

**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT

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

# BOARD OF EDUCATION

## AGENDA

May 1, 2025

### BOARD OF EDUCATION

John Cervantes  
Andrew Cruz  
Jonathan Monroe  
James Na  
Sonja Shaw

Gabriella Segoviano, Student Representative

### SUPERINTENDENT

Norm Enfield, Ed.D.

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13461 Ramona Avenue, Chino, CA 91710  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us)

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**District Board Room, 13461 Ramona Avenue, CA 91710**  
**4:15 p.m. – Closed Session • 6:00 p.m. – Regular Meeting**  
**May 1, 2025**

**AGENDA**

- The public are invited to address the Board of Education regarding items listed on the agenda. Comments on non-agenda and agenda items are accepted during the designated time on the agenda or prior to consideration of the item in the case of a closed session item. Persons wishing to address the Board are asked to register on the electronic request to speak system 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 by 10:00 a.m. the day of a meeting.
- 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, 13461 Ramona Avenue, 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](https://www.youtube.com/channel/UCWKinB4PTb_uskobmwBF8pw)

**I. OPENING BUSINESS**

**I.A. CALL TO ORDER – 4:15 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 (Paragraph (1) of subdivision (d) Government Code 54956.9): Case No. 2:24-CV-01941-DJC-JDP. (Liberty Justice Center) (10 minutes)
- b. Conference with Legal Counsel-Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Tao Rossini, APC) (15 minutes)
- c. Conference with Legal Counsel-Anticipated Litigation (Government Code 54956.9 (d)(2)): One possible case. (Advocates for Faith & Freedom) (10 minutes)
- d. Student Discipline Matters (Education Code 35146, 48918 (c) & (j)): Expulsion Cases 24/25-55, 24/25-57, 24/25-58, 24/25-59, 24/25-62, and 24/25-63. (30 minutes)
- e. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA Negotiations. Agency Designated Representatives: Dr. Grace Park, Sandra Chen, Joseph Durkin, and Jaime Ortega. (15 minutes)
- f. Public Employee Discipline/Dismissal/Release (Government Code 54957): (10 minutes)
- g. Public Employee Appointment (Government Code 54957): Elementary Assistant Principals; Director, Risk Management/Human Resources; and Director, Special Education. (10 minutes)
- h. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (5 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

Proceedings of this meeting are recorded.

- I.C. STAFF REPORT:**
  - 1. Annual Update: Teaching and Learning Task Force
- I.D. COMMENTS FROM STUDENT REPRESENTATIVE**
- I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES**
- I.F. COMMENTS FROM THE PUBLIC ON ITEMS NOT ON THE AGENDA WITHIN THE SUBJECT MATTER JURISDICTION OF THE BOARD AND ITEMS ON THE AGENDA**
- I.G. CHANGES AND DELETIONS**

**II. ACTION**

**II.A. HUMAN RESOURCES**

**II.A.1. Proclamation for National School Nurse Day on May 7, 2025** Motion \_\_\_\_ Second \_\_\_\_  
 Page 9 Preferential Vote: \_\_\_\_  
 Recommend the Board of Education adopt the proclamation for National School Nurse Day on May 7, 2025. Vote: Yes \_\_\_\_ No \_\_\_\_

**II.A.2. Resolution 2024/2025-67, Day of the Teacher/Día del Maestro** Motion \_\_\_\_ Second \_\_\_\_  
 Page 11 Preferential Vote: \_\_\_\_  
 Recommend the Board of Education adopt Resolution 2024/2-25-67, Day of the Teacher/ Día del Maestro. Vote: Yes \_\_\_\_ No \_\_\_\_

**II.A.3. Resolution 2024/2025-68, Classified School Employee Week/Semana de Empleado Clasificado de Escuela** Motion \_\_\_\_ Second \_\_\_\_  
 Page 14 Preferential Vote: \_\_\_\_  
 Recommend the Board of Education adopt Resolution 2024/2-25-68, Classified School Employee Week/Semana de Empleado Clasificado de Escuela. Vote: Yes \_\_\_\_ No \_\_\_\_

**II.A.4. Declaration of Need for Fully Qualified Educators for the 2025/2026 School Year** Motion \_\_\_\_ Second \_\_\_\_  
 Page 16 Preferential Vote: \_\_\_\_  
 Recommend the Board of Education approve the Declaration of Need for Fully Qualified Educators for the 2025/2026 school year. Vote: Yes \_\_\_\_ No \_\_\_\_

**III. CONSENT**

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

**III.A. ADMINISTRATION**

**III.A.1. Minutes of the April 17, 2025 Regular Meeting**

Page 21 Recommend the Board of Education approve the minutes of the April 17, 2025 regular meeting.

**III.A.2. Revision to Board Bylaw 9224—Oath or Affirmation**

Page 31 Recommend the Board of Education approve the revision to Board Bylaw 9224—Oath or Affirmation.

**III.A.3. Revision to Board Bylaw 9262—Legal Protection**

Page 33 Recommend the Board of Education approve the revision to Board Bylaw 9260—Legal Protection.

**III.B. BUSINESS SERVICES**

**III.B.1. Warrant Register**

Page 36 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 37 Recommend 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 39 Recommend the Board of Education approve/ratify the fundraising activities.

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

Page 42 Recommend the Board of Education approve payment for legal services to the law offices of Margaret A. Chidester & Associates and Tao Rossini, APC.

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

**III.C.1. Student Expulsion Cases 24/25-55, 24/25-57, 24/25-58, 24/25-59, 24/25-62, and 24/25-63**

Page 43 Recommend the Board of Education approve student expulsion cases 24/25-55, 24/25-57, 24/25-58, 24/25-59, 24/25-62, and 24/25-63.

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

Page 44

Recommend the Board of Education approve/ratify the school-sponsored trips for: Rolling Ridge ES; Wickman ES; Canyon Hills JHS; Ayala HS; and Chino HS.

**III.C.3. Textbook Adoption for Advanced Placement Physics C; Advanced Placement Physics 1; and Advanced Placement Physics 2 for Grades 11 and 12**

Page 46

Recommend the Board of Education adopt the following instructional materials for AP Physics C; AP Physics 1; and AP Physics 2 for Grades 11 and 12:

**AP Physics C**

Cengage. *Physics for Scientists and Engineers, AP Edition, 10th Student Edition*. Raymond Serway, John W. Jewett. Grades 11-12. 2025.

Replaces: None

**AP Physics 1 and AP Physics 2**

Bedford, Freeman & Worth High School Publishers (BFW), *College Physics for the AP Physics 1 & 2 Courses 3rd Edition*, Stewart, et al. Grades 11-12. 2023.

Replaces: Addisen-Wesley. *Physics, 4th AP Edition*. Walker. Grades 11-12. 2009.

**III.C.4. New Courses: Agriculture Advanced Horsemanship P.E.; AI Design and Development; Advanced Guitar; and Web Application Design and Development**

Page 48

Recommend the Board of Education approve the new courses Agriculture Advanced Horsemanship P.E.; AI Design and Development; Advanced Guitar; and Web Application Design and Development.

**III.C.5. Course Revision: Drawing and Cartooning**

Page 73

Recommend the Board of Education approve the course revision for Drawing and Cartooning.

**III.C.6. Designation of California Interscholastic Federation Representative to League for 2025/2026**

Page 81

Recommend the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2025/2026.

**III.C.7. Parent Representative on the Community Advisory Committee for the West End Special Education Local Plan Area**

Page 85

Recommend the Board of Education approve Brandy Gambino as parent representative on the Community Advisory Committee for the West End Special Education Local Plan Area.

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

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

Page 86 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

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

Page 87 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

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

Page 91 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

**III.D.4. Resolution 2024/2025-65, and 2024/2025-66, Authorization to Utilize a Piggyback Contract**

Page 96 Recommend the Board of Education adopt Resolution 2024/2025-65, and 2024/2025-66, Authorization to Utilize a Piggyback Contract.

**III.D.5. Change Orders and Notices of Completion for CUPCCAA Projects**

Page 102 Recommend the Board of Education approve the Change Orders and Notices of Completion for CUPCCAA Projects.

**III.D.6. Notice of Completion for Bid No. 23-24-27F, Ayala HS Shade Structure**

Page 104 Recommend the Board of Education approve the Notice of Completion for Bid No. 23-24-27F, Ayala HS Shade Structure.

**III.D.7. Award of Bid No. 24-25-07F, Chino HS-Old Gym Roofing Project**

Page 105 Recommend the Board of Education award Bid No. 24-25-07F, Chino HS-Old Gym Roofing Project to San Marino Roof Co., Inc.

**III.D.8. Revision of Board Policy 3311 Business and Noninstructional Operations—Bids**

Page 107 Recommend the Board of Education approve the revision of Board Policy 3311 Business and Noninstructional Operations—Bids.

**III.E. HUMAN RESOURCES**

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

Page 114 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

**III.E.2. New Job Descriptions for Assistant Principal-High School; Assistant Principal HS-Athletics; Assistant Principal-Adult School; and Assistant Principal CVLA; and Revisions to Job Descriptions for Assistant Principal-JHS; Assistant Principal-Elementary; Principal-Continuation HS; and Principal-JHS**

Page 121

Recommend the Board of Education approve the new job descriptions for Assistant Principal-High School; Assistant Principal HS-Athletics; Assistant Principal-Adult School; and Assistant Principal CVLA; and revisions to job descriptions for Assistant Principal-JHS; Assistant Principal-Elementary; Principal-Continuation HS; and Principal-JHS.

**III.E.3. Memorandum of Understanding with Whittier College for Induction Program College Credits**

Page 157

Recommend the Board of Education approve the Memorandum of Understanding with Whittier College for Induction Program College Credits.

<p><b>IV. INFORMATION</b></p>
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**IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**

**IV.A.1. 2024/2025 First Semester Student Expulsion Report**

Page 160

Recommend the Board of Education receive for information the 2024/2025 First Semester Student Expulsion Report.

**IV.A.2. Revision of Board Policy 6159.1 Instruction-Procedural Safeguards and Complaints for Special Education**

Page 165

Recommend the Board of Education receive for information the revision of Board Policy 6159.1 Instruction-Procedural Safeguards and Complaints for Special Education.

**IV.B. HUMAN RESOURCES**

**IV.B.1. Revisions to Board Policy and Administrative Regulation 1312.3-Uniform Complaint Procedures**

Page 168

Recommend the Board of Education receive for information the revisions to Board Policy and Administrative Regulation 1312.3-Uniform Complaint Procedures.

**IV.B.2. Revisions to Board Policy and Administrative Regulation 4030-Nondiscrimination in Employment**

Page 191

Recommend the Board of Education receive for information the revisions to Board Policy and Administrative Regulation 4030-Nondiscrimination in Employment.

**V. COMMUNICATIONS**

**BOARD MEMBERS AND SUPERINTENDENT**

**VI. ADJOURNMENT**

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

Date posted: April 25, 2025



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
Vanessa Acuña, Ed.D., Director, Human Resources  
Joe Durkin, Director, Human Resources

**SUBJECT: PROCLAMATION FOR NATIONAL SCHOOL NURSE DAY ON  
MAY 7, 2025**

=====

**BACKGROUND**

National School Nurse Day was created in 1972 to recognize school nurses and to encourage a better understanding of their role in the educational setting. This day is celebrated on the Wednesday within National Nurse Week, and this week is May 6 through May 12, 2025.

National School Nurse Day highlights the school nurse’s vital role in advocating for students’ health and safety. This day also urges school communities to work with their school nurse to stay informed on public health issues, and health related research and policies for the well-being and safety of our students.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt the proclamation for National School Nurse Day on May 7, 2025.

**FISCAL IMPACT**

None.

NE:GP:VA:JD:jw

**Chino Valley Unified School District  
Proclamation  
National School Nurse Day  
May 7, 2025**

**WHEREAS**, students are the future and, by investing in them today, we are ensuring our world for tomorrow;

**WHEREAS**, all students have a right to have their health needs safely met while in the school setting;

**WHEREAS**, children today face more complex and life-threatening health problems requiring care in school;

**WHEREAS**, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by providing a critical safety net for our nation's most fragile children;

**WHEREAS**, school nurses act as a liaison to the school community, parents/guardians, families, and health care providers on behalf of children's health;

**WHEREAS**, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

**WHEREAS**, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day.

**NOW, THEREFORE, BE IT RESOLVED** the Board of Education of the Chino Valley Unified School District celebrates the accomplishments of school nurses everywhere and their efforts of meeting the needs of today's student by improving the effective delivery of health care in our schools and shows gratitude for the nation's school nurses, not just on this National School Nurse Day, but at every opportunity throughout the year.

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
Vanessa Acuña, Ed.D., Director, Human Resources  
Joe Durkin, Director, Human Resources

**SUBJECT: RESOLUTION 2024/2025-67, DAY OF THE TEACHER/DÍA DEL MAESTRO**

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**BACKGROUND**

The Legislature of the State of California has declared Wednesday, May 14, 2025, as Day of the Teacher/Día del Maestro. Resolution 2024/2025-67 supports this statewide effort to recognize the significant contributions of teachers to our society.

The Day of the Teacher/Día del Maestro is co-sponsored by the California Teachers Association and the Association of Mexican-American Educators (AMAE). During the early 1970s, AMAE adopted the Mexican tradition of annually recognizing members of the teaching profession and began organizing appropriate events throughout the state. In 1982, a bill was adopted and became California law; it called for a Day of the Teacher/Día del Maestro to be observed.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2024/2025-67, Day of the Teacher/Día del Maestro.

**FISCAL IMPACT**

None.

NE:GP:VA:JD:jw

**Chino Valley Unified School District  
Resolution 2024/2025-67  
Day of the Teacher/Día del Maestro**

**WHEREAS**, by nature California teachers are proven leaders in bringing inventive practices and creativity into their classrooms every day;

**WHEREAS**, California teachers have many extraordinary skills that they pull from to reach and teach students;

**WHEREAS**, California teachers fill many roles, as listeners, explorers, role models, motivators and mentors;

**WHEREAS**, California teachers work to open students' minds to ideas, knowledge and dreams;

**WHEREAS**, California teachers have protected and given their lives for their students;

**WHEREAS**, California has produced the thinkers, the scientists, the inventors, the technicians, and the engineers that have led our state to become the eighth largest economy in the world;

**WHEREAS**, California teachers continue to influence us long after our school days are only memories;

**WHEREAS**, California teachers advocated for and currently provide the public education all students deserve;

**WHEREAS**, California owes much of its success to its public schools, colleges and universities that produce scholars, thinkers, and an educated workforce; and

**WHEREAS**, the theme of the 42<sup>nd</sup> annual California Day of the Teacher on May 14<sup>th</sup> is "We Are the Ones We've Been Waiting For".

**NOW, THEREFORE, BE IT RESOLVED** the Chino Valley Unified School District hereby proclaims Wednesday, May 14, 2025, as "California Day of the Teacher/Día del Maestro." The Board of Education urges all citizens to observe this day by taking time to remember and honor those who give the gift of knowledge through teaching.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 1<sup>st</sup> day of May 2025.

Cervantes: \_\_\_\_\_  
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:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
Vanessa Acuña, Ed.D., Director, Human Resources  
Joe Durkin, Director, Human Resources

**SUBJECT: RESOLUTION 2024/2025-68, CLASSIFIED SCHOOL EMPLOYEE WEEK/SEMANA DE EMPLEADO CLASIFICADO DE ESCUELA**

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**BACKGROUND**

Classified School Employee Week began as a resolution at the California School Employees Association’s Annual Conference in 1984. Two years later, it was adopted as California Senate Bill 1552 and decreed to be an official recognition of classified school employees.

When the legislature passed the law making the third full week of every May, Classified School Employee Week/Semana de Empleado Clasificado de Escuela, it brought to light classified workers’ many contributions to education in California. The signing of the law was also a testament to the importance of the work being performed by classified employees who help to shape the future for California’s children.

The week of May 18-24, 2025, is recognized throughout the State as Classified School Employee Week/Semana de Empleado Clasificado de Escuela. Resolution 2024/2025-68, supports this statewide effort to recognize the contributions of more than 1,000 classified employees in the Chino Valley 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 adopt Resolution 2024/2025-68, Classified School Employee Week/Semana de Empleado Clasificado de Escuela.

**FISCAL IMPACT**

None.

NE:GP:VA:JD:jw

**Chino Valley Unified School District**  
**Resolution 2024/2025-68**  
**Classified School Employee Week/Semana de Empleado Clasificado de Escuela**

**WHEREAS**, the services provided by classified school employees are an essential and integral part of an effective and efficient public school system;

**WHEREAS**, the services provided by classified school employees meet the needs of children and teachers by maintaining a safe, clean, healthy, and positive environment for all students and employees;

**WHEREAS**, the services provided by classified school employees strive to fulfill the District's motto of "Student Achievement, Safe Schools, and Positive School Climate, Humility, Civility, and Service;"

**WHEREAS**, all classified employees regardless of their specific duties and responsibilities are partners in providing the community with educational opportunities for all students.

**NOW, THEREFORE, BE IT RESOLVED** the Chino Valley Unified School District hereby acknowledges and honors the contributions of all classified employees regarding their contributions toward achieving excellence in education in California and in the District, and designates the week of May 18-24, 2025, as Classified School Employee Week/Semana de Empleado Clasificado de Escuela in the Chino Valley Unified School District.

**BE IT FURTHER RESOLVED** the Board of Education calls on the community to join with it in expressing sincere appreciation to our classified employees for a job well done.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 1<sup>st</sup> day of May 2025.

Cervantes: \_\_\_\_\_  
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:**

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Humility • Civility • Service

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
Vanessa Acuña, Ed.D., Director, Human Resources  
Joe Durkin, Director, Human Resources

**SUBJECT: DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS  
FOR THE 2025/2026 SCHOOL YEAR**

=====

**BACKGROUND**

The California Commission on Teacher Credentialing (CCTC), effective July 1, 1994, established requirements regarding the use of teachers with emergency permits. While the current credentialing laws no longer allow the use of emergency multiple, single, and special education permits, the requirement still remains that the Board annually adopt a Declaration of Need for Fully Qualified Educators as there are still select emergency permits available that the District currently utilizes.

Individual teachers with these select emergency permits will be required to fulfill the credentialing requirements in a timely manner. This Declaration of Need must be properly filed with the CCTC prior to July 1 of a school year. Any emergency permits processed without a Declaration of Need on file will be rejected.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Declaration of Need for Fully Qualified Educators for the 2025/2026 school year.

**FISCAL IMPACT**

All personnel employed on emergency permits will be within the approved staffing ratios for the 2025/2026 school year and selections will be in accordance with approved District policies.

NE:GF:VA:JD:jw





State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: \_\_\_\_\_

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_/\_\_\_/\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_ *Grace Park* \_\_\_\_\_  
 Name Signature Title

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
 Fax Number Telephone Number Date

\_\_\_\_\_ \_\_\_\_\_  
 Mailing Address

\_\_\_\_\_ \_\_\_\_\_  
 EMail Address

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes    No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes                  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
April 17, 2025

**MINUTES**

<b>I. OPENING BUSINESS</b>
----------------------------

**I.A. CALL TO ORDER – 4:40 P.M.**

1. Roll Call

President Shaw called to order the regular meeting of the Board of Education, Thursday, April 17, 2025, at 4:40 p.m. with Cervantes, Cruz, Monroe, Na, and Shaw present.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent  
Grace Park, Ed.D., Deputy Superintendent, CIIS and Human Resources  
Sandra H. Chen, Associate Superintendent, Business Services  
Tracy Freed, Ed.D., Assistant Superintendent, CIIS  
Luke Hackney, Assistant Superintendent, CIIS (absent)  
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 4:40 p.m. regarding conference with legal counsel-existing litigation: one case; conference with legal counsel-anticipated litigation: two cases; student discipline matters; conference with labor negotiators: A.C.T. and CSEA negotiations; public employee discipline/dismissal/release; and public performance evaluation: Superintendent. For the record, student expulsion case 24/25-48 was deleted.

**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 Cervantes, Cruz, Monroe, Na, and Shaw present.

The Board met in closed session from 4:40 p.m. to 5:21 p.m. regarding conference with legal counsel-existing litigation: one case; conference with legal counsel-anticipated litigation: two cases; student discipline matters; conference with labor negotiators: A.C.T. and CSEA negotiations; public employee discipline/dismissal/release; and public performance evaluation: Superintendent. No action was taken that required public disclosure.

2. Pledge of Allegiance  
Led by C. Martinez.

**I.C. COMMENTS FROM STUDENT REPRESENTATIVE**

Gabriella Segoviano congratulated four Chino Valley Unified School District elementary schools for receiving California Distinguish School status; thanked assistant principals for keeping schools running; congratulated Ayala HS's marching percussion ensemble for receiving first place at the SCPA championships; said five Chino Hills HS student-athletes were selected to be Baseline League Award winners; said she along with four other student-athletes from Don Lugo HS and Chino HS were awarded the Mt. Baldy Outstanding Senior Award; and encouraged all CVUSD students to continue working hard.

**I.D. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

Steven Frazer, A.C.T. President, spoke about advocacy for quality public education; expressed opinions regarding proposed action items on the agenda; said A.C.T. stands for parental engagement, student privacy, and teacher safety; said the A.C.T. rejects any framing that pits parents against educators and undermines trust in public schools; spoke about Title IX proposed complaints and resolutions; spoke about persistent underfunding; applauded the T.A. with CSEA; said A.C.T looks forward to its own negotiations with priorities being fair compensation, manageable workloads, and safe school sites; and closed by saying that public education belongs to all of us.

Danny Hernandez, CSEA President, spoke about the work that goes into the tentative agreement; asked for approval on the items before the Board; acknowledged the patience of members in security and nutrition services; spoke about the countless hours of meetings; and wished everybody a happy Easter.

Emily Lao, Champ President, spoke about the process of evaluating PBIS at all three tiers across all schools; said each school is being visited by external evaluators as part of the comprehensive review; said school leaders are also working on developing the *School Plan for Student Achievement* to ensure they reflect the needs and goals of each school site; said CHAMP is offering two scholarships to graduating seniors who are children or grandchildren of current Champ members and that the application window is open through May 1; and wished every one a happy Easter.

**I.E. COMMENTS FROM THE PUBLIC ON ITEMS NOT ON THE AGENDA WITHIN THE SUBJECT MATTER JURISDICTION OF THE BOARD AND ITEMS ON THE AGENDA**

The following individuals addressed the Board: Steven Paez; Sophia Lorey; Oscar; Frank Guzman; Oscar; justice riot may; Isabelle Salazar; Jesus; Oli Villescascas; PTA president nominee; Mayra Maldonado; Maria Carrillo; MD; Steven Figuerora; David Bolog; Juno; Patty Cabada; Grace Vee; Alexis Ortega; Byron Gonzalez; Jessica Tapia; Shan K; Shannon Ballou; Dante; Angel Arellano; Manuk Grigoryan; Lawrence Kim; Oliver Chen; Ginger Williams; Bryson; Kristal B; Caity; Amanda Swager; Daniel Spellman; Paul Griffin; Lisa Pascua; Scott Carter; Ann Malane; Lisa G; and Arthur Garcia.

**I.F. CHANGES AND DELETIONS**

The following changes/deletions were read into the record: Item II.A.1., Federal Complaint to the U.S. Department of Education and President Trump’s Administration, last paragraph, deleted the word artificial and inserted the word unofficial; Item II.B.1. Public Hearing and Ratification of Tentative Agreement between the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 for a Successor Agreement Effective July 1, 2024, under meeting date, deleted March 20, 2025, and inserted April 17, 2025; and Item III.C.1., Student Expulsion Cases, deleted case 24/25-48. There were no further changes or deletions.

<b>II. ACTION</b>
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**II.A. ADMINISTRATION**

**II.A.1. Federal Complaint to the U.S. Department of Education and President Trump’s Administration**

Moved (Na) seconded (Cruz) carried unanimously (5-0) to direct the Superintendent to file a formal complaint to the U.S. Department of Education

and President Trump’s administration, citing California’s violations of parental rights and student protections, and requesting immediate federal intervention, as amended. Student representative voted yes.

**II.A.2. Title IX Complaint Against Governor Gavin Newsom and the California Department of Education**

Moved (Cruz) seconded (Cervantes) carried unanimously (5-0) to direct the Superintendent to file a formal Title IX complaint with the U.S. Department of Education’s Office for Civil Rights against Governor Gavin Newsom and the California Department of Education for violating Title IX protections related to student safety, fairness in athletics, and privacy in restrooms and locker rooms. Student representative voted yes.

**II.A.3. Resolution 2024/2025-63, Supporting Title IX and Fairness in Girls’ Interscholastic Sports**

Moved (Cruz) seconded (Monroe) carried unanimously (5-0) to adopt Resolution 2024/2025-63, Supporting Title IX and Fairness in Girls Interscholastic Sports. Student representative voted yes.

**II.A.4. Resolution 2024/2025-64, Supporting SB 19, Safe Schools and Places of Worship Act**

Moved (Cruz) seconded (Cervantes) carried unanimously (5-0) to adopt Resolution 2024/2025-64, Supporting SB 19, Safe Schools and Places of Worship Act. Student representative voted yes.

**II.B. HUMAN RESOURCES**

**II.B.1. Public Hearing and Ratification of the Tentative Agreement between the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 for a Successor Agreement Effective July 1, 2024**

President Shaw opened the public hearing regarding the ratification of the tentative agreement between the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 for a successor agreement effective July 1, 2024, at 7:51 p.m. There were no speakers, and the hearing was closed at 7:51 p.m. Moved (Monroe) seconded (Na) carried unanimously (5-0) to ratify the tentative agreement between the Chino Valley Unified School District and the California School Employees Association and its Chino Chapter 102 for a Successor Agreement Effective July 1, 2024, as amended. Student representative voted yes.



**III. CONSENT**

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

**III.A. ADMINISTRATION**

**III.A.1. Minutes of the March 20, 2025 Regular Meeting**

Approved the minutes of the March 20, 2025 regular meeting.

**III.A.2. Resolution 2024/2025-59, Board Compensation for Andrew Cruz for March 20, 2025 Missed Meeting**

Adopted Resolution 2024/2025-59, Board Compensation for Andrew Cruz for March 20, 2025 Missed 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.B.5. Legal Services**

Approved 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 2024/2025-60, Temporary Borrowing Between Funds of the School District**

Adopted Resolution 2024/205-60, Temporary Borrowing Between Funds of the School District.

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

**III.C.1. Student Expulsion Cases**

Approved student expulsion cases 24/25-39, 24/25-47, 24/25-49, 24/25-50, 24/25-51, and 24/25-52. Case 24/25-48 was deleted.

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

Approved/ratified the school-sponsored trips for: Litel ES; Ayala HS, and Chino HS.

**III.C.3. Student Attendance Calendars for the 2026/2027, 2027/2028, and 2028/2029 School Years**

Approved the Student Attendance Calendars for the 2026/2027, 2027/2028, and 2028/2029 school years.

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

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

Approved/ratified the purchase order register.

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

Approved/ratified the Agreements for Contractor/Consultant Services.

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

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

**III.D.4. Resolution 2024/2025-61 and 2024/2025-62, Authorization to Utilize a Piggyback Contract**

Adopted Resolution 2024/2025-61 and 2025/2025-62, Authorization to Utilize a Piggyback Contract.

**III.D.5. Change Orders and Notices of Completion for CUPCAA Projects**

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

**III.D.6. Change Order and Notice Completion for Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation, BP 03-01**

Approved the Change Order and Notice of Completion for Bid NO. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project, BP 03-01.

**III.D.7. Change Order and Notice Completion for Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation, BP 05-01**

Approved the Change Order and Notice of Completion for Bid NO. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project, BP 05-01.

**III.D.8. Change Order and Notice Completion for Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation, BP 10-01**

Approved the Change Order and Notice of Completion for Bid NO. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project, BP 10-01.

**III.D.9. Change Order and Notice Completion for Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation, BP 22-01**

Approved the Change Order and Notice of Completion for Bid NO. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project, BP 22-01.

**III.D.10. Change Order and Notice Completion for Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation, BP 26-01**

Approved the Change Order and Notice of Completion for Bid NO. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project, BP 26-01.

**III.D.11. Change Order and Notice Completion for Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation, BP 32-01**

Approved the Change Order and Notice of Completion for Bid NO. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project, BP 32-01.

**III.D.12. Award of Bid No. 24-25-06I, Anna Borba ES—Painting Project**

Awarded Bid No. 24-25-06I, Anna Borba ES—Painting Project to Cosmic Color Painting.

**III.E. HUMAN RESOURCES**

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

Approved/ratified the certificated/classified personnel items.

**III.E.2. Rejection of Claims**

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

**III.E.3. New Job Descriptions for the Nutrition Services Technician and Nutrition Services Fiscal Analyst; and Revisions to the Job Descriptions for Nutrition Services Professional, Nutrition Services Professional/Rover, Nutrition Services Manager I, Nutrition Services Manager II, Nutrition Services Manager III, Nutrition Services Manager Rover, Nutrition Services Roving Manager/Caterer/Central Kitchen Assistant, and Nutrition Services Fiscal Technician**

Approved the new job descriptions for the Nutrition Services Technician and Nutrition Services Fiscal Analyst; and revisions to the job descriptions for Nutrition Services Professional, Nutrition Services Professional/Rover, Nutrition Services Manager I, Nutrition Services Manager II, Nutrition

Services Manager III, Nutrition Services Manager Rover, Nutrition Services Roving Manager/Caterer/Central Kitchen Assistant, and Nutrition Services Fiscal Technician.

**III.E.4. New Job Descriptions for the Campus Security Officer I; Campus Senior Security Officer; Patrol Security Officer I; Patrol Security Officer II; and Security Control Monitor; and Revisions to the Job Descriptions for Security Person, and Senior Security Officer**

Approved the new job descriptions for the Campus Security Officer I; Campus Senior Security Officer; Patrol Security Officer I; Patrol Security Officer II; and Security Control Monitor; and revisions to the job descriptions for Security Person, and Senior Security Officer.

**IV. INFORMATION**

**IV.A. ADMINISTRATION**

**IV.A.1. Revision to Board Bylaw 9224—Oath or Affirmation**

Received for information the revision to Board Bylaw 9224—Oath or Affirmation.

**IV.A.2. Revision to Board Bylaw 9262—Legal Protection**

Received for information the revision to Board Bylaw 9260—Legal Protection.

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

**IV.B.1. Textbook Adoption for Advanced Placement Physics C; Advanced Placement Physics 1; and Advanced Placement Physics 2 for Grades 11 and 12**

Recommend the Board of Education receive for information the following instructional materials for AP Physics C; AP Physics 1; and AP Physics 2 for Grades 11 and 12: AP Physics C, Cengage. *Physics for Scientists and Engineers, AP Edition, 10th Student Edition*. Raymond Serway, John W. Jewett. Grades 11-12. 2025. Replaces: None; AP Physics 1 and AP Physics 2, Bedford, Freeman & Worth High School Publishers (BFW), *College Physics for the AP Physics 1 & 2 Courses 3rd Edition*, Stewart, et al. Grades 11-12. 2023. Replaces: Addisen-Wesley. *Physics, 4th AP Edition*. Walker. Grades 11-12. 2009.

**IV.B.2. New Courses: Agriculture Advanced Horsemanship P.E.; AI Design and Development; Advanced Guitar; and Web Application Design and Development**

Received for information the new courses Agriculture Advanced Horsemanship P.E.; AI Design and Development; Advanced Guitar; and Web Application Design and Development.

**IV.B.3. Course Revision: Drawing and Cartooning**

Received for information the course revision for Drawing and Cartooning.

**IV.B.4. Williams Settlement and Legislation Quarterly Uniform Complaint Report Summary for January through March 2025**

Received for information the Williams Settlement Legislation Quarterly Complaint Report Summary for January through March 2025.

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

**IV.C.1. Revision of Board Policy and Administrative Regulation 1330 Business and Noninstructional Operations—Bids**

Received for information the revision of Board Policy and Administrative Regulation 1330 Business and Noninstructional Operations—Bids.

**IV.D. HUMAN RESOURCES**

**IV.D.1. Review of Board Policy 4033—Lactation Accommodation**

Reviewed Board Policy 4033—Lactation Accommodation.

**V. COMMUNICATIONS**

**BOARD MEMBERS AND SUPERINTENDENT**

John Cervantes thanked members of the public for attending the meeting; said he appreciates everyone’s comments; said that he believes everyone can agree that there must be decorum in a public meeting; acknowledged the students from Chino HS highlighting the BST program; and gave a reminder to treat each other with dignity and respect because our kids and community are watching.

James Na acknowledged Chino HS students who spoke about artificial intelligence; spoke about a positive phone call he received from Butterfield ES parent; attended the Adult School International Day; thanked the parent who donated shirts in support of girls’ sports; and wished everyone a happy Easter.

Jon Monroe thanked Lawrence and Oliver for coming to speak on the BST program at Chino HS; said he is looking forward to what science and technology programs bring; thanked Mr. Spellman for attending the meeting and sharing information about Ayala HS's art program; wished everyone a happy Easter; and encouraged seniors not to get sidetracked because graduation around the corner.

Andrew Cruz said April is Autism Awareness month and shared information related to the prevalence of autism; and spoke about his concerns regarding vaccines in general and required vaccines for attending school.

Superintendent Enfield attended the annual AVID Standout Award ceremony where Levi Dickey ES had been secretly nominated for the AVID Center Award, which they won for their instructional work; reported that the District received notification that four of our elementary schools were recognized as California Distinguished Schools: Butterfield ES, Briggs K-8, Country Spring ES, and Eagle Canyon ES; and wished everyone a happy Easter.

President Shaw spoke about BST students attending the meeting and sharing information; said Congresswoman Young Kim recently toured the program; said she attended several awards programs this week; spoke about career pathways for students not bound to go to a four-year program; shared that Ayala HS and Chino Hills HS traveled to Dayton, Ohio to compete in the WGI World Championships and did amazing; said she is grateful to the Board and community for supporting common sense while many districts in California are suffering because they are not pushing back against what's happening to Sacramento; and wished everyone a happy Easter.

**VI. ADJOURNMENT**

President Shaw adjourned the regular meeting of the Board of Education at 8:10 p.m.

\_\_\_\_\_  
Sonja Shaw, President

\_\_\_\_\_  
Andrew Cruz, Clerk

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**SUBJECT: REVISION TO BOARD BYLAW 9224—OATH OR AFFIRMATION**

=====

**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/or current practice. Bylaw 9224—Oath or Affirmation is updated as part of CSBA's process to review policy materials that have not recently required updating based on changes to law, regulations, new guidance, or other directives, and has been amended for precision, consistency, and accuracy. This item was presented to the Board on April 17, 2025 as information.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the revision to Board Bylaw 9224—Oath or Affirmation.

**FISCAL IMPACT**

None.

NE:pk

**OATH OR AFFIRMATION**

Prior to entering upon the duties of their office all OF A Board of Education members OR EXERCISING ANY FUNCTION OF A BOARD MEMBER, EACH MEMBER shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

The oath OR AFFIRMATION may be administered and certified by a Board member, THE secretary or assistant secretary to the Board, THE superintendent, THE county superintendent of schools, THE SUPERINTENDENT OF PUBLIC INSTRUCTION, or any other person authorized in Education Code 60 OR GOVERNMENT CODE 1225.

The executed oath shall be filed with the county clerk. (Government Code 1363)

Legal Reference:

EDUCATION CODE

60 Persons authorized to administer and certify oaths

GOVERNMENT CODE

1303 Misdemeanor for failure to take oath

1360-1369 Oath of office

3100-3109 Oath or affirmation of allegiance

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath of office

COURT DECISIONS

Chilton v. Contra Costa Community College District (1976) 55 Cal. App. 3d 544

Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18, 22

**Chino Valley Unified School District**

Bylaw adopted: August 17, 1995

Revised: May 19, 2011

REVISED:



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**SUBJECT: REVISION TO BOARD BYLAW 9260—LEGAL PROTECTION**

=====

**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/or current practice. Bylaw 9260—Legal Protection is updated as part of CSBA's process to review policy materials that have not recently required updating based on changes to law, regulations, new guidance, or other directives, and has been amended for precision, consistency, and accuracy. This item was presented to the Board on April 17, 2025, as information.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the revision to Board Bylaw 9260—Legal Protection.

**FISCAL IMPACT**

None.

NE:pk

## LEGAL PROTECTION

### Liability Insurance

The Board of Education shall provide ~~liability~~ insurance necessary to protect Board members FROM LIABILITY CAUSED BY A NEGLIGENT ACT OR OMISSION ~~and employees while acting~~ within the scope of ~~their~~ THE BOARD MEMBER'S office or employment in accordance with Education Code 35208.

(cf. 3530 – Risk Management/Insurance)

### Protection Against Liability

No Board member shall be liable for ANY harm caused by ~~his/her~~ THE BOARD MEMBER'S NEGLIGENT act or omission when acting within the scope of ~~District~~ THE BOARD MEMBER'S responsibilities, INCLUDING, BUT NOT LIMITED TO, BOARD RESPONSIBILITIES AS SPECIFIED IN BOARD BYLAW 9000 - ROLE OF THE BOARD. ADDITIONALLY, NO BOARD MEMBER SHALL BE VICARIOUSLY LIABLE FOR INJURIES CAUSED BY THE DISTRICT'S ACTS OR OMISSIONS. (Education Code 35208; Government Code 820.9). ~~The Act or omission must be in conformity with federal, state and local laws and made in furtherance of an effort to control, discipline, expel or suspend a student, or maintain order or control in the classroom or school. (20 USC 6736)~~

IN ADDITION, NO BOARD MEMBER SHALL BE LIABLE FOR ANY HARM CAUSED BY THE BOARD MEMBER'S ACT OR OMISSION IF THE BOARD MEMBER WAS ACTING WITHIN THE SCOPE OF THE BOARD MEMBER'S RESPONSIBILITIES, MADE IN CONFORMITY WITH FEDERAL, STATE, AND LOCAL LAWS, AND MADE IN FURTHERANCE OF AN EFFORT TO CONTROL, DISCIPLINE, EXPEL OR SUSPEND A STUDENT, OR MAINTAIN ORDER OR CONTROL IN THE CLASSROOM OR SCHOOL. (20 USC 7946)

The protection against liability shall not apply when: (20 USC ~~6736~~7946)

1. The Board member acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety.
2. The Board member caused harm by operating a motor vehicle.
3. The Board member was not properly licensed, if required, by the State for such activities.
4. The Board member was found by a court to have violated a federal or state civil rights law.

**LEGAL PROTECTION (cont.)**

5. The Board member was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the Board member has been convicted in a court.
7. The misconduct involved a sexual offense for which the Board member has been convicted in a court.

NOTHING IN THIS BOARD BYLAW IS INTENDED TO PROTECT A BOARD MEMBER FROM CRIMINAL OR CIVIL LIABILITY FOR INJURY CAUSED BY THE BOARD MEMBER'S OWN WRONGFUL CONDUCT, FOR CERTAIN VIOLATIONS OF LAW, INCLUDING THE BROWN ACT, OR FOR LIABILITY FROM THE REQUIREMENT TO REIMBURSE THE DISTRICT UNDER CERTAIN CIRCUMSTANCES AS SPECIFIED IN LAW. (Government Code 820.9, 825, 825.6, 54959, 54960)

**Legal Reference:**

EDUCATION CODE

17029.5 Contract funding; board liability

35208 Liability insurance

35214 Liability insurance (self-insurance or a combination of self-insurance and insurance through an insurance company)

GOVERNMENT CODE

815.3 Intentional torts

820-823 Tort Claims Act

825.6 Indemnification of public entity

1090-1098 Conflicts of interest, prohibitions applicable to specified officers

54950-54963 The Ralph M. Brown Act

87100-89503 Conflicts of interest

UNITED STATES CODE, TITLE 18

16 Crime of violence defined

UNITED STATES CODE, TITLE 20

6731-6738 Teacher Protection Act

COURT DECISIONS

Caldwell v. Montoya (Paramount Unified School District) 10 Cal 4th 972 (1995)

**Chino Valley Unified School District**

Bylaw adopted: August 17, 1995

Revised: May 19, 2011

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
Liz Pensick, Director, Fiscal Services  
**SUBJECT: WARRANT REGISTER**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$5,684,740.75 to all District funding sources.

NE:SHC:LP:lmf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**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**  
**May 1, 2025**

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

**School**

Oak Ridge ES

**Organization**

PTA (RATIFY)

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 1, 2025  
**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**  
**May 1, 2025**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Glenmeade ES</u></b>		
PTA	Multicultural Night Concessions	5/9/25
<b><u>Oak Ridge ES</u></b>		
PTA	Class Room Party Donation Drive (RATIFY)	9/1/24 - 5/30/25
PTA	Membership Drive (RATIFY)	9/1/24 - 5/30/25
PTA	Yearbooks (RATIFY)	9/1/24 - 5/30/25
PTA	FUN Run (RATIFY)	9/30/24
PTA	Scholastic Book Fair (RATIFY)	10/1/24 - 10/5/24
PTA	Read-a-Thon (RATIFY)	3/1/25 - 4/30/25
PTA	Knotts Berry Farm (RATIFY)	3/1/25 - 5/30/25
PTA	Scholastic Book Fair (RATIFY)	4/1/25 - 4/30/25
PTA	Dance Tickets (RATIFY)	4/12/25
PTA	Opportunity Baskets (RATIFY)	4/14/25 - 4/24/25
PTA	Spring Festival	5/2/25
<b><u>Ayala HS</u></b>		
ASB - Key Club	7 Leaves Café	5/2/25 - 5/9/25
PTSA	Jr. High School Promotion Sales	5/22/25
ASB - General	High School Summer Camps	5/28/25 - 8/1/25
<b><u>Chino HS</u></b>		
ASB - IV League Club	Thinknlocal	5/5/25
<b><u>Chino Hills HS</u></b>		
Music Boosters	Monthly Dine Outs	5/5/25 - 6/30/25
Music Boosters	Thinknlocal	5/15/25 - 7/15/25
Music Boosters	Band & Color Guard Camps	5/15/25 - 7/31/25
ASB - Girls' Soccer	Summer Camp	6/1/25 - 8/1/25
ASB - Cross Country	Summer Camp	6/2/25 - 8/4/25
ASB - Theatre	Summer Camp	6/16/25 - 6/20/25



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**May 1, 2025**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Don Lugo HS</u></b>		
ASB - Girls' Soccer	Summer Camp	5/27/25 - 5/29/25
ASB - Boys' Soccer	Summer Camp	5/28/25 - 5/29/25

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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

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

**SUBJECT: LEGAL SERVICES**

=====

**BACKGROUND**

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

FIRM	MONTHS	INVOICE AMOUNTS	2024/2025 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	-	-	\$270,848.83
Margaret A. Chidester & Associates	March	\$52,240.06	\$365,446.40
Tao Rossini, APC	March	\$49,689.63	\$264,386.08
	<b>Total</b>	\$101,929.69	\$900,681.31

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

**FISCAL IMPACT**

\$101,929.69 to the General Fund.

NE:SHC:LP:lmf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Luke Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Stephanie Johnson, Director, Student Support Services  
**SUBJECT: STUDENT EXPULSION CASES 24/25-55, 24/25-57, 24/25-58, 24/25-59, 24/25-62, AND 24/25-63**

=====

**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 24/25-55, 24/25-57, 24/25-58, 24/25-59, 24/25-62, and 24/25-63.

**FISCAL IMPACT**

None.

NE:LH:SJ:mj

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Luke Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
**SUBJECT: SCHOOL-SPONSORED TRIPS**

=====  
**BACKGROUND**

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

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

**RECOMMENDATION**

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

<b>School-Sponsored Trips</b>	<b>Date</b>	<b>Fiscal Impact</b>
Site: Rolling Ridge ES Event: Odyssey of the Mind 2025 World Finals Place: East Lansing, MI Chaperone: 9 students/16 chaperones	May 21-24, 2025	Cost: \$500.00 per student Funding Source: GATE
Site: Wickman ES Event: Odyssey of the Mind 2025 World Finals Place: East Lansing, MI Chaperone: 2 students/3 chaperones	May 21-24, 2025	Cost: \$500.00 per student Funding Source: GATE
Site: Cayon Hills JHS Event: Odyssey of the Mind 2025 World Finals Place: East Lansing, MI Chaperone: 2 students/2 chaperones	May 21-24, 2025	Cost: \$500.00 per student Funding Source: GATE

Site: Ayala HS Event: Odyssey of the Mind 2025 World Finals Place: East Lansing, MI Chaperone: 4 students/2 chaperones	May 21-24, 2025	Cost: \$500.00 per student Funding Source: GATE
Site: Chino HS Event: Science Fair Place: Columbus, OH Chaperone: 1 students/1 chaperone	May 10-17, 2025	Cost: \$2,473.00 per student Funding Source: SBCSS
Site: Chino HS Event: California Association of Directors of Activities (CADA) Camp Place: Santa Barbara, CA Chaperone: 14 students/2 chaperones	July 7-10, 2025	Cost: \$590.00 per student Funding Source: ASB

**FISCAL IMPACT**

None.

NE:LH:gks

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Tracy Freed, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Eric Dahlstrom, Ed.D., Director, Secondary Curriculum and Instruction

**SUBJECT: TEXTBOOK ADOPTION FOR ADVANCED PLACEMENT PHYSICS C; ADVANCED PLACEMENT PHYSICS 1; AND ADVANCED PLACEMENT PHYSICS 2 FOR GRADES 11 AND 12**

=====

**BACKGROUND**

To provide current standards-aligned instructional materials to the students in the Chino Valley Unified School District, as mandated by the state of California, the programs specified below are proposed for adoption.

The selection process for these materials involved representative teachers with a vested interest in the materials. The Department of Secondary Curriculum and Instruction secured samples of the materials and distributed them to teachers and students for piloting purposes. The materials were evaluated using the following criteria: quality of match to course and California standards, quality of lesson design, quality of teacher materials, provision for universal access, and overall quality of the materials. This item was presented to the Board on April 17, 2025, as information.

All recommended instructional materials shall be available for public inspection at the District Samuel R. Burton Professional Development and Media Center from April 21, 2025, through May 1, 2025.

The textbooks were presented to the Coordinating Curriculum Councils, and A.C.T. has been consulted. Approval of this item supports the goals identified within the District's Strategic Plan.

## **RECOMMENDATION**

It is recommended that the Board of Education approve the following instructional materials for AP Physics C; AP Physics 1; and AP Physics 2 for grades 11 and 12:

### **AP Physics C**

Cengage. *Physics for Scientists and Engineers, AP Edition, 10<sup>th</sup> Student Edition*. Raymond Serway, John W. Jewett. Grades 11-12. 2025.

Replaces: No previous textbook, this is a new course.

### **AP Physics 1 & 2**

Bedford, Freeman & Worth High School Publishers (BFW), *College Physics for the AP Physics 1 & 2 Courses 3<sup>rd</sup> Edition*, Stewart, et al. Grades 11-12. 2023.

Replaces: Addisen-Wesley. *Physics, 4<sup>th</sup> AP Edition*. Walker. Grades 11-12. 2009.

## **FISCAL IMPACT**

\$99,760.00 estimated costs to Restricted Funds.

NE:TF:ED:wrg

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Tracy Freed, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Eric Dahlstrom, Ed.D., Director, Secondary Curriculum and Instruction

**SUBJECT: NEW COURSES: AGRICULTURE ADVANCED HORSEMANSHIP P.E.; AI DESIGN AND DEVELOPMENT; ADVANCED GUITAR; AND WEB APPLICATION DESIGN AND DEVELOPMENT**

=====

**BACKGROUND**

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

Accordingly, the development of the following new course descriptions are the results of a collaborative effort of teachers in the related academic areas: (1) Agriculture Advanced Horsemanship P.E.; (2) AI Design and Development; (3) Advanced Guitar; and (4) Web Application Design and Development. This item was presented to the Board on April 17, 2025, as information.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the new courses Agriculture Advanced Horsemanship P.E.; AI Design and Development; Advanced Guitar; and Web Application Design and Development.

**FISCAL IMPACT**

None.

NE:TF:ED:wrg



## Chino Valley Unified School District High School Course Description

A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE CHINO, CA 91710 PHONE: (909) 628-1201 WEBSITE: WWW.CHINO.K12.CA.US
<b>2. COURSE CONTACT:</b>	DISTRICT CONTACT: OFFICE OF SECONDARY CURRICULUM AND INSTRUCTION POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM AND INSTRUCTION SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. COURSE TITLE:</b>	AGRICULTURE ADVANCED HORSEMANSHIP P.E.
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	ADV AG HORSEMAN
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	PHYSICAL EDUCATION
<b>6. GRADE LEVEL(S):</b>	10-12
<b>7. UNIT VALUE:</b>	5 UNITS PER SEMESTER / 10 UNITS TOTAL - P.E.
<b>8. COURSE PREVIOUSLY APPROVED BY UC:</b>	NO
<b>9. CLASSIFIED AS A CAREER TECHNICAL EDUCATION COURSE:</b>	YES
<b>10. MODELED AFTER A UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	YES
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b>	THIS COURSE WILL PROVIDE THE STUDENT WITH A WORKING KNOWLEDGE OF HOW TO PROPERLY CATCH, LEAD, TIE, GROOM, SADDLE, BRIDLE, AND MOUNT HORSES, ADJUST AND CARE FOR EQUIPMENT, AND BECOME A PROFICIENT RIDER. IN ADDITION, A BASIC UNDERSTANDING OF EQUINE CARE, MANAGEMENT AND SCHOOLING WILL BE DEVELOPED. STUDENTS WILL GAIN AN UNDERSTANDING AND PRACTICAL KNOWLEDGE OF WESTERN PLEASURE, ENGLISH PLEASURE, TRAIL, AND OTHER RIDING EVENTS.
<b>14. PREREQUISITES:</b>	P.E. AGRICULTURE HORSEMANSHIP
<b>15. CONTEXT FOR COURSE:</b>	THIS IS THE CAPSTONE COURSE IN THE CAREER TECHNICAL EDUCATION (CTE) ANIMAL SCIENCE PATHWAY. THE PATHWAY CONSISTS OF P.E. AGRICULTURE HORSEMANSHIP (CONCENTRATOR) AND AGRICULTURE ADVANCED HORSEMANSHIP P.E. (CAPSTONE). THIS COURSE UTILIZES THE CURRENT STANDARDS REQUIRED FOR PHYSICAL EDUCATION (P.E.) AND IS A COMPLEMENT TO THE PHYSICAL EDUCATION CURRICULUM.
<b>16. HISTORY OF COURSE DEVELOPMENT:</b>	THIS COURSE BUILDS ON THE HORSEMANSHIP SKILLS LEARNED IN AGRICULTURE HORSEMANSHIP P.E. (CONCENTRATOR) COURSE. IT IS THE CAPSTONE COURSE TO THE CTE ANIMAL SCIENCE PATHWAY AND WILL ALLOW STUDENTS WHO COMPLETE BOTH COURSES WITH A C OR BETTER TO BE DESIGNATED AS A CTE PATHWAY COMPLETER.
<b>17. TEXTBOOKS:</b>	NONE

# Chino Valley Unified School District

## High School Course Description

**18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

- HORSES
- SADDLES
- BLANKET PADS
- BRIDLES
- HALTERS
- HELMETS
- GROOMING SUPPLIES
- PITCHFORKS
- MUCK BUCKETS
- INSTRUCTIONAL HANDOUTS
- NOTEBOOKS

**C. COURSE CONTENT**

**1. COURSE PURPOSE:**

THIS COURSE IS DESIGNED FOR THE CALIFORNIA CAREER AND TECHNICAL EDUCATION AGRICULTURE AND NATURAL RESOURCES SECTOR. THIS COURSE IS ALIGNED TO THE CALIFORNIA CAREER AND TECHNICAL EDUCATION STANDARDS: ANIMAL SCIENCE PATHWAY AND IS DESIGNED TO BE A CAPSTONE LEVEL COURSE. THE APPLICATIONS THROUGHOUT THE COURSE ALLOW STUDENTS TO EXPERIENCE A NEW WAY TO EXERCISE AND ENCOURAGE AN ACTIVE, HEALTHY LIFESTYLE.

**2. COURSE OUTLINE:**

**UNIT 1: ANATOMY, EVALUATION, AND SELECTION**

EXTERNAL ANATOMY, CONFORMATION EVALUATION, PERFORMANCE EVALUATION, ORAL ARGUMENTS AND DEBATE WILL BE ADDRESSED THROUGHOUT THIS UNIT. STUDENTS WILL USE PREVIOUS KNOWLEDGE OF EXTERNAL ANATOMY AND LEARN HOW TO EVALUATE HORSES BY THEIR CONFORMATION. STUDENTS WILL USE CRITICAL THINKING SKILLS TO EVALUATE HOW CONFORMATION AFFECTS PERFORMANCE. ADDITIONALLY, STUDENTS WILL PREPARE AND PRESENT ORAL ARGUMENTS TO DEFEND THEIR CONCLUSIONS.

**UNIT 2: BREEDS**

DRAFT AND PONY BREEDS WILL BE ADDRESSED THROUGHOUT THIS UNIT. BUILDING UPON LIGHT HORSE BREEDS, STUDENTS WILL DEVELOP A DEPTH OF KNOWLEDGE AND BE ABLE TO IDENTIFY HORSES BASED ON BREED STANDARDS.

**UNIT 3: EQUINE UNSOUNDNESS**

STABLE VICES, BLEMISHES VERSUS UNSOUNDNESS, LEG UNSOUNDNESS, DISEASES, TREATMENT, AND PREVENTION WILL BE ADDRESSED THROUGHOUT THIS UNIT. THROUGHOUT THIS UNIT, STUDENTS WILL BE ABLE TO DIAGNOSE LEG UNSOUNDNESS BASED ON SYMPTOMS. PREVENTION AND TREATMENT WILL ALSO BE DISCUSSED AND IMPLEMENTED INTO A PROPER HORSE CARE PLAN.

**UNIT 4: AGE, HEIGHT, AND WEIGHT**

DENTAL ANATOMY, DENTAL CARE, WEIGHT MANAGEMENT, AND NUTRITION WILL BE ADDRESSED THROUGHOUT THIS UNIT. BUILDING UPON HUSBANDRY SKILLS, STUDENTS WILL LEARN DENTAL ANATOMY, THE IMPORTANCE OF DENTAL CARE, AND THE IMPACT IT HAS ON THE OVERALL WELLBEING OF HORSES. STUDENTS WILL INCORPORATE MATHEMATICAL SKILLS TO CALCULATE PROTEIN PERCENTAGES AND MONITOR WEIGHT MANAGEMENT.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 5: PERFORMANCE RIDING**

BAREBACK RIDING, TRAIL COURSE, LOPE/CANTER WILL BE ADDRESSED THROUGHOUT THIS UNIT. STUDENTS WILL ENHANCE THEIR PHYSICAL ABILITIES, BALANCE AND CORE STRENGTH THROUGH BAREBACK RIDING. ADDITIONALLY, THIS WILL HELP INCREASE THEIR SELF-CONFIDENCE AND IMPROVE THEIR PROBLEM-SOLVING SKILLS. STUDENTS WILL BUILD UPON THEIR RIDING SKILLS BY COMPLETING TRAIL COURSES, ADDING A DEGREE OF DIFFICULTY TO THEIR RIDING. FURTHERMORE, STUDENTS WILL BUILD THEIR ATHLETIC ABILITY AND CONFIDENCE BY RIDING AT A CANTER GAIT.

### **UNIT 6: FFA**

PARLIAMENTARY PROCEDURE AND CHAPTER DEGREE WILL BE ADDRESSED THROUGHOUT THIS UNIT. STUDENTS WILL LEARN ROBERT'S RULES OF ORDER AND APPLY PARLIAMENTARY PROCEDURE SKILLS TO THE FFA CHAPTER AS WELL AS FFA COMPETITIONS. ADDITIONALLY, STUDENTS IN THEIR SECOND YEAR WILL APPLY FOR THE FFA CHAPTER DEGREE.

### **UNIT 7: SAE**

BUSINESS PLANS, INCREASE SIZE AND SCOPE OF PREVIOUS PROJECTS, BUDGETS, ANNUAL REVIEWS, AND FINANCIAL RECORDS WILL BE ADDRESSED THROUGHOUT THIS UNIT. STUDENTS WILL BUILD UPON THE SIZE AND SCOPE OF THEIR SUPERVISED AGRICULTURE EXPERIENCE PROJECT. BY THE END OF THE UNIT, THEY WILL BE ABLE TO COMPLETE A BUSINESS PLAN, BUDGET, AND RECORD FINANCIAL JOURNAL ENTRIES.

### **3. KEY ASSIGNMENTS:**

#### **SUPERVISED AGRICULTURAL EXPERIENCE PROJECT**

STUDENTS WILL COMPLETE 30 HOURS PER SEMESTER WITHIN THEIR SUPERVISED AGRICULTURE EXPERIENCE PROJECT. THEIR PROJECT MAY BE ENTREPRENEURIAL IN NATURE OR PLACEMENT (INTERN) BASED. STUDENTS WILL KEEP RECORDS OF JOURNAL AND FINANCIAL RECORDS RELATED TO THEIR PROJECT. JOURNAL TIME MUST BE RECORDED AND SHOW EVIDENCE OF MEETING AGRICULTURE STANDARDS. IN ADDITION TO THE RECORD BOOK, STUDENTS WILL MAKE AN END OF THE YEAR REPORT DETAILING THEIR PROJECT.

#### **ANATOMY, EVALUATION, AND SELECTION**

AFTER EVALUATING HORSES USING CONFORMATION AND PERFORMANCE STANDARDS, STUDENTS WILL DEVELOP WRITTEN REASONS (ARGUMENTATIVE ESSAY) AND THEN PRESENT THEM ORALLY TO DEFEND THEIR EVALUATION.

#### **UNSOUNDNESS**

FOR THIS UNIT, STUDENTS WILL PRODUCE A DIGITAL POSTER TO PRESENT THEIR RESEARCH FINDINGS ON A SPECIFIC UNSOUNDNESS ASSIGNED TO THEM. THEY WILL INCLUDE AN OVERALL DESCRIPTION, SYMPTOMS, PREVENTION AND TREATMENT. STUDENTS WILL PRESENT THEIR POSTER THROUGH A DIGITAL GALLERY WALK TO THE CLASS.

#### **PERFORMANCE RIDING**

STUDENTS WILL COMPLETE PERFORMANCE-BASED ASSESSMENTS TO EVALUATE THEIR RIDING ABILITY. THEY WILL DEMONSTRATE THAT THEY CAN ADVANCE FROM A JOG/TROT TO A LOPE/CANTER. THROUGHOUT THIS COURSE THEY WILL ADVANCE THEIR RIDING DIFFICULTY TO COMPLETE A TRAIL COURSE PATTERN. FINALLY, STUDENTS WILL RIDE HORSES BAREBACK TO IMPROVE CORE STRENGTH AND BALANCE. RUBRIC WILL BE USED FOR THE TRAIL COURSE PATTERN.

# Chino Valley Unified School District

## High School Course Description

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#### **4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:**

ACTIVE PARTICIPATION: TEACHERS WILL INCORPORATE THE PRINCIPLES OF ACTIVE PARTICIPATION AND SPECIFIC STRATEGIES TO ENSURE CONSISTENT, SIMULTANEOUS INVOLVEMENT OF THE MINDS OF ALL LEARNERS IN THE CLASSROOM. TEACHERS SHOULD INCLUDE BOTH COVERT AND OVERT ACTIVE PARTICIPATION STRATEGIES, INCORPORATING COOPERATIVE LEARNING STRUCTURES. SOME OF THE POSSIBLE ACTIVE PARTICIPATION STRATEGIES INCLUDE:

- STRATEGY FOR PERSONAL, SOCIAL, AND PHYSICAL DEVELOPMENT
- TEAM BUILDING ACTIVITIES
- COLLABORATION
- SMALL GROUP ACTIVITIES
- PERSONAL REFLECTION ON INDIVIDUAL PROGRESSION

#### **5. ASSESSMENT INCLUDING METHODS AND/OR TOOLS:**

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

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

STUDENT ACHIEVEMENT IN THIS COURSE WILL BE MEASURED USING MULTIPLE ASSESSMENT TOOLS INCLUDING BUT NOT LIMITED TO:

- TESTS, INCLUDING PHYSICAL FITNESS TEST
- PARTICIPATION, COOPERATION
- EVALUATION OF WRITTEN ASSIGNMENTS
- PERFORMANCE OF HORSEMANSHIP SKILLS
- SMALL GROUP DEMONSTRATION (RUBRIC ASSESSED)

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 5130 RIVERSIDE DRIVE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
<b>2. COURSE CONTACT:</b>	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	
<b>1. COURSE TITLE:</b>	AI DESIGN AND DEVELOPMENT
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	AI DESIGN & DEV
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	MEETS UC/CSU 'F' VISUAL AND PERFORMING ARTS REQUIREMENT
<b>6. GRADE LEVEL(S):</b>	12TH
<b>7. UNIT VALUE:</b>	10 CREDITS TOTAL; 5 CREDITS PER SEMESTER
<b>8. COURSE PREVIOUSLY APPROVED BY UC:</b>	NO
<b>9. CLASSIFIED AS A CAREER TECHNICAL EDUCATION COURSE:</b>	NO
<b>10. MODELED AFTER A UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	YES
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b>	THE AI DESIGN AND DEVELOPMENT COURSE PROVIDES HIGH SCHOOL STUDENTS WITH A CREATIVE, HANDS-ON OPPORTUNITY TO EXPLORE AND SHAPE THE FUTURE OF HEALTHCARE TECHNOLOGY THROUGH THE LENS OF VISUAL AND PERFORMING ARTS. STUDENTS WILL INTEGRATE FOUNDATIONAL KNOWLEDGE OF HUMAN BODY SYSTEMS, MEDICAL CHALLENGES, AND CURRENT AI SOLUTIONS WITH THE CREATIVE CHALLENGE OF DESIGNING, PROTOTYPING, AND SHOWCASING INNOVATIVE SOLUTIONS TO REAL-WORLD HEALTHCARE PROBLEMS. THIS COURSE EMPHASIZES ARTISTIC EXPRESSION AND INTERDISCIPLINARY EXPLORATION BY ENGAGING STUDENTS IN THE RESEARCH, DESIGN, AND CREATION OF VISUAL AND TANGIBLE REPRESENTATIONS OF THEIR AI INNOVATIONS. STUDENTS WILL DEVELOP AND PRESENT A VARIETY OF CREATIVE OUTPUTS, INCLUDING VISUAL PRESENTATIONS, INTERACTIVE DISPLAYS, BROCHURES, 3D MODELS, PROTOTYPES, AND AI-GENERATED IMAGERY, ALL AIMED AT COMMUNICATING COMPLEX IDEAS EFFECTIVELY AND ARTISTICALLY.
<b>14. PREREQUISITES:</b>	THE COURSE IS DESIGNED FOR STUDENTS WHO HAVE COMPLETED ARTIFICIAL INTELLIGENCE IN MEDICINE. SOME BACKGROUND IN BIOLOGICAL SCIENCES AND AN INTRODUCTORY KNOWLEDGE OF HEALTH AND MEDICAL TOPICS IS RECOMMENDED.

# Chino Valley Unified School District

## High School Course Description

**15. CONTEXT FOR COURSE:**

STUDENTS WILL RESEARCH AND CREATIVELY PRESENT MAJOR AI ADVANCEMENTS IN HEALTHCARE, INCLUDING BUT NOT LIMITED TO MACHINE LEARNING, NATURAL LANGUAGE PROCESSING, COMPUTER VISION, AND ROBOTICS. THEY WILL EXPLORE THE HISTORY OF AI DEVELOPMENT, ENGAGE IN DISCUSSIONS ON ETHICAL ISSUES, PARTICIPATE IN CRITICAL THINKING EXERCISES, AND CREATIVELY PRESENT VARIOUS TOPICS TO THEIR PEERS. THROUGH VISUALLY ENGAGING PROJECTS, STUDENTS WILL SHOWCASE AI'S POTENTIAL TO SOLVE COMPLEX HEALTHCARE CHALLENGES. THEY WILL RESEARCH AI ADVANCEMENTS, PLAN AND ORGANIZE THEIR DESIGNS, AND WORK COLLABORATIVELY ON TEAM PROJECTS. USING CREATIVITY AND A VARIETY OF MEDIUMS, STUDENTS WILL DEVELOP AND REFINE THEIR AI CONCEPTS, CRITIQUE OTHERS' WORK, AND PRESENT THEIR OWN DESIGNS FOR PEER FEEDBACK. STUDENTS WILL DISCUSS THEIR IDEAS TO GAIN DIVERSE PERSPECTIVES, RESPOND TO CRITIQUES, AND ENHANCE THE AESTHETIC, FUNCTIONAL, AND ETHICAL ASPECTS OF THEIR DESIGNS. THE COURSE CULMINATES IN A FINAL PROJECT, WHERE STUDENTS WILL RESEARCH, PRODUCE, REFINE, AND PRESENT OR EXHIBIT THEIR AI INNOVATIONS, WITH THE OPTION TO EXPLORE PATENTING THEIR WORK. BY THE END OF THE COURSE, STUDENTS WILL HAVE A SOLID UNDERSTANDING OF AI DEVELOPMENTS AND ETHICS IN HEALTHCARE, ALONG WITH HANDS-ON EXPERIENCE IN DESIGNING AND CREATING IMPACTFUL AI SOLUTIONS.

**16. HISTORY OF COURSE DEVELOPMENT:**

THE AI DESIGN AND DEVELOPMENT COURSE WAS DEVELOPED IN RESPONSE TO THE INCREASING ROLE OF AI DESIGN IN HEALTHCARE AND THE RECOGNITION THAT STUDENTS NEED HANDS-ON, CREATIVE OPPORTUNITIES TO EXPLORE ITS APPLICATIONS AND SHAPE THE TRANSFORMATIVE POTENTIAL OF THE INDUSTRY. STUDENTS WILL TAKE CHARGE OF INVESTIGATING, INNOVATING, AND INVENTING AI PROTOTYPES THROUGH ARTISTIC PERSPECTIVES AND DESIGNS. THIS COURSE BUILDS ON FOUNDATIONAL TOPICS SUCH AS THE HUMAN BODY, MEDICAL ISSUES, AND ETHICS IN AI PRINCIPLES AND INTEGRATES ARTISTIC EXPRESSION TO PREPARE STUDENTS FOR INTERDISCIPLINARY CAREERS WITHIN HEALTHCARE. THE COURSE IS INTENDED TO MERGE STUDENTS' UNDERSTANDING OF AI INTO PRACTICAL APPLICATIONS AND INVENTIONS, THROUGH DESIGNING, DEVELOPING, AND IMPLEMENTING AI SOLUTIONS THAT ADDRESS REAL-WORLD CHALLENGES IN THE HEALTHCARE INDUSTRY.

**17. TEXTBOOKS:**

ARTIFICIAL INTELLIGENCE: A MODERN APPROACH BY RUSSELL NORVIG  
4<sup>TH</sup> EDITION

**18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

WEBSITES:  
CANVA: [HTTPS://WWW.CANVA.COM](https://www.canva.com)  
AUTODESK FUSION 360  
[HTTPS://WWW.AUTODESK.COM/PRODUCTS/FUSION-360/PERSONAL](https://www.autodesk.com/products/fusion-360/personal)  
UNITED STATES PATENT AND TRADEMARK OFFICE  
[HTTPS://WWW.USPTO.GOV/PATENTS/BASICS/APPLY/DESIGN-PATENT](https://www.uspto.gov/patents/basics/apply/design-patent)  
U.S. NATIONAL INSTITUTES OF HEALTH'S NATIONAL LIBRARY OF MEDICINE (NIH/NLM) [HTTPS://PMC.NCBI.NLM.NIH.GOV/](https://pmc.ncbi.nlm.nih.gov/)  
HEALTH TECH MAGAZINE: [HTTPS://HEALTHTECHMAGAZINE.NET/](https://healthtechmagazine.net/)  
AMERICAN MEDICAL ASSOCIATION [HTTPS://WWW.AMA-ASSN.ORG/SYSTEM/FILES/FUTURE-HEALTH-AUGMENTED-INTELLIGENCE-HEALTH-CARE.PDF](https://www.ama-assn.org/system/files/future-health-augmented-intelligence-health-care.pdf)  
THE AMERICAN JOURNAL OF MEDICINE  
[HTTPS://WWW.AMJMED.COM/](https://www.amjmed.com/)  
VERTEX AI STUDIO [HTTPS://CLOUD.GOOGLE.COM/GENERATIVE-AI-STUDIO](https://cloud.google.com/generative-ai-studio)

# Chino Valley Unified School District

## High School Course Description

### C. COURSE CONTENT

#### 1. COURSE PURPOSE:

THE PURPOSE OF AI DESIGN AND DEVELOPMENT IS FOR STUDENTS TO CREATIVELY EXPLORE AND ADDRESS REAL-WORLD HEALTHCARE CHALLENGES THROUGH THE INTEGRATION OF ARTIFICIAL INTELLIGENCE AND THE VISUAL ARTS. THIS COURSE FOSTERS A DEEP UNDERSTANDING OF FOUNDATIONAL AI CONCEPTS, TECHNICAL EXPERTISE, AND ETHICAL CONSIDERATIONS WHILE EMPHASIZING THE IMPORTANCE OF ARTISTIC EXPRESSION IN COMMUNICATING AND SOLVING COMPLEX PROBLEMS THROUGH DESIGN AND INVENTION. THE COURSE EQUIPS STUDENTS BY INSPIRING CURIOSITY AND SPARKING INNOVATION AND ALLOWING THEM TO DESIGN, DEVELOP, AND PRESENT VISUALLY ENGAGING AI SOLUTIONS THAT REFLECT BOTH CREATIVE VISION AND PRACTICAL APPLICATION. THIS COURSE PREPARES STUDENTS TO BECOME RESPONSIBLE INNOVATORS AND INFORMED CONTRIBUTORS AT THE INTERSECTION OF TECHNOLOGY, HEALTHCARE, AND THE ARTS. BY COMBINING TECHNICAL KNOWLEDGE WITH ARTISTIC CREATIVITY, STUDENTS GAIN THE SKILLS AND CONFIDENCE TO PURSUE ADVANCED ACADEMIC OPPORTUNITIES AND IMPACTFUL CAREERS IN THIS TRANSFORMATIVE FIELD. STUDENTS WILL:

- **EXPLORE AND ANALYZE** MEDICAL PRINCIPLES, TECHNIQUES, AND ETHICAL CONSIDERATIONS BEHIND AI SYSTEMS AND PRESENT USING VARIOUS MEDIUMS.
- **DESIGN AND CREATE** ARTISTIC REPRESENTATIONS OF THEIR HEALTHCARE INNOVATIONS USING A VARIETY OF MEDIUMS, INCLUDING DIGITAL TOOLS, GRAPHIC DESIGN, AND PHYSICAL MODELING.
- **COLLABORATE AND CRITIQUE**, PARTICIPATING IN PEER REVIEWS AND REFINING THEIR WORK TO ENHANCE ITS AESTHETIC AND FUNCTIONAL IMPACT.
- **PRESENT PROJECTS** THROUGH EXHIBITIONS, PERFORMANCES, OR PRESENTATIONS THAT DEMONSTRATE THEIR ABILITY TO MERGE CREATIVITY WITH TECHNICAL PROBLEM-SOLVING.

#### 2. COURSE OUTLINE:

##### **UNIT 1: CREATING MULTI-MEDIA PRESENTATIONS TO INTRODUCE ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING IN HEALTHCARE**

- STUDENTS WILL EXPLORE DIFFERENT TYPES OF ARTIFICIAL INTELLIGENCE (NARROW, GENERAL, AND SUPERINTELLIGENCE, SUPERVISED VS. UNSUPERVISED LEARNING, CLASSIFICATION VS REGRESSION) AND HUMAN-CENTERED AI – BIASES AND ETHICS AND DISCOVER HOW AND WHY THEY WERE DEVELOPED.
- DEVELOP A MULTI-MEDIA PRESENTATION ON THE HISTORY OF A SPECIFIC ARTIFICIAL INTELLIGENCE IN HEALTHCARE, HIGHLIGHTING EVOLUTION AND ETHICS AND EXPRESSING INSIGHTS THROUGH DIGITAL MEDIA, STORYTELLING, AND DESIGN.

##### **UNIT 2: CREATING VISUAL REPRESENTATIONS OF THE HUMAN BODY SYSTEMS AND DEMONSTRATING MEDICAL DEVICES AND PRACTICES RELATED TO EACH SYSTEM**

- COLLABORATE ON AN ARTISTIC MODEL/DIAGRAM THAT EXHIBITS BASIC PHYSICAL EXAMINATIONS AND ANATOMY WITHIN THE 11 BODY SYSTEMS: INTEGUMENTARY SYSTEM, SKELETAL SYSTEM, MUSCULAR SYSTEM, NERVOUS SYSTEM, CARDIOVASCULAR SYSTEM, LYMPHATIC SYSTEM, RESPIRATORY SYSTEM, DIGESTIVE SYSTEM, URINARY SYSTEM, AND REPRODUCTIVE SYSTEM.
- COLLABORATE ON AN ARTISTIC MODEL/DIAGRAM OR MULTI-MEDIA PRESENTATION THAT EXHIBITS MAJOR AILMENTS/DISEASES IN ONE OF THE 11 BODY SYSTEMS
- EXPLORE THE CURRENT TOOLS FOR AND DEMONSTRATE ABILITY TO TAKE COMMON VITAL SIGNS USING MEDICAL DIAGNOSTIC TOOLS SUCH AS SPHYGMOMANOMETERS AND IMAGING TECHNIQUES
- COMPARE AND PRESENT TYPES OF MEDICAL DATA (IMAGING, GENETIC DATA, CLINICAL RECORDS) AND PRESENT ON THE IMPORTANCE OF DATA PRIVACY (HIPAA AND RELATED REGULATIONS) THROUGH EXPLORATION OF CASE STUDIES USING MULTI-MEDIA PRESENTATIONS INCLUDING CHARTS, GRAPHS, AND OTHER RELEVANT IMAGES

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 3: RESEARCHING, WRITING, AND PRESENTING PAST TO PRESENT AI DESIGNS AND/OR INVENTIONS**

- CRITIQUE AND PRESENT CURRENT USES IN AI SUCH AS: AI-DRIVEN DIAGNOSTIC TOOLS AND CHATBOTS USED IN MENTAL HEALTH SUPPORT
- RESEARCH AND PRESENT ROBOTIC SURGERY AND AUTONOMOUS ROBOTIC SYSTEMS
- COMPARE AND PRESENT USES OF AI-POWERED PROSTHETICS AND AUGMENTED REALITY (AR) IN SURGICAL PLANNING/SURGERY TO NON-AI POWERED PROSTHETICS AND SURGERY
- COMPARE AND PRESENT SUCCESSFUL, CHALLENGING, AND UNSUCCESSFUL AI IMPLEMENTATIONS IN RADIOLOGY, PREDICTIVE ANALYSIS, PERSONALIZED MEDICINE, TELEMEDICINE, AI BIAS IN DIAGNOSTICS, AND DATA QUALITY.
- ASSESS AND HIGHLIGHT BOTH SUCCESS AND FAILURES IN DEVELOPED AND DEVELOPING AI
- WRITTEN RESEARCH TO SHOW THE CHANGES IN PAST TO PRESENT DESIGNS AND/OR INVENTIONS

### **UNIT 4: CREATING AN ENGINEERING DESIGN AND EXPLORING PATENT DESIGN**

- EXPLORE THE FUNDAMENTALS OF THE ENGINEERING DESIGN PROCESS INCLUDING PROTOTYPING AND PILOTING A HYPOTHETICAL ENGINEERING DESIGN PROJECT INCLUDING CREATING REALISTIC TANGIBLE OR MULTI-MEDIA VISUAL REPRESENTATIONS
- EXPLORE FUNDAMENTALS OF PATENT APPLICATIONS AND CREATE SAMPLE HYPOTHETICAL PATENTS FOR UNIT FIVE PORTFOLIO

### **UNIT 5: CAPSTONE PROJECT**

- DESIGN AND DEVELOP A BIOMEDICAL AI SOLUTION FROM START TO FINISH, INCLUDING ALL STEPS OF ENGINEERING AND CREATIVE DESIGN, FINANCIAL CONSIDERATIONS, AND CORPORATION CONSIDERATIONS.
- PRESENT THE FINAL PRODUCT TO PEERS, EXHIBIT TO A GREATER AUDIENCE, AND/OR SHOWCASE THE PRESENTATION

### **KEY ASSIGNMENTS:**

#### **UNIT 1: CREATING MULTI-MEDIA PRESENTATIONS TO INTRODUCE ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING IN HEALTHCARE**

- CONSTRUCT MULTIMEDIA GRAPHIC ORGANIZERS ILLUSTRATING THE HISTORY AND EVOLUTION OF AI
- ENGAGE IN ARGUMENTATIVE DISCUSSIONS FOCUSING ON ETHICAL USES OF AI IN LIFE AND IN MEDICINE AND EXPLAIN THE DIFFERENCE BETWEEN INVENTION AND INNOVATION
- CREATE MULTIMEDIA PRESENTATIONS TO DISCUSS THE CHOSEN TOPIC OF AI EVOLUTION OR ETHICS TO INCLUDE AESTHETIC DESIGNS AND A RANGE OF CONTENT CREATION APPLICATIONS

#### **UNIT 2: CREATING VISUAL REPRESENTATIONS OF THE HUMAN BODY SYSTEMS AND DEMONSTRATING MEDICAL DEVICES AND PRACTICES RELATED TO THE SYSTEM**

- USE CREATIVE DESIGN THROUGH VIRTUAL OR PHYSICAL 3D MODELS TO EXHIBIT THE 11 BODY SYSTEMS I.E. CLAY: PLAYDOH, DIAGRAMS, DESIGN PROGRAMS AND APPS, ETC.
- INVESTIGATE HOW COMMON DIAGNOSTIC TOOLS (STETHOSCOPES, BLOOD TESTS) CAN DETECT ABNORMALITIES (I.E. HEART MURMURS, ABNORMAL BLOOD TESTS, ABNORMAL RESPIRATORY/CARDIOVASCULAR IMAGING)
- ROLE-PLAYING DOCTOR/PATIENT TO ENACT HOW A DOCTOR WOULD DIAGNOSE A PATIENT WITH A SPECIFIC AILMENT RELATED TO THEIR ASSIGNED BODY SYSTEM
- CREATE MULTI-MEDIA OR TANGIBLE PRESENTATIONS TO COMPARE MEDICAL DATA



# Chino Valley Unified School District

## High School Course Description

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### **UNIT 3: RESEARCHING, WRITING, AND PRESENTING PAST TO PRESENT AI DESIGNS AND/OR INVENTIONS**

- DESIGN AND IMPLEMENT RECURRENT NEURAL NETWORKS (RNNs) TO PREDICT HEART RATE ANOMALIES FROM TIME-SERIES DATA
- DEVELOP A SIMPLE CHATBOT THAT PROVIDES HEALTH ADVICE BASED ON SPECIFIC SYMPTOMS AND PRESENT THE DEVELOPMENT TO PEERS
- UTILIZE THE SCIENTIFIC METHOD TO TEST A DISEASE DISCOVERY PROCESS USING MACHINE LEARNING AND CREATE A TRI-FOLD PRESENTATION OR UTILIZE THE SCIENTIFIC METHOD TO TEST A DIAGNOSTIC TOOL AND CREATE A TRI-FOLD PRESENTATION
- RESEARCH AND CREATIVELY PRESENT VARIOUS SUCCESSFUL, CHALLENGING, AND UNSUCCESSFUL CURRENT USES OF AI
- EVALUATE CASE STUDIES ON CURRENT AI USES (GOOGLE'S DEEPMIND IN DETECTING DIABETIC RETINOPATHY – SUCCESS; IBM WATSON'S STRUGGLE TO DELIVER EFFECTIVE CANCER TREATMENT RECOMMENDATIONS – FAILURE; ARTERIES AND AI-DRIVEN CARDIAC IMAGING – SUCCESS; PREDICTIVE ANALYSIS FOR SEPSIS DETECTION – CHALLENGING; PRESENT THE CASE TO AN AUDIENCE IE. TED TALK
- CREATE A PODCAST EXPLAINING HOW AI TRANSFORMS PERSONALIZED MEDICINE, DRUG DISCOVERY AND PREDICTIVE MODELS FOR DISEASE/DRUG SUSCEPTIBILITY AND CREATE A VISUAL REPRESENTATION OF THE TRANSFORMATION
- BRAINSTORM IMPROVEMENTS FOR A FAILED AI SYSTEM, PRESENT SOLUTIONS, AND CRITIQUE PEERS' SOLUTIONS
- WRITE A REFLECTION PAPER ON A SINGLE AI SYSTEM, COMPARING ITS PAST DESIGN TO PRESENT, AND ANALYZING ITS FAILURE OR SUCCESS AND INCLUDE AND POTENTIAL IMPROVEMENT OR COLLABORATE AND PRESENT ON A PROPOSED REDESIGN OF A FAILED AI PROJECT TO ADDRESS AND CREATE A SOLUTION FOR ITS SHORTCOMINGS

### **UNIT 4: CREATING AN ENGINEERING DESIGN AND EXPLORING PATENT DESIGN**

- RESEARCH AND PRESENT THE STEPS OF ENGINEERING DESIGN ON A CHOSEN BIOMEDICAL TECHNOLOGY AND DELVE INTO THE ENGINEERING PROCESS TO CREATE A PROTOTYPE
- CREATE A HYPOTHETICAL ENGINEERING DESIGN PROJECT THROUGH TANGIBLE OR MULTI-MEDIA RESOURCES
- EXPLORE AND USE AI APPS TO DESIGN STUDENTS' IDEAS
- ANNOTATE CURRENT/SUBMITTED PATENT APPLICATIONS TO IDENTIFY AND PRESENT COMMON TRENDS AND REQUIREMENTS FOR PATENT APPLICATION; FOLLOW THE STEPS OF PATENT APPLICATION AND BEGIN A SAMPLE PATENT APPLICATION PROCESS

### **UNIT 5: CAPSTONE PROJECT**

- RESEARCH, PROPOSE, AND DEVELOP A PROJECT IN ONE OF THE FOCUS AREAS: DIAGNOSTIC TOOL, PREDICTIVE MODEL, AI FOR MENTAL HEALTH, OR RELATED BIOMEDICAL FOCUS PROBLEMS
- IMPLEMENT TESTING, PROTOTYPING, AND DEMONSTRATIONS OF THEIR CAPSTONE PROJECT
- PRESENT YOUR INNOVATION - STUDENTS ARE REQUIRED TO MAKE A PRESENTATION TO SHOWCASE THEIR INNOVATIVE AI DESIGN AND HOW THAT TOOL ADDRESSES A PARTICULAR PROBLEM IN THE HEALTHCARE COMMUNITY. THEY WILL DISCUSS THEIR FINAL PRODUCT TO EXPLAIN THE PURPOSE OF THEIR DESIGN AND EXPLAIN THE VARIOUS ELEMENTS, FUNCTIONS, AND CREATIVE AND AESTHETIC ASPECTS USED THROUGH A CLASS PRESENTATION OR TED TALK
- CREATE A PORTFOLIO FOR CAPSTONE PROJECT PATENT APPLICATION USING DESIGN APPS OR SOFTWARE AND INCLUDE A WRITTEN ESSAY OF THE BACKGROUND FOR THE DESIGN, PLANNING PROCESS, RESEARCH, AND EVENTUAL OUTCOME
- COLLABORATE AND PEER-REVIEW ON CAPSTONE PROJECTS TO HIGHLIGHT SHORTCOMINGS, BENEFITS, AND AREAS FOR GROWTH
- DEVELOP RESUME AND PORTFOLIO FOR AI/BIMEDICAL CAREERS AND PARTICIPATE IN MOCK INTERVIEWS AS THE INTERVIEWEE AND PANEL

# Chino Valley Unified School District

## High School Course Description

### **4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:**

APB (ACTIVITY, PROJECT, AND PROBLEM-BASED) INSTRUCTIONAL DESIGN PROVIDING STUDENTS WITH UNIQUE OPPORTUNITIES TO WORK COLLABORATIVELY, IDENTIFY PROBLEMS, APPLY WHAT THEY KNOW, PERSEVERE THROUGH CHALLENGES, FIND UNIQUE SOLUTIONS, AND LEAD THEIR OWN LEARNING. INCLUDING:

- CROSS CUTTING CONCEPTS (PATTERNS, SIMILARITY & DIVERSITY; CAUSE & EFFECT; SCALE, PROPORTION & QUANTITY; SYSTEMS & SYSTEMS MODELS; ENERGY & MATTER; STRUCTURE & FUNCTION; STABILITY & CHANGE)
- SCIENCE & ENGINEERING PRACTICES (ASKING QUESTIONS & DEFINING PROBLEMS; DEVELOPING & USING MODELS; PLANNING & CARRYING OUT INVESTIGATIONS; ANALYZING & INTERPRETING DATA; USING MATHEMATICS, INFORMATION & COMPUTER TECHNOLOGY & COMPUTATIONAL THINKING; CONSTRUCTING EXPLANATIONS & DESIGNING SOLUTIONS; ENGAGING IN ARGUMENT FROM EVIDENCE; OBTAINING, EVALUATING & COMMUNICATION INFORMATION)
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIG SAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS, E.G., DIFFERENT TYPES OF INVASIVE SPECIES OR GENETIC DISORDERS)
- COMPUTER BASED RESEARCH PROJECTS: INDIVIDUAL STUDENTS OR GROUPS RESEARCH
- EVIDENCE BASED DATA INTERPRETATION (CLAIM, EVIDENCE AND REASONING WRITING FROM LABS OR RESEARCH PROJECTS)
- STUDENT CENTERED AND CREATED ACTIVITIES
- SCIENTIFIC ARTICLE READING, ANNOTATION AND/OR CLASS REPORT/PRESENTATION
- USING CER (CLAIMS, EVIDENCE, AND REASONING) GRAPHIC ORGANIZER
- PROJECT BASED LEARNING
- ARGUMENT DRIVEN INSTRUCTION
- "5 E" LESSONS (ENGAGE, EXPLORE, EXPLAIN, ELABORATE & EVALUATE)

### **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:**

- HOMEWORK AND CLASSWORK: 25% OF FINAL GRADE
- ASSESSMENT, PROJECT, AND PRESENTATIONS: 25% OF FINAL GRADE
- FINAL PROJECT (ASSESSMENT): 50% OF THE FINAL GRADE

### **UNITS WITH STANDARDS CORRELATIONS**

#### **CA COMMON CORE ANCHOR STANDARDS: SPEAKING AND LISTENING**

- WRITING

#### **CALIFORNIA ARTS STANDARDS FOR MEDIA ARTS**

- KEY IDEAS AND DETAILS
- RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

#### **COLLEGE AND CAREER READINESS ANCHOR STANDARDS**

- READING FOR LITERACY IN TECHNICAL SUBJECTS
- WRITING STANDARDS FOR LITERACY IN TECHNICAL SUBJECTS
- SPEAKING AND LISTENING

## Chino Valley Unified School District High School Course Description

A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVE. PHONE: 909-628-1201 WEBSITE: CHINO.K12.CA.US
<b>2. COURSE CONTACT:</b>	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM AND INSTRUCTION POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM AND INSTRUCTION PHONE: DISTRICT OFFICE E-MAIL: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. COURSE TITLE:</b>	ADVANCED GUITAR
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	GUITAR 2
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	5776
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	MEETS UC/CSU "F" VISUAL PERFORMING ARTS REQUIREMENT
<b>6. GRADE LEVEL(S):</b>	10-12
<b>7. UNIT VALUE:</b>	5 UNITS PER SEMESTER/10 CREDITS
<b>8. COURSE PREVIOUSLY APPROVED BY UC:</b>	NO
<b>9. CLASSIFIED AS A CAREER TECHNICAL EDUCATION COURSE:</b>	NO
<b>10. MODELED AFTER A UC-APPROVED COURSE:</b>	YES
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b>	STUDENTS WILL CONTINUE THEIR DEVELOPMENT AS GUITARISTS BY BEING INTRODUCED TO STANDARD NOTATION/THEORY, TECHNIQUES, ALTERNATE TUNINGS, IMPROVISATION, ENSEMBLE PLAYING, AND SONGWRITING AND COMPOSITION.
<b>14. PREREQUISITES:</b>	BEGINNING GUITAR
<b>15. CONTEXT FOR COURSE:</b>	THIS COURSE IS DESIGNED TO BUILD UPON THE KNOWLEDGE AND SKILLS DEVELOPED IN BEGINNING GUITAR (GUITAR 1). STUDENTS HAVE THE OPPORTUNITY TO DEVELOP PERFORMANCE TECHNIQUES WITHIN A GROUP AS THEY RELATE TO EMOTIONAL AND INTELLECTUAL GROWTH WITH MUSIC. STUDENTS CONTINUE TO EXPLORE THEIR INDIVIDUAL MUSICAL TALENTS THROUGH GROUP PARTICIPATION. THIS COURSE IS ALIGNED WITH THE STATE OF CALIFORNIA VISUAL AND PERFORMING ARTS STANDARDS.

# Chino Valley Unified School District

## High School Course Description

**16. HISTORY OF COURSE DEVELOPMENT:**

THIS CURRICULUM SEEKS TO IMITATE EXISTING INSTRUMENTAL ENSEMBLE CURRICULA, WHICH ARE FIRMLY ESTABLISHED IN CVUSD, REPLACING BAND OR ORCHESTRA INSTRUMENTS WITH CLASSICAL GUITARS. THIS ALLOWS IT TO FIT IN WELL IN OUR SCHOOL MUSIC PROGRAMS. LIKE BAND AND ORCHESTRA PROGRAMS, STUDENTS LEARN THE BASICS OF MUSICIANSHIP AND INSTRUMENTAL TECHNIQUE IN CLASS. ONCE STUDENTS HAVE A BASIC TECHNICAL AND MUSICAL PROFICIENCY, THEY BEGIN REHEARSING THEIR REPERTOIRE. THE DAY-TO-DAY CLASSROOM ACTIVITIES INVOLVE REHEARSING ENSEMBLE REPERTOIRE. THE ENTIRE REPERTOIRE IS ARRANGED IN THREE PARTS, AND MOST OF IT FALLS INTO THREE CATEGORIES: ARRANGEMENTS OF CLASSICAL MUSIC FOR OTHER INSTRUMENT COMBINATIONS, ARRANGEMENTS OF SOLO CLASSICAL GUITAR REPERTOIRE, OR PIECES ORIGINALLY COMPOSED FOR GUITAR ENSEMBLE.

**17. TEXTBOOKS:**

NONE

**18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

TEACHER DEVELOPED MATERIALS

**C. COURSE CONTENT**

**1. COURSE PURPOSE:**

THIS ONE-YEAR COURSE IS DESIGNED FOR STUDENTS WHO HAVE SUCCESSFULLY COMPLETED THE SKILLS OUTLINED IN THE BEGINNING GUITAR (GUITAR 1) SYLLABUS. THIS COURSE INCLUDES FURTHER DEVELOPMENT OF THE SKILLS NECESSARY TO BECOME INDEPENDENT AS A GUITARIST. STUDENTS WILL RECEIVE GUIDANCE AND DIRECTION IN SOLVING PROBLEMS RELATED TO PLAYING THE GUITAR ON AN INTERMEDIATE LEVEL AND WILL LEARN MANY OF THE DIFFERENT STYLES, SKILLS AND TECHNIQUES REQUIRED TO BECOME A SUCCESSFUL GUITARIST. AREAS OF CONCENTRATION INCLUDE THE FOLLOWING: CORRECT POSTURE, NOTE READING, FLAT PICKING, RHYTHMIC PATTERNS, CHORD STUDY, FINGER PICKING STYLES, MUSICAL FORMS, IMPROVISATION AND PERFORMING EXPERIENCES. A PROGRESSION OF TECHNICAL PROFICIENCY IS EXPECTED.

**2. COURSE OUTLINE:**

**UNIT 1: WARM-UP ROUTINE**

STUDENTS WILL LEARN AND PERFORM A DAILY WARM-UP ROUTINE CONSISTING OF EXERCISES THAT IMPROVE THE STUDENT'S OVERALL TECHNIQUE IN THE FOLLOWING AREAS: ALTERNATE PICKING, HAMMER-ONS, PULL-OFFS, LEFT HAND FINGER INDEPENDENCE, AND RIGHT/ LEFT HAND COORDINATION. STUDENTS WILL GAIN INCREASING FACILITY WITH THIS WARM-UP ROUTINE AS THEY WILL START EACH CLASS PERIOD BY PLAYING IT. EACH TECHNICAL AREA WILL HAVE DIFFERENT LEVELS OF PROFICIENCY SO THAT STUDENTS MAY PROGRESS AT THEIR OWN PACE. AS THE YEAR PROGRESSES, MORE WILL BE ADDED TO THE WARM-UP ROUTINE AS THE CLASS IS ABLE. CLASS DISCUSSIONS TO ASK STUDENTS TO CONSIDER WHICH THINGS SHOULD BE INCLUDED IN A WARM-UP ROUTINE AND WHICH SHOULD NOT, WILL TAKE PLACE THROUGHOUT THE SEMESTER. THIS UNIT WILL BE ONGOING THROUGHOUT THE COURSE.

**UNIT 2: STANDARD NOTATION/ THEORY**

STUDENTS WILL LEARN HOW TO READ AND STRUM STANDARD NOTATION OF RHYTHM PATTERNS THAT INCLUDE WHOLE NOTES, HALF NOTES, DOTTED-HALF NOTES, QUARTER NOTES, EIGHTH NOTES, AND SIXTEENTH NOTES IN DUPE AND TRIPLE METERS. ONCE STUDENTS ARE PROFICIENT IN RHYTHM, THEY WILL LEARN NOTE NAMES AND HOW TO READ THEM ON THE STAFF. OTHER MUSIC THEORY CONCEPTS SUCH AS THE CHROMATIC SCALE WILL ALSO BE TAUGHT. STUDENTS WILL TAKE PART IN CLASS DISCUSSIONS THAT ENCOURAGE THEM TO DEVELOP AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN BEATS, TEMPO, AND RHYTHM, AS WELL AS THE LOGIC BEHIND WESTERN NOTE NAMING CONVENTIONS. THIS UNIT WILL BE ONGOING THROUGHOUT THE COURSE.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 3: TECHNIQUES**

STUDENTS WILL LEARN AND GAIN INCREASING FACILITY WITH VARIOUS TECHNIQUES INCLUDING ALTERNATE PICKING, ECONOMY PICKING, BAR CHORDS, LEFT AND RIGHT-HAND MUTING, HARMONICS, AND PALM MUTING. EACH TECHNICAL AREA WILL HAVE DIFFERENT LEVELS OF PROFICIENCY SO THAT STUDENTS MAY PROGRESS AT THEIR OWN PACE. AS THE YEAR PROGRESSES, MORE TECHNIQUES WILL BE INTRODUCED AS THE CLASS IS READY. CLASS DISCUSSIONS WILL HELP STUDENTS TO THINK CRITICALLY ABOUT WHY CERTAIN TECHNIQUES ARE IDIOMATIC TO CERTAIN STYLES, EFFICIENT WAYS TO PROGRESS AT CERTAIN TECHNIQUES, ETC. THIS UNIT WILL BE ONGOING THROUGHOUT THE COURSE.

### **UNIT 4: ALTERNATE TUNINGS**

STUDENTS WILL LEARN HOW TO TUNE THEIR GUITARS AURALLY USING SEVERAL DIFFERENT METHODS INCLUDING AN OUTSIDE REFERENCE PITCH AND USING THE GUITAR AS A REFERENCE PITCH. ONCE STUDENTS ARE PROFICIENT WITH AURALLY TUNING A GUITAR, ALTERNATE TUNING OF THE GUITAR WILL BE TAUGHT AND DISCUSSED AS WELL AS SONGS THAT IMPLEMENT ALTERNATE TUNINGS. STUDENTS WILL TAKE PART IN CLASS DISCUSSIONS THAT ENCOURAGE THEM TO THINK CRITICALLY ABOUT WHY ALTERNATE TUNINGS ARE USED AND HOW TO USE THEM EFFECTIVELY.

### **UNIT 5: IMPROVISATION/ SOLOING**

STUDENTS WILL LEARN HOW TO IMPROVISE OVER THE 12 BAR BLUES USING THE BLUES OR MINOR PENTATONIC SCALE. ONCE STUDENTS ARE COMFORTABLE WITH THIS, THEY CAN ADD EMBELLISHMENTS SUCH AS HAMMERONS, PULL OFFS, SLIDES, AND BENDS TO THEIR IMPROVISATIONS. STUDENTS WILL TAKE PART IN CLASS DISCUSSIONS THAT ENCOURAGE THEM TO THINK CRITICALLY ABOUT HOW TO USE STRUCTURE, REPETITION, VARIATION, AND EMBELLISHMENTS IN THEIR IMPROVISATIONS/ SOLOS.

### **UNIT 6: ENSEMBLE PLAYING**

WHEN STUDENTS HAVE PROGRESSED SUFFICIENTLY THROUGH THEIR NOTE READING AND RHYTHM LEARNING STUDIES, THEY WILL CHOOSE A PARTNER AND LEARN DUETS WITH THAT PERSON. THE CLASS, AS A WHOLE, WILL ALSO PLAY SOME ENSEMBLE PIECES. STUDENTS WILL BE ASKED TO THINK CRITICALLY ABOUT WHY RHYTHMIC ACCURACY IS MORE IMPORTANT IN AN ENSEMBLE SETTING THAN A SOLO PERFORMANCE. STUDENTS WILL PROGRESS FROM PLAYING DUETS WITH SIMPLE RHYTHMS AND A LIMITED NUMBER OF NOTES TO PLAYING PIECES THAT HAVE SYNCOPATED RHYTHMS AND A WIDE RANGE OF NOTES. THIS UNIT WILL BE ONGOING THROUGHOUT THE COURSE.

### **UNIT 7: SONG WRITING AND COMPOSITION**

STUDENTS WILL EXPLORE POPULAR SONG FORM AND STRUCTURE AND GAIN FAMILIARITY WITH THE FOLLOWING PARTS OF A CONTEMPORARY POP SONG: INTRO, VERSE, PRE-CHORUS, CHORUS, BRIDGE, SOLO, AND OUTRO. STUDENTS WILL ALSO BE INTRODUCED TO COMMON SYNCOPATED RHYTHMS IN POP SONGS (I.E. TRESILLO), LEARN TO DIFFERENTIATE BETWEEN RHYTHM AND LEAD GUITAR, AND GAIN A BASIC UNDERSTANDING OF ROMAN NUMERAL CHORD ANALYSIS AND COMMON CHORD STRUCTURES IN SONGS. SEVERAL IN CLASS EXAMPLES OF CONTEMPORARY POP SONGS WILL BE UTILIZED. STUDENTS WILL PUT TOGETHER ALL THIS KNOWLEDGE TO WRITE A SONG AS A GROUP THAT UTILIZES SOME OR ALL OF THESE ELEMENTS.

### **3. KEY ASSIGNMENTS:**

#### **UNIT 1: WARM-UP ROUTINE**

TO COMPLETE THE ALTERNATE PICKING PORTION OF THE WARM-UP ROUTINE ASSIGNMENT, A STUDENT WILL DEMONSTRATE THAT THEY ARE CAPABLE OF PLAYING THE ALTERNATE PICKING PORTION OF THE WARM-UP ROUTINE ON THEIR OWN WITH EASE AND ACCURACY. THE STUDENT WILL HAVE LEARNED HOW TO DO THE ALTERNATE PICKING EXERCISE WITHOUT GUIDANCE FROM THE TEACHER, AS WELL AS THE VALUE OF PRACTICING TECHNICAL EXERCISES TO INCREASE THEIR GUITAR PLAYING ABILITY.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 2: STANDARD NOTATION/ THEORY**

TO COMPLETE THE STRUMMING RHYTHMS ASSIGNMENT, A STUDENT WILL DEMONSTRATE THAT THEY ARE CAPABLE OF PLAYING A CHORD CHART USING THE NOTATED STRUMMING PATTERN. THE STUDENT WILL HAVE LEARNED HOW TO READ STANDARD NOTATION AND PLAY NOTATED STRUMMING PATTERNS ACCURATELY.

### **UNIT 3: TECHNIQUES**

TO COMPLETE THE ECONOMY PICKING PORTION OF THE TECHNIQUE ASSIGNMENT, A STUDENT WILL DEMONSTRATE THAT THEY ARE CAPABLE OF PLAYING THE SONG "AERIALS" BY SYSTEM OF A DOWN (OR A PIECE OF EQUAL TECHNIQUE) USING ECONOMY PICKING. THE STUDENT WILL HAVE LEARNED HOW TO DIFFERENTIATE BETWEEN ALTERNATE PICKING AND ECONOMY PICKING AND HOW TO CHOOSE WHICH OF THE TWO TECHNIQUES WOULD BE MOST EFFECTIVE FOR PLAYING A GIVEN MUSICAL PASSAGE.

### **UNIT 4: ALTERNATE TUNINGS**

TO COMPLETE THE ALTERNATE TUNING ASSIGNMENT, A STUDENT WILL DEMONSTRATE THAT THEY ARE CAPABLE OF PLAYING AN EXCERPT FROM A SONG THAT USES ALTERNATE TUNING AS WELL AS AURALLY CHANGING THE TUNING OF THEIR GUITAR FROM STANDARD TUNING INTO THE TUNING THEIR CHOSEN EXCERPT REQUIRES. THE STUDENT WILL HAVE LEARNED HOW TO AURALLY RE-TUNE THEIR GUITAR TO ANY ALTERNATE GUITAR TUNING THEY COME ACROSS.

### **UNIT 5: IMPROVISATION/ SOLOING**

TO COMPLETE THE IMPROVISATION ASSIGNMENT, A STUDENT WILL DEMONSTRATE THAT THEY HAVE MEMORIZED THE BLUES AND MINOR PENTATONIC SCALES, CAN EXECUTE BENDS/ SLIDES/ SLURS ETC., AND CAN VERBALLY EXPLAIN THE BASIC IDEAS OF STRUCTURE, AAB FORM, ETC. THE STUDENT WILL HAVE LEARNED HOW TO IMPROVISE A SOLO EFFECTIVELY OVER THE 12 BAR BLUES CHORD PROGRESSION.

### **UNIT 6: ENSEMBLE PLAYING**

TO COMPLETE A DUET ASSIGNMENT, BOTH GUITAR PLAYERS IN THE DUET MUST PERFORM THEIR PARTS WITH RHYTHMIC ACCURACY, PROPER TECHNIQUE, AND THE CORRECT NOTES. STUDENTS WILL GAIN A NEW APPRECIATION FOR THE IMPORTANCE OF RHYTHMIC ACCURACY IN ENSEMBLE PLAYING AND WILL HAVE LEARNED THE IMPORTANCE OF PRACTICING THEIR PART AND THE VALUE OF CONTRIBUTING TO A GROUP EFFORT.

### **UNIT 7: SONG WRITING AND COMPOSITION**

STUDENTS WILL COMPLETE THIS ASSIGNMENT BY WRITING A SONG OR INSTRUMENTAL THAT INCLUDES A SUBSTANTIAL PORTION OF THE MUSICAL ELEMENTS MENTIONED ABOVE. THE CAPSTONE ASSIGNMENT WILL HELP STUDENTS LEARN ABOUT TEAMWORK AND COLLABORATION IN A MUSICAL SETTING AND HELP THEM UNDERSTAND HOW TO APPLY ALL OF THE KNOWLEDGE AND UNDERSTANDING OF GUITAR PLAYING AND MUSIC TO THE REAL-WORLD CHALLENGE OF CREATING A SONG.

### **4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:**

ACTIVE PARTICIPATION: THE TEACHER WILL INCORPORATE THE PRINCIPLES OF ACTIVE PARTICIPATION AND SPECIFIC STRATEGIES TO ENSURE CONSISTENT, SIMULTANEOUS INVOLVEMENT OF THE MINDS OF ALL LEARNERS IN THE CLASSROOM. TEACHERS SHOULD INCLUDE BOTH CONVERT AND OVERT ACTIVE PARTICIPATION STRATEGIES, INCORPORATING COOPERATIVE LEARNING STRUCTURES. SOME OF THE POSSIBLE ACTIVE PARTICIPATION STRATEGIES INCLUDE STRATEGIES FOR PERSONAL, SOCIAL, AND PHYSICAL DEVELOPMENT. TEAM BUILDING ACTIVITIES, COLLABORATION, SMALL GROUP ACTIVITIES AND PERSONAL REFLECTIONS ON INDIVIDUAL PROGRESSION.

# Chino Valley Unified School District

## High School Course Description

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### **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	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 5130 RIVERSIDE DRIVE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
<b>2. COURSE CONTACT:</b>	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	
<b>1. COURSE TITLE:</b>	WEB APPLICATION DESIGN AND DEVELOPMENT
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	WEB APP DESIGN
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	MEETS UC/CSU "F" VISUAL PERFORMING ARTS REQUIREMENT
<b>6. GRADE LEVEL(S):</b>	12TH
<b>7. UNIT VALUE:</b>	10 CREDITS TOTAL; 5 CREDITS PER SEMESTER
<b>8. COURSE PREVIOUSLY APPROVED BY UC:</b>	YES
<b>9. CLASSIFIED AS A CAREER TECHNICAL EDUCATION COURSE:</b>	NO
<b>10. MODELED AFTER A UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	YES
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b>	
THE WEB APPLICATION DESIGN AND DEVELOPMENT COURSE IS INTENDED TO TEACH STUDENTS THE FUNDAMENTALS OF WEB DESIGN AND DEVELOPMENT IN A PROJECT-BASED LEARNING ENVIRONMENT. STUDENTS WILL LEARN THE BASIC ELEMENTS OF WEB DEVELOPMENT, SUCH AS WEB HOSTING, CREATING HTML/CSS LES, AND INCORPORATING JAVASCRIPT INTO HTML LES. OVER THE SCHOOL YEAR, STUDENTS WILL COLLABORATIVELY AND INDEPENDENTLY DESIGN, DEVELOP, AND IMPLEMENT FUNCTIONAL AND RESPONSIVE WEB PAGES USING THESE FOUNDATIONAL SKILLS. STUDENTS WILL ALSO LEARN CONTENT STRATEGY, SITE DESIGN AND SITE STRATEGY, TRACKING, ETHICAL ISSUES IN WEB DESIGN, EVALUATION, AND SITE MAINTENANCE.	
<b>14. PREREQUISITES:</b>	THERE ARE NO OFFICIAL PREREQUISITES FOR THE WEB DESIGN AND DEVELOPMENT COURSE. THE COURSE IS DESIGNED FOR STUDENTS WITH SOME PREVIOUS BACKGROUND IN JAVASCRIPT. IT IS DESIGNED IDEALLY FOR STUDENTS WHO HAVE AN INTRODUCTORY KNOWLEDGE OF COMPUTER SCIENCE PRINCIPLES AND APPLICATIONS.
<b>15. CONTEXT FOR COURSE:</b>	
THIS COURSE IS DESIGNED TO DEVELOP STUDENTS' SKILLS IN WEBSITE APPLICATIONS DESIGN AND DEVELOPMENT, ENABLING THEM TO BECOME EFFECTIVE MULTIMEDIA CREATORS. STUDENTS WILL EXPLORE KEY PRINCIPLES IN THE ELEMENTS AND FUNCTIONS OF WEB DESIGN AND THE LANGUAGES OF HTML, JAVASCRIPT, AND CASCADING STYLE SHEETS (CSS). THEY WILL USE AND MANIPULATE WEB STYLES AND DESIGNS INCLUDING FONTS, IMAGES, LINKS, ANIMATION, AND DATA COLLECTION. STUDENTS WILL ALSO CONDUCT RESEARCH AND EXPLORATION OF OTHER WEBSITES AND WILL INCLUDE OPPORTUNITIES FOR STUDENTS TO PLAN AND ORGANIZE THEIR DESIGNS, WORK ON COLLABORATIVE TEAM PROJECTS, AND CRITIQUE OTHER WEBSITES AND PRESENT THEIR OWN FOR PEER REVIEW. STUDENTS WILL BE ABLE TO PUBLISH AND ACTIVATE THEIR WEBSITE TO BE LIVE ONLINE. COMMON CORE STATE STANDARDS AND COLLEGE AND CAREER READINESS ANCHOR STANDARDS ARE INTEGRATED THROUGHOUT THE COURSE.	



# Chino Valley Unified School District

## High School Course Description

**16. HISTORY OF COURSE DEVELOPMENT:**

THE WEB APPLICATIONS DESIGN AND DEVELOPMENT COURSE WAS CREATED TO DEVELOP STUDENTS' COMPUTER AND TECHNOLOGICAL SKILLS AND CHALLENGE THEM TO LEARN, UNDERSTAND, AND APPLY BASIC AND ARTISTIC WEB-BUILDING ELEMENTS AND FUNCTIONS. ADDITIONAL SKILLS INCLUDE RESEARCH, COMMUNICATION, COLLABORATION, PROBLEM-SOLVING, DECISION-MAKING, AND CREATIVE DESIGN WHICH ARE CRUCIAL FOR STUDENTS AND PROGRAM SUCCESS. STUDENTS WILL DISCUSS THEIR WEBSITE IDEAS WITH PEERS TO GAIN A VARIETY OF PERSPECTIVES, GATHER AND RESPOND TO CRITIQUES, AND REFINE THEIR AESTHETIC CHOICES, IMPACT, AND PURPOSE OF THEIR WEBSITES. STUDENTS WILL TAKE STEPS TOWARDS PUBLISHING THEIR FINAL CULMINATING PROJECT THROUGH PROCESSES OF PRODUCTION, ACTIVE PRACTICE, REHEARSAL AND PRESENTATION, AND/OR EXHIBITION OF THEIR SITE.

**17. TEXTBOOKS:**

N/A

**18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

**WEBSITES:**

[HTTPS://CODEHS.COM/COURSE/WEB-DES-AND-DEV/](https://codehs.com/course/web-des-and-dev/)

[HTTPS://CODEHS.COM/COURSE/WEB\\_DESIGN\\_PICASSO/](https://codehs.com/course/web_design_picasso/)

### C. COURSE CONTENT

**1. COURSE PURPOSE:**

THIS COURSE IS DESIGNED TO DEVELOP COMPUTER AND TECHNOLOGY SKILLS IN RELATION TO CREATING A WEBSITE. THE COURSE TEACHES STUDENTS THE RELEVANT LANGUAGE, ELEMENTS, AND FUNCTIONS FOR STUDENTS TO BE ABLE TO CREATE LIVE WEB PAGES. SEVERAL UNITS END WITH A COMPREHENSIVE UNIT TEST THAT ASSESSES STUDENTS' MASTERY OF THE TOPICS FROM THAT UNIT AS WELL AS CHALLENGE PROBLEMS WHERE STUDENTS CAN DISPLAY THEIR UNDERSTANDING OF THE MATERIAL.

**2. COURSE OUTLINE:**

**UNIT 1: HTML - STRUCTURING WEBSITES**

STUDENTS LEARN ABOUT THE LANGUAGE BEHIND ALL WEBSITES: HTML. STUDENTS LEARN ABOUT SEVERAL DIFFERENT HTML TAGS AS WELL AS THE BASIC STRUCTURE OF A WEB PAGE. STUDENTS USE HTML TO DEVELOP SEVERAL OF THEIR OWN CREATIVE WEB PAGES. STUDENTS WILL LEARN HOW TO FORMAT TEXTS, EMBED HYPERLINKS AND IMAGES, USE LISTS, NESTING TAGS, AND TABLES AND LEARN ABOUT COPYRIGHT FAIR USE.

**UNIT 2: CSS - STYLING WEBSITES**

STUDENTS LEARN THE LANGUAGE CSS AND USE IT TO STYLE THEIR WEB PAGES. STUDENTS LEARN ABOUT THE BENEFITS OF STYLING WITH CSS AND WILL USE CSS TO CREATE SEVERAL STYLED WEB PAGES OF THEIR OWN. TOPICS THAT WILL BE COVERED ARE CSS VS HTML, CSS SELECTORS, SELECTING BY TAG, CLASS, OR ID, AND THE CASCADE (ORDER OF SELECTOR PRECEDENCE).

**UNIT 3: ADVANCED HTML AND CSS**

THIS MODULE DIVES DEEPER INTO DIFFERENT THINGS WE CAN DO WITH HTML AND CSS. STUDENTS PRACTICE ADVANCED TOPICS IN HTML AND CSS, INCLUDING VISIBILITY, IMAGE ALTERING, INTERACTION, AND ANIMATION, TO DEVELOP MORE ADVANCED WEBSITES. TOPICS WILL INCLUDE LEARNING AND APPLYING FUNCTIONS SUCH AS SPLITTING A SITE INTO SEPARATE FILES, IFRAMES AND EMBEDDING, <DIV> AND <SPAN>. STUDENTS WILL LEARN HOW TO COMBINE CSS SELECTORS AND SPECIAL SELECTORS AND OTHER CSS FRAMEWORKS. STUDENTS WILL PRACTICE READING DOCUMENTATION, AVOID REPEATED CODE, UNDERSTAND AND APPLY VISIBILITY, POSITIONING, IMAGE MANIPULATION, ANIMATION AND INTERACTION IN THEIR WEB PAGES.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 4: DESIGNING USER INTERFACES**

STUDENTS WILL IDENTIFY AND EXPLAIN THE KEY CHARACTERISTICS THAT CONTRIBUTE TO CREATING AN ENGAGING USER INTERFACE. THEY WILL APPLY VARIOUS USER INTERFACE DESIGN TECHNIQUES TO ENHANCE THE USABILITY AND AESTHETIC APPEAL OF WEB APPLICATIONS. STUDENTS WILL ALSO RESEARCH ACCESSIBILITY ISSUES IN USER INTERFACE DESIGN AND PROPOSE SOLUTIONS TO ENSURE INCLUSIVITY FOR ALL USERS. STUDENTS WILL BE EXPECTED TO CREATE RAPID PROTOTYPES OF USER INTERFACES TO DEMONSTRATE THEIR DESIGN CONCEPTS AND GATHER FEEDBACK.

### **UNIT 5: PROJECT - CREATE YOUR HOMEPAGE**

STUDENTS BUILD THEIR OWN WEBSITES RELEVANT TO THEIR PATHWAY OF STUDY AND/OR RESEARCH. STUDENTS WILL UNDERSTAND THE SOFTWARE DEVELOPMENT LIFE CYCLE AND APPLY THE COMBINATION OF CONCEPTS LEARNED THUS FAR, ALLOWING STUDENTS TO THINK CREATIVELY ABOUT APPLICATIONS OF THE CONCEPTS THEY HAVE LEARNED. THEY WILL KNOW HOW TO DESIGN A WEB PAGE FROM SCRATCH AND THIS SITE WILL BE ACCESSIBLE ON THEIR OWN CUSTOM DOMAIN AND WILL BE CONTINUALLY IMPROVED BY THE STUDENTS AS THEY CONTINUE IN THE COURSE. IT WILL SERVE AS A RUNNING PORTFOLIO OF EACH CREATIVE PROJECT THEY CREATE IN THE COURSE.

### **UNIT 6: INTRODUCTION TO JAVASCRIPT IN HTML**

STUDENTS LEARN ABOUT THE SCRIPT TAG, AND HOW IT CAN BE USED TO WRITE JAVASCRIPT CODE IN THEIR HTML LES. STUDENTS ARE ALSO INTRODUCED TO USEFUL JAVASCRIPT METHODS THAT CAN BE USED TO ALTER THE STATE OF THE CSS AND HTML OF A WEBPAGE, AS WELL AS HOW THE DOCUMENT OBJECT MODEL (DOM) SUPPORTS THE ABILITY TO MAKE SUCH CHANGES. STUDENTS WILL USE THE DOM AND CREATE ELEMENTS WITH IT. THEY WILL LEARN AND APPLY STYLING ELEMENTS AND ANIMATIONS USING JAVASCRIPT, HTML FUNCTIONS, THIS KEYWORD, KEYBOARD INTERACTIONS, AND POSITIONING AND ANIMATIONS.

### **UNIT 7: USING JAVASCRIPT LIBRARIES**

STUDENTS ARE INTRODUCED TO JQUERY, A JAVASCRIPT LIBRARY THAT MAKES WEBPAGE INTERACTION EASIER. STUDENTS WILL LEARN THE BASIC SYNTAX OF JQUERY, HOW TO INCORPORATE IT INTO THEIR WEB PAGES, AND USEFUL METHODS THAT HELP ANIMATE AND CHANGE THE RESPONSIVENESS OF THEIR WEBSITES. STUDENTS WILL ALSO USE CALLBACK FUNCTIONS AND SYNCHRONIZATION AND USE MULTIPLE FILES IN JAVASCRIPT.

### **UNIT 8: BOOTSTRAP**

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES OF OPEN-SOURCE SOFTWARE AND ITS SIGNIFICANCE IN WEB DEVELOPMENT. THEN, STUDENTS WILL EFFECTIVELY READ AND INTERPRET BOOTSTRAP DOCUMENTATION TO APPLY ITS FEATURES, SUCH AS NAVIGATION BARS, IN THEIR PROJECTS. THEY WILL ALSO CREATE AND DESIGN FUNCTIONAL PAGE LAYOUTS USING BOOTSTRAP'S GRID SYSTEM. STUDENTS WILL BE EXPECTED TO UTILIZE BOOTSTRAP EXAMPLES TO ENHANCE THEIR WEB APPLICATIONS, DEMONSTRATING THE ABILITY TO CUSTOMIZE AND MODIFY PRE-EXISTING TEMPLATES.

### **UNIT 9: STORING AND COLLECTING DATA**

THIS UNIT WILL EXPLORE THE ROLE THAT DATA PLAYS IN CREATING WEBSITES. STUDENTS WILL LEARN ABOUT THE VARIOUS WAYS THAT DATA IS TAKEN FROM WEB PAGES, AS WELL AS WAYS TO SECURE THEMSELVES FROM UNWANTED DATA COLLECTION. STUDENTS WILL ALSO LEARN HOW TO INCORPORATE DATA COLLECTION INTO THEIR OWN WEBSITES AND COLLECT SIMPLE INFORMATION FROM USERS. STUDENTS WILL USE JAVASCRIPT OBJECTS, INPUT FIELDS, AND SERVER-SIDE LANGUAGES.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 10: PROJECT - FINAL PROJECT**

STUDENTS ARE TASKED WITH CREATING A WEBSITE BASED ON INNOVATIVE TECHNOLOGY. STUDENTS GO THROUGH A STORYBOARD PROCESS TO HELP GENERATE IDEAS FOR THE WEBSITE. STUDENTS WILL GO THROUGH A DESIGN PROCESS AND LEARN ABOUT PLANNING OUT THEIR SITE BEFORE BUILDING IT. THE WEBSITE WILL HAVE TO FOLLOW SPECIFIC CRITERIA TO FULFILL AND INCLUDE ELEMENTS TAUGHT IN THE PREVIOUS 9 UNITS. A COMPLETE AND ACTIVE WEBSITE WILL BE THE FINAL CULMINATING PROJECT.

### **KEY ASSIGNMENTS:**

#### **UNIT 1: HTML - STRUCTURING WEBSITES**

STUDENTS WILL CREATE SEVERAL WEB PAGES TO PRACTICE EACH OF THE CONCEPTS ABOVE. THEY WILL MODIFY EXISTING WEB PAGES USING FORMATTING TAGS TO MAKE TEXT MORE READABLE. THEY WILL USE A VARIETY OF FUNCTIONS TO MAKE THEIR WEB PAGE FAVORABLE AND/OR APPEALING SUCH AS USING LINKS/LINKING TO ANOTHER WEBSITE, USING IMAGES TO CREATE A PERSONAL LIBRARY OF RESOURCES, USING LISTS AND IMAGES TO CREATE A LIST OF ARTICLES AND/OR RESOURCES, USING TABLES TO CREATE A PERSONAL CALENDAR WEB PAGE, AND USING STYLING ATTRIBUTES TO ADD STYLE TO THE WEB PAGES.

#### **UNIT 2: CSS - STYLING WEBSITES**

STUDENTS WILL CREATE SEVERAL WEB PAGES TO PRACTICE EACH OF THE CONCEPTS. THEY WILL USE CSS SELECTORS TO STYLE PREVIOUS WEB PAGES AND TO STYLE NEW WEB PAGES, CREATE A MUSIC LIBRARY WEB PAGE AND USE CSS TO STYLE EACH SONG IN A TABLE, AND MAKE SEVERAL IMAGES FIT PROPERLY. STUDENTS WILL BE ABLE TO EXPLAIN THE BENEFITS CSS PROVIDES OVER STYLING WITH ONLY HTML. THEY WILL BE ABLE TO IDENTIFY CSS SELECTORS AND RULES USED ON EXAMPLE WEB PAGES.

#### **UNIT 3: ADVANCED HTML AND CSS**

STUDENTS WILL BE TASKED TO USE IFRAMES TO EMBED A VIDEO AND A PREVIOUS EXERCISE INTO A WEBPAGE. THEY WILL USE DIVS AND SPANS TO STYLE GROUPS OF HTML ELEMENTS. THEY WILL ADD CSS STYLING TO ELEMENTS THAT USERS CLICK ON OR HOVER OVER. THEY WILL USE CSS TO ADD A BLACK AND WHITE FILTER TO A GROUP OF IMAGES, ADD A BLUR FILTER TO A GROUP OF IMAGES, AND USE CSS ANIMATIONS TO MAKE THE SITE SLOWLY FADE OVER TIME.

#### **UNIT 4: DESIGNING USER INTERFACES**

STUDENTS WILL BE TASKED TO RESEARCH EXISTING USER INTERFACES AND ASSESS THEM ON DIFFERENT ASPECTS SUCH AS ACCESSIBILITY, EFFICIENCY, ETC. THEY WILL ALSO BE ABLE TO CREATE A PROBLEM STATEMENT BASED ON THIS RESEARCH AND WORK TO GENERATE POSSIBLE SOLUTIONS FOR THEIR PROBLEM. AFTER THIS, THE STUDENTS WILL WORK ON DEVELOPING THEIR PROTOTYPES AND TEST SEVERAL SOLUTIONS. THEY WILL BE ABLE TO GET FEEDBACK FROM PEERS AND IMPROVE THEIR DESIGN. STUDENTS MAY WRITE A REVIEW ON A UI OF A WEBSITE YOU USE FREQUENTLY. DESCRIBE ELEMENTS YOU LIKE ABOUT IT AND ELEMENTS YOU DON'T LIKE. ADDITIONALLY SEARCH AROUND AND SEE IF THERE ARE HIDDEN ELEMENTS YOU DIDN'T KNOW ABOUT AND DESCRIBE THEIR USEFULNESS AND IF IT SHOULD BE MADE MORE VISIBLE. STUDENTS MAY DEVELOP A UI SCAVENGER HUNT, WHERE THEY DESIGN A LAYOUT TO BE AS USER FRIENDLY AS POSSIBLE, KEEPING A DESIGN DOC OUTLINING THEIR CHOICES. THEY MUST INCLUDE A SET OF SPECIFIC ELEMENTS TO BE HUNTED.

#### **UNIT 5: PROJECT - CREATE YOUR HOMEPAGE**

STUDENTS WILL BUILD THEIR OWN WEBSITES RELATED TO THEIR PATHWAY AND/OR RESEARCH. THIS SITE WILL BE ACCESSIBLE IN THEIR OWN CUSTOM DOMAIN AND WILL BE CONTINUALLY IMPROVED BY THE STUDENTS AS THEY CONTINUE THE COURSE. IT WILL SERVE AS A RUNNING PORTFOLIO FOR EACH CREATIVE PROJECT THEY CREATE IN THE COURSE.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 6: INTRODUCTION TO JAVASCRIPT IN HTML**

STUDENTS WILL PARTICIPATE IN SAMPLE ASSIGNMENTS TO APPLY JAVASCRIPT METHODS AND THE DOM. EXAMPLES: 1.) MAKE A QUILT - STUDENTS CAN PRACTICE ITERATION AND APPENDING ELEMENTS TO A WEB PAGE. THEY ALSO DEVELOP A RANDOMIZER SET TO INITIATE WHENEVER THE MOUSE HOVERS OVER AN ELEMENT. 2.) CHALLENGE: MAKE A KEYBOARD - STUDENTS CREATE A CLICKABLE KEYBOARD USING ONLY JAVASCRIPT. THIS IS A THREE-PART PROJECT, WHERE STUDENTS DEVELOP THE KEYBOARD, MAKE IT CLICKABLE, AND FINALLY GET TEXT TO SHOW UP ON A WEBPAGE. 3.) ADD DIV ANIMATION - STUDENTS PRACTICE DEVELOPING ANIMATIONS BY CREATING A PROGRAM DESIGNED TO CREATE AND MOVE DIVS ACROSS A WEBPAGE. STUDENTS WILL NEED TO BE ABLE TO ACCESS THE HEIGHT AND WIDTH OF THE PAGE, AS WELL AS THE TOTAL DISTANCE THAT THE ELEMENTS MUST MOVE BEFORE STOPPING.

### **UNIT 7: USING JAVASCRIPT LIBRARIES**

STUDENTS WILL PARTICIPATE IN SAMPLE ASSIGNMENTS TO APPLY JQUERY. SAMPLE ASSIGNMENTS: 1.) SMART JQUERY TABLE - STUDENTS LEARN HOW TO CREATE A SMART TABLE THAT CHANGES COLORS BASED ON THE CONTENT OF THE TABLE. IF THE VALUES IN THE TABLE ARE TOO LOW, THEN THE TABLE TAGS THEM AS IMPORTANT. 2.) THE WAVE - STUDENTS LEARN HOW TO CREATE ANIMATIONS THAT RELY ON ASYNCHRONOUS EXECUTION. THIS ASSIGNMENT HAS THEM PRACTICE TIMING ANIMATIONS USING CALLBACK FUNCTIONS. 3.) FRANKENDIV - THIS ASSIGNMENT HAS STUDENTS PRACTICE MANIPULATING ELEMENTS USING THE JQUERY ANIMATION'S FUNCTION. STUDENTS WILL CREATE ACTIONS TO CHANGE THE SIZE, COLOR, AND PROPORTIONS OF A DIV.

### **UNIT 8: BOOTSTRAP**

STUDENTS WILL DESIGN A TO-DO LIST DESIGN, USING CHECKBOXES TO LEARN HOW TO INTEGRATE IT WITH DATE PICKER AND FILTERS. STUDENTS WILL DESIGN A NEWS WEBSITE, DISPLAYING ARTICLES WITH THE USE OF CAROUSELS, CONTAINERS AND GRIDS. THE CONCLUSION OF THE UNIT WILL BE TO APPLY A BOOTSTRAP TO THE PRIOR MADE HOMEPAGE. STUDENTS WILL LEARN TO USE TABLES, CONTAINERS, ALERTS, CAROUSELS, TOAST, AND ICONS TO EXPAND THEIR WEBSITES.

### **UNIT 9: STORING AND COLLECTING DATA**

STUDENTS WILL PARTICIPATE IN AN ASSIGNMENT RELATED TO DATA COLLECTION. EXAMPLES: 1.) SAVING ACTIVE DIVS - STUDENTS WILL LEARN HOW TO SAVE WHICH ELEMENTS ON THEIR PAGE ARE ACTIVE AT A GIVEN TIME AND REPRODUCE THE SAME ACTIVE STATE THE NEXT TIME A USER LOADS THE PAGE. 2.) CONTACT LIST - STUDENTS WILL CREATE A PHONEBOOK THAT STORES AND COLLECTS INFORMATION ABOUT USERS' NAMES AND NUMBERS, AS WELL AS RETRIEVE INFORMATION ABOUT USERS IN THEIR PHONEBOOK. 3.) BIRTHDAY TRACKER - STUDENTS WILL CREATE A BIRTHDAY TRACKER TO LOG BIRTHDAYS. IF A USER ENTERS A DATE, IT WILL GENERATE A LIST OF ALL USERS WHO HAVE THAT BIRTHDAY.

### **UNIT 10: PROJECT - FINAL PROJECT**

STUDENTS WILL PARTICIPATE IN A FINAL CULMINATING PROJECT. 1.) VERSION CONTROL - STUDENTS CREATE A RUNNING VERSION DOCUMENT THAT TRACKS THE CHANGES THEY MAKE TO THEIR WEBSITE. STUDENTS LEARN HOW TO CATALOG EACH VERSION AND ARE ASKED TO DOCUMENT HOW THE WEBSITE CHANGES OVER TIME. 2.) PRESENT YOUR INNOVATION - STUDENTS ARE REQUIRED TO MAKE A PRESENTATION HIGHLIGHTING THE INNOVATIVE WEBSITE THAT THEY CREATED, AND HOW THAT SITE ADDRESSES A PARTICULAR PROBLEM IN THEIR COMMUNITY. STUDENTS HIGHLIGHT HOW THEIR WEBSITE CHANGED THROUGHOUT DEVELOPMENT AND AS A RESULT OF FEEDBACK PROVIDED BY USER TESTING. THEY WILL PRESENT THEIR FINAL PRODUCT TO EXPLAIN THE PURPOSE OF THE WEBSITE AND SHOWCASE THE VARIOUS ELEMENTS, FUNCTIONS, AND CREATIVE AND AESTHETIC ASPECTS USED.

# Chino Valley Unified School District

## High School Course Description

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### **4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:**

APB (ACTIVITY, PROJECT, AND PROBLEM-BASED) INSTRUCTIONAL DESIGN PROVIDING STUDENTS WITH UNIQUE OPPORTUNITIES TO WORK COLLABORATIVELY, IDENTIFY PROBLEMS, APPLY WHAT THEY KNOW, PERSEVERE THROUGH CHALLENGES, FIND UNIQUE SOLUTIONS, AND LEAD THEIR OWN LEARNING. INCLUDING:

- CROSS CUTTING CONCEPTS (PATTERNS, SIMILARITY & DIVERSITY; CAUSE & EFFECT; SCALE, PROPORTION & QUANTITY; SYSTEMS & SYSTEMS MODELS; ENERGY & MATTER; STRUCTURE & FUNCTION; STABILITY & CHANGE)
- SCIENCE & ENGINEERING PRACTICES (ASKING QUESTIONS & DEFINING PROBLEMS; DEVELOPING & USING MODELS; PLANNING & CARRYING OUT INVESTIGATIONS; ANALYZING & INTERPRETING DATA; USING MATHEMATICS, INFORMATION & COMPUTER TECHNOLOGY & COMPUTATIONAL THINKING; CONSTRUCTING EXPLANATIONS & DESIGNING SOLUTIONS; ENGAGING IN ARGUMENT FROM EVIDENCE; OBTAINING, EVALUATING & COMMUNICATION INFORMATION)
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIG SAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS, E.G., DIFFERENT TYPES OF INVASIVE SPECIES OR GENETIC DISORDERS)
- COMPUTER BASED RESEARCH PROJECTS: INDIVIDUAL STUDENTS OR GROUPS RESEARCH
- EVIDENCE BASED DATA INTERPRETATION (CLAIM, EVIDENCE AND REASONING WRITING FROM LABS OR RESEARCH PROJECTS)
- STUDENT CENTERED AND CREATED ACTIVITIES
- SCIENTIFIC ARTICLE READING, ANNOTATION AND/OR CLASS REPORT/PRESENTATION
- USING CER (CLAIMS, EVIDENCE, AND REASONING) GRAPHIC ORGANIZER
- PROJECT BASED LEARNING
- ARGUMENT DRIVEN INSTRUCTION
- "5 E" LESSONS (ENGAGE, EXPLORE, EXPLAIN, ELABORATE & EVALUATE)

### **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: 30% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 20% OF THE FINAL GRADE
- FINAL PROJECT (ASSESSMENT): 50% OF THE FINAL GRADE

# Chino Valley Unified School District

## High School Course Description

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### UNITS WITH STANDARDS CORRELATIONS

#### CA COMMON CORE ANCHOR STANDARDS

##### SPEAKING AND LISTENING:

- **12.SL.1A** 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.
- **12.SL.1B** WORK WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING, SET CLEAR GOALS AND DEADLINES, AND ESTABLISH INDIVIDUAL ROLES AS NEEDED.
- **12.SL.1C** 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
- **12.SL.1D** 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.
- **12.SL.2** INTEGRATE AND EVALUATE INFORMATION PRESENTED IN DIVERSE MEDIA AND FORMATS, INCLUDING VISUALLY, QUANTITATIVELY, AND 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.
- **12.SL.4B** 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.
- **12.SL.5** MAKE STRATEGIC USE OF DIGITAL MEDIA AND VISUAL DISPLAYS OF DATA TO EXPRESS INFORMATION AND ENHANCE UNDERSTANDING OF PRESENTATIONS.
- **12.SL.6:** ADAPT SPEECH TO A VARIETY OF CONTEXTS AND COMMUNICATIVE TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.

# Chino Valley Unified School District

## High School Course Description

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### CA COMMON CORE ANCHOR STANDARDS

#### WRITING:

- **12.W.2A** INTRODUCE A TOPIC OR THESIS STATEMENT; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION SO THAT EACH NEW ELEMENT BUILDS ON THAT WHICH PRECEDES IT TO CREATE A UNIFIED WHOLE; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
- **12.W.2B** DEVELOP THE TOPIC THOROUGHLY BY SELECTING THE MOST SIGNIFICANT AND RELEVANT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE’S KNOWLEDGE OF THE TOPIC.
- **12.W.2C** USE APPROPRIATE AND VARIED TRANSITIONS AND SYNTAX TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
- **12.W.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.
- **12.W.8** GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE STRENGTHS AND LIMITATIONS OF EACH SOURCE IN TERMS OF THE TASK, PURPOSE, AND AUDIENCE; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND OVERRELIANCE ON ANY ONE SOURCE AND FOLLOWING A STANDARD FORMAT FOR CITATION INCLUDING FOOTNOTES AND ENDNOTES
- **12.W.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

### CA COMMON CORE ANCHOR STANDARDS

#### READING FOR INFORMATION:

- **12.RI.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.
- **12.RI.7** 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.

### COLLEGE AND CAREER READINESS ANCHOR STANDARDS

#### READING FOR LITERACY IN TECHNICAL SUBJECTS:

- **INTEGRATION OF KNOWLEDGE AND IDEAS 7:** INTEGRATE AND EVALUATE CONTENT PRESENTED IN DIVERSE MEDIA AND FORMATS, INCLUDING VISUALLY AND QUANTITATIVELY, AS WELL AS IN WORDS.
- **INTEGRATION OF KNOWLEDGE AND IDEAS 8:** EVALUATE THE HYPOTHESES, DATA, ANALYSIS, AND CONCLUSIONS IN A SCIENCE OR TECHNICAL TEXT, VERIFYING THE DATA WHEN POSSIBLE AND CORROBORATING OR CHALLENGING CONCLUSIONS WITH OTHER SOURCES OF INFORMATION.
- **KEY IDEAS AND DETAILS 3:** FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.

# Chino Valley Unified School District

## High School Course Description

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### COLLEGE AND CAREER READINESS ANCHOR STANDARDS

#### WRITING STANDARDS FOR LITERACY IN TECHNICAL SUBJECTS:

- **TEXT TYPES AND PURPOSES 2:** WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
- **PRODUCTION AND DISTRIBUTION OF WRITING 4:** PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.
- **PRODUCTION AND DISTRIBUTION OF WRITING 5:** DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH.
- **PRODUCTION AND DISTRIBUTION OF WRITING 6:** USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE AND PUBLISH WRITING AND TO INTERACT AND COLLABORATE WITH OTHERS.
- **RESEARCH TO BUILD AND PRESENT KNOWLEDGE 7:** CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
- **RESEARCH TO BUILD AND PRESENT KNOWLEDGE 8:** GATHER RELEVANT INFORMATION FROM MULTIPLE PRINT AND DIGITAL SOURCES, ASSESS THE CREDIBILITY AND ACCURACY OF EACH SOURCE, AND INTEGRATE THE INFORMATION WHILE AVOIDING PLAGIARISM.

### COLLEGE AND CAREER READINESS ANCHOR STANDARDS

#### SPEAKING AND LISTENING:

- **COMPREHENSION AND COLLABORATION 1:** PREPARE FOR AND PARTICIPATE EFFECTIVELY IN A RANGE OF CONVERSATIONS AND COLLABORATIONS WITH DIVERSE PARTNERS, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY. **COMPREHENSION AND COLLABORATION 2:** INTEGRATE AND EVALUATE INFORMATION PRESENTED IN DIVERSE MEDIA AND FORMATS, INCLUDING VISUALLY, QUANTITATIVELY, AND ORALLY.
- **PRESENTATION OF KNOWLEDGE AND IDEAS 4:** PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING, AND THE ORGANIZATION, DEVELOPMENT, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.
- **PRESENTATION OF KNOWLEDGE AND IDEAS 5:** MAKE STRATEGIC USE OF DIGITAL MEDIA AND VISUAL DISPLAYS OF DATA TO EXPRESS INFORMATION AND ENHANCE UNDERSTANDING OF PRESENTATIONS.
- **PRESENTATION OF KNOWLEDGE AND IDEAS 6:** ADAPT SPEECH TO A VARIETY OF CONTEXTS AND COMMUNICATIVE TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Tracy Freed, Ed.D., Assistant Superintendent, Curriculum,  
Instruction, Innovation, and Support  
Eric Dahlstrom, Ed.D., Director, Secondary Curriculum and Instruction

**SUBJECT: COURSE REVISION: DRAWING AND CARTOONING**

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**BACKGROUND**

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

Drawing and Cartooning expands the classic art of cartooning, as well as graphic journalism, graphic novels and film animation. This course, formerly a one semester course known as Cartooning 1, is being revised to be a yearlong course and to satisfy the UC/CSU “F” criteria satisfying Visual and Performing Arts requirements. This item was presented to the Board on April 17, 2025, as information.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the course revision for Drawing and Cartooning.

**FISCAL IMPACT**

None.

NE:TF:ED:wrg

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 13461 Ramona Ave., Chino CA 91710 Phone: (909) 628-1201 X1630 Website: www.chino.k12.ca.us
<b>2. Course Contact:</b>	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	
<b>1. Course Title:</b>	<del>Cartooning 1</del> DRAWING AND CARTOONING
<b>2. Transcript Title/Abbreviation:</b>	<del>Cartooning 1</del> -DRAW/CARTOON
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	MEETS THE UC/CSU "F" VISUAL AND PERFORMING ARTS REQUIREMENT
<b>6. Grade Level(s):</b>	9-12
<b>7. Unit Value:</b>	5 credits per semester / 10 credits total
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after a UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	
<b>13. Brief Course Description:</b>	DRAWING AND CARTOONING IS A YEAR LONG course designed to introduce the student to the art form known as cartooning. The course will cover a wide variety of cartooning skills, commercial as well as non-commercial. Emphasis is placed upon developing the ability to be self-expressive through the means of drawing, painting, and writing.
<b>14. Prerequisites:</b>	<del>NONE Art survey is recommended but not required.</del>
<b>15. Context for Course:</b>	TO PROVIDE STUDENTS WITH A FOUNDATION IN DRAWING AND CARTOONING SKILLS. TO EXPOSE STUDENTS TO A VARIETY OF MEDIUMS SUCH AS CARTOONING, GRAPHIC JOURNALISM, GRAPHIC NOVELS, AND FILM ANIMATION.
<b>16. History of Course Development:</b>	DRAWING AND CARTOONING IS A REVISION OF THE ONE SEMESTER CARTOONING I COURSE WHICH WAS WRITTEN IN 1981. THE REVISIONS ARE A REFLECTION OF THE EXPANSION OF CLASSIC CARTOONING TO GRAPHIC JOURNALISM, GRAPHIC NOVELS, AND FILM ANIMATION AS WELL AS DIGITAL ADVANCEMENTS THAT HAVE IMPACTED THE EVOLUTION OF THE FIELDS OF DRAWING AND CARTOONING. THE COURSE HAS ALSO BEEN REVISED SO AS TO MEET THE VISUAL AND PERFORMING ARTS REQUIREMENTS FOR THE UC/CSU F REQUIREMENTS.
<b>17. Textbooks:</b>	None
<b>18. Supplemental Instructional Materials:</b>	<del>Slides, copy prints, various newspapers' comic sections, and magazines, 16 mm films, such as "Why Man Creates"</del> TEACHER CREATED MATERIALS AS NEEDED

# Chino Valley Unified School District

## High School Course Description

### C. COURSE CONTENT

#### 1. Course Purpose:

~~To develop the skill of pen and ink drawing. To acquaint the student with methods of producing a cartoon for commercial or non-commercial use. To coordinate the abilities of drawing and abstract thinking processes. To develop and clarify each student's personal sense of humor and social values.~~

THIS FOUNDATION COURSE WILL INTRODUCE STUDENTS TO THE POSSIBILITIES OF DRAWING AND CARTOONING AS A VISUAL STORYTELLING MEDIUM FOR CREATIVE EXPRESSION AND THOUGHTFUL COMMUNICATION OF IDEAS. THE COURSE WILL INTRODUCE STUDENTS TO THE VISUAL ELEMENTS OF DESIGN, BASIC DRAWING PRINCIPLES, AND FUNDAMENTAL DRAWING AND ART MAKING TECHNIQUES.

#### 2. Course Outline:

STUDENTS WILL LEARN TO APPLY AND REFINE THESE TECHNIQUES THROUGH THE MEDIUM OF CARTOONING. STUDENTS WILL HAVE THE OPPORTUNITY TO DESIGN ORIGINAL CARTOON CHARACTERS THROUGH THE STUDY OF FACIAL AND ANATOMICAL FORMS. STUDENTS ARE ENCOURAGED TO BE CREATIVE AND ORIGINAL IN CONCEPTUALIZING AND SCRIPTING NARRATIVES FOR THEIR STORYTELLING PROJECTS. STUDENTS WILL BE INTRODUCED TO THE HISTORY AND AESTHETIC CONVENTIONS AND PRINCIPLES OF SEQUENTIAL ART AND ANIMATION. STUDENTS WILL HAVE THE OPPORTUNITY TO RESEARCH CAREER OPPORTUNITIES IN THE CREATIVE ARTS AND ANIMATION INDUSTRY AND THEY WILL DEVELOP A PORTFOLIO SHOWCASING SELECT WORKS FOR PROFESSIONAL PRESENTATION.

#### 3. Key Assignments:

##### UNIT 1: INTRODUCTION TO CARTOONING

~~The students will collect a wide selection of professional cartoonist's work. This will be used as resource material for them to study and draw ideas. This should be done in accordance with the individual student's personal taste in the medium.~~

EQ: WHAT IS CARTOONING? WHAT ROLE DOES CARTOONING FULFILL IN SOCIETY? WHAT ARE THE DIFFERENT TYPES OF CAREERS A CARTOONIST CAN PURSUE?

STUDENTS WILL LEARN ABOUT CARTOONING AND THE ROLE IT PLAYS IN SOCIETY AS A MEDIUM OF ARTISTIC EXPRESSION. STUDENTS WILL EVALUATE AND ANALYZE HISTORICAL AND GLOBAL STYLES, TRENDS, AND TECHNIQUES IN THE VARIOUS ASPECTS OF CARTOONING MEDIA, ESPECIALLY IN THE FIELDS OF GRAPHIC JOURNALISM, COMIC STRIPS, GRAPHIC NOVELS, AND ANIMATION. STUDENTS WILL ANALYZE AND STUDY THE EARLIEST EXAMPLES OF CARTOONING IN PRINT AND FILM AND EXAMINE HOW TECHNOLOGY HAS IMPACTED THE EVOLUTION OF CARTOONING AS A MEDIUM OVER TIME INCLUDING ITS INTEGRATION INTO ONLINE MEDIA.

##### UNIT 2: ELEMENTS AND PRINCIPLES OF ART DESIGN

EQ: WHAT ARE THE ELEMENTS AND PRINCIPLES OF DESIGN? HOW ARE VISUAL ELEMENTS AND DESIGN PRINCIPLES USED TO CREATE ART? WHAT DOES IT MEAN TO CRITIQUE AN ARTWORK? WHAT ARE THE AESTHETIC QUALITIES THAT MAKE UP AN ART IMAGE? HOW ARE THE ELEMENTS AND PRINCIPLES DEPICTED ACROSS A VARIETY OF ART MEDIA? STUDENTS WILL ANALYZE HOW THE ELEMENTS AND PRINCIPLES OF ART DESIGN ARE USED IN MAKING ART IMAGES. STUDENTS WILL LEARN TO APPLY OBJECTIVE CRITIQUE PROCESSES WHEN EVALUATING THE AESTHETIC QUALITIES (LITERAL, FORMAL, AND EXPRESSIVE) OF ART IMAGERY. THEY WILL EVALUATE HOW THE ELEMENTS AND PRINCIPLES PLAY A CRITICAL ROLE IN CREATING MOOD, STYLE, AND MEANING IN A VARIETY OF CARTOON MEDIA (GRAPHIC JOURNALISM, COMIC STRIP, GRAPHIC NOVEL, AND ANIMATION).

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 3: CHARACTER DESIGN**

EQ: HOW DO YOU DESIGN AN ORIGINAL CARTOON CHARACTER? HOW DOES AN UNDERSTANDING OF HUMAN EMOTION INFORM THE DRAWING OF FACIAL EXPRESSIONS? HOW IS THE STUDY OF HUMAN FORM AND MOVEMENT IMPORTANT IN CARTOONING A FIGURE? WHY IS IT IMPORTANT TO STUDY CULTURAL AND HISTORICAL BACKGROUNDS WHEN DEVELOPING A WELL-ROUNDED CHARACTER? WHY IS IT IMPORTANT FOR AN ARTIST TO ADHERE TO COPYRIGHT AND INTELLECTUAL PROPERTY LAWS AND REGULATIONS WHEN RESEARCHING VISUAL IMAGES FOR REFERENCE?

STUDENTS WILL CREATE ORIGINAL CHARACTER DESIGNS BY STUDYING FACIAL PROPORTION AND EXPRESSIONS, FIGURE PROPORTION, FORM, MASS AND MOVEMENT THROUGH EXAMPLES OF CHARACTER DESIGNS IN GRAPHIC ART AND ANIMATION, AS WELL AS THE FORMAL ELEMENTS AND PRINCIPLES OF ART DESIGN. STUDENTS WILL LEARN ABOUT THE IMPORTANCE OF RESEARCHING CULTURES, ENVIRONMENTS, AND HISTORICAL CONTENT WHEN DEVELOPING A STORY AND CHARACTERS. STUDENTS WILL UNDERSTAND THAT IN ORDER TO CREATE A BELIEVABLE CHARACTER AND STORY THEY MUST BE BASED ON FACTUAL INFORMATION AND NOT ON ASSUMPTIONS OR STEREOTYPES. STUDENTS WILL LEARN RESEARCH SKILLS USING THE INTERNET AND ITS BEST PRACTICES, RECOGNIZING RELIABLE AND CREDIBLE RESOURCES. STUDENTS WILL LEARN ABOUT UTILIZING STOCK IMAGES FOR FAIR-USE REFERENCE AND THE DIFFERENCE BETWEEN LEGITIMATE APPROPRIATION VERSUS COPYRIGHT INFRINGEMENT.

### **UNIT 4: BACKGROUNDS**

EQ: HOW DOES THE BACKGROUND DEPICTED IN A SCENE AFFECT THE WAY IT IS VIEWED? HOW DOES THE BACKGROUND CONTRIBUTE TO THE STORY? HOW DOES AN UNDERSTANDING OF PERSPECTIVE HELP AN ARTIST IN CREATING AN EFFECTIVE BACKGROUND?

STUDENTS WILL CREATE ORIGINAL BACKGROUND ENVIRONMENTS FOR THEIR CHARACTERS. STUDENTS WILL CREATE 1 POINT PERSPECTIVE, ATMOSPHERIC PERSPECTIVE, AND 2 POINT PERSPECTIVE BACKGROUNDS FOR BOTH INTERIOR AND EXTERIORS. STUDENTS WILL ANALYZE AND IDENTIFY EXAMPLES OF EACH PERSPECTIVE DEPICTION FROM EXAMPLES IN GRAPHIC NOVEL AND ANIMATION SCENES.

### **UNIT 5: SEQUENTIAL ART AND ANIMATION PRINCIPLES**

EQ: WHAT IS CLOSURE? WHAT ARE THE PRINCIPLES OF SEQUENTIAL ART AND ANIMATION? WHAT CINEMATIC TECHNIQUES ARE USED TO FRAME AND STAGE THE ACTION IN THE STORY? HOW DO THE 12 ANIMATION PRINCIPLES WORK IN UNISON TO CREATE THE ILLUSION OF LIFE? HOW DO DIFFERENT FRAMING CHANGES AND SPEEDS AFFECT THE DEPICTION OF MOVEMENT?

STUDENTS WILL ANALYZE AND LEARN THE FUNDAMENTAL PRINCIPLES OF SEQUENTIAL ART AND ANIMATION. THEY WILL LEARN ABOUT CLOSURE AND HOW TO FACILITATE IT IN SEQUENTIAL ART THROUGH EFFECTIVE USE OF VARIOUS TECHNIQUES FOR FRAMING, PACING, AND DEPICTING THE VISUAL NARRATIVE. STUDENTS WILL LEARN ABOUT CINEMATIC TECHNIQUES FOR STAGING AND FRAMING THE ACTION. STUDENTS WILL IDENTIFY AND ANALYZE THE 12 PRINCIPLES OF ANIMATION (TIMING, STAGING, VISUAL APPEAL, ETC.) AND DEVELOP A PRACTICAL UNDERSTANDING OF THE CONCEPTS THROUGH APPLICATION. STUDENTS WILL LEARN TO VISUALIZE THE ACTION CINEMATICALLY THROUGH AN UNDERSTANDING OF FRAME BY FRAME CHANGES AND FRAMES PER SECOND (FPS). THEY WILL UNDERSTAND THE DIFFERENT VISUAL EFFECTS BETWEEN 12 FPS, 24 FPS, AND 36 FPS.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 6: CREATIVE WRITING AND VISUAL STORYTELLING**

~~The students will be required to keep and write in a journal on a daily basis. This journal should consist of ideas that the student has arrived at through observation of the society around him.~~

EQ: WHAT IS A STORY? WHAT ARE THE ELEMENTS THAT MAKE UP A GOOD STORY? HOW DO YOU COME UP WITH IDEAS FOR CREATING A STORY? HOW DO SEQUENTIAL VISUAL IMAGES TELL A STORY? HOW DOES THE FRAMING AND PACING OF THE IMAGERY AFFECT THE STORYTELLING?

STUDENTS WILL LEARN THE PROCESS OF PRODUCING A CREATIVE ORIGINAL STORY. THEY WILL EXPLORE THEIR IMAGINATION. THEY WILL COLLABORATE WITH PEERS TO PROBLEM SOLVE IN BRAINSTORMING FOR IDEAS. THEY WILL UTILIZE ELEMENTS AND PRINCIPLES OF ART WHEN DEVELOPING THEIR PROJECT. THEY WILL INCORPORATE VARIOUS CAMERA ANGLES TO COMMUNICATE VISUALLY THE MOOD OF THE SCENES. THEY WILL APPLY THEIR RESEARCH SKILLS TO DEVELOP THE CHARACTERS AND THEIR ENVIRONMENTS.

### **UNIT 7: COMMUNICATION AND COLLABORATION**

EQ: WHY IS COMMUNICATION IMPORTANT IN THE WORKPLACE? WHAT DOES EFFECTIVE COMMUNICATION LOOK LIKE? WHY IS COLLABORATION IMPORTANT IN THE WORKPLACE? WHAT ARE THE CHARACTERISTICS AND BENEFITS OF SUCCESSFUL COLLABORATION?

STUDENTS WILL LEARN THE IMPORTANCE OF EFFECTIVE COMMUNICATION SKILLS IN THE WORKPLACE. THEY WILL LEARN TO PRESENT THEIR IDEAS EFFECTIVELY TO PERSUADE THE AUDIENCE. STUDENTS WILL LEARN THE IMPORTANCE OF COLLABORATION IN THE WORKPLACE. THEY WILL EXPERIENCE PROBLEM SOLVING SITUATIONS IN A COLLABORATIVE SETTING AND THEY WILL GAIN UNDERSTANDING THAT THE ABILITY TO CONSTRUCTIVELY WORK WITH OTHERS WILL FOSTER CREATIVITY. STUDENTS WILL LEARN TO FOSTER EFFECTIVE COMMUNICATION SKILLS IN ORDER TO ACCOMPLISH SHARED GOALS.

### **UNIT 8: CAREER PREPARATION**

~~The student will compose and mail a letter of query to a publication of his or her choice. In doing so the student should gain some insight into the needs of a publication in the area of cartoon illustration.~~

EQ: WHAT DOES PROFESSIONALISM LOOK LIKE? HOW DO YOU PREPARE FOR AN INTERVIEW? WHAT IS A PORTFOLIO AND WHY IS IT IMPORTANT?

STUDENTS WILL LEARN THE IMPORTANCE OF EFFECTIVE INTERVIEWING SKILLS. THEY WILL LEARN TO SPEAK CLEARLY, THOUGHTFULLY, AND PURPOSEFULLY WHILE PRESENTING THEMSELVES IN A PROFESSIONAL MANNER. STUDENTS WILL RESEARCH AND PREPARE FOR INTERVIEWING TO SECURE POSITIONS WITHIN A CHOSEN CARTOONING (ARTS, MEDIA, AND ENTERTAINMENT) INDUSTRY. THEY WILL LEARN ABOUT “SOFT SKILLS” SUCH AS HAVING A POSITIVE ATTITUDE, ACCEPTING CONSTRUCTIVE CRITICISM, PUNCTUALITY, RELIABILITY, RESPONSIBILITY, ETC.

# Chino Valley Unified School District

## High School Course Description

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

#### **UNIT 1: INTRODUCTION TO CARTOONING**

STUDENTS WILL RESEARCH AND CREATE A PRESENTATION ON A SPECIFIC TOPIC OF CARTOON HISTORY. STUDENTS WILL PRESENT HISTORICAL BACKGROUND AND DESCRIBE THE SIGNIFICANCE OF ANY INNOVATIVE DEVELOPMENTS IN CARTOONING STYLE, TECHNIQUE, OR TECHNOLOGY THAT TOOK PLACE IN THE SPECIFIED CARTOON MEDIA INDUSTRY (GRAPHIC JOURNALISM, COMIC STRIP, GRAPHIC NOVEL, ANIMATION).

STUDENTS WILL WRITE A ONE PAGE RESEARCH PAPER ABOUT A CARTOON ARTIST THAT HAS INFLUENCED AND HISTORICALLY IMPACTED AN ASPECT OF THE CARTOONING INDUSTRY (GRAPHIC JOURNALISM, COMIC STRIPS, GRAPHIC NOVEL, ANIMATION). STUDENTS WILL ALSO PREPARE AN ACCOMPANYING PRESENTATION (SUCH AS GOOGLE SLIDES) TO SHOWCASE VISUAL EXAMPLES OF THE CARTOONIST'S OEUVRE.

STUDENTS WILL RESEARCH AND PREPARE A PRESENTATION ON AN ENTRY-LEVEL JOB POSITION IN THE CARTOON MEDIA INDUSTRY (GRAPHIC JOURNALISM, COMIC STRIP, GRAPHIC NOVEL, ANIMATION). THE PRESENTATION SHOULD INCLUDE REQUIRED EDUCATION, TECHNICAL SKILLS, EXPECTED SALARY SCALE, AVAILABILITY OF THE JOB MARKET, THE PROCESS OF APPLYING FOR THE JOB, LOCATION OF THE JOB MARKET, AND PORTFOLIO REQUIREMENT.

#### **UNIT 2: ELEMENTS AND PRINCIPLES OF ART DESIGN**

STUDENTS WILL BE GUIDED ON COMPLETING A SERIES OF FORMATIVE SKILLS WORKSHEETS THAT ILLUSTRATE AND DEFINE THE VISUAL ELEMENTS (LINE, SHAPE, FORM, TEXTURE, COLOR, VALUE, SPACE/PERSPECTIVE), AND PRINCIPLES OF DESIGN (BALANCE, CONTRAST, MOVEMENT, RHYTHM, PATTERN, EMPHASIS AND UNITY/HARMONY). THESE WORKSHEETS WILL SERVE AS A REFERENCE HANDBOOK WHEN COMPLETED AND COMPILED.

STUDENTS WILL IDENTIFY AND EXAMINE EXAMPLES OF VISUAL ELEMENTS AND DESIGN PRINCIPLES THROUGH CRITICAL ANALYSIS OF VARIOUS ART IMAGES CHOSEN FROM NUMEROUS PERIODS, STYLES AND MEDIA. STUDENTS WILL EXPLAIN AND EVALUATE HOW THE ELEMENTS AND PRINCIPLES OF ART WERE PURPOSELY USED TO COMPOSE IMAGERY IN TERMS OF SUBJECT DEPICTION, VISUAL STYLE, MOOD AND MEANING.

#### **UNIT 3: CHARACTER DESIGN**

STUDENTS WILL CREATE AN ORIGINAL CHARACTER FOCUSING ON A PARTICULAR HISTORICAL AND CULTURAL BACKGROUND. THEY WILL DRAW A CHARACTER WITH SPECIFIC CULTURAL CLOTHES AND STYLE. THEY WILL WRITE A BRIEF ESSAY THAT DESCRIBES THE CHARACTER WITH A CULTURAL BACKGROUND STORY AND THE REASONING BEHIND THE CHARACTER DEVELOPMENT.

STUDENTS WILL CREATE AN ORIGINAL FIGURE THAT IS AN ANTHROPOMORPHIC NON-HUMAN CHARACTER IN A STYLE OF DEPICTION BASED ON A RECOGNIZABLE CARTOON STYLE (DISNEY, ANIME/MANGA STYLE, ET AL). THEY WILL WRITE A BRIEF ESSAY THAT DESCRIBES THE CHARACTER WITH ITS OWN BACKGROUND STORY.

STUDENTS WILL CREATE A COMPLETE MODEL SHEET/CHARACTER STUDY WHICH WILL DEPICT MULTIPLE CLOSE-UP, HEAD-SHOT FACIAL EXPRESSIONS AND MULTIPLE POSES OF THE ORIGINAL CHARACTER FROM VARIOUS CAMERA ANGLES WHILE ENSURING CONTINUITY OF DRAWING STYLE AND CORRECT PROPORTIONS.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 4: BACKGROUNDS**

STUDENTS WILL CREATE AN ORIGINAL ARCHITECTURAL STRUCTURE FOCUSING ON A PARTICULAR HISTORICAL AND CULTURAL BACKGROUND. THEY WILL DRAW A BUILDING WITH SPECIFIC CULTURAL FEATURES AND DETAILS. THEY WILL WRITE A BRIEF ESSAY THAT EXPLAINS THE REASONING BEHIND THE DETAILS OF THE STRUCTURE.

STUDENTS WILL DESIGN AND CREATE AN ORIGINAL BACKGROUND SETTING FOR AN ESTABLISHING/OPENING SHOT. THE SCENE MUST BE SITE SPECIFIC AND APPROPRIATE FOR THE CHARACTERS DEPICTED AND THE LAYOUT MUST EMULATE A TRADITIONAL ANIMATION STILL FRAME.

### **UNIT 5: SEQUENTIAL ART AND ANIMATION PRINCIPLES**

STUDENTS WILL CREATE AND REFINE AN ORIGINAL MULTI-PANEL COMIC STRIP DEPICTING A STANDARD JOKE/PUNCHLINE SET UP. STUDENTS WILL DESCRIBE THE CAMERA ANGLES AND FRAMING USED TO DEPICT THE ACTION. STUDENTS WILL CRITIQUE THE FORMAL QUALITIES AND DETERMINE IF ALTERNATIVE DEPICTIONS OF FRAME AND TIMING WOULD SIGNIFICANTLY IMPROVE THE FINAL PRODUCT.

STUDENTS WILL CREATE AND REFINE A TWO-PAGE COMIC BOOK SPREAD. STUDENTS WILL UTILIZE INNOVATIVE CAMERA ANGLES, FRAMING, AND VISUAL INTENSITY TO DEPICT THE ACTION AND ENHANCE THE STORYTELLING. STUDENTS WILL PERFORM A SELF-CRITIQUE TO EVALUATE THE AESTHETIC AND EXPRESSIVE QUALITIES OF THE FINAL PRODUCT.

STUDENTS WILL CREATE AND REFINE A FLIP BOOK DEPICTING A BOUNCING BALL. STUDENTS WILL DEMONSTRATE THE ANIMATION PRINCIPLES IN THE MOVEMENT AND CONTINUITY OF THE SEQUENCE.

STUDENTS WILL LEARN TO UTILIZE ANIMATION SOFTWARE. THEY WILL EXPERIMENT WITH THE SOFTWARE BY CREATING SIMPLE MOVEMENTS AND UTILIZE THE TOOLS TO CREATE VARIOUS VISUAL EFFECTS. THEY WILL PRODUCE A VIDEO FORMAT FILE.

STUDENTS WILL PRODUCE A CREATIVE FLOUR SACK ANIMATION. STUDENTS WILL MAKE A 30 SECOND ANIMATION IN WHICH THE FLOUR SACK BECOMES A CHARACTER. THE PROJECT NEEDS TO INCLUDE BACKGROUNDS AND TELL A SHORT STORY.

### **UNIT 6: CREATIVE WRITING AND VISUAL STORYTELLING**

STUDENTS WILL ADAPT A FAMOUS CHILDREN'S STORY AND CREATE THEIR VERSION. THEY WILL WRITE A SHORT SUMMARY AND PITCH THEIR IDEA. THEY WILL THEN CREATE A STORYBOARD AND A SCRIPT. THE STORYBOARD PROCESS WILL DEPICT KEY POSES, DIRECTION AND MOVEMENT, FRAMING OF CAMERA ANGLES AND SHOTS, TIMING, AND DIALOGUE/SOUND EFFECTS. THE FINAL PRODUCT WILL BE THE STUDENT'S CHOICE BETWEEN A FULL-LENGTH COMIC BOOK, A SERIES OF STILL IMAGES, A HAND-DRAWN FLIP BOOK, OR A SHORT ANIMATION PRODUCTION.

STUDENTS WILL DEVELOP AN ORIGINAL STORY BASED ON USING A PARTICULAR WORD OR CONCEPT AS THE THEME, FOR EXAMPLE, *WONDER*. THEY WILL WRITE A SHORT SUMMARY AND PITCH THEIR IDEA. THEY WILL THEN CREATE A STORYBOARD AND A SCRIPT. THE STORYBOARD PROCESS WILL DEPICT KEY POSES, DIRECTION AND MOVEMENT, FRAMING OF CAMERA ANGLES AND SHOTS, TIMING, AND DIALOGUE/SOUND EFFECTS. THE FINAL PRODUCT WILL BE THE STUDENT'S CHOICE BETWEEN A FULL-LENGTH COMIC BOOK, A SERIES OF STILL IMAGES, A HAND-DRAWN FLIP BOOK, OR A SHORT ANIMATION PRODUCTION.

# Chino Valley Unified School District

## High School Course Description

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### **UNIT 7: COMMUNICATION AND COLLABORATION**

STUDENTS WILL WORK IN GROUPS TO CREATE A MINI-COMIC BOOK. STUDENTS WILL COLLABORATE ON THE CHARACTER DESIGN AND STORYLINE. EACH STUDENT WILL BE ASSIGNED SPECIFIC ROLES (PENCILER, INKER, COLORIST, DIALOGUE) WITHIN THE CREATION PROCESS.

STUDENTS WILL PITCH THEIR STORYBOARD IDEA TO THE GROUP. THEY WILL VARY THEIR BODY LANGUAGE AND ACT OUT THE SCENES TO GIVE A CLEAR VISION OF THE SCENES. THEY WILL VARY THEIR VOICES AND MOUTH SOUND EFFECTS TO COMMUNICATE THE MOOD OF THE STORY.

EACH STUDENT IN THE CLASS WILL CREATE A SMALL SECTION OF AN ANIMATION PROJECT THAT WILL BE STRUNG TOGETHER AS A WHOLE. EACH STUDENT WILL START WITH AN IMAGE THAT WILL CREATIVELY TRANSFORM INTO ANOTHER STUDENT'S IMAGE. PAIRS OF STUDENTS WILL FIND A SOLUTION TO CREATIVELY METAMORPHOSIZE THE IMAGES TOGETHER INTO A UNIFIED SEQUENCE.

### **UNIT 8: CAREER PREPARATION**

STUDENTS IDENTIFY THEIR STRONGEST PIECES OF WORK AND MAKE FURTHER REFINEMENTS THROUGH DISCUSSION AND CRITICAL ANALYSIS WITH INSTRUCTOR AND PEERS. COMPLETED WORKS ARE THEN ASSEMBLED INTO A STRUCTURED PORTFOLIO (PHYSICAL WORKS AND DIGITAL FILES). STUDENTS WILL WRITE AN ACCOMPANYING ARTIST STATEMENT DEFINING THEIR PURPOSE AND GOALS AS AN ARTIST AND HOW THEIR SELECT WORKS REFLECT THE PURSUIT OF THOSE QUALITIES.

STUDENTS WILL WRITE THEIR RESUME, COVER LETTER, AND THANK YOU LETTER. THEY WILL RESEARCH ACCEPTABLE PROFESSIONAL STANDARD FORMATS.

STUDENTS WILL HAVE A MOCK JOB INTERVIEW PRACTICE IN A SMALL GROUP. STUDENTS WILL INTERVIEW EACH OTHER AND GIVE CONSTRUCTIVE CRITICISM. EACH STUDENT WILL PREPARE 3 TO 5 QUESTIONS TO ASK DURING THE INTERVIEW. STUDENTS WILL PRESENT WORKS FROM THEIR PORTFOLIOS AS PART OF THE INTERVIEW PROCESS.

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

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

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



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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Tracy Freed, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

**SUBJECT: DESIGNATION OF CALIFORNIA INTERSCHOLASTIC FEDERATION REPRESENTATIVES TO LEAGUE FOR 2025/2026**

=====

**BACKGROUND**

Each year, the California Interscholastic Federation (CIF) requires the Designation of CIF Representatives to League. It is a legal requirement that league representatives be designated and approved by the Board of Education.

Education Code 33353 gives the governing board of school districts specific authority to select their athletic league representatives. These representatives are responsible for voting on issues within the league that impact athletics.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2025/2026.

**FISCAL IMPACT**

None.

NE:TF:rtr

**2025-2026 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 27, 2025.**

Chino Valley Unified School District/Governing Board at its May 1, 2025 meeting,  
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2025-2026 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Ruben S. Ayala High School

NAME OF REPRESENTATIVE Warren Reed POSITION Athletic Director

ADDRESS 14255 Peyton Drive CITY Chino Hills ZIP 91709

PHONE 909-627-3584 FAX 909-548-6005 E-MAIL warren\_reed@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Ruben S. Ayala High School

NAME OF REPRESENTATIVE Diana Yarboi POSITION Principal

ADDRESS 14255 Peyton Drive CITY Chino Hills ZIP 91709

PHONE 909-627-3584 FAX 909-548-6005 E-MAIL diana\_yarboi@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Ruben S. Ayala High School

NAME OF REPRESENTATIVE James Newcomb POSITION Assistant Principal

ADDRESS 14255 Peyton Drive CITY Chino Hills ZIP 91709

PHONE 909-627-3584 FAX 909-548-6005 E-MAIL james\_newcomb@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Ruben S. Ayala High School

NAME OF REPRESENTATIVE Randy Reams POSITION Teacher

ADDRESS 14255 Peyton Drive CITY Chino Hills ZIP 91709

PHONE 909-627-3584 FAX 909-548-6005 E-MAIL randy\_reams@chino.k12.ca.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Norm Enfield, Ed.D. Signature

Address 13461 Ramona Avenue City Chino Zip 91710

Phone 909-628-1201 Fax 909-703-6101

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE**

**2025-2026 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 27, 2025.**

Chino Valley Unified School District/Governing Board at its May 1, 2025 meeting,  
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2025-2026 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Chino High School  
NAME OF REPRESENTATIVE Daniella Ochoa POSITION Teacher  
ADDRESS 5431 Jefferson Avenue CITY Chino ZIP 91710  
PHONE 909-627-7351 FAX 909-548-6004 E-MAIL daniella\_ochoa@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Chino High School  
NAME OF REPRESENTATIVE John Miller POSITION Principal  
ADDRESS 5431 Jefferson Avenue CITY Chino ZIP 91710  
PHONE 909-627-7351 FAX 909-548-6004 E-MAIL john\_miller@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Chino Hills High School  
NAME OF REPRESENTATIVE Ian Trantow POSITION Athletic Director  
ADDRESS 16150 Pomona Rincon Road CITY Chino Hills ZIP 91709  
PHONE 909-606-7540 FAX 909-548-6041 E-MAIL ian\_trantow@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Chino Hills High School  
NAME OF REPRESENTATIVE Randal Buoncristiani, Ed.D. POSITION Principal  
ADDRESS 16150 Pomona Rincon Road CITY Chino Hills ZIP 91709  
PHONE 909-606-7540 FAX 909-548-6041 E-MAIL randal\_buoncristiani@chino.k12.

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Norm Enfield, Ed.D. Signature \_\_\_\_\_

Address 13461 Ramona Avenue City Chino Zip 91710

Phone 909-628-1201 Fax 909-703-6101

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE**

**2025-2026 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 27, 2025.**

Chino Valley Unified School District/Governing Board at its May 1, 2025 meeting,  
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2025-2026 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Don Antonio Lugo High School

NAME OF REPRESENTATIVE Ronald Poteet POSITION Athletic Director

ADDRESS 13400 Pipeline Avenue CITY Chino ZIP 91710

PHONE 909-591-3902 FAX 909-548-6020 E-MAIL ronald\_poteet@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Don Antonio Lugo High School

NAME OF REPRESENTATIVE Olivier Wong Ah Sun, Ed.D. POSITION Principal

ADDRESS 13400 Pipeline Avenue CITY Chino ZIP 91710

PHONE 909-591-3902 FAX 909-548-6020 E-MAIL olivier\_wongahsun@chino.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL

NAME OF REPRESENTATIVE POSITION

ADDRESS CITY ZIP

PHONE FAX E-MAIL

\*\*\*\*\*

NAME OF SCHOOL

NAME OF REPRESENTATIVE POSITION

ADDRESS CITY ZIP

PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Norm Enfield, Ed.D. Signature

Address 13461 Ramona Avenue City Chino Zip 91710

Phone 909-628-1201 Fax 909-703-6101

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE**

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Luke Hackney, Assistant Superintendent, Curriculum, Instruction Innovation, and Support  
Willa McReynolds, Director, Special Education  
**SUBJECT: PARENT REPRESENTATIVE ON THE COMMUNITY ADVISORY COMMITTEE FOR THE WEST END SPECIAL EDUCATION LOCAL PLAN AREA**

=====

**BACKGROUND**

In accordance with Education Code 56190, each West End Special Education Local Plan Area (WESELPA) shall establish a Community Advisory Committee (CAC). The committee is a group of parents, educators, and community members. Each district's board of education appoints its nominee(s) to serve for a two-year term of office.

The goal of the CAC is to involve interested parents, students, teachers, community members, and education specialists in advising and providing input to the WESELPA of the unique needs of students' exceptional needs, to assist the administration in furthering and improving the functioning of the Special Education Local Plan Area, and to support local and regional activities organized on behalf of special education students. Each district appoints one parent representative of a student residing and enrolled in the school district or district offered school program for a two-year term of office. Through a process of interviews, Brandy Gambino has been nominated to be the parent representative.

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

**RECOMMENDATION**

It is recommended the Board of Education approve Brandy Gambino as parent representative on the Community Advisory Committee for the West End Special Education Local Plan Area.

**FISCAL IMPACT**

None.

NE:LH:WM:gks

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 1, 2025  
**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**

\$3,249,887.07 to all District funding sources.

NE:GJS:KC:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 1, 2025  
**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**

=====

**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

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
<b>CIIS-2526-001 Digicert, Inc.</b> To provide software - Secure Socket Layer (SSL). Submitted by: Technology Duration of Agreement: July 1, 2025 - June 30, 2027	Contract amount: Per Rate Sheet  Funding source: General Fund
<b>CIIS-2526-002 ClassLink, Inc.</b> To provide license - ClassLink and ClassLink Roster Server annual hosting. Submitted by: Technology Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$72,995.65  Funding source: General Fund
<b>CIIS-2526-003 The Zones of Regulation, Inc., dba Kuypers Consulting, Inc.</b> To provide subscription and training. Submitted by: Health Services/Child Development Duration of Agreement: June 1, 2025 - June 30, 2026	Contract amount: Per Invoice  Funding source: LCAP
<b>CIIS-2526-004 Epocrates, LLC.</b> To provide medical reference program for medication and treatment. Submitted by: Health Services/Health Center Duration of Agreement: August 31, 2025 - August 31, 2026	Contract amount: Per Invoice  Funding source: CHDP
<b>CIIS-2526-005 Mote Technologies, Inc.</b> To provide subscription - voice recording, and translations. Submitted by: Canyon Hills JHS Duration of Agreement: March 4, 2025 - March 4, 2026	Contract amount: \$442.00  Funding source: AMIM
<b>CIIS-2526-006 Dr. Sandra So.</b> To provide collaborating physician. Submitted by: Health Services/Health Center Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$1,000.00  Funding source: LCAP
<b>CIIS-2526-007 Discovery Education, Inc.</b> To provide license - DreamBox math advanced. Submitted by: Howard Cattle ES Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$13,035.83  Funding source: Title I
<b>CIIS-2526-008 806 Technologies, Inc.</b> To provide software compliance for categorical programs. Submitted by: Access & Equity Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$21,600.00  Funding source: Title I
<b>CIIS-2526-009 Practice Fusion, Inc.</b> To provide electronic health records system. Submitted by: Health Services/Health Center Duration of Agreement: July 1, 2025 - June 30, 2027	Contract amount: Per Invoice  Funding source: LCAP
<b>CIIS-2526-010 American Academy of Pediatrics.</b> To provide subscription - pediatric care online for use by Danielle Merchant Martin. Submitted by: Health Services/Health Center Duration of Agreement: August 1, 2025 - August 1, 2027	Contract amount: \$629.00  Funding source: CHDP



<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-2526-011 American Academy of Pediatrics.</b> To provide subscription pediatric care online for use by Zahira Orioli. Submitted by: Health Services/Health Center Duration of Agreement: December 1, 2025 - November 30, 2027	Contract amount: \$629.00  Funding source: CHDP
<b>CIIS-2526-012 Ro Health, LLC.</b> To provide licensed health care personnel to CVUSD. Submitted by: Health Services/Child Development Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: Per Rate Sheet  Funding source: Medi-Cal
<b>CIIS-2526-013 FSS Software Topco, LP dba Follet Software, LLC.</b> To provide software - Destiny (district-wide). Submitted by: Technology Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$61,110.96  Funding source: General Fund
<b>CIIS-2526-014 MGT Impact Solutions, LLC.</b> To provide subscription to SchoolSite Locator. Submitted by: Technology Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$1,995.00  Funding source: General Fund
<b>CIIS-2526-015 CSM Consulting, Inc.</b> To provide E-rate form preparation, filings, and compliance. Submitted by: Technology Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$20,000.00  Funding source: General Fund
<b>CIIS-2526-016 Care Solace, Inc.</b> To provide mental health support for students. Submitted by: Health Services/Child Development Duration of Agreement: July 1, 2025 - June 30, 2026	Contract amount: \$78,000.00  Funding source: LCAP
<b>CIIS-2526-017 Freedom U.S. Acquisition Corp. dba Freedom Scientific BLV Group, LLC.</b> To provide subscription - screen reader for speech and braille computer apps. Submitted by: Special Education Duration of Agreement: May 2, 2025 - June 5, 2026	Contract amount: \$225.00  Funding source: Special Education
<b>CIIS-2526-029 Sidepath, Inc.</b> To provide VMware support renewal. Submitted by: Technology Duration of Agreement: May 1, 2025 - April 30, 2026	Contract amount: \$76,946.23  Funding source: General Fund

<b>MASTER CONTRACTS</b>	<b>FISCAL IMPACT</b>
<b>MC-2526-001 Brunks Butchery Chino Hills, Inc.</b> To provide catering services. Submitted by: Rhodes ES Duration of Agreement: May 2, 2025 - June 30, 2028	Contract amount: Per Rate Sheet  Funding source: Various

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p><b>CIIS-2425-052 Committee for Children.</b>            To provide digital licenses for Second Step curriculum.            Submitted by: Health Services/Child Development            Duration of Agreement: August 31, 2024 - August 31, 2027</p>	<p>Contract amount: Per Invoice</p> <p>Change contract amount from \$38,392.28 to Per Invoice to accommodate additional invoices for digital licenses and classroom kits.</p> <p>Funding source: LCAP</p>
<p><b>RFP 23-24-17 Gold Star Foods.</b>            To provide Nutrition Services distribution of USDA foods and commercial food products.            Submitted by: Nutrition Services            Duration of Agreement: July 1, 2025 - June 30, 2026</p>	<p>Contract amount: \$1,313,626.44</p> <p>Year one (1) renewal of RFP 24-24-17, terms July 1, 2025 through June 30, 2026. Price increase must not exceed 5% maximum per the original agreement.</p> <p>Funding source: Nutrition Services</p>
<p><b>RFP 23-24-17 KB Foods Distribution, Inc.</b>            To provide Nutrition Services distribution of USDA foods and commercial food products.            Submitted by: Nutrition Services            Duration of Agreement: July 1, 2025 - June 30, 2026</p>	<p>Contract amount: \$82,705.95</p> <p>Year one (1) renewal of RFP 24-24-17, terms July 1, 2025, through June 30, 2026. Price increase must not exceed 5% maximum per the original agreement.</p> <p>Funding source: Nutrition Services</p>
<p><b>RFP 23-24-17 Sunrise Produce.</b>            To provide Nutrition Services distribution of USDA foods and commercial food products.            Submitted by: Nutrition Services            Duration of Agreement: July 1, 2025 - June 30, 2026</p>	<p>Contract amount: \$406,733.36</p> <p>Year one (1) renewal of RFP 24-24-17, terms July 1, 2025 through June 30, 2026. Price increase must not exceed 5% maximum per the original agreement.</p> <p>Funding source: Nutrition Services</p>

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 1, 2025  
**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**

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**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

Increase to the General Fund from proceeds of sale.

NE:GJS: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](mailto: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	Health Services	Date Submitted:	4/7/2025
Site Contact & Extension	Deborah Gutierrez x8935		

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
Health Services Equipment	Welch Allyn/Spot Vital Signs 4400 #44WT-DIGBP	Serial #100073313620	No Asset Tag	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>

### Site Responsibility:

1. Inventory all equipment and furniture that is being submitted for surplus or disposal.



## 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](mailto: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	Walnut Elementary	Date Submitted:	March 31, 2025
Site Contact & Extension	Barbara Patten 3776		

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	20 Polygon Shaper Student desks-Broken	NA	NA	<input type="checkbox"/>
Classroom Furniture	11 small child chairs - broken	NA	NA	<input type="checkbox"/>
Classroom Furniture	12 Adult size teacher chair-Broken	NA	NA	<input type="checkbox"/>
Office Equipment	3 cushioned chairs with wheels - Broken	NA	NA	<input type="checkbox"/>
Classroom Furniture	1 large metal desk with drawers broken	NA	NA	<input type="checkbox"/>
Classroom Furniture	2 Kidney tables - broken	NA	NA.	<input type="checkbox"/>
Appliance / Food Service Equipment	1 compact refrigerator - broken	NA	NA	<input type="checkbox"/>
Office Equipment	1 wooden magazine rack - old	NA	NA.	<input type="checkbox"/>
Classroom Furniture	1 Metal Rack for hanging items - old	NA	NA	<input type="checkbox"/>
Classroom Furniture	1 Large rolling cabinet - old	NA	NA	<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

Rev. 6/26/2023

Submit the completed form via email to [Kathy.Casino@chino.k12.ca.us](mailto:Kathy.Casino@chino.k12.ca.us), Purchasing Department.



## CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

Purchasing Use Only

*May 15, 2025*

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](mailto: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	AEC	Date Submitted:	4/9/25
Site Contact & Extension	Erin Gibson x5700		

**Adobe E-signature is acceptable**

Department Head/Principal Approval:	<i>Preston R. Carr</i>
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Appliance / Food Service Equipment	ICEU300HA3 <i>ICE MACHINE (DOES NOT WORK)</i>	15021280013031	47215	<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

Rev. 6/26/2023

Submit the completed form via email to [Kathy.Casino@chino.k12.ca.us](mailto:Kathy.Casino@chino.k12.ca.us), Purchasing Department.



## CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

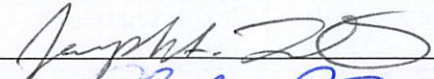
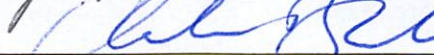
Purchasing Use Only

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](mailto: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	Office of Assessment / Language Assessment Center	Date Submitted:	4/3/25
Site Contact & Extension	Saida Berry / Mary Roy (x1385 / x1640)		

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	Toshiba	Unknown	33325 – white tag C-0043 – red tag	<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"/>
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"/>
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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"/>

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025

**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 2024/2025-65, AND 2024/2025-66, 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:

<b>Resolution</b>	<b>Contract</b>	<b>Contractor(s)</b>	<b>Description</b>	<b>Term</b>
2024/2025-65	Downey USD Bid No. 23/24-11	Apple, Inc.	Apple Products, Services, CTO Products, Hardware, and Software	10/06/2023-06/30/2025



<b>Resolution</b>	<b>Contract</b>	<b>Contractor(s)</b>	<b>Description</b>	<b>Term</b>
2024/2025-66	California Multiple Award Schedule (CMAS) 3-20-36-00049F	Cell Business Equipment	Information Technology Goods and Services	05/13/2020-07/30/2028

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2024/2025-65, and 2024/2025-66, Authorization to Utilize a Piggyback Contract.

**FISCAL IMPACT**

Unknown.

NE:GJS:KC:cb

**Chino Valley Unified School District  
Resolution 2024/2025-65  
Authorization to Utilize the Downey Unified School District  
Bid No. 23/24-11 With Apple, Inc.  
To Purchase Apple Products, Services, CTO Products, Hardware and Software  
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 Apple Products, Services, CTO Products, Hardware and Software for the District;

**WHEREAS**, Downey Unified School District currently has a piggyback contract, Bid No. 23/24-11, in accordance with Public Contract Code 20118 with Apple, Inc., that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the purchase of Apple Products, Services, CTO Products, Hardware and Software through the piggyback contract procured by the Downey Unified School District, Bid No. 23/24-11.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of Apple Products, Services, CTO Products, Hardware and Software through the piggyback contract originally procured by the Downey Unified School District, Bid No. 23/24-11 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of technology equipment and peripherals in accordance with Public Contract Code 20118 through the

piggyback contract originally procured by the Downey Unified School District, Bid No. 23/24-11.

Section 4. Other Actions. The District desires by a majority of the vote of the Board and pursuant to Education Code section 17604 and similar statutes, to delegate authority to the Superintendent or his designee, who 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 6, 2023, for the term ending June 30, 2025.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 1st day of May 2025 by the following vote:

Cervantes	_____
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  
Resolution 2024/2025-66  
Authorization to Utilize the California Multiple Award Schedule (CMAS)  
3-20-36-0049F With Cell Business Equipment  
to Purchase Information Technology Goods and Services  
Through the Piggyback Contract**

**WHEREAS**, the governing board of a school district under Public Contract Code section 10290 *et seq.* may, without competitive bidding, contract with suppliers that have been awarded contracts, master agreements, multiple award schedules, cooperative agreements or other types of agreements, including agreements with entities outside the state or other agreements that leverage the state's buying power, for acquisitions authorized under Chapter 2 (commencing with Section 10290) and Chapter 3 (commencing with Section 12100) of the Public Contract Code;

**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 school district to take advantage of this competitive bidding exception;

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

**WHEREAS**, the District's Board has determined that it is in the best interest of the District to authorize the purchase of information technology goods and services through the piggyback contract procured by contract 3-20-36-0094F in accordance with Chapter 2 (commencing with Section 10290) and Chapter 3 (commencing with Section 12100) of the Public Contract Code, without competitive bidding through the State of California Department of General Services Procurement Division under California Multiple Award Schedules (collectively, "CMAS");

**WHEREAS**, CMAS currently has a piggyback contract, 3-20-36-0094F, in accordance with Public Contract Code 20118 with Cell Business Equipment, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

Section 2. Determination re: Purchase through CMAS. Pursuant to Public Contract Code section 10290 *et seq.* and Public Contract Code section 12100 *et seq.*, that authorizing the purchase of information technology goods and services through CMAS contract 3-20-36-0094F is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of information

technology goods and services in accordance with Public Contract Code 20118 through the piggyback contract originally procured by CMAS contract 3-20-36-0094F.

Section 4. Other Actions. The District desires by a majority of the vote of the Board and pursuant to Education Code section 17604 and similar statutes, to delegate authority to the Superintendent or his designee, who 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 May 13, 2020, for the term ending July 30, 2028.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 1st day of May 2025 by the following vote:

Cervantes	_____
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:** May 1, 2025

**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.

<b>CUPCCAA Project</b>	<b>Project Description</b>	<b>Contractor</b>	<b>Original Bid</b>	<b>Change Order</b>	<b>Total</b>	<b>Fund</b>	<b>Completion Date</b>
CC2024-87	Oak Ridge ES-Slope Repairs	John Buck dba J2 Builders	\$24,350.00	287 Days	\$24,350.00	01	April 1, 2025
CC2025-40	Chino HS Track Fence Installation	Nextgen Construction, Inc.	\$17,900.00	N/A	\$17,900.00	25	April 3, 2025
CC2025-54	Newman ES Room 7 HVAC Replacement	Leading Edge Air Conditioning	\$17,850.00	N/A	\$17,850.00	01	April 8, 2025

CUPCCA A Project	Project Description	Contractor	Original Bid	Change Order	Total	Fund	Completion Date
CC2025-63	Don Lugo HS HVAC Replacement Rm 306	Leading Edge Air Conditioning	\$17,850.00	N/A	\$17,850.00	01	March 15, 2025
CC2025-65	Alternative Education Center-Flooring Replacement	Custom Craft Flooring	\$15,703.70	N/A	\$15,703.70	01	March 28, 2025
CC2025-66	Dickey ES Playground Tripping Hazard Repairs	Premier Paving, Inc.	\$21,700.00	N/A	\$21,700.00	01	March 28, 2025

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**

\$97,453.70 to Fund 01  
 \$17,900.00 to Fund 25

NE:GJS:TN:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

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

**SUBJECT: NOTICE OF COMPLETION FOR BID NO. 23-24-27F, AYALA HS SHADE STRUCTURE**

=====

**BACKGROUND**

On July 18, 2024, the Board of Education awarded Bid No. 23-24-27F, Ayala HS Shade Structure.

Original Bid Amount	Previously Approved Change Orders	Total Contract	5% Retention Amount
\$268,500.00	\$19,031.71	\$287,531.71	\$14,376.59

All contracted work was completed on April 11, 2025. Documentation indicating satisfactory completion and compliance with specifications has been obtained from the following individuals: Sam Sousa, Project Manager; Beverly Beemer, CVUSD Director of Planning; and Gregory Stachura, Assistant Superintendent, Facilities, Planning and Operations.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Notice of Completion for Bid No. 23-24-27F, Ayala HS Shade Structure.

**FISCAL IMPACT**

None.

NE:GJS:cb



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 1, 2025

**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. 24-25-07F, CHINO HS – OLD GYM ROOFING 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 Bid No. 24-25-07F, Chino HS - Old Gym Roofing Project, was published in the Inland Valley Daily Bulletin on March 19, 2025, and March 26, 2025. Bids were submitted at 1:00 p.m. on April 7, 2025. The results are as follows

<b>Contractor</b>	<b>Bid Amount</b>
San Marino Roof Co, Inc.	\$232,663.00
CI Services, Inc.	\$257,000.00
AME Builders, Inc. dba AME Roof	\$269,300.00
Rite-Way Roof	\$276,146.00
Bligh Roof Company dba Bligh Pacific	\$289,810.00
Exclusive Metal, Inc.	\$290,000.00
Pacific Single Ply Roofing, Inc.	\$292,139.00
ADCO Roofing, Inc.	\$309,000.00
Courtney, Inc.	\$336,986.00
Best Contracting Services, Inc.	\$390,293.00
Bishop, Inc.	\$415,548.00
Danny Letner, Inc. dba Letner Riffing Co.	\$425,000.00

The basic scope of work for this project will provide and install a complete thermoplastic single-ply roof system for the gym roof.

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. 24-25-07F, Chino HS – Old Gym Roofing Project to San Marino Roof Co, Inc.

**FISCAL IMPACT**

\$232,663.00 to Fund 14

NE:GJS:KC:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations  
**SUBJECT: REVISION OF BOARD POLICY 3311 BUSINESS AND NONINSTRUCTIONAL OPERATIONS - BIDS**

=====

**BACKGROUND**

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Revision of Board Policy 3311 Business and Noninstructional Operations is updated to reflect new language regarding fees/direct costs for non-profit community groups and organizations. Policy also adds new section on the use of district facilities after instructional hours and liability insurance shall be required from all user groups. This item was presented as information to the Board on April 17, 2025.

New language is provided in UPPER CASE while old policy language is ~~lined through~~.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the revision of Board Policy 3311 Business and Noninstructional Operations - Bids.

**FISCAL IMPACT**

None.

NE:GJS:cb

**BIDS**

The Board of Education is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the District, including when contracting for public projects involving District facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the District, such contracts shall be made using competitive bidding.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 3000 - Concepts and Roles)  
(cf. 3230 - Federal Grant Funds)  
(cf. 3300 - Expenditures and Purchases)  
(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures) (cf. 3311.2 - Lease-Leaseback Contracts)  
(cf. 3311.3 - Design-Build Contracts)  
(cf. 3311.4 - Procurement of Technological Equipment)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

The Superintendent or designee shall establish comprehensive bidding procedures for the District in accordance with ~~law~~ GOVERNMENT CODE 54202, AND THAT MEET THE REQUIREMENTS FOR BIDDING PROCEDURES SPECIFIED IN LAW. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts, which by law or Board policy require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

(cf. 9270 - Conflict of Interest)

When calling for bids, the Superintendent or designee shall ensure that the bid specificationS clearly describes in appropriate detail the quality, delivery, and service required, and include all information which the District knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

~~Except as authorized by law,~~ Contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

**BIDS (cont.)**

~~When the Board has determined that it is in the best interest of the District, the District may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property to the extent authorized by law. (Public Contract Code 20118)~~

HOWEVER, THE BOARD MAY LET CONTRACTS TO OTHER THAN ONLY THE LOWEST RESPONSIBLE BIDDER IN THE FOLLOWING CIRCUMSTANCES:

1. WHEN THE CONTRACT IS FOR THE PROCUREMENT AND/OR MAINTENANCE OF ELECTRONIC DATA PROCESSING SYSTEMS AND SUPPORTING SOFTWARE, IN WHICH CASE THE BOARD MAY CONTRACT WITH ANY ONE OF THE THREE LOWEST RESPONSIBLE BIDDERS (PUBLIC CONTRACT CODE 20118.1)
2. WHEN THE CONTRACT IS FOR ANY TRANSPORTATION SERVICE WHICH INVOLVES AN EXPENDITURE OF MORE THAN \$10,000 AND WHICH WILL BE MADE WITH ANY PERSON OR CORPORATION OTHER THAN A COMMON CARRIER, MUNICIPALLY OWNED TRANSIT SYSTEM, OR A PARENT/GUARDIAN OF A STUDENT WHO IS TO BE TRANSPORTED, IN WHICH CASE THE BOARD MAY CONTRACT WITH OTHER THAN THE LOWEST BIDDER (EDUCATION CODE 39802)
3. WHEN PROCURING A LEASE-LEASEBACK CONTRACT, IN WHICH CASE THE BOARD SHALL AWARD THE CONTRACT BASED ON OBJECTIVE CRITERIA FOR DETERMINING THE BEST COMBINATION OF PRICE AND QUALIFICATIONS IN ACCORDANCE WITH EDUCATION CODE 17400 AND 17406.

**BIDS NOT REQUIRED**

WHEN THE BOARD HAS DETERMINED THAT IT IS IN THE BEST INTEREST OF THE DISTRICT, THE DISTRICT MAY PIGGYBACK ONTO THE CONTRACT OF ANOTHER PUBLIC AGENCY OR CORPORATION TO LEASE OR PURCHASE ANY PERSONAL PROPERTY TO THE EXTENT AUTHORIZED BY LAW, INCLUDING THE LEASE OF DATA-PROCESSING EQUIPMENT OR THE PURCHASE OF 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. (PUBLIC CONTRACT CODE 20118)

ALTERNATIVELY, IF THE PUBLIC CORPORATION OR AGENCY HAS AN EXISTING CONTRACT WITH A VENDOR FOR THE LEASE OR PURCHASE OF PERSONAL PROPERTY, THE DISTRICT MAY AUTHORIZE THE LEASE OR PURCHASE OF PERSONAL PROPERTY DIRECTLY FROM THE VENDOR AND MAKE PAYMENTS UNDER THE

**BIDS (cont.)**

SAME TERMS THAT ARE AVAILABLE TO THE PUBLIC CORPORATION OR AGENCY UNDER THE CONTRACT. (PUBLIC CONTRACT CODE 20118)

WITHOUT ADVERTISING FOR BIDS, THE BOARD MAY ENTER INTO AN ENERGY SERVICE CONTRACT AND ANY RELATED FACILITY GROUND LEASE, WHEN IT DETERMINES THAT THE TERMS OF THE CONTRACT AND LEASE ARE IN THE BEST INTEREST OF THE DISTRICT AND MEET THE COST EFFECTIVENESS REQUIREMENTS SPECIFIED IN GOVERNMENT CODE 4217.12. THE BOARD'S DETERMINATION SHALL BE MADE AT A REGULARLY SCHEDULED PUBLIC HEARING OF WHICH NOTICE IS GIVEN TO THE PUBLIC AT LEAST TWO WEEKS IN ADVANCE AND SHALL BE BASED ON A COST AND SAVING COMPARISON FINDING SPECIFIED IN GOVERNMENT CODE 4217.12. (GOVERNMENT CODE 4217.12)

IN AN EMERGENCY WHEN ANY REPAIRS, ALTERATIONS, WORK, OR IMPROVEMENT TO ANY SCHOOL FACILITY IS NECESSARY TO PERMIT THE CONTINUANCE OF EXISTING SCHOOL CLASSES OR TO AVOID DANGER TO LIFE OR PROPERTY, THE BOARD MAY, BY UNANIMOUS VOTE AND WITH THE APPROVAL OF THE COUNTY SUPERINTENDENT OF SCHOOLS, CONTRACT FOR LABOR AND MATERIALS OR SUPPLIES WITHOUT ADVERTISING FOR OR INVITING BIDS OR MAY AUTHORIZE THE USE OF DAY LABOR OR FORCE ACCOUNT FOR THE EMERGENCY PURPOSE. (PUBLIC CONTRACT CODE 1102, 20113)

**Prequalification Procedure**

For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. (Public Contract Code 20111.5)

Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. The information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5)

The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the District at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (Public

**BIDS (cont.)**

Contract Code 20111.5)

The District may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)

**Change Order Procedure**

The Board of Education recognizes that during construction there may be unanticipated or unforeseen conditions which could not reasonably be expected to be identified during the design and bidding processes, and that these conditions may require changes to a project's original plans and specifications.

The Board of Education also recognizes that ~~opportunities~~ CHANGES THAT ~~to~~ increase OR DECREASE the value of a construction project, OR IMPACT THE CONSTRUCTION SCHEDULE, may arise during the construction phase. ~~Such opportunities~~ THESE CONDITIONS may require changes to a project's original plans and specifications.

Such modifications of existing agreements are known as "Change Orders." The Superintendent will develop administrative regulations to establish Change Order procedures.

**Legal Reference:**EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities

Act 17250.10-17250.55 Design-build contracts

17406 Lease-leaseback contract

17595 Purchase of supplies through Department of General Services

17602 Purchase of surplus property from federal agencies

38083 Purchase of perishable foodstuffs and

seasonable commodities 38110-38120 Apparatus

and supplies 39643 Purchases through Department

of General Services 39802 Bids and Contracts for  
Services

39873 Purchases of Perishable Foodstuffs and Seasonable

Commodities 40000 Purchases of Supplies through County

Superintendent

40001 Purchases by District Governing

Board 40002 Purchases of Other than

Standard Supplies

BUSINESS AND PROFESSIONS CODE

7056 General engineering

contractor 7057 General building

contractor CODE OF CIVIL

PROCEDURE

446 Verification of pleadings

GOVERNMENT CODE

**BIDS (cont.)**

4217.10-4217.18 Energy conservation  
contracts 4330-4334 Preference for  
California-made materials  
6252 Definition of public record  
53060 Special services and  
advice  
54201-54205 Purchase of supplies and equipment by local agencies

PUBLIC CONTRACT CODE

1102 Emergencies  
2000-2002 Responsive bidders  
3000-3010 Roofing projects  
3400 Bids, specifications by brand or trade name not permitted  
3410 United States produce and processed foods  
4113 Prime contractor; subcontractor  
6610 Bid visits  
12161 Definitions  
12168 Preferences for Purchase of Recycled Paper Products  
12169 Bidders to Specify Percentage of Recycled Paper  
Product 12200 Definitions, recycled goods, materials and  
supplies  
12210 Purchases of Recycled Products Preferred  
12213 Specifications by Bidder of Recycled Content  
20101-20103.7 Public construction projects, requirements for bidding  
20103.8 Award of contracts  
20107 Bidder's Security  
20110-20118.4 Local Agency Public Constructions Act; school  
districts  
20129 Bidder's Security; Performance Bond  
20189 Bidder's security, earthquake relief  
22000-22045 Alternative procedures for public projects  
(UPCCAA)  
22152 Recycled product procurement

COURT DECISIONS

Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739  
Great West Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425  
Marshall v. Pasadena Unified School District, (2004) 119 Cal.App.4th 1241  
Konica Business Machines v. Regents of the University of California, (1988) 206 Cal.App.3d  
449 City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court, (1972) 7  
Cal.3d 861

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 1 (2006)

**Management Resources:**

WEBSITES

California School Boards Association: [www.csba.org](http://www.csba.org)  
California Association of School Business Officials: [www.casbo.org](http://www.casbo.org)  
California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov)  
California Department of General Services: [www.dgs.ca.gov](http://www.dgs.ca.gov)



**BIDS (cont.)**

**Chino Valley Unified School District**

Policy adopted: November 16, 1995

Revised: April 19, 2001

Revised: November 16, 2006

Revised: September 18, 2008

Revised: January 16, 2014

Revised: February 2, 2017

Revised: April 6, 2017

Revised: September 7, 2017

Revised: March 7, 2019

REVISED:

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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
Vanessa Acuña, Ed.D., Director, Human Resources  
Joseph Durkin, 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:GP:VA:JD:jw

**CERTIFICATED PERSONNEL**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**CERTIFICATED MANAGEMENT PERSONNEL FOR THE 2025/2026 SCHOOL YEAR**

**APPOINTMENT**

HATCH, Annette	Coordinator-Expanded Learning & Support	Health Services	07/01/2025
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2024/2025 SCHOOL YEAR**

**RETIREMENT**

KEANE, Laura (25 years of service)	Elementary Teacher	Cattle ES	05/24/2025
ALANIS, Anthony (8 years of service)	Elementary Teacher	Cortez ES	05/30/2025
HEISER, Lauren (22 years of service)	Elementary Teacher	Wickman ES	07/01/2025
CAREW, Kimberly (17 years of service)	Secondary Teacher	Canyon Hills JHS	05/27/2025
GUILLEMET, John (28 years of service)	Secondary Teacher	Ramona JHS	05/24/2025
THEIS, Mary (16 years of service)	School Nurse	Health Services	06/02/2025

**RESIGNATION**

MENSEN, Desiree	Secondary Teacher	Magnolia JHS	05/23/2025
BELTRAN-HERNANDEZ, Crystal	Special Education Teacher	Woodcrest JHS	05/23/2025
LY, Robert	Secondary Teacher	Ayala HS	05/23/2025

**LEAVE OF ABSENCE**

PYE, Steven	Special Education Teacher	Special Education	05/02/2025 through 05/23/2025
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**PLACED ON THE 39-MONTH RE-EMPLOYMENT LIST**

BONNEMA, Michelle	Secondary Teacher	Ayala HS	04/15/2025
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**APPOINTMENT – EXTRA DUTY - SPORTS**

RAMIREZ, Stephanie (NBM)	Color Guard (B)	Canyon Hills JHS	05/02/2025
EDMUNDSON, Connor (NBM)	Band (B)	Ayala HS	05/02/2025

**CERTIFICATED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
<b><u>APPOINTMENT – EXTRA DUTY – SPORTS</u></b> (cont.)			
FREEMAN, Brad (NBM)	Football (B)	Chino HS	05/02/2025
KIRCHFELD, Sebastian (NBM)	Football (B)	Chino HS	05/02/2025
ORANGE II, Artist Louie (NBM)	Football (B)	Chino HS	05/02/2025
EDMUNDSON, Connor (NBM)	Band (B)	Chino Hills HS	05/02/2025
SHIRLEY, Brooke (NBM)	Sideline Cheer (B)	Chino Hills HS	05/02/2025
MACHUCA, Fabian	Golf (GF)	Don Lugo HS	05/02/2025
THOMPSON, Lisa	Flag Football (B)	Don Lugo HS	05/02/2025
		TOTAL:	\$3,398.00

**APPOINTMENT – EXTENDED LEARNING – SUMMER PROGRAM**

AGUIRRE, Esther	Child Development Teacher	Child Development	06/03/2025
ARROYO MENDO, Sabrina	Child Development Teacher	Child Development	06/03/2025
AUSTIN, Erica	Child Development Teacher	Child Development	06/03/2025
DELGADO, Samantha	Child Development Teacher	Child Development	06/03/2025
ESTRADA, Michaela	Child Development Teacher	Child Development	06/03/2025
FARMIKIS, Stephanie	Child Development Teacher	Child Development	06/03/2025
FORMIN, Elissa	Child Development Teacher	Child Development	06/03/2025
GONZALES, Alyssa	Child Development Teacher	Child Development	06/03/2025
GUZMAN, Diana	Child Development Teacher	Child Development	06/03/2025
JIMENEZ, Yazmin	Child Development Teacher	Child Development	06/03/2025
LOPEZ, Leticia	Child Development Teacher	Child Development	06/03/2025
JOLIN, Leslie	Child Development Teacher	Child Development	06/03/2025
JUAREZ, Ileana	Child Development Teacher	Child Development	06/03/2025
KHATIBLOO, Nikoo	Child Development Teacher	Child Development	06/03/2025
LIRA, Sarah	Child Development Teacher	Child Development	06/03/2025
MCCAIN, Tracy	Child Development Teacher	Child Development	06/03/2025
MERRILL BISHOP, Mya	Child Development Teacher	Child Development	06/03/2025
MONTANEZ, Mayra	Child Development Teacher	Child Development	06/03/2025
MORALES, Blanca	Child Development Teacher	Child Development	06/03/2025
NOON, Sandra	Child Development Teacher	Child Development	06/03/2025
REYES, Alexandra	Child Development Teacher	Child Development	06/03/2025
ZAMORA, Tracy	Child Development Teacher	Child Development	06/03/2025

**CLASSIFIED PERSONNEL**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE FOR THE 2024/2025 SCHOOL YEAR**

**APPOINTMENT**

ORTIZ, David	Custodian I (GF)	Butterfield Ranch ES	05/02/2025
COOPER, Kathleen	Paraprofessional I (SELPA/GF)	Cattle ES	05/02/2025
MONTELONGO, Ethan	IA/Elementary Grade Level (C)	Liberty ES	05/02/2025
ROSADO, Raymond	Paraprofessional I (SELPA/GF)	Litel ES	05/02/2025
VARGAS, David	Playground Supervisor (GF)	Rolling Ridge ES	05/02/2025

**ADDITIONAL ASSIGNMENT**

GARCIA, Stephanie	Playground Supervisor (GF)	Eagle Canyon ES	05/02/2025
MENDOZA, Felicia	Playground Supervisor (GF)	Eagle Canyon ES	05/02/2025

**INCREASE IN HOURS/DAY**

KING, Rosemary	FROM: Secondary Library/Media Ctr. Asst. (C) 4.0 hrs./213 work days TO: Secondary Library/Media Ctr. Asst. (C) 8.0 hrs./213 work days	Chino HS	05/02/2025
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**RELEASE OF PROBATIONARY EMPLOYEE WITHOUT PREJUDICE**

Employee #7181			04/16/2025
Employee #29211			04/21/2025

**PLACED ON 39-MONTH RE-EMPLOYMENT LIST**

ROMERO, Rafaela	Paraprofessional II (SELPA/GF)	Walnut ES	04/17/2025
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**LEAVE OF ABSENCE**

PALACIOS, Virginia	Nutrition Services Manager I (NS)	Borba ES	04/04/2025 through 05/15/2025
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**RETIREMENT**

ARELLANO, Stella (17 years of service)	Nutrition Services Professional (NS)	Country Springs ES	05/23/2025
CECIL, Jill (15 years of service)	Elem. Library/Media Ctr. Asst. (C)	Rolling Ridge ES	06/30/2025

**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
<b><u>RESIGNATION</u></b>			
DESARRO, Olivia	IA/Curriculum Lab (C)	Chaparral ES	04/29/2025
ELHAFIANE, Amina	Playground Supervisor (GF)	Dickson ES	05/09/2025
BOYER, Deanna	Paraprofessional I (SELPA/GF)	Woodcrest JHS	05/02/2025
BOYER, Deanna	Playground Supervisor (GF)	Woodcrest JHS	05/02/2025
JONES, Christina	Paraprofessional II (SELPA/GF)	Chino Hills HS	06/02/2025
DONNELL, Toney	IA/Secondary Grade Level (C)	CVLA	05/02/2025
GILBERT, Alysia	IA/Childhood Education (C)	Child Development	04/30/2025
SCHOTT, Carri	IA/Childhood Education (C)	Child Development	04/22/2025

**APPOINTMENT – EXTENDED LEARNING – SUMMER PROGRAM**

RAMIREZ, Jennifer	Nutrition Services Manager I (C)	Dickey ES	06/03/2025
FERRIERA, Linda	Nutrition Services Manager I (C)	Dickson ES	06/03/2025
IBARRA, Guillermina	Nutrition Services Manager I (C)	Newman ES	06/03/2025
HENSLEY, Jackie	Nutrition Services Manager I (C)	Oak Ridge ES	06/03/2025
BELL, Claudiane	Child Care Specialist (C)	Child Development	06/03/2025
CONRARDY, Victoria	Child Care Specialist (C)	Child Development	06/03/2025
CUEVAS CANTU, Erika	Child Care Specialist (C)	Child Development	06/03/2025
DROOG, Lisa	Child Care Specialist (C)	Child Development	06/03/2025
GALINDO, Patricia	Child Care Specialist (C)	Child Development	06/03/2025
GONZALEZ, Daniella	Child Care Specialist (C)	Child Development	06/03/2025
MARCUCCI, Deborah	Child Care Specialist (C)	Child Development	06/03/2025
MARTINEZ, Carmen	Child Care Specialist (C)	Child Development	06/03/2025
MEDINA, Michelle	Child Care Specialist (C)	Child Development	06/03/2025
MENDOZA, Aaliyah	Child Care Specialist (C)	Child Development	06/03/2025
MOHAPATRA, Bijayalami	Child Care Specialist (C)	Child Development	06/03/2025
PACHECO, Erica	Child Care Specialist (C)	Child Development	06/03/2025
PARRY, Tina	Child Care Specialist (C)	Child Development	06/03/2025
RAMIREZ, Patricia	Child Care Specialist (C)	Child Development	06/03/2025
SANFORD, Christina	Child Care Specialist (C)	Child Development	06/03/2025
SOLORAZANO, Veronica	Health Technician (C)	Child Development	06/03/2025
VIGNAULT, Kimberlee	Health Technician (C)	Child Development	06/03/2025
WILLIAMS, Jordyn	Child Care Specialist (C)	Child Development	06/03/2025
YANEZ, Claudia	Child Care Specialist (C)	Child Development	06/03/2025

**APPOINTMENT – SUPPLEMENTAL INSTRUCTION – SUMMER SCHOOL**

CHAVEZ, Iletha	Health Technician (SS)	Litel ES	05/28/2025
GARZA, Lisa Marie	School Secretary I (SS)	Litel ES	05/27/2025
SIRISUB, Brenda	Nutrition Services Manager I (NS)	Litel ES	05/27/2025

**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT – SUPPLEMENTAL INSTRUCTION – SUMMER SCHOOL** (cont.)

ALAVAREZ, Monica	Health Technician (SS)	Rhodes ES	05/28/2025
GONZALES, Gregory	Nutrition Services Manager I (NS)	Rhodes ES	05/27/2025
MADKIN, Brooke	School Secretary I (SS)	Rhodes ES	05/27/2025
CAMACHO, Elvira	Health Technician (SS)	Walnut ES	05/28/2025
TOLER, Katrina	School Secretary I (SS)	Walnut ES	05/27/2025
VASQUEZ, Lisa	Nutrition Services Manager I (NS)	Walnut ES	05/27/2025
GARCIA, Arlene	Nutrition Services Professional (NS)	Ayala HS	06/02/2025
GUTIERREZ, Ryan	Playground Supervisor (SS)	Ayala HS	06/02/2025
HERNANDEZ-REYES, Antoinette	Health Technician (SS)	Ayala HS	05/30/2025
MAZZUCA, Angela	Sec. Library/Media Cntr. Assist. (SS)	Ayala HS	05/15/2025
MUNTEAN, Kimberly	School Secretary I (SS)	Ayala HS	05/30/2025
REYES, Jonathan	Campus Security Officer I (SS)	Ayala HS	06/02/2025
VELHAGEN-DIZON, Claire	Nutrition Services Manager II (NS)	Ayala HS	05/30/2025
ANDERSON, D'kota	High School Receptionist (SS)	Chino HS	05/30/2025
ARMSTRONG, Brandon	Playground Supervisor (SS)	Chino HS	06/02/2025
GARCIA DE LEON, Soila	Nutrition Services Professional (NS)	Chino HS	06/02/2025
LESURE, Toinyetta	Nutrition Services Manager III (NS)	Chino HS	05/27/2025
NERI, Karen	Nutrition Services Professional (NS)	Chino HS	05/27/2025
PASTOR, Maria	Custodian I (SS)	Chino HS	05/30/2025
RODRIGUEZ, Arlene	School Secretary I (SS)	Chino HS	05/30/2025
SILVA, Michelle	Health Technician (SS)	Chino HS	05/30/2025
SORIANO, Silvia	Sec. Library/Media Cntr. Assist. (SS)	Chino HS	05/15/2025
SOTELO, Santiago	Campus Security Officer I (SS)	Chino HS	06/02/2025
AGUILAR, Josabeth	Playground Supervisor (SS)	Chino Hills HS	05/28/2025
ALAMILLO, Marisol	Campus Security Officer I (SS)	Chino Hills HS	05/28/2025
ARTEAGA, Samantha	School Secretary I (SS)	Chino Hills HS	05/27/2025
CASTILLO, Diane	Health Technician (SS)	Chino Hills HS	05/27/2025
GUZMAN, Guadalupe	Custodian I (SS)	Chino Hills HS	05/28/2025
LALOI, Angelica	High School Receptionist (SS)	Chino Hills HS	05/27/2025
MARMOLEJO, Brandi	Nutrition Services Professional (NS)	Chino Hills HS	05/28/2025
RANGEL, Paula	Nutrition Services Manager II (NS)	Chino Hills HS	05/30/2025
SEWARD, Michelle	Sec. Library/Media C Assist. (SS)	Chino Hills HS	05/15/2025
FLORES, Angelica	Playground Supervisor (SS)	Don Lugo HS	06/02/2025
MAGANA, BettiMarie	High School Receptionist (SS)	Don Lugo HS	05/30/2025
MELENDEZ, Joy	Health Technician (SS)	Don Lugo HS	05/30/2025
SALDANA, Jesse	Campus Security Officer I (SS)	Don Lugo HS	06/02/2025
VILLALOBOS, Armeda	Sec. Library/Media Cntr. Assist. (SS)	Don Lugo HS	05/15/2025
WASI, AMEENA	School Secretary I (SS)	Don Lugo HS	05/30/2025
ERMER, Carrie	Nutrition Services Manager I (NS)	Buena Vista HS	05/30/2025
OROSCO, Melody	School Secretary I (SS)	Buena Vista HS	05/30/2025
KOMORA, Lisa	Nutrition Services Manager I (NS)	CVLA	05/27/2025

**CLASSIFIED PERSONNEL** (cont.)

**APPOINTMENT OF SHORT-TERM EMPLOYEES EFFECTIVE MAY 2, 2025, THROUGH JUNE 30, 2025**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>
GALAZ, Samantha	Visual & Performing Arts Specialist (C)	Borba ES
JAUREGUI, Adriana	Visual & Performing Arts Specialist (C)	Borba ES
WAGGENER, Monique	Visual & Performing Arts Specialist (C)	Oak Ridge ES
DEMESA, Brandon	Visual & Performing Arts Specialist (C)	Canyon Hills JHS

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

GILBERT, Alysia

(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:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
Vanessa Acuña, Ed.D., Director, Human Resources  
Joe Durkin, Director, Human Resources

**SUBJECT: NEW JOB DESCRIPTIONS FOR ASSISTANT PRINCIPAL-HIGH SCHOOL; ASSISTANT PRINCIPAL HS-ATHLETICS & FACILITIES; ASSISTANT PRINCIPAL-ADULT SCHOOL; AND ASSISTANT PRINCIPAL-CVLA; REVISIONS TO JOB DESCRIPTIONS FOR ASSISTANT PRINCIPAL-JHS; ASSISTANT PRINCIPAL-ELEMENTARY; PRINCIPAL-CONTINUATION HS; AND PRINCIPAL-JHS**

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**BACKGROUND**

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

Tn order to define the duties of Principal and Assistant Principal positions new positions were created for the Assistant Principal-HS; Assistant Principal HS-Athletics; Assistant Principal-Adult School; and Assistant Principal-CVLA. Revisions have been made to the job descriptions for the Assistant Principal-JHS; Assistant Principal-Elementary; Principal-Continuation HS; and Principal-JHS.

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

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

## **RECOMMENDATION**

It is recommended the Board of Education approve the new job descriptions for Assistant Principal-High School; Assistant Principal HS-Athletics; Assistant Principal-Adult School; and Assistant Principal-CVLA; and revisions to job descriptions for Assistant Principal-JHS; Assistant Principal-Elementary; Principal-Continuation HS; and Principal-JHS

## **FISCAL IMPACT**

None.

NE:GP:VA:JD:jw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	Assistant Principal – High School	<b>REPORTS:</b>	Principal
<b>DEPARTMENT:</b>	School Site	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	209
<b>ISSUED:</b>		<b>SALARY:</b>	Range 21

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**BASIC FUNCTION:**

THE ASSISTANT PRINCIPAL WILL SUPPORT THE OVERALL LEADERSHIP OF THE HIGH SCHOOL, WORKING DIRECTLY WITH THE PRINCIPAL TO PROVIDE EXCEPTIONAL EDUCATIONAL EXPERIENCE FOR ALL STUDENTS. THE ASSISTANT PRINCIPAL WILL OVERSEE A WIDE RANGE OF RESPONSIBILITIES, INSTRUCTIONAL LEADERSHIP, AND STUDENT SERVICES, ENSURING THAT STUDENTS ARE PREPARED FOR SUCCESS IN THEIR ACADEMIC AND EXTRACURRICULAR PURSUITS INCLUDING MANAGING SCHOOL OPERATIONS,. THIS ROLE REQUIRES A STRONG COMMITMENT TO FOSTERING A POSITIVE, SAFE, AND PRODUCTIVE SCHOOL ENVIRONMENT THROUGH DATA-DRIVEN DECISION MAKING AND PROACTIVE LEADERSHIP

ASSIST THE PRINCIPAL AS AN EDUCATIONAL LEADER IN THE PROMOTION OF THE INSTRUCTIONAL PROGRAM THROUGH PROVIDING STUDENTS WITH A SAFE LEARNING ENVIRONMENT, FIRST BEST INSTRUCTION, A VIABLE LEARNING CURRICULUM, AND POSITIVE BEHAVIOR INTERVENTION SUPPORTS. IN ADDITION, THE ASSISTANT PRINCIPAL WILL FACILITATE A POSITIVE SCHOOL CLIMATE AND CULTURE, AND MODEL ACADEMIC SUCCESS COUPLED WITH THE DEVELOPMENT OF ACCEPTABLE STUDENT BEHAVIOR.

**REPRESENTATIVE DUTIES:**

INCUMBENTS MAY PERFORM ANY COMBINATION OF THE ESSENTIAL FUNCTIONS SHOWN BELOW. THIS POSITION DESCRIPTION IS NOT INTENDED TO BE AN EXHAUSTIVE LIST OF ALL DUTIES, KNOWLEDGE, OR ABILITIES ASSOCIATED WITH THIS CLASSIFICATION, BUT IS INTENDED TO ACCURATELY REFLECT THE PRINCIPAL JOB ELEMENTS.

**E = ESSENTIAL FUNCTIONS**

OVERSEES THE DEVELOPMENT AND MAINTENANCE OF THE SCHOOL’S MASTER SCHEDULE. **(E)**

ENSURES COURSE OFFERINGS ALIGN WITH STUDENT NEEDS, ACADEMIC GOALS, AND CREDENTIALING REQUIREMENTS. **(E)**

SUPERVISES AND SUPPORTS THE COUNSELING DEPARTMENT IN ADDRESSING STUDENT ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS. **(E)**

LEADS THE PLANNING AND EXECUTION OF THE STATE AND DISTRICT MANDATED TESTING. **(E)**

FACILITATES DATA-DRIVEN DISCUSSIONS WITH STAFF TO ANALYZE STUDENT PERFORMANCE AND DETERMINE THE NEXT STEPS. **(E)**

COLLABORATES WITH STAFF TO SET MEASURABLE GOALS, TRACK PROGRESS, AND ADJUST STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT. **(E)**

PROMOTES A CULTURE OF CONTINUOUS IMPROVEMENT AND PROFESSIONAL DEVELOPMENT FOR ALL STAFF.

PROVIDES INSTRUCTIONAL LEADERSHIP TO TEACHERS AND STAFF, ENSURING EFFECTIVE TEACHING METHODS AND ASSESSMENTS ARE IN PLACE. **(E)**

CONDUCTS CLASSROOM OBSERVATIONS AND PROVIDES CONSTRUCTIVE FEEDBACK TO TEACHERS FOR PROFESSIONAL GROWTH. **(E)**

ASSISTS IN THE SELECTION AND EVALUATION OF STAFF MEMBERS, INCLUDING TEACHERS AND SUPPORT PERSONNEL.

ORGANIZES AND FACILITATES PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS AND STAFF TO ENHANCE INSTRUCTIONAL PRACTICES AND STUDENT ACHIEVEMENT.

ENSURES ALIGNMENT BETWEEN THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA) AND SCHOOL-WIDE GOALS, ADDRESSING ACADEMIC NEEDS AND STUDENT OUTCOMES. **(E)**

FACILITATES AND SUPPORTS THE DEVELOPMENT AND IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PLANS (IEP'S) FOR STUDENTS WITH SPECIAL NEEDS. **(E)**

COLLABORATES WITH SPECIAL EDUCATION STAFF, GENERAL EDUCATION TEACHERS, AND PARENTS TO ENSURE COMPLIANCE AND SUPPORT FOR STUDENTS WITH DISABILITIES. **(E)**

OVERSEES ATTENDANCE POLICIES AND PROCEDURES, WORKING TO IMPROVE ATTENDANCE RATES AND ADDRESSING CHRONIC ABSENTEEISM. **(E)**

MANAGES STUDENT DISCIPLINE, WORKING WITH STUDENTS, PARENTS, AND STAFF TO ENSURE A FAIR AND CONSISTENT APPROACH WHILE FOSTERING A SUPPORTIVE LEARNING ENVIRONMENT. **(E)**

DEVELOPS INITIATIVES TO BUILD STRONG RELATIONSHIPS WITH STUDENTS, STAFF, AND THE COMMUNITY. **(E)**

LEADS THE SCHOOL WIDE IMPLEMENTATION AND MONITORING OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS). **(E)**

COORDINATES AND MONITORS ALL ASPECTS OF SCHOOL SAFETY, INCLUDING EMERGENCY DRILLS, SAFETY PLANS, AND CRISIS RESPONSE. (E)

MONITORS THE PHYSICAL CONDITION AND MAINTENANCE OF SCHOOL FACILITIES TO ENSURE THAT THE SCHOOL ENVIRONMENT IS CONDUCIVE TO LEARNING, SAFETY, AND STUDENT ENGAGEMENT. (E)

PERFORMS OTHER DUTIES AS ASSIGNED.

**MINIMUM REQUIREMENTS:**

**EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:**

BACHELOR'S DEGREE IS REQUIRED. MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION, CURRICULUM AND INSTRUCTION, OR RELATED FIELD IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA PRELIMINARY OR PROFESSIONAL CLEAR MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL AUTHORIZING SERVICE AS AN ELEMENTARY OR SECONDARY TEACHER IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA ADMINISTRATIVE CREDENTIAL AUTHORIZING SERVICE AS AN ADMINISTRATOR IS REQUIRED.

EMPLOYMENT ELIGIBILITY THAT MAY INCLUDE FINGERPRINTS, HEALTH (TB), AND/OR OTHER EMPLOYMENT CLEARANCE.

MUST HAVE VALID CALIFORNIA DRIVER'S LICENSE AND AUTOMOBILE AVAILABLE FOR USE. MUST BE WILLING TO ATTEND EVENING, NIGHT, AND WEEKEND EVENTS.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- CURRICULUM DEVELOPMENT, EVALUATION, AND IMPLEMENTATION OF INSTRUCTIONAL MATERIALS, AND MEASUREMENT AND EVALUATION STRATEGIES;
- DISTRICT'S EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES AT ALL GRADE LEVELS;
- DISTRICT ORGANIZATION, OPERATIONS, POLICIES, AND PROCEDURES;
- TECHNICAL ASPECTS OF FIELD OF SPECIALTY;
- PRINCIPLES OF ORGANIZATION, OPERATION, AND SUPERVISION;
- PRINCIPLES, PRACTICES, TRENDS, GOALS, AND OBJECTIVES OF PUBLIC EDUCATION AND ASSIGNED AREAS OF RESPONSIBILITY;
- MODERN TECHNOLOGY AND OFFICE PROCEDURES AND METHODS, COMPUTER EQUIPMENT, AND COMPUTER SOFTWARE NECESSARY TO PERFORM REQUIRED DUTIES;
- BUDGET PREPARATION AND CONTROL;
- APPLICABLE FEDERAL, STATE, AND LOCAL LAWS, CODES, REGULATIONS, POLICIES, AND PROCEDURES RELATED TO ASSIGNED ACTIVITIES; AND
- ORAL AND WRITTEN COMMUNICATION SKILLS, INCLUDING ENGLISH USAGE, GRAMMAR, SPELLING, PUNCTUATION, VOCABULARY, COMPOSITION, AND MATHEMATICS.

**ABILITY TO:**

- PLAN, ORGANIZE, AND ADMINISTER A COMPREHENSIVE EDUCATIONAL SERVICES PROGRAM;
- ADMINISTER ASSIGNED BUDGETS AND ALLOCATE FUNDS;
- DEMONSTRATE LEADERSHIP QUALITIES AND UTILIZE MOTIVATIONAL TECHNIQUES AND STRATEGIES IN THE DEVELOPMENT OF AN OPERATIONAL MODE THAT IS COST EFFECTIVE;
- OPERATE A COMPUTER TERMINAL AND AUDIO-VISUAL EQUIPMENT;
- COMMUNICATE EFFECTIVELY, BOTH ORALLY AND IN WRITING;
- WRITE IN A CLEAR AND CONCISE MANNER FOR BROAD PUBLIC APPEAL AND INTERPRETATION;
- GAIN COOPERATION THROUGH DISCUSSION AND PERSUASION;
- COORDINATE AND SUPERVISE THE WORK OF OTHERS;
- ANALYZE SITUATIONS CAREFULLY AND ADOPT AN EFFECTIVE COURSE OF ACTION;
- INTERPRET, APPLY, AND EXPLAIN ADMINISTRATIVE AND BOARD POLICIES, LAWS, REGULATIONS, AND COLLECTIVE BARGAINING AGREEMENTS THAT PERTAIN TO AREAS OF RESPONSIBILITY;
- PLAN, ORGANIZE, AND PRIORITIZE WORK TO MEET MULTIPLE SCHEDULES AND DEADLINES, AND MANAGE SIMULTANEOUS TASKS, WITH MANY INTERRUPTIONS;
- WORK INDEPENDENTLY WITH MINIMUM DIRECTION AND SUPERVISION; WORK UNDER PRESSURE;
- UNDERSTAND, ANALYZE, AND PREPARE COMPREHENSIVE, NARRATIVE AND STATISTICAL REPORTS;
- ESTABLISH AND MAINTAIN COOPERATIVE AND EFFECTIVE WORKING RELATIONSHIPS WITH DISTRICT PERSONNEL, COMMUNITY MEMBERS, AND EXTERNAL COMPANIES AND AGENCIES IN THE COURSE OF PERFORMING ASSIGNED DUTIES; AND
- SUPERVISE AND EVALUATE THE PERFORMANCE OF ASSIGNED STAFF.

**WORKING CONDITIONS:****ENVIRONMENT:**

- DISTRICT OFFICE ENVIRONMENT AND SCHOOL SITES;
- DEMANDING TIMELINES;
- SUBJECT TO DRIVING TO A VARIETY OF LOCATIONS TO CONDUCT WORK DURING DAY AND EVENING HOURS.
- SUBJECT TO FREQUENT INTERRUPTIONS AND EXTENSIVE CONTACT WITH STUDENTS, STAFF, PARENTS, AND THE PUBLIC; AND
- INDOOR AND OUTDOOR ENVIRONMENT.

**PHYSICAL DEMANDS:**

- BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND RECORDS;
- REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY;

- DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES;
- HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE;
- VISUAL ABILITY TO READ, AND TO PREPARE/PROCESS DOCUMENTS AND TO MONITOR VARIOUS SERVICES AND PERSONNEL;
- SITTING FOR EXTENDED PERIODS;
- STANDING FOR EXTENDED PERIODS;
- WALKING OVER ROUGH OR UNEVEN SURFACES;
- CLIMBING, OCCASIONAL USE OF STEPLADDERS; AND
- PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE MODERATE LIFTING.

**HAZARDS:**

- EXTENDED VIEWING OF COMPUTER MONITOR;
- WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.
- EXPOSURE TO CONTACT WITH BLOOD OR BODY FLUIDS; AND
- WORKING WITH UNCOOPERATIVE OR ABUSIVE INDIVIDUALS;

I HAVE READ THE ABOVE POSITION DESCRIPTION AND FULLY UNDERSTAND THE REQUIREMENTS SET FORTH THEREIN. I HEREBY ACCEPT THE POSITION OF HIGH SCHOOL ASSISTANT PRINCIPAL AND AGREE TO ABIDE BY THE REQUIREMENTS AND DUTIES SET FORTH. I WILL PERFORM ALL DUTIES AND RESPONSIBILITIES TO THE BEST OF MY ABILITY.

\_\_\_\_\_  
(SIGNATURE OF EMPLOYEE)

\_\_\_\_\_  
(DATE)

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE CHINO VALLEY UNIFIED SCHOOL DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES AND ENCOURAGES BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DIVISION OF HUMAN RESOURCES.

BOARD APPROVED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	Assistant Principal Athletics and Facilities High School	<b>REPORTS:</b>	Principal
<b>DEPARTMENT:</b>	School Site	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	209
<b>ISSUED:</b>		<b>SALARY:</b>	Range 21

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**BASIC FUNCTION:**

UNDER GENERAL SUPERVISION, LEADS, ORGANIZES, AND OVERSEES THE SCHOOL'S ATHLETIC PROGRAM, INCLUDING THE HIRING, TRAINING, SUPERVISION AND EVALUATION OF COACHES, SCHEDULING EVENTS, AND ACTING AS A LIAISON WITH EXTERNAL AGENCIES AND BOOSTER GROUPS WHILE ASSISTING WITH GENERAL SCHOOL OPERATIONS. PROVIDES LEADERSHIP FOR ALL ASPECTS OF THE ATHLETIC PROGRAM TO ENSURE COMPLIANCE WITH SCHOOL POLICES, STATE AND FEDERAL LAWS, AND REGULATIONS; ASSISTS IN THE PLANNING, ORGANIZING, AND DIRECTING OF THE SCHOOL SITE EDUCATIONAL OPERATIONS, ACTIVITIES, PROGRAM DEVELOPMENT, AND SCHOOL SERVICES TO ENHANCE STUDENT LEARNING AND STUDENTS' INVOLVEMENT ATHLETIC PROGRAMS.

**REPRESENTATIVE DUTIES:**

INCUMBENTS MAY PERFORM ANY COMBINATION OF THE ESSENTIAL FUNCTIONS SHOWN BELOW. THIS POSITION DESCRIPTION IS NOT INTENDED TO BE AN EXHAUSTIVE LIST OF ALL DUTIES, KNOWLEDGE, OR ABILITIES ASSOCIATED WITH THIS CLASSIFICATION, BUT IS INTENDED TO ACCURATELY REFLECT THE PRINCIPAL JOB ELEMENTS.

**E = ESSENTIAL FUNCTIONS**

COORDINATES A COMPREHENSIVE HIGH SCHOOL ATHLETICS PROGRAM TO MEET PROGRAMMATIC NEEDS AND ENSURES PROGRAM QUALITY AND CONSISTENCY. **(E)**

ASSISTS WITH THE CREATION OF SITE AND LEAGUE ATHLETIC SCHEDULES; ASSURES THAT COACHES AND OFFICIALS ARE SCHEDULED FOR ATHLETIC COMPETITIONS. **(E)**

ADVISES THE PRINCIPAL CONCERNING THE ELIGIBILITY OF ALL ATHLETES, WORKING IN COLLABORATION WITH THE COUNSELORS. **(E)**

COLLABORATES WITH TEACHING STAFF AND FAMILIES ON MONITORING STUDENT ATHLETES' ACADEMIC PROGRESS. **(E)**

PROVIDES AND COORDINATES SUPERVISION FOR ATHLETIC EVENTS. **(E)**



MAKES RECOMMENDATIONS FOR THE HIRING OF ATHLETIC COACHES. (E)

SUPERVISES AND EVALUATES ATHLETIC COACHES AND OTHER ASSIGNED STAFF. (E)

SCHEDULES AND CONDUCTS MEETINGS OF ATHLETIC COACHING STAFF, INCLUDING PRE-SEASON ORIENTATION MEETINGS/TRAININGS, TO ENSURE PROGRAM ALIGNMENT AND COMPLIANCE CONSISTENT WITH DISTRICT AND LEAGUE EXPECTATIONS. (E)

ARRANGES STUDENT TRANSPORTATION TO OFF-SITE ATHLETIC COMPETITIONS AS NEEDED. (E)

ORDERS AND MAINTAINS AN ACCURATE INVENTORY OF EQUIPMENT AND SUPPLIES FOR THE ATHLETIC PROGRAM. (E)

MAINTAINS ACCURATE RECORDS OF ATHLETICS EVENTS, PERSONNEL, AND RELATED INFORMATION. (E)

ATTENDS ALL DISTRICT AND LEAGUE MEETINGS PERTAINING TO ATHLETIC PROGRAMS. (E)

COORDINATES USE OF ATHLETIC FACILITIES BY INTERNAL AND EXTERNAL GROUPS IN COLLABORATION WITH DISTRICT'S FACILITIES AND PLANNING DEPARTMENT; ENSURES FACILITIES ARE PREPARED AND ARE READY FOR PRACTICES AND COMPETITIONS AND ARE PROPERLY SECURED UPON COMPLETION. (E)

ARRANGES FOR ALL ATHLETES TO HAVE NECESSARY MEDICAL CLEARANCE FOR PARTICIPATION AND HANDLES ACCIDENTS AND INJURIES IN ACCORDANCE TO SCHOOL POLICIES AND APPLICABLE REGULATIONS. (E)

DEVELOPS, IMPLEMENTS, AND SUPERVISES STUDENT DISCIPLINE AND RELATED FUNCTIONS FOR STUDENT ATHLETES IN ACCORDANCE TO DISTRICT STANDARDS AND PROCEDURES. (E)

INVESTIGATES, RESPONDS TO, AND ADDRESSES ATHLETIC PROGRAM COMPLAINTS AND RESOLVES CONFLICTS WHICH ARISE INVOLVING STUDENT ATHLETES, PARENTS, COACHES, AND STAFF MEMBERS. (E)

MANAGES AND ASSISTS IN THE COORDINATION OF THE MAINTENANCE OF BUILDINGS AND GROUNDS FOR ATHLETIC PROGRAMS AND RELATED EQUIPMENT. (E)

MONITORS THE PHYSICAL CONDITION AND MAINTENANCE OF SCHOOL FACILITIES TO ENSURE THAT THE SCHOOL ENVIRONMENT IS CONDUCIVE TO LEARNING, SAFETY, AND STUDENT ENGAGEMENT. (E)

ASSISTS THE PRINCIPAL WITH DIRECTING THE DAY-TO-DAY ACTIVITIES OF THE SCHOOL (E)

PERFORMS OTHER DUTIES AS ASSIGNED.

**MINIMUM REQUIREMENTS:**

**EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:**

MASTER’S DEGREE IN EDUCATIONAL ADMINISTRATION, CURRICULUM AND INSTRUCTION, OR RELATED FIELD IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA PRELIMINARY OR PROFESSIONAL CLEAR MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL AUTHORIZING SERVICE AS AN ELEMENTARY OR SECONDARY TEACHER IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA ADMINISTRATIVE CREDENTIAL AUTHORIZING SERVICE AS AN ADMINISTRATOR IS REQUIRED.

EMPLOYMENT ELIGIBILITY THAT MAY INCLUDE FINGERPRINTS, HEALTH (TB), AND/OR OTHER EMPLOYMENT CLEARANCE.

MUST POSSESS AND MAINTAIN A VALID AND CURRENT FIRST AID AND CARDIOPULMONARY RESUSCITATION (CPR).

MUST HAVE VALID CALIFORNIA DRIVER’S LICENSE AND AUTOMOBILE AVAILABLE FOR USE. MUST BE WILLING TO ATTEND EVENING, NIGHT, AND WEEKEND EVENTS.

EXPERIENCE IN EDUCATIONAL LEADERSHIP, TEACHING, HIGH SCHOOL ATHLETIC PROGRAM OR SCHOOL ADMINISTRATION.

ABILITY TO EFFECTIVELY COMMUNICATE WITH STUDENTS, STAFF, PARENTS, AND EDUCATIONAL PARTNERS.

DEMONSTRATED ABILITY TO LEAD DIVERSE TEAMS AND MANAGE MULTIPLE RESPONSIBILITIES.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- METHODS OF COORDINATING, ORGANIZING, AND LEADING A HIGH SCHOOL ATHLETICS PROGRAM;
- DISTRICT AND ATHLETIC LEAGUE RULES, REGULATIONS, AND PROCEDURES GOVERNING HIGH SCHOOL ATHLETICS PROGRAMS;
- DISTRICT’S EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES AT ALL GRADE LEVELS;
- BEHAVIOR MANAGEMENT AND INTERVENTION STRATEGIES IN A HIGH SCHOOL SETTING;
- DISTRICT ORGANIZATION, OPERATIONS, POLICIES, AND PROCEDURES;
- TECHNICAL ASPECTS OF FIELD OF SPECIALTY;
- PRINCIPLES OF ORGANIZATION, OPERATION, AND SUPERVISION;
- PRINCIPLES, PRACTICES, TRENDS, GOALS, AND OBJECTIVES OF PUBLIC EDUCATION AND ASSIGNED AREAS OF RESPONSIBILITY;
- METHODS OF GATHERING AND MAINTAINING DATA, PREPARING REPORTS, SETTING MEETING AGENDAS AND DEVELOPING AND MAKING PRESENTATIONS

- MODERN TECHNOLOGY AND OFFICE PROCEDURES AND METHODS, COMPUTER EQUIPMENT, AND COMPUTER SOFTWARE NECESSARY TO PERFORM REQUIRED DUTIES;
- APPLICABLE FEDERAL, STATE, AND LOCAL LAWS, CODES, REGULATIONS, POLICIES, AND PROCEDURES RELATED TO ASSIGNED ACTIVITIES; AND
- ORAL AND WRITTEN COMMUNICATION SKILLS, INCLUDING ENGLISH USAGE, GRAMMAR, SPELLING, PUNCTUATION, VOCABULARY, COMPOSITION, AND MATHEMATICS.

**ABILITY TO:**

- WORK EFFECTIVELY WITH INDIVIDUALS FROM DIVERSE BACKGROUNDS AND PERSPECTIVES;
- ESTABLISH AND MAINTAIN COOPERATIVE AND EFFECTIVE WORKING RELATIONSHIPS WITH DISTRICT PERSONNEL, COMMUNITY MEMBERS, AND EXTERNAL COMPANIES AND AGENCIES IN THE COURSE OF PERFORMING ASSIGNED DUTIES;
- WORK INDEPENDENTLY WITH MINIMUM DIRECTION AND SUPERVISION; WORK UNDER PRESSURE;
- SOLVE PROBLEMS AND ADDRESS AND RESOLVE CONFLICTS;
- REPRESENT THE ATHLETIC PROGRAM, THE SCHOOL, AND DISTRICT PROFESSIONALLY IN MULTIPLE SETTINGS;
- SERVE AS A ROLE MODEL AND PROVIDE LEADERSHIP TO ATHLETICS, PARENTS, COACHES, AND SCHOOL STAFF
- EFFECTIVELY LEAD AND MOTIVATE STUDENTS, FAMILIES, AND STAFF;
- EFFECTIVELY PRESENT INFORMATION AND RESPOND TO INQUIRIES FROM STUDENTS, PARENTS, COACHES, AND SCHOOL STAFF;
- READ, INTERPRET, AND APPLY PERTINENT LAWS, POLICIES, RULES, REGULATIONS, CODES AND PROCEDURES ACCURATELY;
- MAINTAIN ACCURATE AND ORGANIZED RECORDS;
- PLAN, FACILITATE, AND CONDUCT MEETINGS;
- WORK NON-STANDARD HOURS TO ATTEND AND SUPERVISE ATHLETIC COMPETITIONS;
- PRIORITIZE TASKS, MANAGE TIME EFFECTIVELY, AND HANDLE MULTIPLE RESPONSIBILITIES IN A FAST-PACED ENVIRONMENT;
- OPERATE EDUCATIONAL TECHNOLOGY AND STUDENT MANAGEMENT SYSTEMS;
- COMMUNICATE EFFECTIVELY, BOTH ORALLY AND IN WRITING;
- REMAIN CALM AND EFFECTIVE IN EMERGENCY SITUATIONS, ENSURING THE SAFETY AND WELL-BEING OF STUDENTS AND STAFF; AND
- SUPERVISE AND EVALUATE THE PERFORMANCE OF ASSIGNED STAFF.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- INDOOR AND OUTDOOR WORK ENVIRONMENT;
- DEMANDING TIMELINES;
- SUBJECT TO DRIVING TO A VARIETY OF LOCATIONS TO CONDUCT WORK DURING DAY AND EVENING HOURS; AND
- SUBJECT TO FREQUENT INTERRUPTIONS AND EXTENSIVE CONTACT WITH STUDENTS, STAFF, PARENTS, AND THE PUBLIC.

**PHYSICAL DEMANDS:**

- BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND RECORDS;
- REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY;
- DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES;
- HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE;
- VISUAL ABILITY TO READ, AND TO PREPARE/PROCESS DOCUMENTS AND TO MONITOR VARIOUS SERVICES AND PERSONNEL;
- SITTING AND STANDING FOR EXTENDED PERIODS;
- WALKING OVER ROUGH OR UNEVEN SURFACES;
- CLIMBING, OCCASIONAL USE OF STEPLADDERS; AND
- PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE LIFTING, CARRYING, PUSHING, AND PULLING OBJECTS UP TO 40 POUNDS.

**HAZARDS:**

- EXTENDED VIEWING OF COMPUTER MONITOR;
- WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.
- EXPOSURE TO CONTACT WITH BLOOD OR BODY FLUIDS; AND
- WORKING WITH UNCOOPERATIVE OR ABUSIVE INDIVIDUALS;

I HAVE READ THE ABOVE POSITION DESCRIPTION AND FULLY UNDERSTAND THE REQUIREMENTS SET FORTH THEREIN. I HEREBY ACCEPT THE POSITION OF HIGH SCHOOL ASSISTANT PRINCIPAL OF ATHLETICS AND FACILITIES AND AGREE TO ABIDE BY THE REQUIREMENTS AND DUTIES SET FORTH. I WILL PERFORM ALL DUTIES AND RESPONSIBILITIES TO THE BEST OF MY ABILITY.

\_\_\_\_\_  
**(SIGNATURE OF EMPLOYEE)**

\_\_\_\_\_  
**(DATE)**

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE CHINO VALLEY UNIFIED SCHOOL DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES AND ENCOURAGES BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DIVISION OF HUMAN RESOURCES.

BOARD APPROVED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
Position Description

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<b>TITLE:</b>	Assistant Principal – Adult School	<b>REPORTS:</b>	Principal
<b>DEPARTMENT:</b>	School Site	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	204
<b>ISSUED:</b>		<b>SALARY:</b>	Range 24

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**BASIC FUNCTION:**

ASSIST THE PRINCIPAL IN MANAGING THE DAILY OPERATIONS OF THE SCHOOL. THIS INCLUDES OVERSEEING THE ACADEMIC, ADMINISTRATIVE, AND STUDENT SUPPORT FUNCTIONS FOR ADULT LEARNERS. THE ASSISTANT PRINCIPAL SUPPORTS THE DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS, policies, and procedures, while ensuring a positive and effective learning environment for adult students.

**REPRESENTATIVE DUTIES:**

INCUMBENTS MAY PERFORM ANY COMBINATION OF THE ESSENTIAL FUNCTIONS SHOWN BELOW. THIS POSITION DESCRIPTION IS NOT INTENDED TO BE AN EXHAUSTIVE LIST OF ALL DUTIES, KNOWLEDGE, OR ABILITIES ASSOCIATED WITH THIS CLASSIFICATION, BUT IS INTENDED TO ACCURATELY REFLECT THE PRINCIPAL JOB ELEMENTS.

**(E)** = ESSENTIAL FUNCTIONS

ASSISTS IN THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF ADULT EDUCATION PROGRAMS, INCLUDING BUT NOT LIMITED TO BASIC EDUCATION, HIGH SCHOOL DIPLOMA PROGRAMS, GED PREPARATION, ESL (ENGLISH AS A SECOND LANGUAGE), AND VOCATIONAL COURSES. **(E)**

ASSISTS IN THE DEVELOPMENT OF PROGRAMS AIMED AT INCREASING STUDENT ENGAGEMENT, RETENTION, AND SUCCESS. **(E)**

COLLABORATES WITH STAFF TO ENSURE THE DELIVERY OF A HIGH-QUALITY INSTRUCTION THAT MEETS THE NEEDS OF ADULT LEARNERS **(E)**

MONITORS AND SUPPORTS THE IMPLEMENTATION OF THE CURRICULUM, ENSURING ALIGNMENT WITH STATE AND LOCAL EDUCATION STANDARDS. **(E)**

PROVIDES COACHING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS TO ENHANCE INSTRUCTIONAL PRACTICES. **(E)**

ASSISTS IN STAFF EVALUATION. **(E)**

OVERSEES STUDENT ADMISSION, ENROLLMENT, AND STUDENT ATTENDANCE. **(E)**

ASSISTS IN THE SUPERVISION OF STUDENT ACTIVITIES AND SCHOOL EVENTS. **(E)**

PREPARES A VARIETY OF MANAGEMENT AND PROGRAM EVALUATION REPORTS AS REQUIRED. (E)

DEVELOPS VARIOUS OPERATIONAL SCHEDULES AT THE DIRECTION OF THE PRINCIPAL. (E)

ASSISTS IN STAFF MEETINGS, SCHOOL COMMITTEES, AND COMMUNITY OUTREACH EFFORTS.

SUPPORTS THE DEVELOPMENT OF EDUCATIONAL PLANS FOR STUDENTS PARTICULARLY THOSE REQUIRING ADDITIONAL ACADEMIC SUPPORT. (E)

ADDRESSES STUDENT CONCERNS AND PROVIDE GUIDANCE AND SUPPORT TO HELP THEM MEET THEIR ACADEMIC AND PERSONAL GOALS. (E)

COORDINATES OUTREACH PROGRAMS, EVENTS, AND WORKSHOPS THAT INFORM THE COMMUNITY ABOUT ADULT EDUCATION OPPORTUNITIES.

PERFORMS OTHER DUTIES AS ASSIGNED.

**MINIMUM REQUIREMENTS:**

**EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:**

BACHELOR'S DEGREE IS REQUIRED. MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION, CURRICULUM AND INSTRUCTION, OR RELATED FIELD IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA PRELIMINARY OR PROFESSIONAL CLEAR MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL AUTHORIZING SERVICE AS AN ELEMENTARY OR SECONDARY TEACHER IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA ADMINISTRATIVE CREDENTIAL AUTHORIZING SERVICE AS AN ADMINISTRATOR IS REQUIRED.

EMPLOYMENT ELIGIBILITY THAT MAY INCLUDE FINGERPRINTS, HEALTH (TB), AND/OR OTHER EMPLOYMENT CLEARANCE.

MUST HAVE VALID CALIFORNIA DRIVER'S LICENSE AND AUTOMOBILE AVAILABLE FOR USE. MUST BE WILLING TO ATTEND EVENING, NIGHT, AND WEEKEND EVENTS.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- CURRICULUM DEVELOPMENT, EVALUATION, AND IMPLEMENTATION OF INSTRUCTIONAL MATERIALS, AND MEASUREMENT AND EVALUATION STRATEGIES;
- DISTRICT'S EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES AT ALL GRADE LEVELS;
- DISTRICT ORGANIZATION, OPERATIONS, POLICIES, AND PROCEDURES;
- TECHNICAL ASPECTS OF FIELD OF SPECIALTY;
- PRINCIPLES OF ORGANIZATION, OPERATION, AND SUPERVISION;
- PRINCIPLES, PRACTICES, TRENDS, GOALS, AND OBJECTIVES OF PUBLIC EDUCATION AND ASSIGNED AREAS OF RESPONSIBILITY;
- MODERN TECHNOLOGY AND OFFICE PROCEDURES AND METHODS, COMPUTER EQUIPMENT, AND COMPUTER SOFTWARE NECESSARY TO PERFORM REQUIRED DUTIES;
- BUDGET PREPARATION AND CONTROL;

- APPLICABLE FEDERAL, STATE, AND LOCAL LAWS, CODES, REGULATIONS, POLICIES, AND PROCEDURES RELATED TO ASSIGNED ACTIVITIES; AND
- ORAL AND WRITTEN COMMUNICATION SKILLS, INCLUDING ENGLISH USAGE, GRAMMAR, SPELLING, PUNCTUATION, VOCABULARY, COMPOSITION, AND MATHEMATICS.

**ABILITY TO:**

- PLAN, ORGANIZE, AND ADMINISTER A COMPREHENSIVE EDUCATIONAL SERVICES PROGRAM;
- ADMINISTER ASSIGNED BUDGETS AND ALLOCATE FUNDS;
- DEMONSTRATE LEADERSHIP QUALITIES AND UTILIZE MOTIVATIONAL TECHNIQUES AND STRATEGIES IN THE DEVELOPMENT OF AN OPERATIONAL MODE THAT IS COST EFFECTIVE;
- OPERATE A COMPUTER TERMINAL AND AUDIO-VISUAL EQUIPMENT;
- COMMUNICATE EFFECTIVELY, BOTH ORALLY AND IN WRITING;
- WRITE IN A CLEAR AND CONCISE MANNER FOR BROAD PUBLIC APPEAL AND INTERPRETATION;
- GAIN COOPERATION THROUGH DISCUSSION AND PERSUASION;
- COORDINATE AND SUPERVISE THE WORK OF OTHERS;
- ANALYZE SITUATIONS CAREFULLY AND ADOPT AN EFFECTIVE COURSE OF ACTION;
- INTERPRET, APPLY, AND EXPLAIN ADMINISTRATIVE AND BOARD POLICIES, LAWS, REGULATIONS, AND COLLECTIVE BARGAINING AGREEMENTS THAT PERTAIN TO AREAS OF RESPONSIBILITY;
- PLAN, ORGANIZE, AND PRIORITIZE WORK TO MEET MULTIPLE SCHEDULES AND DEADLINES, AND MANAGE SIMULTANEOUS TASKS, WITH MANY INTERRUPTIONS;
- WORK INDEPENDENTLY WITH MINIMUM DIRECTION AND SUPERVISION; WORK UNDER PRESSURE;
- UNDERSTAND, ANALYZE, AND PREPARE COMPREHENSIVE, NARRATIVE AND STATISTICAL REPORTS;
- ESTABLISH AND MAINTAIN COOPERATIVE AND EFFECTIVE WORKING RELATIONSHIPS WITH DISTRICT PERSONNEL, COMMUNITY MEMBERS, AND EXTERNAL COMPANIES AND AGENCIES IN THE COURSE OF PERFORMING ASSIGNED DUTIES; AND
- SUPERVISE AND EVALUATE THE PERFORMANCE OF ASSIGNED STAFF.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- DISTRICT OFFICE ENVIRONMENT AND SCHOOL SITES;
- DEMANDING TIMELINES;
- SUBJECT TO DRIVING TO A VARIETY OF LOCATIONS TO CONDUCT WORK DURING DAY AND EVENING HOURS.
- SUBJECT TO FREQUENT INTERRUPTIONS AND EXTENSIVE CONTACT WITH STUDENTS, STAFF, PARENTS, AND THE PUBLIC; AND
- INDOOR AND OUTDOOR ENVIRONMENT.

**PHYSICAL DEMANDS:**

- BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND RECORDS;
- REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY;

- DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES;
- HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE;
- VISUAL ABILITY TO READ, AND TO PREPARE/PROCESS DOCUMENTS AND TO MONITOR VARIOUS SERVICES AND PERSONNEL;
- SITTING FOR EXTENDED PERIODS;
- STANDING FOR EXTENDED PERIODS;
- WALKING OVER ROUGH OR UNEVEN SURFACES;
- CLIMBING, OCCASIONAL USE OF STEPLADDERS; AND
- PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE MODERATE LIFTING.

**HAZARDS:**

- EXTENDED VIEWING OF COMPUTER MONITOR;
- WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.
- EXPOSURE TO CONTACT WITH BLOOD OR BODY FLUIDS; AND
- WORKING WITH UNCOOPERATIVE OR ABUSIVE INDIVIDUALS

I HAVE READ THE ABOVE POSITION DESCRIPTION AND FULLY UNDERSTAND THE REQUIREMENTS SET FORTH THEREIN. I HEREBY ACCEPT THE POSITION OF ASSISTANT PRINCIPAL – ADULT SCHOOL AND AGREE TO ABIDE BY THE REQUIREMENTS AND DUTIES SET FORTH. I WILL PERFORM ALL DUTIES AND RESPONSIBILITIES TO THE BEST OF MY ABILITY.

\_\_\_\_\_  
**(SIGNATURE OF EMPLOYEE)**

\_\_\_\_\_  
**(DATE)**

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE CHINO VALLEY UNIFIED SCHOOL DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES, AND ENCOURAGES BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DIVISION OF HUMAN RESOURCES.

BOARD APPROVED:



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	Assistant Principal – Chino Valley Learning Academy (CVLA)	<b>REPORTS:</b>	Director, Alt. Ed.
<b>DEPARTMENT:</b>	School Site	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	204
<b>ISSUED:</b>		<b>SALARY:</b>	Range 22

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**BASIC FUNCTION:**

THE ASSISTANT PRINCIPAL WILL SUPPORT THE OVERALL LEADERSHIP OF THE SCHOOL WORKING DIRECTLY WITH THE DIRECTOR TO PROVIDE EXCEPTIONAL EDUCATIONAL EXPERIENCE FOR ALL STUDENTS. AS THE LEAD SCHOOL SITE ADMINISTRATOR OF A GRADE 7-12 SCHOOL SITE, THE ASSISTANT PRINCIPAL LEADS IN THE OVERALL ADMINISTRATION FOCUSING ON MANAGING AND ENHANCING THE EDUCATIONAL PROGRAMS FOR STUDENTS WHO HAVE BEEN EXPELLED OR PLACED IN AN ALTERNATIVE SETTING.

**REPRESENTATIVE DUTIES:**

INCUMBENTS MAY PERFORM ANY COMBINATION OF THE ESSENTIAL FUNCTIONS SHOWN BELOW. THIS POSITION DESCRIPTION IS NOT INTENDED TO BE AN EXHAUSTIVE LIST OF ALL DUTIES, KNOWLEDGE, OR ABILITIES ASSOCIATED WITH THIS CLASSIFICATION, BUT IS INTENDED TO ACCURATELY REFLECT THE PRINCIPAL JOB ELEMENTS.

**E = ESSENTIAL FUNCTIONS**

PROVIDES LEADERSHIP IN CREATING A POSITIVE SCHOOL CLIMATE THAT PROMOTES SOCIAL-EMOTIONAL DEVELOPMENT, CONFLICT RESOLUTION AND POSITIVE BEHAVIORAL CHANGES. **(E)**

MONITORS STUDENT BEHAVIORAL PROGRESS AND PROVIDE ONGOING GUIDANCE AND COUNSELING AS NEEDED. **(E)**

MONITORS AND ADDRESSES ATTENDANCE, DISCIPLINE, AND ACADEMIC ISSUES TO ENSURE STUDENT SUCCESS. **(E)**

FACILITATES CONFERENCES, WHEN APPROPRIATE, BETWEEN STUDENTS, STAFF, AND FAMILIES TO PROMOTE STUDENT SUCCESS. **(E)**

COLLABORATES WITH THE SCHOOL'S LEADERSHIP TEAM, INCLUDING THE DIRECTOR, COUNSELOR, AND TEACHERS TO IMPLEMENT EDUCATIONAL PLANS FOR STUDENTS BASED ON THEIR ACADEMIC AND BEHAVIORAL NEEDS. **(E)**

ENSURES THE DELIVERY OF A HIGH-QUALITY INSTRUCTION THAT MEETS THE STATE STANDARDS AND THE UNIQUE NEEDS TO STUDENTS IN AN ALTERNATIVE SETTING. (E)  
ASSISTS IN THE HIRING, TRAINING, AND EVALUATION OF TEACHERS AND STAFF. (E)

ENSURES COMPLIANCE WITH DISTRICT, STATE, AND FEDERAL REGULATIONS REGARDING STUDENT DISCIPLINE, SPECIAL EDUCATION, AND ALTERNATIVE EDUCATION PROGRAMS. (E)

ASSISTS IN THE DEVELOPMENT, IMPLEMENTATION, AND REVIEW OF SCHOOL POLICIES AND PROCEDURES RELATED TO BEHAVIOR, SAFETY, AND STUDENT SUPPORT. (E)

MAINTAINS STRONG COMMUNICATION WITH PARENTS AND GUARDIANS, PROVIDING UPDATES ON STUDENT PROGRESS, BEHAVIOR, AND ACADEMIC PERFORMANCE. (E)

SERVES AS A LIAISON BETWEEN THE SCHOOL, DISTRICT OFFICIALS, LAW ENFORCEMENT, AND COMMUNITY ORGANIZATIONS TO ENSURE THAT STUDENTS AND FAMILIES HAVE ACCESS TO NECESSARY RESOURCES. (E)

PARTICIPATES IN PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO STUDENT DISCIPLINE, AND LEGAL ASPECTS OF EXPULSIONS. (E)

PERFORMS OTHER DUTIES AS ASSIGNED.

**MINIMUM REQUIREMENTS:**

**EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:**

BACHELOR'S DEGREE IS REQUIRED. MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION, CURRICULUM AND INSTRUCTION, OR RELATED FIELD IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA PRELIMINARY OR PROFESSIONAL CLEAR MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL AUTHORIZING SERVICE AS AN ELEMENTARY OR SECONDARY TEACHER IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA ADMINISTRATIVE CREDENTIAL AUTHORIZING SERVICE AS AN ADMINISTRATOR IS REQUIRED.

EMPLOYMENT ELIGIBILITY THAT MAY INCLUDE FINGERPRINTS, HEALTH (TB), AND/OR OTHER EMPLOYMENT CLEARANCE.

MUST HAVE VALID CALIFORNIA DRIVER'S LICENSE AND AUTOMOBILE AVAILABLE FOR USE. MUST BE WILLING TO ATTEND EVENING, NIGHT, AND WEEKEND EVENTS.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- CURRICULUM DEVELOPMENT, EVALUATION, AND IMPLEMENTATION OF INSTRUCTIONAL MATERIALS, AND MEASUREMENT AND EVALUATION STRATEGIES;
- DISTRICT'S EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES AT ALL GRADE LEVELS;
- DISTRICT ORGANIZATION, OPERATIONS, POLICIES, AND PROCEDURES;

- TECHNICAL ASPECTS OF FIELD OF SPECIALTY;
- PRINCIPLES OF ORGANIZATION, OPERATION, AND SUPERVISION;
- PRINCIPLES, PRACTICES, TRENDS, GOALS, AND OBJECTIVES OF PUBLIC EDUCATION AND ASSIGNED AREAS OF RESPONSIBILITY;
- MODERN TECHNOLOGY AND OFFICE PROCEDURES AND METHODS, COMPUTER EQUIPMENT, AND COMPUTER SOFTWARE NECESSARY TO PERFORM REQUIRED DUTIES;
- BUDGET PREPARATION AND CONTROL;
- APPLICABLE FEDERAL, STATE, AND LOCAL LAWS, CODES, REGULATIONS, POLICIES, AND PROCEDURES RELATED TO ASSIGNED ACTIVITIES; AND
- ORAL AND WRITTEN COMMUNICATION SKILLS, INCLUDING ENGLISH USAGE, GRAMMAR, SPELLING, PUNCTUATION, VOCABULARY, COMPOSITION, AND MATHEMATICS.

**ABILITY TO:**

- PLAN, ORGANIZE, AND ADMINISTER A COMPREHENSIVE EDUCATIONAL SERVICES PROGRAM;
- ADMINISTER ASSIGNED BUDGETS AND ALLOCATE FUNDS;
- DEMONSTRATE LEADERSHIP QUALITIES AND UTILIZE MOTIVATIONAL TECHNIQUES AND STRATEGIES IN THE DEVELOPMENT OF AN OPERATIONAL MODE THAT IS COST EFFECTIVE;
- OPERATE A COMPUTER TERMINAL AND AUDIO-VISUAL EQUIPMENT;
- COMMUNICATE EFFECTIVELY, BOTH ORALLY AND IN WRITING;
- WRITE IN A CLEAR AND CONCISE MANNER FOR BROAD PUBLIC APPEAL AND INTERPRETATION;
- GAIN COOPERATION THROUGH DISCUSSION AND PERSUASION;
- COORDINATE AND SUPERVISE THE WORK OF OTHERS;
- ANALYZE SITUATIONS CAREFULLY AND ADOPT AN EFFECTIVE COURSE OF ACTION;
- INTERPRET, APPLY, AND EXPLAIN ADMINISTRATIVE AND BOARD POLICIES, LAWS, REGULATIONS, AND COLLECTIVE BARGAINING AGREEMENTS THAT PERTAIN TO AREAS OF RESPONSIBILITY;
- PLAN, ORGANIZE, AND PRIORITIZE WORK TO MEET MULTIPLE SCHEDULES AND DEADLINES, AND MANAGE SIMULTANEOUS TASKS, WITH MANY INTERRUPTIONS;
- WORK INDEPENDENTLY WITH MINIMUM DIRECTION AND SUPERVISION; WORK UNDER PRESSURE;
- UNDERSTAND, ANALYZE, AND PREPARE COMPREHENSIVE, NARRATIVE AND STATISTICAL REPORTS;
- ESTABLISH AND MAINTAIN COOPERATIVE AND EFFECTIVE WORKING RELATIONSHIPS WITH DISTRICT PERSONNEL, COMMUNITY MEMBERS, AND EXTERNAL COMPANIES AND AGENCIES IN THE COURSE OF PERFORMING ASSIGNED DUTIES; AND
- SUPERVISE AND EVALUATE THE PERFORMANCE OF ASSIGNED STAFF.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- DISTRICT OFFICE ENVIRONMENT AND SCHOOL SITES;
- DEMANDING TIMELINES;

- SUBJECT TO DRIVING TO A VARIETY OF LOCATIONS TO CONDUCT WORK DURING DAY AND EVENING HOURS.
- SUBJECT TO FREQUENT INTERRUPTIONS AND EXTENSIVE CONTACT WITH STUDENTS, STAFF, PARENTS, AND THE PUBLIC; AND
- INDOOR AND OUTDOOR ENVIRONMENT.

**PHYSICAL DEMANDS:**

- BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND RECORDS;
- REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY;
- DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES;
- HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE;
- VISUAL ABILITY TO READ, AND TO PREPARE/PROCESS DOCUMENTS AND TO MONITOR VARIOUS SERVICES AND PERSONNEL;
- SITTING FOR EXTENDED PERIODS;
- STANDING FOR EXTENDED PERIODS;
- WALKING OVER ROUGH OR UNEVEN SURFACES;
- CLIMBING, OCCASIONAL USE OF STEPLADDERS; AND
- PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE MODERATE LIFTING.

**HAZARDS:**

- EXTENDED VIEWING OF COMPUTER MONITOR;
- WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.
- EXPOSURE TO CONTACT WITH BLOOD OR BODY FLUIDS; AND
- WORKING WITH UNCOOPERATIVE OR ABUSIVE INDIVIDUALS;

I HAVE READ THE ABOVE POSITION DESCRIPTION AND FULLY UNDERSTAND THE REQUIREMENTS SET FORTH THEREIN. I HEREBY ACCEPT THE POSITION OF ASSISTANT PRINCIPAL-CVLA AND AGREE TO ABIDE BY THE REQUIREMENTS AND DUTIES SET FORTH. I WILL PERFORM ALL DUTIES AND RESPONSIBILITIES TO THE BEST OF MY ABILITY.

\_\_\_\_\_  
 (SIGNATURE OF EMPLOYEE)

\_\_\_\_\_  
 (DATE)

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE CHINO VALLEY UNIFIED SCHOOL DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES, AND ENCOURAGES BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DIVISION OF HUMAN RESOURCES.

BOARD APPROVED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT  
Position Description**

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<b>TITLE:</b>	Assistant Principal – Jr. High School	<b>REPORTS:</b>	Principal
<b>DEPARTMENT:</b>	School Site	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	204
<b>ISSUED:</b>	07-08-80	<b>SALARY:</b>	Range 22

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**BASIC FUNCTION:**

ASSIST THE PRINCIPAL AS AN EDUCATIONAL LEADER AND OVERALL ADMINISTRATION OF THE SCHOOL, FOCUSING ON INSTRUCTIONAL LEADERSHIP, STUDENT SUPPORT, STAFF DEVELOPMENT, AND COMMUNITY ENGAGEMENT.

~~Manages, directs and provides leadership in the development of curriculum and the improvement of instruction. Assists in classroom visitations, evaluations, selections, and assignment of teachers. Supervises and coordinates student attendance and discipline.~~

**REPRESENTATIVE DUTIES:**

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

**E = ESSENTIAL FUNCTIONS**

Responsible for maintaining campus discipline AND SUPERVISE AN EFFECTIVE SCHOOL-WIDE DISCIPLINE SYSTEM MAINTAINING GUIDELINES FOR PROPER STUDENT CONDUCT, ENFORCING DISCIPLINE AS NECESSARY CONSISTENT WITH THE DUE PROCESS RIGHTS OF STUDENTS. **(E)**

RESPONSIBLE FOR ~~coordination~~ COORDINATING student activities, FOSTERING ENGAGEMENT, AND ENSURING THE SMOOTH EXECUTION OF EVENTS AND PROGRAMS. **(E)**

Provides leadership in the development AND IMPLEMENTATION of an effective instructional program ~~and~~, UTILIZING INNOVATIVE TEACHING methods AND ~~including programs~~ ENSURING INCLUSIVE programs for exceptional students. **(E)**

Provides leadership IN PROMOTING the professional growth AND DEVELOPMENT of staff THROUGH ONGOING SUPPORT, TRAINING, AND COLLABORATIVE OPPORTUNITIES. **(E)**

Prepares AND OVERSEES supervision and duty schedules FOR EFFICIENT COVERAGE AND SMOOTH OPERATIONS. **(E)**

MANAGES ~~Management of~~ and ~~interpretation~~ INTERPRETS of testing programs, ENSURING ACCURATE ASSESSMENT AND EFFECTIVE USE OF RESULTS TO SUPPORT STUDENT DEVELOPMENT AND EDUCATIONAL GOALS. (E)

Assists in ~~supervision~~ SUPERVISING of the guidance and counseling services provided for students, FOR THEIR ACADEMIC, PERSONAL, AND EMOTIONAL DEVELOPMENT. (E)

Assists in the development of the master schedule. ~~and furnishes required information to data processing~~

Supervises and coordinates student attendance including intra and inter district transfers and student records. (E)

Coordinates assignment of substitute teacher AND home teaching assignments, ~~and schedules for emergency drills.~~

SCHEDULES EMERGENCY DRILLS AND COLLABORATES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE SCHOOL SAFETY PLAN. (E)

ASSISTS IN THE PLANNING, ORGANIZATION AND CONDUCT OF A COMPREHENSIVE STUDENT BODY ACTIVITY PROGRAM INCLUDING CO-CURRICULAR ACTIVITIES AND STUDENT GOVERNMENT FUNCTIONS. (E)

ASSISTS IN EVALUATING, SUPERVISING AND COUNSELING MEMBERS OF CERTIFICATED AND CLASSIFIED STAFF TO IMPROVE EMPLOYEE PERFORMANCE ENSURING STAFF ADHERES TO DISTRICT, STATE AND FEDERAL EDUCATIONAL AND PROFESSIONAL STANDARDS. (E)

COORDINATES AND LEADS PROGRAMS AND MEETINGS SUCH AS GATE, EL, 504S, DISASTER PREPAREDNESS, STUDENT STUDY TEAM AND IEPS IN ACCORDANCE WITH FEDERAL, STATE AND DISTRICT GUIDELINES. (E)

ASSISTS WITH LEADING AND FACILITATING THE DEVELOPMENT AND SUSTAINABILITY OF EFFECTIVE PROFESSIONAL LEARNING COMMUNITIES TO PROMOTE COLLABORATION AND TEACHER EFFICACY. (E)

Performs other duties as assigned.

#### **MINIMUM REQUIREMENTS:**

##### **Education, Experience, Licenses, and other Requirements:**

Bachelor's degree is required. Master's degree in educational administration, curriculum and instruction, or related field is required.

Possession of a valid California preliminary or professional clear multiple or single subject teaching credential authorizing service as an elementary or secondary teacher is required.

Possession of a valid California administrative credential authorizing service as an administrator is required.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend events.

## **KNOWLEDGE AND ABILITIES:**

### **Knowledge of:**

- Curriculum development, evaluation, and implementation of instructional materials, and measurement and evaluation strategies;
- District’s educational and instructional objectives at all grade levels;
- District organization, operations, policies, and procedures;
- Technical aspects of field of specialty;
- Principles of organization, operation, and supervision;
- Principles, practices, trends, goals, and objectives of public education and assigned areas of responsibility;
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties;
- Budget preparation and control;
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities; and
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics.

### **Ability to:**

- Plan, organize, and administer a comprehensive educational services program;
- Administer assigned budgets and allocate funds;
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective;
- Operate a computer terminal and audio-visual equipment;
- Communicate effectively, both orally and in writing;
- Write in a clear and concise manner for broad public appeal and interpretation;
- Gain cooperation through discussion and persuasion;
- Coordinate and supervise the work of others;
- Analyze situations carefully and adopt an effective course of action;
- Interpret, apply, and explain administrative and board policies, laws, regulations, and collective bargaining agreements that pertain to areas of responsibility;
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions;
- Work independently with minimum direction and supervision; work under pressure;
- Understand, analyze, and prepare comprehensive, narrative and statistical reports;
- Establish and maintain cooperative and effective working relationships with District personnel, community members, and external companies and agencies in the course of performing assigned duties; and
- Supervise and evaluate the performance of assigned staff.

## **WORKING CONDITIONS:**

### **Environment:**

- District office environment and school sites;
- Demanding timelines;
- Subject to driving to a variety of locations to conduct work during day and evening hours.
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public; and
- Indoor and outdoor environment.

**Physical Demands:**

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records;
- Reaching overhead, above the shoulders and horizontally;
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;
- Hearing and speaking to exchange information in person and on the telephone;
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel;
- Sitting for extended periods;
- Standing for extended periods;
- Walking over rough or uneven surfaces;
- Climbing, occasional use of stepladders; and
- Physical activity may be required, which could include moderate lifting.

**Hazards:**

- Extended viewing of computer monitor;
- Working around and with office equipment having moving parts.
- Exposure to contact with blood or body fluids; and
- Working with uncooperative or abusive individuals;

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

\_\_\_\_\_  
**(SIGNATURE OF EMPLOYEE)**

\_\_\_\_\_  
**(DATE)**

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

Board Approved: 07/08/1980  
REVISED:



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
Position Description

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<b>TITLE:</b>	Elementary Assistant Principal	<b>REPORTS:</b>	Principal
<b>DEPARTMENT:</b>	School Site	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	205
<b>ISSUED:</b>	4-3-08	<b>SALARY:</b>	Range 24

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**BASIC FUNCTION:**

Assist the principal as an educational leader in the promotion of the instructional program through counseling of students toward learning academic success, and the development of acceptable behavior patterns; through participation in staff and student and community activities.

~~To provide an administrative internship for the training of potential school/district administrators. This is not a career position.~~

~~The position will be set up to allow movement of each Elementary Assistant Principal at the end of the second consecutive year of assignment. This movement will be determined by the Superintendent's Cabinet.~~

**REPRESENTATIVE DUTIES:**

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

**(E)** = Essential Functions

Assists the principal in the leadership of the staff ~~in~~ ~~TO determining~~ ESTABLISH objectives and ~~identifying~~ ASSESS school needs AS THE BASIS FOR DEVELOPING LONG AND SHORT RANGE PLANS FOR THE SCHOOL. **(E)**

Assists in the supervision of student activities and school events. **(E)**

Prepares AND PRODUCES ~~a variety of~~ VARIOUS management and program evaluation reports as required. **(E)**

~~Develops~~ CREATES various operational schedules ~~at the AS direction~~ DIRECTED ~~of~~ BY the principal. **(E)**

~~Assists in staff evaluation.~~ SUPPORTS THE EVALUATION OF STAFF PERFORMANCE. **(E)**

~~To be~~ SERVES AS a resource ~~person~~ for the instructional program. **(E)**

~~Under direction of principal,~~ ~~m~~Manages the SCHOOL'S Special Education program UNDER THE PRINCIPAL'S DIRECTION. ~~of the school.~~ **(E)**

Responsible for student attendance program. **(E)**

~~Assists~~ SUPPORTS students ~~to reach~~ IN ACHIEVING their academic potential. (E)

Helps students with behavior problems to modify their behavior. (E)

Initiates, develops and expands a program IN COLLABORATION WITH THE ~~through~~ PTA/PFA and other community organizations.

ASSISTS IN THE PLANNING, DEVELOPMENT, ORGANIZATION, COORDINATION, AND SUPERVISION OF INSTRUCTIONAL PROGRAMS AND ACTIVITIES; INTERPRET AND IMPLEMENT DISTRICT-APPROVED CURRICULUM AND PROGRAMS.

PROVIDES SUPPORT FOR THE DEVELOPMENT AND IMPLEMENTATION OF THE SCHOOL SAFETY PLAN AND ORGANIZATION OF PROCEDURES FOR THE HEALTH, SAFETY, DISCIPLINE, AND CONDUCT OF THE STUDENTS.

MAINTAINS EFFECTIVE COMMUNITY RELATIONS; ASSIST IN COMMUNICATING TO PARENTS REGARDING ALL PHASES OF THE EDUCATIONAL PROGRAM; ASSIST THE PRINCIPAL IN CARRYING OUT A PROGRAM OF COMMUNITY RELATIONS.

ASSISTS THE PRINCIPAL IN COMMUNICATIONS BETWEEN THE CENTRAL ADMINISTRATION AND THE SITE, AND INTERPRET, SUPPORT AND IMPLEMENT DISTRICT AND STATE POLICIES AND PROCEDURES.

ASSISTS IN THE SITE BUDGET PLANNING PROCESS AND EXPENDITURE CONTROL.

SERVES AS THE CHIEF ADMINISTRATOR IN THE ABSENCES OF THE PRINCIPAL.

ASSISTS IN ASSIGNING STUDENTS IN SUCH A WAY AS TO ENCOURAGE THEIR OPTIMAL GROWTH AND MAKE PERIODIC APPRAISALS OF THEIR PROGRESS; ADVISE, COUNSEL, AND ASSIST INSTRUCTIONAL, SUPPORT AND ANCILLARY PERSONNEL IN PROBLEM SOLVING ACTIVITIES PERTAINING TO STUDENT PERFORMANCE AND BEHAVIOR TO DETERMINE APPROPRIATE SOLUTIONS.

ATTENDS STUDENT STUDY TEAM AND INDIVIDUAL EDUCATIONAL PLANNING MEETINGS, AS ASSIGNED; ASSIST IN THE COORDINATION OF STUDENTS SERVICES WITH THE DISTRICT.

ASSISTS IN THE SUPERVISION OF STUDENT ENROLLMENT, RECORDS, ATTENDANCE AND HEALTH REQUIREMENTS.

Performs other duties as assigned.

#### **MINIMUM REQUIREMENTS:**

##### **Education, Experience, Licenses, and other Requirements:**

Bachelor's degree is required. Master's degree in educational administration, curriculum and instruction, or related field is required.

Possession of a valid California preliminary or professional clear multiple or single subject teaching credential authorizing service as an elementary or secondary teacher is required.

Possession of a valid California administrative credential authorizing service as an administrator is required.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend events.

## **KNOWLEDGE AND ABILITIES:**

### **Knowledge of:**

- Curriculum development, evaluation, and implementation of instructional materials, and measurement and evaluation strategies;
- District's educational and instructional objectives at all grade levels;
- District organization, operations, policies, and procedures;
- Technical aspects of field of specialty;
- Principles of organization, operation, and supervision;
- Principles, practices, trends, goals, and objectives of public education and assigned areas of responsibility;
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties;
- Budget preparation and control;
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities; and
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics.

### **Ability to:**

- Plan, organize, and administer a comprehensive educational services program;
- Administer assigned budgets and allocate funds;
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective;
- Operate a computer terminal and audio-visual equipment;
- Communicate effectively, both orally and in writing;
- Write in a clear and concise manner for broad public appeal and interpretation;
- Gain cooperation through discussion and persuasion;
- Coordinate and supervise the work of others;
- Analyze situations carefully and adopt an effective course of action;
- Interpret, apply, and explain administrative and board policies, laws, regulations, and collective bargaining agreements that pertain to areas of responsibility;
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions;
- Work independently with minimum direction and supervision; work under pressure;
- Understand, analyze, and prepare comprehensive, narrative and statistical reports;
- Establish and maintain cooperative and effective working relationships with District personnel, community members, and external companies and agencies in the course of performing assigned duties; and
- Supervise and evaluate the performance of assigned staff.

## **WORKING CONDITIONS:**

### **Environment:**

- District office environment and school sites;
- Demanding timelines;
- Subject to driving to a variety of locations to conduct work during day and evening hours.

- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public; and
- Indoor and outdoor environment.

**Physical Demands:**

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records;
- Reaching overhead, above the shoulders and horizontally;
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;
- Hearing and speaking to exchange information in person and on the telephone;
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel;
- Sitting for extended periods;
- Standing for extended periods;
- Walking over rough or uneven surfaces;
- Climbing, occasional use of stepladders; and
- Physical activity may be required, which could include moderate lifting.

**Hazards:**

- Extended viewing of computer monitor;
- Working around and with office equipment having moving parts.
- Exposure to contact with blood or body fluids; and
- Working with uncooperative or abusive individuals;

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

\_\_\_\_\_  
**(Signature of Employee)**

\_\_\_\_\_  
**(Date)**

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

Board approved: 04-28-81  
 Revised: 04-03-08  
 REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT  
POSITION DESCRIPTION**

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<b>TITLE:</b>	Principal – Continuation HS	<b>REPORTS:</b>	Director, Alternative Ed.
<b>DEPARTMENT:</b>	Alternative Education	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	214 days
<b>ISSUED:</b>	<b>05-14-85</b>	<b>SALARY:</b>	Range 19

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**BASIC FUNCTION:**

Chief executive and educational leader of the school; manages, directs and provides leadership in the development of curriculum, improvement of instruction, evaluations, selection, and assignment of certificated and classified staff.

**REPRESENTATIVE DUTIES:**

**(E) = ESSENTIAL FUNCTIONS**

Interprets and applies state, county laws and school district regulations, policies and procedures pertaining to education at the school site.

SHAPES ALTERNATIVE AND CONTINUATION HIGH SCHOOL EDUCATION PROGRAMS, PLANS AND ACTIVITIES TO ENSURE INTEGRATION, ARTICULATION, AND CONSISTENCY WITH THE VISION. (E)

~~Supervises~~ OVERSEES curriculum DEVELOPMENT ~~planning~~ and INSTRUCTIONAL ENHANCEMENT, INCLUDING THE DESIGN AND IMPLEMENTATION OF INNOVATIVE PROGRAMS. ~~the improvement of instruction to include innovative programs and their implementation.~~

Responsible for the selection and assignments of staff members.

Supervises and schedules teachers for student control, discipline, attendance, guidance, counseling, and related services.

Evaluates certificated and classified personnel in accordance with the district's guidelines for evaluation and assessment and recommends appropriate action.

~~Establishes a~~ DEVELOPS AND MANAGES THE SCHOOL'S budget WHILE OVERSEEING ~~and supervises the~~ business operationS IN COMPLIANCE ~~of the school in accordance~~ with district procedures and policies.

Supervises the maintenance of all school legal records necessary to meet established requirements of district, county, and state.

Directs procedures which promote a sound public relations program, and develop a positive rapport between students, parents, community, and school.

Supervises in the area of student discipline.

Directs the operation of the school so that all legal requirements are met as ~~prescribed~~ MANDATED by law.

Supervises, monitors, and evaluates Opportunity School, School Age Parenting and Independent Study programs.

MONITORS STUDENTS' PROGRESS TOWARD GRADUATION, ENSURING THEY MEET CREDIT AND SKILL REQUIREMENTS. (E)

RELATES WITH THE STUDENTS, STAFF AND PARENTS AND WORKS COOPERATIVELY WITH THEM IN PLANNING THE SCHOOL'S EDUCATIONAL AND EXTRA-CURRICULAR PROGRAMS.

COLLABORATES WITH COUNSELORS, SOCIAL WORKERS, AND SUPPORT STAFF TO ADDRESS STUDENTS' EMOTIONAL AND SOCIAL NEEDS.

ASSISTS WITH LEADING AND FACILITATE THE DEVELOPMENT AND SUSTAINABILITY OF EFFECTIVE PROFESSIONAL LEARNING COMMUNITIES TO PROMOTE COLLABORATION AND TEACHER EFFICACY.

Performs other duties as assigned.

**MINIMUM REQUIREMENTS:**

**Education, Experience, Licenses, and other Requirements:**

Bachelor's degree is required. Master's degree in educational administration, curriculum and instruction, or related field is required.

Possession of a valid California preliminary or professional clear multiple or single subject teaching credential authorizing service as an elementary or secondary teacher is required.

Possession of a valid California administrative credential authorizing service as an administrator is required.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend events.

**KNOWLEDGE AND ABILITIES:**

**Knowledge of:**

- Curriculum development, evaluation, and implementation of instructional materials, and measurement and evaluation strategies;
- District's educational and instructional objectives at all grade levels;
- District organization, operations, policies, and procedures;
- Technical aspects of field of specialty;
- Principles of organization, operation, and supervision;

- Principles, practices, trends, goals, and objectives of public education and assigned areas of responsibility;
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties;
- Budget preparation and control;
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities; and
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics.

**Ability to:**

- Plan, organize, and administer a comprehensive educational services program;
- Administer assigned budgets and allocate funds;
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective;
- Operate a computer terminal and audio-visual equipment;
- Communicate effectively, both orally and in writing;
- Write in a clear and concise manner for broad public appeal and interpretation;
- Gain cooperation through discussion and persuasion;
- Coordinate and supervise the work of others;
- Analyze situations carefully and adopt an effective course of action;
- Interpret, apply, and explain administrative and board policies, laws, regulations, and collective bargaining agreements that pertain to areas of responsibility;
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions;
- Work independently with minimum direction and supervision; work under pressure;
- Understand, analyze, and prepare comprehensive, narrative and statistical reports;
- Establish and maintain cooperative and effective working relationships with District personnel, community members, and external companies and agencies in the course of performing assigned duties; and
- Supervise and evaluate the performance of assigned staff.

**WORKING CONDITIONS:**

**Environment:**

- District office environment and school sites;
- Demanding timelines;
- Subject to driving to a variety of locations to conduct work during day and evening hours.
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public; and
- Indoor and outdoor environment.

**Physical Demands:**

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records;
- Reaching overhead, above the shoulders and horizontally;
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;
- Hearing and speaking to exchange information in person and on the telephone;

- Visual ability to read, and to prepare/process documents and to monitor various services and personnel;
- Sitting for extended periods;
- Standing for extended periods;
- Walking over rough or uneven surfaces;
- Climbing, occasional use of stepladders; and
- Physical activity may be required, which could include moderate lifting.

**Hazards:**

- Extended viewing of computer monitor;
- Working around and with office equipment having moving parts.
- Exposure to contact with blood or body fluids; and
- Working with uncooperative or abusive individuals;

I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of High School Principal – Continuation High School and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

\_\_\_\_\_  
**(SIGNATURE OF EMPLOYEE)**

\_\_\_\_\_  
**(DATE)**

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

Board Approved: 5/14/1985  
 REVISED:



**CHINO VALLEY UNIFIED SCHOOL DISTRICT  
POSITION DESCRIPTION**

<b>TITLE:</b>	Principal – Jr. High School	<b>REPORTS:</b>	Assistant Superintendent CIIS
<b>DEPARTMENT:</b>	Curriculum, Instruction Innovation, and Support	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	214 days
<b>ISSUED:</b>		<b>SALARY:</b>	Range 16

**BASIC FUNCTION:**

Chief executive and educational leader of the school; is responsible for the management of the instructional program, operation of the school plant, participation in staff and student activities, and exercises leadership in the community. Is accountable to the superintendent for the quality of teaching and counseling, curriculum and maintenance of the school and the achievement of the students.

**REPRESENTATIVE DUTIES:**

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

**(E) = ESSENTIAL FUNCTIONS**

~~Directs~~ GUIDES and ~~assists~~ SUPPORTS the assigned staff in the development ~~of~~ an effective instructional program through conferences, meetings, bulletins, in-service workshops, demonstrations, ~~experimentation~~ INNOVATIVE PRACTICES, interpretation of guidelines and classroom observations.

Manages and promotes the professional growth of the assigned staff through personal ~~counseling~~ GUIDANCE, participation in study conferences and committees, and CONDUCTS evaluations ~~of~~ assigned personnel in ALIGNMENT accordance with the district's uniform guidelines for evaluation and assessment, and recommends appropriate action.

Responsible for the selection and assignment of staff.

Manages the SCHOOL business operations ~~of the school~~; AND reviews and approves departmental budgets.

Interprets the school program and its curriculum to parents through various school-parent organizations, open house, personal conferences, bulletins and news media.

Manages and directs staff in dealing with student counseling, guidance and health problems.

Manages and directs the DEVELOPMENT AND COORDINATION ~~organization and operation~~ of student clubs, athletics, student government and special interest student activities.

Manages and directs activities which ~~promote~~ ENHANCE greater understanding among community groups of school goals and objectives, accomplishments and problems.

Represents the school in professional ASSOCIATIONS and community ~~groups~~ ORGANIZATIONS.

Interprets and ~~applies~~ IMPLEMENTS state, county, and school district laws, regulations, policies and procedures at the school site.

Assists in the development and formulation of school ~~policy~~ POLICIES and procedures.

MAINTAINS ACCURATE RECORDS AND REPORTS RELATED TO STUDENT ATTENDANCE, DISCIPLINE, AND ACADEMIC PERFORMANCE.

IMPLEMENTS AND REGULARLY REVIEWS SAFETY PROCEDURES TO ENSURE A SAFE SCHOOL ENVIRONMENT.

LEADS AND FACILITATES THE DEVELOPMENT AND SUSTAINABILITY OF EFFECTIVE PROFESSIONAL LEARNING COMMUNITIES TO PROMOTE COLLABORATION AND TEACHER EFFICACY.

Performs other duties as assigned.

#### **MINIMUM REQUIREMENTS:**

##### **Education, Experience, Licenses, and other Requirements:**

Bachelor's degree is required. Master's degree in educational administration, curriculum and instruction, or related field is required.

Possession of a valid California preliminary or professional clear multiple or single subject teaching credential authorizing service as an elementary or secondary teacher is required.

Possession of a valid California administrative credential authorizing service as an administrator is required.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend events.

#### **KNOWLEDGE AND ABILITIES:**

##### **Knowledge of:**

- Curriculum development, evaluation, and implementation of instructional materials, and measurement and evaluation strategies;
- District's educational and instructional objectives at all grade levels;
- District organization, operations, policies, and procedures;
- Technical aspects of field of specialty;
- Principles of organization, operation, and supervision;

- Principles, practices, trends, goals, and objectives of public education and assigned areas of responsibility;
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties;
- Budget preparation and control;
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities; and
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics.

**Ability to:**

- Plan, organize, and administer a comprehensive educational services program;
- Administer assigned budgets and allocate funds;
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective;
- Operate a computer terminal and audio-visual equipment;
- Communicate effectively, both orally and in writing;
- Write in a clear and concise manner for broad public appeal and interpretation;
- Gain cooperation through discussion and persuasion;
- Coordinate and supervise the work of others;
- Analyze situations carefully and adopt an effective course of action;
- Interpret, apply, and explain administrative and board policies, laws, regulations, and collective bargaining agreements that pertain to areas of responsibility;
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions;
- Work independently with minimum direction and supervision; work under pressure;
- Understand, analyze, and prepare comprehensive, narrative and statistical reports;
- Establish and maintain cooperative and effective working relationships with District personnel, community members, and external companies and agencies in the course of performing assigned duties; and
- Supervise and evaluate the performance of assigned staff.

**WORKING CONDITIONS:**

**Environment:**

- District office environment and school sites;
- Demanding timelines;
- Subject to driving to a variety of locations to conduct work during day and evening hours.
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public; and
- Indoor and outdoor environment.

**Physical Demands:**

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records;
- Reaching overhead, above the shoulders and horizontally;
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;
- Hearing and speaking to exchange information in person and on the telephone;

- Visual ability to read, and to prepare/process documents and to monitor various services and personnel;
- Sitting for extended periods;
- Standing for extended periods;
- Walking over rough or uneven surfaces;
- Climbing, occasional use of stepladders; and
- Physical activity may be required, which could include moderate lifting.

**Hazards:**

- Extended viewing of computer monitor;
- Working around and with office equipment having moving parts.
- Exposure to contact with blood or body fluids; and
- Working with uncooperative or abusive individuals.

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

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(Signature of Employee)

---

(Date)

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

Board Approved:  
REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed. D., Deputy Superintendent  
Vanessa Acuña, Ed. D., Director, Human Resources  
Joe Durkin, Director, Human Resources

**SUBJECT: MEMORANDUM OF UNDERSTANDING WITH WHITTIER  
COLLEGE FOR INDUCTION PROGRAM COLLEGE CREDITS**

=====

**BACKGROUND**

Student teaching, internship, and practicum experience provides a high quality of learning, support, and practical classroom experience for professionals in training. The Chino Valley Unified School District has an opportunity to establish a Memorandum of Understanding for teachers participating in the Chino Valley Unified School District Induction Program to earn graduate-level professional development credits with Whittier College.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Memorandum of Understanding with Whittier College for Induction Program College Credits.

**FISCAL IMPACT**

None.

NE:GP:VA:JD:jw



**Memorandum of Understanding for Induction Program College Credit  
Between Chino Valley Unified School District Induction Program and Whittier College**

Whittier College desires to establish an agreement in which teachers currently participating in the Chino Valley Induction Program can earn graduate level professional development credits for work completed through the Chino Valley Induction Program.

This collaboration is based on the principles established between the college and induction consortium.

1. The college honors teachers participating in induction programs by providing them with the opportunity to earn up to 12 graduate level credits, 6 credits for year one and 6 credits for year two or 10 credits for Early Completion Option (ECO).
2. Only teachers clearing their credentials can earn induction units, mentor teachers are also eligible to receive units via the Mentor Induction Program.  
<https://www.whittier.edu/apde/mentorinduction>.
3. The college only grants induction credits to teachers who have finished the induction program within the last five academic years.

**Induction Program Responsibilities for College Credit Partnership:**

- Coordinator of Teacher Support will provide Whittier College with an overview of their induction program. This should include an overview of year 1, year 2, and Early Completion Option (ECO). Also include a template of the Individual Learning Plan (ILP) being used by the program.
- The Coordinator of Teacher Support will communicate any major changes in accreditation or stipulations when the program is going through accreditation to Whittier College.
- The Coordinator of Teacher Support will maintain lines of communications with Whittier College, by inviting someone from the Department of Education and Child Development to attend either Advisory Board meetings as a board member or the Teacher Induction Colloquium at least once per year.
- The Coordinator of Teacher Support will provide induction candidates with a verification of successful program completion for each year of induction program prior to application of Whittier College graduate level credits.

**College Responsibilities:**

- The Credential Analyst will notify the Coordinator of Teacher Support of any changes related to the college credit program six months in advance of any change, this may include course description or fee changes.
- The Credential Analyst will provide the Coordinator of Teacher Support with the most current application, course description, and transcript request form at least 3 months before the application deadline.
- One member from the Department of Education and Child Development will attend either an Advisory Board meeting or the Teacher Induction Colloquium at least once per year.
- Whittier College reserves the right to audit three induction candidates records each year.

The following signatures verify agreement between Chino Valley Unified School District Induction Program and Whittier College, for the academic years, September 1, 2025, through June 30, 2028, for induction college credit:

\_\_\_\_\_  
Dr. Grace Park, Deputy Superintendent of Human Resources  
Chino Valley Unified School District Induction Program

\_\_\_\_\_  
Date

*Cean Colcord*

\_\_\_\_\_  
2/11/25

\_\_\_\_\_  
Dr. Cean Colcord, Education Department Chair  
Whittier College

\_\_\_\_\_  
Date

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025

**TO:** Members, Board of Education

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

**PREPARED BY:** Luke Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Stephanie Johnson, Director, Student Support Services

**SUBJECT: 2024/2025 FIRST SEMESTER STUDENT EXPULSION REPORT**

=====

**BACKGROUND**

In order to provide the Board of Education with regular and summative expulsion information, an expulsion report will be presented on a semester basis. This report will indicate the number of students recommended for expulsion, the offense, and the disposition of each case. During first semester 2024/2025, 35 students were recommended for expulsion. Of those recommendations, 22 were expelled, 12 were revoked, and 1 signed an Abeyance of Expulsion\*.

In accordance with Board Policy 5144.1, policies and standards of behavior consistent with the Education Code are established 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 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 or serious nature, expulsion is used only when there is a history of misconduct, when other means of correction, including other forms of discipline such as suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

In compliance with established Board policies and standards, the District makes removal of potentially dangerous students from the classroom a top priority, ensures fair and equal treatment of all students, and requires that instances of offenses be addressed according to Board policies and to the fullest extent allowed by law. The Education Code mandates recommendations for expulsion in a number of instances, with discretion to actually impose expulsion vested in the final decision of the District's Board of Education after an evidentiary hearing has been held before a District expulsion hearing panel.



Before the expulsion process starts, site administration shall immediately report to the Superintendent or designee any incidence of offenses specified in law, board policy and administrative regulation as cause for suspension or expulsion.

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 2024/2025 First Semester Student Expulsion Report.

### **FISCAL IMPACT**

None.

NE:LH:SJ:mj

\*An Abeyance of Expulsion is a suspension of the expulsion process whereby the student is allowed to return to school with a specified behavior contract. Should the student violate the Abeyance Agreement, the school may make a request to move forward with the expulsion recommendation.

## Expulsion Hearing Administrative

Each expelled pupil is ordered to complete a plan of rehabilitation prior to application for readmission.

		Full Expulsion	Suspended Enforcement	Time Frame				Program Referral		Revocation		Abeysance Contract
				1 semester	2 semesters	Split Semesters	1 Year	District	County	School Site Principal	Hearing Panel or Board Decision	
<b>48900(a)(1)</b>	Caused, attempted to cause, or threatened to cause physical injury.	3		1	2			3		4		
<b>48900(a)(2)</b>	Willfully used force or violence upon another person, except in self-defense.	10			10			5	4	2		
<b>48900(b)</b>	Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous object.											
<b>48900(c)</b>	Possessed, used, sold, or furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.									2		
<b>48900(d)</b>	Offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.											
<b>48900(e)</b>	Committed or attempted to commit robbery or extortion.											
<b>48900(f)</b>	Caused or attempted to cause damage to school property or private property.											
<b>48900(g)</b>	Stole, or attempted to steal, school property or private property.											
<b>48900(h)</b>	Possessed or used tobacco, or products containing tobacco or nicotine products.											
<b>48900(i)</b>	Committed an obscene act or engaged in profanity or vulgarity.											
<b>48900(j)</b>	Possessed or offered, arranged, or negotiated to sell drug paraphernalia.											
<b>48900(k)(1)</b>	Disrupted school activities or willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel.											
<b>48900(l)</b>	Knowingly received stolen school property or private property.											
<b>48900(m)</b>	Possessed an imitation firearm.											
<b>48900(n)</b>	Committed or attempted to commit a sexual assault or committed a sexual battery.											
<b>48900(o)</b>	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary											

## Expulsion Hearing Administrative

Each expelled pupil is ordered to complete a plan of rehabilitation prior to application for readmission.

		Full Expulsion	Suspended Enforcement	Time Frame				Program Referral		Revocation		Abeysance Contract
				1 semester	2 semesters	Split Semesters	1 Year	District	County	School Site Principal	Hearing Panel or Board Decision	
	proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.											
<b>48900(p)</b>	Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.											
<b>48900(q)</b>	Engaged in, or attempted to engage in, hazing.											
<b>48900(r)</b>	Engaged in an act of bullying.											
<b>48900(t)</b>	A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion.											
<b>48900.2</b>	Committed sexual harassment. (Applicable to grades 4-12, only.)											
<b>48900.3</b>	Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Applicable to grades 4-12, only.)											
<b>48900.4</b>	Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils by creating an intimidating or hostile educational environment. (Applicable to grades 4-12, only.)	5			5			5				
<b>48900.7</b>	Made terroristic threats against school officials and/or school property.	1			1			1		1		
<b>48915(a)(1)(A)</b>	Causing serious physical injury to another person, except in self-defense.	1				1		1				
<b>48915(a)(1)(B)</b>	Possession of any knife or other dangerous object-of no reasonable use to the pupil.										1	1
<b>48915(a)(1)(C)</b>	Unlawful possession of any controlled substance except for one of the following: (i) The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis. (ii) The possession of over the counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.	1	1		1			2				
<b>48915(a)(1)(D)</b>	Robbery or extortion.											
<b>48915(a)(1)(E)</b>	Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. A battery is any willful	1			1			1		1		

<b>Expulsion Hearing Administrative</b> Each expelled pupil is ordered to complete a plan of rehabilitation prior to application for readmission.		Full Expulsion	Suspended Enforcement	Time Frame				Program Referral		Revocation		Abeyance Contract
				1 semester	2 semesters	Split Semesters	1 Year	District	County	School Site Principal	Hearing Panel or Board Decision	
	and unlawful use of force or violence upon the person of another.											
<b>48915(c)(1)</b>	The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension, or expulsion may be imposed.											
<b>48915(c)(2)</b>	Brandishing a knife at another person.											
<b>48915(c)(3)</b>	Selling a controlled substance.											
<b>48915(c)(4)</b>	Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.											
<b>48915(c)(5)</b>	Possession of an explosive.											
<b>TOTALS</b>		22	1	20	1			18	4	12		1

Total Expulsions 22  
 Total Abeyances 1  
Total Revocations 12  
 Total Expulsion Recommendations: 35

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Luke Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Willa McReynolds, Director, Special Education  
**SUBJECT: REVISION OF BOARD POLICY 6159.1 INSTRUCTION – PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**

=====

**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 6159.1 Instruction – Procedural Safeguards and Complaints for Special Education is being revised to reflect the updated complaint process in accordance with the Notice of Procedural Safeguards.

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 6159.1 Instruction – Procedural Safeguards and Complaints for Special Education.

**FISCAL IMPACT**

None.

NE:LH:WM:gks

## PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

### Procedural Safeguards

In order to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, board policy, and administrative regulation.

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

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education Students)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

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

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee shall represent the District in any due process hearings conducted with regard to District students and shall provide the Board of Education with the results of these hearings.

### Complaints

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the ~~District's uniform complaint procedures~~ NOTICE OF PROCEDURAL SAFEGUARDS.

(cf. 1312.3 - Uniform Complaint Procedures)

### Legal Reference:

#### EDUCATION CODE

56000 Education for Individuals with Exceptional Needs

56001 Provision of the Special Education Programs

56020-560335 Definitions

~~56220~~56195.7 Written Agreements

~~56224~~56195.8 Adoption of Policies for Programs And Services

56300-563845 Identification and Referral;; Assessment, INSTRUCTIONAL PLANNING

56360-56369 IMPLEMENTATION OF SPECIAL EDUCATION

56440- 564497.1 Programs for Individuals between the Ages of Three and Five Years

56500-565079 Procedural Safeguards, Including Due Process Rights

56600-56606 Evaluation, Audits and Information

#### CODE OF REGULATIONS, TITLE 5

~~3000-3082~~100 Regulations Governing Special Education

4600-4671 Uniform Complaint Procedures

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**  
(cont.)

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless Assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, Review and Procedures for Amending Education Records

104.36 Procedural Safeguards

300.1-300.818 Assistance to States for the Education of Students with Disabilities, Especially:

300.500-300.520 Procedural Safeguards and Due Process for Parents And Students

**Management Resources:**

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46589-46845

COURT DECISION, WINKELMAN V. PARMA CITY SCHOOL DISTRICT (2007) 550 U.S. 516

WEBSITES

California Department of Education: [www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

U.S. Department of Education, Office of Special Education Programs:

[www.ed.gov/about/offices/list/osers/osep](http://www.ed.gov/about/offices/list/osers/osep)

OFFICE OF ADMINISTRATIVE HEARINGS, SPECIAL EDUCATION DIVISION:

[WWW.DGS.CA.GOV/OAH/CASE-TYPES/SPECIAL-EDUCATION](http://WWW.DGS.CA.GOV/OAH/CASE-TYPES/SPECIAL-EDUCATION)

CSBA DISTRICT AND COUNTY OFFICE OF EDUCATION LEGAL SERVICES:

[LEGALSERVICES.CSBA.ORG/](http://LEGALSERVICES.CSBA.ORG/)

**Chino Valley Unified School District**

Policy Adopted: August 21, 1997

Revised: February 4, 1999

Revised: March 5, 2009

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
**SUBJECT: REVISIONS TO BOARD POLICY AND ADMINISTRATIVE  
REGULATION 1312.3 – UNIFORM COMPLAINT PROCEDURES**

=====

**BACKGROUND**

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy and Administrative Regulation 1312.3 – Uniform Complaint Procedures are being revised to reflect new Federal Regulations (89 Fed. Reg. 33474) and new law (AB714, 2023).

New language is provided in UPPER CASE, and 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 revisions to Board Policy and Administrative Regulation 1312.3 – Uniform Complaint Procedures.

**FISCAL IMPACT**

None.

NE:GP:jw



## UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes the District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The District's Uniform Complaint Procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging District violation of applicable state and federal law or regulations governing adult education programs, after school education and safety programs, agriculture vocational education, ~~American Indian education centers and early childhood education programs assessments, bilingual education, peer assistance and review programs for teachers,~~ compensatory education, consolidated categorical aid programs, ~~economic impact, English learner program, federal education programs in Title I-VII,~~ migrant education, career technical and technical education and training programs, child care and development programs, ~~child nutrition programs,~~ regional occupational centers and programs, ~~school safety plans,~~ state preschool program, STATE PRESCHOOL HEALTH AND SAFETY IN LICENSE-EXEMPT PROGRAMS, ~~tobacco use prevention education programs, special education programs~~ and any other District-implemented program which is listed in Education Code 64000(a).

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

~~(cf. 5131.62 - Tobacco)~~

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

~~(cf. 6159 - Individualized Education Program)~~

(cf. 6171 - Title I Programs)

~~(cf. 6174 - Education for English Learners)~~

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination, such as discriminatory harassment, or intimidation, against any person participating in District programs and activities, based on ~~his/her~~ A PERSON'S actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, ~~marital, pregnancy, or parental status,~~ physical or mental disability, ~~sex, sexual orientation, gender, gender identity, gender expression,~~ MEDICAL CONDITION or genetic information,

**UNIFORM COMPLAINT PROCEDURES (cont.)**

or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics, in District programs and activities, including, but not limited to, those funded directly by or that receive or benefit from any state financial assistance (5 CCR 4610).

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging District noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or to address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging District noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging District noncompliance with EDUCATIONAL AND GRADUATION REQUIREMENTS FOR STUDENTS IN FOSTER CARE, STUDENTS EXPERIENCING HOMELESSNESS, STUDENTS FROM MILITARY FAMILIES, STUDENTS FORMERLY IN A JUVENILE COURT SCHOOL, STUDENTS WHO ARE MIGRATORY, AND NEWCOMER STUDENTS. (EDUCATION DODE 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

~~any legal requirement applicable to the student regarding placement decisions, the responsibilities of the District's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)~~

(cf. 6173.1 - Education for Foster Youth)

**UNIFORM COMPLAINT PROCEDURES (cont.)**

7. ~~Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the District after his/her second year of high school, alleging District noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)~~

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

8. 7. Any complaint alleging District noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

9. 8. Any complaint alleging District noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

10. 9. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

14. 10. Any other complaint as specified in a District policy

The Board recognizes that Alternative Dispute Resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable to all parties. One type of ADR is mediation, which shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The District shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate, for any complaint alleging retaliation, or unlawful discrimination, such as discriminatory harassment, intimidation, OR BULLYING, the Superintendent or designee shall keep confidential the identity of a complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

## **UNIFORM COMPLAINT PROCEDURES (cont.)**

(cf. 4119.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 5125 - Student Records)  
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the District shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP related allegation(s) through the District's UCP.

The Superintendent or designee shall provide training to District staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints, in accordance with applicable state law and District policy.

(cf. 3580 - District Records)

### **Non-Uniform Complaint Procedures Complaints**

The following complaints shall not be subject to the District's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

- ~~2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. and shall, for licensing exempt facilities, be referred to the appropriate Child Development regional administrator.~~

- ~~3. Any complaint alleging fraud shall be referred to the legal, audits and compliance branch of the California Department of Education.~~

ANY COMPLAINT ALLEGING THAT A STUDENT, WHILE IN AN EDUCATION PROGRAM OR ACTIVITY, WAS SUBJECTED TO CONDUCT KNOWN TO THE DISTRICT THAT MAY REASONABLY CONSTITUTE SEX DISCRIMINATION UNDER TITLE IX, INCLUDING SEX-BASED HARASSMENT, AS DEFINED IN 34CFR 106.2.

**UNIFORM COMPLAINT PROCEDURES (cont.)**

4. EXCEPT FOR COMPLAINTS ALLEGING SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT, Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the District in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.

EMPLOYMENT COMPLAINTS ALLEGING SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT, SHALL BE INVESTIGATED AND RESOLVED AS SPECIFIED IN 34 CFR 106.44 AND 106.45.

5. ANY COMPLAINT ALLEGING VIOLATION OF A STATE OR FEDERAL LAW OR REGULATION RELATED TO SPECIAL EDUCATION, A SETTLEMENT AGREEMENT RELATED TO THE PROVISIONS OF A FREE APPROPRIATE

PUBLIC EDUCATION (FAPE), FAILURE OR REFUSAL TO IMPLEMENT A DUE PROCESS HEARING ORDER TO WHICH THE DISTRICT IS SUBJECT, OR A PHYSICAL SAFETY CONCERN THAT INTERFERES WITH THE DISTRICT'S PROVISION OF FAPE SHALL BE SUBMITTED TO THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE). (4 CCR 15580-15584)

6. ANY COMPLAINT ALLEGING NONCOMPLIANCE OF THE DISTRICT'S FOOD SERVICE PROGRAM WITH LAWS REGARDING MEAL COUNTING AND CLAIMING, REIMBURSABLE MEALS, ELIGIBILITY OF CHILDREN OR ADULTS, OR USE OF CAFETERIA FUNDS AND ALLOWABLE EXPENSES SHALL BE FILED WITH THE OR REFERRED TO CDE IN ACCORDANCE WITH BOARD POLICY 3555 – NUTRITION PROGRAM COMPLIANCE. (5 CCR 15580-15584)

7. ANY ALLEGATION OF DISCRIMINATION BASED ON RACE, COLOR, NATIONAL ORIGIN, SEX, AGE, OR DISABILITY IN THE DISTRICT'S FOOD SERVICE PROGRAM SHALL BE FILED WITH OR REFERRED TO THE U.S. DEPARTMENT OF AGRICULTURE IN ACCORDANCE WITH BOARD POLICY 3555 – NUTRITION PROGRAM COMPLIANCE. (5 CCR 15582)

In addition, the District's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)  
(cf. 3555 – Nutrition Program Compliance)

**UNIFORM COMPLAINT PROCEDURES (cont.)****Legal Reference:****EDUCATION CODE**

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

~~33380-32289 California Indian Education Centers~~

35186 Williams uniform complaint procedures

~~44500-44508 California Peer Assistance and Review Program for Teachers~~

46015 ACCOMMODATIONS FOR PREGNANT AND PARENTING STUDENTS

48645.7 JUVENILE COURT SCHOOLS

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49069.5 Rights of parents

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51204.5 SOCIAL SCIENCES INSTRUCTIN; CONTRIBUTIONS OF SPECIFIED GROUPS

51210 Courses of study grades 1-6

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth and homeless children; former juvenile court school student, and military-connected students; course credits; graduation requirements

51226-51226.1 Career Technical Education

51228.1-51228.3 Course periods without educational content

51501 NONDISCRIMINATORY SUBJECT MATTER

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-5249062 Career technical education

52500-52616.24 Adult schools

54000-54029 Economic Impact Aid

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56865 Special education programs

59000-59300 Special schools and center

64000-64001 Consolidated application process

**GOVERNMENT CODE**

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

**HEALTH AND SAFETY CODE**~~104420 Tobacco Use Prevention Education~~**PENAL CODE**

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

**CODE OF REGULATIONS, TITLE 2**

11023 Harassment and discrimination prevention and correction

**CODE OF REGULATIONS, TITLE 5**

3080 Application of section

3200-3205 SPECIAL EDUCATION COMPLIANCE COMPLAINTS

4600-4687 Uniform complaint procedures

## **UNIFORM COMPLAINT PROCEDURES (cont.)**

4690-4694 HEALTH & SAFETY ISSUES IN LICENSE-EXEMPT PRESCHOOL PROGRAMS

4900-4965 Nondiscrimination in elementary and secondary education programs

### UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6801-6871 7014 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

### UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

### UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Acts of 1964

6101-6107 Age Discrimination Act of 1975

### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination of basis of disability; complaints

### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.30 NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS

106.45 TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

### **Management Resources:**

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample UCP Board Policies and Procedures

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

#### U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

#### WEBSITES

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

California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov)

Family Policy Compliance Office: [www.family.policy.ed.gov](http://www.family.policy.ed.gov)

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

U.S. Department of Justice: [www.justice.gov](http://www.justice.gov)

### **Chino Valley Unified School District**

Policy adopted: October 19, 1995

Revised: September 4, 2003

Revised: December 9, 2004

Revised: September 1, 2005

Revised: October 15, 2009

**UNIFORM COMPLAINT PROCEDURES (cont.)**

Revised: August 16, 2012

Revised: June 13, 2013

Revised: September 5, 2013

Revised: October 2, 2014

Revised: August 13, 2015

Revised: November 5, 2015

Revised: September 15, 2016

Revised: August 17, 2017

Revised: February 21, 2019

REVISED:



## UNIFORM COMPLAINT PROCEDURES

Except as the Board of Education may otherwise specifically provide in other District policies, the Uniform Complaint Procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)  
 (cf. 1312.2 - Complaints Concerning Instructional Materials)  
 (cf. 1312.4 - Williams Uniform Complaint Procedures)  
 (cf. 4030 - Nondiscrimination in Employment)

~~All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when it is safe to do so. Students who engage in discrimination, including harassment and retaliation in violation of the law, BP and AR, shall be referred to a program that provides a behavior support approach or any other form of corrective action up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment, retaliation, or other prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.~~

### Compliance Officers

The District designates the individual(s) identified below as the employee(s) responsible for coordinating and investigating the District's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s) or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as unlawful discrimination harassment, intimidation, or bullying) and in AR 5145.7 – sexual harassment for handling complaints regarding sexual harassment.

(cf. 5145.3 - Nondiscrimination/Harassment)  
 (cf. 5145.7 - Sexual Harassment)  
 (cf. 5145.71 - Title IX Sexual Harassment Complaints Procedures)

~~Antonia Hunt, Ed.D.~~ ROBERT NELSON  
 Title IX Coordinator, Coordinator, Equity, Diversity, & Support Systems, Equity  
 Compliance Officer, And District Coordinator for Nondiscrimination  
 13461 RAMONA AVE., Chino, Ca 91710  
 (909) 628-1201 ext. 1750  
 antonia\_hunt ROBERT\_NELSON@chino.k12.ca.us

GRACE PARK, ED. D.  
 Assistant DEPUTY Superintendent of Human Resources  
 13461 RAMONA AVE., Chino, CA 91710  
 (909) 628-1201 ext. 1110  
 GRACE\_PARK@CHINO.K12.CA.US

**UNIFORM COMPLAINT PROCEDURES (cont.)**

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias may be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias may be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

At the direction of the compliance officer additional District administrators will assist in investigations within their area of expertise as follows:

- a. ~~Associate Superintendent of Curriculum, Instruction, Innovation, and Support or designee;~~
- b. A. Associate Superintendent of Business Services, or designee;
- c. B. Assistant Superintendent of Curriculum, Instruction, Innovation, and Support or designee;
- d. C. Assistant Superintendent of Facilities, Planning and Operations, or designee.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such designated employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints including those involving alleged unlawful discrimination, harassment, intimidation, or bullying, applicable standards for reaching decisions on complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

**UNIFORM COMPLAINT PROCEDURES (cont.)**

(cf. 4331 - Staff Development)  
(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, one or more of the interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the District issues its final written decision, whichever occurs first.

**Notifications**

The District's UCP policy and administrative regulation shall be posted in all District schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Director of Student Support Services shall annually provide written notification of the District's UCP, to students, employees, parents/guardians of District students District advisory committee members, school advisory committees members, (5 CCR 4622) through its annual distribution of the parent information handbook.

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)  
(cf. 5145.6 - Parental Notifications)

The notice shall include:

1. A statement that the District is primarily responsible for compliance with state and federal laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaint Subject to UCP" in the accompanying Board policy.
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate.
3. A statement that a UCP complaint alleging, unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct, or the date the complainant first obtained knowledge of the facts of the alleged conduct.

**UNIFORM COMPLAINT PROCEDURES (cont.)**

4. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities.
5. A statement that a complaint regarding student fees, or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence, or information leading to evidence to support the complaint.
6. A statement that the District will post a standardized notice of the educational and graduation requirements of foster youth, homeless students, children of military families, and former juvenile court school students now enrolled in the District, as specified in education code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process.
7. A statement that complaints will be investigated in accordance with the District's UCP and a written decision will be sent to the complainant within 60 calendar days
8. from the receipt of the complaint unless this time period is extended by written agreement of the complainant.
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the District's investigation report, including, if applicable, the complainant's right to take a complaint directly to the California department of education (CDE) by filing a written appeal, including a copy of the original complaint and the District's decision, within 30 calendar days of receiving the District's decision.
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable.
11. Copies of the District's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the District website and may be provided through District-supported social media, if available.

(cf. 1113 - District and School Websites)

(cf. 1114 - District-Sponsored Social Media)

**UNIFORM COMPLAINT PROCEDURES (cont.)**

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the District's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the District's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the District shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

**Filing of Complaint**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints, EXCEPT FOR THOSE THAT ALLEGE SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT, shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, District staff shall assist him/her in the filing of the complaint. (5 CCR 4600; 34CFR 103.2)

All complaints shall be filed in accordance with the following rules, as applicable:

1. A complaint alleging District violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the county superintendent of schools approves the LCAP that was adopted by the governing board. (5 CCR 4630)

**UNIFORM COMPLAINT PROCEDURES (cont.)**

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying.
5. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When the complainant of unlawful discrimination, harassment, intimidation, or bullying or alleged victim when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the District's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the District shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

**Mediation**

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of a sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

**UNIFORM COMPLAINT PROCEDURES (cont.)**

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the District shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the District shall then continue with subsequent steps specified in this administrative regulation.

**Investigation of Complaint**

Within (10) business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance office and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer may inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation. (5 CCR 4631) refusal by the District to provide the investigator with access to records and/or information related to the allegation in the complaint, failure or refusal to cooperate in the investigation or any other obstruction of the investigation may result in a finding based on evidence collected

**UNIFORM COMPLAINT PROCEDURES (cont.)**

that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a “preponderance of the evidence” standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

**Timeline For Investigation Report**

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the District's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, and in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

**Investigation Report**

For all complaints, the District’s investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered.
2. The conclusion(s) providing a clear determination for each allegation as to whether the District is in compliance with the relevant law.
3. Corrective action(s) whenever the District finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600.
4. Notice of the complainant's right to appeal the District's investigation report to CDE, except when the District has used the UCP to address a complaint not specified in 5 CCR 4610.
5. Procedures to be followed for initiating an appeal to CDE.

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with District legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the investigation report or affected by the complaint, as long as the privacy of the parties is protected. in a complaint alleging



**UNIFORM COMPLAINT PROCEDURES (cont.)**

unlawful discrimination, harassment, intimidation, and bullying, notice of the investigation report to the alleged victim may include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the District's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying, based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the District's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education,

Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

**Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or District environment may include, but are not limited to, actions to reinforce District policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

For complaints involving retaliation, or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus

**UNIFORM COMPLAINT PROCEDURES (cont.)**

5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying, involving or appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the District shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The District may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination harassment, intimidation, or bullying, that the District does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without

**UNIFORM COMPLAINT PROCEDURES (cont.)**

educational content or any requirement related to the LCAP is found to have merit, the District shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the law regarding student fees, the District, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

**Appeals to the California Department of Education**

Any complainant who is dissatisfied with the District's investigation report on a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with the CDE within 30 calendar days of receiving the District's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE accompanied by a copy of the locally filed complaint and a copy of the District's investigation report for that complaint. the complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632) (5 CCR 4632)

1. The District failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the District's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the District's investigation report are not supported by substantial evidence.
4. The legal conclusion in the District's investigation report is inconsistent with the law.
5. In a case in which the District found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the District's investigation report has been appealed, the superintendent or designee shall forward the following documents to the CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the District's investigation report

**UNIFORM COMPLAINT PROCEDURES (cont.)**

3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the District's Uniform Complaint procedures
6. Other relevant information requested by the CDE

If notified by CDE that the District's investigation report failed to address allegation(s) raised by the complaint, the District shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

**Health And Safety Complaints in License-Exempt Preschool Programs**

Any complaint regarding health or safety issues in a license-exempt California state preschool program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to health and safety code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the District notifying parents/guardians, students, and teachers of the health

and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the superintendent or designee may download and post a notice available from the CDE website. (Education Code 8212; 5 CCR 4691)

The District's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the code of regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

**UNIFORM COMPLAINT PROCEDURES (cont.)**

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the District's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the District's decision to the superintendent of public instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the county superintendent. (5 CCR 4693)

**Chino Valley Unified School District**

Regulation approved: October 19, 1995

Revised: November 20, 1997

Revised: May 9, 2002

Revised: December 9, 2004

Revised: October 1, 2009

Revised: July 19, 2012

**UNIFORM COMPLAINT PROCEDURES (cont.)**

Revised: May 23, 2013

Revised: August 15, 2013

Revised: September 18, 2014

Revised: July 16, 2015

Revised: October 15, 2015

Revised: September 1, 2016

Revised: July 20, 2017

Revised: February 7, 2019

Revised: September 15, 2022

Revised: February 2, 2023

Revised: June 1, 2023

REVISED:

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

**DATE:** May 1, 2025  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
**SUBJECT: REVISIONS TO BOARD POLICY AND ADMINISTRATIVE REGULATION 4030 – NONDISCRIMINATION IN EMPLOYMENT**

=====

**BACKGROUND**

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy and Administrative Regulation 4030 – Nondiscrimination in Employment are being revised to new Federal Regulations (89 Fed. Reg. 33474) and new law (AB714, 2023).

New language is provided in UPPER CASE, and 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 revisions to Board Policy and Administrative Regulation 4030 – Nondiscrimination in Employment.

**FISCAL IMPACT**

None.

NE:GP:jw

## **NONDISCRIMINATION IN EMPLOYMENT**

The Board of Education desires to provide a SAFE, positive work environment where ALL DISTRICT employees, ~~and job applicants~~ are assured of FULL AND equal EMPLOYMENT access and opportunities, PROTECTION ~~and are free~~ from harassment AND INTIMIDATION, AND FREEDOM FROM ANY FEAR OF REPRISAL OR RETRIBUTION FOR ASSERTING THEIR EMPLOYMENT RIGHTS in accordance with law.

(cf. 1240 - Volunteer Assistance)  
 (cf. 3312 - Contracts)  
 (cf. 3600 - Consultant)  
 (cf. 4111/4211/4311 - Recruitment and Selection)

NO DISTRICT EMPLOYEE SHALL BE DISCRIMINATED AGAINST OR HARASSED BY ANY COWORKER, SUPERVISOR, MANAGER, OR OTHER PERSON WITH WHOM THE EMPLOYEE COMES IN CONTACT IN THE COURSE OF EMPLOYMENT, ~~The Board of Education prohibits any District employees from discriminating against or harassing any other District employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, PARENTAL, FAMILY, OR marital status; pregnancy, CHILD BIRTH, TERMINATION OF PREGNANCY, OR LACTATION, INCLUDING RELATED MEDICAL CONDITIONS AND RECOVERY; physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or association with a person or group with one or more of these actual or perceived characteristics.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

DISCRIMINATION IN EMPLOYMENT BASED ON THE CHARACTERISTICS LISTED ABOVE IS PROHIBITED IN ALL AREAS OF EMPLOYMENT AND IN ALL EMPLOYMENT-RELATED PRACTICES, INCLUDING THE FOLLOWING:

### **1. HIRING, COMPENSATION, TERMS, CONDITIONS, AND OTHER PRIVILEGES OF EMPLOYMENT**

(cf. 4151/4251/4351 - Employee Compensation)  
 (cf. 4154 - Health and Welfare Benefits)

~~2. Prohibited discrimination consists of the Taking of any adverse employment action against a person, including termination or denial of EMPLOYMENT, promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.~~



**NONDISCRIMINATION IN EMPLOYMENT**

3. ~~Harassment consists of any Unwelcome CONDUCT, WHETHER verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive AS TO that it adversely affects an individual's EMPLOYEE'S employment opportunities, has the OR THAT HAS THE purpose or effect of unreasonableY interfering with the individual's work performance, or creatINGes an intimidating hostile, or offensive work environment.~~
4. ACTIONS AND PRACTICES IDENTIFIED AS UNLAWFUL OR DISCRIMINATORY PURSUANT TO GOVERNMENT CODE 12940 OR 2 CCR 11006-11086, SUCH AS:
- a. ~~The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code 12926, 12940) SEX DISCRIMINATION AS SPECIFIED IN BOARD POLICY AND ADMINISTRATIVE REGULATION 4119.11/4219.11/4319.11 – SEX DISCRIMINATION AND SEX BASED HARASSMENT.~~

(cf. 4033 - Lactation Accommodation)  
 (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

- b. ~~The prohibition against discrimination based on the Religious creed of an employee or job applicant includes any discrimination based on AN EMPLOYEE'S RELIGIOUS BELIEF OR OBSERVANCE, INCLUDING the person's religious dress or grooming practices or BASED ON THE DISTRICT'S FAILURE OR REFUSAL TO USE REASONABLE MEANS TO ACCOMMODATE AN EMPLOYEE'S any conflict between the person's religious belief, observance, or practice WHICH CONFLICTS WITH and an employment requirement. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the District shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.~~
- c. REQUIREMENT FOR A MEDICAL OR PSYCHOLOGICAL EXAMINATION OF A JOB APPLICANT, OR AN INQUIRY INTO WHETHER A JOB APPLICANT HAS A MENTAL OR PHYSICAL DISABILITY OR A MEDICAL CONDITION OR AS TO THE SEVERITY OF ANY SUCH DISABILITY OR CONDITION, WITHOUT THE SHOWING OF A JOB-RELATED NEED OR BUSINESS NECESSITY.

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)  
 (cf. 4032 - Reasonable Accommodation)

**NONDISCRIMINATION IN EMPLOYMENT**

The Board also prohibits retaliation against any District employee ~~or job applicant or who complains, testifies, assists, or in any way participates in the District's complaint procedures~~ PROCESSES instituted pursuant to this policy. No employee ~~or job applicant~~ who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints ~~regarding~~ CONCERNING employment discrimination, ~~or~~ harassment, OR RETALIATION shall immediately be investigated in accordance with ~~AR 4031—~~ ~~Complaints Concerning Discrimination in Employment.~~ PROCEDURES SPECIFIED IN THE ACCOMPANYING ADMINISTRATIVE REGULATION. HOWEVER, COMPLAINTS ALLEGING SEX DISCRIMINATION UNDER TITLE IX SHALL BE INVESTIGATED AND RESOLVED IN ACCORDANCE WITH THE PROCEDURES SPECIFIED IN 34 CFR 106.44 AND 106.45 AND ADMINISTRATIVE REGULATION 4119.12/4219.12/4319.12 – TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES.

~~The following position is designated as Coordinator for Nondiscrimination in Employment:~~

~~Assistant Superintendent, Human Resources  
5130 Riverside Drive  
Chino, California 91710-4310  
(909) 628-1201 ext. 1111~~

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, shall report the incident to the Coordinator or Superintendent as soon as practical after the incident. All other employees are to report such incidents to their supervisor immediately.

The Superintendent or designee shall use ALL appropriate means to reinforce the District's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, OR OTHER PROHIBITED CONDUCT, how to respond appropriately, and components of the District's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the District's employment practices and, as necessary, shall take action to ensure District compliance with the nondiscrimination laws.

Any District employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

## **NONDISCRIMINATION IN EMPLOYMENT**

THE DISTRICT SHALL MAINTAIN AND PRESERVE ALL APPLICATIONS, PERSONNEL, MEMBERSHIP, OR EMPLOYMENT REFERRAL RECORDS AND FILES FOR AT LEAST FOUR YEARS AFTER THE RECORDS ARE INITIALLY CREATED OR RECEIVED OR, FOR AN APPLICANT OR A TERMINATED EMPLOYEE, FOR FOUR YEARS AFTER THE DATE THE EMPLOYMENT ACTIONS WAS TAKEN. HOWEVER, WHEN THE DISTRICT IS NOTIFIED THAT A COMPLAINT HAS BEEN FILED WITH THE CALIFORNIA CIVIL RIGHTS DEPARTMENT, RECORDS RELATED TO THE EMPLOYEE INVOLVED SHALL BE MAINTAINED AND PRESERVED UNTIL THE LATER OF THE FIRST DATE AFTER THE TIME FOR FILING A CIVIL ACTION HAS EXPIRED OR THE FIRST DATE AFTER THE COMPLAINT HAS BEEN FULLY AND FINALLY DISPOSED OF AND ALL ADMINISTRATIVE PROCEEDINGS, CIVIL ACTIONS, APPEALS, OR RELATED PROCEEDINGS HAVE BEEN TERMINATED. (GOVERNMENT CODE 12946)

~~Any employee or job applicant who believes that he/she has been or is being discriminated against or harassed in violation of District policy should, as appropriate, immediately contact his/her supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the District's procedures for filing, investigating, and resolving any such complaint.~~

## **NOTIFICATIONS**

~~The District's policy shall be posted in all District schools and offices including staff lounges (5 CCR 4960)~~

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

#### CIVIL CODE

51.7 Freedom from violence or intimidation

#### GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

12940-12952 Unlawful employment practices

12960-12976 Unlawful employment practices; complaints

#### PENAL CODE

422.56 Definitions, hate crimes

#### CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11027-11028 National origin and ancestry discrimination

#### CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

#### UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

## **NONDISCRIMINATION IN EMPLOYMENT**

### UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act  
794 Section 504 of the Rehabilitation Act of 1973

### UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended  
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended  
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

### CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

### CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

### COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

### **Management Resources:**

#### CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

Transgender Rights in the Workplace

Workplace Harassment Guide for California Employers

Your Rights and Obligations as a Pregnant Employee

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

Notice of Non-Discrimination, August 2010

#### U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

EEOC Compliance Manual

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

#### WEBSITES

California Department of Fair Employment and Housing: [www.dfeh.ca.gov](http://www.dfeh.ca.gov)

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

U.S. Equal Employment Opportunity Commission: [www.eeoc.gov](http://www.eeoc.gov)

### **Chino Valley Unified School District**

Policy adopted: November 16, 1995

Revised: March 23, 2000

Revised: April 20, 2000

Revised: September 16, 2010

Revised: September 6, 2012

Revised: September 5, 2013

Revised: November 5, 2015

Revised: October 6, 2016

REVISED:

## **NONDISCRIMINATION IN EMPLOYMENT**

### **Discriminatory Harassment**

Harassment is unwelcome conduct that is based on a person's actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex or sexual orientation, or other attributes listed in the District's nondiscrimination policy.

1. Offensive conduct may include, but not limited to the following:
  - a. Slurs, epithets, threats, or verbal abuse
  - b. Derogatory or degrading comments, descriptions, drawings, pictures or gestures
  - c. Unwelcome jokes, stories or teasing

Any other verbal, visual or physical conduct which adversely affects the individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive working environment.

Harassment can occur in a variety of circumstances, including, but not limited to the following:

1. The harasser can be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non-employee.
2. The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.
3. Unlawful harassment may occur without economic injury to, or discharge of, the victim.

Harassment becomes unlawful when enduring the offensive conduct becomes a condition of continued employment, or the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Any employee or applicant for employment who feels that s/he is being unlawfully harassed should immediately contact his/her supervisor or the Superintendent or designee in order to obtain procedures for reporting a complaint. Such complaints can be filed in accordance with Administrative Regulation 4031 - Complaints Concerning Discrimination in Employment.

**NONDISCRIMINATION IN EMPLOYMENT (cont.)**

~~Any supervisor who receives a harassment complaint shall notify Norm Enfield, Ed.D., the Assistant Superintendent of Human Resources, who shall ensure that the complaint is appropriately investigated. Discrimination complaint procedures prohibit retaliatory behavior against any complainant or any participant in the complaint process.~~

THE DISTRICT DESIGNATES THE POSITION IDENTIFIED BELOW AS ITS COORDINATOR FOR NONDISCRIMINATION IN EMPLOYMENT (COORDINATOR) TO COORDINATE THE DISTRICT'S EFFORTS TO COMPLY WITH STATE AND FEDERAL NONDISCRIMINATION LAWS AND TO ANSWER INQUIRIES REGARDING THE DISTRICT'S NONDISCRIMINATION POLICIES. THE COORDINATOR MAY BE CONTACTED AT:

DIVISION OF HUMAN RESOURCES  
COORDINATOR OF COMPLIANCE, HUMAN RESOURCES  
13461 RAMONA AVENUE  
CHINO, CALIFORNIA 91710-4310  
(909) 628-1201 EXT. 1110

**Chino Valley Unified School District**

Regulation approved: November 16, 1995

Revised: September 2, 2010

Revised: August 16, 2012

Revised: August 15, 2013

REVISED: