	B22VSR1	39454	<input type="checkbox"/>
Computer Equipment	Optiplex 3040	4M1P5H2	56838	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	2JSGC12	46492	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B1XTSR1	39448	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKT6K02	42007	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B1VRSR1	39442	<input type="checkbox"/>

Site Responsibility: 39442B1VRSR1

Purchasing Responsibility:

Textbooks & Library Books:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Tower	Optiplex 790	B17RSR1	39419	
Computer Equipment	Optiplex 3010	HZ9JK02	42268	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	38YYZ12	44036	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	599RT52	47777	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	63CRT52	47853	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	HZ9YJ02	42273	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B17TSR1	39445	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VHPV12	43216	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B27SSR1	39161	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B21VSR1	39419	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B01TSR1	39312	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKT7K02	42017	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VDQV12	43213	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VFQV12	43212	<input type="checkbox"/>



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Optiplex 3020	23SLC42	46483	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VDPV12	43241	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23SJC42	46485	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VHNV12	43247	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKTBK02	42027	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKZ8K02	42035	<input type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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Site Contact & Extension	Angelica Ramos		

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Department Head/Principal Approval:	
Technology Review:	

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Description REQUIRED	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
	Optiplex 3040	4MKNHH2	56843	X
Computer Equipment	Optiplex 3040	4M3LHH2	56842	<input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3040	4MFPHH2	56826	X <input checked="" type="checkbox"/>
Computer Equipment	Optiplex 3010	BL07K02	42013	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKZ4K02	42013	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKW7K02	42026	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKT5K02	42024	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	5VGNV12	43248	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

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Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Tower	Optiplex 3010	BL08K02	42015	
Computer Equipment	Optiplex 3010	BLD6K02	42004	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKX7K02	42030	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKZ5K02	42019	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKW5K02	42010	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKQBK02	42011	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKR8K02	42034	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKS8K02	42020	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKR8K02	42009	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKX5K02	42012	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23T8C42	46490	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23T8C42	46488	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23VBC42	46484	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23VDC42	46501	<input type="checkbox"/>

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Optiplex 3020	5VFPV12	43215	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VINV12	43240	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VFNV12	43249	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B0SSSR1	39432	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKVBK02	42003	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKX4K02	42031	<input type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

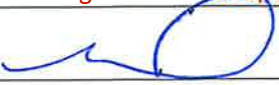
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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Optiplex 3010	BKS7K02	42037	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	69QQT52	47824	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKW8K02	42025	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKZBK02	42014	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKW6K02	42021	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKY4K02	42028	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKXBK02	42032	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKV5K02	42006	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKR7K02	42016	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKY7K02	42002	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKZ7K02	42008	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

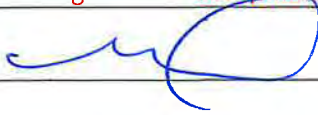
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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	CN0RH659735719710ECG	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	CN0g4d2wm6d009BC056EA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05p02f715811810A88A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G481716164110MB4A00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	CN0RH659735719710ECJ	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ4547158134C000A8A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ4547158134CF0313A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G4817161643T011MA00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G4817161643P0055A00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813140385A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ4547158134CF0351A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G4817161643R0C0GA00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ058RA01	n/a	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ031EA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ45471581315015UA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH659735719710ECN	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G4817161643T07R7A00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH6597357197H01RE	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C80DV8A01	n/a	<input checked="" type="checkbox"/>

Site Responsibility:

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C1045WA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ05L7A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CF022RA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C80E11A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C105KMA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C106QMA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C1073JA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH659735719719710ECF	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	H659735719710ECH	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G4817151643P0914A00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G48171516566U1X3A00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118U084BA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F71581191052VA01	n/a	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T0DRNA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH659735719710ECE	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH6597357197H01RF	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH659735719710FYG	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118U08MLA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715814CU03T4A01	n/a	<input checked="" type="checkbox"/>

Site Responsibility:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


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Technology Review:	

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Computer Equipment	Dell Keyboard 212-B	0DJ454715814CU03YHA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715814CU009LA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ4547158151400HNA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH6597357181B0A04	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158119104VUA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158119104VTA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158119104XVA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118U0B1ZA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ45871581518060RA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F71581191058QA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	F7158119104ZRA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T00QFA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T0DS7A01	n/a	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T00TKA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T00Q9A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C1058NIA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T0DR2A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158119105FKA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH6597357108O04G8	n/a	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to Kathy.Casino@chino.k12.ca.us. Equipment that is not transferred to another site/department will be taken before the Governing Board for approval to surplus/dispose. A work order should be submitted via School Dude for surplus to be scheduled for pick up. Items over \$500 and purchased with Restricted Funds should be marked with an asterisk (*).

School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	05P02F7158119104ZTA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH6597357107L08QY	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ073DA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ05L0A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH659735719710FZN	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0U473D447519510204A00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G73826687087MA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G7382668A015YA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G7382668BF01CSA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G7382668BF00TBA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G7382668B03SEA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G7382668A087UA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G73826687087JA02	n/a	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an Item	Dell Keyboard 212-B	0RH6597357108406GJ	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ02ZSA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ0504A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CA04EZA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ057KA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ057PA01	n/a	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

Submit the completed form via email to Kathy.Casino@chino.k12.ca.us, Purchasing Department.



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/29/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 215p	0N6R8G738266B709UHA02	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 215p	0N6R8G738266AT0175A02	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715814CU0351A01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F71581191055RA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 215p	0N6R8G738266B70322A02	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 215p	0N6R8G738266B80319A02	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 215p	0N6R8G738266B708ASA02	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118U0B6GA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715815130382A01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G4817161643R008BA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G4817161643R00MYA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CG08PCA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ0319A01	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C80E0BA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CA0PIA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CG04MJAG1	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F71581191050GA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813C30U23A01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard L100	DRH6597357108004J1	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

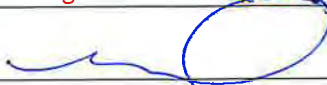
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School Site/Department	Woodcrest Junior High	Date Submitted:	5/29/24
Site Contact & Extension	Angelica Ramos x6480		

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Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T00PVAQ1	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	04G481716165660E5TA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158119105IV01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F71581191014AA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158119105CCA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0014547158146D08DYA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F7158118T00TCAG1	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	N/A	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard RT7D50	CN0W765837172630052W	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	05P02F71581191036AA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	001454715813C105KGA01	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Optiplex 3010	00186247619406	42023	<input type="checkbox"/>
Computer Equipment	Dell Optiplex 3010	00186248363968	42123	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Optiplex 760	00144478631500	31525	<input type="checkbox"/>
Computer Equipment	Dell Monitor	CN0FJ44J7444542Q6MWS	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2305	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAMVS	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FADTBA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FAB4BA00	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/29/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0C730C7162398E2447	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2450	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231721976	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0CFP1827161881RRJSK	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2321	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231722082	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	S11070C0001	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231722076	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231722074	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231722081	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231722033	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231721972	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231721951	N/A	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0C730C716231722032	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2333	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2233	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716233CL4413	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231721974	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231721977	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



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School Site/Department	Woodcrest Junior High	Date Submitted:	5/29/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CNOC730C7162398E2294	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0UN192717317AI7NFS	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231883098	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KV14V7426151Q44KB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAZCS	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44UB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PAB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44RB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44TB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251MJU	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0FJ44J7444544JB5H5	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PCB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAVGS	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAYCS	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44HB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251MDU	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/29/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CNODT0PH742614253T7U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253H/WU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOPVGRC7444544GAJBU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231886776	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231886780	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253KMU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOFI44J7444544JAZ8S	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716239255591	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231721978	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716230613962	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231722038	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0WH319729726S1484L	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716230AF4728	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CNOC730C716231883162	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231886812	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231886979	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C7162398E2293	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231883128	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C716231883103	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
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Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0C730C7162318J2628	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HAU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231886981	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231883126	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231886816	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253KHU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231886983	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231883102	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231753562	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2346	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231883104	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231883097	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231886810	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0C730C716231883105	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231883125	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2344	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231886815	N/A	<input checked="" type="checkbox"/>
Computer Equipment	View Sonic Monitor	A2W0527A7826	N/A	<input checked="" type="checkbox"/>
Computer Equipment	View Sonic Monitor	PPJ053003564	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0C730C716231882954	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231886813	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231753563	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231883106	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231883107	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231886781	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231886777	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231753561	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231883100	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231883161	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231883124	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716230613948	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0C730C716231883127	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an item.	Dell Monitor	CN0C730C716231886978	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0DT0PH742614253T5U	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0DT0PH742614253HEU	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0DT0PH742614253T9U	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0DT0PH742614253LUU	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	CN0DT0PH742614253JCU	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to Kathy_Casino@chino.k12.ca.us. Equipment that is not transferred to another site/department will be taken before the Governing Board for approval to surplus/dispose. A work order should be submitted via School Dude for surplus to be scheduled for pick up. Items over \$500 and purchased with Restricted Funds should be marked with an asterisk (*).

School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CNODT0PH742614253J0U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253J3U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614251M8U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614251M9U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614251M9U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	OXJ5TR7287272FAE3BA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614251MFU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253K5U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253JHYU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614251MEU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253J1U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253HNU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253H7U	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CNOC730C7162398E2317	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C7162398E2292	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614251MAU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253T6U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C7162398E2343	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNODT0PH742614253KUU	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

Submit the completed form via email to Kathy_Casino@chino.k12.ca.us, Purchasing Department.



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0KW14V7126151Q44JB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q4P38	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HUU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253J8U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HPU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231721981	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HUU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH74261425311U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716230611900	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FA7LBA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FA878A00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FA7MBA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253JUU	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an item.	Optriplex 3040	CN0KW14V7426151Q4P38	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

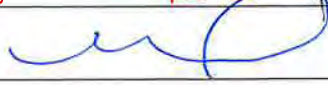
Purchasing Use Only

Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description REQUIRED	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Lenovo 300E	P2051ACD	76359	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	82ntc82	52820	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	80ntc82	52808	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Dwmtc82	52726	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	25ntc82	52745	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	6ymtc82	52727	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	D6rtc82	52816	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	66ntc82	52733	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	95ntc82	52749	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	20ntc82	52787	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	86ntc82	52730	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	H1ntc82	52732	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	98ntc82	52737	<input checked="" type="checkbox"/>
Description REQUIRED	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3350	86ntc82	52746	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	F2mtc82	52728	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	60ntc82	52734	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	41ntc82	52744	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	32mtc82	52743	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	53rtc82	52735	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

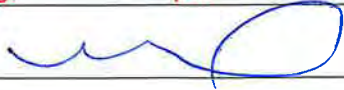
Purchasing Use Only

Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3150	C0ntc82	52764	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	35bqd82	53548	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	85bqd82	53549	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	Hnwqd82	53521	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	Jnwqd82	53522	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	B5bqd82	53535	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	93bqd82	53534	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	Hnwqd82	53554	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	2rwqd82	53555	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	85bqd82	53524	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	15bqd82	53525	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	16bqd82	53543	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	32bqd82	53518	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3150	Gqwqd82	53546	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	Hqwqd82	53516	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	65bqd82	53538	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	66bqd82	53537	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	9nwqd82	53550	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3150	F1bqd82	53526	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

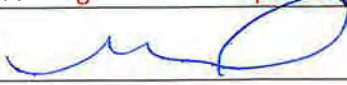
Purchasing Use Only

Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description REQUIRED	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3160	82bqd82	53517	☒
Computer Equipment	Dell Latitude 3160	2pwqd82	53593	☒
Computer Equipment	Dell Latitude 3160	H6bqd82	53530	☒
Computer Equipment	Dell Latitude 3160	J4bqd82	53531	☒
Computer Equipment	Dell Latitude 3160	B5bqd82	53533	☒
Computer Equipment	Dell Latitude 3160	Gnwqd82	53520	☒
Computer Equipment	Dell Latitude 3160	F2bqd82	53539	☒
Computer Equipment	Dell Latitude 3160	8rwqd82	53540	☒
Computer Equipment	Dell Latitude 3160	4rwqd82	53551	☒
Computer Equipment	Dell Latitude 3160	96bqd82	53532	☒
Computer Equipment	Dell Latitude 3160	Bawqd82	53592	☒
Computer Equipment	Dell Latitude 3160	45bqd82	53536	☒
Computer Equipment	Dell Latitude 3160	G5bqd82	53528	☒
Description REQUIRED	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3160	H1bqd82	53529	☒
Computer Equipment	Dell Latitude 3160	5nwqd82	53523	☒
Computer Equipment	Dell Latitude 3160	F5bqd82	53541	☒
Computer Equipment	Dell Latitude 3160	Gmwqd82	53547	☒
Computer Equipment	Dell Latitude 3160	57bqd82	53519	☒
Computer Equipment	Dell Latitude 3160	Bpwqd82	53545	☒

Site Responsibility:

1. Inventory all equipment and furniture that is being submitted for surplus or disposal.
2. THIS FORM MUST BE TYPED. Accurate information must be reported on the (1) Board Agenda for approval, (2) to the Warehouse for pick up, and for (3) asset accounting.

Rev. 6/26/2023

Submit the completed form via email to Kathy_Casino@chino.k12.ca.us, Purchasing Department.



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date _____

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3160	H4bqjd82	53527	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	C5bqjd82	53542	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATEDH	60102	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATE85	60115	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATBCJ	60100	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATEDV	60116	<input checked="" type="checkbox"/>
Choose an item	Click or tap here to enter text	1S20HU0000U5LR0ATEBT	60119	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATEDW	60114	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATEDC	60104	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATBCG	60098	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATBC9	60086	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATEBM	60092	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000U5LR0ATEDZ	60111	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

Choose an item.	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEBK	N/A	<input checked="" type="checkbox"/>
Choose an item.	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATED4	60113	<input checked="" type="checkbox"/>
Choose an item.	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATED5	N/A	<input checked="" type="checkbox"/>
Choose an item.	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDX	60085	<input checked="" type="checkbox"/>
Choose an item.	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDK	N/A	<input checked="" type="checkbox"/>
Choose an item.	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDM	60108	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDQ	60107	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATBCH	60097	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATBC3	60096	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEBL	60099	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDP	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDL	60110	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDB	60095	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATBC2	60091	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDG	60089	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEBR	60112	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATBCF	60090	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEBV	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATED7	NA	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition

Rev. 6/26/2023

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU00000USLR0ATED6	60109	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU00000USLR0ATEDF	60103	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU00000USLR0ATEDU	60093	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU00000USLR0ATEDA	60106	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU00000USLR0ATEDS	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Lenovo ThinkPad Yoga 11e	1S20HU00000USLR0ATEDJ	60084	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	ERGOTRON POWER SHUTTLE Charging Cart	1293487-0046	52204	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	1pthc82	51232	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Hqthc82	51239	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Fnthc82	51221	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Fqthc82	51219	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	2pthc82	51238	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	9pthc82	51217	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	1qthc82	51208	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Hpthc82	51224	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	8pthc82	51211	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Cqthc82	51233	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Hnthc82	51232	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Cpthc82	51212	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3350	Gqthc82	51236	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Bpthc82	51210	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Dqthc82	51218	<input checked="" type="checkbox"/>
Computer Equipment	ERGOTRON Power Shuttle Charging Cart	1300098-0022	52205	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Inthc82	51237	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Gpthc82	51209	<input checked="" type="checkbox"/>

Site Responsibility:

Rev. 6/26/2023

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CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

Board Approval Date

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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3350	5pthc82	51216	☒
Computer Equipment	Dell Latitude 3350	8qthc82	51229	☒
Computer Equipment	Dell Latitude 3350	6pthc82	51225	☒
Computer Equipment	Dell Latitude 3350	9qthc82	51230	☒
Computer Equipment	Dell Latitude 3350	3qthc82	51228	☒
Computer Equipment	Dell Latitude 3350	3pthc82	51223	☒
Computer Equipment	Dell Latitude 3350	7pthc82	51215	☒
Computer Equipment	Dell Latitude 3350	6qthc82	51214	☒
Computer Equipment	Dell Latitude 3350	6nthc82	51240	☒
Computer Equipment	Dell Latitude 3350	Dpthc82	51242	☒
Computer Equipment	Dell Latitude 3350	4pthc82	51241	☒
Computer Equipment	Dell Latitude 3350	7qthc82	51235	☒
Choose an item	Dell Latitude 3350	4qthc82	51213	☒
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3350	2qthc82	51226	☒
Computer Equipment	Dell Latitude 3350	8qthc82	51220	☒
Computer Equipment	Dell Latitude 3350	1pthc82	51234	☒
Computer Equipment	Dell Latitude 3350	5qthc82	51231	☒
Computer Equipment	Dell Latitude 3350	Fpthc82	51227	☒
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAZ55	N/A	☒

Site Responsibility:

Purchasing Responsibility:



CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to Kathy_Casino@chino.k12.ca.us. Equipment that is not transferred to another site/department will be taken before the Governing Board for approval to surplus/dispose. A work order should be submitted via School Dude for surplus to be scheduled for pick up. Items over \$500 and purchased with Restricted Funds should be marked with an asterisk (*).

School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0C730C7162398E2292	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C7162398E2448	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	CN04G4217161643P00YPA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard L100	CN0RH659735719710ECM	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard L100	CN0RH659735719710FYP	N/A	<input checked="" type="checkbox"/>
Computer Equipment	DELL OPTIPLEX 3010	00186247555288	42270	<input type="checkbox"/>
Computer Equipment	DELL OPTIPLEX 3020	00039686440924	43244	<input type="checkbox"/>
AV Equipment	TOA AMPLIFIER	N/A	N/A	<input checked="" type="checkbox"/>
AV Equipment	SONY STEREO CASSETTE PLAYER	N/A	N/A	<input checked="" type="checkbox"/>
AV Equipment	Philips CD Casette Stereo	LM100513010362	N/A	<input checked="" type="checkbox"/>
AV Equipment	Go Video/DVD Combo	5292150107897	N/A	<input type="checkbox"/>
Computer Equipment	HP Laser Jet Printer 1320	FCNHC59C48H	N/A	<input type="checkbox"/>
Computer Equipment	HP Laser Jet Pro M201dw	VNB3G22939	N/A	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	HP Color LaserJet CP1215	CNBC92Q053	N/A	<input type="checkbox"/>
Choose an item:	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item:	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item:	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

Rev. 6/26/2023

Submit the completed form via email to Kathy_Casino@chino.k12.ca.us, Purchasing Department.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning
and Operations
Tony Nequette, Director, Maintenance and Operations

**SUBJECT: CHANGE ORDERS AND NOTICES OF COMPLETION FOR CUPCCAA
PROJECTS**

BACKGROUND

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

CUPCCAA Project	Project Description	Contractor	Original Bid	Change Order	Days	Total	Fund	Completion Date
CC2023-51	New District Office Signage Project	Signs & Lucite	\$59,898.44	\$1,075.80	328 Days	\$60,974.24	01	June 3, 2024
CC2024-83	District Wide – HVAC Filter Change Out	Pacwest Air Filter, LLC.	\$27,383.20	N/A	9 Days	\$27,383.20	01	May 15, 2024
CC2024-88	Chaparral ES Landscape Grading	John Buck dba J2 Builders	\$49,200.00	N/A	N/A	\$49,200.00	01	May 28, 2024

CUPCCAA Project	Project Description	Contractor	Original Bid	Change Order	Days	Total	Fund	Completion Date
CC2024-90	Professional Development Center-Landscape & Irrigation Installation	Nextgen Construction Inc	\$49,680.00	\$2,600.00	N/A	\$52,280.00	01	May 16, 2024
CC2024-91	Don Lugo HS Gymnasium Speaker System Replacement	Ireland Sound Systems	\$55,736.42	\$5,572.70	N/A	\$61,309.12	01	June 3, 20234
CC2024-101	Buena Vista HS-Planter Infill Project	Angelo Construction	\$19,250.00	N/A	N/A	\$19,250.00	01	June 1, 2024

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

Staff recommends approval of the Change Orders and Notices of Completion for these projects.

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Orders and Notices of Completion for CUPCCAA Projects.

FISCAL IMPACT

\$270,396.56 to General Fund 01

NE:GJS:MS:cb

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: RESOLUTION 2023/2024-66, AUTHORIZATION TO UTILIZE A PIGGYBACK CONTRACT

=====

BACKGROUND

Public Contract Code (PCC) 20111 requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$114,500.00 to the lowest responsible bidder.

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

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

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

Resolution	Contract	Contractor(s)	Description	Term
2023/2024-66	California Multiple Award Schedule (CMAS) 4-06-78-0031A	FieldTurf, Inc.	Non-Information Technology Commodities	10/07/2016-08/06/2026

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2023/2024-66, Authorization to Utilize Piggyback Contract.

FISCAL IMPACT

Unknown.

NE:GJS:KC:cb

**Chino Valley Unified School District
Resolution 2023/2024-66
Authorization to Utilize the California Multiple Award Schedule (CMAS)
4-06-78-0031A with FieldTurf, Inc.
to Purchase Non-Information Technology Commodities
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 Non-Information Technology Commodities for the District; and

WHEREAS, CMAS currently has a piggyback contract 4-06-78-0031A, in accordance with Public Contract Code 20118 with FieldTurf, Inc., that contains the materials, supplies, equipment and/or other personal property the District currently requires; and

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; and

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 Non-Information Technology Commodities through the piggyback contract procured by the 4-06-78-0031A.

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

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

Section 2. Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of Non-Information Technology Commodities through the piggyback contract originally procured by the CMAS 4-06-78-0031A, is in the best interest 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 Non-Information Technology Commodities in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 4-06-78-0031A

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 07, 2016, for the term ending August 06, 2026.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 20th day of June, 2024 by the following vote:

Bridge	_____
Cruz	_____
Monroe	_____
Na	_____
Shaw	_____

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: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: AWARD OF REBID NO. 23-24-22F, CHINO VALLEY UNIFIED SCHOOL DISTRICT FUN CLUB INSTALLATION PROJECT

=====

BACKGROUND

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

A Notice to Contractors Calling for Bids for Rebid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project, was published in the Inland Valley Daily Bulletin on May 9, 2024, and May 16, 2024. Bids were submitted at 1:30 p.m. on May 24, 2024. The results are as follows:

Bid Package	# of Bids Received	Low Bidder	Bid Amount
03-01	3	K.A.R. Construction, Inc.	\$1,375,001.00
05-01	2	RND Contractors, Inc.	\$529,000.00
10-01	3	Bogh Engineering, Inc.	\$1,947,000.00
22-01	3	Pro-Craft Construction	\$3,292,000.00
26-01	3	Rancho Pacific Electric Construction, Inc.	\$2,575,800.00
32-01	3	K.A.R. Construction, Inc.	\$3,694,000.00

The basic scope of work for this project includes the installation of portables at Fun Club school sites.

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

RECOMMENDATION

It is recommended the Board of Education award Rebid No. 23-24-22F, Chino Valley Unified School District, to K.A.R. Construction, Inc., RND Contractors, Inc., Bogh Engineering, LLC., Pro-Craft Construction, Inc., and Rancho Pacific Electric Construction, Inc.

FISCAL IMPACT

\$13,412,801.00 to ELOP

NE:GJS:KC:cb

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: AWARD OF REBID NO. 23-24-24F, DON LUGO HS MPR SOUND & LIGHTING SYSTEM REPLACEMENT

=====

BACKGROUND

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

A Notice to Contractors Calling for Bids for Rebid No. 23-24-24F, Don Lugo HS MPR Sound and Lighting System Replacement, was published in the Inland Valley Daily Bulletin on May 8, 2024, and May 18, 2024. Bids were submitted at 1:00 p.m. on May 24, 2024. The results are as follows:

Contractor	Bid Amount
Vandert Construction, Inc.	\$225,000.00
EIDEM Group, Inc.	\$236,395.86
Sunset Electrical Contractors, Inc.	\$238,544.00
EBSA Construction	\$347,000.00

The basic scope of work for this project is installation of new sound and lighting system in the Don Lugo HS MPR.

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

RECOMMENDATION

It is recommended the Board of Education award Rebid No. 23-24-24F, Don Lugo HS MPR Sound and Lighting System Replacement to Vandert Construction, Inc.

FISCAL IMPACT

\$225,000.00 to AMIM Block Grant

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: AWARD OF REBID NO. 23-24-25F, LIBERTY ES, LITEL ES, WALNUT ES, AND CHINO HILLS HS SAFETY HAZARD ASPHALT REPAIRS

=====

BACKGROUND

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

A Notice to Contractors Calling for Bids for Rebid No. 23-24-25F, Liberty ES, Litel ES, Walnut ES, and Chino Hills HS Safety Hazard Asphalt Repairs, was published in the Inland Valley Daily Bulletin on May 8, 2024, and May 15, 2024. Bids were submitted at 10:00 a.m. on May 24, 2024.

The results are as follows:

Contractor	Bid Amount
Universal Asphalt Company, Inc	\$195,000.00
Premier Paving, Inc.	\$197,000.00
PaveWest, Inc.	\$228,244.00
Prestige Paving Company	\$232,573.00
Moreno Engineering	\$271,609.00
Superior Paving, Inc. dba United Paving Co	\$281,503.00
NPG, Inc.	\$337,000.00

The basic scope of work for this project is to repair the asphalt safety hazards at Liberty ES, Litel ES, Walnut ES, and Chino Hills HS.

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

RECOMMENDATION

It is recommended the Board of Education award Rebid No. 23-24-25F, Liberty ES, Litel ES, Walnut ES, and Chino Hills HS Safety Hazard Asphalt Repairs to Universal Asphalt Company, Inc.

FISCAL IMPACT

\$195,000.00 to Fund 14

NE:GJS:KC:cb

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: AWARD OF BID NO. 23-24-21I, CHINO HILLS HS POOL HEATER INSTALLATION

=====

BACKGROUND

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

A Notice to Contractors Calling for Bids for Bid No. 23-24-21I, Chino Hills HS Pool Heater Installation, was advertised in the Inland Valley Daily Bulletin on April 29, 2024, and May 6, 2024. Bids were submitted at 1:00 p.m. on May 15, 2024. The bid results are as follows:

Contractor	Bid Amount
Horizon Mechanical	\$150,585.10

The basic scope of work for this project is installation of owner furnished Lochinvar Aquas Pool Heater.

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

RECOMMENDATION

It is recommended the Board of Education award Bid No. 23-24-21I, Chino Hills HS Pool Heater Installation.

FISCAL IMPACT

\$150,585.10 to Fund 01

NE:GJS:KC:cb

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Kathy Casino, Director, Purchasing

**SUBJECT: REQUEST FOR PROPOSALS 23-24-17 NUTRITION SERVICES
DISTRIBUTION OF USDA FOODS AND COMMERCIAL FOOD
PRODUCTS**

=====

BACKGROUND

The Request for Proposals (RFP) process requires vendors to submit proposals within a framework created to fit the District's unique needs. The District is able to customize the services to be purchased on its specific needs, receive better responses, and ultimately receive a better product solution for less money.

RFP 23-24-17, Nutrition Services Distribution of USDA Foods and Commercial Food Products was published in the Inland Valley Daily Bulletin on March 13, 2024, and March 20, 2024. Proposals were submitted at 10:00 a.m. on April 16, 2024, and were received from three (3) vendors.

Vendor	Pricing
Gold Star Food	\$1,251,072.80
Sunrise Produce	\$387,365.10
KB Food	\$78,767.57
Total	\$1,717,205.47

The basic scope of work for this RFP is the selected vendor(s) will partner with the Collaborative over the term of the contract resulting from this RFP to procure and deliver frozen, refrigerated, processed USDA commodity, and/or commercial food products to site designated within the Member district. The Collaborative is comprised of the following school districts:

Chaffey Joint Union High School District
Chino Valley Unified School District
Colton Joint Union School District
Moreno Valley Unified School District

Rialto Unified School District
Val Verde Unified School District

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

RECOMMENDATION

It is recommended the Board of Education award Request for Proposals 23-24-17, Nutrition Services Distribution of USA Foods & Commercial Food Products.

FISCAL IMPACT

Estimated \$1,717,205.47 to Cafeteria Fund 13

NE:GJS:KC:cb

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Associate Superintendent, Human Resources
Joseph Durkin, Director, Human Resources
Jaime Ortega, 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:LF:JD:JO:jw

CERTIFICATED PERSONNEL

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

CERTIFICATED MANAGEMENT PERSONNEL**RETIREMENTS**

HATCH, Beverly (28 years of service)	Assistant Principal	Adult School	05/24/2024
FELLOWS, Lea (33 years of service)	Associate Superintendent	Human Resources	08/30/2024

RESIGNATIONS

LISTA, Lisa	Assistant Principal	Liberty ES	06/06/2024
DAVIS, Ashley	Assistant Principal	Chino HS	06/12/2024
KUKLINSKI, Kamila	Assistant Principal	Chino HS	06/18/2024
VILLARTE, Valerie	Behavior Intervention Coordinator	Special Education	06/30/2024

LEAVE OF ABSENCE

BARNETT, Ashley	Principal	Magnolia JHS	2024/2025
-----------------	-----------	--------------	-----------

HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2024/2025 SCHOOL YEAR

SANCHEZ, Lorena	DLI Teacher	Anna Borba ES	07/30/2024
ALSKY, Julia	Elementary Teacher	Eagle Canyon ES	07/30/2024
AULT, Cassandra	Elementary Teacher	Liberty ES	07/30/2024
SNEATH, Jessica	Elementary Teacher	Liberty ES	07/30/2024
CARREON, Grace	TK Teacher	Litel ES	07/30/2024
LOCHHEAD, Louise	Special Education Teacher	Marshall ES	07/30/2024
ROLDAN, Salina	Special Education Teacher	Marshall ES	07/30/2024
VAN STEENBERGEN, Jill	Elementary Teacher	Oak Ridge ES	07/30/2024
JIMENEZ MONTEZ, Jessica	Elementary Teacher	Rhodes ES	07/30/2024
SONDERS, Kaitlin	Elementary Teacher	Legacy K-8	07/03/2024
VELASCO, Dominique	Elementary Teacher	Legacy K-8	07/03/2024
ZONNI, Bianca	Elementary Teacher	Legacy K-8	07/03/2024
KIM, Ji Won	Secondary Teacher	Legacy K-8	07/30/2024
NORTON, Kyle	Secondary Teacher	Legacy K-8	07/30/2024
HUXELL, Adam	Secondary Teacher	Chino HS/BST Academy	07/30/2024
TORRES, Gerardo	Intervention Counselor K-12	Health Services	07/25/2024
LEE, Anna	District Librarian	Secondary Curriculum	07/30/2024
HUGHES, Margaret	Psychologist	Special Education	07/29/2024

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>RETIREMENTS</u>			
RAYMOND, Louise (31 years of service)	Intervention Teacher	Chaparral ES	07/01/2024
WEBBER, Yvette (8 years of service)	Special Education Teacher	Rolling Ridge ES	06/01/2024
CAPPS, Ronald (30 years of service)	Secondary Teacher	Ayala HS	07/01/2024
SANDOVAL, Leticia (28 years of service)	Psychologist	Special Education	07/01/2024

RESIGNATIONS

SILVA, Maria	Special Education Teacher	Anna Borba ES	07/01/2024
ANDERSON, Aleissa	Elementary Teacher	Wickman ES	05/24/2024
WAGNER, Sarah	Secondary Teacher	Woodcrest JHS	06/07/2024
GARCIA, Abraham	Secondary Teacher	Chino Hills HS	06/07/2024
KRUMBINE, Steve	Secondary Teacher	Chino Hills HS	06/03/2024
RAMOS, Juanita	Child Development Teacher	Health Services	06/20/2024
CHLEBOUN, Jennifer	Psychologist	Special Education	06/11/2024

APPOINTMENT- EXTRA DUTY – SPORTS

CARAZO, Anthony (NBM)	Swim (GF)	Ayala HS	04/21/2024
DELGADO, Sebastian	Band (B)	Ayala HS	06/21/2024
NEWMAN, Christian	Band (B)	Ayala HS	06/21/2024
WOODEN, Ariel (NBM)	Swim (GF)	Ayala HS	04/21/2024

TOTAL: \$6,942.00

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH JUNE 30, 2025

ACEVES, Sergio	AGUILAR, Andrea	AIRTH, Isaiah
AKABORI, Ling	ALAMILLA HERNANDEZ, Ellen	AYALA, Ali
ALLEE, Mikayla	ALVAREZ, Sherry	AMANCIO, Eric
ANDERSON, Joanne	ANTUNA, Charles	ARAIZA, Solmyra
ARCHIBALD, David	ARCY, Daniel	ARELLANO, Leticia
ARNELL, Brooke	ARREY, Jason	AUSTIN, Dominique
AVILA, Jessica	AXTON, Amanda	AYALA, Laura
AZPEITIA, Wendy	BABUNDO, Christopher	BAEZA, Katlyn
BAHL, Sunita	BAO, Han	BATISTA, Louis
BAYER, Jessica	BECERRIL, Alberto	BELLINGER, Jessica
BLACK, Carrie	BLANCO TABAREZ, Eder	BLANK, Charles

CERTIFICATED PERSONNEL (cont.)

**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH
JUNE 30, 2025** (cont.)

BLOCKER, Beverly
BOURDET, Kaley
BUCKLEY, Mark
CAMORLINGA, Vanessa
CARASIK, Breanna
CASILLAS, Leslie
CERVANTES, Michael
CHANEY, Robin
CHAVEZ, Eric
CHAVEZ, Maria
COCKS, David
COVARRUBIAS, Ashley
CRUZ-CRUZ, Martha
DALY, Nanette
DEBOERS, Diana
DELA ROSA, Cynthia
DHAMMAPALA, Shariya
DINSMOOR, Danielle
DUPREY, Joy
ENRIQUEZ, Andrea
EZZEDDINE, Angela
FEHR, Leslie
FLANAGAN, Karen
FOX, Kathryn
GARCIA, Melinda
GENTILE, Jennifer
GODINEZ, James
GONZALEZ, Candice
GONZALEZ, Valerie
GORDON, Glen
GREENWOOD, Joyce
HACHEY, Karen
HARIRCHI, Alex
HAZAMA, Tara
HILAK, Deborah
HO, Beverly
HOOTON, Christopher
HUNTER, Nichole
IRONS, Liz
JOHN, Jacob
JOHNSON, Faith
JUAREZ, Julia
KAHN, Lorraine

BOND, Chanel
BRUMBAUGH, Kara
BUENCONSEJO, Tina
CAMPOS, Maria
CARRERA, Brianna
CEBALLOS II, Marcos
CHAMBERLAIN, Kristi
CHANGELA, Shreena
CHAVEZ, Francisco
CHI, Hsing
COOK, Danylle
COX, Jeanie
CSABANE, Maria
DARWIN, Lisa
DE LA TORRE, Matthew
DELGADO MUNOZ, Kathia
DILLINGHAM, Dawn
DO, Therese
ECKLER, Jeremy
ERTURK, Aydin
FACTOR, Garret
FIRMAN, Richard
FLORES, David
GALECKAS, Mariana
GARCIA, Rebeca
GEORGE, Jake
GODINHO, Seth
GONZALEZ, Jessica
GONZALEZ HERNANDEZ, Jasmin
GORDON, Rebecca
GUILAS, Joshua
HAMZA, Jacqueline
HARRINGTON, Linda
HENRY, Linda
HILDEBRAND, Makenna
HOLTKAMP, Jennifer
HOWARD, Carole
HURD, Jacob
JARMAN, Angela
JOHN, Justin
JOHNSON, Jeff
JUN, Edward
KERA, Antoinette

BONILLA, Laura
BRZOZOWSKI, Stephanie
CABRAL, Ernesto
CAMPOS, Michael
CARROLL, Chynna
CERVANTES, Kenneth
CHAN, Olivia
CHAPMAN, Amanda
CHAVEZ, Jessica
CICHIRILLO, Daniel
COSTELLO, Valerie
CRUZ, Edna
CUBA, Yaima
DAVIS, Brianna
DE VILLEZ, Susan
DESOUKI, Suzanne
DINNEWETH, Melanie
DORSEY, Ashley
ELLIS, Shiloh
ESTRADA, Adrien
FARNSWORTH, Cole
FISHER, Matthew
FLORES, Sonia
GAMBOA, Jose
GARDNER, Gayla
GIRONAS, Katiana
GOMEZ, Kristin
GONZALEZ, Olivia
GOR, Anna
GRAHAM, Debra
GUO, Chen
HARBAUGH, John
HARTE-PARKER, Denise
HERNANDEZ, Hanna
HIM, Holly
HONG, Ah
HULL, Kristine
INIGUEZ, Pablo
JAST, Ashley
JOHNSON, Blake
JOHSZ, Elizabeth
JUN, Jung
KIM, Ji Won

CERTIFICATED PERSONNEL (cont.)

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH JUNE 30, 2025 (cont.)

KIM, Lucas	KREUTZER, Jenifer	KUHN, Candace
KUHNS-VASQUEZ, Allie	LACHICA, Ezella	LACKEY, Teresa
LARA, Dianna	LARAMIE-MORRIS, Kayla	LEE, Lauren
LEE, Susie	LEIB, Maria	LEMOINE, Luisa
LEMOINE, Maurice	LEW, Jacqueline	LICHTHART, Meagan
LIEBESMAN, Amanda	LIVINGSTON, Bryce	LIZARDI, Jonathan
LOERA, Jessica	LOMASNEY, Michelle	LOPEZ, Christian
LORDS, Kristina	LUJAN, Samantha	LUSTRO, Sharon
MAAS, Jacquelyn	MACKAY, Clinton	MALEY, Michael
MALISZEWSKI, Vincent	MALOUF, Grant	MANURUNG, Wendy
MARISCAL, Cristina	MARKS, Felicia	MARQUEZ, Sabrina
MARSH, Charlotte	MARTINEZ, Marissa	MARTINEZ, Roselle
MARTINEZ HAMILTON, Michael	MATTHEWS, Michelle	MAURER, Rachel
MAXWELL, Tasnim	MAYFIELD, Christopher	MCCOMB, Yolanda
MCGRATH, Ana	MCKELLIP, Samuel	MCLEOD, Danielle
MCVAY, Zackery	MEDINA, Marisol	MESERVE, Judith
MEZA, Valerie	MILLER, Lucinda	MILTON, Carey
MITCHELL, Susie	MKHITARYAN, Sarah	MOJICA, Melanie
MONCAYO, Alexandra	MONCAYO, Andrew	MONTOYA, Anthony
MOORE, Jessica	MORA, Joshua	MORALES, Elsa
MORAN, Cynthia	MORENO SANDOVAL, Denise	MORROW, Matthew
MORTIMER, Kristen	MURRAY, Adam	MUZAFFAR, Dania
NAPOLES, Marianne	NOH, Jane	NUCI, Jaime
OLAVER, David	OLIVER, Veronica	OSORNIO, Cruz Fernando
OWENS, Jonathan	PAIZ, Maria	PALMER-STONES, Nya
PANGAN, Labelle	PARKER, Bethany	PARKER, Grant
PARRA, Maribel	PATTERSON, Julie	PENAFLO, Angela
PENNER, Sadie	PEREZ, Jose	PEREZ-CASTANEDA, Daisy
PEREZ-THIBODEAU, Angelica	PETERSEN, David	PHAVONG, Erica
PIRES, Betty	PONNALURI, Sirisha	PRADO, Martin
PRESCOTT, Janet	PROVENS, Jon	RAMIREZ, Alexander
RAMIREZ, Erika	RAMIREZ JR, Renan	RAMOS, Dalinda
RAMOS, Destiny	REDDY, Cynthia Rajashekar	REHFELDT, Joshua
REYES, Natalie	REYNOLDS, Vicki	REYNOSO, Gerardo
RICHARD, Teresa	RIGHETTI, Laurel	RIGO, Lisa
RIZO, Ciara	RODRIGUEZ, Berenice	RODRIGUEZ, Brandy
RODRIGUEZ, Matthew	RODRIGUEZ, Matthew R	ROJAS, Edaid
ROQUE, Ivanna	ROSAS, Monica	ROSAS-SERRATO, Karina
ROSELL, Michael	ROSEREN, Vanessa	RUFFER, Nicholas
RUSH, Jaimie	SAMAAN, Sandra	SAN MARCO, Tannia
SANCHEZ, Blanca	SANCHEZ, Sarah	SANDOVAL, Ana
SANDOVAL, Charles	SARMIENTO, Hector	SAULET, Eman
SCANE, Marjorie	SCHMIDT, Lydia	SCHULTE, Danielle

CERTIFICATED PERSONNEL (cont.)

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH JUNE 30, 2025 (cont.)

SHIGENAGA, Dana	SILVA, Sheyla	SIMS, Melvin
SMITH, Eugene	SMOLENSKI, Amy	SMOUSE, Katarina
SNIDER, Olga	SOK, Ashley	SOLIS, Vanessa
SOLORZANO, Mayra	SOTO, Edward	SPRATLEY, Charles
STINE, Jennifer	STUBBLEFIELD, Sydney	SUJARIT, Wendy
TAN, Celine	TARIN, Lisa	TARUI, Michael
TATUM, Esmeralda	TEMBLADOR, Tyler	TEMBLADOR HERNANDEZ, Marco
TERAN, Ana	TILLET, Gordon	TO, Michael
TORRES, Tammy	TOURNIE, Nicholas	TOVAR, Fabio
TRAN TRUONG, Nhat Phuong	TRONSKE, Angela	TUMMINELLI, August
UBOM, Kenneth	VALADEZ, Benjamin	VALDEZ, Lucia
VALERO, Jennifer	VAN STEENWYK, Trina	VANOS, Jaclyn
VARELA, Angela	VARNER, KELSEA	VASHISHT, Ruchika
VASQUEZ, Patricia	VELASCO, Dominique	VELEZ, Yvonne
VILLEGAS, Jacob	VOLINSKI, Mary Joy	VOTH, Dahlia
WALKER, Voni	WALLACE, Rhonda	WENGER, Steven
WERNER, Heather	WHELAN, Mary	WILEY, Jeffrey
WILLIAMS, Breyan	WILLIAMS, Katelyn	WOODWARD JR, Steven
YARBROUGH, Melba	YARDLEY, Alexis	YARDLEY, Lorraine
YI, Christina	YOW, Josh	ZENDEJAS-LUGO, Claudia
ZONNI, Bianca		

CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE</u>			
<u>APPOINTMENTS</u>			
NERI, Karen	Nutrition Services Professional (NS)	Borba ES	08/02/2024
HOLTKAMP, Jennifer	Paraprofessional II (SELPA/GF)	Country Springs ES	08/05/2024
DUNN, Rocio	Elementary Library/ Media Center Assistant (C)	Dickey ES	08/07/2024
RINCON, Richard	Custodian I (GF)	Legacy K-8	06/03/2024
SULTAN, Marshona	Health Technician (GF)	Legacy K-8	06/20/2024
VARGAS, Sandra	Nutrition Services Professional (NS)	Ayala HS	08/02/2024
VAZQUEZ, Eric	Custodian I (GF)	Chino HS	06/21/2024

PROMOTIONS

CALDERON, Devin	FROM: Elementary Library/ Media Center Assistant (C) 3.5 hrs./150 contract days TO: Typist Clerk II (GF) 8 hrs./261 contract days	Dickey ES Legacy K-8	06/10/2024
GOOD, Stephanie	FROM: Paraprofessional II (SELPA/GF) 6 hrs./181 work days TO: Behavior Intervention Records Assistant (MH) 8 hrs./190 work days	Newman ES Special Education	08/01/2024
OBOZA, Cathleen	FROM: Typist Clerk I (GF) 8 hrs./261 contract days TO: Typist Clerk II (GF) 8 hrs./201 work days	Cal Aero K-8 Townsend JHS	07/22/2024

CHANGE OF ASSIGNMENTS

TRINIDAD, Heather	FROM: Playground Supervisor (GF) 1.5 hrs./180 work days TO: Attendance Clerk (GF) 8 hrs./261 contract days	Newman ES Legacy K-8	06/20/2024
BROWN, Kayden	FROM: Playground Supervisor (GF) 2 hrs./175 work days TO: Playground Supervisor (GF) 2 hrs./234 work days	Cal Aero K-8 Legacy K-8	07/08/2024

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>ADDITIONAL ASSIGNMENT</u>			
GARCIA, Arlene	Nutrition Services Professional (NS)	Country Springs ES	08/02/2024

RESIGNATIONS

FERNANDEZ, Solana	School Secretary I (GF)	Cattle ES	06/14/2024
HARRISON, Melanie	Paraprofessional I (SELPA/GF)	Marshall ES	06/03/2024
STEWART, La Toya	Playground Supervisor (GF)	Wickman ES	06/03/2024
LONG, Kara	Interpreter-Deaf/Hard of Hearing (GF)	Don Lugo HS	06/03/2024
HERRERA, Laura	Personnel Clerk III (GF)	Human Resources	06/21/2024

RETIREMENT

THOMAS, Jennifer (15 Years of Service)	Nutrition Services Manager I (NS)	Liberty ES	07/01/2024
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APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2023, THROUGH JUNE 30, 2024

GONZALES, Gianna	HUERTA, Emily	LUNA, Alejandro
PATEL, Avni	TOWNLEY, Ariel	VELASQUEZ, Adriana

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH JUNE 30, 2025

ADAMJEE, Shaheen	AGUAYO, Rosa M	AGUILAR, Monique
ALAMILLA BARRERA, Marlen	ALCANTARA, Jonathan	ALVARADO, Evelyn
ANGUIANO, Leticia L	ARGANDA, Angelo L	ARZATE CAMPOS, Alejandro
AZERA, Delio M	BAKER, Susana E	BANUELOS, Aubrey
BANUELOS LANDEROS, Blanca	BARBA, Yexenia	BARCELO, Alejandro
BASLINGAPPA, Shylaja G	BATTISTA, Hailey	BELL, Michelle A
BONANNI, Sonia J	BOYANER JR, David M	BRADY, Savannah
BRANDYBERRY, Lillian	BUCKLEY, Jane M	BURCIAGA, Kimberly
BURTON, Leah G	CABRERA, Belynda	CALDERILLA AGUILAR, Luis D
CARDONA, Yolanda M	CARROLL, Kari Thi Cai	CASTILLO, Angel R
CHAVEZ, Francine M	COOPER, Kathleen	CORTEZ, Jeannie
CORTEZ, Violeta	CUSITER, Tina M	DANIEL, Lauren
DATTA, Deepa	DAVID, Fatima C	DEEJAY, Sana R
DELGADILLO, Krystal	DELGADO, Linda D	DELGADO, Nathan D
DIAZ, Ignacio D	DIAZ, Lyndsay	DRUMMOND, Pamela
DURAN, Andrea	DYAS, Julie A	ELIAS, Joshua J

CLASSIFIED PERSONNEL (cont.)

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH JUNE 30, 2025 (cont.)

ESPINOZA, Stephanie
FAUSTO, Maribel
FERREIRA, Giovanni
FRAUSTO VARGAS, Dayana
GARCIA, Ailene D
GASPAR, Norberto M
GOMEZ, Mary E
GONZALEZ BARRIOS, Teresa
GUTIERREZ LOPEZ, Karina
HALEY, Frederick
HERNANDEZ, Ricardo
HERRERA, Susana
HOUDETSANAKIS, Andrea L
JAJIEH, Laura
KAUR, Jaspreet
LARA JR, Victor C
LIMON, Lexie M
LOPEZ, Juan
LUNA, Alejandro
MACANAS, Maileen G
MALDONADO, Jeannette
MARTINEZ, Ruby
MEHANDIRATTA, Sanjana
MILLS, James L
MOHLMAN, Danielle
MORENO, Rosalie J
MUNGUIA, Priscilla A
NAVARRO, Joana B
NUNEZ, Imelda
ORTEGA ALVARADO, Martha
PATEL, Avni
PEREIRA, Gisele Q
PINSKY, Lacy
RAMIREZ RAMOS, Margie
REVILLA, Eva
REYNA, Yolanda U
RIVERA, Monica
ROMAN, Sydney
RUIZ, Yadarine
SALINAS-MARTINEZ, Irma
SANFORD, Michelle R
SEIBERT, Shirley A
SHIFFLET, Meagan R

ESPINOZA, Zachariah
FELIX, Gabriel
FERREIRA, Veria S
GALICIA, Javier
GARCIA, Jacqueline A
GATICA, Isabella
GONZALES, Gianna
GUAJARDO, Brittney
GUZMAN, Christina
HAUSER, Jamie
HERNANDEZ, Yanira
HIGUERA, Ana V
HUERTA, Emily
JARIDLY, Annette
KENNEDY, Cristina
LARIOS, Edgar
LOPEZ, Diana E
LOPEZ, Lorraine
LUNA, Armando
MADRIGAL, Alicia
MARTINEZ, Bryon
MCCAFFREY, Shauna
MENDOZA, Randall
MIRANDA, Lorena
MOHLMAN, Janice
MOYA, Jonathan
MUNTEAN, Kimberly
NIETO GONZALEZ, Luis
OCAMPO-BARRAGAN, Martha
ORTEGA TORRES, Erika Y
PATIL, Smita
PEREZ, Maria D
PRESCOTT, Deanna I
RENTERIA, Maria
REYES, Elsa
RIDEOUT, Xavier B
RODRIGUEZ, Jennie M
ROSSEN, David
SALAZAR, Ariel
SANCHEZ, Alejandro
SARENANA, Stella
SEKI, Margaret Y
SIERRA, Rosemary

FARAJ, Wansa
FERNANDEZ JR, Marc A
FRANCO, Desiree
GALINDO, Susana
GARCIA DE LEON, Soila
GOMEZ, Madalyn
GONZALES, Raven
GUARACHA, Erma
GUZMAN, Jesus
HERNANDEZ, Angel J
HERRERA, Alain
HOENISCH, Susan J
HUIZAR LUNA, Gloria A
JERRY, Jordan
KOOT, Christa
LEE, Olivia M
LOPEZ, Elizabeth
LOZA, Daisy
LYNDES, Alexandria
MAKOROW, Margaret M
MARTINEZ, Leonel
MCCLURKAN, Sherilyn M
MEZA, Richard
MOHAPATRA, Bijayalaxmi
MORENO, Angela J
MUNGUIA, Alexandra
NAGARAJU, Manjulatha
NIXON, Damon L
OKORIE, Chinonye Adaku
PALMER, Anne E
PEREIRA, David C
PHANBUH, Wandalin
PROUDFIT, Linda S
RESENDEZ, Christian
REYES, Felipe
RINIE, Clayton
RODRIGUEZ, Matthew
RUIZ, Gloria
SALAZAR, Nicole
SANCHEZ, Maria
SCHMITT, Evangelina M
SERRATO, Victoria
SINGH, Neetu

CLASSIFIED PERSONNEL (cont.)

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH JUNE 30, 2025 (cont.)

SLEGERS, Gwenda L	SORENSEN, Deborah	SORIANO, Selena
SOSA, Adam	SUBER, Dominic	TAFOYA, Darlene
TALAMERA, Billy	TALAMERA, Marlene	TAPIA, Yolanda
THAN, Hiechitey	TINOCO, David M	TOWNLEY, Ariel
TRIVEDI, Namrata A	TRUJILLO, Sophia	VAKIL, Aalia I
VELASQUEZ, Adriana	VELASQUEZ, Celeste	VILLAFANA, Monica
VILLARREAL, Jacqueline R	WALSH, Christopher	WARNER, David R
WILLIAMS, Nanette L	WINDING, Tiara	YAMAS, Christina M
YRIARTE, Christopher		

(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: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Associate Superintendent, Human Resources
Whitney Fields, Director, Risk Management and Human Resources

SUBJECT: REJECTION OF CLAIMS

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BACKGROUND

Claim 24.05.08 was submitted on May 29, 2024, from Lisa Wilson, a certificated employee at Newman ES. Claimant alleges that her wagon fell out of the bus's under carriage while on the freeway while traveling for a school field trip. Claimant seeks reimbursement for the lost wagon in the amount of \$107.74.

Claim 24.06.09 was submitted on June 3, 2024, from Marcus Bastida, Attorney, on behalf of Nakiya Davis on behalf of her son at Glenmeade ES. Claimant alleges injury after being exposed to food containing nuts/peanuts during school hours in his classroom. Claimant seeks reimbursement of medical expenses in an amount to be determined.

The Board is requested to reject claims against the District to allow insurance carriers to investigate the claims and make recommendations regarding the dispositions.

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

RECOMMENDATION

It is recommended the Board of Education reject the claims and refer them to the District's insurance adjuster.

FISCAL IMPACT

Unknown at present.

NE:LF:WF:lag

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Todd Finkbiner, Director, Access and Equity

**SUBJECT: LOCAL INDICATORS FOR THE CALIFORNIA SCHOOL
DASHBOARD**

=====

BACKGROUND

The Local Control Funding Formula (LCFF) created an accountability system that utilizes multiple measures to inform educators, parents, and the public of student achievement. Some data is not available at the state level for some priority areas identified in the LCFF statute. For these priority areas, the California State Board of Education (SBE) approved the use of local indicators, which are based on information that the District collects locally and annually measures its progress on in meeting the requirements of the specific LCFF priority. These local indicators include the following: Priority 1 – Basic Conditions of Learning; Priority 2 – Implementation of State Academic Standards; Priority 3 – Parental Involvement and Family Engagement; Priority 6 – School Climate; and Priority 7 – Access to a Broad Course of Study.

Local indicators are reported as Met, Not Met, or Not Met for 2 years. Results are reported to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator. In the 2023/2024 school year, Chino Valley Unified School District reports the five local indicators as Met. Results were reported to the Board of Education during the 2023/2024 school year at the following Board presentation dates.

Priority	Status	Board Presentation
Priority 1: Basic Conditions of Learning	Standard Met	February 15, 2024
Priority 2: Implementation of State Academic Standards	Standard Met	May 2, 2024
Priority 3: Parental Involvement and Family Engagement	Standard Met	April 18, 2024
Priority 6: School Climate	Standard Met	April 18, 2024
Priority 7: Access to a Broad Course of Study	Standard Met	March 21, 2024

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 Local Indicators for the California School Dashboard.

FISCAL IMPACT

None.

NE:GP:gks

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: REVISION OF BOARD POLICY 5127 STUDENTS – GRADUATION
CEREMONIES AND ACTIVITIES**

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BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current District practice. Board Policy 5127 Students – Graduation Ceremonies and Activities is being updated to align the disciplinary considerations with the existing Behavior Code for Senior Activities in BP 5144 Students – Discipline.

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 5127 Students – Graduation Ceremonies and Activities.

FISCAL IMPACT

None.

NE:LF:SJ:gks

GRADUATION CEREMONIES AND ACTIVITIES

Diploma

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, passing any required assessments, and maintained a cumulative Grade Point Average (GPA) of 2.0, and have thereby earned the right to receive a diploma. The Board of Education believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

At the discretion of the Superintendent or designee, a student who will complete graduation requirements during the summer may participate in graduation exercises without receiving his/her diploma. When the requirements have been satisfied, a diploma shall be sent to the student.

High school students who have passed the General Educational Development Test must also meet District graduation requirements in order to participate in graduation ceremonies.

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The school or District shall not direct invocations, prayer, or benedictions at graduation ceremonies.

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

Honors and Awards

To honor superior academic achievement, graduation ceremonies shall include recognition of valedictorian(s) and salutatorian(s). Valedictorian(s) and salutatorian(s) shall be selected based on established criteria and procedures that use multiple measures of academic performance.

(cf. 5121 - Grades/Evaluation of Student Achievement)

GRADUATION CEREMONIES AND ACTIVITIES (cont.)

The Superintendent or designees shall identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and non-school awards.

(cf. 5126 - Awards for Achievement)

Honorary Diploma

Students with special needs who have differential standards for graduation delineated in their IEP and who meet those standards shall receive an Honorary Diploma and shall be allowed to participate in graduation ceremonies and senior activities.

Certificate of Credit

Students who complete the course requirements, but who have failed to meet the 2.0 GPA requirements for a diploma shall receive a Certificate of Credit instead of a Diploma and shall be allowed to participate in graduation ceremonies pursuant to Board Policy 5127 Graduation Ceremonies and Activities.

Students who have not completed all course requirements are not eligible for a certificate and shall not participate in graduation ceremonies. Students who have failed to meet both of the additional criteria listed above are not eligible for a certificate and shall not participate in graduation ceremonies.

(cf. 3260 - Fees and Charges)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Conduct at Graduation Ceremonies

Any student participating in a graduation ceremony shall comply with District policies and regulations pertaining to student conduct.

(cf. 5131 - Conduct)

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony.

However, any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces, may, at his/her option, wear his/her military dress uniform at the ceremony. (Education Code 65183.3)

GRADUATION CEREMONIES AND ACTIVITIES (cont.)

Disciplinary Considerations

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules AND THE BEHAVIOR FOR SENIOR ACTIVITIES. Prior to denial of the privilege, the student, and where practicable his/her parent/guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal the decision.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144 - Discipline)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Foreign Exchange Students

Foreign exchange students may receive honorary diplomas during the graduation ceremony. (Education Code 51225.5)

Elementary/Junior High School Promotion Exercises

At the junior high school level, students must have a 2.0 GPA in their final trimester and no more than two (2) "unsatisfactory" (U) citizenship grades in order to participate in promotion exercises.

Legal Reference:

EDUCATION CODE 10

35183.3 Graduation ceremonies; military dress uniforms

38119 Lease of personal property; caps and gowns

48904 Liability of Parent or Guardian; Withholding of Grades, Diplomas, Transcripts

51225.5 Honorary Diplomas; Foreign Exchange Students

51410-51412 Diplomas

COURT DECISIONS

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Santa Fe Independent school district v. doe, (2000) 530 U.S. 290

Lee V. Weisman, (1992) 505 U.S. 577

Sands v. Morongo Unified School District (1991) 53 Cal. 3d 863

Lemon v. Kurtzman (1971) 403 U.S. 602

Management Resources:

WEBSITES

California Department of Education, High School: www.cde.ca.gov/ci/gs/hsl

GRADUATION CEREMONIES AND ACTIVITIES (cont.)

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: March 7, 2002

Revised: June 5, 2003

Revised: May 1, 2008

Revised: May 20, 2010

Revised: July 19, 2018

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: REVISION OF BOARD POLICY 5144 STUDENTS – DISCIPLINE

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BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current District practice. Board Policy 5144 Students – Discipline is being updated to clarify the existing process under Behavior Code for Senior Activities.

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 5144 Students – Discipline.

FISCAL IMPACT

None.

NE:LF:SJ:gks

DISCIPLINE

The Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at District schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of District discipline policies and practices.

(cf. 6164.2 - Guidance/Counseling Services)

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(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)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

DISCIPLINE (cont.)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with District regulations. (Education Code 49005.2)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and District regulations.

The Board may review, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5136 - Gangs)
(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)
(cf. 6164.5 - Student Success Teams)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

DISCIPLINE (cont.)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to, effectively and equitably implement the disciplinary strategies adopted for District schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4132 - Staff Development)
(cf. 4133 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the District's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in District schools in the immediately preceding school year and their effect on student learning.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 6145.2 - Athletic Competition)

DISCIPLINE (cont.)**Behavior Code for Senior Activities**

It is the intent of the Board that students be aware of District policy regarding behavior by any member (or guest) of the senior class. Restitution for damages caused by any type of vandalism will be required.

During the second semester of a school year any senior student who ~~commits or participates~~ IS SUSPENDED in the commission of any act enumerated in the District Behavior Code, Education Code sections 233, 48900 (a)-(r), 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915(a) and/or 48915(c) while going to or coming from school, while at a school, or a school-sponsored activity, or during the lunch period, shall be subject to the following consequences:

1. Exclusion from the activity and turned over to the appropriate authority; AND
2. ~~Suspension or expulsion from school; and/or~~
3. Exclusion from future activities.
 - a. ~~First violation~~ SUSPENSION: Exclusion from FUTURE ACTIVITIES ~~school activities~~, with the exception of the graduation ceremony, for the remainder of the school year. These activities include but are not limited to:
 - (1) junior/senior prom;
 - (2) senior field trip;
 - (3) senior week;
 - (4) baccalaureate; and
 - (5) grad night.
 - b. ~~Second violation~~ SUSPENSION: Exclusion from the graduation ceremony.

Any violation OF AN ACT ENUMERATED IN THE DISTRICT BEHAVIOR CODE, EDUCATION CODE SECTIONS 233, 48900 (A)-(R), 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915(A) THAT RESULTS IN SUSPENSION ~~occurring~~ during senior week will result in the removal of the student from the graduation ceremony and the remaining senior activities ~~that week~~. An attempt shall be made by the principal or designee to notify the parent(s)/guardian(s) of such violations immediately. Appropriate disciplinary action shall be taken on the school day immediately following the activity if the incident occurred during non-school hours.

Any senior student's guest who commits or participates in the commission of an act enumerated in the District Behavior Code, Education Code sections 233, 48900 (a)-(r), 48900(t), 48900.2, 48900.3, 48900.4, 48900.7, 48915(a) and/or 48915(c) while

DISCIPLINE (cont.)

attending a school activity will be removed from the activity and turned over to parents/guardians and/or the police.

All senior students and their parent(s)/guardian(s) shall be required to sign the "Notification of Behavior Regulations for Senior Activities." In the event the student and the parent(s)/guardian(s) of the student refuse to sign the "Notification of Behavior Regulations for Senior Activities" form within ten school days of the beginning of the second semester, the student will be excluded from all senior activities until such time as the document is signed.

Discipline at Other Grade Levels

A student at any grade level who commits or participates in the commission of an act enumerated in the District Behavior Code, Education Code sections 233, 48900 (a)-(r), 48900 (t), 48900.2, 48900.3, 48900.4, 48900.7, 48915(a) and/or 48915(c) may, in addition to the penalties enumerated in Education Code, be excluded from school activities if the principal or designee determines that:

1. This action is the most effective way to bring about improved behavior;
2. Other means of correction are not feasible and have repeatedly failed to bring about improved behavior; and
3. The student's participation in the activity presents a danger to himself/herself or others.

Notice to Parents/Guardians and Students

The principal of each school shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be so advised upon enrollment.

The notice shall state that these rules and regulations are available on request at the principal's office in all District schools.

(cf. 5145.6 - Notifications Required by Law)

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

DISCIPLINE (cont.)

44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49330-49335 Injurious objects
49550-49562 Meals for needy students
52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEBSITES

California School Boards Association: www.csba.org

California Department of Education: www.cde.ca.gov

Public Counsel: www.fixschooldiscipline.org

U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: February 3, 2000

Revised: September 20, 2001

Revised: September 4, 2003

Revised: February 19, 2009

Revised: March 21, 2013

Revised: July 18, 2019

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: June 20, 2024

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Eric Dahlstrom, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: NEW COURSES: FUNDAMENTAL BIOLOGY: LIVING EARTH;
FUNDAMENTAL CHEMISTRY OF THE EARTH SYSTEM;
FUNDAMENTAL ENGLISH 9; FUNDAMENTAL ENGLISH 10;
FUNDAMENTAL ENGLISH 11; FUNDAMENTAL INTEGRATED
MATH 1; FUNDAMENTAL UNITED STATES HISTORY;
FUNDAMENTAL WORLD HISTORY; AND CULTURAL
EXPERIENCES IN AMERICA

=====

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 needs.

Accordingly, the development of the following new course descriptions are the results of a collaborative effort of teachers in the related academic areas: (1) Fundamental Biology: Living Earth; (2) Fundamental Chemistry of the Earth System; (3) Fundamental English 9; (4) Fundamental English 10; (5) Fundamental English 11; (6) Fundamental Integrated Math 1; (7) Fundamental United States History; (8) Fundamental World History; and (9) Cultural Experiences in America.

These courses were presented to the Curriculum Council and A.C.T. has been consulted. Consideration of these items support the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the new courses Fundamental Biology: Living Earth; Fundamental Chemistry of the Earth System; Fundamental English 9; Fundamental English 10; Fundamental English 11; Fundamental Integrated Math 1; Fundamental United States History; Fundamental World History; and Cultural Experiences in America.

FISCAL IMPACT

None.

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL BIOLOGY: LIVING EARTH
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND BIO
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	SCIENCE
6. GRADE LEVEL(S):	9-12
7. UNIT VALUE:	5 CREDITS 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: FUNDAMENTAL BIOLOGY: LIVING EARTH IS A SURVEY COURSE FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: THIS COURSE SERVES AS ONE OF THE TWO REQUIRED SCIENCE COURSES AND MEETS THE BIOLOGICAL SCIENCE EMPHASIS REQUIREMENT. THIS COURSE IS REQUIRED FOR STUDENTS WHO ANTICIPATE EARNING A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31	
16. HISTORY OF COURSE DEVELOPMENT: FUNDAMENTAL BIOLOGY: LIVING EARTH IS A REQUIRED ONE-YEAR SCIENCE COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.	
17. TEXTBOOKS:	SAVVAS LEARNING COMPANY LLC. EXPERIENCE BIOLOGY: THE LIVING EARTH. MILLER, LEVINE. 9TH – 12TH GRADE. 2020

Chino Valley Unified School District

High School Course Description

18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:	TEACHER CREATED MATERIALS, AS NEEDED
C. COURSE CONTENT	
<p>1. COURSE PURPOSE:</p> <p>THIS COURSE WILL ALLOW STUDENTS TO USE EVIDENCE FROM EXPERIMENTS, RESEARCH, AND OBSERVATIONS TO EVALUATE AND DEVELOP CLAIMS BACKED BY EVIDENCE AND REASONING AND DEVELOP MODELS TO INVESTIGATE THE NATURAL WORLD. STUDENTS WILL UTILIZE THE FOLLOWING SKILLS: INTERPRETING GRAPHICS; ANALYZING SOURCES; DETERMINING CAUSE AND EFFECT; AND CONDUCTING EFFECTIVE RESEARCH WHILE THEY EXPLORE THE FOLLOWING THEMES: ECOSYSTEM INTERACTION AND ENERGY; PHOTOSYNTHESIS AND RESPIRATION; COMMON ANCESTRY AND DIVERSITY; STRUCTURE, FUNCTION, AND GROWTH; ECOSYSTEMS STABILITY; AND THE UNITED STATES ON A GLOBAL STAGE.</p>	
<p>2. COURSE OUTLINE:</p> <p>UNIT 1: ECOSYSTEM INTERACTIONS AND ENERGY</p> <p>STUDENTS STUDY FACTORS THAT IMPACT ECOSYSTEMS OVER TIME. STUDENTS EVALUATE DIFFERENT SOLUTIONS THAT CAN REDUCE THE IMPACTS ON CLIMATE CHANGE INCLUDING INDIVIDUAL AND GROUP BEHAVIOR. STUDENTS USE MATHEMATICAL AND COMPUTER MODELS TO DETERMINE THE FACTORS THAT AFFECT THE SIZE AND DIVERSITY OF POPULATIONS IN ECOSYSTEMS, INCLUDING THE AVAILABILITY OF RESOURCES AND INTERACTIONS BETWEEN ORGANISMS.</p> <p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> • WHAT FACTORS AFFECT THE SIZE OF POPULATIONS WITHIN AN ECOSYSTEM? • WHAT ARE COMMON THREATS TO REMAINING NATURAL ECOSYSTEMS AND BIODIVERSITY? HOW CAN THESE THREATS BE REDUCED? <p>LEARNING GOALS:</p> <ul style="list-style-type: none"> • STUDENTS WILL USE MATHEMATICAL AND/OR COMPUTATIONAL REPRESENTATIONS (E.G., DIAGRAMS, NUMBER LINES, OR GRAPHS) TO SUPPORT EXPLANATIONS OF FACTORS THAT AFFECT CARRYING CAPACITY OF ECOSYSTEMS AT DIFFERENT SCALES • STUDENTS WILL USE MATHEMATICAL REPRESENTATIONS (E.G., DIAGRAMS, NUMBER LINES, OR GRAPHS) TO SUPPORT AND REVISE EXPLANATIONS BASED ON EVIDENCE ABOUT FACTORS AFFECTING BIODIVERSITY AND POPULATIONS IN ECOSYSTEMS OF DIFFERENT SCALES • STUDENTS WILL USE MATHEMATICAL REPRESENTATIONS (E.G., DIAGRAMS, NUMBER LINES, OR GRAPHS) TO SUPPORT CLAIMS FOR THE CYCLING OF MATTER AND FLOW OF ENERGY AMONG ORGANISMS IN AN ECOSYSTEM • STUDENTS WILL EVALUATE THE EVIDENCE FOR THE ROLE OF GROUP BEHAVIOR ON INDIVIDUAL AND SPECIES' CHANCES TO SURVIVE AND REPRODUCE • STUDENTS WILL CONDUCT EXPERIMENTS THAT OBSERVE PLANTS HEALTH UNDER A VARIETY OF CONDITIONS, INCLUDING MANIPULATING VARIABLES • STUDENTS WILL CREATE A PRESENTATION TO DEMONSTRATE FACTORS LEADING TO CLIMATE CHANGE • STUDENTS WILL BE OBSERVING WEATHER PATTERNS OVER TIME 	

Chino Valley Unified School District

High School Course Description

CAA CONNECTOR STANDARDS:

- HS-LS4-6- ANALYZE DATA TO DETERMINE A POTENTIAL SOLUTION TO MITIGATE ADVERSE IMPACTS OF HUMAN ACTIVITY ON BIODIVERSITY
- HS-LS2-2- USE MATHEMATICAL REPRESENTATIONS (E.G., TRENDS, AVERAGES, GRAPHS) TO IDENTIFY DEPENDENCIES OF AN ANIMAL POPULATION ON OTHER ORGANISMS FOR FOOD AND THEIR ENVIRONMENT FOR SHELTER

UNIT 2: PHOTOSYNTHESIS AND RESPIRATION

STUDENTS WILL LEARN ABOUT THE INTERCONNECTED PROCESSES OF NUTRIENT AND ENERGY CYCLING, PHOTOSYNTHESIS, AND CELLULAR RESPIRATION, THEN APPLY THAT KNOWLEDGE TO UNDERSTANDING HOW LIVING THINGS ACQUIRE ENERGY AND MATTER FOR LIFE.

GUIDING QUESTIONS:

- HOW DO LIVING THINGS ACQUIRE ENERGY AND MATTER FOR LIFE?
- HOW DO ORGANISMS STORE ENERGY?
- HOW ARE PHOTOSYNTHESIS AND CELLULAR RESPIRATION CONNECTED?
- HOW DO ORGANISMS USE THE RAW MATERIALS THEY INGEST FROM THE ENVIRONMENT?
- HOW HAS THE CYCLING OF ENERGY AND MATTER CHANGED OVER EARTH'S HISTORY?

LEARNING GOALS

- STUDENTS WILL USE A MODEL TO ILLUSTRATE HOW PHOTOSYNTHESIS TRANSFORMS LIGHT ENERGY INTO STORED CHEMICAL ENERGY
- STUDENTS WILL CONSTRUCT AND REVISE AN EXPLANATION BASED ON EVIDENCE FOR HOW CARBON, HYDROGEN, AND OXYGEN FROM SUGAR MOLECULES MAY COMBINE WITH OTHER ELEMENTS TO FORM AMINO ACIDS AND/OR OTHER LARGE CARBON-BASED MOLECULES
- STUDENTS WILL 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
- STUDENTS WILL CONSTRUCT AND REVISE AN EXPLANATION BASED ON EVIDENCE FOR THE CYCLING OF MATTER AND FLOW OF ENERGY IN AEROBIC AND ANAEROBIC CONDITIONS
- STUDENTS WILL DEVELOP A MODEL TO ILLUSTRATE THE ROLE OF PHOTOSYNTHESIS AND CELLULAR RESPIRATION IN THE CYCLING OF CARBON AMONG THE BIOSPHERE, ATMOSPHERE, HYDROSPHERE, AND GEOSPHERE
- STUDENTS WILL USE A COMPUTATIONAL REPRESENTATION TO ILLUSTRATE THE RELATIONSHIPS AMONG EARTH SYSTEMS AND HOW THOSE RELATIONSHIPS ARE BEING MODIFIED DUE TO HUMAN ACTIVITY
- STUDENTS WILL PLAN AND CONDUCT AN INVESTIGATION OF THE PROPERTIES OF WATER AND ITS EFFECTS ON EARTH MATERIALS AND SURFACE PROCESSES

Chino Valley Unified School District

High School Course Description

CAA CONNECTOR STANDARDS:

- HS-LS1-4- IDENTIFY HOW GROWTH OCCURS WHEN CELLS MULTIPLY (MITOSIS) BY USING A MODEL
- HS-LS1-6- IDENTIFY A MODEL THAT DEMONSTRATES HOW ORGANISMS TAKE IN MATTER (ALLOWING GROWTH AND MAINTENANCE) AND REARRANGE THE ATOMS TO MAKE NEW STRUCTURES IN CHEMICAL REACTIONS
- MS-LS1-7- IDENTIFY THE OUTCOME OF THE PROCESS OF BREAKING DOWN FOOD MOLECULES (E.G., SUGAR) AS THE RELEASE OF ENERGY, WHICH CAN BE USED TO SUPPORT OTHER PROCESSES WITHIN THE ORGANISM
- HS-LS4-6- ANALYZE DATA TO DETERMINE A POTENTIAL SOLUTION TO MITIGATE ADVERSE IMPACTS OF HUMAN ACTIVITY ON BIODIVERSITY

UNIT 3: COMMON ANCESTRY AND DIVERSITY

GUIDING QUESTIONS:

- HOW ARE CHARACTERISTICS OF ONE GENERATION PASSED TO THE NEXT?
- WHAT ALLOWS TRAITS TO BE TRANSMITTED FROM PARENTS TO OFFSPRING?
- HOW DOES VARIATION AFFECT A POPULATION UNDER SELECTIVE PRESSURES?

LEARNING GOALS

- STUDENTS WILL APPLY CONCEPTS OF STATISTICS AND PROBABILITY TO EXPLAIN THE VARIATION AND DISTRIBUTION OF EXPRESSED TRAITS IN A POPULATION
- STUDENTS WILL CONSTRUCT AN EXPLANATION BASED ON EVIDENCE THAT THE PROCESS OF EVOLUTION PRIMARILY RESULTS FROM FOUR FACTORS: (1) THE POTENTIAL FOR A SPECIES TO INCREASE IN NUMBER, (2) THE HERITABLE GENETIC VARIATION OF INDIVIDUALS IN A SPECIES DUE TO MUTATION AND SEXUAL REPRODUCTION, (3) COMPETITION FOR LIMITED RESOURCES, AND (4) THE PROLIFERATION OF THOSE ORGANISMS THAT ARE BETTER ABLE TO SURVIVE AND REPRODUCE IN THE ENVIRONMENT
- STUDENTS WILL APPLY CONCEPTS OF STATISTICS AND PROBABILITY TO SUPPORT EXPLANATIONS THAT ORGANISMS WITH AN ADVANTAGEOUS HERITABLE TRAIT TEND TO INCREASE IN PROPORTION TO ORGANISMS LACKING THIS TRAIT
- RESEARCHING COMMON TRAITS, SUCH AS EYE COLOR OR LEFT HANDEDNESS, WITHIN THE STUDENT'S OWN FAMILY
- PREPARE A PRESENTATION DEMONSTRATING THE EVOLUTION OF A SPECIES OVER TIME
- RESEARCH THE STUDENT'S FAMILY TREE

CAA CONNECTOR STANDARDS:

- HS-LS2-8- IDENTIFY EVIDENCE SUPPORTING THE OUTCOME OF GROUP BEHAVIOR (E.G., PREDATION, LIFE EXPECTANCY) ON SPECIES' CHANCES TO SURVIVE AND REPRODUCE
- HS-LS3-2- IDENTIFY A MODE SHOWING EVIDENCE THAT PARENTS AND OFFSPRING MAY HAVE DIFFERENT TRAITS
- HS-LS4-3- RECOGNIZE THAT DATA CAN BE USED TO DETERMINE THAT ORGANISMS WITH ADVANTAGEOUS HERITABLE TRAITS WILL INCREASE IN PROPORTION OVER A PERIOD OF TIME

Chino Valley Unified School District

High School Course Description

UNIT 4: STRUCTURE, FUNCTION, AND GROWTH (FROM ORGANISMS TO CELLS)

GUIDING QUESTIONS:

- WHAT HAPPENS IF A CELL IN OUR BODY DIES?
- HOW DOES THE STRUCTURE OF DNA AFFECT HOW CELLS LOOK AND BEHAVE?
- HOW DO SYSTEMS WORK IN A MULTI-CELLED ORGANISM (EMERGENT PROPERTIES) AND WHAT HAPPENS IF THERE IS A CHANGE IN THE SYSTEM?
- HOW DO ORGANISMS SURVIVE EVEN WHEN THERE ARE CHANGES IN THEIR ENVIRONMENT?

LEARNING GOALS

- STUDENTS WILL MAKE A VISUAL DEPICTION OF A CELL
- STUDENTS WILL DEVELOP AND USE A MODEL TO ILLUSTRATE THE HIERARCHICAL ORGANIZATION OF INTERACTING SYSTEMS THAT PROVIDE SPECIFIC FUNCTIONS WITHIN MULTICELLULAR ORGANISMS
- STUDENTS WILL PLAN AND CONDUCT AN INVESTIGATION TO PROVIDE EVIDENCE THAT FEEDBACK MECHANISMS MAINTAIN HOMEOSTASIS
- STUDENTS WILL USE A MODEL TO ILLUSTRATE THE ROLE OF CELLULAR DIVISION (MITOSIS) AND DIFFERENTIATION IN PRODUCING AND MAINTAINING COMPLEX ORGANISMS BY USING INTERACTIVE MODELS SUCH AS POP BEADS OR PIPE CLEANERS
- STUDENTS WILL CONSTRUCT AND REVISE AN EXPLANATION BASED ON EVIDENCE FOR HOW CARBON, HYDROGEN, AND OXYGEN FROM SUGAR MOLECULES MAY COMBINE WITH OTHER ELEMENTS TO FORM AMINO ACIDS AND/OR OTHER LARGE CARBON-BASED MOLECULES

CAA CONNECTOR STANDARDS:

- HS-LS1-2- USING A MODEL(S), IDENTIFY THAT DIFFERENT SYSTEMS OF THE BODY CARRY OUT ESSENTIAL FUNCTIONS (E.G., DIGESTIVE SYSTEM, RESPIRATORY SYSTEMS, CIRCULATORY SYSTEM, NERVOUS SYSTEM)
- HS-LS1-4- IDENTIFY HOW GROWTH OCCURS WHEN CELLS MULTIPLY (MITOSIS) BY USING A MODEL
- HS-LS1-6- IDENTIFY A MODEL THAT DEMONSTRATES HOW ORGANISMS TAKE IN MATTER (ALLOWING GROWTH AND MAINTENANCE) AND REARRANGE THE ATOMS TO MAKE NEW STRUCTURES IN CHEMICAL REACTIONS

UNIT 5: ECOSYSTEMS STABILITY AND THE RESPONSE TO CLIMATE CHANGE

GUIDING QUESTIONS:

- WHAT AFFECTS CHANGES IN ECOSYSTEMS THAT ULTIMATELY AFFECT POPULATIONS?
- WHAT ARE THE CHANGES THAT ARE HAPPENING IN THE CLIMATE AND WHAT AFFECTS ARE THOSE HAVING ON LIFE?
- HOW ARE HUMAN ACTIVITIES IMPACTING EARTH'S SYSTEMS AND HOW DOES THAT AFFECT LIFE ON EARTH?
- WHAT CAN HUMANS DO TO MITIGATE THEIR NEGATIVE IMPACT ON THE ENVIRONMENT?

Chino Valley Unified School District

High School Course Description

LEARNING GOALS

- STUDENTS WILL DESIGN, EVALUATE, AND REFINE A SOLUTION FOR REDUCING THE IMPACTS OF HUMAN ACTIVITIES ON THE ENVIRONMENT AND BIODIVERSITY
- STUDENTS WILL EVALUATE THE EVIDENCE SUPPORTING CLAIMS THAT CHANGES IN ENVIRONMENTAL CONDITIONS MAY RESULT IN: (1) INCREASES IN THE NUMBER OF INDIVIDUALS OF SOME SPECIES, (2) THE EMERGENCE OF NEW SPECIES OVER TIME, AND (3) THE EXTINCTION OF OTHER SPECIES
- STUDENTS WILL USE A COMPUTATIONAL REPRESENTATION TO ILLUSTRATE THE RELATIONSHIPS AMONG EARTH SYSTEMS AND HOW THOSE RELATIONSHIPS ARE BEING MODIFIED DUE TO HUMAN ACTIVITY
- STUDENTS WILL ANALYZE A MAJOR GLOBAL CHALLENGE TO SPECIFY QUALITATIVE AND QUANTITATIVE CRITERIA AND CONSTRAINTS FOR SOLUTIONS THAT ACCOUNT FOR SOCIETAL NEEDS AND WANTS

CAA CONNECTOR STANDARDS:

- HS-LS4-6- ANALYZE DATA TO DETERMINE A POTENTIAL SOLUTION TO MITIGATE ADVERSE IMPACTS OF HUMAN ACTIVITY ON BIODIVERSITY
- HS-LS2-2- USE MATHEMATICAL REPRESENTATIONS (E.G., TRENDS, AVERAGES, GRAPHS) TO IDENTIFY DEPENDENCIES OF AN ANIMAL POPULATION ON OTHER ORGANISMS FOR FOOD AND THEIR ENVIRONMENT FOR SHELTER

3. KEY ASSIGNMENTS:

- STUDENTS DETERMINE WHERE LOCAL ANIMALS IN THE COMMUNITY, E.G., MICE, SQUIRRELS, RABBITS, FOXES, TARANTULAS, COYOTES, AND OWLS FIT INTO THE LOCAL FOOD CHAIN
- CHOOSE AN ECOSYSTEM AND CREATE A FOOD CHAIN INCLUDING PREDATOR, PREY, PRODUCERS, CONSUMERS, AND DECOMPOSERS
- STUDENTS WILL CREATE AN INQUIRY LAB TO USE SEVERAL CLASSROOM ITEMS AND ITEMS FOUND IN NATURE (E.G., LEAF'S, BARK, ETC.) TO SEE WHAT FLOATS AND WHAT DOESN'T. USING THE COLLECTED DATA, STUDENTS WILL MODEL THE RESULTS IN A GRAPH TO INDICATE THEIR PREDICTIONS PRIOR TO THE LAB OF WHICH ITEMS WILL FLOAT AND WHICH ITEMS WILL SINK
- DRAW A DIAGRAM OF THE REPRODUCTIVE CYCLE OF PLANTS
- STUDENTS WILL CREATE A FAMILY TREE OF THREE GENERATIONS AND LIST THE DOMINANT AND NON-DOMINANT TRAITS
- STUDENTS WILL INVESTIGATE MONOMERS AND THE BONDS THEY MAKE IN DIFFERENT BIOLOGICAL PROCESSES. TWO INVESTIGATIONS WILL BE DONE: ONE USING A SALTINE CRACKER TO EXPLAIN DEHYDRATION AND THE OTHER USING A SPONGE TO EXPLAIN HYDROLYSIS. NEXT, STUDENTS WILL COLLABORATE TOGETHER TO CREATE A MODEL THAT EXPLAINS THE DEHYDRATION SYNTHESIS AND HYDROLYSIS OF A MACROMOLECULE. THE TEAMS WILL PRESENT THEIR MODELS TO THE CLASS
- CREATE A VENN DIAGRAM TO COMPARE AND CONTRAST HUMAN AND NATURAL IMPACTS ON ECOSYSTEMS
- CREATE A PHOTO COLLAGE OF SYMBIOTIC RELATIONSHIPS

Chino Valley Unified School District

High School Course Description

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION WITH TEACHER MODELING
- EVIDENCE BASED DATA INTERPRETATION
- STUDENT CENTERED HANDS-ON EXPERIMENT
- LAB-BASED LEARNING
- OBSERVATIONAL LEARNING
- VIDEO MODELING
- SMALL GROUP INSTRUCTION/ PROJECT BASED LEARNING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION
- “5E” LESSONS (ENGAGE, EXPLORE, EXPLAIN, ELABORATE, AND EVALUATE)

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:

- OBSERVATIONS OF STUDENT PARTICIPATION AND ENGAGEMENT
- TESTS AND QUIZZES
- CLASSWORK AND HOMEWORK
- HANDS-ON EXPERIMENTS AND INVESTIGATIONS
- WRITTEN OR VISUAL OR ORAL REPORTS
- ADAPTIVE ASSESSMENTS AND ALTERNATE TESTING METHODS
- DIAGRAMS, FLOW CHARTS (FOOD CHAINS AND FOOD WEBS)
- PARTICIPATE IN VARIOUS LABS AND WRITE LAB REPORTS USING THE SCIENTIFIC METHOD
- CLASS DISCUSSION/TEACHER OBSERVATION
- STUDENT REFLECTION
- MULTIMEDIA PRESENTATIONS (FOOD CHAIN, FOOD WEB, ECOSYSTEMS, SYMBIOTIC RELATIONSHIPS)
- PROGRESS ON INDIVIDUALIZED EDUCATION PLAN (IEP) GOALS AND OBJECTIVES

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

High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL CHEMISTRY OF THE EARTH SYSTEM
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND CHEM
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	SCIENCE
6. GRADE LEVEL(S):	9-12
7. UNIT VALUE:	5 CREDITS 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:	YES
11. REPEATABLE FOR CREDIT:	YES
12. DATE OF BOARD APPROVAL:	
13. BRIEF COURSE DESCRIPTION: FUNDAMENTAL CHEMISTRY OF THE EARTH SYSTEM IS A SURVEY COURSE FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31	
14. PREREQUISITES:	FUNDAMENTAL BIOLOGY / FUNDAMENTAL ALGEBRA
15. CONTEXT FOR COURSE: THIS COURSE WILL FULFILL THE PHYSICAL SCIENCE REQUIREMENT AS PART OF THE 130 CREDITS NEEDED TO EARN A HIGH SCHOOL DIPLOMA AS PART OF THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31	
16. HISTORY OF COURSE DEVELOPMENT: THIS COURSE WAS CREATED IN SPRING 2024 AND SUBMITTED THROUGH THE DISTRICT APPROVAL PROCESS TO BE ELIGIBLE FOR THE 2024/2025 ACADEMIC YEAR.	
17. TEXTBOOKS:	DISCOVERY EDUCATION, INC. CHEMISTRY IN THE EARTH SYSTEM. GRADES 9-12. 2019.
18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:	TEACHER CREATED MATERIALS, AS NEEDED

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. COURSE PURPOSE:

THE COURSE APPLIES THE FOUNDATIONS OF CHEMISTRY TO HELP STUDENTS UNDERSTAND THE CHEMICAL PROCESSES THAT DRIVE THE EARTH SYSTEMS. STUDENTS WILL APPLY CHEMISTRY PRINCIPLES TO SOLVE REAL WORLD PROBLEMS. UPON COMPLETION OF THE COURSE STUDENTS WILL HAVE EXPLORED THE FUNDAMENTALS OF CHEMISTRY AND ESSENTIAL ROLES THAT THESE PROCESSES PLAY ON EARTH.

ALIGNING WITH THE NEXT GENERATION SCIENCE STANDARDS (NGSS) STUDENTS WILL ENGAGE WITH ANALYZING SOURCES, INTERPRETING GRAPHICS; DETERMINING CAUSE AND EFFECT; CONDUCTING EFFECTIVE RESEARCH; SPEAKING AND LISTENING AND INTERPRETING THROUGH ACADEMIC DISCUSSIONS, PRESENTATIONS, ETC.; AND COLLABORATING CONSTRUCTIVELY ON PROJECT-BASED LEARNING GROUP PROJECTS.

CONTENT THEMES IN THIS COURSE INCLUDE:

- COMBUSTION, HEAT AND ENERGY
- ATOMS, ELEMENTS AND MOLECULES
- UNDERSTANDING CHEMICAL REACTIONS
- CLIMATE CHANGE

2. COURSE OUTLINE:

COMBUSTION, HEAT, AND ENERGY

GUIDING QUESTIONS

- HOW IS ENERGY TRANSFERRED AND CONSERVED?
- HOW CAN ENERGY BE HARNESSSED TO PERFORM USEFUL TASKS?

LEARNING GOALS:

- IDENTIFY COMPONENTS OF A MODEL ILLUSTRATING THAT THE SUN RELEASES LIGHT AND HEAT ENERGY THAT EVENTUALLY REACHES EARTH
- IDENTIFY THE RELATIONSHIP BETWEEN THE MOTION OF CONTINENTAL PLATES AND HOW MATERIALS OF DIFFERENT AGES ARE ARRANGED ON EARTH'S SURFACE
- IDENTIFY RELATIONSHIPS, USING A MODEL, OF HOW THE EARTH'S SURFACE IS A COMPLEX AND DYNAMIC SET OF INTERCONNECTED SYSTEMS (E.G., GEOSPHERE, HYDROSPHERE, ATMOSPHERE, BIOSPHERE)

CAA CONNECTOR STANDARDS:

- **HS-ESS1-1-** IDENTIFY COMPONENTS OF A MODEL ILLUSTRATING THAT THE SUN RELEASES LIGHT AND HEAT ENERGY THAT EVENTUALLY REACHES THE EARTH
- **HS-ESS1-5-** IDENTIFY THE RELATIONSHIP BETWEEN THE MOTION OF CONTINENTAL PLATES AND HOW MATERIALS OF DIFFERENT AGES ARE ARRANGED ON EARTH'S SURFACE
- **HS-ESS2-2-** IDENTIFY RELATIONSHIPS, USING A MODEL, OF HOW THE EARTH'S SURFACE IS A COMPLEX AND DYNAMIC SET OF INTERCONNECTED SYSTEMS (E.G., GEOSPHERE, HYDROSPHERE, ATMOSPHERE, BIOSPHERE)

ATOMS, ELEMENTS, AND MOLECULES

Chino Valley Unified School District

High School Course Description

GUIDING QUESTIONS

- WHAT IS INSIDE ATOMS AND HOW DOES THIS AFFECT HOW THEY INTERACT?
- WHAT MODELS CAN WE USE TO PREDICT THE OUTCOMES OF CHEMICAL REACTIONS?

LEARNING GOALS:

- STUDENTS RECOGNIZE PATTERNS IN THE PROPERTIES AND BEHAVIOR OF ELEMENTS, AS ILLUSTRATED ON THE PERIODIC TABLE. THEY USE THESE PATTERNS TO DEVELOP A MODEL OF THE INTERIOR STRUCTURE OF ATOMS AND TO PREDICT HOW DIFFERENT ATOMS WILL INTERACT BASED ON THEIR ELECTRON CONFIGURATIONS. THEY USE CHEMICAL EQUATIONS TO REPRESENT THESE INTERACTIONS AND BEGIN TO MAKE SIMPLE STOICHIOMETRIC CALCULATIONS
- STUDENTS WILL BUILD A MENTAL MODEL OF HOW THE PERIODIC TABLE IS ARRANGED BY USING A PHYSICAL MODEL TO ARRANGE COLOR CHIPS FROM A PAINT STORE INTO A MATRIX BASED ON COLOR AND HUE. STUDENTS WILL UNDERSTAND THE POWER OF SUCH MODELS BY PREDICTING THE EXISTENCE OF COLOR/HUE CHIPS THAT WERE REMOVED FROM THE FINAL MATRIX BEFORE THE CHIPS WERE DISTRIBUTED, MIRRORING THE PROCESS MENDELEEV USED TO PREDICT THE EXISTENCE OF ELEMENTS NOT YET KNOWN

CAA CONNECTOR STANDARDS:

- HS-PS1-1-ORGANIZE DIFFERENT MATERIALS BASED ON PROPERTIES OF ELEMENTS
- HS-PS1-4- USING A MODEL, DETERMINE WHETHER ENERGY IS RELEASED OR ABSORBED IN A CHEMICAL REACTION
- HS-PS1-8- IDENTIFY CHANGES IN THE COMPOSITION OF THE CENTER OF AN ATOM DURING A REACTION

UNDERSTANDING CHEMICAL REACTIONS

GUIDING QUESTIONS

- HOW CAN YOU ALTER CHEMICAL EQUILIBRIUM AND REACTION RATES?
- HOW CAN YOU PREDICT THE RELATIVE QUANTITIES OF PRODUCTS IN A CHEMICAL REACTION?

Chino Valley Unified School District

High School Course Description

LEARNING GOALS:

- STUDENTS WILL INVESTIGATE THE EFFECTS OF FOSSIL FUEL COMBUSTION ON OCEAN CHEMISTRY, DEVELOP MODELS OF EQUILIBRIUM IN CHEMICAL REACTIONS, AND DESIGN SYSTEMS THAT CAN SHIFT THE EQUILIBRIUM. DURING THIS UNIT, STUDENTS CONDUCT ORIGINAL RESEARCH ON THE INTERACTION BETWEEN OCEAN WATER AND SHELL-BUILDING ORGANISMS
- THROUGHOUT THE UNIT, STUDENTS WILL GATHER EVIDENCE TO CONSTRUCT A SCIENTIFIC EXPLANATION ABOUT WHAT CAUSES THESE VARIATIONS IN THE RATES OF CHEMICAL CHANGES IN THE OCEAN AND INVESTIGATE THE RESPONSE OF REACTION RATES TO VARYING TEMPERATURES AND CONCENTRATIONS OF REACTANTS
- USE REPRESENTATIONS TO IDENTIFY THE RELATIONSHIPS AMONG EARTH SYSTEMS AND HOW THOSE RELATIONSHIPS ARE BEING MODIFIED DUE TO HUMAN ACTIVITY (E.G., INCREASE IN ATMOSPHERIC CARBON DIOXIDE, INCREASE IN OCEAN ACIDIFICATION, EFFECTS ON ORGANISMS IN THE OCEAN (CORAL REEF), CARBON CYCLE OF THE OCEAN, POSSIBLE EFFECTS ON MARINE POPULATIONS)
- ENGAGE IN EXPERIMENTS THAT DEMONSTRATE A VARIETY OF CHEMICAL REACTIONS
- OBSERVE DIFFERENT MATERIALS IN DIFFERENT STATES OF MATTER AND UNDERSTAND THE FACTORS INVOLVED
- IDENTIFY CHEMICAL CHANGES IN THE COMMUNITY SUCH AS RUST OR WEATHERING OF MATERIALS

CAA CONNECTOR STANDARDS:

- HS-ESS2-5- OBSERVE AND IDENTIFY THE EFFECT OF WATER ON THE EARTH'S MATERIALS AND SURFACE PROCESSES (E.G. STREAM TRANSPORTATION AND DEPOSITION, EROSION, FROST WEDGING)
- HS-ESS3-1- EXPLAIN THE CAUSE-AND-EFFECT RELATIONSHIP BETWEEN HUMAN ACTIVITY (E.G., POPULATION SIZE, WHERE HUMANS LIVE, TYPES OF CROPS GROWN) AND CHANGES IN THE AMOUNTS OF NATURAL RESOURCES, THE OCCURRENCE OF NATURAL HAZARDS, OR CHANGES IN CLIMATE USING EVIDENCE
- HS-ESS3-3- COMPARE MODELS TO DETERMINE THE AFFECTS OF A CONSERVATION STRATEGY TO MANAGE NATURAL RESOURCES AND TO SUSTAIN HUMAN SOCIETY AND PLANT AND ANIMAL LIFE
- HS-ESS3-6- USE REPRESENTATIONS TO IDENTIFY THE RELATIONSHIPS AMONG EARTH SYSTEMS AND HOW THOSE RELATIONSHIPS ARE BEING MODIFIED DUE TO HUMAN ACTIVITY (E.G., INCREASE IN ATMOSPHERIC CARBON DIOXIDE, INCREASE IN OCEAN ACIDIFICATION, EFFECTS ON ORGANISMS IN THE OCEAN (CORAL REEF), CARBON CYCLE OF THE OCEAN, POSSIBLE EFFECTS ON MARINE POPULATIONS)
- HS-LS2-2- USE MATHEMATICAL REPRESENTATIONS (E.G., TRENDS, AVERAGES, GRAPHS) TO IDENTIFY DEPENDENCIES OF AN ANIMAL POPULATION ON OTHER ORGANISMS FOR FOOD AND THEIR ENVIRONMENT FOR SHELTER

CLIMATE CHANGE

GUIDING QUESTIONS

- WHAT REGULATES WEATHER AND CLIMATE?
- WHAT EFFECTS ARE HUMANS HAVING ON THE CLIMATE?

Chino Valley Unified School District

High School Course Description

LEARNING GOALS:

- EXPLAIN THE CAUSE-AND-EFFECT RELATIONSHIP BETWEEN HUMAN ACTIVITY (E.G., POPULATION SIZE, WHERE HUMANS LIVE, TYPES OF CROPS GROWN) AND CHANGES IN THE AMOUNTS OF NATURAL RESOURCES, THE OCCURRENCE OF NATURAL HAZARDS, OR CHANGES IN CLIMATE USING EVIDENCE
- COMPARE MODELS TO DETERMINE THE EFFECTS OF A CONSERVATION STRATEGY TO MANAGE NATURAL RESOURCES AND TO SUSTAIN HUMAN SOCIETY AND PLANT AND ANIMAL LIFE

CAA CONNECTOR STANDARDS:

- HS-ESS3-1- EXPLAIN THE CAUSE-AND-EFFECT RELATIONSHIP BETWEEN HUMAN ACTIVITY (E.G., POPULATION SIZE, WHERE HUMANS LIVE, TYPES OF CROPS GROWN) AND CHANGES IN THE AMOUNTS OF NATURAL RESOURCES, THE OCCURRENCE OF NATURAL HAZARDS, OR CHANGES IN CLIMATE USING EVIDENCE
- HS-ESS3-3- COMPARE MODELS TO DETERMINE THE EFFECTS OF A CONSERVATION STRATEGY TO MANAGE NATURAL RESOURCES AND TO SUSTAIN HUMAN SOCIETY AND PLANT AND ANIMAL LIFE
- HS-ESS3-6- USE REPRESENTATIONS TO IDENTIFY THE RELATIONSHIPS AMONG EARTH SYSTEMS AND HOW THOSE RELATIONSHIPS ARE BEING MODIFIED DUE TO HUMAN ACTIVITY (E.G., INCREASE IN ATMOSPHERIC CARBON DIOXIDE, INCREASE IN OCEAN ACIDIFICATION, EFFECTS ON ORGANISMS IN THE OCEAN (CORAL REEF), CARBON CYCLE OF THE OCEAN, POSSIBLE EFFECTS ON MARINE POPULATIONS)

3. KEY ASSIGNMENTS:

- VARIOUS LABS INCLUDING MEASUREMENT LAB, DENSITY LAB, AND BURNING THE CANDLE LAB (I.E. STUDENTS WILL OBSERVE A CHEMICAL CHANGE BY COMBINING A YEAST MIXTURE WITH HYDROGEN PEROXIDE AND DISH SOAP)
- STUDENTS WILL PLOT HISTORIC CLIMATE DATA PROVIDED BY THE TEACHER ON CHART PAPER AND DISPLAY THEIR POSTERS AROUND THE CLASSROOM
- STUDENTS WILL LEARN ABOUT SOLUTES, SOLVENTS, AND SOLUTIONS, WHILE DISCOVERING SATURATION AND SUPERSATURATION
- STUDENTS WILL BE ABLE TO OBSERVE SEDIMENTATION CAUSING CRYSTALS TO FORM ON THE SURFACE OF AN EGGSHELL

Chino Valley Unified School District

High School Course Description

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION WITH TEACHER MODELING
- "5 E" LESSONS (ENGAGE, EXPLORE, EXPLAIN, ELABORATE & EVALUATE)
- 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)
- LAB-BASED LEARNING
- EVIDENCE BASED DATA INTERPRETATION
- STUDENT CENTERED HANDS-ON EXPERIMENT
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SMALL GROUP INSTRUCTION/ PROJECT BASED LEARNING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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:

- OBSERVATIONS OF STUDENT PARTICIPATION AND ENGAGEMENT
- CLASSROOM LABS
- TESTS AND QUIZZES
- CLASSWORK AND HOMEWORK
- HANDS-ON EXPERIMENTS AND INVESTIGATIONS
- WRITTEN OR VISUAL OR ORAL REPORTS
- ADAPTIVE ASSESSMENTS AND ALTERNATE TESTING METHODS

PROGRESS ON INDIVIDUALIZED EDUCATION PLAN (IEP) GOALS AND OBJECTIVES

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

High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL ENGLISH 9
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND ENG 9
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	ENGLISH
6. GRADE LEVEL(S):	9
7. UNIT VALUE:	5 CREDITS PER SEMESTER /10 CREDITS TOTAL
8. COURSE PREVIOUSLY APPROVED BY UC:	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: FUNDAMENTAL ENGLISH 9 EMPHASIZES LITERACY DEVELOPMENT THROUGH INSTRUCTION IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE. STUDENTS ARE INTRODUCED TO LITERATURE AND INFORMATIONAL TEXTS ALONG WITH PARAGRAPH AND ESSAY DEVELOPMENT. SHORT STORY AND POETRY ELEMENTS ARE TAUGHT ALONG WITH ANALYSIS OF NOVELS AND DRAMA. STUDENTS LEARN TO PRODUCE WRITING AND PRESENT IDEAS USING APPROPRIATE DEVICES AND STRUCTURE FOR AUDIENCE AND PURPOSE. THIS COURSE IS GROUNDED	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: THIS COURSE FOCUSES ON THE STUDY OF READING, WRITING, LANGUAGE, AND SPEAKING, AND LISTENING. THE SKILLS AND STRATEGIES ARE TAUGHT IN AN INTEGRATED WAY AND ALIGNED WITH STATE AND DISTRICT ADOPTED ENGLISH LANGUAGE ARTS STANDARDS. THERE IS AN EMPHASIS ON CRITICAL THINKING, INFORMATIONAL TEXTS AND NONFICTION, INTEGRATING TECHNOLOGY, AND ACADEMIC VOCABULARY.	

Chino Valley Unified School District

High School Course Description

16. HISTORY OF COURSE DEVELOPMENT:

FUNDAMENTAL ENGLISH 9 IS A REQUIRED GRADE 9 COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.

17. TEXTBOOKS:

PEARSON. [SAVVAS] *MY PERSPECTIVES ENGLISH LANGUAGE ARTS*, ERNEST MORRELL, PH.D., ELFRIEDA HIEBERT, PH.D., KELLY GALLAGHER, M. ED. JIM CUMMINS, PH.D., 9TH GRADE. 2017

18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

TEACHER-CREATED MATERIALS AS NEEDED

C. COURSE CONTENT

1. COURSE PURPOSE:

THE PURPOSE OF THIS COURSE IS TO PROVIDE 9TH GRADE STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WITH THE FUNDAMENTAL SKILLS AND APPLICATIONS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS WILL HAVE TO BUILD A SOLID FOUNDATION FOR ALL SUBSEQUENT COURSES REQUIRING READING, WRITING, AND RESEARCH SKILLS. THE CONTENT AND STANDARDS OF THE COURSE SERVE AS THE FOUNDATION FOR THE TYPE OF READING, EXAMINATION, ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF TEXTS OVER THE COURSE OF HIGH SCHOOL, POST-SECONDARY EDUCATION, AND LIFE.

2. COURSE OUTLINE:

READING: LITERATURE

LEARNING GOALS:

- CREATE SENTENCES OR PARAGRAPHS ABOUT PRINTED MATERIAL CORRECTLY, QUOTING OR CITING EVIDENCE
- CRAFT SHORT RESPONSES IN PRINT MATERIALS
- REFERENCE THE PRINT MATERIALS TO SUPPORT INTERPRETATIONS DURING DISCUSSIONS
- IDENTIFY THE MAIN THEME OF PRINTED MATERIAL AND USE QUOTES OR VISUAL CUES AS EVIDENCE
- RETELL THE AUTHOR'S MESSAGE THROUGH CLASS DISCUSSION, WRITTEN WORK, ARTISTIC PROJECTS, OR
 - CLASS PRESENTATIONS
- MAKE CLAIMS (VERBAL OR WRITTEN) REGARDING THE DEVELOPMENT OF CHARACTERS IN PRINT MATERIAL AND PROVIDE EXAMPLES TO SUPPORT THOSE CLAIMS DURING DISCUSSION
- ARTICULATE TRAITS OF EACH CHARACTER THROUGH CLASS DISCUSSION, WRITTEN WORK, ARTISTIC PROJECTS OR DRAMATIC PRESENTATIONS
- READ AND ANNOTATE PRINT MATERIAL TO ANALYZE HOW SPECIFIC WORDS AND PICTURES TELL THE STORY
- IDENTIFY THE TONE OF A PIECE AND PROVIDE EVIDENCE
- IDENTIFY MAIN EVENTS IN PRINTED MATERIAL AND HOW THEY ARE RELATED TO ONE ANOTHER
- DEFEND (VERBALLY OR IN WRITING) WHY CERTAIN EVENTS ARE IMPORTANT AND HOW THE AUTHOR
 - CONTROLS THE READER'S EXPERIENCE THROUGH THE ORDER OF EVENTS
- COMPARE CULTURES REPRESENTED WITHIN A VARIETY OF PRINT MATERIALS
- COMPARE AND CONTRAST DIFFERENT PIECES OF ART, MUSIC, DANCE, OR OTHER ARTS
- RESEARCH ORIGINAL SOURCES AND CREATE WORK IN RESPONSE TO THE ORIGINAL PRINT MATERIAL
- READ PRINT MATERIALS OF VARYING DIFFICULTY

Chino Valley Unified School District

High School Course Description

CONTENT STANDARDS:

- RL 9–10.1 CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN

READING: INFORMATIONAL

LEARNING GOALS:

- WRITE ANALYTICAL PARAGRAPHS CORRECTLY, QUOTING TEXT
 - OR CITING EXAMPLES FROM PRINTED MATERIAL
- ANNOTATE IN ORDER TO CRAFT SHORT RESPONSES. USE QUOTATIONS FROM THE PRINTED MATERIAL TO SUPPORT INTERPRETATIONS DURING DISCUSSIONS
- ARTICULATE HOW THE AUTHOR TELLS THE STORY IN A PRINTED MATERIAL
- IDENTIFY VOCABULARY WITHIN PRINT MATERIAL
- IDENTIFY HOW A CHANGE OF WORD WITHIN A SENTENCE CHANGES THE MEANING AND TONE OF THE PRINT MATERIAL
- IDENTIFY WORDS OR SENTENCES THAT REVEAL THE TONE IN PRINT MATERIALS
- RESEARCH THE HISTORY RELATED TO A PRINT MATERIAL
- IDENTIFY LITERARY DEVICES SUCH AS REPEATED WORDS OR PHRASES OR IMAGERY
- COMPARE AND CONTRAST TWO OR MORE WORKS OF NONFICTION
- INTERACT WITH PRINT MATERIALS TO ASSESS THE VALIDITY OF THE MAIN CLAIMS
- COMPLETE A GRAPHIC ORGANIZER OR FLOW CHART SHOWING UNDERSTANDING OF KEY IDEAS FROM APPROPRIATELY COMPLEX TEXT

CONTENT STANDARDS:

RI.9–10.1 CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.

RI.9–10.2 DETERMINE A CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.

RI.9–10.3 ANALYZE HOW THE AUTHOR UNFOLDS AN ANALYSIS OR SERIES OF IDEAS OR EVENTS, INCLUDING THE ORDER IN WHICH THE POINTS ARE MADE, HOW THEY ARE INTRODUCED AND DEVELOPED, AND THE CONNECTIONS THAT ARE DRAWN BETWEEN THEM.

RI.9–10.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE OF A COURT OPINION DIFFERS FROM THAT OF A NEWSPAPER).

RI.9-10.5 ANALYZE IN DETAIL HOW AN AUTHOR'S IDEAS OR CLAIMS ARE DEVELOPED AND REFINED BY PARTICULAR SENTENCES, PARAGRAPHS, OR LARGER PORTIONS OF A TEXT (E.G., A SECTION OR CHAPTER).

RI.9-10.6 DETERMINE AN AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT AND ANALYZE HOW AN AUTHOR USES RHETORIC TO ADVANCE THAT POINT OF VIEW OR PURPOSE.

RI.9-10.7. ANALYZE VARIOUS ACCOUNTS OF A SUBJECT TOLD IN DIFFERENT MEDIUMS (E.G., A PERSON'S LIFE STORY IN BOTH PRINT AND MULTIMEDIA), DETERMINING WHICH DETAILS ARE EMPHASIZED IN EACH ACCOUNT.

RI.9-10.8 (NOT APPLICABLE TO INFORMATIONAL TEXT).

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RI.9-10.9 DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING.

RI.9-10.10 BY THE END OF GRADE 9, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

WRITING

LEARNING GOALS:

- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, THAT INCLUDES A BEGINNING, MIDDLE AND END
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, THAT SUMMARIZES A TOPIC PRESENTED
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, FOR THE PURPOSES OF PERSUASION
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT INCLUDES A BEGINNING, MIDDLE AND END
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES TO SUMMARIZE A TOPIC
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, FOR THE PURPOSES OF PERSUASION
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT RELATES A LIFE EXPERIENCE OF YOURSELF OR ANOTHER
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT EXPRESSES AN IDEA FROM DIFFERENT POINTS OF VIEW
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES GEARED TOWARDS A SPECIFIC AUDIENCE
- USE GRAPHIC ORGANIZERS
- EDIT A VISUAL DOCUMENT, WRITTEN OR IN PICTURES
- VIEW OR SHARE DOCUMENTS ONLINE
- COLLABORATE ON DOCUMENTS, PROJECTS, AND VIDEOS ON A COMPUTERIZED DEVICE
- CREATE OR ACCESS AN ONLINE EDITORIAL, WEBSITE, BLOG, ONLINE ENCYCLOPEDIA ENTRY, ONLINE BOOK, OR ONLINE COURSE
- DEVELOP A RESEARCH QUESTION ON A TOPIC, FIND MULTIPLE SOURCES, SYNTHESIZE, AND CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT REPRESENTS THE RESEARCH
- CREATE PRESENTATIONS IN RELATION TO OTHER VISUAL WORKS
- USE LIBRARY, LIBRARIAN, AND OTHER RESOURCES TO SEARCH FOR AND FIND RELEVANT SOURCES, AND CREATE A VISUAL WORK, WRITTEN OR IN PICTURES THAT INTEGRATES THOSE SOURCES
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT COMPARES TWO TOPICS OR VISUAL DOCUMENTS
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES OF DIFFERENT LENGTHS AND FOR DIFFERENT PURPOSES

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CONTENT STANDARDS:

W.9–10.1 WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.

- a. INTRODUCE PRECISE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT ESTABLISHES CLEAR RELATIONSHIPS AMONG CLAIM(S), COUNTERCLAIMS, REASONS, AND EVIDENCE
- b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY, SUPPLYING EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE'S KNOWLEDGE LEVEL AND CONCERNS
- c. USE WORDS, PHRASES, AND CLAUSES TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE, AND BETWEEN CLAIM(S) AND COUNTERCLAIMS
- d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING
- e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED

W.9–10.2 WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.

- a. INTRODUCE A TOPIC OR THESIS STATEMENT; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION TO MAKE IMPORTANT CONNECTIONS AND DISTINCTIONS; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION
- b. DEVELOP THE TOPIC WITH WELL-CHOSEN, RELEVANT, AND SUFFICIENT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE'S KNOWLEDGE OF THE TOPIC
- c. USE APPROPRIATE AND VARIED TRANSITIONS TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIP AMONG COMPLEX IDEAS AND CONCEPTS
- d. USE PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY TO MANAGE THE COMPLEXITY OF THE TOPIC
- e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING
- f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC)

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W.9–10.3 WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.

- a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS
- b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE, PACING, DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS
- c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE
- d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING, AND/OR CHARACTERS
- e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED, OBSERVED, OR RESOLVED OVER THE COURSE OF THE NARRATIVE

W.9–10.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)

W.9–10.5 DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE.

W.9–10.6 USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS, TAKING ADVANTAGE OF TECHNOLOGY’S CAPACITY TO LINK TO OTHER INFORMATION AND TO DISPLAY INFORMATION FLEXIBLY AND DYNAMICALLY.

W.9–10.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

W.9–10.8 GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE USEFULNESS OF EACH SOURCE IN ANSWERING THE RESEARCH QUESTION; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND FOLLOWING A STANDARD FORMAT FOR CITATION INCLUDING FOOTNOTES AND ENDNOTES.

W.9–10.9 DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.

- a. APPLY GRADES 9–10 READING STANDARDS TO LITERATURE (E.G., “ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK [E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE]”)
- b. APPLY GRADES 9–10 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID, AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING”)

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W.9–10.10 WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

LANGUAGE CONVENTIONS

LEARNING GOALS:

- USE LANGUAGE APPROPRIATELY
- USE ACCURATE AND APPROPRIATE CAPITALIZATION, PUNCTUATION, AND SPELLING
- DETERMINE HOW A WRITER'S CHOICE OF WORDS AFFECTS MEANING
- IDENTIFY CONTEXT CLUES IN ORDER TO DISCERN MEANING OF WORDS
- IDENTIFY HOW AND WHY WORDS CAN HAVE MULTIPLE MEANINGS
- USE RESOURCES TO LEARN NEW VOCABULARY
- INTERPRET LITERAL AND FIGURATIVE LANGUAGE, FIGURES OF SPEECH, AND OTHER LITERARY DEVICES
- EVALUATE MULTIPLE WORDS OR PHRASES TO IDENTIFY WHICH IS MORE APPROPRIATE FOR THE CONTEXT
- LEARN SKILLS TO ACQUIRE AND USE NEW VOCABULARY

CONTENT STANDARDS:

L.9–10.1 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.

- a. USE PARALLEL STRUCTURE
- b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES

L.9–10.2 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.

- a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES
- b. USE A COLON TO INTRODUCE A LIST OR QUOTATION
- c. SPELL CORRECTLY

L.9–10.3 APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.

- a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE

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L.9–10.4 DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.

- a. USE CONTEXT AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES
- c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY
- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY)

L.9–10.5 DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.

- a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT
- b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS

L.9–10.6 ACQUIRE AND USE ACCURATE GENERAL ACADEMIC AND DOMAIN SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

SPEAKING AND LISTENING

LEARNING GOALS:

- READ A VARIETY OF VISUAL MEDIA IN ORDER TO DETERMINE THE AUTHOR'S MAIN IDEA, PURPOSE, AND STYLE
- ANNOTATE IN ORDER TO BUILD CLAIMS AND QUESTIONS TO INITIATE CLASSROOM OR INDIVIDUAL DISCUSSION
- IDENTIFY AND ANALYZE DIFFERENT CHARACTERISTICS OF SOURCES TO EVALUATE THE CREDIBILITY AND ACCURACY OF THE INFORMATION IN THE SOURCES
- REVIEW A VISUAL DOCUMENT AND ESTABLISH IF IT IS FICTION OR NONFICTION
- REVIEW A VISUAL DOCUMENT AND REVIEW THE CREDIBILITY OF THE SOURCE
- PROVIDE PRESENTATIONS TO A VARIETY OF AUDIENCES, USING EFFECTIVE TECHNIQUES CONTENT STANDARDS:
- USE ELECTRONIC DEVICES TO ENHANCE INFORMAL AND FORMAL PRESENTATIONS. FOR EXAMPLE, ADDING VIDEOS, IMAGES, OR OTHER MULTIMEDIA TO PROJECTS
- PARTICIPATE IN FORMAL CLASS DISCUSSIONS, AND PRESENTATIONS

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CONTENT STANDARDS:

SL.9-10.1 INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS
- b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, AND PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED
- c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS
- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED

SL.9-10.2 INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.

SL.9-10.3 EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.

SL.9-10.4 PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA

- a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS
- b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLILOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES

SL.9-10.5 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.

SL.9-10.6 ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.

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3. KEY ASSIGNMENTS:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READING

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT-OF-VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK
- STUDENTS WILL COMPARE THE TEXT'S CONTENT, PURPOSE, AND POINT-OF-VIEW

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES, AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING

SPEAKING AND LISTENING:

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUPS AND THE CLASS
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN GIVING PRESENTATIONS

PRIORITIZED READING CCCS AND EU

LITERATURE: CCA CONNECTOR STANDARDS

- 11-12RL.B1 - USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OF THE PLOT, PURPOSE OR THEME WITHIN A TEXT
- 11-12.RL.D1 - ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (E.G., THE CHOICES OF WHERE TO BEGIN AND END A STORY, THE CHOICE TO PROVIDE COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING

LITERATURE: ESSENTIAL UNDERSTANDING

- IDENTIFY A SUMMARY OF THE PLOT OF THE LITERARY TEXT
- IDENTIFY ELEMENTS OF A STORY'S PLOT (E.G., EXPOSITION, RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION)

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INFORMATIONAL: CCA CONNECTOR STANDARDS

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- 11-12.RI.D1 DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

INFORMATIONAL: ESSENTIAL UNDERSTANDING

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

LANGUAGE: CCA CONNECTOR STANDARDS

- 11-12.RWL.B1 USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

LANGUAGE: ESSENTIAL UNDERSTANDING

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (E.G., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (E.G., EDL GRADE 8 OR 9)

WRITING: CCA CONNECTOR STANDARDS

- 11-12.WI.B2 - CREATE AN ORGANIZATIONAL STRUCTURE FOR WRITING THAT GROUPS INFORMATION LOGICALLY (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES) TO SUPPORT PARAGRAPH FOCUS
- 11-12.WI.B4 - SELECT THE FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES THAT ARE MOST RELEVANT TO THE FOCUS AND APPROPRIATE FOR THE AUDIENCE

WRITING: ESSENTIAL UNDERSTANDING

- IDENTIFY INFORMATION THAT DOESN'T BELONG IN A PARAGRAPH BASED ON AN ORGANIZATIONAL STRUCTURE (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES)
- MATCH DETAILS, FACTS, OR EXAMPLES TO A TOPIC

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PRODUCTION AND DISTRIBUTION OF WRITING: CCA CONNECTOR STANDARDS

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE

PRODUCTION AND DISTRIBUTION OF WRITING: ESSENTIAL UNDERSTANDING

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (E.G., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE)

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION / PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL ENGLISH 10
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND ENG 10
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	ENGLISH
6. GRADE LEVEL(S):	10
7. UNIT VALUE:	5 CREDITS PER SEMESTER / 10 CREDITS TOTAL
8. COURSE PREVIOUSLY APPROVED BY UC:	NO
9. CLASSIFIED AS A CAREER TECHNICAL EDUCATION COURSE:	NO
10. MODELED AFTER AN UC-APPROVED COURSE:	NO
11. REPEATABLE FOR CREDIT:	NO
12. DATE OF BOARD APPROVAL:	
13. BRIEF COURSE DESCRIPTION: THIS COURSE BUILDS UPON THE FOUNDATIONAL LITERACY DEVELOPMENT IN READING, WRITING, SPEAKING, AND LISTENING. STUDENTS CONTINUE DEVELOPING LANGUAGE AND LITERACY SKILLS THROUGH LITERATURE AND INFORMATIONAL TEXTS. ANALYSIS OF LITERARY GENRES INCLUDE SHORT STORY, POETRY, NOVEL, AND DRAMA. STUDENTS WRITE FOR A VARIETY OF PURPOSES SUCH AS ANALYTICAL, OBSERVATIONAL, AND DESCRIPTIVE. WRITING CONVENTIONS AND VOCABULARY DEVELOPMENT ARE ADDRESSED WITHIN THE CONTEXT OF THE WRITING PROCESS AND THE STUDY OF LITERATURE.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: THIS COURSE FOCUSES ON THE STUDY OF READING, WRITING, LANGUAGE, AND SPEAKING, AND LISTENING. THE SKILLS AND STRATEGIES ARE TAUGHT IN AN INTEGRATED WAY AND ALIGNED WITH STATE AND DISTRICT ADOPTED ENGLISH LANGUAGE ARTS STANDARDS. THERE IS AN EMPHASIS ON CRITICAL THINKING, INFORMATIONAL TEXTS AND NONFICTION, INTEGRATING TECHNOLOGY, AND ACADEMIC VOCABULARY.	

Chino Valley Unified School District

High School Course Description

16. HISTORY OF COURSE DEVELOPMENT:

FUNDAMENTAL ENGLISH 10 IS A REQUIRED GRADE 10 COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.

17. TEXTBOOKS:

PEARSON. [SAVVAS] *MY PERSPECTIVES ENGLISH LANGUAGE ARTS*, ERNEST MORRELL, PH.D., ELFRIEDA HIEBERT, PH.D., KELLY GALLAGHER, M. ED. JIM CUMMINS, PH.D., 10TH GRADE. 2017

18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

TEACHER-CREATED MATERIALS AS NEEDED

C. COURSE CONTENT

1. COURSE PURPOSE:

THE PURPOSE OF THIS COURSE IS TO PROVIDE 10TH GRADE STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WITH THE FUNDAMENTAL SKILLS AND APPLICATIONS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS WILL HAVE TO BUILD A SOLID FOUNDATION FOR ALL SUBSEQUENT COURSES REQUIRING READING, WRITING, AND RESEARCH SKILLS. THE CONTENT AND STANDARDS OF THE COURSE SERVE AS THE FOUNDATION FOR THE TYPE OF READING, EXAMINATION, ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF TEXTS OVER THE COURSE OF HIGH SCHOOL, POST-SECONDARY EDUCATION, AND LIFE.

2. COURSE OUTLINE:

READING: LITERATURE

LEARNING GOALS

- CREATE SENTENCES OR PARAGRAPHS ABOUT PRINTED MATERIAL CORRECTLY, QUOTING OR CITING EVIDENCE
- CRAFT SHORT RESPONSES IN PRINT MATERIALS
- REFERENCE THE PRINT MATERIALS TO SUPPORT INTERPRETATIONS DURING DISCUSSIONS IDENTIFY THE MAIN THEME OF PRINTED MATERIAL AND USE QUOTES OR VISUAL CUES AS EVIDENCE
- RETELL THE AUTHOR'S MESSAGE THROUGH CLASS DISCUSSION, WRITTEN WORK, ARTISTIC PROJECTS, OR CLASS PRESENTATIONS
- MAKE CLAIMS (VERBAL OR WRITTEN) REGARDING THE DEVELOPMENT OF CHARACTERS IN PRINT MATERIAL AND PROVIDE EXAMPLES TO SUPPORT THOSE CLAIMS DURING DISCUSSION
- ARTICULATE TRAITS OF EACH CHARACTER THROUGH CLASS DISCUSSION, WRITTEN WORK, ARTISTIC PROJECTS OR DRAMATIC PRESENTATIONS
- READ AND ANNOTATE PRINT MATERIAL TO ANALYZE HOW SPECIFIC WORDS AND PICTURES TELL THE STORY
- IDENTIFY THE TONE OF A PIECE AND PROVIDE EVIDENCE
- IDENTIFY MAIN EVENTS IN PRINTED MATERIAL AND HOW THEY ARE RELATED TO ONE ANOTHER
- DEFEND (VERBALLY OR IN WRITING) WHY CERTAIN EVENTS ARE IMPORTANT AND HOW THE AUTHOR CONTROLS THE READER'S EXPERIENCE THROUGH THE ORDER OF EVENTS
- COMPARE CULTURES REPRESENTED WITHIN A VARIETY OF PRINT MATERIALS
- COMPARE AND CONTRAST DIFFERENT PIECES OF ART, MUSIC, DANCE, OR OTHER ARTS
- RESEARCH ORIGINAL SOURCES AND CREATE WORK IN RESPONSE TO THE ORIGINAL PRINT MATERIAL
- READ PRINT MATERIALS OF VARYING DIFFICULTY

Chino Valley Unified School District

High School Course Description

CONTENT STANDARDS

RL 9–10.1 CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN.

RL 9–10.2 DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE IN DETAIL ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.

RL 9–10.3 ANALYZE HOW COMPLEX CHARACTERS (I.E., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.

RL.9–10.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (I.E., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE.

RL. 9-10.5 ANALYZE HOW AN AUTHOR’S CHOICES CONCERNING HOW TO STRUCTURE A TEXT, ORDER EVENTS WITHIN IT (E.G., PARALLEL PLOTS), AND MANIPULATE TIME (E.G., PACING, FLASHBACKS) CREATE SUCH EFFECTS AS MYSTERY, TENSION, OR SURPRISE.

RL.9-10.6 ANALYZE A PARTICULAR POINT OF VIEW OR CULTURAL EXPERIENCE REFLECTED IN A WORK OF LITERATURE FROM OUTSIDE THE UNITED STATES, DRAWING ON A WIDE READING OF WORLD LITERATURE.

RL.9–10.7 ANALYZE THE REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, INCLUDING WHAT IS EMPHASIZED OR ABSENT IN EACH TREATMENT.

RL.9-10.9 ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK.

RL.9-10.10 BY THE END OF GRADE 9, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

READING: INFORMATIONAL TEXTS

LEARNING GOALS

- WRITE ANALYTICAL PARAGRAPHS CORRECTLY, QUOTING TEXT OR CITING EXAMPLES FROM PRINTED MATERIAL
- ANNOTATE IN ORDER TO CRAFT SHORT RESPONSES. USE QUOTATIONS FROM THE PRINTED MATERIAL TO SUPPORT INTERPRETATIONS DURING DISCUSSIONS
- ARTICULATE HOW THE AUTHOR TELLS THE STORY IN A PRINTED MATERIAL
- IDENTIFY VOCABULARY WITHIN PRINT MATERIAL
- IDENTIFY HOW A CHANGE OF WORD WITHIN A SENTENCE CHANGES THE MEANING AND TONE OF THE PRINT MATERIAL
- IDENTIFY WORDS OR SENTENCES THAT REVEAL THE TONE IN PRINT MATERIALS
- RESEARCH THE HISTORY RELATED TO A PRINT MATERIAL
- IDENTIFY LITERARY DEVICES SUCH AS REPEATED WORDS OR PHRASES OR IMAGERY
- COMPARE AND CONTRAST TWO OR MORE WORKS OF NONFICTION
- INTERACT WITH PRINT MATERIALS TO ASSESS THE VALIDITY OF THE MAIN CLAIMS
- COMPLETE A GRAPHIC ORGANIZER OR FLOW CHART SHOWING UNDERSTANDING OF KEY IDEAS FROM APPROPRIATELY COMPLEX TEXT

Chino Valley Unified School District

High School Course Description

CONTENT STANDARDS

RI.9–10.1 CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.

RI.9–10.2 DETERMINE A CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.

RI.9–10.3 ANALYZE HOW THE AUTHOR UNFOLDS AN ANALYSIS OR SERIES OF IDEAS OR EVENTS, INCLUDING THE ORDER IN WHICH THE POINTS ARE MADE, HOW THEY ARE INTRODUCED AND DEVELOPED, AND THE CONNECTIONS THAT ARE DRAWN BETWEEN THEM.

RI.9–10.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (I.E., HOW THE LANGUAGE OF A COURT OPINION DIFFERS FROM THAT OF A NEWSPAPER).

RI.9-10.5 ANALYZE IN DETAIL HOW AN AUTHOR’S IDEAS OR CLAIMS ARE DEVELOPED AND REFINED BY PARTICULAR SENTENCES, PARAGRAPHS, OR LARGER PORTIONS OF A TEXT (E.G., A SECTION OR CHAPTER).

RI.9-10.6 DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT AND ANALYZE HOW AN AUTHOR USES RHETORIC TO ADVANCE THAT POINT OF VIEW OR PURPOSE.

RI.9-10.7. ANALYZE VARIOUS ACCOUNTS OF A SUBJECT TOLD IN DIFFERENT MEDIUMS (I.E., A PERSON’S LIFE STORY IN BOTH PRINT AND MULTIMEDIA), DETERMINING WHICH DETAILS ARE EMPHASIZED IN EACH ACCOUNT.

RI.9-10.8 (NOT APPLICABLE TO INFORMATIONAL TEXT)

RI.9-10.9 DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING.

RI.9-10.10 BY THE END OF GRADE 9, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

Chino Valley Unified School District

High School Course Description

WRITING

LEARNING GOALS

- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, THAT INCLUDES A BEGINNING, MIDDLE AND END
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, THAT SUMMARIZES A TOPIC PRESENTED
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, FOR THE PURPOSES OF PERSUASION
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT INCLUDES A BEGINNING, MIDDLE AND END
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES TO SUMMARIZE A TOPIC
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES, FOR THE PURPOSES OF PERSUASION
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT RELATES A LIFE EXPERIENCE OF YOURSELF OR ANOTHER
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT EXPRESSES AN IDEA FROM DIFFERENT POINTS OF VIEW
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES GEARED TOWARDS A SPECIFIC AUDIENCE
- USE GRAPHIC ORGANIZERS
- EDIT A VISUAL DOCUMENT, WRITTEN OR IN PICTURES
- VIEW OR SHARE DOCUMENTS ONLINE
- COLLABORATE ON DOCUMENTS, PROJECTS, AND VIDEOS ON A COMPUTERIZED DEVICE
- CREATE OR ACCESS AN ONLINE EDITORIAL, WEBSITE, BLOG, ONLINE ENCYCLOPEDIA ENTRY, ONLINE BOOK, OR ONLINE COURSE
- DEVELOP A RESEARCH QUESTION ON A TOPIC, FIND MULTIPLE SOURCES, SYNTHESIZE, AND CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT REPRESENTS THE RESEARCH
- CREATE PRESENTATIONS IN RELATION TO OTHER VISUAL WORKS
- USE LIBRARY, LIBRARIAN, AND OTHER RESOURCES TO SEARCH FOR AND FIND RELEVANT SOURCES, AND CREATE A VISUAL WORK, WRITTEN OR IN PICTURES THAT INTEGRATES THOSE SOURCES
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES THAT COMPARES TWO TOPICS OR VISUAL DOCUMENTS
- CREATE A VISUAL DOCUMENT, WRITTEN OR IN PICTURES OF DIFFERENT LENGTHS AND FOR DIFFERENT PURPOSES

Chino Valley Unified School District

High School Course Description

LANGUAGE CONVENTIONS

CONTENT STANDARDS

L.9–10.1 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.

- a. USE PARALLEL STRUCTURE
- b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES

L.9–10.2 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.

- a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES
- b. USE A COLON TO INTRODUCE A LIST OR QUOTATION
- c. SPELL CORRECTLY

L.9–10.3 APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.

- a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE

L.9–10.4 DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.

- a. USE CONTEXT AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES
- c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY
- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (I.E., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY)

L.9–10.5 DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.

- a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT
- b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS

L.9–10.6 ACQUIRE AND USE ACCURATE GENERAL ACADEMIC AND DOMAIN SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

Chino Valley Unified School District

High School Course Description

SPEAKING AND LISTENING

LEARNING GOALS

- READ A VARIETY OF VISUAL MEDIA IN ORDER TO DETERMINE THE AUTHOR'S MAIN IDEA, PURPOSE, AND STYLE
- ANNOTATE IN ORDER TO BUILD CLAIMS AND QUESTIONS TO INITIATE CLASSROOM OR INDIVIDUAL DISCUSSION
- IDENTIFY AND ANALYZE DIFFERENT CHARACTERISTICS OF SOURCES TO EVALUATE THE CREDIBILITY AND ACCURACY OF THE INFORMATION IN THE SOURCES
- REVIEW A VISUAL DOCUMENT AND ESTABLISH IF IT IS FICTION OR NONFICTION
- REVIEW A VISUAL DOCUMENT AND REVIEW THE CREDIBILITY OF THE SOURCE
- PROVIDE PRESENTATIONS TO A VARIETY OF AUDIENCES, USING EFFECTIVE TECHNIQUES
- USE ELECTRONIC DEVICES TO ENHANCE INFORMAL AND FORMAL PRESENTATIONS. FOR EXAMPLE, ADDING VIDEOS, IMAGES, OR OTHER MULTIMEDIA TO PROJECTS
- PARTICIPATE IN FORMAL CLASS DISCUSSIONS, AND PRESENTATIONS

SPEAKING AND LISTENING

CONTENT STANDARDS

SL.9-10.1 INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS
- b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, AND PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED
- c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS
- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED

SL.9-10.2 INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.

SL.9-10.3 EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.

Chino Valley Unified School District

High School Course Description

SL.9-10..4 PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA

- a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS
- b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLILOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES

SL.9-10.5 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.

SL.9-10..6 ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.

3. KEY ASSIGNMENTS:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READING

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT-OF-VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK
- STUDENTS WILL COMPARE THE TEXT'S CONTENT, PURPOSE, AND POINT-OF-VIEW

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES, AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING

Chino Valley Unified School District

High School Course Description

SPEAKING AND LISTENING:

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND THE CLASS
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN GIVING PRESENTATIONS

PRIORITIZED READING CCCS AND EU

LITERATURE: CCA CONNECTOR STANDARDS

- 11-12.RL.B1 - USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OF THE PLOT, PURPOSE OR THEME WITHIN A TEXT
- 11-12.RL.D1 - ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (I.E., THE CHOICES OF WHERE TO BEGIN AND END A STORY, THE CHOICE TO PROVIDE COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING

LITERATURE: ESSENTIAL UNDERSTANDING

- IDENTIFY A SUMMARY OF THE PLOT OF THE LITERARY TEXT
- IDENTIFY ELEMENTS OF A STORY'S PLOT (E.G., EXPOSITION, RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION)

INFORMATIONAL: CCA CONNECTOR STANDARDS

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- 11-12.RI.D1 DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

INFORMATIONAL: ESSENTIAL UNDERSTANDING

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

LANGUAGE: CCA CONNECTOR STANDARDS

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

Chino Valley Unified School District

High School Course Description

LANGUAGE: ESSENTIAL UNDERSTANDING

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

WRITING: CCA CONNECTOR STANDARDS

- 11-12.WI.B2 - CREATE AN ORGANIZATIONAL STRUCTURE FOR WRITING THAT GROUPS INFORMATION LOGICALLY (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES) TO SUPPORT PARAGRAPH FOCUS
- 11-12.WI.B4 - SELECT THE FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES THAT ARE MOST RELEVANT TO THE FOCUS AND APPROPRIATE FOR THE AUDIENCE

WRITING: ESSENTIAL UNDERSTANDING

- IDENTIFY INFORMATION THAT DOESN'T BELONG IN A PARAGRAPH BASED ON AN ORGANIZATIONAL STRUCTURE (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES)
- MATCH DETAILS, FACTS, OR EXAMPLES TO A TOPIC

PRODUCTION AND DISTRIBUTION OF WRITING: CCA CONNECTOR STANDARDS

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE
-

PRODUCTION AND DISTRIBUTION OF WRITING: ESSENTIAL UNDERSTANDING

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (I.E., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE)

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION / PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL ENGLISH 11
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND ENG 11
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	ENGLISH
6. GRADE LEVEL(S):	11
7. UNIT VALUE:	5 CREDITS PER SEMESTER / 10 CREDITS TOTAL
8. COURSE PREVIOUSLY APPROVED BY UC:	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 CONTINUES BUILDING ON STUDENTS' LITERACY AND LANGUAGE DEVELOPMENT THROUGH READING, WRITING, LISTENING, AND SPEAKING. THE COURSE EMPASIZES THE ANALYSIS OF LITERARY NONFICTION ALONG WITH LITERATURE INCLUDING SHORT STORIES, POETRY, AND DRAMA. READINGS INCLUDE WORKS FROM THE EIGHTEENTH, NINETENTH, AND TWENTIETH CENTURY UNITED STATES HISTORY. THE COURSE CONTINUES DEVELOPING STUDENT WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: THIS COURSE FOCUSES ON THE STUDY OF READING, WRITING, LANGUAGE, AND SPEAKING, AND LISTENING. THE SKILLS AND STRATEGIES ARE TAUGHT IN AN INTEGRATED WAY AND ALIGNED WITH STATE AND DISTRICT ADOPTED ENGLISH LANGUAGE ARTS STANDARDS. THERE IS AN EMPHASIS ON CRITICAL THINKING, INFORMATIONAL TEXTS AND NONFICTION, INTEGRATING TECHNOLOGY, AND ACADEMIC VOCABULARY.	
16. HISTORY OF COURSE DEVELOPMENT: FUNDAMENTAL ENGLISH 11 IS A REQUIRED GRADE 11 COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.	

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17. TEXTBOOKS:	PEARSON. [SAVVAS] <i>MY PERSPECTIVES ENGLISH LANGUAGE ARTS</i> , ERNEST MORRELL, PH.D., ELFRIEDA HIEBERT, PH.D., KELLY GALLAGHER, M. ED. JIM CUMMINS, PH.D., 11TH GRADE. 2017
18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:	TEACHER-CREATED MATERIALS AS NEEDED
C. COURSE CONTENT	
1. COURSE PURPOSE: THE PURPOSE OF THIS COURSE IS TO PROVIDE 11TH GRADE STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WITH THE FUNDAMENTAL SKILLS AND APPLICATIONS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS WILL HAVE TO BUILD A SOLID FOUNDATION FOR ALL SUBSEQUENT COURSES REQUIRING READING, WRITING, AND RESEARCH SKILLS. THE CONTENT AND STANDARDS OF THE COURSE SERVE AS THE FOUNDATION FOR THE TYPE OF READING, EXAMINATION, ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF TEXTS OVER THE COURSE OF HIGH SCHOOL, POST-SECONDARY EDUCATION, AND LIFE.	
2. COURSE OUTLINE: LITERATURE LEARNING GOALS <ul style="list-style-type: none"> • ASK AND ANSWERS (IN A VARIETY FORMATS) QUESTIONS RELATED TO THE ESSENTIAL ELEMENTS • OF THE TEXT OR STORY BEING DISCUSSED • IDENTIFY THE MAIN IDEA OF THE TEXT OR STORY BEING SHARED AND DISCUSSED • IDENTIFY MAIN EVENTS IN A TEXT AND HOW THEY INFLUENCE ONE ANOTHER • IDENTIFY KEY VOCABULARY WORDS AND THEIR MEANING • IDENTIFY MAIN EVENTS IN A TEXT AND HOW THEY INFLUENCE ONE ANOTHER • IDENTIFY THE AUTHOR'S POINT OF VIEW IN A STORY OR SHORT PARAGRAPH • WATCH, READ, OR LISTEN TO MULTIPLE INTERPRETATIONS OF A PIECE OF WORK • READ/LISTEN TO A VARIETY OF LITERATURE FROM DIFFERENT HISTORICAL PERIODS • READ/LISTEN TO LITERATURE AND OTHER • MATERIALS APPROPRIATE TO STUDENT MATURITY • AND SKILL CONTENT STANDARDS RL 11-12.1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN. RL 11-12.2 DETERMINE TWO OR MORE THEMES OR CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PRODUCE A COMPLEX ACCOUNT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT. RL. 11-12.3. ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES REGARDING HOW TO DEVELOP AND RELATE ELEMENTS OF A STORY OR DRAMA (I.E., WHERE A STORY IS SET, HOW THE ACTION IS ORDERED, HOW THE CHARACTERS/ARCHETYPES ARE INTRODUCED AND DEVELOPED).	

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RL.11–12.4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE, INCLUDING WORDS WITH MULTIPLE MEANINGS OR LANGUAGE THAT IS PARTICULARLY FRESH, ENGAGING, OR BEAUTIFUL. (INCLUDE SHAKESPEARE AS WELL AS OTHER AUTHORS.)

RL. 11-12.5 ANALYZE HOW AN AUTHOR’S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (I.E., THE CHOICE OF WHERE TO BEGIN OR END A STORY, THE CHOICE TO PROVIDE A COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING AS WELL AS ITS AESTHETIC IMPACT.

RL.11-12.6 ANALYZE A CASE IN WHICH GRASPING POINT OF VIEW REQUIRES DISTINGUISHING WHAT IS DIRECTLY STATED IN A TEXT FROM WHAT IS REALLY MEANT (E.G., SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT).

RL.11-12.7 ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA, OR POEM (I.E., RECORDED OR LIVE PRODUCTION OF A PLAY OR RECORDED NOVEL OR POETRY), EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT.

RL.11-12.8 (NOT APPLICABLE TO LITERATURE)

RL.11-12.9 DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS.

RL.11-12.10 BY THE END OF GRADE 11, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 11–CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

READING: INFORMATIONAL TEXTS

LEARNING GOALS

- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE AND PUBLIC DOCUMENTS
- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENTS
- SEQUENCE EVENTS DEPICTED IN PRINT MATERIAL
- DEMONSTRATE UNDERSTANDING OF KEY VOCABULARY TERMS DEPICTED IN PRINT MATERIALS
- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENTS
- IDENTIFY THE PURPOSE FOR A DOCUMENT
- CREATE A PRINT PERSUASIVE DOCUMENT
- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENTS
- LOCATE NON-FICTION INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENT

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CONTENT STANDARDS

RI.11-12.1 CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.

RI.11-12.2 DETERMINE TWO OR MORE CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PROVIDE A COMPLEX ANALYSIS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.

RI.11-12.3 ANALYZE A COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS AND EXPLAIN HOW SPECIFIC INDIVIDUALS, IDEAS, OR EVENTS INTERACT AND DEVELOP OVER THE COURSE OF THE TEXT.

RI.11-12.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OR TERMS OVER THE COURSE OF A TEXT.

RI.11-12.5 ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE AN AUTHOR USES IN HIS OR HER EXPOSITION OR ARGUMENT, INCLUDING WHETHER THE STRUCTURE MAKES POINTS CLEAR, CONVINCING, AND ENGAGING.

a. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN PUBLIC DOCUMENTS

RI.11-12.6. DETERMINE AN AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT IN WHICH THE RHETORIC IS PARTICULARLY EFFECTIVE, ANALYZING HOW STYLE AND CONTENT CONTRIBUTE TO THE POWER, PERSUASIVENESS, OR BEAUTY OF THE TEXT.

RI.11-12.8 (NOT APPLICABLE TO INFORMATIONAL TEXT)

RI.11-12.9 ANALYZE SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (INCLUDING THE DECLARATION OF INDEPENDENCE, THE PREAMBLE TO THE CONSTITUTION, THE BILL OF RIGHTS, AND LINCOLN'S SECOND INAUGURAL ADDRESS) FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.

RI.11-12.10 BY THE END OF GRADE 11, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 11–CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

LANGUAGE

LEARNING GOALS

- USE LANGUAGE APPROPRIATELY WHEN WRITING AND SPEAKING
- DEMONSTRATE UNDERSTANDING OF PUNCTUATION
- DEMONSTRATE UNDERSTANDING OF VARIOUS TYPES OF COMMUNICATION (SPEAKING/LISTENING, WRITING, READING)
- DEMONSTRATE UNDERSTANDING MULTIPLE MEANINGS WORDS
- DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, FIGURES OF SPEECH AND OTHER LITERARY DEVICES)
- DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, FIGURES OF SPEECH AND OTHER LITERARY DEVICES

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CONTENT STANDARDS

L.11-12.1 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.

- a. APPLY THE UNDERSTANDING THAT USAGE IS A MATTER OF CONVENTION, CAN CHANGE OVER TIME, AND IS SOMETIMES CONTESTED
- b. RESOLVE ISSUES OF COMPLEX OR CONTESTED USAGE, CONSULTING REFERENCES (E.G., MERRIAM-WEBSTER'S DICTIONARY OF ENGLISH USAGE, GARNER'S MODERN AMERICAN USAGE) AS NEEDED

L.11-12.2 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.

- a. OBSERVE HYPHENATION CONVENTIONS
- b. SPELL CORRECTLY

L.11-12.3 APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.

- a. VARY SYNTAX FOR EFFECT, CONSULTING REFERENCES (E.G., TUFTE'S ARTFUL SENTENCES) FOR GUIDANCE AS NEEDED; APPLY AN UNDERSTANDING OF SYNTAX TO THE STUDY OF COMPLEX TEXTS WHEN READING

L.11-12.4 DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 11–12 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.

- a. USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., CONCEIVE, CONCEPTION, CONCEIVABLE). APPLY KNOWLEDGE OF GREEK, LATIN, AND ANGLO-SAXON ROOTS AND AFFIXES TO DRAW INFERENCES CONCERNING THE MEANING OF SCIENTIFIC AND MATHEMATICAL TERMINOLOGY
- c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, IT'S PART OF SPEECH, ITS ETYMOLOGY, OR ITS STANDARD USAGE
- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (I.E., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY

L.11-12.5 DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.

- a. INTERPRET FIGURES OF SPEECH (E.G., HYPERBOLE, PARADOX) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT
- b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS

L.11-12.6 ACQUIRE AND USE ACCURATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

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SPEAKING AND LISTENING

LEARNING GOALS

- DEMONSTRATES ACTIVE LISTENING SKILLS
- DEMONSTRATE THE ABILITY TO WORK AND COMMUNICATE IN A VARIETY OF SETTINGS, INCLUDING 1:1, SMALL GROUPS OR WHOLE CLASS LESSONS
- DEMONSTRATE UNDERSTANDING THAT THERE ARE
- MULTIPLE SOURCES OF INFORMATION
- IDENTIFY THE SPEAKER'S POINT OF VIEW
- DEMONSTRATE UNDERSTANDING OF THE PURPOSE OF SPEECHES, THE AUDIENCE, AND OCCASION WHEN PREPARING FOR SPEAKING ASSIGNMENTS AND OPPORTUNITIES
- USE ELECTRONIC DEVICES TO COMPLETE INFORMAL AND FORMAL PRESENTATIONS
- SHARE INFORMATION AND IDEAS, SPEAK AUDIBLY IN COMPLETE SENTENCES

CONTENT STANDARDS

SL.11-12.1 INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 11-12 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS
- b. WORK WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING, SET CLEAR GOALS AND DEADLINES, AND ESTABLISH INDIVIDUAL ROLES AS NEEDED
- c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT PROBE REASONING AND EVIDENCE; ENSURE A HEARING FOR A FULL RANGE OF POSITIONS ON A TOPIC OR ISSUE; CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS; AND PROMOTE DIVERGENT AND CREATIVE PERSPECTIVES
- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES; SYNTHESIZE COMMENTS, CLAIMS, AND EVIDENCE MADE ON ALL SIDES OF AN ISSUE; RESOLVE CONTRADICTIONS WHEN POSSIBLE; AND DETERMINE WHAT ADDITIONAL INFORMATION OR RESEARCH IS REQUIRED TO DEEPEN THE INVESTIGATION OR COMPLETE THE TASK

SL.11-12.2 INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE FORMATS AND MEDIA (E.G., VISUALLY, QUANTITATIVELY, ORALLY) IN ORDER TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS, EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE AND NOTING ANY DISCREPANCIES AMONG THE DATA.

SL.11-12.3 EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, ASSESSING THE STANCE, PREMISES, LINKS AMONG IDEAS, WORD CHOICE, POINTS OF EMPHASIS, AND TONE USED.

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SL.11-12.4 PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE (E.G., REFLECTIVE, HISTORICAL INVESTIGATION, RESPONSE TO LITERATURE PRESENTATIONS), CONVEYING A CLEAR AND DISTINCT PERSPECTIVE AND A LOGICAL ARGUMENT, SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING, ALTERNATIVE OR OPPOSING PERSPECTIVES ARE ADDRESSED, AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND A RANGE OF FORMAL AND INFORMAL TASKS. USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.

- a. PLAN AND DELIVER A REFLECTIVE NARRATIVE THAT: EXPLORES THE SIGNIFICANCE OF A PERSONAL EXPERIENCE, EVENT, OR CONCERN; USES SENSORY LANGUAGE TO CONVEY A VIVID PICTURE; INCLUDES APPROPRIATE NARRATIVE TECHNIQUES (E.G., DIALOGUE, PACING, DESCRIPTION); AND DRAWS COMPARISONS BETWEEN THE SPECIFIC INCIDENT AND BROADER THEMES (11TH OR 12TH GRADE)
- b. PLAN AND PRESENT AN ARGUMENT THAT: SUPPORTS A PRECISE CLAIM; PROVIDES A LOGICAL SEQUENCE FOR CLAIMS, COUNTERCLAIMS, AND EVIDENCE; USES RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., ANALOGY, APPEAL TO LOGIC THROUGH REASONING, APPEAL TO EMOTION OR ETHICAL BELIEF); USES VARIED SYNTAX TO LINK MAJOR SECTIONS OF THE PRESENTATION TO CREATE COHESION AND CLARITY; AND PROVIDES A CONCLUDING STATEMENT THAT SUPPORTS THE ARGUMENT PRESENTED

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.

SL.11-12.6 ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING A COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.

3. KEY ASSIGNMENTS:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READING

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT-OF-VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK
- STUDENTS WILL COMPARE THE TEXT'S CONTENT, PURPOSE, AND POINT-OF-VIEW

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES, AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING

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SPEAKING AND LISTENING:

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND THE CLASS
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN GIVING PRESENTATIONS

PRIORITIZED READING CCCS AND EU

LITERATURE: CCA CONNECTOR STANDARDS

- 11-12.RL.B1 - USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OF THE PLOT, PURPOSE OR THEME WITHIN A TEXT
- 11-12.RL.D1 - ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (I.E., THE CHOICES OF WHERE TO BEGIN AND END A STORY, THE CHOICE TO PROVIDE COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING

LITERATURE: ESSENTIAL UNDERSTANDING

- IDENTIFY A SUMMARY OF THE PLOT OF THE LITERARY TEXT
- IDENTIFY ELEMENTS OF A STORY'S PLOT (E.G., EXPOSITION, RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION)

INFORMATIONAL: CCA CONNECTOR STANDARDS

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- 11-12.RI.D1 DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

INFORMATIONAL: ESSENTIAL UNDERSTANDING

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

LANGUAGE: CCA CONNECTOR STANDARDS

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

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LANGUAGE: ESSENTIAL UNDERSTANDING

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

WRITING: CCA CONNECTOR STANDARDS

- 11-12.WI.B2 - CREATE AN ORGANIZATIONAL STRUCTURE FOR WRITING THAT GROUPS INFORMATION LOGICALLY (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES) TO SUPPORT PARAGRAPH FOCUS
- 11-12.WI.B4 - SELECT THE FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES THAT ARE MOST RELEVANT TO THE FOCUS AND APPROPRIATE FOR THE AUDIENCE

WRITING: ESSENTIAL UNDERSTANDING

- IDENTIFY INFORMATION THAT DOESN'T BELONG IN A PARAGRAPH BASED ON AN ORGANIZATIONAL STRUCTURE (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES)
- MATCH DETAILS, FACTS, OR EXAMPLES TO A TOPIC

PRODUCTION AND DISTRIBUTION OF WRITING: CCA CONNECTOR STANDARDS

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE

PRODUCTION AND DISTRIBUTION OF WRITING: ESSENTIAL UNDERSTANDING

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (I.E., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE)

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION / PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPT
- TIME DELAY INSTRUCTION

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

High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL INTEGRATED MATH 1
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND INT MATH 1
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	MATHEMATICS
6. GRADE LEVEL(S):	9-10
7. UNIT VALUE:	5 CREDITS 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: FUNDAMENTAL INTEGRATED MATH 1 BUILDS AND STRENGTHENS STUDENTS' CONCEPTUAL KNOWLEDGE OF FUNCTIONS, LINEAR FUNCTIONS, EQUATIONS, INEQUALITIES, SEQUENCES, BASIC EXPONENTIAL FUNCTIONS, SYSTEMS OF LINEAR EQUATIONS AND MATHEMATICAL MODELING.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: THROUGH AN INTEGRATED MODEL OF MATHEMATICS, FUNDAMENTAL INTEGRATED MATH 1 IS A COURSE DESIGNED TO INTRODUCE AND STRENGTHEN STUDENTS' COMPREHENSION OF CONCEPTS IN BOTH ALGEBRA AND GEOMETRY.	
16. HISTORY OF COURSE DEVELOPMENT: FUNDAMENTAL INTEGRATED MATH 1 IS A REQUIRED MATHEMATICS COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.	
17. TEXTBOOKS:	INTEGRATED MATH I COMMON CORE MATH PROGRAM PUBLISHER: CARNEGIE LEARNING
18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:	TEACHER-CREATED MATERIALS AS NEEDED

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C. COURSE CONTENT

1. COURSE PURPOSE:

THE PURPOSE OF THIS COURSE IS TO HAVE STUDENTS DEVELOP A BROAD MATHEMATICAL POWER; ENSURE STUDENTS' DEVELOPMENT OF TECHNOLOGICAL COMPETENCE; CULTIVATE THE STUDENTS' ABILITY TO EXPLORE, CONJECTURE AND REASON LOGICALLY; TO CULTIVATE STUDENTS' ABILITY TO FORMULATE AND SOLVE PROBLEMS AND COMMUNICATE MATHEMATICALLY; AND TO FOSTER SELF-CONFIDENCE AND PERSONAL ENJOYMENT OF MATH.

2. COURSE OUTLINE:

COLLECT, ORGANIZE, COMPUTE AND ANALYZE STATISTICAL DATA

OVERVIEW:

IN THIS UNIT, STUDENTS WILL LEARN HOW TO CALCULATE THE MEAN, MEDIAN AND MODE USING A GIVEN OR COLLECTED SET OF RAW DATA. ADDITIONALLY, STUDENTS WILL LEARN HOW TO DETERMINE THE PROBABILITY OF EVENTS AND PREDICT INDIVIDUAL CHOICE BASED ON GIVEN DATA SETS. FINALLY, STUDENTS WILL LEARN HOW TO REPRESENT DATA IN A VARIETY OF WAYS.

LEARNING GOALS:

- STUDENTS WILL FIND THE MEAN, MEDIAN, AND MODE USING A VARIETY OF GIVEN DATA SETS, FOR EXAMPLE USING THE BIRTH MONTH OF THE STUDENTS IN CLASS
- STUDENTS WILL USE THE GIVEN RESOURCES TO PREDICT WEATHER, MAKE LUNCH SELECTIONS GIVEN A SPECIFIC MENU, AND MAKE A CAR PURCHASE
- STUDENTS WILL DISPLAY RAW DATA IN A VARIETY OF VISUAL FORMATS
- CONSTRUCT GRAPHICAL DISPLAYS FOR GIVEN DATA SETS THEN DESCRIBE DISTRIBUTIONS
- CONSTRUCT BOX-AND-WHISKER PLOTS OF DATA SETS THEN CALCULATE THE MOST APPROPRIATE MEASURE OF CENTER AND SPREAD
- ANALYZE DOT PLOTS, BOX-AND-WHISKER PLOTS, AND HISTOGRAMS TO ANSWER QUESTIONS
- CREATE DOT PLOTS OF DATA SETS THEN CALCULATE MEANS AND MEDIANS AND IDENTIFY THE BEST MEASURE OF CENTER TO DESCRIBE THE DATA

CAA CORE CONTENT CONNECTOR STANDARDS:

- H.DPS.1B1- COMPLETE A GRAPH GIVEN THE DATA, USING DOT PLOTS, HISTOGRAMS, OR BOX PLOTS
- H.DPS.1C1- USE DESCRIPTIVE STATISTICS: RANGE, MEDIAN, MODE, MEAN, OUTLIERS/GAPS TO DESCRIBE DATA SET

COMPUTE WITH RATIONAL NUMBERS

OVERVIEW:

IN THIS UNIT, STUDENTS WILL LEARN TO ADD, SUBTRACT, MULTIPLE, AND DIVIDE RATIONAL NUMBERS TO SOLVE MATHEMATICAL EQUATIONS.

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LEARNING GOALS:

- APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF ADDITION AND SUBTRACTION TO ADD AND SUBTRACT RATIONAL NUMBERS; REPRESENT ADDITION AND SUBTRACTION ON A HORIZONTAL OR VERTICAL NUMBER LINE DIAGRAM
- UNDERSTAND SUBTRACTION OF RATIONAL NUMBERS AS ADDING THE ADDITIVE INVERSE, $P - Q = P + (-Q)$. SHOW THAT THE DISTANCE BETWEEN TWO RATIONAL NUMBERS ON THE NUMBER LINE IS THE ABSOLUTE VALUE OF THEIR DIFFERENCE AND APPLY THIS PRINCIPLE IN REAL-WORLD CONTEXTS
- UNDERSTAND THAT MULTIPLICATION IS EXTENDED FROM FRACTIONS TO RATIONAL NUMBERS BY REQUIRING THAT OPERATIONS CONTINUE TO SATISFY THE PROPERTIES OF OPERATIONS, PARTICULARLY THE DISTRIBUTIVE PROPERTY, LEADING TO PRODUCTS, SUCH AS $(-1)(-1) = 1$ AND THE RULES FOR MULTIPLYING SIGNED NUMBERS. INTERPRET PRODUCTS OF RATIONAL NUMBERS BY DESCRIBING REAL-WORLD CONTEXTS
- UNDERSTAND THAT INTEGERS CAN BE DIVIDED, PROVIDED THAT THE DIVISOR IS NOT ZERO, AND EVERY QUOTIENT OF INTEGERS (WITH NON-ZERO DIVISOR) IS A RATIONAL NUMBER. IF P AND Q ARE INTEGERS, THEN $-(P/Q) = (-P)/Q = P/(-Q)$. INTERPRET QUOTIENTS OF RATIONAL NUMBERS BY DESCRIBING REAL WORLD CONTEXTS
- SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS INVOLVING THE FOUR OPERATIONS WITH RATIONAL NUMBERS

CAA CORE CONTENT CONNECTOR STANDARDS:

- HS.NO.1A1- SIMPLIFY EXPRESSIONS THAT INCLUDE EXPONENTS
- H.ME.1A2-SOLVE REAL WORLD PROBLEMS INVOLVING UNITS OF MEASUREMENT

SOLVE PROBLEMS THAT INVOLVE DISCOUNTS, MARK-UPS, COMMISSIONS AND PROFIT USING EXPONENTIAL AND LOGARITHMIC FUNCTIONS

OVERVIEW:

IN THIS UNIT, STUDENTS WILL USE REAL-WORLD PROBLEMS TO COMPUTE SIMPLE PROFIT AND LOSS IN ADDITION TO CALCULATING A BANK BALANCE GIVEN DEPOSITS AND WITHDRAWALS. STUDENTS WILL UNDERSTAND THE VARIOUS TYPES OF ACCOUNTS THAT BANKS OFFER. STUDENTS WILL COMPARE THE EFFECTS OF SIMPLE INTEREST TO COMPOUND INTEREST TO CONTINUOUS COMPOUNDING OF INTEREST. USING THE COMPOUND INTEREST FORMULA, STUDENTS WILL SOLVE FOR FUTURE VALUES OF ACCOUNTS AND DETERMINE INITIAL INVESTMENT NEEDS TO HAVE THEIR INVESTMENTS GROW TO A SPECIFIED AMOUNT IN THE FUTURE.

LEARNING GOALS:

- UNDERSTAND THE DERIVATION OF THE COMPOUND INTEREST FORMULA
- SOLVE ALGEBRAIC EQUATIONS USING THE SIMPLE INTEREST AND COMPOUND INTEREST FORMULA
- LIMITS OF POLYNOMIAL FUNCTIONS, RATIONAL FUNCTIONS, AND SEQUENCES
- SOLVE EXPONENTIAL EQUATIONS
- SOLVE ALGEBRAIC EQUATIONS USING THE FORMULA FOR CONTINUOUS COMPOUNDING INTEREST
- SOLVE ALGEBRAIC EQUATIONS USING THE FORMULAS FOR FUTURE AND PRESENT VALUE OF INVESTMENTS

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CAA CORE CONTENT CONNECTOR STANDARDS:

- H.PRF.2B1- TRANSLATE A REAL-WORD PROBLEM INTO A ONE-VARIABLE LINEAR EQUATION
- H.PRF.2B2- SOLVE EQUATIONS WITH ONE OR TWO VARIABLES USING EQUATIONS OR GRAPHS

DEMONSTRATE KNOWLEDGE OF GEOMETRICAL CONCEPTS AND MEASUREMENTS

OVERVIEW:

IN THIS UNIT, STUDENTS WILL DEMONSTRATE THEIR KNOWLEDGE OF GEOMETRICAL SHAPES, CONCEPTS AND MEASUREMENTS. STUDENTS WILL CALCULATE THE PERIMETER, AREA, AND VOLUME FOR A VARIETY OF GEOMETRIC FIGURES.

LEARNING GOALS:

- TRANSLATE RECTANGLES AND SQUARES TO THE ORIGIN THEN CALCULATE THE PERIMETER AND AREA
- DETERMINE THE PERIMETER OF TRIANGLES ON THE COORDINATE PLANE
- DETERMINE THE AREA OF TRIANGLES ON THE COORDINATE PLANE
- DETERMINE HOW TO DOUBLE THE AREA OF A TRIANGLE ON THE COORDINATE PLANE
- DETERMINE THE PERIMETER OF PARALLELOGRAMS ON THE COORDINATE PLANE
- DETERMINE THE AREA OF PARALLELOGRAMS ON THE COORDINATE PLANE
- DETERMINE HOW TO DOUBLE THE AREA OF A PARALLELOGRAM ON THE COORDINATE PLANE
- DETERMINE THE PERIMETER OF TRAPEZOIDS OR COMPOSITE FIGURES ON THE COORDINATE PLANE
- DETERMINE THE AREA OF TRAPEZOIDS OR COMPOSITE FIGURES ON THE COORDINATE PLANE
- CONSTRUCT MODELS OF DIFFERENT SHAPES AND OBJECT TYPES
- CONSTRUCT AND READ DRAWINGS AND MODELS TO SCALE
- COMPARE SIZES OR WEIGHTS OF A VARIETY OF ITEMS

CAA CORE CONTENT CONNECTOR STANDARDS:

- H.GM.1B1- USE DEFINITIONS TO DEMONSTRATE CONGRUENCE AND SIMILARITY IN FIGURES
- H.ME.1B2- SOLVE LINEAR EQUATIONS TO FIND A MISSING ATTRIBUTE GIVEN THE AREA, SURFACE, OR VOLUME AND THE OTHER ATTRIBUTE

GRAPH DATA, LINEAR EQUATIONS, INEQUALITIES, AND SYSTEMS OF EQUATIONS

OVERVIEW:

IN THIS UNIT, STUDENTS WILL DEMONSTRATE THEIR KNOWLEDGE OF SOLVING SYSTEMS OF LINEAR INEQUALITIES GRAPHICALLY

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LEARNING GOALS:

- WRITE LINEAR INEQUALITIES IN TWO VARIABLES TO REPRESENT PROBLEM SITUATIONS
- IDENTIFY WHETHER GRAPHS OF LINEAR INEQUALITIES WOULD BE REPRESENTED BY SOLID OR DASHED LINES
- DETERMINE THE HALF-PLANE THAT WOULD BE SHADED FOR INEQUALITIES USING A TEST POINT
- GRAPH LINEAR INEQUALITIES
- GRAPH INEQUALITIES THEN DETERMINE IF GIVEN ORDERED PAIRS ARE SOLUTIONS
- WRITE SYSTEMS OF LINEAR INEQUALITIES TO REPRESENT PROBLEM SITUATIONS
- DETERMINE WHETHER GIVEN POINTS ARE SOLUTIONS TO SYSTEMS OF LINEAR INEQUALITIES
- GRAPH SYSTEMS OF LINEAR INEQUALITIES AND IDENTIFY SOLUTIONS
- GRAPH SOLUTION SETS AND DETERMINE POINTS THAT SATISFY THE INEQUALITIES IN THE SYSTEM
- ANALYZE A SOLUTION SET TO ANSWER QUESTIONS
- GRAPH SOLUTION SETS FOR SYSTEMS OF LINEAR INEQUALITIES

CAA CORE CONTENT CONNECTOR STANDARDS:

- H.ME.1B2- SOLVE LINEAR EQUATIONS TO FIND A MISSING ATTRIBUTE GIVEN THE AREA, SURFACE, OR VOLUME AND THE OTHER ATTRIBUTE
- H.PRF.1C1- SELECT THE APPROPRIATE GRAPHICAL REPRESENTATION OF A LINEAR MODEL BASED ON REAL WORLD EVENTS
- H.PRF.2B2- SOLVE EQUATIONS WITH ONE OR TWO VARIABLES USING EQUATIONS OR GRAPHS

SIMPLIFY, WRITE, AND SOLVE ALGEBRAIC EXPRESSIONS, EQUATIONS, AND INEQUALITIES

OVERVIEW:

IN THIS UNIT, STUDENTS WILL FOCUS ON SOLVING SYSTEMS OF LINEAR EQUATIONS GRAPHICALLY AND ALGEBRAICALLY USING THE SUBSTITUTION METHOD AND THE LINEAR COMBINATION METHOD.

LEARNING GOALS:

- WRITE AND GRAPH SYSTEMS OF LINEAR EQUATIONS TO REPRESENT PROBLEM SITUATIONS THEN ESTIMATE AND INTERPRET BREAK-EVEN POINTS
- ADD, SUBTRACT, MULTIPLY AND DIVIDE MONOMIALS
- UNDERSTAND POSITIVE AND NEGATIVE WHOLE NUMBER EXPONENTS
- USE ORDER OF OPERATIONS TO SIMPLIFY AND EVALUATE ALGEBRAIC INEQUALITIES
- SOLVE LINEAR EQUATIONS AND INEQUALITIES
- TRANSFORM EQUATIONS IN SYSTEMS OF EQUATIONS SO COEFFICIENTS ARE INTEGERS
- SOLVE SYSTEMS OF EQUATIONS BY SUBSTITUTION AND IDENTIFY THE SYSTEMS AS CONSISTENT OR INCONSISTENT
- WRITE SYSTEMS OF EQUATIONS TO REPRESENT PROBLEM SITUATIONS THEN SOLVE USING THE LINEAR COMBINATION METHOD

CAA CORE CONTENT CONNECTOR STANDARDS:

- H.PRF.2B1- TRANSLATE A REAL-WORD PROBLEM INTO A ONE-VARIABLE LINEAR EQUATION
- H.PRF.2B2- SOLVE EQUATIONS WITH ONE OR TWO VARIABLES USING EQUATIONS OR GRAPHS

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High School Course Description

INTERPRET, ANALYZE, AND SOLVE PROBLEMS USING MATHEMATICAL REASONING

OVERVIEW:

IN THIS UNIT STUDENTS WILL ANALYZE PROBLEMS BY IDENTIFYING RELATIONSHIPS, DISTINGUISHING RELEVANT FROM IRRELEVANT INFORMATION, IDENTIFYING MISSING INFORMATION, SEQUENCING AND PRIORITIZING INFORMATION AND OBSERVING PATTERNS. USE APPROPRIATE PROBLEM-SOLVING STRATEGIES.

LEARNING GOALS:

- IDENTIFY MISSING OR IRRELEVANT INFORMATION IN A REAL-LIFE SCENARIO INVOLVING TIME, DISTANCE OR MONEY
- UTILIZE LOGICAL THINKING TO A MATHEMATICAL PROBLEM TO DERIVE THE CORRECT PROBLEM-SOLVING STRATEGY BASED ON PROVIDED EVIDENCE
- UNDERSTAND THE DEDUCTIVE, INDUCTIVE, AND ABDUCTIVE APPROACHES TO MATHEMATICAL REASONING

CAA CORE CONTENT CONNECTOR STANDARDS:

- H.ME.1B2- SOLVE LINEAR EQUATIONS TO FIND A MISSING ATTRIBUTE GIVEN THE AREA, SURFACE, OR VOLUME AND THE OTHER ATTRIBUTE
- H.PRF.1C1- SELECT THE APPROPRIATE GRAPHICAL REPRESENTATION OF A LINEAR MODEL BASED ON REAL WORLD EVENTS
- H.PRF.2C1- MAKE PREDICTIONS BASED ON A GIVEN MODEL (FOR EXAMPLE, A WEATHER MODEL DATA FOR ATHLETES OVER YEARS.)

3. KEY ASSIGNMENTS:

COLLECT, ORGANIZE, COMPUTE AND ANALYZE STATISTICAL DATA.

STUDENTS WILL CALCULATE THE MEAN, MEDIAN, AND MODE OF A GIVEN SET OF DATA. FOR EXAMPLE, FINDING THE COMMON SHOE SIZE OF THE STUDENTS IN THE CLASSROOM.

COMPUTE WITH RATIONAL NUMBERS

STUDENTS WILL BE GIVEN A BUDGET OF \$10,000 TO PICK A PORTFOLIO OF VARIOUS INDIVIDUAL STOCKS. STUDENTS WILL BE EXPECTED TO RESEARCH INDIVIDUAL STOCKS AND JUSTIFY THEIR SELECTIONS. AFTER THE STOCKS ARE SELECTED, STUDENTS WILL TRACK THEIR PORTFOLIO PERFORMANCE IN AN EXCEL SPREADSHEET. A CLASS COMPETITION WILL SEARCH FOR THE GROUP THAT HAS THE HIGHEST RATE OF RETURN OR CAPITAL GAIN DURING A 30-DAY INVESTING WINDOW. DURING THE 30-DAY TIME PERIOD, STOCKS CAN BE SOLD, AND OTHER STOCKS PURCHASED. STUDENTS WILL HAVE TO CONSIDER TRANSACTION FEES ON ALL TRANSACTIONS AS IF THEY WERE USING A COMMON DISCOUNT BROKER.

SOLVE PROBLEMS THAT INVOLVE DISCOUNTS, MARK-UPS, COMMISSIONS AND PROFIT USING EXPONENTIAL AND LOGARITHMIC FUNCTIONS

STUDENTS WILL CALCULATE THE COMMISSIONS A REALTOR MAKES WHEN SELLING MULTIPLE HOUSES WITH A VARIETY OF SALES PRICES.

DEMONSTRATE KNOWLEDGE OF GEOMETRICAL CONCEPTS AND MEASUREMENTS

STUDENTS WILL DESIGN THE CLASSROOM OF THE FUTURE FOR 25 STUDENTS AND PROVIDE THE MEASUREMENTS FOR ALL FURNITURE IN THE ROOM AND CALCULATE THE VOLUME THE PEOPLE REPRESENT IN COMPARISON TO THE TOTAL VOLUME OF THE CLASSROOM SPACE.

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GRAPH DATA, LINEAR EQUATIONS, INEQUALITIES, AND SYSTEMS OF EQUATIONS

STUDENTS WILL DETERMINE IF AN ORDERED PAIR (X,Y) ($AX + BY > C$) IS A SOLUTION OF A SYSTEM OF LINEAR INEQUALITIES.

SIMPLIFY, WRITE, AND SOLVE ALGEBRAIC EXPRESSIONS, EQUATIONS, AND INEQUALITIES

STUDENTS WILL DEMONSTRATE THEIR KNOWLEDGE BY SOLVING SIMPLE ALGEBRAIC EQUATIONS, E.G., $X^2 - 8X - 33 = 0$

INTERPRET, ANALYZE, AND SOLVE PROBLEMS USING MATHEMATICAL REASONING

STUDENTS WILL USE MATHEMATICAL REASONING TO SOLVE SIMPLE MATHEMATICAL WORD PROBLEMS

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION WITH TEACHER MODELING
- EVIDENCE BASED DATA INTERPRETATION
- STUDENT CENTERED HANDS-ON EXPERIMENT
- OBSERVATIONAL LEARNING
- VIDEO MODELING
- SMALL GROUP INSTRUCTION/ PROJECT BASED LEARNING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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:

- OBSERVATIONS OF STUDENT PARTICIPATION AND ENGAGEMENT
- TESTS AND QUIZZES
- CLASSWORK AND HOMEWORK
- HANDS-ON EXPERIMENTS AND INVESTIGATIONS
- WRITTEN OR VISUAL OR ORAL REPORTS
- ADAPTIVE ASSESSMENTS AND ALTERNATE TESTING METHODS
- PROGRESS ON INDIVIDUALIZED EDUCATION PLAN (IEP) GOALS AND OBJECTIVES

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

High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL UNITED STATES HISTORY
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND US HISTORY
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	SOCIAL SCIENCE
6. GRADE LEVEL(S):	11-12
7. UNIT VALUE:	5 CREDITS 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: TO HAVE AN UNDERSTANDING OF WHY THE UNITED STATES IS AS IT IS TODAY, ONE MUST UNDERSTAND WHAT THE UNITED STATES WAS LIKE IN THE PAST. TO UNDERSTAND PRESENT-DAY SOCIAL, CULTURAL, AND LEGAL QUESTIONS, ONE MUST HAVE AN UNDERSTANDING OF WHAT QUESTIONS PROMPTED DISCUSSION AND CHANGE IN THE PAST. TO HAVE AN UNDERSTANDING OF THE TWENTIETH AND TWENTY-FIRST CENTURY AMERICA, ONE NEEDS TO UNDERSTAND THE NINETEENTH CENTURY, WITH ITS PIVOTAL WAR, THE CIVIL WAR. TO BE AN INFORMED CITIZEN, ONE MUST UNDERSTAND THE POLITICAL SYSTEM WE HAVE IN THE UNITED STATES.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: FUNDAMENTAL UNITED STATES HISTORY IS A ONE YEAR SOCIAL SCIENCE COURSE DESIGNED TO HELP STUDENTS TO DEVELOP CRITICAL THINKING, PROBLEM SOLVING, AND PARTICIPATORY SKILLS TO BECOME ENGAGED CITIZENS. THE COURSE IS ALIGNED TO STATE AND DISTRICT ADOPTED STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES.	

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High School Course Description

16. HISTORY OF COURSE DEVELOPMENT:

FUNDAMENTAL UNITED STATES HISTORY IS A REQUIRED ONE-YEAR COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.

17. TEXTBOOKS:

HOLT, REINHART AND WINSTON; AMERICAN ANTHEM: MODERN AMERICAN HISTORY, 2007

18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

HISTORY- SOCIAL STUDIES FRAMEWORK (CDE) 2016
HISTORY CONTENT STANDARDS (CDE) 2000

C. COURSE CONTENT

1. COURSE PURPOSE:

ALIGNING WITH THE CALIFORNIA HISTORY-SOCIAL SCIENCES FRAMEWORK, STUDENTS WILL ENGAGE WITH THE CONTENT, PRACTICE INQUIRY SKILLS, IMPROVE LITERACY, AND DEVELOP VALUES OF CITIZENSHIP THROUGH THIS COURSE. THE CONTENT THEMES DISCUSSED IN THIS COURSE INCLUDE:

- AMERICAN IDENTITY AND CULTURE
- EVOLUTION OF THE AMERICAN ECONOMY AND LABOR
- GEOGRAPHY AND THE ENVIRONMENT
- IMMIGRATION, MIGRATION, AND CHANGING DEMOGRAPHICS
- POWER AND THE ROLE OF GOVERNMENT
- THE UNITED STATES ON A GLOBAL STAGE

ACADEMIC AND COGNITIVE SKILLS DEVELOPED IN THIS COURSE INCLUDE:

- CRITICAL READING AND MEDIA LITERACY
- ANALYZING BIAS (AUTHOR'S PURPOSE, POINT OF VIEW, AND AUDIENCE)
- CONDUCTING HISTORICAL RESEARCH
- CAUSE AND EFFECT
- COMPARE AND CONTRAST
- HISTORICAL WRITING
- WORKING COLLABORATIVELY WITH OTHERS
- INQUIRY
- LITERACY
- CITIZENSHIP

2. COURSE OUTLINE:

UNIT 1: CONNECTING WITH PAST STUDIES: THE NATION'S BEGINNINGS

GUIDING QUESTIONS:

- WHAT DOES IT MEAN TO BE AN AMERICAN?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

LEARNING GOALS:

- DEMONSTRATE UNDERSTANDING OF WHAT BEING A CITIZEN MEANS IN THE CLASSROOM, COMMUNITY AND CIVIC LIFE

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High School Course Description

- DEMONSTRATE UNDERSTANDING OF THE PROMISE OF THE DECLARATION OF INDEPENDENCE AND CONSTITUTION
- DEMONSTRATE UNDERSTANDING THAT AMERICA WAS FOUNDED ON THE PRINCIPLE OF RELIGIOUS FREEDOM

CORE STANDARDS:

- 11.1 STUDENTS ANALYZE THE SIGNIFICANT EVENTS IN THE FOUNDING OF THE NATION AND ITS ATTEMPTS TO REALIZE THE PHILOSOPHY OF GOVERNMENT DESCRIBED IN THE DECLARATION OF INDEPENDENCE [AND THE CONSTITUTION]
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

UNIT 2: INDUSTRIALIZATION, URBANIZATION, IMMIGRATION, AND PROGRESSIVE REFORM

GUIDING QUESTIONS:

- WHAT DOES IT MEAN TO BE AN AMERICAN AND HOW DOES IT EVOLVE DURING THIS PERIOD?
- HOW AND WHY DID AMERICA'S ECONOMY, INDUSTRIES, AND POPULATION GROW AFTER THE CIVIL WAR?
- WHAT WERE THE MOTIVES AND EXPERIENCES FOR PEOPLE WHO CAME TO THE UNITED STATES?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

LEARNING GOALS:

- DEMONSTRATE UNDERSTANDING OF THE POPULATION GROWTH AND ITS IMPACT ON INDUSTRY
- DISCUSS STORIES OF INDIVIDUALS THAT CAME TO THE UNITED STATES TO UNDERSTAND THEIR MOTIVES AND EXPERIENCES

CORE STANDARDS:

- 11.2 STUDENTS ANALYZE THE RELATIONSHIP AMONG THE RISE OF INDUSTRIALIZATION, LARGE SCALE RURAL-TO-URBAN MIGRATION, AND MASSIVE IMMIGRATION FROM SOUTHERN AND EASTERN EUROPE
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

UNIT 3: THE RISE OF THE UNITED STATES AS A WORLD POWER

GUIDING QUESTIONS:

- HOW DID WORLD WAR I AFFECT AMERICAN SOCIETY?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

LEARNING GOALS:

- DISCUSS STORIES OF INDIVIDUALS THAT CAME TO THE UNITED STATES TO UNDERSTAND THEIR MOTIVES AND EXPERIENCES

Chino Valley Unified School District

High School Course Description

CORE STANDARDS:

- 11.4 STUDENTS TRACE THE RISE OF THE UNITED STATES TO ITS ROLE AS A WORLD POWER IN THE TWENTIETH CENTURY

UNIT 4: THE 1920S

GUIDING QUESTIONS:

- HOW AND WHY DID AMERICAN CULTURE CHANGE DURING THE 1920S?
- HOW DID WORLD WAR I AFFECT AMERICA AT HOME AND ABROAD DURING THE 1920S?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

LEARNING GOALS:

DEMONSTRATE UNDERSTANDING AND IDENTIFY 4 MAJOR EVENTS IN THE 1920'S AND HOW THEY SHAPED AMERICA.

CORE STANDARDS:

- 11.5 STUDENTS ANALYZE THE MAJOR POLITICAL, SOCIAL, ECONOMIC, TECHNOLOGICAL, AND CULTURAL DEVELOPMENTS OF THE 1920S
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

UNIT 5: THE GREAT DEPRESSION AND THE NEW DEAL

GUIDING QUESTIONS:

- WHAT WERE THE EXPERIENCES OF AMERICANS DURING THE GREAT DEPRESSION?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

LEARNING GOALS:

- DEMONSTRATE UNDERSTANDING AND IDENTIFY 4 MAJOR EVENTS IN THE 1930'S AND HOW THEY SHAPED AMERICA

CORE STANDARDS:

- 11.6 STUDENTS ANALYZE THE DIFFERENT EXPLANATIONS FOR THE GREAT DEPRESSION

UNIT 6: AMERICA'S PARTICIPATION IN WORLD WAR II

GUIDING QUESTIONS:

- HOW AND WHY DID THE AMERICAN PEOPLE MOBILIZE FOR AND WIN THE WAR?
- WHAT WAS THE IMPACT OF THE WAR ON THE ISSUE OF EQUALITY?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

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LEARNING GOALS:

- DEMONSTRATE UNDERSTANDING OF THE ROLES AND SACRIFICES OF MEMBERS OF THE AMERICAN ARMED FORCES
- DEMONSTRATE UNDERSTANDING THE EXPERIENCES AND SACRIFICES (VOLUNTARY AND INVOLUNTARY) OF AMERICANS ON THE HOMEFRONT

CORE STANDARDS:

- 11.7 STUDENTS ANALYZE AMERICA’S PARTICIPATION IN WORLD WAR II

UNIT 7: COLD WAR STRUGGLES ABROAD

GUIDING QUESTIONS:

- WHY IS THE PERIOD BETWEEN 1946 AND 1990 KNOWN AS THE COLD WAR?

LEARNING GOALS:

- DEMONSTRATE UNDERSTANDING AND IDENTIFY 6 MAJOR EVENTS IN THE FOLLOWING WORLD WAR II AND HOW THEY HELPED SHAPE AMERICA

CORE STANDARDS:

- 11.8 STUDENTS ANALYZE THE ECONOMIC BOOM AND SOCIAL TRANSFORMATION OF POST–WORLD WAR II AMERICA

UNIT 8: COLD WAR STRUGGLES AT HOME

GUIDING QUESTIONS:

- HOW WAS THE COLD WAR FOUGHT DOMESTICALLY?
- HOW WERE AMERICAN POLITICS SHAPED BY THE COLD WAR?
- HOW DID THE COLD WAR AFFECT ORDINARY AMERICANS?

LEARNING GOALS:

- DEMONSTRATE UNDERSTANDING OF “WAR” AND THE CONSEQUENCES
- DEMONSTRATE UNDERSTANDING OF WAR IMPACTS EVERY CITIZEN

CORE STANDARDS:

- 11.9.5 ANALYZE THE ROLE OF THE REAGAN ADMINISTRATION AND OTHER FACTORS IN THE VICTORY OF THE WEST IN THE COLD WAR

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High School Course Description

UNIT 9: MOVEMENTS FOR EQUALITY

GUIDING QUESTIONS:

- HOW DID THE CIVIL RIGHTS MOVEMENTS CHALLENGE AND CHANGE THE AMERICAN IDENTITY?
- WHAT WERE THE GOALS AND STRATEGIES OF THE CIVIL RIGHTS MOVEMENTS?
- HOW DID VARIOUS MOVEMENTS FOR EQUALITY BUILD UPON ONE ANOTHER?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

LEARNING GOALS:

- IDENTIFY AT LEAST 3 CIVIL RIGHTS GROUPS AND THEIR GOALS OF THE CIVIL RIGHTS MOVEMENTS
- DEMONSTRATE UNDERSTANDING OF THE CIVIL RIGHTS YOU HAVE AS A RESULT OF THE CIVIL RIGHTS MOVEMENT

CORE STANDARDS:

- 11.10 STUDENTS ANALYZE THE DEVELOPMENT OF FEDERAL CIVIL RIGHTS AND VOTING RIGHTS
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

UNIT 10: CONTEMPORARY AMERICAN SOCIETY

GUIDING QUESTIONS:

- WHY IS THE UNITED STATES MORE DIVERSE NOW THAN IT WAS IN THE MIDDLE OF THE TWENTIETH CENTURY?
- IN WHAT WAYS HAVE ISSUES SUCH AS EDUCATION; CIVIL RIGHTS FOR PEOPLE OF COLOR, IMMIGRANTS, AND AMERICANS WITH DISABILITIES; CHANGED OVER TIME?

LEARNING GOALS:

- DISCUSS PERSONAL EXPERIENCES OF INDIVIDUALS OR GROUPS WHO HAVE LED THE FIGHT FOR EQUALITY FOR ALL AMERICANS

CORE STANDARDS:

- 11.11 STUDENTS ANALYZE THE MAJOR SOCIAL PROBLEMS AND DOMESTIC POLICY ISSUES IN CONTEMPORARY AMERICAN SOCIETY

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PRIORITIZED READING CCCS AND EU

INFORMATIONAL: CCCS

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT.
- 11-12.RI.D1 DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

INFORMATIONAL: ESSENTIAL UNDERSTANDING

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

LANGUAGE: CCCS

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

LANGUAGE: ESSENTIAL UNDERSTANDING

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

3. KEY ASSIGNMENTS:

INQUIRY:

- TEACHERS AND STUDENTS IDENTIFY AND DISCUSS THE UNIT AND LESSON FOCUS QUESTIONS AS WELL AS THE CONNECTION BETWEEN THESE QUESTIONS AND THE THEMES OF THE COURSE (CASCADING INQUIRY). INQUIRIES ARE OPEN-ENDED, ALLOW FOR MULTIPLE ANSWERS, AND REQUIRE STUDENTS TO GENERATE AN ARGUMENT SUPPORTED BY EVIDENCE (PRIMARY AND/OR SECONDARY)
- STUDENTS ASK MEANINGFUL QUESTIONS AS THEY EXPLORE AND INTERPRET PRIMARY AND SECONDARY SOURCES IN ORDER TO CONSTRUCT THEIR OWN HISTORICAL INTERPRETATIONS

LITERACY:

- STUDENTS WILL DEVELOP HISTORICAL THINKING AND ANALYSIS SKILLS THROUGH EXPOSURE TO DIFFERENT PERSPECTIVES ON THE SAME TOPIC IN SEVERAL PRIMARY AND SECONDARY SOURCES
- STUDENTS PRACTICE CRITICAL THINKING THROUGH THE REGULAR USE OF WRITING AND STRUCTURED ACADEMIC CONVERSATIONS UTILIZING ACADEMIC AND DISCIPLINE-SPECIFIC LANGUAGE

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4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION WITH TEACHER MODELING
- EVIDENCE BASED DATA INTERPRETATION
- STUDENT CENTERED HANDS-ON EXPERIMENT
- OBSERVATIONAL LEARNING
- VIDEO MODELING
- SMALL GROUP INSTRUCTION/ PROJECT BASED LEARNING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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:

- OBSERVATIONS OF STUDENT PARTICIPATION AND ENGAGEMENT – CLASS DISCUSSIONS AND SOCRATIC SEMINARS
- FORMATIVE AND SUMMATIVE TESTS, QUIZZES, ESSAYS, AND QUICK WRITES
- CLASSWORK, HOMEWORK, AND EXIT TICKETS
- HANDS-ON EXPERIMENTS AND INVESTIGATIONS
- WRITTEN OR VISUAL OR ORAL REPORTS
- ADAPTIVE ASSESSMENTS AND ALTERNATE TESTING METHODS
- PROGRESS ON INDIVIDUALIZED EDUCATION PLAN (IEP) GOALS AND OBJECTIVES

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

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A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL WORLD HISTORY
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND WORLD HIST
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	SOCIAL SCIENCE
6. GRADE LEVEL(S):	9TH; 10TH
7. UNIT VALUE:	5 CREDITS 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 BEGINS IN 1750, THEN COVERS A PERIOD OF MORE THAN 250 YEARS AND HIGHLIGHTS GLOBAL HISTORY AS PEOPLE, PRODUCTS, KNOWLEDGE, AND IDEAS INCREASINGLY SPREAD AROUND THE WORLD. IT EXAMINES DYNAMIC FORCES SUCH AS DEMOCRACY, NATIONALISM, AND ECONOMIC COMPETITION AND HOW THESE FORCES IMPACTED THE MODERN WORLD. THE COURSE ALSO CONSIDERS THE THEMES OF WAR AND CONFLICT RESOLUTION, INCLUSIVENESS OF GOVERNANCE, THE CONCEPT OF JUSTICE, AND THE GROWING IMPORTANCE OF INDIVIDUAL RIGHTS AND LIBERTIES. THE COURSE ENDS WITH THE EVOLUTION OF A GLOBAL SOCIETY. THROUGHOUT THE COURSE, STUDENTS DEVELOP READING, WRITING, SPEAKING, AND LISTENING SKILLS TO ENHANCE THEIR UNDERSTANDING OF THE CONTENT. STUDENTS WILL GAIN AN APPRECIATION OF HISTORY AND BECOME MORE INFORMED CITIZENS IN THEIR COMMUNITY, COUNTRY, AND THE WORLD.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: FUNDAMENTAL WORLD HISTORY IS A ONE YEAR SOCIAL SCIENCE COURSE DESIGNED TO HELP STUDENTS TO DEVELOP CRITICAL THINKING, PROBLEM SOLVING, AND PARTICIPATORY SKILLS TO BECOME ENGAGED CITIZENS. THE COURSE IS ALIGNED TO STATE AND DISTRICT ADOPTED STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES.	

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16. HISTORY OF COURSE DEVELOPMENT:

FUNDAMENTAL WORLD HISTORY IS A REQUIRED ONE-YEAR COURSE DESIGNED TO HELP STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.

17. TEXTBOOKS:

PRENTICE HALL; *WORLD HISTORY: THE MODERN WORLD*, ELISABETH GAYNOR ELLIS, ANTHONY ESLER, 2007

18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

TEACHER-CREATED MATERIALS AS NEEDED

C. COURSE CONTENT

1. COURSE PURPOSE:

THE COURSE PROVIDES STUDENTS WITH A BROADER UNDERSTANDING OF THE MODERN WORLD THROUGH A RANGE OF PERSPECTIVES AND SOURCES. STUDENTS WILL UNDERSTAND HOW VARIOUS GLOBAL SOCIETIES OPERATED IN 1750 AND WILL BECOME CRITICAL THINKERS ABOUT THE IMPACT EUROPEAN AND OTHER GLOBAL SOCIETIES HAD ON EACH OTHER IN THE FOLLOWING CENTURIES.

2. COURSE OUTLINE:

STANDARD 1 - STUDENTS RELATE THE MORAL AND ETHICAL PRINCIPLES IN ANCIENT GREEK AND ROMAN PHILOSOPHY, IN JUDAISM, AND IN CHRISTIANITY TO THE DEVELOPMENT OF WESTERN POLITICAL THOUGHT.

1.1 OBJECTIVE: ANALYZE THE SIMILARITIES AND DIFFERENCES IN JUDEO-CHRISTIAN AND GRECO-ROMAN VIEWS OF LAW, REASON AND FAITH, AND DUTIES OF THE INDIVIDUAL.

- 1.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF CHRISTIANITY AND JUDAISM
- 1.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE DIFFERENCE BETWEEN JUDAISM AND CHRISTIANITY
- 1.1.3 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE DEVELOPMENT OF DEMOCRACY IN GREECE AND THE DEVELOPMENT AND FAILURE OF ROMAN CIVILIZATION
- 1.1.4 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE OF DEMOCRATIC IDEAS SUCH AS: A) THE INFLUENCE OF MORAL/ETHICAL PRINCIPLES OF JUDAISM/CHRISTIANITY ON DEMOCRACY (INDIVIDUAL HUMAN DIGNITY/RIGHTS, EQUALITY; FREEDOM OF INDIVIDUAL CHOICE; INDIVIDUAL RESPONSIBILITY/WORK ETHIC), AND B) SIGNIFICANCE OF GREEK/ROMAN IDEAS AND STRUCTURES (GREEK CITY/STATE) USING DIRECT DEMOCRACY VS. ROMAN IDEAS OF THE REPUBLIC; GREEK AND ROMAN GOVERNMENT STRUCTURES TO ALLOW DEMOCRACY TO FUNCTION (E.G., COURTS, SENATE, ASSEMBLY, ETC.)
- 1.1.5 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE MOST IMPORTANT CHARACTERISTICS OF GREEK CULTURE THAT REMAIN INFLUENTIAL TODAY AND CHANGED MANY SOCIETIES OVER TIME SUCH AS POLITICAL THOUGHT, ARCHITECTURE, ECONOMIC SYSTEM, AND LITERATURE

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1.2 OBJECTIVE: TRACE THE DEVELOPMENT OF THE WESTERN POLITICAL IDEAS OF THE RULE OF LAW AND ILLEGITIMACY OF TYRANNY, USING SELECTIONS FROM PLATO'S REPUBLIC AND ARISTOTLE'S POLITICS.

- 1.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SIGNIFICANCE OF DEMOCRATIC IDEAS IN THE MODERN WORLD. THE IMPORTANCE OF THE UNITED NATIONS AND ITS CHARTER ON HUMAN RIGHTS/FUNDAMENTAL FREEDOMS AND ITS EDUCATIONAL/SCIENTIFIC/CULTURAL ORGANIZATIONS LIKE UNESCO, THE HELSINKI ACCORDS, THE CONVERSION TOWARD DEMOCRATIC IDEAS IN MANY PARTS OF THE WORLD (SPAIN, PORTUGAL, GERMANY, RUSSIA, CHINA, ETC.) AND THE ROLE OF UNITED STATES AND NATO COUNTRIES AS EXAMPLES OF DEMOCRACY

1.3 OBJECTIVE: CONSIDER THE INFLUENCE OF THE UNITED STATES CONSTITUTION ON POLITICAL SYSTEMS IN THE CONTEMPORARY WORLD.

- 1.3.1 PERFORMANCE INDICATORS: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHAT THE CONSTITUTIONAL ISSUES OF THE DAY ARE

STANDARD 2 - STUDENTS COMPARE AND CONTRAST THE GLORIOUS REVOLUTION OF ENGLAND, THE AMERICAN REVOLUTION, AND THE FRENCH REVOLUTION AND THEIR ENDURING EFFECTS WORLDWIDE ON THE POLITICAL EXPECTATIONS FOR SELF-GOVERNMENT AND INDIVIDUAL LIBERTY.

2.1 OBJECTIVE: COMPARE THE MAJOR IDEAS OF PHILOSOPHERS AND THEIR EFFECTS ON THE DEMOCRATIC REVOLUTIONS IN ENGLAND, THE UNITED STATES, FRANCE, AND LATIN AMERICA (E.G., JOHN LOCKE, CHARLES-LOUIS MONTESQUIEU, JEAN-JACQUES ROUSSEAU, SIMÓN BOLÍVAR, THOMAS JEFFERSON, AND JAMES MADISON).

- 2.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IDEAS OF ENLIGHTENMENT THINKERS SUCH AS LOCKE AND ROUSSEAU
- 2.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANT ROLE OF REVOLUTIONS (ENGLISH, AMERICAN, FRENCH, AND LATIN AMERICA) IN THE RISE OF DEMOCRACY

2.2 OBJECTIVE: LIST THE PRINCIPLES OF THE MAGNA CARTA, THE ENGLISH BILL OF RIGHTS (1689), THE AMERICAN DECLARATION OF INDEPENDENCE (1776), THE FRENCH DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN (1789), AND THE UNITED STATES BILL OF RIGHTS (1791).

- 2.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF SIGNIFICANT DOCUMENTS THAT HELPED DEVELOP DEMOCRACY IN ENGLAND, THE UNITED STATES, AND FRANCE

2.3 OBJECTIVE: UNDERSTAND THE UNIQUE CHARACTER OF THE AMERICAN REVOLUTION, ITS SPREAD TO OTHER PARTS OF THE WORLD, AND ITS CONTINUING SIGNIFICANCE TO OTHER NATIONS.

- 2.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANT ROLE OF THE AMERICAN REVOLUTION IN THE RISE OF DEMOCRACY IN OTHER NATIONS

2.4 OBJECTIVE: EXPLAIN HOW THE IDEOLOGY OF THE FRENCH REVOLUTION LED FRANCE TO DEVELOP FROM CONSTITUTIONAL MONARCHY TO DEMOCRATIC DESPOTISM TO THE NAPOLEONIC EMPIRE.

- 2.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANT ROLE OF THE REVOLUTION IN FRANCE IN THE RISE OF DEMOCRACY

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2.5 OBJECTIVE: DISCUSS HOW NATIONALISM SPREAD ACROSS EUROPE WITH NAPOLEON BUT WAS REPRESSED FOR A GENERATION UNDER THE CONGRESS OF VIENNA AND CONCERT OF EUROPE UNTIL THE REVOLUTIONS OF 1848.

- 2.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE POLITICAL CONDITIONS LEADING TO WAR INCLUDING NATIONALISM IN FRANCE, ITALY, AND GERMANY

STANDARD 3 - STUDENTS ANALYZE THE EFFECTS OF THE INDUSTRIAL REVOLUTION IN ENGLAND, FRANCE, GERMANY, JAPAN, AND THE UNITED STATES.

3.1 OBJECTIVE: ANALYZE WHY ENGLAND WAS THE FIRST COUNTRY TO INDUSTRIALIZE.

- 3.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION IN BRITAIN
- 3.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CRITICAL RESPONSES TO THE INDUSTRIAL REVOLUTION (LABOR, UNIONS, AND EMERGENCE OF SOCIALISM THROUGH ROMANTICISM)
- 3.1.3 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE WORLD-WIDE EFFECTS/CONSEQUENCES OF THE INDUSTRIAL REVOLUTION
- 3.1.4 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE NEED FOR IMPERIALISM/COLONIALISM AS IT RELATES TO AN INDUSTRIAL COUNTRY'S NEED FOR RAW MATERIALS

3.2 OBJECTIVE: EXAMINE HOW SCIENTIFIC AND TECHNOLOGICAL CHANGES AND NEW FORMS OF ENERGY BROUGHT ABOUT MASSIVE SOCIAL, ECONOMIC, AND CULTURAL CHANGE (E.G., THE INVENTIONS AND DISCOVERIES OF JAMES WATT, ELI WHITNEY, HENRY BESSEMER, LOUIS PASTEUR, AND THOMAS EDISON).

- 3.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF UNRESOLVED CONTEMPORARY WORLD PROBLEMS LIKE THE ECONOMIC AND CULTURAL CHANGES BROUGHT ABOUT BY TECHNOLOGY

3.3 OBJECTIVE: DESCRIBE THE GROWTH OF POPULATION, RURAL TO URBAN MIGRATION, AND GROWTH OF CITIES ASSOCIATED WITH THE INDUSTRIAL REVOLUTION.

- 3.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF CRITICAL CHANGES DUE TO THE INDUSTRIAL REVOLUTION AS IT RELATES TO POPULATION CHANGES

3.4 OBJECTIVE: TRACE THE EVOLUTION OF WORK AND LABOR, INCLUDING THE DEMISE OF THE SLAVE TRADE AND THE EFFECTS OF IMMIGRATION, MINING AND MANUFACTURING, DIVISION OF LABOR, AND THE UNION MOVEMENT.

- 3.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION AS IT RELATES TO LABOR CHANGES

3.5 OBJECTIVE: UNDERSTAND THE CONNECTIONS AMONG NATURAL RESOURCES, ENTREPRENEURSHIP, LABOR, AND CAPITAL IN AN INDUSTRIAL ECONOMY.

- 3.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION AS IT RELATES TO MONETARY MATTERS

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3.6 OBJECTIVE: ANALYZE THE EMERGENCE OF CAPITALISM AS A DOMINANT ECONOMIC PATTERN AND THE RESPONSES TO IT INCLUDING UTOPIANISM, SOCIAL DEMOCRACY, SOCIALISM, AND COMMUNISM.

- 3.6.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION AS IT RELATES TO SOCIAL CHANGES

3.7 OBJECTIVE: DESCRIBE THE EMERGENCE OF ROMANTICISM IN ART AND LITERATURE (E.G., THE POETRY OF WILLIAM BLAKE AND WILLIAM WORDSWORTH), SOCIAL CRITICISM (E.G., THE NOVELS OF CHARLES DICKENS), AND THE MOVE AWAY FROM CLASSICISM IN EUROPE.

- 3.7.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION TO ROMANTICISM. 3.7.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF SOCIAL REFORM CRITICS (E.G., DICKENS, SINCLAIR, ETC.)

STANDARD 4 - STUDENTS ANALYZE PATTERNS OF GLOBAL CHANGE IN THE ERA OF NEW IMPERIALISM IN AT LEAST TWO OF THE FOLLOWING REGIONS OR COUNTRIES: AFRICA, SOUTHEAST ASIA, CHINA, INDIA, LATIN AMERICA AND THE PHILIPPINES.

4.1 OBJECTIVE: DESCRIBE THE RISE OF INDUSTRIAL ECONOMIES AND THEIR LINK TO IMPERIALISM AND COLONIALISM (E.G., THE ROLE PLAYED BY NATIONAL SECURITY AND STRATEGIC ADVANTAGE; MORAL ISSUES RAISED BY THE SEARCH FOR NATIONAL HEGEMONY, SOCIAL DARWINISM, AND THE MISSIONARY IMPULSE; MATERIAL ISSUES SUCH AS LAND, RESOURCES, AND TECHNOLOGY).

- 4.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE NEED FOR IMPERIALISM AND COLONIALISM AS IT RELATES TO AN INDUSTRIAL COUNTRY'S NEED FOR RAW MATERIALS
- 4.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE EFFECTS OF IMPERIALISM ON THE COLONIZED COUNTRY (CULTURAL CONFLICTS BETWEEN RULER/RULED; CONFLICTS CAUSED BY RULER'S POLITICAL STRUCTURES)

4.2 OBJECTIVE: DISCUSS THE LOCATIONS OF THE COLONIAL RULE OF SUCH NATIONS AS ENGLAND, FRANCE, GERMANY, ITALY, JAPAN, THE NETHERLANDS, RUSSIA, SPAIN, PORTUGAL, AND THE UNITED STATES.

- 4.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHERE COLONIES OF THE GREAT POWERS WERE

4.3 OBJECTIVE: EXPLAIN IMPERIALISM FROM THE PERSPECTIVE OF THE COLONIZERS AND THE COLONIZED AND THE VARIED IMMEDIATE AND LONG-TERM RESPONSES BY THE PEOPLE UNDER COLONIAL RULE.

- 4.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CULTURAL CONFLICTS BETWEEN RULER/RULED, POLITICAL CONFLICTS BETWEEN RULER/RULED, AND RISE OF NATIONALISM WITHIN THE COLONIES

4.4 OBJECTIVE: DESCRIBE THE INDEPENDENCE STRUGGLES OF THE COLONIZED REGIONS OF THE WORLD, INCLUDING THE ROLES OF LEADERS, SUCH AS SUN YAT-SEN IN CHINA, AND THE ROLES OF IDEOLOGY AND RELIGION.

- 4.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE A KNOWLEDGE OF THE VARIOUS STRUGGLES FOR INDEPENDENCE WITHIN THE COLONIZED REGIONS, AND THE ROLE OF LEADERS IN THIS STRUGGLE

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STANDARD 5 - STUDENTS ANALYZE THE CAUSES AND COURSE OF THE FIRST WORLD WAR.

5.1 OBJECTIVE: ANALYZE THE ARGUMENTS FOR ENTERING INTO WAR PRESENTED BY LEADERS FROM BOTH SIDES OF THE GREAT WAR AND THE ROLE OF POLITICAL AND ECONOMIC RIVALRIES, ETHNIC AND IDEOLOGICAL CONFLICTS, DOMESTIC DISCONTENT AND DISORDER, AND PROPAGANDA AND NATIONALISM IN MOBILIZING THE CIVILIAN POPULATION IN SUPPORT OF "TOTAL WAR."

- 5.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES AND CONSEQUENCES OF WORLD WAR I. A) NATIONALISM: FRANCE, ITALY, GERMANY, AND OTHERS B) HUMAN RIGHTS VIOLATIONS: OTTOMAN EMPIRE C) MILITARISM: PRUSSIA, BALKANS D) ALLIANCE SYSTEM: TRIPLE ALLIANCE, TRIPLE ENTENTE
- 5.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES AND CONSEQUENCES OF PROPAGANDA IN THE WAR ITSELF AND OF THE REALTIES OF TOTAL WAR

5.2 OBJECTIVE: EXAMINE THE PRINCIPAL THEATERS OF BATTLE, MAJOR TURNING POINTS, AND THE IMPORTANCE OF GEOGRAPHIC FACTORS IN MILITARY DECISIONS AND OUTCOMES (E.G., TOPOGRAPHY, WATERWAYS, DISTANCE, AND CLIMATE).

- 5.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE REALTIES OF TOTAL WAR, THE VARIOUS BATTLES, AND CHANGING WEAPONRY

5.3 OBJECTIVE: EXPLAIN HOW THE RUSSIAN REVOLUTION AND THE ENTRY OF THE UNITED STATES AFFECTED THE COURSE AND OUTCOME OF THE WAR

- 5.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CONSEQUENCES OF NATIONAL REVOLUTIONS (E.G., RUSSIA, POLAND, AND OTHERS) AND THE ENTRY OF THE UNITED STATES ON THE OUTCOME OF THE WAR

5.4 OBJECTIVE: UNDERSTAND THE NATURE OF THE WAR AND ITS HUMAN COSTS (MILITARY AND CIVILIAN) ON ALL SIDES OF THE CONFLICT INCLUDING HOW COLONIAL PEOPLES CONTRIBUTED TO THE WAR EFFORT.

- 5.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE REALTIES OF TOTAL WAR, CIVILIAN INVOLVEMENT AND IMPACT, AND ATROCITIES OF WAR AND LOSS OF IDEALISM

5.5 OBJECTIVE: DISCUSS HUMAN RIGHTS VIOLATIONS AND GENOCIDE INCLUDING THE OTTOMAN GOVERNMENT'S ACTIONS AGAINST ARMENIAN CITIZENS.

- 5.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE HUMAN RIGHTS VIOLATIONS, ESPECIALLY THE ARMENIAN GENOCIDE, DURING WORLD WAR 1

STANDARD 6 - STUDENTS ANALYZE THE EFFECTS OF THE FIRST WORLD WAR.

6.1 OBJECTIVE: ANALYZE THE AIMS AND NEGOTIATING ROLES OF WORLD LEADERS, THE TERMS AND INFLUENCE OF THE TREATY OF VERSAILLES AND WOODROW WILSON'S FOURTEEN POINTS, AND THE CAUSES AND EFFECTS OF THE UNITED STATES' REJECTION OF THE LEAGUE OF NATIONS ON WORLD POLITICS.

- 6.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CONSEQUENCES OF WAR, DRAFTING OF TREATIES, TERRITORIAL CLAIMS, THE VERSAILLES TREATY AND THE PUNITIVE TERMS IMPOSED ON GERMANY, AND THE LEAGUE OF NATIONS
- 6.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE OF ISOLATIONISM IN THE UNITED STATES

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6.2 OBJECTIVE: DESCRIBE THE EFFECTS OF THE WAR AND RESULTING PEACE TREATIES ON POPULATION MOVEMENT, THE INTERNATIONAL ECONOMY, AND SHIFTS IN THE GEOGRAPHIC AND POLITICAL BORDERS OF EUROPE AND THE MIDDLE EAST.

- 6.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE GEOGRAPHICAL, POLITICAL, AND ECONOMIC CONSEQUENCES OF WAR

6.3 OBJECTIVE: UNDERSTAND THE WIDESPREAD DISILLUSIONMENT WITH PREWAR INSTITUTIONS, AUTHORITIES, AND VALUES THAT RESULTED IN A VOID THAT WAS LATER FILLED BY TOTALITARIANS.

- 6.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SOCIAL AND CULTURAL CHANGES RESULTING FROM WORLD WAR I
- 6.3.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE OF TOTALITARIANISM IN THE 1920'S AND 1930'S

6.4 OBJECTIVE: DISCUSS THE INFLUENCE OF WORLD WAR I ON LITERATURE, ART, AND INTELLECTUAL LIFE IN THE WEST (E.G., PABLO PICASSO, THE "LOST GENERATION" OF GERTRUDE STEIN AND ERNEST HEMINGWAY).

- 6.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SOCIAL AND CULTURAL CHANGES THAT RESULTED FROM WORLD WAR I IN THE ARTS, ESPECIALLY LITERATURE, MUSIC, AND PAINTING

STANDARD 7 - STUDENTS ANALYZE THE RISE OF TOTALITARIAN GOVERNMENTS AFTER WORLD WAR I.

7.1 OBJECTIVE: UNDERSTAND THE CAUSES AND CONSEQUENCES OF THE RUSSIAN REVOLUTION, INCLUDING LENIN'S USE OF TOTALITARIAN MEANS TO SEIZE AND MAINTAIN CONTROL (E.G., THE GULAG).

- 7.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CONSEQUENCES NATIONAL REVOLUTIONS IN RUSSIA AND SOVIET LEADERS LIKE LENIN, TROTSKY, AND STALIN
- 7.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE BOLSHEVIKS AND MENSHEVIKS
- 7.1.3 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF RUSSIA UNDER THE CZARS (E.G., SECRET POLICE, CENSORSHIP, IMPRISONMENT OF DISSIDENTS, LACK OF DEVELOPMENT, AND INDUSTRY) VERSUS LIFE UNDER COMMUNIST RUSSIA

7.2 OBJECTIVE: TRACE STALIN'S RISE TO POWER IN THE SOVIET UNION AND THE CONNECTION BETWEEN ECONOMIC POLICIES, POLITICAL POLICIES, THE ABSENCE OF A FREE PRESS, AND SYSTEMATIC VIOLATIONS OF HUMAN RIGHTS (E.G., THE TERROR FAMINE IN UKRAINE). 7.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING STALIN'S RISE TO POWER, ECONOMIC POLICIES, POLITICAL POLICIES, LACK OF FREE PRESS, HUMAN RIGHTS VIOLATIONS, AND POLITICAL PURGES OF LEADERS/ARTISTS/SCIENTISTS/INTELLECTUALS

7.3 OBJECTIVE: ANALYZE THE RISE, AGGRESSION, AND HUMAN COSTS OF TOTALITARIAN REGIMES (FASCIST AND COMMUNIST) IN GERMANY, ITALY, AND THE SOVIET UNION, NOTING ESPECIALLY THEIR COMMON AND DISSIMILAR TRAITS.

- 7.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF TOTALITARIANISM IN THE 1920'S THROUGH WORLD WAR II

Chino Valley Unified School District

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STANDARD 8 - STUDENTS ANALYZE THE CAUSES AND CONSEQUENCES OF WORLD WAR II.

8.1 OBJECTIVE: COMPARE THE GERMAN, ITALIAN, AND JAPANESE DRIVES FOR EMPIRE IN THE 1930S, INCLUDING THE 1937 RAPE OF NANKING, OTHER ATROCITIES IN CHINA, AND THE STALIN-HITLER PACT OF 1939.

- 8.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES OF WORLD WAR II, ESPECIALLY JAPAN'S, GERMANY'S, AND ITALY'S EXPANSIONS DURING THE 1930S
- 8.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES OF WORLD WAR II, ESPECIALLY THE DIPLOMATIC AGREEMENTS BETWEEN THE VARIOUS TOTALITARIAN COUNTRIES

8.2 OBJECTIVE: UNDERSTAND THE ROLE OF APPEASEMENT, NONINTERVENTION (ISOLATIONISM), AND THE DOMESTIC DISTRACTIONS IN EUROPE AND THE UNITED STATES PRIOR TO THE OUTBREAK OF WORLD WAR II.

- 8.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RESPONSES OF THE DEMOCRATIC COUNTRIES TO THE TOTALITARIAN COUNTRIES PRIOR TO THE START OF FIGHTING IN WORLD WAR II

8.3 OBJECTIVE: IDENTIFY AND LOCATE THE ALLIED AND AXIS POWERS ON A MAP AND DISCUSS THE MAJOR TURNING POINTS OF THE WAR, THE PRINCIPAL THEATERS OF CONFLICT, KEY STRATEGIC DECISIONS, AND THE RESULTING WAR CONFERENCES AND POLITICAL RESOLUTIONS, WITH EMPHASIS ON THE IMPORTANCE OF GEOGRAPHIC FACTORS.

- 8.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHO THE ALLIES AND THE AXIS WERE DURING WORLD WAR II
- 8.3.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE FIGHTING IN EUROPE, AFRICA, ASIA AND THE PACIFIC, THE MAJOR TURNING POINTS IN EACH, AND THE POLITICAL DECISIONS THAT RAN THE WAR AND THE POST-WAR

8.4 OBJECTIVE: DESCRIBE THE POLITICAL, DIPLOMATIC, AND MILITARY LEADERS DURING THE WAR (E.G., WINSTON CHURCHILL, FRANKLIN DELANO ROOSEVELT, EMPEROR HIROHITO, ADOLF HITLER, BENITO MUSSOLINI, JOSEPH STALIN, DOUGLAS MACARTHUR, AND DWIGHT D. EISENHOWER).

- 8.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE AND FALL OF THE VARIOUS LEADERS BEFORE, DURING, AND AFTER WORLD WAR II

8.5 OBJECTIVE: ANALYZE THE NAZI POLICY OF PURSUING RACIAL PURITY, ESPECIALLY AGAINST THE EUROPEAN JEWS; ITS TRANSFORMATION INTO THE FINAL SOLUTION; AND THE HOLOCAUST THAT RESULTED IN THE MURDER OF SIX MILLION JEWISH CIVILIANS.

- 8.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE HOLOCAUST AND HOW HITLER'S POLICY OF RACIAL PURITY CAUSED THE FINAL SOLUTION

8.6 OBJECTIVE: DISCUSS THE HUMAN COSTS OF THE WAR, WITH PARTICULAR ATTENTION TO THE CIVILIAN AND MILITARY LOSSES IN RUSSIA, GERMANY, BRITAIN, THE UNITED STATES, CHINA, AND JAPAN.

- 8.6.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE COST, HUMAN AND OTHERWISE, DURING WORLD WAR II

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STANDARD 9 - STUDENTS ANALYZE THE INTERNATIONAL DEVELOPMENTS IN THE POST-WORLD WAR II WORLD.

9.1 OBJECTIVE: COMPARE THE ECONOMIC AND MILITARY POWER SHIFTS CAUSED BY THE WAR, INCLUDING THE YALTA PACT, THE DEVELOPMENT OF NUCLEAR WEAPONS, SOVIET CONTROL OVER EASTERN EUROPEAN NATIONS, AND THE ECONOMIC RECOVERIES OF GERMANY AND JAPAN.

- 9.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SHIFTING MILITARY, POLITICAL, ECONOMIC AND SOCIAL POSITIONS IN THE POST-WAR ERA

9.2 OBJECTIVE: ANALYZE THE CAUSES OF THE COLD WAR, WITH THE FREE WORLD ON ONE SIDE AND SOVIET CLIENT STATES ON THE OTHER, INCLUDING COMPETITION FOR INFLUENCE IN SUCH PLACES AS EGYPT, THE CONGO, VIETNAM, AND CHILE.

- 9.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE POST-WAR POLITICAL DEVELOPMENTS OF THE UNITED STATES ON ONE SIDE AND RUSSIA ON THE OTHER

9.3 OBJECTIVE: UNDERSTAND THE IMPORTANCE OF THE TRUMAN DOCTRINE AND THE MARSHALL PLAN, WHICH ESTABLISHED THE PATTERN FOR AMERICA'S POSTWAR POLICY OF SUPPLYING ECONOMIC AND MILITARY AID TO PREVENT THE SPREAD OF COMMUNISM AND THE RESULTING ECONOMIC AND POLITICAL COMPETITION IN ARENAS SUCH AS SOUTHEAST ASIA (E.G., THE KOREAN WAR, VIETNAM WAR), CUBA, AND AFRICA.

- 9.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF HOW THE UNITED STATES TRIED TO INFLUENCE THE POST-WAR WORLD WITH FOREIGN AID

9.4 OBJECTIVE: ANALYZE THE CHINESE CIVIL WAR, THE RISE OF MAO TSE-TUNG, AND THE SUBSEQUENT POLITICAL AND ECONOMIC UPHEAVALS IN CHINA (E.G., THE GREAT LEAP FORWARD, THE CULTURAL REVOLUTION, AND THE TIANANMEN SQUARE UPRISING).

- 9.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CHANGING LIFE IN CHINA BEFORE, DURING AND AFTER THE CHINESE REVOLUTION

9.5 OBJECTIVE: DESCRIBE THE UPRISINGS IN POLAND (1952), HUNGARY (1956), AND CZECHOSLOVAKIA (1968) AND THOSE COUNTRIES' RESURGENCE IN THE 1970S AND 1980S AS PEOPLE IN SOVIET SATELLITES SOUGHT FREEDOM FROM SOVIET CONTROL.

- 9.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF HOW THE RUSSIAN SATELLITE STATES TRIED TO GAIN INDEPENDENCE

9.6 OBJECTIVE: UNDERSTAND HOW THE FORCES OF NATIONALISM DEVELOPED IN THE MIDDLE EAST, HOW THE HOLOCAUST AFFECTED WORLD OPINION REGARDING THE NEED FOR A JEWISH STATE, AND THE SIGNIFICANCE AND EFFECTS OF THE LOCATION AND ESTABLISHMENT OF ISRAEL ON WORLD AFFAIRS.

- 9.6.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE FOUNDING OF ISRAEL, HOW THE ARAB WORLD REACTED, AND HOW THE REST OF THE WORLD TOOK SIDES

9.7 OBJECTIVE: ANALYZE THE REASONS FOR THE COLLAPSE OF THE SOVIET UNION, INCLUDING THE WEAKNESS OF THE COMMAND ECONOMY, BURDENS OF MILITARY COMMITMENTS, AND GROWING RESISTANCE TO SOVIET RULE BY DISSIDENTS IN SATELLITE STATES AND THE NON-RUSSIAN SOVIET REPUBLICS.

- 9.7.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHY AND HOW THE SOVIET UNION IMPOLODED

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9.8 OBJECTIVE: DISCUSS THE ESTABLISHMENT AND WORK OF THE UNITED NATIONS AND THE PURPOSES AND FUNCTIONS OF THE WARSAW PACT, SEATO, NATO, AND THE ORGANIZATION OF AMERICAN STATES.

- **9.8.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF POST-WAR INTERNATIONAL POLITICAL ORGANIZATIONS

STANDARD 10 - STUDENTS ANALYZE INSTANCES OF NATION-BUILDING IN THE CONTEMPORARY WORLD IN AT LEAST TWO OF THE FOLLOWING REGIONS OR COUNTRIES: THE MIDDLE EAST, AFRICA, MEXICO AND OTHER PARTS OF LATIN AMERICA, AND CHINA.

10.1 OBJECTIVE: UNDERSTAND THE CHALLENGES IN THE REGIONS, INCLUDING THEIR GEOPOLITICAL, CULTURAL, MILITARY, AND ECONOMIC SIGNIFICANCE AND THE INTERNATIONAL RELATIONSHIPS IN WHICH THEY ARE INVOLVED.

- **10.1.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF NATIONALISM IN CHINA, THE MIDDLE EAST, AFRICA OR LATIN AMERICA

10.2 OBJECTIVE: DESCRIBE THE RECENT HISTORY OF THE REGIONS, INCLUDING POLITICAL DIVISIONS AND SYSTEMS, KEY LEADERS, RELIGIOUS ISSUES, NATURAL FEATURES, RESOURCES, AND POPULATION PATTERNS.

- **10.2.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE NATURAL FEATURES AND RECENT HISTORY IN THE REGIONS

10.3 OBJECTIVE: DISCUSS THE IMPORTANT TRENDS IN THE REGIONS TODAY AND WHETHER THEY APPEAR TO SERVE THE CAUSE OF INDIVIDUAL FREEDOM AND DEMOCRACY.

- **10.3.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CHANGES IN THE REGION TODAY WITH A SPECIAL EMPHASIS ON INDIVIDUAL FREEDOM AND DEMOCRACY

STANDARD 11 - STUDENTS ANALYZE THE INTEGRATION OF COUNTRIES INTO THE WORLD ECONOMY AND THE INFORMATION, TECHNOLOGICAL, AND COMMUNICATIONS REVOLUTIONS (E.G., TELEVISION, SATELLITES, AND COMPUTERS).

11.1 OBJECTIVE: ANALYZE DEVELOPING NATIONS AND THEIR EMERGENCE INTO THE MODERN WORLD.

- **11.1.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE GLOBALIZATION OF THE WORLD

PRIORITIZED READING CCCS AND EU

INFORMATIONAL: CCA CONNECTOR STANDARDS

- **11-12.RI.B1** USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- **11-12.RI.B5** DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- **11-12.RI.D1** DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- **11-12.RI.E1** INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

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INFORMATIONAL: ESSENTIAL UNDERSTANDING

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

LANGUAGE: CCA CONNECTOR STANDARDS

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

LANGUAGE: ESSENTIAL UNDERSTANDING

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

PRODUCTION AND DISTRIBUTION OF WRITING (ARGUMENT): CCA CONNECTOR STANDARDS

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE

PRODUCTION AND DISTRIBUTION OF WRITING (ARGUMENT): ESSENTIAL UNDERSTANDING

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (E.G., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE)

3. KEY ASSIGNMENTS:

INQUIRY:

- TEACHERS AND STUDENTS IDENTIFY AND DISCUSS THE UNIT AND LESSON FOCUS QUESTIONS AS WELL AS THE CONNECTION BETWEEN THESE QUESTIONS AND THE THEMES OF THE COURSE (CASCADING INQUIRY). INQUIRIES ARE OPEN-ENDED, ALLOW FOR MULTIPLE ANSWERS, AND REQUIRE STUDENTS TO GENERATE AN ARGUMENT SUPPORTED BY EVIDENCE (PRIMARY AND/OR SECONDARY)
- STUDENTS ASK MEANINGFUL QUESTIONS AS THEY EXPLORE AND INTERPRET PRIMARY AND SECONDARY SOURCES IN ORDER TO CONSTRUCT THEIR OWN HISTORICAL INTERPRETATIONS

LITERACY:

- STUDENTS WILL DEVELOP HISTORICAL THINKING AND ANALYSIS SKILLS THROUGH EXPOSURE TO DIFFERENT PERSPECTIVES ON THE SAME TOPIC IN SEVERAL PRIMARY AND SECONDARY SOURCES
- STUDENTS PRACTICE CRITICAL THINKING THROUGH THE REGULAR USE OF WRITING AND STRUCTURED ACADEMIC CONVERSATIONS UTILIZING ACADEMIC AND DISCIPLINE-SPECIFIC LANGUAGE

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4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION/PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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High School Course Description

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	CULTURAL EXPERIENCES IN AMERICA
2. TRANSCRIPT TITLE/ABBREVIATION:	CULTURAL EXP
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	HISTORY / SOCIAL SCIENCE - MEETS UC/CSU "G" ELECTIVE CREDIT
6. GRADE LEVEL(S):	9-12
7. UNIT VALUE:	5 CREDITS (ONE SEMESTER)
8. COURSE PREVIOUSLY APPROVED BY UC:	YES
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:	
CULTURAL EXPERIENCES IN AMERICA IS DESIGNED TO DEVELOP AN UNDERSTANDING OF HOW RACE, ETHNICITY, MIGRATION, AND CULTURE HAVE SHAPED, AND CONTINUE TO SHAPE, INDIVIDUALS AND SOCIETY IN THE UNITED STATES. IT PROVIDES KEY LANGUAGE, HISTORICAL LESSONS, AND CRITICAL ANALYSIS SKILLS THAT EMPOWER STUDENTS TO ARTICULATE THE STRENGTHS OF THEIR COMMUNITY AND EXPERIENCES.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE:	
CULTURAL EXPERIENCES IN AMERICA WAS DESIGNED TO FULFILL THE NEW GRADUATION REQUIREMENT OUTLINED IN ASSEMBLY BILL 101. THIS COURSE WILL BE OFFERED IN THE 2025/2026 SCHOOL YEAR IN ACCORDANCE WITH AB 101.	
16. HISTORY OF COURSE DEVELOPMENT:	
CULTURAL EXPERIENCES IN AMERICA WAS DESIGNED TO FULFILL THE NEW GRADUATION REQUIREMENT OUTLINED IN ASSEMBLY BILL 101. THE COURSE IS DESIGNED TO DEVELOP AN UNDERSTANDING OF HOW RACE, ETHNICITY, MIGRATION, AND CULTURE HAVE SHAPED, AND CONTINUE TO SHAPE, INDIVIDUALS AND SOCIETY IN THE UNITED STATES. IT PROVIDES KEY LANGUAGE, HISTORICAL LESSONS, AND CRITICAL ANALYSIS SKILLS THAT EMPOWER STUDENTS TO ARTICULATE THE STRENGTHS OF THEIR COMMUNITY AND EXPERIENCES. CULTURAL EXPERIENCES IN AMERICA IS ALIGNED WITH CALIFORNIA'S ENGLISH LANGUAGE ARTS WRITING AND LITERACY STANDARDS.	

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17. TEXTBOOKS:	NA
18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:	NA
C. COURSE CONTENT	
1. COURSE PURPOSE: THIS COURSE IS DESIGNED TO DEVELOP AN UNDERSTANDING OF HOW RACE, ETHNICITY, MIGRATION, AND CULTURE HAVE SHAPED, AND CONTINUE TO SHAPE, INDIVIDUALS AND SOCIETY IN THE UNITED STATES. IT PROVIDES KEY LANGUAGE, HISTORICAL LESSONS, AND CRITICAL ANALYSIS SKILLS THAT EMPOWER STUDENTS TO ARTICULATE THE STRENGTHS OF THEIR COMMUNITY AND EXPERIENCES.	
2. COURSE OUTLINE: UNIT 1: THE STORY OF ME: A HEALTHY UNDERSTANDING OF SELF HOW DO YOU KNOW AND TELL YOUR STORY AND LISTEN TO OTHERS WITH EMPATHY AND RESPECT? STUDENTS EXAMINE THEIR OWN JOURNEY OF RACE, ETHNICITY, HISTORY, MIGRATION, AND CULTURE AS THEY INTERVIEW THEIR PARENTS, GUARDIANS, AND RELATIVES ABOUT THEIR INDIVIDUAL CUSTOMS AND CULTURES. STUDENTS BEGIN TO KNOW THEIR STORY, SHARE PARTS OF THEIR ETHNOGRAPHY, AND LISTEN TO ONE ANOTHER'S STORY WITH EMPATHY AND RESPECT. UNIT 2: MY STEREOTYPES THIS UNIT WILL HELP STUDENTS IDENTIFY THEIR OWN STEREOTYPES, INCLUDING THOSE THAT MAY HAVE SURFACED IN PRIOR DISCUSSION. STUDENTS WILL INVESTIGATE THE HISTORY OF STEREOTYPES BY LEARNING ABOUT ISSUES, ETHNICITY, HISTORY, MIGRATION, AND CULTURE BY ANALYZING PORTRAYALS OF ASIAN AMERICANS, EUROPEAN AMERICANS, NATIVE/INDIGENOUS AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND AFRICAN AMERICANS. STUDENTS WILL SELECT AND ANALYZE EXAMPLES OF CONTEMPORARY STEREOTYPING IN POPULAR CULTURE (ADVERTISEMENTS, TELEVISION PROGRAMS, FILMS) TO UNDERSTAND HOW STEREOTYPES ARE REPRODUCED AND PERPETUATED. STUDENTS WILL IDENTIFY AND UNDERSTAND THEIR OWN STEREOTYPES AND INVESTIGATE THE HISTORY OF THESE STEREOTYPES. UNIT 3: STORIES THAT SHAPE ME STUDENTS LEARN ABOUT AND DISCUSS MULTIPLE SOCIAL MOVEMENTS LED BY VARIOUS GROUPS THROUGHOUT HISTORY. STUDENTS ANALYZE HOW HISTORICAL SOCIAL MOVEMENTS HAVE INFLUENCED THE DEVELOPMENT OF INDIVIDUALS THROUGHOUT THEIR LIVES AS WELL AS THEIR IDENTITIES. STUDENTS WILL BE ABLE TO EXPLAIN MAJOR CONTRIBUTIONS DIVERSE GROUPS OF PEOPLE HAVE MADE TO THE UNITED STATES. STUDENTS CAN RECOGNIZE AND HAVE A DEEPER UNDERSTANDING OF THE IMPACT OF HISTORICAL SOCIAL MOVEMENTS ON SOCIETY. UNIT 4: HUMAN EXPERIENCE OVER TIME IN AMERICA STUDENTS EXPLORE THE COMPLEXITY OF THE AMERICAN CULTURAL EXPERIENCE THROUGH THE LENS OF MULTIPLE GROUPS OF PEOPLE (ASIAN AMERICANS, EUROPEAN AMERICANS, NATIVE/INDIGENOUS AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND AFRICAN AMERICANS IN THE UNITED STATES), INCLUDING WHAT IT MEANS TO SHOW RESPECT AND EMPATHY FOR OTHERS WHO ARE NOT LIKE YOU, AS WELL AS CELEBRATE THEIR HISTORY OF RESILIENCE.	

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UNIT 5: TRANSFORMING AND EMBRACING OUR COMMUNITY

THIS FINAL UNIT WILL ACT AS THE CAPSTONE OF HOW COMMUNITIES AND INDIVIDUALS HAVE MOVED FROM BEING SUBJECTS OF HISTORY TO AGENTS OF CHANGE. STUDENTS WILL EXPLORE THE CONTRIBUTIONS AND LEGACY LEFT BY AFRICAN AMERICANS, ASIAN AMERICANS, EUROPEAN AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND NATIVE/INDIGENOUS AMERICANS.

3. KEY ASSIGNMENTS:

UNIT 1: THE STORY OF ME: A HEALTHY UNDERSTANDING OF SELF

ASSIGNMENT 1 DESCRIPTION: HISTORY IS MADE UP OF STORIES, AND WE WILL BEGIN WITH THOSE OF OUR CLASS STUDENTS. EACH STUDENT WILL HAVE THE OPPORTUNITY TO SHARE THEIR STORY WITH ONE ANOTHER IN THE CLASS AND BUILD A COMMUNITY WHERE STUDENTS ARE KNOWN, RESPECTED, BELONG, AND CAN USE ONE ANOTHER'S STRENGTHS TO HELP AND BE HELPED BY OTHERS.

ASSIGNMENT 2 DESCRIPTION: STUDENTS WILL USE THE SHOWED METHOD TO TAKE A PHOTO AND DOCUMENT AN ISSUE THEY ARE PASSIONATE ABOUT IN THEIR HOME, COMMUNITY, OR WORLD AROUND US. THIS CAN INCLUDE TOPICS OF RACE, ETHNICITY, HISTORY, MIGRATION, AND CULTURE.

ASSIGNMENT 3 DESCRIPTION: EACH STUDENT WILL CREATE A MY STORY OF RESILIENCE DIGITAL JOURNAL THAT SERVES AS A PRIMARY SOURCE FOR FUTURE GENERATIONS. STUDENTS WILL TRACE THEIR OWN STORY OF RESILIENCE THROUGH THE GENERATIONS, CONDUCT AN ORAL HISTORY, AND REFLECT ON HOW THEY HAVE GROWN FROM THE EXPERIENCE. THIS CAN INCLUDE TOPICS OF RACE, ETHNICITY, HISTORY, MIGRATION, AND CULTURE.

UNIT 2: MY STEREOTYPES (MY POSITIVE NARRATIVE)

ASSIGNMENT 1 DESCRIPTION: BASED ON OUR STUDY OF HISTORICAL STEREOTYPES, HOW THE MEDIA PERPETUATES STEREOTYPES, AND THE HARM STEREOTYPES CAUSE, STUDENTS CREATE A PUBLIC SERVICE ANNOUNCEMENT THAT ENCOURAGES OTHER TEENAGERS TO REPUDIATE THE USE OF STEREOTYPES IN THEIR DAILY LIVES.

ASSIGNMENT 2 DESCRIPTION: IN ADDITION, STUDENTS WILL USE A TEMPLATE TO WRITE A POEM "DON'T PUT ME IN A BOX" THAT CHALLENGES STEREOTYPES THEY THINK OTHERS MAY HAVE ABOUT THEM AND AFFIRMS WHO THE STUDENTS SEE THEMSELVES TO BE.

UNIT 3: STORIES THAT SHAPE ME (COMMUNITY, EMPATHY, AND TOLERANCE)

ASSIGNMENT 1 DESCRIPTION: STUDENTS WILL SELECT A SOCIAL MOVEMENT THAT HAS ADVOCATED FOR CHANGE IN THE UNITED STATES. STUDENTS WILL COMPARE VARIOUS MOVEMENTS THROUGHOUT AMERICAN HISTORY TO BETTER DEVELOP AN UNDERSTANDING OF THE CIRCUMSTANCES AND EFFORTS THAT HAVE LED TO CHANGE IN THE UNITED STATES. STUDENTS WILL PRESENT THE SOCIAL MOVEMENT AND CREATE A DISCUSSION FROM THE PRESENTATION.

ASSIGNMENT 2 DESCRIPTION: STUDENTS WILL COMPARE AND CONTRAST SUPREME COURT CASES THAT CAME OUT OF SOUTHERN CALIFORNIA, SUCH AS DESEGREGATION OF SCHOOLS OR LABOR UNIONS AND FARMERS. STUDENTS WILL WORK IN GROUPS, SELECT A SOCIAL MOVEMENT, AND LEARN ABOUT HOW THE SUPREME COURT ENACTS SOCIAL CHANGE. ADDITIONALLY, STUDENTS WILL UNDERSTAND HOW JUDICIAL PRECEDENTS CREATE A LEGAL BASIS FOR THAT CHANGE AND PRESERVING THE RIGHTS OF ALL AMERICANS.

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UNIT 4: HUMAN EXPERIENCE OVER TIME IN AMERICA (CULTURALLY HONORING OTHERS AND AFFIRMING IDENTITY)

ASSIGNMENT 1 DESCRIPTION: STUDENTS WILL CREATE A VIRTUAL EXHIBIT OF ONE OF THE FOLLOWING GROUPS ASIAN AMERICANS, EUROPEAN AMERICANS, NATIVE/INDIGENOUS AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, OR AFRICAN AMERICANS EXPERIENCE INCLUDING IMPORTANT HISTORICAL FIGURES AND INTERETHNIC RELATIONS. STUDENTS WILL ALSO CONDUCT AN ORAL HISTORY OF A CLASSMATE, FRIEND, OR STAFF MEMBER THAT IS OF A DIFFERENT RACE, ETHNICITY, HISTORY, OR CULTURE THAN THEIR OWN. ALL STUDENTS WILL CONTRIBUTE TO THE AMERICAN STORY OF RESILIENCE BY SERVING AS DOCENTS TO GUIDED TOURS OF THIS VIRTUAL MUSEUM TO OTHER STUDENTS, PARENTS, AND COMMUNITY MEMBERS.

ASSIGNMENT 2 DESCRIPTION: STUDENTS WILL LOOK FOR PARALLEL EXPERIENCES AND CONNECTIONS BETWEEN GROUPS AND IDENTIFY RELATED STRENGTHS ACROSS GROUPS.

UNIT 5: TRANSFORMING AND EMBRACING OUR COMMUNITY (TRANSFORMATION, CHANGE, AND ACTION)

ASSIGNMENT DESCRIPTION: STUDENTS WILL SELECT AND RESEARCH THE CONTRIBUTIONS OF ONE OF THE FOLLOWING GROUPS, AFRICAN AMERICANS, ASIAN AMERICANS, EUROPEAN AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND NATIVE/INDIGENOUS AMERICANS WITHIN THEIR COMMUNITY. THIS PROJECT WILL CONSTITUTE THE FINAL ASSIGNMENT, AND STUDENTS WILL BE RESPONSIBLE FOR PRESENTING THEIR FINDINGS. STUDENTS MAY FOCUS ON THE CONTRIBUTIONS AND LEGACY LEFT BY THE GROUP AS A WHOLE OR A SPECIFIC INDIVIDUAL OF THE GROUP. STUDENTS WILL CONNECT THE CONTRIBUTIONS OF THE GROUP OR INDIVIDUAL TO THEIR CONTEMPORARY LIVES AND HOW THEY WILL ENACT A POSITIVE IMPACT ON THEIR COMMUNITY TO PERPETUATE THE LEGACY THAT HAS BEEN LEFT BY THEIR RESEARCH SUBJECT. STUDENTS WILL SHOWCASE THEIR RESEARCH TO THEIR PEERS IN A PRESENTATION. THE PRESENTATION SHOULD HIGHLIGHT THE CULTURAL AND ETHNIC DIVERSITY OF THE STUDENT BODY AND SURROUNDING COMMUNITY.

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- DIRECT INSTRUCTION
- CLOSE READING
- COMPUTER BASED RESEARCH PROJECTS: INDIVIDUAL STUDENTS OR COLLABORATIVE GROUP RESEARCH

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