

**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT

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

# BOARD OF EDUCATION

## AGENDA

July 18, 2024

### BOARD OF EDUCATION

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

### SUPERINTENDENT

Norm Enfield, Ed.D.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**District Board Room, 5130 Riverside Drive, CA 91710**  
**4:40 p.m. – Closed Session • 6:00 p.m. – Regular Meeting**  
**July 18, 2024**

**AGENDA**

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

The meeting is live streamed on the District's YouTube channel at [https://www.youtube.com/channel/UCWKinB4PTb\\_uskobmwBF8pw](https://www.youtube.com/channel/UCWKinB4PTb_uskobmwBF8pw).

**I. OPENING BUSINESS**

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

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

**Discussion and possible action (times are approximate):**

- a. Conference with Legal Counsel-Existing Litigation (Paragraph (1) of subdivision (d) Government Code 54956.9): San Bernardino County Superior Court Case No. CIVSB2317301. (Liberty Justice Center) (10 minutes)
- b. Student Readmission Matters (Education Code 35146, 48916 (c)): Readmission Case 23/24-21, 23/24-23, and 23/24-83 (10 minutes)
- c. Student Discipline Matters (Education Code 35146, 48918 (c) & (j)): Expulsion Cases 23/24-89 and 23/24-90. (10 minutes)
- d. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA Negotiations. Agency Designated Representatives: Grace Park, Ed.D., Sandra Chen, Joseph Durkin, and Jaime Ortega. (10 minutes)
- e. Public Employee Appointment (Government Code 54957): High School Assistant Principals; Adult School Assistant Principal, and Director of Elementary Curriculum and Instruction. (15 minutes)
- f. Public Employee Discipline Dismissal Release (Government Code 54957): (15 minutes)
- g. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (15 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

**I.C. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

Proceedings of this meeting are recorded.

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

**I.E. CHANGES AND DELETIONS**

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

**II.A.1. Resolution 2024/2025-06, Opposing Amended Assembly Bill 1955**

Page 9

Recommended that the Board of Education adopt Resolution 2024/2025-06, opposing amended Assembly Bill 1955.

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

<b>III. CONSENT</b>
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Motion \_\_\_\_ Second \_\_\_\_  
Vote: Yes \_\_\_\_ No \_\_\_\_

**III.A. ADMINISTRATION**

**III.A.1. Minutes of the June 20, 2024 Regular Meeting**

Page 12

Recommend the Board of Education approve the minutes of the June 20, 2024 regular meeting.

**III.B. BUSINESS SERVICES**

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

Page 21

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 22

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

**III.B.3. Fundraising Activities**

Page 24

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

**III.B.4. Donations**

Page 29

Recommend the Board of Education accept the donations.

**III.B.5. Legal Services**

Page 31 Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. Chidester & Associates; and Tao Rossini, APC.

**III.B.6. Signature Authorizations for Chino Valley Unified School District**

Page 32 Recommend the Board of Education approve the signature authorizations for Chino Valley Unified School District.

**III.B.7. Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A**

Page 37 Recommend the Board of Education approve the Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A.

**III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****III.C.1. Student Readmission Cases 23/24-21, 23/24-23, and 23/24-83**

Page 38 Recommended the Board of Education approve student readmission cases 23/24-21, 23/24-23, and 23/24-83

**III.C.2. Student Expulsion Cases 23/24-89 and 23/24-90**

Page 39 Recommended the Board of Education approve student expulsion cases 23/24-89 and 23/24-90.

**III.C.3. School Sponsored Trips**

Page 40 Recommend the Board of Education approve/ratify the school-sponsored trips for Chaparral ES, Eagle Canyon ES, Litel ES, and Ayala HS.

**III.C.4. Baldy View Regional Occupational Program 2024/2025 District Operated Program Contract**

Page 42 Recommended the Board of Education approve the Baldy View Regional Occupational Program 2024/2025 District Operated Program Contract.

**III.C.5. Baldy View Regional Occupational Program 2024/2025 Contract for Services and Participation Incentive**

Page 54 Recommended the Board of Education approve the Baldy View Regional Occupational Program 2024/2025 Contract for Services and Participation Incentive.

**III.C.6. Baldy View Regional Occupational Program 2024/2025 Contract for Embedded Classes**

Page 67 Recommended the Board of Education approve the Baldy View Regional Occupational Program 2024/2025 Contract for Embedded Classes.

**III.C.7. Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023/2024**

Page 75

Recommended the Board of Education approve Proposition 28: Arts and Music in Schools Funding Annual report for the 2023/2024 fiscal year.

**III.C.8. Interdistrict Attendance Agreement**

Page 77

Recommended the Board of Education approve the Interdistrict Attendance Agreement with the listed school districts.

**III.C.9. Revision of Board Policy 5127 Students – Graduation Ceremonies and Activities**

Page 81

Recommended the Board of Education approve the revision of Board Policy 5127 Students – Graduation Ceremonies and Activities.

**III.C.10. Revision of Board Policy 5144 Students – Discipline**

Page 86

Recommended the Board of Education approve the revision of Board Policy 5144 Students – Discipline.

**III.C.11. New Courses: Fundamental Biology: Living Earth; Fundamental Chemistry Of The Earth System; Fundamental English 9; Fundamental English 10; Fundamental English 11; Fundamental Integrated Math 1; Fundamental United States History; Fundamental World History; And Cultural Experiences In America**

Page 93

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

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

Page 169

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

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

Page 170

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

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

Page 175

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

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

Page 237

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

**III.D.5. Resolution 2024/2025-01, 2024/2025-02, 2024/2025-03, 2024/2025-04, 2024/2025-05, Authorization to Utilize a Piggyback Contract**

Page 240

Recommended the Board of Education adopt Resolution 2024/2025-01, 2024/2025-02, 2024/2025-03, 2024/2025-04, 2024/2025-05, Authorization to Utilize Piggyback Contract.

**III.D.6. Extension Of Request For Proposals 21-22-18, Nutrition Services – Fresh Produce**

Page 252

Recommended the Board of Education approve the extension of Request for Proposals 21-22-18, Nutrition Services – Fresh Produce.

**III.D.7. Award Of Bid No. 23-24-20f, Don Lugo Hs New Admin Bldg, Kitchen & Pool Renovation**

Page 253

Recommended the Board of Education award Bid No. 23-24-20F, Don Lugo HS New Admin Bldg, Kitchen and Pool Renovation to Integrated Demolition, K.A.R. Construction, RND, Core Contracting, K&Z Cabinets, Inc., Rite-Way Roofing Corporation, Dan Lyman, Platinum Glass Corp, Sierra Lathing Company, Inc., Floored Tile & Stone, Southcoast Acoustical Interiors, Inc., PreSpectra, D&M Painting, Patriot Contracting, California Waters, JPI Development Group, Continental Plumbing, All Star Air Systems, Inc., RDM Electric Co, Inc., Crew, Inc., Inland Empire Landscape, Inc., and MPI-Miller Plumbing, Inc.

**III.D.8. Award Of Bid No. 23-24-23F, Dickey ES No Climb Fencing- Rebid**

Page 255

Recommended the Board of Education award Bid No. 23-24-23F, Dickey ES No Climb Fencing-Rebid to Harris Steel Fence Co.

**III.D.9. Rejection of all Bids Received for Bid No. 23-24-26F, Anna Borba ES, Butterfield ES, Dickey ES, Eagle Canyon ES and Newman ES, Asphalt Repairs-Rebid And Authorization to Rebid the Project**

Page 256

Recommended the Board of Education reject all bids for Rebid No. 23-24-26F, Anna Borba ES, Butterfield ES, Dickey ES, Eagle Canyon ES, and Newman ES Asphalt Repairs- Rebid and authorize staff to rebid the project.

**III.D.10 Award of Bid No. 23-24-27F, Ayala HS Shade Structure**

Page 257

Recommended the Board of Education award Bid No. 23-24-27, Ayala HS Shade Structure to Horizon Mechanical.

**III.D.11 Approval of Payment to Dave Bang & Associates, Inc., Under Threat of Potential Litigation or Disputed Claim**

Page 258

Recommended the Board of Education approve payment to Dave Bang & Associates, Inc., under threat of potential litigation or disputed claim.

**III.D.12     Notice of Completion For RFP No. 21-22-05, HVAC Assessments and Maintenance Services (CalSHAPE Round 1/ESSER)**  
Page 260

Recommended the Board of Education approve the Notice of Completion for RFP No. 21-22-05, HVAC Assessments and Maintenance Services (CalSHAPE Round 1/ESSER).

**III.D.13     Notice of Completion of Phase 2 Energy Services Contract with PacificWest Energy Solutions for Improved Air Quality Measures Per RFP No. 21-22-05, HVAC Assessments and Maintenance Services**  
Page 261

Recommended the Board of Education approve the Notice of Completion for Phase 2 Energy Services Contract with PacificWest Energy Solutions for Improved Air Quality Measures per RFP No. 21-22-05, HVAC Assessments and Maintenance Services.

**III.D.14     Subcontractor Substitution for Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project Bid Package #32-01**  
Page 262

Recommended the Board of Education approve the subcontractor substitution for Bid. No. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project Bid Package 32-01.

**III.E.        HUMAN RESOURCES**

**III.E.1.     Certificated/Classified Personnel Items**  
Page 263

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

**III.E.2.     Rejection of Claims**  
Page 271

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

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

**IV.A.1.     Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for April through June 2024**  
Page 272

Recommended the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for April through June 2024.

**V. COMMUNICATIONS**

**BOARD MEMBERS AND SUPERINTENDENT**

**VI. ADJOURNMENT**

Prepared by: Regan Rico, Administrative Secretary IIA  
Date posted: July 12, 2024



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

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

**FROM:** Sonja Shaw, President, Board of Education

**SUBJECT: RESOLUTION 2024/2025-06, OPPOSING AMENDED ASSEMBLY  
BILL 1955**

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**BACKGROUND**

California legislators approved the passage of Assembly Bill (AB) 1955 on June 27, 2024, requiring the Governor's signature to enact the bill into law. This bill, in part, would prohibit schools and governing boards from enacting or enforcing a policy that requires parents to be informed of students' request to change their name and/or gender at school, unless there is student consent; undermining parents' constitutional right to direct the care, upbringing, and education of their children.

In response, on July 8, 2024, President Sonja Shaw requested a resolution opposing AB 1955 as it excludes parents from the critical role they play in their children's lives and development.

**RECOMMENDATION**

President Sonja Shaw recommends that the Board of Education adopt Resolution 2024/2025-06, opposing Assembly Bill 1955.

**FISCAL IMPACT**

None.

SS:rtr

**Chino Valley Unified School District**  
**Resolution 2024/2025-06**  
**Opposing Amended Assembly Bill 1955**

**WHEREAS**, the Chino Valley Unified School District remains steadfast in its commitment to academic excellence and supporting parents' rights in the upbringing of their children;

**WHEREAS**, we recognize the ongoing and deliberate efforts by Sacramento politicians to undermine these fundamental rights, and we are fully committed to vigorously fighting for the success and future of our students;

**WHEREAS**, while Sacramento politicians apparently aim to refocus education goals towards harmful and divisive social ideologies, we are steadfast in our commitment to continue focusing on education, ensuring students receive the rigorous education they deserve;

**WHEREAS**, every child deserves the unimpeded opportunity to succeed in school and in life, and our role as members of this school board is to create, curate, and fiercely protect the educational options available to students in our district;

**WHEREAS**, the Attorney General, supported by the Department of Education and other organizations, is currently engaged in an active lawsuit against the District for enacting policies to protect parental rights, while simultaneously supporting a gut-and-amended AB 1955 that seeks to make the District's parental notification policies illegal; and

**WHEREAS**, we are dedicated to protecting children and standing firm against those that seek to undermine parental rights.

**BE IT FURTHER RESOLVED**, according to these principles and this board's solemn duties and responsibilities, this board shall operate under the following guiding principles:

1. Parents have the unassailable right to direct their children's education, including their moral and religious upbringing.
2. School officials will steadfastly defer to parents' decisions regarding their children.
3. School officials will actively partner with parents in every aspect of their child's education.

**BE IT FINALLY RESOLVED**, that the Chino Valley Unified School Board will continue to fight, undeterred and resolute, for the sake of our students, our community, and the fundamental rights of parents. We will not yield to any efforts that compromise our values or the futures of the children in our schools.

**APPROVED, PASSED, AND ADOPTED** this 18<sup>th</sup> day of July 2024 at a regular meeting of the Board of Education by the following vote:

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

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

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**June 20, 2024**

**MINUTES**

<b>I.        OPENING BUSINESS</b>
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**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, June 20, 2024, at 4:40 p.m. with Bridge, Cruz, Na, and Shaw present.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent

Sandra H. Chen, Associate Superintendent, Business Services

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

Lea Fellows, Associate Superintendent, Human Resources

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Shaw adjourned to closed session at 4:40 p.m. regarding conference with legal counsel existing litigation: two cases; student discipline matters; conference with labor negotiators: A.C.T. and CSEA; public employee appointment: High School Assistant Principals; Junior High School Principal, and Adult School Assistant Principal; public employee discipline/dismissal/release; and public employee performance evaluation: Superintendent.

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

1. Report Closed Session Action

President Shaw reconvened the regular meeting of the Board of Education at 6:00 p.m. with Bridge, Cruz, Monroe, Na, and Shaw present. The Board met in closed session from 4:40 p.m. to 5:29 p.m. regarding conference with legal counsel existing litigation: two cases; student discipline matters; conference with labor negotiators: A.C.T. and CSEA; public employee appointment: High School Assistant Principals;

Junior High School Principal, and Adult School Assistant Principal; public employee discipline/dismissal/release; and public employee performance evaluation: Superintendent. The Board voted to appoint Yvette Taylor to Principal at Woodcrest JHS, effective July 8, 2024, with a vote of 5-0, with Bridge, Cruz, Monroe, Na, and Shaw voting yes; separately, the Board of Education's offer to settle San Bernardino Superior Court Case No. SB 2300095 entitled Chino Valley Unified School District v. Chino Development Corporation for the sum of \$2,400,000.00 has been accepted. The Chino Valley Unified School District received the settlement. No further action was taken that required public disclosure.

2. Pledge of Allegiance  
Led by Art Bennett.

#### **I.C. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

There were no comments from employee representatives.

President Shaw presented an award to Superintendent Enfield recognizing that Chino Valley Unified School District was voted by the readers of the Daily Bulletin as Inland Valley's Favorite School District.

#### **I.D. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA**

The following individuals addressed the Board: Amanda Swager regarding retirement; Paul Griffin regarding correcting the record and information for Mr. Na; Glory Ciccarella regarding Black excellence; Sara Omari regarding School Board President unethical behavior; Mayor Eunice Ulloa regarding City events; Marisol DiPaolo regarding counselors and the mental well-being of students; Jenny Truong regarding after school childcare needs; Richard Wales regarding governance; Naomi M. regarding student health; and Steven Yoder regarding NIH and WPATH studies.

#### **I.E. CHANGES AND DELETIONS**

The following change/deletion was on the agenda: Item III.E.1. Certificated/Classified Personnel Items, for Certificated Management Personnel under Leave of Absence, delete Magnolia JHS and insert Woodcrest JHS. There were no further changes or deletions.

## **II. ACTION**

### **II.A. ADMINISTRATION**

#### **II.A.1. Revision of the 2024/2025 Board Meeting Calendar**

Moved (Na) seconded (Bridge) motioned carried unanimously (5-0) to approve the revisions of the 2024/2025 Board meeting calendar.

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

Moved (Na) seconded (Bridge) motioned carried unanimously (5-0) to adopt Resolution 2023/2024-68, Order of Election and Specifications of the Election Order in the Chino Valley Unified School District of San Bernardino County, California; Resolution Ordering School District Election for Governing Board Members Whose Terms Expire December 13, 2024.

### **II.B. BUSINESS SERVICES**

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

Moved (Na) seconded (Cruz) motioned carried unanimously (5-0) to adopt the 2024/2025 budget for all funds and authorize the Superintendent or designee to sign the 2024/2025 District Certification of Budget Adoption.

### **II.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**

#### **II.C.1. 2024/2025 Local Control and Accountability Plan**

Moved (Na) seconded (Cruz) motioned carried unanimously (5-0) to adopt the 2024/2025 Local Control and Accountability Plan.

### **II.D. FACILITIES, PLANNING, AND OPERATIONS**

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

Moved (Na) seconded (Cruz) motioned carried unanimously (5-0) to approve the Amended Facilities Memorandum of Understanding by and between Chino Valley Unified School District and Allegiance STEAM Academy – Thrive, 2024/2025.

**II.E. HUMAN RESOURCES**

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

Moved (Na) seconded (Bridge) motioned carried (4-1, Monroe voted no) to approve the employment contract for Lewis Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support, effective July 1, 2024.

<p><b>III. CONSENT</b></p>
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Moved (Bridge) seconded (Na) motion carried unanimously (5-0) to approve the consent items.

**III.A. ADMINISTRATION**

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

Approved the minutes of the June 6, 2024 regular meeting.

**III.B. BUSINESS SERVICES**

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

Approved/ratified the warrant register.

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

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

**III.B.3. Fundraising Activities**

Approved/ratified the fundraising activities.

**III.B.4. Donations**

Accepted the donations.

**III.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 2023/2024-67, Transfers of Appropriations for 2024/2025**  
Adopted Resolution 2023/2024-67, Transfers of Appropriations for 2024/2025.
- III.B.7. Resolution 2023/2024-69, Use of 2024/2025 Education Protection Account Funds**  
Adopted Resolution 2023/2024-69, Use of 2024/2025 Education Protection Account Funds.
- III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**
- III.C.1. Student Readmission Case 23/24-47**  
Approved student readmission case 23/24-47.
- III.C.2. Student Expulsion Cases 23/24-81, 23/24-91, and 23/24-93**  
Approved student expulsion cases 23/24-81, 23/24-91, and 23/24-93.
- III.C.3. School Sponsored Trips**  
Approved/ratified the school-sponsored trips for Cattle ES, Glenmeade ES, Liberty ES, Oake Ridge ES, and Ayala HS.
- III.C.4. 2024/2025 School Plan for Student Achievement**  
Approved the 2024/2025 School Plan for Student Achievement.
- III.D. FACILITIES, PLANNING, AND OPERATIONS**
- III.D.1. Purchase Order Register**  
Approved/ratified the purchase order register.
- III.D.2. Agreements for Contractor/Consultant Services**  
Approved/ratified the Agreements for Contractor/Consultant Services.
- III.D.3. Surplus/Obsolete Property**  
Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.
- III.D.4. Change Orders and Notices of Completion for CUPCCAA Projects**  
Approved the Change Orders and Notices of Completion for CUPCCAA Projects.
- III.D.5. Resolution 2023/2024-66, Authorization to Utilize a Piggyback Contract**  
Adopted Resolution 2023/2024-66, Authorization to Utilize Piggyback Contract.



- III.D.6. Award of Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project**  
Awarded Bid No. 23-24-22F, Chino Valley Unified School District, to K.A.R. Construction, Inc., RND Contractors, Inc., Bogh Engineering, LLC., Pro-Craft Construction, Inc., and Rancho Pacific Electric Construction, Inc.
- III.D.7. Award of Rebid No. 23-24-24F, Don Lugo HS MPR Sound & Lighting System Replacement**  
Awarded Rebid No. 23-24-24F, Don Lugo HS MPR Sound and Lighting System Replacement to Vandert Construction, Inc.
- III.D.8. Award of Rebid No. 23-24-25F, Liberty ES, Litel ES, Walnut ES, and Chino Hills HS Safety Hazard Asphalt Repairs**  
Awarded Rebid No. 23-24-25F, Liberty ES, Litel ES, Walnut ES, and Chino Hills HS Safety Hazard Asphalt Repairs to Universal Asphalt Company, Inc.
- III.D.9. Award of Bid No. 23-24-21I, Chino Hills HS Pool Heater Installation**  
Awarded Bid No. 23-24-21I, Chino Hills HS Pool Heater Installation.
- III.D.10 Request for Proposals 23-24-17 Nutrition Services Distribution of USDA Foods And Commercial Food Products**  
Awarded Request for Proposals 23-24-17, Nutrition Services Distribution of USA Foods & Commercial Food Products.
- III.E. HUMAN RESOURCES**
- III.E.1. Certificated/Classified Personnel Items**  
Approved/ratified the certificated/classified personnel items, as amended.
- III.E.2. Rejection of Claims**  
Reject the claims and referred them to the District's insurance adjuster.

## **IV. INFORMATION**

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

- IV.A.1. Local Indicators for the California School Dashboard**  
Received for information the report on Local Indicators for the California School Dashboard.

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

Received for information the revision of Board Policy 5127 Students – Graduation Ceremonies and Activities.

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

Received for information revision of Board Policy 5144 Students – Discipline.

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

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

<b>V. COMMUNICATIONS</b>
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**BOARD MEMBERS AND SUPERINTENDENT**

Don Bridge asked Dr. Enfield to explain to the public the location of the July meeting (the July Board meeting will be held at the District Office on Riverside Drive); wished everyone a wonderful Independence Day holiday and spoke about community events; and wished his wife a happy anniversary and spoke about family visiting.

James Na spoke about attending Lea Fellows' retirement party, said it was like attending a birthday function, spoke about the whole District personnel being there, said it told him how close everyone is at Chino Valley, and thanked her for her services for so many years; spoke about receiving a letter from Thomas Stift, a student at Fullerton College, who spoke about someone from 400 years ago in Greece, the education system back then, how we can use their way of learning in today's classroom settings, and requested Dr. Enfield take the letter to a curriculum committee; thanked speakers for coming and said his job is to provide the best education possible for all the students in Chino Valley Unified School District, and to invite and appreciate parental involvement in students' education; spoke about children needed to respect our teachers and staff members, and building relationships with people; spoke about their job districtwide is to provide a safe learning environment for all students; attended 10 year anniversary for the HOPE Center, and said the person running the operation for the last 10 years shared that unhoused students has increased to 1,600 students, thanked the HOPE Center and

Cabinet members for supporting the HOPE Center; and spoke about Sonja Shaw being famous, many people like her, and parents feel they are being heard and represented.

Jonathan Monroe thanked Lea Fellows for her years of service, said she will be missed, and spoke about the positive impact she made on the District; and clarified that the opposing vote on contracts are regarding the clause he spoke about before, the opposing vote is not negative towards the Assistant Superintendent, and he believes he is the right person for this job.

Andrew Cruz said to Mrs. Fellows that she is sweet and consistent with her emotions, said he respects that, and spoke about listening to her heart; attended the HOPE program late when everything was gone, spoke about undocumented families struggling, and shared a personal family experience with coming over and being sponsored; spoke about the recognition Dr. Enfield received, said it is a real testament to the value of our community's place on the work everyone is doing at Chino Valley USD for students, thanked those who took the time to vote, and thanked Dr. Enfield.

Superintendent Enfield thanked Lea Fellows for all of her service to this District, said she will be deeply missed and is sad she will not be part of Cabinet, spoke about her 34 years (33 years at CVUSD), spoke about her former students coming back and seeing how much they care about her, spoke about the impact she made on students' and parents' lives in all of the roles she held, spoke about her positivity and being the most positive person on Cabinet, said the District got it right when they hired her, and thanked her for her services and wishes her the best.

President Shaw echoed what Dr. Enfield spoke about regarding Lea Fellows' retirement, spoke about how she brings people together and being positive no matter what the situation is, spoke about making them feel heard and being there for them under stressful moments, and thanked her and said she will be missed; clarified that she appreciates counselors, does not appreciate people spreading misinformation, and spoke about what was said on the podcast regarding parental notification and kids with the highest rate of suicide; spoke about when she was a parent at the podium and made it her full-time job to be involved; spoke about becoming experts at being able to battle the lies and misinformation; said the award shows people outside the District voted for that, and that is outside voices saying Chino is the best; spoke about state manipulating all the districts and if you do not attack the giant up at top, you will not get anywhere; said our District does an amazing job and her job is to make sure they can do their job; spoke about what she gets paid a month, what she does to give the community a voice, said no one pays for her and she does not have a booking agent; spoke about not being deterred by the opposition and their lies; spoke about going away to testify in front of state assembly members and the education committee on AB 1955; spoke about parents having rights to be notified and the District does an amazing job at bringing families together in hard situations; spoke about continuing to fight and giving everyone a voice, taking down the giant to give parents a right, and allow staff to do what they poured their hearts into doing which is give kids a great education free from any ideologies; spoke about continuing to stand strong and be in front of those if there is

harm, and they have her promise from the beginning and will have her promise until the end.

<b>VI. ADJOURNMENT</b>
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President Shaw adjourned the regular meeting of the Board of Education at 7:11 p.m.

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Sonja Shaw, President

---

Andrew Cruz, Clerk

Recorded by: Regan Rico, Administrative Secretary IIA

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
Liz Pensick, Director, Fiscal Services  
**SUBJECT: WARRANT REGISTER**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$5,452,030.65 to all District funding sources.

NE:SHC:LP:lmf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: 2024/2025 APPLICATIONS TO OPERATE FUNDRAISING  
ACTIVITIES AND OTHER ACTIVITIES FOR THE BENEFIT OF  
STUDENTS**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve/ratify the 2024/2025 applications to operate fundraising activities and other activities for the benefit of students.

**FISCAL IMPACT**

None.

NE:SHC:LP:lmf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**July 18, 2024**

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

<b><u>School</u></b>	<b><u>Organization</u></b>
Glenmeade ES	PTA
Wickman ES	PTO
Townsend JHS	Pageantry & Dance Boosters
Ayala HS	Spirit Boosters
Chino Hills HS	PTO

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: FUNDRAISING ACTIVITIES**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

None.

NE:SHC:LP:lmf



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**July 18, 2024**

<b><u>SITE/DEPARTMENT</u></b>	<b><u>ACTIVITY/DESCRIPTION</u></b>	<b><u>DATE</u></b>
<b><u>Cortez ES</u></b>		
PFA	Membership Drive	8/2/24 - 5/22/25
PFA	Spirit Wear Sales	8/2/24 - 5/22/25
PFA	Snack Sales	8/5/24 - 5/21/25
PFA	Thinknlocal	8/12/24 - 9/13/24
PFA	Chuck E. Cheese Family Night	8/23/24
PFA	Kona Ice	8/27/24
PFA	Family Festival	9/21/24
PFA	Chick-fil-A Family Night	9/24/24
PFA	Mrs. Fields	10/1/24 - 10/15/24
PFA	6th Grade Pick a Date Calendars	10/1/24 - 10/31/24
PFA	Mountain Mike's Pizza	10/10/24
PFA	Halloween Boo Grams	10/21/24 - 10/31/24
PFA	Trunk-or-Treat	10/25/24
PFA	Raising Cane's Family Night	11/15/24
PFA	Santa Workshop	12/7/24
PFA	Christmas Candy Grams	12/9/24 - 12/18/24
PFA	World's Finest Chocolate	1/6/25 - 1/17/25
PFA	Family Festival	1/18/25
PFA	McDonald's	1/23/25
PFA	Valentine Lollipop Grams	2/3/25 - 2/14/25
PFA	Sweetheart Dance	2/7/25
PFA	Scholastic Book Fair	3/3/25 - 3/7/25
PFA	When I Grow Up Day	3/5/25
PFA	See's Candies	3/10/25 - 3/31/25
PFA	Family Festival	4/25/25
<b><u>Eagle Canyon ES</u></b>		
PTA	Scholastic Book Fair	8/26/24 - 8/30/24
PTA	Get Air	8/28/24
PTA	Caramel Apples	9/3/24 - 9/20/24
PTA	APEX	1/8/25
PTA	Penny Wars	2/3/25 - 2/7/25
PTA	Skate Express Family Fun Night	2/14/25
PTA	Krispy Kreme	3/3/25 - 3/14/25
<b><u>Glenmeade ES</u></b>		
PTA	World's Famous Chocolate	8/1/24 - 4/1/25
PTA	Membership Drive	8/1/24 - 5/22/25
PTA	Yearbook Sales	8/1/24 - 5/22/25

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**July 18, 2024**

<b><u>SITE/DEPARTMENT</u></b>	<b><u>ACTIVITY/DESCRIPTION</u></b>	<b><u>DATE</u></b>
<b><u>Glenmeade ES (cont.)</u></b>		
PTA	Spirit Wear Sales	8/1/24 - 5/22/25
PTA	Kona Ice	8/19/24 - 10/20/24
<b><u>Hidden Trails ES</u></b>		
PTA	Art to Remember	8/15/24 - 12/1/24
<b><u>Litel ES</u></b>		
PTA	Birthday Marquee	8/2/24 - 5/30/25
PTA	Dine Outs	8/2/24 - 5/30/25
PTA	Membership Drive	8/2/24 - 5/30/25
PTA	Spirit Sticks	8/2/24 - 5/30/25
PTA	Spirit Wear	8/2/24 - 5/30/25
PTA	Yearbook Sales	8/2/24 - 5/30/25
PTA	Fun Run	8/13/24 - 9/13/24
PTA	Movie Night	8/16/24 - 8/17/24
PTA	Book Fair	1/29/25 - 2/2/25
<b><u>Newman ES</u></b>		
ASB - 6th Grade	Kona Ice	8/2/24 - 5/22/25
ASB - 6th Grade	Snack Shack	8/5/24 - 5/20/25
ASB - 6th Grade	GroupRaise	8/12/24 - 4/30/25
<b><u>Oak Ridge ES</u></b>		
ASB - General	Frosty Fruit Slushies	8/5/24 - 5/22/25
ASB - General	Welcome Grams	8/20/24 - 8/22/24
ASB - General	Movie Concessions	10/18/24
ASB - General	Thankful Grams	11/12/24 - 11/14/24
ASB - General	Paint Event	12/4/24 - 12/5/24
ASB - General	Friendship Grams	2/4/25 - 2/16/25
ASB - General	Movie Concessions	3/14/24
ASB - General	Paint Night	4/3/25
<b><u>Wickman ES</u></b>		
PTO	Dine Outs	8/1/24 - 5/23/25
PTO	Birthday Marquee	8/1/24 - 5/23/25
PTO	Spirit Wear	8/5/24 - 5/25/25

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**July 18, 2024**

<b><u>SITE/DEPARTMENT</u></b>	<b><u>ACTIVITY/DESCRIPTION</u></b>	<b><u>DATE</u></b>
<b><u>Wickman ES (cont.)</u></b>		
PTO	Movie Night	9/6/24
PTO	Family Fall Festival	9/22/24
PTO	Book/Art Fair	9/23/24 - 9/27/24
PTO	Book Sale	10/28/24 - 11/1/24
PTO	Walk-A-Thon	11/13/24
PTO	Holiday Boutique	12/2/24 - 12/6/24
PTO	Clothing Drive	12/2/24 - 12/18/24
PTO	Movie Night	12/6/24
PTO	Movie Night	2/7/25
PTO	Read-A-Thon	3/3/25
PTO	Multicultural Night	3/14/25
PTO	Book/Art Fair	5/5/25 - 5/9/25
<b><u>Briggs K-8</u></b>		
PFA	Birthday Marquee	8/5/24 - 5/22/25
<b><u>Legacy K-8</u></b>		
PTO	Birthday Marquee	7/8/24 - 6/30/25
PTO	APEX Fun Run	8/26/24 - 11/1/24
<b><u>Townsend JHS</u></b>		
Pageantry & Dance Boosters	Back to School Pizza	9/4/24 - 9/20/24
Pageantry & Dance Boosters	Pancake Breakfast	9/14/24
<b><u>Ayala HS</u></b>		
Spirit Boosters	Fill My Bow	7/19/24 - 8/31/24
Spirit Boosters	Blast Athletics	7/19/24 - 5/1/25
Spirit Boosters	Snap! Raise	7/19/24 - 5/1/25
Spirit Boosters	Spirit Wear	7/19/24 - 5/1/25
Spirit Boosters	Thinknlocal	7/19/24 - 5/1/25
Spirit Boosters	Julimen Clothing Drive	8/1/24 - 9/30/24
Spirit Boosters	Dine Outs	8/1/24 - 5/30/25
<b><u>Chino HS</u></b>		
General Boosters	Sponsorship Pledges	9/17/24 - 10/7/24

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**July 18, 2024**

<b><u>SITE/DEPARTMENT</u></b>	<b><u>ACTIVITY/DESCRIPTION</u></b>	<b><u>DATE</u></b>
<b><u>Chino Hills HS</u></b>		
General Boosters	BINGO	7/21/24 - 6/30/25
PTO	Membership Drive	7/29/24 - 11/1/24
PTO	Thinknlocal	7/29/24 - 5/22/25
PTO	Clothing Drive	10/1/24 - 10/30/24

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
Liz Pensick, Director, Fiscal Services  
**SUBJECT: DONATIONS**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

It is recommended the Board of Education accept the donations.

**FISCAL IMPACT**

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

NE:SHC:LP:lmf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**July 18, 2024**

<b><u>DEPARTMENT/SITE DONOR</u></b>	<b><u>ITEM DONATED</u></b>	<b><u>APPROXIMATE VALUE</u></b>
<b><u>Cattle ES</u></b>		
School Portraits by Adams Photography	Cash	\$250.00
<b><u>Chino HS</u></b>		
Charities Aid Foundation	Cash	\$1,080.00

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: LEGAL SERVICES**

=====

**BACKGROUND**

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

FIRM	MONTHS	INVOICE AMOUNTS	2023/2024 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	May	\$ 63,789.90	\$ 525,676.88
Margaret A. Chidester & Associates	May	\$ 15,831.75	\$ 87,792.25
Tao Rossini, APC	May	\$119,163.96	\$ 532,358.66
	June	\$ 88,810.17	
	<b>Total</b>	\$287,595.78	\$1,145,827.79

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$287,595.78 to the General Fund.

NE:SHC:LP:lmf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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**DATE:** July 18, 2024  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
**SUBJECT: SIGNATURE AUTHORIZATIONS FOR CHINO VALLEY UNIFIED SCHOOL DISTRICT**

=====

**BACKGROUND**

Signature authorization items are routinely brought to the Board for approval based on changes in the organization. Signature authorization allows employees and Board members to perform designated functions in the course of their assigned duties. Approval of the list authorizes designated employees and Board members specific signature authority.

This updated signature list removes signature authorization for Lea Fellows, Associate Superintendent, Human Resources; and adds signature authorization for Grace Park, Deputy Superintendent.

In addition, this updated signature list removes Hilda Flores, Assistant Superintendent, Curriculum, Instruction, Innovation and Support; and adds signature authorization for Lewis (Luke) Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support; Tracy Freed, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the signature authorizations for Chino Valley Unified School District.

**FISCAL IMPACT**

None.

NE:SHC:lmf



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**AUTHORIZED SIGNATURE LIST**  
**July 18, 2024**

In accordance with provisions of legal codes for the State of California, the Board of Education of the Chino Valley Unified School District hereby delegates authority to sign documents on their behalf, subject to the conditions noted below.

No contract signed pursuant to this delegation shall be valid until such approval has been granted by the governing body of this school district. The duration of this delegation shall extend until revoked or amended.

<b>DOCUMENTS</b>	<b>NAMES</b>
Certificated Notice of Employment**	Norm Enfield <del>Lea Fellows</del> <b>Grace Park ***</b> Joseph Durkin Jaime Ortega
Classified Notice of Employment**	Norm Enfield <b>Grace Park ***</b> <del>Lea Fellows</del> Joseph Durkin Jaime Ortega
Notice of Intent Not to Re-Employ	Norm Enfield <b>Grace Park ***</b> <del>Lea Fellows</del> Joseph Durkin Jaime Ortega
Notice of Employment – Youth Work Experience**	Norm Enfield Grace Park <del>Hilda Flores</del> <b>Tracy Freed ***</b> Eric Dahlstrom
Temporary Teaching Credentials and Credential Applications	Norm Enfield <b>Grace Park ***</b> <del>Lea Fellows</del> Joseph Durkin Jaime Ortega
Statements of Need	Norm Enfield <b>Grace Park ***</b> <del>Lea Fellows</del> Joseph Durkin Jaime Ortega
Inter District and Intra District Attendance Agreements	Norm Enfield Grace Park Sandra H. Chen <del>Lea Fellows</del> <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Stephanie Johnson
Claim of Plaintiff Statements	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen <del>Lea Fellows</del> Greg Stachura Whitney Fields
Small Claims Court Representatives**	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen <del>Lea Fellows</del>

Small Claims Court Representatives** (cont.)	Joseph Durkin Jaime Ortega Whitney Fields
Forms/Report/Claims for Workers' Compensation Risk Management	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen <del>Lea Fellows</del> Joseph Durkin Jaime Ortega Whitney Fields
Payroll Orders	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen Liz Pensick Lisandra Maldonado
Payroll Connected District Orders	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen Liz Pensick Lisandra Maldonado
Custodian of Revolving Cash Fund for the General Fund*	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen (custodian) Liz Pensick <del>Lea Fellows</del> Greg Stachura Lisandra Maldonado
District Orders for Employee Mileage Reimbursement and Transportation Reports	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen Liz Pensick
Purchase Orders**	Norm Enfield Grace Park Sandra H. Chen <del>Lea Fellows</del> <del>Hilda Flores</del> Greg Stachura Kathy Casino Liz Pensick Lisandra Maldonado
All Other Special Projects Applications and Report Documents	Norm Enfield Grace Park Sandra H. Chen <del>Lea Fellows</del> <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Greg Stachura Beverly Beemer Liz Pensick
Special Projects Funding Applications, Funding Certifications	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Greg Stachura Beverly Beemer
Miscellaneous Receipts Checking Account*	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen Liz Pensick

Miscellaneous Receipts Checking Account* (cont.)	Lisandra Maldonado
Forms, Reports, checks for Nutrition Service Cafeteria Account*	Sandra H. Chen Liz Pensick Lisandra Maldonado Javier Quirarte
Briggs Fundamental Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Buena Vista HS Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Cal Aero Preserve Academy Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Canyon Hills JHS Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Magnolia JHS Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Ramona JHS Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Townsend JHS Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado

Woodcrest JHS Associated Student Body*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Elementary Student Bodies*	Norm Enfield Grace Park Sandra H. Chen <del>Hilda Flores</del> <b>Luke Hackney ***</b> <b>Tracy Freed ***</b> Liz Pensick Lisandra Maldonado
Travel Advances	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen
Housing Construction Impact Reports	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen Greg Stachura Beverly Beemer
District Orders, Contracts and in Lieu of Transportation Payments**	Norm Enfield Grace Park Sandra H. Chen <del>Lea Fellows</del> <del>Hilda Flores</del> Greg Stachura Kathy Casino Liz Pensick
Approval of the Release of Commercial Warrants as Payments to Vendors**	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen Greg Stachura Beverly Beemer Liz Pensick Lisandra Maldonado
Bank Documents	Sandra H. Chen Liz Pensick
Electronic Signature Key Authorization	Sandra H. Chen Kathy Casino Liz Pensick Lisandra Maldonado
Budget and Expenditure Transfers or Adjustments**	Norm Enfield Sandra H. Chen Greg Stachura Beverly Beemer Liz Pensick
Necessary School Facilities Program Documents (State Allocation Board)	Norm Enfield <b>Grace Park ***</b> Sandra H. Chen Greg Stachura Beverly Beemer
Certification of Board of Education Minutes	Norm Enfield <b>Grace Park ***</b> Sonja Shaw (President) Andrew Cruz (Clerk)

\* Requires more than one signature

\*\* Requires separate Board action

\*\*\* Name added

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO  
EMERGENCY CONDITIONS, FORM J-13A**

=====

**BACKGROUND**

When one or more schools are kept open but experience a material decrease in attendance pursuant to Education Code 46392, a local educational agency (LEA) may obtain approval of attendance and instructional time credit through the filing of Form J-13A, the Request for Allowance of Attendance Due to Emergency Conditions.

A State of Emergency was declared by Governor Newsom on February 4, 2024, for San Bernardino County due to a series of winter storms impacting Southern California. As a result, the District suffered a material decrease of its Average Daily Attendance (ADA) on February 5, 2024.

The California Department of Education's (CDE) approval of Form J-13A, in addition to other attendance records, serve to document the LEA's compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF).

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A.

**FISCAL IMPACT**

Negate loss of 13 ADA.

NE:SHC:LP:lmf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** July 18, 2024

**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 READMISSION CASES 23/24-21, 23/24-23, AND 23/24-83**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve student readmission cases 23/24-21, 23/24-23 and 23/24-83.

**FISCAL IMPACT**

None.

NE:LH:SJ:jg

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**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 EXPULSIONS CASES 23/24-89 AND 23/24-90**

=====

**BACKGROUND**

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

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

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

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

**RECOMMENDATION**

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve student expulsion cases 23/24-89 and 23/24-90.

**FISCAL IMPACT**

None.

NE:LH:SJ:jg

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

**DATE:** July 18, 2024

**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:

School-Sponsored Trips	Date	Fiscal Impact
Site: Chaparral ES Event: Outdoor Science Camp Place: Crestline, CA Chaperone: 65 students/8 chaperones	January 27-31, 2025	Cost: \$462.00 per student Funding Source: Fundraising and parents
Site: Eagle Canyon ES Event: Outdoor Science Camp Place: Crestline, CA Chaperone: 90 students/10 chaperones	December 3-6, 2024	Cost: \$383.00 per student Funding Source: Fundraising
Site: Litel ES Event: Outdoor Science Camp Place: Twin Peaks, CA Chaperone: 60 students/6 chaperones	January 7-10, 2025	Cost: \$400.00 per student Funding Source: Parents



Site: Ayala HS Event: The Spirit Consultants Camp Place: Riverside, CA Chaperone: 13 students/3 chaperones	July 25-27, 2024	Cost: \$585.00 per student Funding Source: Boosters and parents
Site: Ayala HS Event: Hawaii Basketball Tournament – Punahou Invitational Place: Kapolei, HI Chaperone: 14 students/3 chaperones	December 25-31, 2024	Cost: \$1,060.00 per student Funding Source: USB and parents

## **FISCAL IMPACT**

None.

NE:LH:gks

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**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: BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM 2024/2025  
DISTRICT OPERATED PROGRAM CONTRACT**

=====

**BACKGROUND**

On a yearly basis, the Chino Valley Unified School District enters into a program contract with the Baldy View Regional Occupation Program (BVROP) for the purpose of establishing and maintaining district operated regional occupational programs at various locations within the District. General services are outlined in the contract and specific program services are stipulated in Appendix A, B, and C of the contract.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Baldy View Regional Occupational Program 2024/2025 District Operated Program Contract.

**FISCAL IMPACT**

Increase to \$198,591.12 to General Fund.

NE:TF:ED:wrg

BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM  
2024-25 DISTRICT-OPERATED PROGRAM CONTRACT – CHINO VALLEY USD

This Agreement is entered into this 1st day of July 2024 by and between Baldy View Regional Occupational Program, hereinafter called "BVROP.", and Chino Valley Unified School District, hereinafter called the "District."

WITNESSETH:

WHEREAS pursuant to Education Code Section 52300 et seq., BVROP is authorized to establish and maintain Regional Occupational Program activities at various locations within the Chaffey Joint Union High School District, Chino Valley Unified School District, Claremont Unified School District, and Upland Unified School District, and

WHEREAS, the programs shown in Appendix "A" will be of benefit to the people of this region; and

WHEREAS, the District wishes to cooperate with BVROP in establishing and maintaining said program;

NOW, THEREFORE, the District and BVROP agree as follows:

The District shall:

1. Submit to BVROP the estimated Average Daily Attendance (ADA) for each class.
2. Maintain and submit to BVROP upon request a listing of BVROP equipment available in each class.
3. Administer, supervise, and evaluate the classes based on BVROP established standards.

4. With the assistance of BVROP, recruit and enroll students.
5. Provide properly credentialed and qualified employees for each class in accordance with Education Code and Title V.
6. In collaboration with BVROP, share responsibility for providing facilities, equipment, and instructional supplies for each class based on BVROP established standards.
7. Recruit employers to serve on subject area advisory committees and/or career path employer panels.
8. Provide services, including purchasing, utilities, custodial, and maintenance, at no cost to BVROP.
9. Confine expenditure of all funds received through this agreement to support BVROP programs within the District.
10. Certify that the activities included within this Agreement are in compliance with Section 11507 of the California State Administrative Code, Title V.
11. Submit reports and information as requested by BVROP to include:
  - a. Attendance reports
  - b. Student progress reports and evaluation data on programs
  - c. Verification of staff qualifications
  - d. All reports required by the County of San Bernardino and the State of California
  - e. Certification that all obligations of the District provided within the terms of this agreement, have been complied with.
12. Take out and maintain during the life of this Agreement such public liability

and property damage insurance as will protect this District, its officers, agents, and employees from any and all claims arising out of or in any manner connected with the performance and operation of the terms of this Agreement, including claims and liability for death, injury, loss of property and shall furnish BVROP with a certificate of such insurance. The certificate shall provide that BVROP shall receive thirty (30) days advance written notification of changes made to the insurance or cancellation of the insurance provided. Public Liability Insurance shall be in the amount of \$1,000,000 per occurrence combined single limit and property damage insurance shall be in an amount not less than \$10,000. The policies shall be written by a reliable insurance carrier authorized to do such public liability and property damage insurance business in the State of California and shall name BVROP as an added insured.

13. Obtain and maintain, at the expense of the District, all Workers' Compensation Insurance required by law for employees in the operation of this program, including coverage for students that qualify, if any.

BVROP shall:

1. Allocate to the District, ADA based upon the district-operated program ADA Distribution Calculation.
2. Provide payment to each partnering school district at eighty percent (80%) of the BVROP revenue limit for District Operated Program (DOP) course offerings up to the DOP ADA cap within sixty (60) calendar days of receipt of said funds.

3. Receive, compile, and submit ADA information for each class.
4. Provide appropriate staff for program monitoring activities.
5. Enter into contracts essential to the operation of each program, including transportation for students.
6. Provide promotional support, materials/activities; i.e., course catalogs, brochures, and class schedules.
7. Provide necessary forms to be submitted by the District for reports required by BVROP.
8. Coordinate and convene subject area Advisory Committees and/or career path employer panels for each program.

District Operated Classes Above ADA Distribution Calculation:

1. If the District and BVROP mutually agree to additional BVROP classes to be offered above the ADA Distribution Calculation, the District will reimburse BVROP for the cost of the additional class(es).
2. BVROP will reimburse the District at the rate of eighty percent (80%) of the BVROP revenue limit.
3. All of the provisions of this agreement apply to additional class(es).
4. Any DOP class that is funded by the District above the ADA Distribution Calculation is not subject to the ratio of twenty-five percent (25%) DOP/ seventy-five percent (75%) BVROP of total high school course offerings.

General Provisions:

1. Classes will be conducted in a facility leased, owned, or rented by the District and other facilities as the District and R.O.P. may mutually approve.

2. All equipment acquired in connection with this activity, unless otherwise specified by agreement, is the property of the District, which has the responsibility for approval of its location and utilization.
3. Teachers hired by the District to teach BVROP classes shall abide by the teacher standards (See Appendix B) and accepted practices of BVROP to the extent that it is not prohibited by the District's local collective bargaining agreements.
4. Any equipment owned by BVROP used in a district-operated program, remains the property of BVROP, and may be used by the District for this program or other career technical education programs the District may decide to operate. The costs of maintaining the equipment used is the responsibility of the District.
5. This Agreement will be reviewed annually by both parties prior to the end of the current contract year. No part of this contract or appendices may supersede or violate any portion of a District's collective bargaining agreement with any employee association or staff member.
6. Should a district-operated class fall below the minimum standards established by BVROP, it would be subject to termination.
7. This Agreement may be terminated by mutual agreement of District and BVROP at any time.
8. Indemnity District agrees to indemnify and hold harmless from and against any and all claims for injuries or damages to students, the public, or to property, which occur in or upon the property or its improvements provided

that such injuries or damages are the results of the negligence or misconduct of the District, officers, employees, agents, or representatives or the dangerous condition of district property.

BVROP agrees to indemnify and hold District harmless from and against any and all claims for injuries or damages to students, the public, or to property, which occur in or upon the property or its improvements provided that such injuries or damages are the results of the negligence or misconduct of BVROP, its officers, employees, agents, or representatives or the dangerous condition of BVROP property.

9. This Agreement shall become effective July 1, 2024, and terminate on June 30, 2025.

CHINO VALLEY UNIFIED  
SCHOOL DISTRICT

BALDY VIEW REGIONAL  
OCCUPATIONAL PROGRAM

By\_\_\_\_\_

By\_\_\_\_\_

Title\_\_\_\_\_

Title Superintendent

Board Authorization On:

Commission Authorization On:

Date\_\_\_\_\_

Date\_\_\_\_\_



# **APPENDIX A**

## **CHINO VALLEY UNIFIED SCHOOL DISTRICT**

### **DISTRICT OPERATED COURSES**

The following reports detail the changes which occurred for class offerings from 2023-2024 to 2024-2025 for Chino Valley Unified School District

**APPENDIX A**  
**CHINO VALLEY UNION SCHOOL DISTRICT**  
**2024-2025 TRACK CHANGES**

EMBEDDED DOP CLASSES			
HIGH SCHOOL	CLASS TITLE	FALL	SPRING
<b>CHINO HIGH SCHOOL</b>			
	Computer Applications	5	5
	Food and Hospitality Services	5	5
2024/2025	CREDIT ALLOCATION TOTAL:	10	10
2023/2024	CREDIT ALLOCATION TOTAL:	10	10
2023/2024	CREDIT UTILIZATION TOTAL:	10	10

**APPENDIX A**  
**CHINO VALLEY UNION SCHOOL DISTRICT**  
**2024-2025 TRACK CHANGES**

AFTER SCHOOL DOP CLASSES			
HIGH SCHOOL	CLASS TITLE	FALL	SPRING
		FALL	SPRING
2024/2025	CREDIT ALLOCATION TOTAL:	0	0
		FALL	SPRING
2023/2024	CREDIT ALLOCATION TOTAL:	0	0
2023/2024	CREDIT UTILIZATION TOTAL:	0	0

*New/Additional classes offered for the 2024/2025 School Year are denoted in green.*

*Closed Classes are denoted in red.*

**BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM**  
**DISTRICT OPERATED PROGRAM CONTRACT**  
**APPENDIX B**

**TEACHER STANDARDS**

These standards are required of all BVROP teachers beyond the actual classroom teaching requirements.

1. Adheres to established BVROP rules and regulations, including California Standards for the Teaching Profession.
2. Provide properly credentialed and qualified employees for each class in accordance with Education Code and Title V.
3. Performs duties as designated in the BVROP teacher's job description.
4. Maintains currency in the subject matter curriculum:
  - Active contact and working relationship with business and industry contacts
  - Job shadowing
  - Employment/work place learning
  - Community classroom/CVE supervision
  - Guest speakers
  - Field trips
  - Use of computer and current technology skills as related to occupational field
5. Participates in advisory meetings/employer panels:
  - Preplanning meeting(s)
  - Recruit business and industry members
  - Attend meeting(s)

**District Operated Program Contract**  
**Appendix B**  
**Page - 2 -**

6. Participates in current teaching strategies training:
  - Effective Teaching Strategies
  - District Inservice
  - Other
7. Attends BVROP scheduled meetings:
  - Teachers Meetings (6 per year)
  - Subject area curriculum specific meetings
  - Articulation/Curriculum meetings
  - New teacher orientation
8. Promotes and encourages enrollment:
  - Career fair(s)
  - Flyers/promotional materials
  - Guest speaker in related classes
  - Career center presentations
9. Complies with all required BVROP program and student documentation:
  - Completed accurately/legibly
  - Adherence with established time lines
10. Maintains open communication with:
  - Students, Parents, Counselors, Career Technicians, District Representative, BVROP  
Administration/Office Staff
  - Professional/Student Organizations

BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM  
2024/25 SCHEDULE OF CAP ADA  
DISTRICT OPERATED PROGRAM (DOP) 2024-25  
**APPENDIX C**

Per Base MOU, CAP ADA for 2024/25 will be based on actual ADA average of 2021/22 and 2022/23. COLA is 1.07% in 2024/25 and is applied to the 2023/24 Base Revenue Limit of \$4,723.29, resulting in the 2024/25 Base Revenue Limit of \$4,773.83.

	CHAFFEY	CHINO	CLAREMONT	UPLAND	TOTAL
BASE = 80% OF 4,773.83 = \$3,819.06					
3,819.06 per 2-year averaged ADA	351.89 *	52.00	0.00	38.89	442.78
TOTAL 2024/25 DISTRICT OPERATED PROGRAM:	1,343,889.02	198,591.12	0.00	148,523.24	1,691,003.39

**DOP = ADA ATTRIBUTED TO THE DISTRICT PROVIDING CLASS(ES) TAUGHT BY DISTRICT TEACHER(S)**

	SCHEDULE OF MONTHLY PAYMENTS				
	1,343,889.02	198,591.12	0.00	148,523.24	1,691,003.39
JULY	111,990.75	16,549.26	0.00	12,376.94	140,916.95
AUGUST	111,990.75	16,549.26	0.00	12,376.94	140,916.95
SEPTEMBER	111,990.75	16,549.26	0.00	12,376.94	140,916.95
OCTOBER	111,990.75	16,549.26	0.00	12,376.94	140,916.95
NOVEMBER	111,990.75	16,549.26	0.00	12,376.94	140,916.95
DECEMBER	111,990.75	16,549.26	0.00	12,376.94	140,916.95
JANUARY	111,990.75	16,549.26	0.00	12,376.94	140,916.95
FEBRUARY	111,990.75	16,549.26	0.00	12,376.94	140,916.95
MARCH	111,990.75	16,549.26	0.00	12,376.94	140,916.95
APRIL	111,990.75	16,549.26	0.00	12,376.94	140,916.95
MAY	111,990.75	16,549.26	0.00	12,376.94	140,916.95
JUNE	111,990.75	16,549.26	0.00	12,376.94	140,916.95
	1,343,889.02	198,591.12	0.00	148,523.24	1,691,003.39

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**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: BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM 2024/2025  
CONTRACT FOR SERVICES AND PARTICIPATION INCENTIVE**

=====

**BACKGROUND**

On a yearly basis, the Chino Valley Unified School District enters into a “Contract for District Services and Participation Incentive” with the Baldy View Regional Occupation Program (BVROP). The contract stipulates that the District shall provide facilities, personnel, and expertise to perform certain services for the BVROP. In return for these services, BVROP pays the District an annual participation incentive described in the contract and for specific services as shown in Appendix A, B, and C of the contract. These funds are to be used specifically in support of BVROP programs and activities.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Baldy View Regional Occupational Program 2024/2025 Contract for Services and Participation Incentive.

**FISCAL IMPACT**

Increase to \$65,973.59 to General Fund.

NE:TF:ED:wrg

**BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM**  
**2024-25 CONTRACT FOR SERVICES AND PARTICIPATION INCENTIVE**  
**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

This Agreement is made by and between Chino Valley Unified School District, hereinafter referred to as "District", and Baldy View Regional Occupational Program; hereinafter referred to as "BVROP"

WITNESSETH:

WHEREAS, BVROP desires to utilize special services referred to as "District Services"; and

WHEREAS, Chino Valley Unified School District has the facilities, personnel, and expertise to perform certain services for BVROP, and the District is willing to make these services available for the period beginning July 1, 2024, and ending June 30, 2025.

WHEREAS, BVROP has the facilities, personnel, and expertise to perform career technical education programs for the District at the career training center, and BVROP is willing to make these services available for the period beginning July 1, 2024, and ending June 30, 2025.

THEREFORE, it is understood that the aforementioned services shall be subject to the terms and conditions hereinafter set forth:

1. District Services. (See Appendix A)
2. District Representatives. The District, at no cost to BVROP, shall appoint an individual to represent the District in all matters pertaining to BVROP except those specifically reserved for the Commission and Superintendents. This individual shall serve on the BVROP District Representatives Council (DRC) and shall be responsible to participate in BVROP Course Performance Reviews, teacher's

meetings, career technician meetings, and other related meetings.

3. In the event the scheduled BVROP teacher assigned to teach on a district campus is absent and a district substitute is obtained through the host district's personnel office, the District will invoice BVROP for the actual BVROP costs and will be reimbursed accordingly. BVROP teachers are to follow the District procedure to obtain a substitute.
4. Career Center. The District, at no cost to BVROP, shall maintain a career center at each of the following locations:

Ayala, Boys Republic, Buena Vista, Chino, Chino Hills, and Don Lugo  
High Schools

- a. These services will be operated according to terms listed in Appendix A and Appendix B. At times other than the regular school year, BVROP information concerning programs and enrollment procedures will be available.
- b. The District agrees to assign a person to operate the career center for a minimum of three (3) hours each school day and assist BVROP in recruitment, enrollment, and other duties pertaining to BVROP students. The career center shall be accessible to students on all scheduled student days during the regular school year. The career center will be evaluated annually on the basis of standards congruent with Appendix B.
- c. The District agrees to allow the career technician to attend six (6) BVROP meetings each year as designated by BVROP and approved



by the District Representative. The District also agrees to release any newly assigned career technician up to three additional duty days for orientation and in service.

- d. The District agrees to permit BVROP usage of the District logo on the BVROP website, newsletters, advertisements, and promotional materials to acknowledge the partnership, as appropriate.

5. Participation Incentive. BVROP agrees to pay District an annual participation incentive. The participation incentive is based on a Per Unit Value (PUV) established per the Memorandum of Understanding (MOU) as identified in the Joint Powers Agreement (JPA) multiplied by the ADA generated during the previous year by each participating district's student attendance. BVROP will provide payment of the participation incentive by September 30 of the fiscal year, providing that District submits all attendance by July 31.

6. BVROP Operated Classes Above the "Base" ADA Cap:

- a. If the District and BVROP mutually agree to additional BVROP classes to be offered above the ADA cap, the District will reimburse BVROP for the cost of the additional class(es) based on the minimum enrollment of twenty-five (25) students at a comprehensive school site and fifteen (15) students at a continuation or alternative school site.
- b. Any BVROP class that is funded by the District above the ADA cap is not subject to the ratio of twenty-five percent (25%) DOP/seventy-five percent (75%) ROP of total high school course offerings.

- c. If two (2) or more Districts agree to additional BVROP classes above the base ADA cap, those Districts will enter into an agreement delineating the number of student units each District guarantees to meet the minimum enrollment requirements.
- d. The District(s) agree(s) to a two-year commitment in order to allow time for the program to establish a student interest base.
- e. To assist member Districts with costs while interest builds in a new course BVROP may waive a portion of “upstart” costs for the first two years if the base ADA cap is being met. I.e., new class starts, member District(s) to pay BVROP assuming 25 students. 20 students enroll, BVROP may waive revenue expectations for the other 5 students for up to 2 years.

7. Exchange of Class Offerings:

- a. An exchange of class offering can be requested by the District or BVROP through the DRC.
  - i. BVROP staff will provide DRC with an analysis of current participants’ home schools.
- b. If a District and BVROP mutually agree to exchange a BVROP class offered outside the regular school day, the following conditions will apply:
  - i. If the exchange of class offerings results in lower ADA attainment than the previous class, the partnering District(s)

agrees to maintain a minimum enrollment of twenty-five (25) students at a comprehensive school site and fifteen (15) students at a continuation or alternative school site.

- ii. Each participating school district may exchange a class offering(s) on its school sites for another class offering of the same total instructional hours within the confines of:
  - a. BVROP class cannot be exchanged for a DOP class;
  - b. The DOP cap ADA allocation per participating school the district must be adhered to unless circumstances warrant re-benching;
  - c. The ratio of twenty-five percent (25%) DOP/seventy-five percent (75%) ROP of total high school course offerings must be maintained.

8. Reduction of Classes:

- a. BVROP classes: Written notification of the class reductions must be made to the BVROP Superintendent by February 1 during the fiscal year preceding the fiscal year in which the reductions will be implemented.
- b. DOP classes: Written notification of the class reductions must be made to the BVROP Superintendent by February 1 during the fiscal year preceding the fiscal year in which the reductions will be implemented.
  - i. If the school district's DOP ADA is returned to BVROP and the other participating districts, that district, at a later date, may request the return of the DOP ADA through written notification to the BVROP

Superintendent. The BVROP Superintendent will analyze the ADA allocated within BVROP and make every effort to accommodate the request under the following conditions:

- a. No harm shall occur to another participating district's DOP program or limit access to BVROP students.
- b. The return of the DOP program(s) cannot cause the BVROP ratio to exceed twenty-five percent (25%) of the total base ADA cap.

9. Indemnity: District agrees to indemnify and hold BVROP harmless from and against any and all claims for injuries or damages to students, the public, or property, which occur in or upon the property or its improvements, provided that such injuries or damages are the result of the negligence or misconduct of the District, its officers, employees, agents, or representatives or the dangerous condition of District property.

BVROP agrees to indemnify and hold District harmless from and against any and all claims for injuries or damages to students, the public, or to property, which occur in or upon the property or its improvements provided that such injuries or damages

are the result of the negligence or misconduct of the BVROP, its officers, employees, agents, or representatives or the dangerous condition of BVROP property.

10. Annual Review. This Agreement will be reviewed annually by both parties prior to the end of the current contract year.

No part of this contract or appendices may supersede or violate any portion

of a District’s collective bargaining agreement with any employee association or staff member.

- 11. Termination. This Agreement may be terminated by either the District or BVROP Upon mutual consent by serving 30 days written notice of such intention to terminate on the other party. The District will receive the final participation incentive payment from BVROP based on submitted ADA.
- 12. Certification. The District agrees to certify by September 1, 2024, that all obligations of the District, provided within the terms of this agreement, have been complied with.

EXECUTED this \_\_\_\_ day of \_\_\_\_\_, at Ontario, California.

CHINO VALLEY UNIFIED  
SCHOOL DISTRICT

BALDY VIEW REGIONAL  
OCCUPATIONAL PROGRAM

By\_\_\_\_\_

By\_\_\_\_\_

Title\_\_\_\_\_

Title Superintendent

Board Authorization On:

Commission Authorization On:

Date\_\_\_\_\_

Date\_\_\_\_\_

## **BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM**

### **CONTRACT FOR DISTRICT SERVICES**

#### **APPENDIX A**

The District shall provide services and facilities to the Baldy View R.O.P. within the following categories:

#### **A. ADMINISTRATIVE SERVICES**

1. District Representative Services
  - a. Provides district liaison to BVROP as outlined in the body of the contract.
2. Business/Personnel Offices Services
  - a. Provides personnel services
  - b. Maintains District payroll account
  - c. Processes purchase orders and related contracts
  - d. Maintains a clear audit trail
  - e. Maintains warehouse as needed
  - f. Maintains and reports inventory
  - g. Provides and reviews related billings
  - h. Prepares annual report of expenditures
3. Student Information Services
  - a. Maintains student data records
  - b. Maintains course offerings
  - c. Maintains current enrollment records
  - d. Prepares documents and communications as necessary

**B. PROGRAM AND STUDENT SERVICES**

1. Provide, maintain, equip, supply, and staff a career center at each regular and continuation high school each day of the regular school year when students are present.
2. Provide support services including career guidance and assessment, and registration services.

**C. FACILITIES**

1. Provide classroom space for R.O.P. classes as available.
2. Provide storage space as available.

# **BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM**

## **CONTRACT FOR DISTRICT SERVICES APPENDIX B**

### **PERFORMANCE OBJECTIVES CAREER TECHNICIAN STANDARDS**

A Career Technician supported by District funds will:

1. **Actively recruit, screen and enroll high school students for BVROP classes:**
  - Create and maintain visual displays promoting BVROP
  - Display BVROP promotional materials in career center and other appropriate places on campus
  - Serve as liaison with counselors, promote tours of BVROP classes, and provide BVROP printed material.
  - Develop BVROP promotional activities for the school year
  - Schedule class and/or group presentations
  - Disseminate BVROP recruitment materials to teachers, counselors, students, and parents
  - Utilize campus announcements and newspapers for promotion
  - Arrange for BVROP teachers to interact with high school students
  - Maintain an ongoing recruitment list for enrollment in BVROP courses.
2. **Assist in the promotion of BVROP courses as an integral part of the school's curriculum:**
  - Administer and interpret career interest assessments for students
  - Discuss with school counseling staff and administration usage of BVROP interest survey
  - Organize and maintain student interest list for recruitment purposes



**Contract for District Services**

**Appendix B**

**Page -2-**

2. **Assist in the promotion of BVROP courses as an integral part of the school's curriculum (continued):**
  - Promote BVROP through campus activities; i.e., back-to-school night, career fairs, etc.
  - Disseminate BVROP student success stories
  - Communicate regularly with the guidance staff regarding BVROP information
  - Provide BVROP information in home mailers to parents and stakeholders
3. **Be knowledgeable of BVROP course requirements and content:**
  - Visit BVROP teachers and classes
  - Attend selected advisory/employer panel meetings.
4. **Establish and maintain effective communications:**
  - Attend all required BVROP meetings and in services
  - Process all related BVROP paperwork and student records
  - Provide high school administration, counselors, teachers, and staff with current BVROP information regarding BVROP courses and their outcomes
  - Notify BVROP office of schedule/bell changes on campus
  - Utilize current technology and software to provide access to information for career planning.
  - Meet regularly with guidance staff.
  - Annually, Career Technicians will complete the BVROP self-assessment in collaboration with BVROP and District Representative Council staff

## BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM

## \*\*APPENDIX C

## PARTICIPATION INCENTIVE 2024/2025

Per Base MOU, ADA for 2024/25 will be based on the average of Hold Harmless 2021/22 and 2022/23 ADA. COLA in 2024/25 is 1.07%. The 2023/24 rate of \$109.37 is multiplied by 1.07% COLA for the per unit value and added to the 109.37 to get the \$110.41.

	CHAFFEY	CHINO	CLAREMONT	UPLAND	TOTAL
\$ 110.54 per 2-year averaged ADA	781.63	596.83	164.96	227.65	1,771.06
2024/25 Participation Incentive	86,400.83	65,973.59	18,234.13	25,164.43	195,772.98

## ADA ATTRIBUTED TO STUDENTS' DISTRICT OF RESIDENCE (PARTICIPATION INCENTIVE)

## SCHEDULE OF MONTHLY PAYMENTS

	86,400.83	65,973.59	18,234.13	25,164.43	195,772.99
JULY	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
AUGUST	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
SEPTEMBER	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
OCTOBER	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
NOVEMBER	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
DECEMBER	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
JANUARY	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
FEBRUARY	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
MARCH	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
APRIL	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
MAY	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
JUNE	7,200.07	5,497.80	1,519.51	2,097.04	16,314.42
	86,400.83	65,973.59	18,234.13	25,164.43	195,772.98

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**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: BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM 2024/2025  
CONTRACT FOR EMBEDDED CLASSES**

=====

**BACKGROUND**

Each year, the Chino Valley Unified School District enters into a contract with the Baldy View Regional Occupational Program (BVROP) for the purpose of providing embedded classes at various locations within the district.

The embedded classes in the District are outlined in Appendix A of the contract.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Baldy View Regional Occupational Program 2024/2025 Contract for Embedded Classes.

**FISCAL IMPACT**

None.

NE:TF:ED:wrg

BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM

2024/25 CONTRACT FOR EMBEDDED BVROP CLASSES – CHINO VALLEY USD

This Agreement is made by and between Chino Valley Unified School District, hereinafter referred to as “District”, and Baldy View Regional Occupational Program, hereinafter referred to as "BVROP."

WITNESSETH:

WHEREAS, District desires to utilize special BVROP services, referred to as “Embedded Class(es)”;

and

WHEREAS, District has the facilities for the Embedded Class(es) during the regular school day;

and

WHEREAS, BVROP has the personnel, and expertise to perform certain services for the District; and BVROP is willing to make these services available for the period beginning July 1, 2024, and ending June 30, 2025.

THEREFORE, it is understood that the aforementioned services shall be subject to the terms and conditions hereinafter set forth:

1. The minimum class size Average Daily Attendance (ADA) for an Embedded Class(es) at comprehensive school sites is twenty-five (25) students and fifteen (15) students at continuation and alternative school sites.
2. The District has the sole responsibility for supporting Embedded Class(es)

on its campuses.

3. When the ADA of a(n) Embedded Class(es) fails to meet minimum class size standards, the District is responsible for providing BVROP supplemental funding based on the difference between actual ADA generated and the budgeted annual income based on minimum ADA requirements.
4. Embedded Class(es), as reflected in Appendix A, may be cancelled by BVROP or District without penalty prior to August 1, 2024.

CHINO VALLEY UNIFIED  
SCHOOL DISTRICT

BALDY VIEW REGIONAL  
OCCUPATIONAL PROGRAM

By\_\_\_\_\_

By\_\_\_\_\_

Title\_\_\_\_\_

Title Superintendent

Board Authorization On:

Commission Authorization On:

Date\_\_\_\_\_

Date\_\_\_\_\_

**APPENDIX A**  
**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**BVROP OPERATED COURSES**

The following reports detail the changes which occurred for class offerings from  
2023-2024 to 2024-2025 for Chino Valley Unified School District

**APPENDIX A**  
**CHINO VALLEY UNION SCHOOL DISTRICT**  
**2024-2025 TRACK CHANGES**

<b>EMBEDDED ROP CLASSES</b>			
<b>HIGH SCHOOL</b>	<b>CLASS TITLE</b>	<b>FALL</b>	<b>SPRING</b>
<b>AYALA HIGH SCHOOL</b>		<b>CREDITS</b>	
	Civil Engineering & Architecture	5	5
	Civil Engineering & Architecture	5	5
	Engineering & Design Development	5	5
	Introduction to Engineering Design	5	5
	Introduction to Engineering Design	5	5
	Introduction to Engineering Design	5	5
	Sports Medicine	5	5
	Sports Medicine	5	5
	Sports Medicine 2	5	5
	Business Management	5	5
	Business Management	5	5
	Business Management	5	5
	Business Management	5	5
	Business Management 2	5	5
<b>BUENA VISTA HIGH SCHOOL</b>			
	Combo: Residential and Commercial Construction, Apartment and Home Repair Remodeling (5/quarter)	10	10
	Combo: Residential and Commercial Construction, Apartment and Home Repair Remodeling (5/quarter)	10	10
	Business Management (5/quarter)	10	
	Business Management (5/quarter)	10	
	Combo: Business Management; Business Management 2 (5/quarter)		10
	Combo: Business Management; Business Management 2 (5/quarter)		10
	Film & Television Production (5/quarter)	10	
	Film & Television Production (5/quarter)	10	
	Combo: Film & Television Production; Film & Television Production 2 (5/quarter)		10
	Combo: Film & Television Production; Film & Television Production 2 (5/quarter)		10
<b>CHINO HIGH SCHOOL</b>			
	Criminal Justice 2	5	5
	Crime Scene Investigation	5	5
	Crime Scene Investigation	5	5
	Crime Scene Investigation	5	5
	Combo: Crime Scene Investigation 2/Crime Scene Investigation 3	5	5
	Combo: Crime Scene Investigation 2/Crime Scene Investigation 3	5	5
	Cybersecurity	5	5
	Cybersecurity	5	5
	Cybersecurity	5	5
	Cybersecurity 2	5	5
	Cybersecurity 2	5	5
	Combo: Cybersecurity; Cybersecurity 2	5	5
	Combo: Cybersecurity; Cybersecurity 2	5	5
	Sports Medicine	5	5
	Sports Medicine	5	5
	Sports Medicine 2	5	5

CHINO HILLS HIGH SCHOOL			
	Criminal Justice	5	5
	Criminal Justice	5	5
	Criminal Justice	5	5
	Criminal Justice 2	5	5
	Combo: Stage 1: Stage Technology , Stage 2: Intermediate Stage Technology, Stage 3: Design & Production, Stage 4: Arts Management	5	5
	Combo: Stage 1: Stage Technology , Stage 2: Intermediate Stage Technology, Stage 3: Design & Production, Stage 4: Arts Management	5	5
	Combo: Stage 1: Stage Technology , Stage 2: Intermediate Stage Technology, Stage 3: Design & Production, Stage 4: Arts Management	5	5
	Combo: Stage 1: Stage Technology , Stage 2: Intermediate Stage Technology, Stage 3: Design & Production, Stage 4: Arts Management	5	5
	Combo: Stage 1: Stage Technology , Stage 2: Intermediate Stage Technology, Stage 3: Design & Production, Stage 4: Arts Management	5	5
	Healthcare Occupations	5	5
	Healthcare Occupations	5	5
	Healthcare Occupations	5	5
	Healthcare Occupations	5	5
(Offered in Fall Only)	Medical Assisting Foundation/Prep Therapy - Med Ofc	10	
	Combo: Sports Medicine, Sports Medicine 2	5	5
	Sports Medicine	5	5
	Sports Medicine	5	5
	Sports Medicine	5	5
	Sports Medicine	5	5
	Sports Medicine 2	5	5
	Emergency Medical Responder	5	5
	Emergency Medical Responder	5	5
	Emergency Medical Responder	5	5
	Emergency Medical Responder	5	5
	Emergency Medical Responder	5	5
DON LUGO HIGH SCHOOL			
	Food and Hospitality Services	5	5
	Food and Hospitality Services	5	5
	Food and Hospitality Services	5	5
	Food and Hospitality Services	5	5
	Food and Hospitality Services	5	5
	Food and Hospitality Services 2	5	5
	Residential and Commercial Construction	5	5
	Residential and Commercial Construction	5	5
	Residential and Commercial Construction	5	5
	Residential and Commercial Construction	5	5
	Residential and Commercial Construction	5	5
	Apartment & Home Repair/Remodeling	5	5
	Apartment & Home Repair/Remodeling	5	5
	Brick, Block and Stonemasonry	5	5
	Brick, Block and Stonemasonry	5	5
	Brick, Block and Stonemasonry	5	5
	Combo: Brick, Block and Stonemasonry/Advanced Concrete Masonry	5	5
	Combo: Brick, Block and Stonemasonry/Advanced Concrete Masonry	5	5
	Combo: Brick, Block and Stonemasonry/Advanced Concrete Masonry	5	5
		FALL	SPRING
2023/2024	CREDIT ALLOCATION TOTAL:	315	305



2024-2025 Fall/Spring; Ayala High School	Added 1 section of Business Management and 1 section of Business Management 2 for Pathway Completion (+5 Credits/Fall, +5 Credits/Spring)
2024-2025 Fall/Spring; Ayala High School	Added 1 section of Sports Medicine 2 for Pathway Completion (+5 Credits/Fall, +5 Credits/Spring)
2024-2025 Fall/Spring; Buena Vista High School	2 sections of Combo: Business Management/Business Management 2 moved to Ayala HS (-5 Credits/Fall, -5 Credits/Spring)
2024-2025 Fall/Spring; Buena Vista High School	Added 2 sections of Film & Television Production (+5 quarter credits/Fall, +5 quarter credits/Spring) Per DRC
2024-2025 Fall/Spring; Buena Vista High School	Added 2 sections of Combo: Film & Television Production/Film & Television 2 (+20 quarter credits/Fall, +20 quarter credits/Spring) for Pathway Completion
2024-2025 Fall/Spring; Chino High School	Closed last section of Criminal Justice - phasing out course to only offer Crime Scene Investigations courses. 2023-2024 was the last year for Chino HS Criminal Justice 2 to complete its pathway (-5 Credits/Fall, -5 Credits/Spring) Per DRC
2024-2025 Fall/Spring; Chino High School	Added 1 section of Combo: Crime Scene Investigation and Crime Scene Investigation 2 (+5 Credits/Fall, +5 Credits/Spring) Per DRC.
2024-2025 Fall/Spring; Chino High School	Replaced 2 sections of Combo: Cybersecurity and Cybersecurity 2 for 2 sections of Cybersecurity 2 for concentrated instruction (-5 Credits/Fall, -5 Credits/Spring)
2024-2025 Fall/Spring; Chino High School	Replaced 2 sections of Combo: Cybersecurity and Cybersecurity 2 for 2 sections of Cybersecurity 2 for concentrated instruction (+5 Credits/Fall, +5 Credits/Spring)
2024-2025 Fall/Spring; Chino High School	Added 1 section of Sports Medicine 2 for Pathway Completion (+5 credits/Fall, +5/Credits/Spring) Per DRC
2024-2025 Fall/Spring; Chino Hills High School	Stage Technology removed Chino Hills High School (-25 Credits/Fall, -25 Credits/Spring) Per DRC
2024-2025 Fall/Spring; Chino Hills High School	Added one section of Sports Medicine 2 for Pathway Completion (+5 Credits/Fall, +5 Credits/Spring)
2024-2025 Fall/Spring; Chino Hills High School	New Pathway at Chino Hills High School. Added 5 sections of Emergency Medical Responder (+25 Credits/Fall, +25 Credits/Spring)
2024-2025 Fall/Spring; Don Lugo High School	Replaced 3 sections of Brick, Block, Stonemasonry for 3 sections of Combo: Brick, Block, Stonemasonry/Advanced Concrete Masonry for Pathway Completion (-5 Credits/Fall, -5 Credits/Spring)
2024-2025 Fall/Spring; Don Lugo High School	Replaced 3 sections of Brick, Block, Stonemasonry for 3 sections of Combo: Brick, Block, Stonemasonry/Advanced Concrete Masonry for Pathway Completion (+5 Credits/Fall, +5 Credits/Spring)

		FALL	SPRING
2023/2024	CREDIT ALLOCATION TOTAL:	335	325
2023/2024	CREDIT UTILIZATION TOTAL:	335	325

**APPENDIX A**  
**CHINO VALLEY UNION SCHOOL DISTRICT**  
**2023-2024 TRACK CHANGES**

AFTER SCHOOL ROP CLASSES			
HIGH SCHOOL	CLASS TITLE	FALL	SPRING
<b>BUENA VISTA HIGH SCHOOL</b>			
	Film & Television Production	10	10
<b>CHINO HILLS HIGH SCHOOL</b>			
(Offered in Spring Only)	Medical Assisting Clinical/Prep Therapy-Med Office		20
<b>DON LUGO HIGH SCHOOL</b>			
	Business Management	15	15
		<b>FALL</b>	<b>SPRING</b>
<b>2023/2024</b>	<b>CREDIT ALLOCATION TOTAL:</b>	<b>10</b>	<b>30</b>
2024-2025 Fall/Spring; Buena Vista High School		Added 1 section of Film & Television Production (+5 Credits/Fall, +5 Credits/Spring)	
2024-2025 Fall/Spring; Don Lugo High School		Closed Business Management due to low enrollment and strategic reductions (-15 Credits/Fall, -15 Credits/Spring)	
		<b>FALL</b>	<b>SPRING</b>
<b>2023/2024</b>	<b>CREDIT ALLOCATION TOTAL:</b>	<b>15</b>	<b>35</b>
<b>2023/2024</b>	<b>CREDIT UTILIZATION TOTAL:</b>	<b>15</b>	<b>35</b>

New/Additional classes offered for the 2024/2025 School Year are denoted in green.

Closed Classes are denoted in red.

Classes are subject to District needed changes.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

**PREPARED BY:** Luke Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Todd Finkbiner, Director, Access and Equity

**SUBJECT: PROPOSITION 28: ARTS AND MUSIC IN SCHOOLS FUNDING ANNUAL REPORT FISCAL YEAR 2023/2024**

=====

**BACKGROUND**

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023/2024.

Annual audits of K-12 local educational agencies (LEAs) shall include funds received and distributed by the LEA pursuant to Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act (EC Section 8820) and shall include a determination of whether the funds were expended pursuant to statutory requirements. This annual report must be board approved and submitted to the California Department of Education (CDE).

During the 2023/2024 fiscal year, the District received \$3,813,011.00 in Proposition 28 funds to be expended by June 30, 2026. The District does not have any financial expenditures to report for the 2023/2024 fiscal year as it was awaiting the release of audit guidelines from the CDE on Proposition 28 spending. Funds will be allocated to school sites for the 2024/2025 fiscal year to facilitate the development and implementation of strategic plans for expanding arts and music offerings in schools.

Approval of this item will meet the CDE requirements for annual reporting.

**RECOMMENDATION**

It is recommended the Board of Education approve Proposition 28: Arts and Music in Schools Funding Annual report for the 2023/2024 fiscal year.

**FISCAL IMPACT**

None.

NE:LH:TF:gks

# Proposition 28: Arts and Music in Schools Funding

## Annual Report

### Fiscal Year 2023-24

Name: Chino Valley Unified

CDS Code: 3667678-0000000

Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

During the 2023/2024 fiscal year, the District received \$3,813,011.00 in Proposition 28 funds to be expended by June 30, 2026. The District does not have any financial expenditures to report for the 2023/2024 fiscal year as it was awaiting the release of audit guidelines from the CDE on Proposition 28 spending. Funds will be allocated to school sites for the 2024/2025 fiscal year to facilitate the development and implementation of strategic plans for expanding arts and music offerings in schools.

**2. Number of full-time equivalent teachers (certificated).** 0.0

**3. Number of full-time equivalent personnel (classified).** 0.0

**4. Number of full-time equivalent teaching aides.** 0.0

**5. Number of students served.** 0

**6. Number of school sites providing arts education.** 0

**Date of Approval by Governing Board/Body** 7/18/2024 12:00:00 AM

**Annual Report Data URL**

<https://www.chino.k12.ca.us/Page/54483>

**Submission Date** 7/3/2024 1:26:39 PM

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** July 18, 2024

**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: INTERDISTRICT ATTENDANCE AGREEMENT**

=====

**BACKGROUND**

Education Code 46600 is relative to interdistrict transfers and agreements between school districts throughout the state. Interdistrict attendance agreements shall stipulate the terms and conditions which interdistrict attendance permits shall be approved, denied, or revoked.

The Interdistrict Attendance Agreement ("Agreement") shall be for five years from July 1, 2024, and ending June 30, 2029, and supersedes all prior regular Interdistrict Attendance Agreements.

Either party may terminate this Agreement effective at the beginning of the school year by giving written notice to the other party at least three months prior to the beginning of the school year.

**RECOMMENDATION**

It is recommended the Board of Education approve the Interdistrict Attendance Agreement with the listed school districts.

**FISCAL IMPACT**

None.

NE:LH:SJ:gks

Pursuant to Education Code Section 46600 and CVUSD Board Policy 5117, the Governing Board of each of the following school districts:

ABC Unified School District	Lake Elsinore Unified School District
Alhambra Unified School District	Little Lake City School District
Alvord Unified School District	Los Alamitos Unified School District
Anaheim Union High School District	Los Angeles Unified School District
Arcadia Unified School District	Lowell Joint School District
Azusa Unified School District	Magnolia School District
Baldwin Park Unified School District	Monrovia Unified School District
Bassett Unified School District	Montebello Unified School District
Bellflower Unified School District	Moreno Valley Unified School District
Bonita Unified School District	Mountain View School District
Brea-Olinda Unified School District	Norwalk-La Mirada Unified School District
Buena Park School District	Ocean View School District
Centralia Elementary School District	Orange County Dept. Of Education (CHEP)
Charter Oak Unified School District	Orange Unified School District
Claremont Unified School District	Perris Union High School District
Corona Norco Unified School District	Placentia-Yorba Linda Unified School District
Covina Valley Unified School District	Pomona Unified School District
Downey Unified School District	Poway Unified School District
Duarte Unified School District	Riverside Unified School District
East Whittier City School District	Rosemead School District
El Monte City School District	Rowland Unified School District
El Monte Union High School District	San Gabriel Unified School District
Fullerton Joint Union High School District	Santa Ana Unified School District
Fullerton School District	Torrance Unified School District
Garden Grove Unified School District	Val Verde Unified School District
Garvey School District	Walnut Valley Unified School District
Glendora Unified School District	West Covina Unified School District
Hacienda-La Puente Unified School District	Whittier City School District
Irvine Unified School District	Whittier Union High School District
Jurupa Unified School District	La Habra City School District
La Canada Unified School District	Wiseburn Unified School District

**Agree as follows:**

1. Each district shall accept, insofar as facilities permit, pupils who are residents of the other district, who have proper permits for attendance from the Superintendent or an authorized representative of the school district of residence, who are eligible

to attend elementary, junior high, or senior high schools maintained by the district of proposed attendance, including:

- a. Pupils who enroll in evening high schools or classes maintained under an adult education program;
  - b. Pupils who enroll in summer school classes
  - c. Pupils who enroll in Transitional Kindergarten through 12<sup>th</sup> grade of regular day school classes or compulsory continuation classes maintained during the academic year.
2. No financial obligation shall be incurred by the district of residence for services rendered under this Agreement; and no services requiring the transfer of funds or resources will be included in this agreement, including home-to-school transportation.
  3. Each district shall furnish these pupils with the same advantages, equipment, supplies, and services as are furnished to other pupils in attendance in these classes maintained by the respective districts.
  4. Pupils who are currently under an expulsion order or awaiting an expulsion hearing are not eligible for an interdistrict transfer and must apply to the school district under separate guidelines established per Education Code 48915.2.
  5. An interdistrict transfer permit granted may, at the discretion of the Board, or its designee, be revoked at any time during the school year due to poor attendance (attendance percentage below 96.5%), behavior (more than one suspension and three referrals per semester), and academics (cumulative GPA less than 2.0). However, the school district of residence or school district of enrollment shall not rescind existing transfer permits for pupils after June 30 following the completion of grade 10, or for pupils in grade 11 or 12 per Education Code 46600(4).
  6. Any pupil accepted under this Agreement need not reapply each year.
  7. In accordance with Section 46607(a) of the Education Code, the attendance of pupils from the respective school district covered by this Agreement shall be credited to the school district of attendance for apportionment purposes and the revenue limit pursuant to Education Code 42238.
  8. This Agreement shall be in effect for five (5) consecutive years beginning July 1, 2024, and ending on June 30, 2029, and supersedes all prior regular Interdistrict Attendance Agreements. Either party may terminate this agreement effective at the beginning of a school year by giving written notice to the other party at least three (3) months prior to the beginning of that school year.
  9. False or misleading information may be cause for denial or revocation of an interdistrict attendance permit.

[DISTRICT SIGNATURE PAGE FOLLOWS]

CHINO VALLEY UNIFIED SCHOOL DISTRICT of San Bernardino County

\_\_\_\_\_  
Assistant Superintendent, CIIS

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date of Board Authorization

[INSERT NAME OF PARTNER DISTRICT]

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date of Board Authorization



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

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

=====

**BACKGROUND**

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current District practice. Board Policy 5127 Students – Graduation Ceremonies and Activities is being updated to align the disciplinary considerations with the existing Behavior Code for Senior Activities in BP 5144 Students – Discipline. This item was presented to the Board of Education on June 20, 2024, 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 of Board Policy 5127 Students – Graduation Ceremonies and Activities.

**FISCAL IMPACT**

None.

NE:LF:SJ:gks

## **GRADUATION CEREMONIES AND ACTIVITIES**

### **Diploma**

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

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

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

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

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

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

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

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

### **Honors and Awards**

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

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

## **GRADUATION CEREMONIES AND ACTIVITIES (cont.)**

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

(cf. 5126 - Awards for Achievement)

### **Honorary Diploma**

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

### **Certificate of Credit**

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

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

(cf. 3260 - Fees and Charges)

(cf. 6143 - Courses of Study)

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

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

### **Conduct at Graduation Ceremonies**

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

(cf. 5131 - Conduct)

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

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

## **GRADUATION CEREMONIES AND ACTIVITIES (cont.)**

### **Disciplinary Considerations**

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

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

(cf. 5125.3 - Challenging Student Records)

(cf. 5144 - Discipline)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

### **Foreign Exchange Students**

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

### **Elementary/Junior High School Promotion Exercises**

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

#### **Legal Reference:**

##### EDUCATION CODE 10

35183.3 Graduation ceremonies; military dress uniforms

38119 Lease of personal property; caps and gowns

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

51225.5 Honorary Diplomas; Foreign Exchange Students

51410-51412 Diplomas

##### COURT DECISIONS

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

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

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

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

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

#### **Management Resources:**

##### WEBSITES

California Department of Education, High School: [www.cde.ca.gov/ci/gc/hsl](http://www.cde.ca.gov/ci/gc/hsl)

**GRADUATION CEREMONIES AND ACTIVITIES (cont.)**

**Chino Valley Unified School District**

Policy adopted: January 23, 1997

Revised: March 7, 2002

Revised: June 5, 2003

Revised: May 1, 2008

Revised: May 20, 2010

Revised: July 19, 2018

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**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: REVISION OF BOARD POLICY 5144 STUDENTS – DISCIPLINE**

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**BACKGROUND**

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current District practice. Board Policy 5144 Students – Discipline is being updated to clarify the existing process under Behavior Code for Senior Activities. This item was presented to the Board of Education on June 20, 2024, 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 of Board Policy 5144 Students – Discipline.

**FISCAL IMPACT**

None.

NE:LF:SJ:gks

**DISCIPLINE**

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.5 - Student Success Teams)

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

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

## **DISCIPLINE (cont.)**

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

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

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

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

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

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

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515 - Campus Security)  
(cf. 3515.4 - Recovery for Property Loss or Damage)  
(cf. 4158/4258/4358 - Employee Security)  
(cf. 5136 - Gangs)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.5 - Student Success Teams)  
(cf. 6182 - Opportunity School/Class/Program)  
(cf. 6184 - Continuation Education)  
(cf. 6185 - Community Day School)

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

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



## **DISCIPLINE (cont.)**

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

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

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

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

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

## **Corporal Punishment**

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

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

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

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

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

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

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

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

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

## **DISCIPLINE (cont.)**

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

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

### **Discipline at Other Grade Levels**

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

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

### **Notice to Parents/Guardians and Students**

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

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

(cf. 5145.6 - Notifications Required by Law)

#### **Legal Reference:**

##### **EDUCATION CODE**

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

**DISCIPLINE (cont.)**

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

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

**Management Resources:**

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

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

STATE BOARD OF EDUCATION POLICIES

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

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

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

WEBSITES

California School Boards Association: [www.csba.org](http://www.csba.org)

California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov)

Public Counsel: [www.fixschooldiscipline.org](http://www.fixschooldiscipline.org)

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

**Chino Valley Unified School District**

Policy adopted: January 23, 1997

Revised: February 3, 2000

Revised: September 20, 2001

Revised: September 4, 2003

Revised: February 19, 2009

Revised: March 21, 2013

Revised: July 18, 2019

REVISED:

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## Our Motto:

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

**DATE:** July 18, 2024

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

=====

## **BACKGROUND**

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student needs.

Accordingly, the development of the following new course descriptions are the results of a collaborative effort of teachers in the related academic areas: (1) Fundamental Biology: Living Earth; (2) Fundamental Chemistry of the Earth System; (3) Fundamental English 9; (4) Fundamental English 10; (5) Fundamental English 11; (6) Fundamental Integrated Math 1; (7) Fundamental United States History; (8) Fundamental World History; and (9) Cultural Experiences in America. This item was presented to the Board on June 20, 2024, as information.

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

## **RECOMMENDATION**

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

## **FISCAL IMPACT**

None.

NE:TF:ED:wrg

A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE 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>	FUNDAMENTAL BIOLOGY: LIVING EARTH
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	FUND BIO
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	SCIENCE
<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 AN UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b>	FUNDAMENTAL BIOLOGY: LIVING EARTH IS A SURVEY COURSE FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31.
<b>14. PREREQUISITES:</b>	NONE
<b>15. CONTEXT FOR COURSE:</b>	THIS COURSE SERVES AS ONE OF THE TWO REQUIRED SCIENCE COURSES AND MEETS THE BIOLOGICAL SCIENCE EMPHASIS REQUIREMENT. THIS COURSE IS REQUIRED FOR STUDENTS WHO ANTICIPATE EARNING A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31
<b>16. HISTORY OF COURSE DEVELOPMENT:</b>	FUNDAMENTAL BIOLOGY: LIVING EARTH IS A REQUIRED ONE-YEAR SCIENCE COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.
<b>17. TEXTBOOKS:</b>	SAVVAS LEARNING COMPANY LLC. EXPERIENCE BIOLOGY: THE LIVING EARTH. MILLER, LEVINE. 9TH – 12TH GRADE. 2020

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

**CAA CONNECTOR STANDARDS:**

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

**UNIT 2: PHOTOSYNTHESIS AND RESPIRATION**

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

**GUIDING QUESTIONS:**

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

**LEARNING GOALS**

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



**CAA CONNECTOR STANDARDS:**

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

**UNIT 3: COMMON ANCESTRY AND DIVERSITY****GUIDING QUESTIONS:**

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

**LEARNING GOALS**

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

**CAA CONNECTOR STANDARDS:**

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

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

### **GUIDING QUESTIONS:**

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

### **LEARNING GOALS**

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

### **CAA CONNECTOR STANDARDS:**

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

## **UNIT 5: ECOSYSTEMS STABILITY AND THE RESPONSE TO CLIMATE CHANGE**

### **GUIDING QUESTIONS:**

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

### **LEARNING GOALS**

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

### **CAA CONNECTOR STANDARDS:**

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

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

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

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

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

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

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

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

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

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

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL CHEMISTRY OF THE EARTH SYSTEM
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND CHEM
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	SCIENCE
6. GRADE LEVEL(S):	9-12
7. UNIT VALUE:	5 CREDITS PER SEMESTER/ 10 CREDITS TOTAL
8. COURSE PREVIOUSLY APPROVED BY UC:	NO
9. CLASSIFIED AS A CAREER TECHNICAL EDUCATION COURSE:	NO
10. MODELED AFTER AN UC-APPROVED COURSE:	YES
11. REPEATABLE FOR CREDIT:	YES
12. DATE OF BOARD APPROVAL:	
13. BRIEF COURSE DESCRIPTION: FUNDAMENTAL CHEMISTRY OF THE EARTH SYSTEM IS A SURVEY COURSE FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31	
14. PREREQUISITES:	FUNDAMENTAL BIOLOGY / FUNDAMENTAL ALGEBRA
15. CONTEXT FOR COURSE: THIS COURSE WILL FULFILL THE PHYSICAL SCIENCE REQUIREMENT AS PART OF THE 130 CREDITS NEEDED TO EARN A HIGH SCHOOL DIPLOMA AS PART OF THE ALTERNATIVE PATHWAY IN ACCORDANCE WITH CALIFORNIA EDUCATION CODE 51225.31	
16. HISTORY OF COURSE DEVELOPMENT: THIS COURSE WAS CREATED IN SPRING 2024 AND SUBMITTED THROUGH THE DISTRICT APPROVAL PROCESS TO BE ELIGIBLE FOR THE 2024/2025 ACADEMIC YEAR.	
17. TEXTBOOKS:	DISCOVERY EDUCATION, INC. CHEMISTRY IN THE EARTH SYSTEM. GRADES 9-12. 2019.
18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:	TEACHER CREATED MATERIALS, AS NEEDED

## C. COURSE CONTENT

### 1. COURSE PURPOSE:

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

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

CONTENT THEMES IN THIS COURSE INCLUDE:

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

### 2. COURSE OUTLINE:

#### COMBUSTION, HEAT, AND ENERGY

##### GUIDING QUESTIONS

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

##### LEARNING GOALS:

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

##### CAA CONNECTOR STANDARDS:

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

#### ATOMS, ELEMENTS, AND MOLECULES

**GUIDING QUESTIONS**

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

**LEARNING GOALS:**

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

**CAA CONNECTOR STANDARDS:**

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

**UNDERSTANDING CHEMICAL REACTIONS****GUIDING QUESTIONS**

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

**LEARNING GOALS:**

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

**CAA CONNECTOR STANDARDS:**

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

**CLIMATE CHANGE****GUIDING QUESTIONS**

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



**LEARNING GOALS:**

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

**CAA CONNECTOR STANDARDS:**

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

**3. KEY ASSIGNMENTS:**

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

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

- DIRECT INSTRUCTION WITH TEACHER MODELING
- "5 E" LESSONS (ENGAGE, EXPLORE, EXPLAIN, ELABORATE & EVALUATE)
- SCIENCE & ENGINEERING PRACTICES (ASKING QUESTIONS & DEFINING PROBLEMS; DEVELOPING & USING MODELS; PLANNING & CARRYING OUT INVESTIGATIONS; ANALYZING & INTERPRETING DATA; USING MATHEMATICS, INFORMATION & COMPUTER TECHNOLOGY & COMPUTATIONAL THINKING; CONSTRUCTING EXPLANATIONS & DESIGNING SOLUTIONS; ENGAGING IN ARGUMENT FROM EVIDENCE; OBTAINING, EVALUATING & COMMUNICATION INFORMATION)
- LAB-BASED LEARNING
- EVIDENCE BASED DATA INTERPRETATION
- STUDENT CENTERED HANDS-ON EXPERIMENT
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SMALL GROUP INSTRUCTION/ PROJECT BASED LEARNING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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

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

PROGRESS ON INDIVIDUALIZED EDUCATION PLAN (IEP) GOALS AND OBJECTIVES

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

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

A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE 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>	FUNDAMENTAL ENGLISH 9
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	FUND ENG 9
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	ENGLISH
<b>6. GRADE LEVEL(S):</b>	9
<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 AN UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b>	FUNDAMENTAL ENGLISH 9 EMPHASIZES LITERACY DEVELOPMENT THROUGH INSTRUCTION IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE. STUDENTS ARE INTRODUCED TO LITERATURE AND INFORMATIONAL TEXTS ALONG WITH PARAGRAPH AND ESSAY DEVELOPMENT. SHORT STORY AND POETRY ELEMENTS ARE TAUGHT ALONG WITH ANALYSIS OF NOVELS AND DRAMA. STUDENTS LEARN TO PRODUCE WRITING AND PRESENT IDEAS USING APPROPRIATE DEVICES AND STRUCTURE FOR AUDIENCE AND PURPOSE. THIS COURSE IS GROUNDED
<b>14. PREREQUISITES:</b>	NONE
<b>15. CONTEXT FOR COURSE:</b>	THIS COURSE FOCUSES ON THE STUDY OF READING, WRITING, LANGUAGE, AND SPEAKING, AND LISTENING. THE SKILLS AND STRATEGIES ARE TAUGHT IN AN INTEGRATED WAY AND ALIGNED WITH STATE AND DISTRICT ADOPTED ENGLISH LANGUAGE ARTS STANDARDS. THERE IS AN EMPHASIS ON CRITICAL THINKING, INFORMATIONAL TEXTS AND NONFICTION, INTEGRATING TECHNOLOGY, AND ACADEMIC VOCABULARY.

**16. HISTORY OF COURSE DEVELOPMENT:**

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

**17. TEXTBOOKS:**

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

**18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

TEACHER-CREATED MATERIALS AS NEEDED

**C. COURSE CONTENT****1. COURSE PURPOSE:**

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

**2. COURSE OUTLINE:****READING: LITERATURE****LEARNING GOALS:**

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

**CONTENT STANDARDS:**

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

**READING: INFORMATIONAL****LEARNING GOALS:**

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

**CONTENT STANDARDS:**

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

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

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

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

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

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

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

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

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

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

## **WRITING**

### **LEARNING GOALS:**

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

**CONTENT STANDARDS:**

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

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

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

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

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

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

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

W.9–10.5 DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE.

W.9–10.6 USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS, TAKING ADVANTAGE OF TECHNOLOGY’S CAPACITY TO LINK TO OTHER INFORMATION AND TO DISPLAY INFORMATION FLEXIBLY AND DYNAMICALLY.

W.9–10.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

W.9–10.8 GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE USEFULNESS OF EACH SOURCE IN ANSWERING THE RESEARCH QUESTION; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND FOLLOWING A STANDARD FORMAT FOR CITATION INCLUDING FOOTNOTES AND ENDNOTES.

W.9–10.9 DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.

- a. APPLY GRADES 9–10 READING STANDARDS TO LITERATURE (E.G., “ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK [E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE]”)
- b. APPLY GRADES 9–10 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID, AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING”)



W.9–10.10 WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

## **LANGUAGE CONVENTIONS**

### **LEARNING GOALS:**

- USE LANGUAGE APPROPRIATELY
- USE ACCURATE AND APPROPRIATE CAPITALIZATION, PUNCTUATION, AND SPELLING
- DETERMINE HOW A WRITER'S CHOICE OF WORDS AFFECTS MEANING
- IDENTIFY CONTEXT CLUES IN ORDER TO DISCERN MEANING OF WORDS
- IDENTIFY HOW AND WHY WORDS CAN HAVE MULTIPLE MEANINGS
- USE RESOURCES TO LEARN NEW VOCABULARY
- INTERPRET LITERAL AND FIGURATIVE LANGUAGE, FIGURES OF SPEECH, AND OTHER LITERARY DEVICES
- EVALUATE MULTIPLE WORDS OR PHRASES TO IDENTIFY WHICH IS MORE APPROPRIATE FOR THE CONTEXT
- LEARN SKILLS TO ACQUIRE AND USE NEW VOCABULARY

### **CONTENT STANDARDS:**

L.9–10.1 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.

- a. USE PARALLEL STRUCTURE
- b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES

L.9–10.2 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.

- a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES
- b. USE A COLON TO INTRODUCE A LIST OR QUOTATION
- c. SPELL CORRECTLY

L.9–10.3 APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.

- a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE

L.9–10.4 DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.

- a. USE CONTEXT AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES
- c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY
- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY)

L.9–10.5 DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.

- a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT
- b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS

L.9–10.6 ACQUIRE AND USE ACCURATE GENERAL ACADEMIC AND DOMAIN SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

## **SPEAKING AND LISTENING**

### **LEARNING GOALS:**

- READ A VARIETY OF VISUAL MEDIA IN ORDER TO DETERMINE THE AUTHOR'S MAIN IDEA, PURPOSE, AND STYLE
- ANNOTATE IN ORDER TO BUILD CLAIMS AND QUESTIONS TO INITIATE CLASSROOM OR INDIVIDUAL DISCUSSION
- IDENTIFY AND ANALYZE DIFFERENT CHARACTERISTICS OF SOURCES TO EVALUATE THE CREDIBILITY AND ACCURACY OF THE INFORMATION IN THE SOURCES
- REVIEW A VISUAL DOCUMENT AND ESTABLISH IF IT IS FICTION OR NONFICTION
- REVIEW A VISUAL DOCUMENT AND REVIEW THE CREDIBILITY OF THE SOURCE
- PROVIDE PRESENTATIONS TO A VARIETY OF AUDIENCES, USING EFFECTIVE TECHNIQUES CONTENT STANDARDS:
- USE ELECTRONIC DEVICES TO ENHANCE INFORMAL AND FORMAL PRESENTATIONS. FOR EXAMPLE, ADDING VIDEOS, IMAGES, OR OTHER MULTIMEDIA TO PROJECTS
- PARTICIPATE IN FORMAL CLASS DISCUSSIONS, AND PRESENTATIONS

**CONTENT STANDARDS:**

SL.9-10.1 INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS
- b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, AND PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED
- c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS
- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED

SL.9-10.2 INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.

SL.9-10.3 EVALUATE A SPEAKER’S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.

SL.9-10.4 PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA

- a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS
- b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLILOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES

SL.9-10.5 MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.

SL.9-10.6 ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.

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

#### **READING LITERATURE:**

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READING

#### **READING INFORMATIONAL TEXTS:**

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT-OF-VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK
- STUDENTS WILL COMPARE THE TEXT'S CONTENT, PURPOSE, AND POINT-OF-VIEW

#### **WRITING AND LANGUAGE:**

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES, AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING

#### **SPEAKING AND LISTENING:**

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUPS AND THE CLASS
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN GIVING PRESENTATIONS

#### **PRIORITIZED READING CCCS AND EU**

##### **LITERATURE: CCA CONNECTOR STANDARDS**

- 11-12RL.B1 - USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OF THE PLOT, PURPOSE OR THEME WITHIN A TEXT
- 11-12.RL.D1 - ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (E.G., THE CHOICES OF WHERE TO BEGIN AND END A STORY, THE CHOICE TO PROVIDE COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING

##### **LITERATURE: ESSENTIAL UNDERSTANDING**

- IDENTIFY A SUMMARY OF THE PLOT OF THE LITERARY TEXT
- IDENTIFY ELEMENTS OF A STORY'S PLOT (E.G., EXPOSITION, RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION)

**INFORMATIONAL: CCA CONNECTOR STANDARDS**

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- 11-12.RI.D1 DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

**INFORMATIONAL: ESSENTIAL UNDERSTANDING**

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

**LANGUAGE: CCA CONNECTOR STANDARDS**

- 11-12.RWL.B1 USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

**LANGUAGE: ESSENTIAL UNDERSTANDING**

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (E.G., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (E.G., EDL GRADE 8 OR 9)

**WRITING: CCA CONNECTOR STANDARDS**

- 11-12.WI.B2 - CREATE AN ORGANIZATIONAL STRUCTURE FOR WRITING THAT GROUPS INFORMATION LOGICALLY (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES) TO SUPPORT PARAGRAPH FOCUS
- 11-12.WI.B4 - SELECT THE FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES THAT ARE MOST RELEVANT TO THE FOCUS AND APPROPRIATE FOR THE AUDIENCE

**WRITING: ESSENTIAL UNDERSTANDING**

- IDENTIFY INFORMATION THAT DOESN'T BELONG IN A PARAGRAPH BASED ON AN ORGANIZATIONAL STRUCTURE (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES)
- MATCH DETAILS, FACTS, OR EXAMPLES TO A TOPIC

**PRODUCTION AND DISTRIBUTION OF WRITING: CCA CONNECTOR STANDARDS**

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE

**PRODUCTION AND DISTRIBUTION OF WRITING: ESSENTIAL UNDERSTANDING**

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (E.G., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE

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

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION / PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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

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

A. CONTACTS	
1. SCHOOL/DISTRICT INFORMATION:	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE PHONE: (909) 628-1201 WEBSITE: CHINO.K12.CA.US
2. COURSE CONTACT:	TEACHER CONTACT: OFFICE OF SECONDARY CURRICULUM POSITION/TITLE: DIRECTOR OF SECONDARY CURRICULUM SITE: DISTRICT OFFICE PHONE: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. COURSE TITLE:	FUNDAMENTAL ENGLISH 10
2. TRANSCRIPT TITLE/ABBREVIATION:	FUND ENG 10
3. TRANSCRIPT COURSE CODE/NUMBER:	
4. SEEKING HONORS DISTINCTION:	NO
5. SUBJECT AREA/CATEGORY:	ENGLISH
6. GRADE LEVEL(S):	10
7. UNIT VALUE:	5 CREDITS PER SEMESTER / 10 CREDITS TOTAL
8. COURSE PREVIOUSLY APPROVED BY UC:	NO
9. CLASSIFIED AS A CAREER TECHNICAL EDUCATION COURSE:	NO
10. MODELED AFTER AN UC-APPROVED COURSE:	NO
11. REPEATABLE FOR CREDIT:	NO
12. DATE OF BOARD APPROVAL:	
13. BRIEF COURSE DESCRIPTION: THIS COURSE BUILDS UPON THE FOUNDATIONAL LITERACY DEVELOPMENT IN READING, WRITING, SPEAKING, AND LISTENING. STUDENTS CONTINUE DEVELOPING LANGUAGE AND LITERACY SKILLS THROUGH LITERATURE AND INFORMATIONAL TEXTS. ANALYSIS OF LITERARY GENRES INCLUDE SHORT STORY, POETRY, NOVEL, AND DRAMA. STUDENTS WRITE FOR A VARIETY OF PURPOSES SUCH AS ANALYTICAL, OBSERVATIONAL, AND DESCRIPTIVE. WRITING CONVENTIONS AND VOCABULARY DEVELOPMENT ARE ADDRESSED WITHIN THE CONTEXT OF THE WRITING PROCESS AND THE STUDY OF LITERATURE.	
14. PREREQUISITES:	NONE
15. CONTEXT FOR COURSE: THIS COURSE FOCUSES ON THE STUDY OF READING, WRITING, LANGUAGE, AND SPEAKING, AND LISTENING. THE SKILLS AND STRATEGIES ARE TAUGHT IN AN INTEGRATED WAY AND ALIGNED WITH STATE AND DISTRICT ADOPTED ENGLISH LANGUAGE ARTS STANDARDS. THERE IS AN EMPHASIS ON CRITICAL THINKING, INFORMATIONAL TEXTS AND NONFICTION, INTEGRATING TECHNOLOGY, AND ACADEMIC VOCABULARY.	

**16. HISTORY OF COURSE DEVELOPMENT:**

FUNDAMENTAL ENGLISH 10 IS A REQUIRED GRADE 10 COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.

**17. TEXTBOOKS:**

PEARSON. [SAVVAS] *MY PERSPECTIVES ENGLISH LANGUAGE ARTS*, ERNEST MORRELL, PH.D., ELFRIEDA HIEBERT, PH.D., KELLY GALLAGHER, M. ED. JIM CUMMINS, PH.D., 10TH GRADE. 2017

**18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

TEACHER-CREATED MATERIALS AS NEEDED

**C. COURSE CONTENT****1. COURSE PURPOSE:**

THE PURPOSE OF THIS COURSE IS TO PROVIDE 10TH GRADE STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WITH THE FUNDAMENTAL SKILLS AND APPLICATIONS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS WILL HAVE TO BUILD A SOLID FOUNDATION FOR ALL SUBSEQUENT COURSES REQUIRING READING, WRITING, AND RESEARCH SKILLS. THE CONTENT AND STANDARDS OF THE COURSE SERVE AS THE FOUNDATION FOR THE TYPE OF READING, EXAMINATION, ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF TEXTS OVER THE COURSE OF HIGH SCHOOL, POST-SECONDARY EDUCATION, AND LIFE.

**2. COURSE OUTLINE:****READING: LITERATURE****LEARNING GOALS**

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



## **CONTENT STANDARDS**

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

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

RL 9–10.3 ANALYZE HOW COMPLEX CHARACTERS (I.E., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.

RL.9–10.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (I.E., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE.

RL. 9-10.5 ANALYZE HOW AN AUTHOR’S CHOICES CONCERNING HOW TO STRUCTURE A TEXT, ORDER EVENTS WITHIN IT (E.G., PARALLEL PLOTS), AND MANIPULATE TIME (E.G., PACING, FLASHBACKS) CREATE SUCH EFFECTS AS MYSTERY, TENSION, OR SURPRISE.

RL.9-10.6 ANALYZE A PARTICULAR POINT OF VIEW OR CULTURAL EXPERIENCE REFLECTED IN A WORK OF LITERATURE FROM OUTSIDE THE UNITED STATES, DRAWING ON A WIDE READING OF WORLD LITERATURE.

RL.9–10.7 ANALYZE THE REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, INCLUDING WHAT IS EMPHASIZED OR ABSENT IN EACH TREATMENT.

RL.9-10.9 ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK.

RL.9-10.10 BY THE END OF GRADE 9, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

## **READING: INFORMATIONAL TEXTS**

### **LEARNING GOALS**

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

## **CONTENT STANDARDS**

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

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

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

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

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

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

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

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

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

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

## **WRITING**

### **LEARNING GOALS**

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

## **LANGUAGE CONVENTIONS**

### **CONTENT STANDARDS**

**L.9–10.1 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.**

- a. USE PARALLEL STRUCTURE
- b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES

**L.9–10.2 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.**

- a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES
- b. USE A COLON TO INTRODUCE A LIST OR QUOTATION
- c. SPELL CORRECTLY

**L.9–10.3 APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.**

- a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE

**L.9–10.4 DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.**

- a. USE CONTEXT AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES
- c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY
- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (I.E., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY)

**L.9–10.5 DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.**

- a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT
- b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS

**L.9–10.6 ACQUIRE AND USE ACCURATE GENERAL ACADEMIC AND DOMAIN SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.**

## **SPEAKING AND LISTENING**

### **LEARNING GOALS**

- READ A VARIETY OF VISUAL MEDIA IN ORDER TO DETERMINE THE AUTHOR'S MAIN IDEA, PURPOSE, AND STYLE
- ANNOTATE IN ORDER TO BUILD CLAIMS AND QUESTIONS TO INITIATE CLASSROOM OR INDIVIDUAL DISCUSSION
- IDENTIFY AND ANALYZE DIFFERENT CHARACTERISTICS OF SOURCES TO EVALUATE THE CREDIBILITY AND ACCURACY OF THE INFORMATION IN THE SOURCES
- REVIEW A VISUAL DOCUMENT AND ESTABLISH IF IT IS FICTION OR NONFICTION
- REVIEW A VISUAL DOCUMENT AND REVIEW THE CREDIBILITY OF THE SOURCE
- PROVIDE PRESENTATIONS TO A VARIETY OF AUDIENCES, USING EFFECTIVE TECHNIQUES
- USE ELECTRONIC DEVICES TO ENHANCE INFORMAL AND FORMAL PRESENTATIONS. FOR EXAMPLE, ADDING VIDEOS, IMAGES, OR OTHER MULTIMEDIA TO PROJECTS
- PARTICIPATE IN FORMAL CLASS DISCUSSIONS, AND PRESENTATIONS

## **SPEAKING AND LISTENING**

### **CONTENT STANDARDS**

SL.9-10.1 INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS
- b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, AND PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED
- c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS
- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED

SL.9-10.2 INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.

SL.9-10.3 EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.

SL.9-10.4 PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA

- a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS
- b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLILOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES

SL.9-10.5 MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.

SL.9-10.6 ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.

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

#### **READING LITERATURE:**

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READING

#### **READING INFORMATIONAL TEXTS:**

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT-OF-VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK
- STUDENTS WILL COMPARE THE TEXT'S CONTENT, PURPOSE, AND POINT-OF-VIEW

#### **WRITING AND LANGUAGE:**

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES, AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING

**SPEAKING AND LISTENING:**

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND THE CLASS
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN GIVING PRESENTATIONS

**PRIORITIZED READING CCCS AND EU****LITERATURE: CCA CONNECTOR STANDARDS**

- 11-12.RL.B1 - USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OF THE PLOT, PURPOSE OR THEME WITHIN A TEXT
- 11-12.RL.D1 - ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (I.E., THE CHOICES OF WHERE TO BEGIN AND END A STORY, THE CHOICE TO PROVIDE COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING

**LITERATURE: ESSENTIAL UNDERSTANDING**

- IDENTIFY A SUMMARY OF THE PLOT OF THE LITERARY TEXT
- IDENTIFY ELEMENTS OF A STORY'S PLOT (E.G., EXPOSITION, RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION)

**INFORMATIONAL: CCA CONNECTOR STANDARDS**

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- 11-12.RI.D1 DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

**INFORMATIONAL: ESSENTIAL UNDERSTANDING**

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

**LANGUAGE: CCA CONNECTOR STANDARDS**

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

**LANGUAGE: ESSENTIAL UNDERSTANDING**

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

**WRITING: CCA CONNECTOR STANDARDS**

- 11-12.WI.B2 - CREATE AN ORGANIZATIONAL STRUCTURE FOR WRITING THAT GROUPS INFORMATION LOGICALLY (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES) TO SUPPORT PARAGRAPH FOCUS
- 11-12.WI.B4 - SELECT THE FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES THAT ARE MOST RELEVANT TO THE FOCUS AND APPROPRIATE FOR THE AUDIENCE

**WRITING: ESSENTIAL UNDERSTANDING**

- IDENTIFY INFORMATION THAT DOESN'T BELONG IN A PARAGRAPH BASED ON AN ORGANIZATIONAL STRUCTURE (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES)
- MATCH DETAILS, FACTS, OR EXAMPLES TO A TOPIC

**PRODUCTION AND DISTRIBUTION OF WRITING: CCA CONNECTOR STANDARDS**

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE
- 

**PRODUCTION AND DISTRIBUTION OF WRITING: ESSENTIAL UNDERSTANDING**

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (I.E., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE)

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

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION / PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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

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



A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE 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>	FUNDAMENTAL ENGLISH 11
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	FUND ENG 11
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	ENGLISH
<b>6. GRADE LEVEL(S):</b>	11
<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 AN UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b> THIS COURSE CONTINUES BUILDING ON STUDENTS' LITERACY AND LANGUAGE DEVELOPMENT THROUGH READING, WRITING, LISTENING, AND SPEAKING. THE COURSE EMPASIZES THE ANALYSIS OF LITERARY NONFICTION ALONG WITH LITERATURE INCLUDING SHORT STORIES, POETRY, AND DRAMA. READINGS INCLUDE WORKS FROM THE EIGHTEENTH, NINETENTH, AND TWENTIETH CENTURY UNITED STATES HISTORY. THE COURSE CONTINUES DEVELOPING STUDENT WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES.	
<b>14. PREREQUISITES:</b>	NONE
<b>15. CONTEXT FOR COURSE:</b> THIS COURSE FOCUSES ON THE STUDY OF READING, WRITING, LANGUAGE, AND SPEAKING, AND LISTENING. THE SKILLS AND STRATEGIES ARE TAUGHT IN AN INTEGRATED WAY AND ALIGNED WITH STATE AND DISTRICT ADOPTED ENGLISH LANGUAGE ARTS STANDARDS. THERE IS AN EMPHASIS ON CRITICAL THINKING, INFORMATIONAL TEXTS AND NONFICTION, INTEGRATING TECHNOLOGY, AND ACADEMIC VOCABULARY.	
<b>16. HISTORY OF COURSE DEVELOPMENT:</b> FUNDAMENTAL ENGLISH 11 IS A REQUIRED GRADE 11 COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.	

<b>17. TEXTBOOKS:</b>	PEARSON. [SAVVAS] <i>MY PERSPECTIVES ENGLISH LANGUAGE ARTS</i> , ERNEST MORRELL, PH.D., ELFRIEDA HIEBERT, PH.D., KELLY GALLAGHER, M. ED. JIM CUMMINS, PH.D., 11TH GRADE. 2017
<b>18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:</b>	TEACHER-CREATED MATERIALS AS NEEDED
<b>C. COURSE CONTENT</b>	
<b>1. COURSE PURPOSE:</b> THE PURPOSE OF THIS COURSE IS TO PROVIDE 11TH GRADE STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WITH THE FUNDAMENTAL SKILLS AND APPLICATIONS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS WILL HAVE TO BUILD A SOLID FOUNDATION FOR ALL SUBSEQUENT COURSES REQUIRING READING, WRITING, AND RESEARCH SKILLS. THE CONTENT AND STANDARDS OF THE COURSE SERVE AS THE FOUNDATION FOR THE TYPE OF READING, EXAMINATION, ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF TEXTS OVER THE COURSE OF HIGH SCHOOL, POST-SECONDARY EDUCATION, AND LIFE.	
<b>2. COURSE OUTLINE:</b>  <b>LITERATURE</b> <b>LEARNING GOALS</b> <ul style="list-style-type: none"> <li>• ASK AND ANSWERS (IN A VARIETY FORMATS) QUESTIONS RELATED TO THE ESSENTIAL ELEMENTS</li> <li>• OF THE TEXT OR STORY BEING DISCUSSED</li> <li>• IDENTIFY THE MAIN IDEA OF THE TEXT OR STORY BEING SHARED AND DISCUSSED</li> <li>• IDENTIFY MAIN EVENTS IN A TEXT AND HOW THEY INFLUENCE ONE ANOTHER</li> <li>• IDENTIFY KEY VOCABULARY WORDS AND THEIR MEANING</li> <li>• IDENTIFY MAIN EVENTS IN A TEXT AND HOW THEY INFLUENCE ONE ANOTHER</li> <li>• IDENTIFY THE AUTHOR'S POINT OF VIEW IN A STORY OR SHORT PARAGRAPH</li> <li>• WATCH, READ, OR LISTEN TO MULTIPLE INTERPRETATIONS OF A PIECE OF WORK</li> <li>• READ/LISTEN TO A VARIETY OF LITERATURE FROM DIFFERENT HISTORICAL PERIODS</li> <li>• READ/LISTEN TO LITERATURE AND OTHER</li> <li>• MATERIALS APPROPRIATE TO STUDENT MATURITY</li> <li>• AND SKILL</li> </ul> <b>CONTENT STANDARDS</b> RL 11-12.1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN. RL 11-12.2 DETERMINE TWO OR MORE THEMES OR CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PRODUCE A COMPLEX ACCOUNT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT. RL. 11-12.3. ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES REGARDING HOW TO DEVELOP AND RELATE ELEMENTS OF A STORY OR DRAMA (I.E., WHERE A STORY IS SET, HOW THE ACTION IS ORDERED, HOW THE CHARACTERS/ARCHETYPES ARE INTRODUCED AND DEVELOPED).	

RL.11–12.4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE, INCLUDING WORDS WITH MULTIPLE MEANINGS OR LANGUAGE THAT IS PARTICULARLY FRESH, ENGAGING, OR BEAUTIFUL. (INCLUDE SHAKESPEARE AS WELL AS OTHER AUTHORS.)

RL. 11-12.5 ANALYZE HOW AN AUTHOR’S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (I.E., THE CHOICE OF WHERE TO BEGIN OR END A STORY, THE CHOICE TO PROVIDE A COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING AS WELL AS ITS AESTHETIC IMPACT.

RL.11-12.6 ANALYZE A CASE IN WHICH GRASPING POINT OF VIEW REQUIRES DISTINGUISHING WHAT IS DIRECTLY STATED IN A TEXT FROM WHAT IS REALLY MEANT (E.G., SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT).

RL.11-12.7 ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA, OR POEM (I.E., RECORDED OR LIVE PRODUCTION OF A PLAY OR RECORDED NOVEL OR POETRY), EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT.

RL.11-12.8 (NOT APPLICABLE TO LITERATURE)

RL.11-12.9 DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS.

RL.11-12.10 BY THE END OF GRADE 11, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 11–CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

## **READING: INFORMATIONAL TEXTS**

### **LEARNING GOALS**

- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE AND PUBLIC DOCUMENTS
- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENTS
- SEQUENCE EVENTS DEPICTED IN PRINT MATERIAL
- DEMONSTRATE UNDERSTANDING OF KEY VOCABULARY TERMS DEPICTED IN PRINT MATERIALS
- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENTS
- IDENTIFY THE PURPOSE FOR A DOCUMENT
- CREATE A PRINT PERSUASIVE DOCUMENT
- LOCATE INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENTS
- LOCATE NON-FICTION INFORMATION BY USING A VARIETY OF CONSUMER, WORKPLACE, AND PUBLIC DOCUMENT

## **CONTENT STANDARDS**

RI.11-12.1 CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.

RI.11-12.2 DETERMINE TWO OR MORE CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PROVIDE A COMPLEX ANALYSIS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.

RI.11-12.3 ANALYZE A COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS AND EXPLAIN HOW SPECIFIC INDIVIDUALS, IDEAS, OR EVENTS INTERACT AND DEVELOP OVER THE COURSE OF THE TEXT.

RI.11-12.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OR TERMS OVER THE COURSE OF A TEXT.

RI.11-12.5 ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE AN AUTHOR USES IN HIS OR HER EXPOSITION OR ARGUMENT, INCLUDING WHETHER THE STRUCTURE MAKES POINTS CLEAR, CONVINCING, AND ENGAGING.

a. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN PUBLIC DOCUMENTS

RI.11-12.6. DETERMINE AN AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT IN WHICH THE RHETORIC IS PARTICULARLY EFFECTIVE, ANALYZING HOW STYLE AND CONTENT CONTRIBUTE TO THE POWER, PERSUASIVENESS, OR BEAUTY OF THE TEXT.

RI.11-12.8 (NOT APPLICABLE TO INFORMATIONAL TEXT)

RI.11-12.9 ANALYZE SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (INCLUDING THE DECLARATION OF INDEPENDENCE, THE PREAMBLE TO THE CONSTITUTION, THE BILL OF RIGHTS, AND LINCOLN'S SECOND INAUGURAL ADDRESS) FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.

RI.11-12.10 BY THE END OF GRADE 11, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 11–CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

## **LANGUAGE**

### **LEARNING GOALS**

- USE LANGUAGE APPROPRIATELY WHEN WRITING AND SPEAKING
- DEMONSTRATE UNDERSTANDING OF PUNCTUATION
- DEMONSTRATE UNDERSTANDING OF VARIOUS TYPES OF COMMUNICATION (SPEAKING/LISTENING, WRITING, READING)
- DEMONSTRATE UNDERSTANDING MULTIPLE MEANINGS WORDS
- DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, FIGURES OF SPEECH AND OTHER LITERARY DEVICES)
- DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, FIGURES OF SPEECH AND OTHER LITERARY DEVICES

## **CONTENT STANDARDS**

**L.11-12.1 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.**

- a. APPLY THE UNDERSTANDING THAT USAGE IS A MATTER OF CONVENTION, CAN CHANGE OVER TIME, AND IS SOMETIMES CONTESTED
- b. RESOLVE ISSUES OF COMPLEX OR CONTESTED USAGE, CONSULTING REFERENCES (E.G., MERRIAM-WEBSTER'S DICTIONARY OF ENGLISH USAGE, GARNER'S MODERN AMERICAN USAGE) AS NEEDED

**L.11-12.2 DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.**

- a. OBSERVE HYPHENATION CONVENTIONS
- b. SPELL CORRECTLY

**L.11-12.3 APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.**

- a. VARY SYNTAX FOR EFFECT, CONSULTING REFERENCES (E.G., TUFTE'S ARTFUL SENTENCES) FOR GUIDANCE AS NEEDED; APPLY AN UNDERSTANDING OF SYNTAX TO THE STUDY OF COMPLEX TEXTS WHEN READING

**L.11-12.4 DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 11–12 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.**

- a. USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., CONCEIVE, CONCEPTION, CONCEIVABLE). APPLY KNOWLEDGE OF GREEK, LATIN, AND ANGLO-SAXON ROOTS AND AFFIXES TO DRAW INFERENCES CONCERNING THE MEANING OF SCIENTIFIC AND MATHEMATICAL TERMINOLOGY
- c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, IT'S PART OF SPEECH, ITS ETYMOLOGY, OR ITS STANDARD USAGE
- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (I.E., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY

**L.11-12.5 DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.**

- a. INTERPRET FIGURES OF SPEECH (E.G., HYPERBOLE, PARADOX) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT
- b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS

**L.11-12.6 ACQUIRE AND USE ACCURATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.**

## **SPEAKING AND LISTENING**

### **LEARNING GOALS**

- DEMONSTRATES ACTIVE LISTENING SKILLS
- DEMONSTRATE THE ABILITY TO WORK AND COMMUNICATE IN A VARIETY OF SETTINGS, INCLUDING 1:1, SMALL GROUPS OR WHOLE CLASS LESSONS
- DEMONSTRATE UNDERSTANDING THAT THERE ARE
- MULTIPLE SOURCES OF INFORMATION
- IDENTIFY THE SPEAKER'S POINT OF VIEW
- DEMONSTRATE UNDERSTANDING OF THE PURPOSE OF SPEECHES, THE AUDIENCE, AND OCCASION WHEN PREPARING FOR SPEAKING ASSIGNMENTS AND OPPORTUNITIES
- USE ELECTRONIC DEVICES TO COMPLETE INFORMAL AND FORMAL PRESENTATIONS
- SHARE INFORMATION AND IDEAS, SPEAK AUDIBLY IN COMPLETE SENTENCES

### **CONTENT STANDARDS**

SL.11-12.1 INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 11-12 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS
- b. WORK WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING, SET CLEAR GOALS AND DEADLINES, AND ESTABLISH INDIVIDUAL ROLES AS NEEDED
- c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT PROBE REASONING AND EVIDENCE; ENSURE A HEARING FOR A FULL RANGE OF POSITIONS ON A TOPIC OR ISSUE; CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS; AND PROMOTE DIVERGENT AND CREATIVE PERSPECTIVES
- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES; SYNTHESIZE COMMENTS, CLAIMS, AND EVIDENCE MADE ON ALL SIDES OF AN ISSUE; RESOLVE CONTRADICTIONS WHEN POSSIBLE; AND DETERMINE WHAT ADDITIONAL INFORMATION OR RESEARCH IS REQUIRED TO DEEPEN THE INVESTIGATION OR COMPLETE THE TASK

SL.11-12.2 INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE FORMATS AND MEDIA (E.G., VISUALLY, QUANTITATIVELY, ORALLY) IN ORDER TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS, EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE AND NOTING ANY DISCREPANCIES AMONG THE DATA.

SL.11-12.3 EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, ASSESSING THE STANCE, PREMISES, LINKS AMONG IDEAS, WORD CHOICE, POINTS OF EMPHASIS, AND TONE USED.

SL.11-12.4 PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE (E.G., REFLECTIVE, HISTORICAL INVESTIGATION, RESPONSE TO LITERATURE PRESENTATIONS), CONVEYING A CLEAR AND DISTINCT PERSPECTIVE AND A LOGICAL ARGUMENT, SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING, ALTERNATIVE OR OPPOSING PERSPECTIVES ARE ADDRESSED, AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND A RANGE OF FORMAL AND INFORMAL TASKS. USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.

- a. PLAN AND DELIVER A REFLECTIVE NARRATIVE THAT: EXPLORES THE SIGNIFICANCE OF A PERSONAL EXPERIENCE, EVENT, OR CONCERN; USES SENSORY LANGUAGE TO CONVEY A VIVID PICTURE; INCLUDES APPROPRIATE NARRATIVE TECHNIQUES (E.G., DIALOGUE, PACING, DESCRIPTION); AND DRAWS COMPARISONS BETWEEN THE SPECIFIC INCIDENT AND BROADER THEMES (11TH OR 12TH GRADE)
- b. PLAN AND PRESENT AN ARGUMENT THAT: SUPPORTS A PRECISE CLAIM; PROVIDES A LOGICAL SEQUENCE FOR CLAIMS, COUNTERCLAIMS, AND EVIDENCE; USES RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., ANALOGY, APPEAL TO LOGIC THROUGH REASONING, APPEAL TO EMOTION OR ETHICAL BELIEF); USES VARIED SYNTAX TO LINK MAJOR SECTIONS OF THE PRESENTATION TO CREATE COHESION AND CLARITY; AND PROVIDES A CONCLUDING STATEMENT THAT SUPPORTS THE ARGUMENT PRESENTED

SL.11-12.5 MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.

SL.11-12.6 ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING A COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.

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

#### **READING LITERATURE:**

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READING

#### **READING INFORMATIONAL TEXTS:**

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT-OF-VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK
- STUDENTS WILL COMPARE THE TEXT'S CONTENT, PURPOSE, AND POINT-OF-VIEW

#### **WRITING AND LANGUAGE:**

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES, AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING

**SPEAKING AND LISTENING:**

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND THE CLASS
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN GIVING PRESENTATIONS

**PRIORITIZED READING CCCS AND EU****LITERATURE: CCA CONNECTOR STANDARDS**

- 11-12.RL.B1 - USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OF THE PLOT, PURPOSE OR THEME WITHIN A TEXT
- 11-12.RL.D1 - ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (I.E., THE CHOICES OF WHERE TO BEGIN AND END A STORY, THE CHOICE TO PROVIDE COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING

**LITERATURE: ESSENTIAL UNDERSTANDING**

- IDENTIFY A SUMMARY OF THE PLOT OF THE LITERARY TEXT
- IDENTIFY ELEMENTS OF A STORY'S PLOT (E.G., EXPOSITION, RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION)

**INFORMATIONAL: CCA CONNECTOR STANDARDS**

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- 11-12.RI.D1 DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

**INFORMATIONAL: ESSENTIAL UNDERSTANDING**

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

**LANGUAGE: CCA CONNECTOR STANDARDS**

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT



**LANGUAGE: ESSENTIAL UNDERSTANDING**

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

**WRITING: CCA CONNECTOR STANDARDS**

- 11-12.WI.B2 - CREATE AN ORGANIZATIONAL STRUCTURE FOR WRITING THAT GROUPS INFORMATION LOGICALLY (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES) TO SUPPORT PARAGRAPH FOCUS
- 11-12.WI.B4 - SELECT THE FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES THAT ARE MOST RELEVANT TO THE FOCUS AND APPROPRIATE FOR THE AUDIENCE

**WRITING: ESSENTIAL UNDERSTANDING**

- IDENTIFY INFORMATION THAT DOESN'T BELONG IN A PARAGRAPH BASED ON AN ORGANIZATIONAL STRUCTURE (E.G., CAUSE/EFFECT, COMPARE/CONTRAST, DESCRIPTIONS AND EXAMPLES)
- MATCH DETAILS, FACTS, OR EXAMPLES TO A TOPIC

**PRODUCTION AND DISTRIBUTION OF WRITING: CCA CONNECTOR STANDARDS**

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE

**PRODUCTION AND DISTRIBUTION OF WRITING: ESSENTIAL UNDERSTANDING**

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (I.E., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE)

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

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION / PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPT
- TIME DELAY INSTRUCTION

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

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

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

A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE 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>	FUNDAMENTAL INTEGRATED MATH 1
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	FUND INT MATH 1
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	MATHEMATICS
<b>6. GRADE LEVEL(S):</b>	9-10
<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 AN UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b> FUNDAMENTAL INTEGRATED MATH 1 BUILDS AND STRENGTHENS STUDENTS' CONCEPTUAL KNOWLEDGE OF FUNCTIONS, LINEAR FUNCTIONS, EQUATIONS, INEQUALITIES, SEQUENCES, BASIC EXPONENTIAL FUNCTIONS, SYSTEMS OF LINEAR EQUATIONS AND MATHEMATICAL MODELING.	
<b>14. PREREQUISITES:</b>	NONE
<b>15. CONTEXT FOR COURSE:</b> THROUGH AN INTEGRATED MODEL OF MATHEMATICS, FUNDAMENTAL INTEGRATED MATH 1 IS A COURSE DESIGNED TO INTRODUCE AND STRENGTHEN STUDENTS' COMPREHENSION OF CONCEPTS IN BOTH ALGEBRA AND GEOMETRY.	
<b>16. HISTORY OF COURSE DEVELOPMENT:</b> FUNDAMENTAL INTEGRATED MATH 1 IS A REQUIRED MATHEMATICS COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.	
<b>17. TEXTBOOKS:</b>	INTEGRATED MATH I COMMON CORE MATH PROGRAM PUBLISHER: CARNEGIE LEARNING
<b>18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:</b>	TEACHER-CREATED MATERIALS AS NEEDED

## **C. COURSE CONTENT**

### **1. COURSE PURPOSE:**

THE PURPOSE OF THIS COURSE IS TO HAVE STUDENTS DEVELOP A BROAD MATHEMATICAL POWER; ENSURE STUDENTS' DEVELOPMENT OF TECHNOLOGICAL COMPETENCE; CULTIVATE THE STUDENTS' ABILITY TO EXPLORE, CONJECTURE AND REASON LOGICALLY; TO CULTIVATE STUDENTS' ABILITY TO FORMULATE AND SOLVE PROBLEMS AND COMMUNICATE MATHEMATICALLY; AND TO FOSTER SELF-CONFIDENCE AND PERSONAL ENJOYMENT OF MATH.

### **2. COURSE OUTLINE:**

#### **COLLECT, ORGANIZE, COMPUTE AND ANALYZE STATISTICAL DATA**

##### **OVERVIEW:**

IN THIS UNIT, STUDENTS WILL LEARN HOW TO CALCULATE THE MEAN, MEDIAN AND MODE USING A GIVEN OR COLLECTED SET OF RAW DATA. ADDITIONALLY, STUDENTS WILL LEARN HOW TO DETERMINE THE PROBABILITY OF EVENTS AND PREDICT INDIVIDUAL CHOICE BASED ON GIVEN DATA SETS. FINALLY, STUDENTS WILL LEARN HOW TO REPRESENT DATA IN A VARIETY OF WAYS.

##### **LEARNING GOALS:**

- STUDENTS WILL FIND THE MEAN, MEDIAN, AND MODE USING A VARIETY OF GIVEN DATA SETS, FOR EXAMPLE USING THE BIRTH MONTH OF THE STUDENTS IN CLASS
- STUDENTS WILL USE THE GIVEN RESOURCES TO PREDICT WEATHER, MAKE LUNCH SELECTIONS GIVEN A SPECIFIC MENU, AND MAKE A CAR PURCHASE
- STUDENTS WILL DISPLAY RAW DATA IN A VARIETY OF VISUAL FORMATS
- CONSTRUCT GRAPHICAL DISPLAYS FOR GIVEN DATA SETS THEN DESCRIBE DISTRIBUTIONS
- CONSTRUCT BOX-AND-WHISKER PLOTS OF DATA SETS THEN CALCULATE THE MOST APPROPRIATE MEASURE OF CENTER AND SPREAD
- ANALYZE DOT PLOTS, BOX-AND-WHISKER PLOTS, AND HISTOGRAMS TO ANSWER QUESTIONS
- CREATE DOT PLOTS OF DATA SETS THEN CALCULATE MEANS AND MEDIANS AND IDENTIFY THE BEST MEASURE OF CENTER TO DESCRIBE THE DATA

##### **CAA CORE CONTENT CONNECTOR STANDARDS:**

- H.DPS.1B1- COMPLETE A GRAPH GIVEN THE DATA, USING DOT PLOTS, HISTOGRAMS, OR BOX PLOTS
- H.DPS.1C1- USE DESCRIPTIVE STATISTICS: RANGE, MEDIAN, MODE, MEAN, OUTLIERS/GAPS TO DESCRIBE DATA SET

#### **COMPUTE WITH RATIONAL NUMBERS**

##### **OVERVIEW:**

IN THIS UNIT, STUDENTS WILL LEARN TO ADD, SUBTRACT, MULTIPLE, AND DIVIDE RATIONAL NUMBERS TO SOLVE MATHEMATICAL EQUATIONS.

**LEARNING GOALS:**

- APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF ADDITION AND SUBTRACTION TO ADD AND SUBTRACT RATIONAL NUMBERS; REPRESENT ADDITION AND SUBTRACTION ON A HORIZONTAL OR VERTICAL NUMBER LINE DIAGRAM
- UNDERSTAND SUBTRACTION OF RATIONAL NUMBERS AS ADDING THE ADDITIVE INVERSE,  $P - Q = P + (-Q)$ . SHOW THAT THE DISTANCE BETWEEN TWO RATIONAL NUMBERS ON THE NUMBER LINE IS THE ABSOLUTE VALUE OF THEIR DIFFERENCE AND APPLY THIS PRINCIPLE IN REAL-WORLD CONTEXTS
- UNDERSTAND THAT MULTIPLICATION IS EXTENDED FROM FRACTIONS TO RATIONAL NUMBERS BY REQUIRING THAT OPERATIONS CONTINUE TO SATISFY THE PROPERTIES OF OPERATIONS, PARTICULARLY THE DISTRIBUTIVE PROPERTY, LEADING TO PRODUCTS, SUCH AS  $(-1)(-1) = 1$  AND THE RULES FOR MULTIPLYING SIGNED NUMBERS. INTERPRET PRODUCTS OF RATIONAL NUMBERS BY DESCRIBING REAL-WORLD CONTEXTS
- UNDERSTAND THAT INTEGERS CAN BE DIVIDED, PROVIDED THAT THE DIVISOR IS NOT ZERO, AND EVERY QUOTIENT OF INTEGERS (WITH NON-ZERO DIVISOR) IS A RATIONAL NUMBER. IF P AND Q ARE INTEGERS, THEN  $-(P/Q) = (-P)/Q = P/(-Q)$ . INTERPRET QUOTIENTS OF RATIONAL NUMBERS BY DESCRIBING REAL WORLD CONTEXTS
- SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS INVOLVING THE FOUR OPERATIONS WITH RATIONAL NUMBERS

**CAA CORE CONTENT CONNECTOR STANDARDS:**

- HS.NO.1A1- SIMPLIFY EXPRESSIONS THAT INCLUDE EXPONENTS
- H.ME.1A2-SOLVE REAL WORLD PROBLEMS INVOLVING UNITS OF MEASUREMENT

**SOLVE PROBLEMS THAT INVOLVE DISCOUNTS, MARK-UPS, COMMISSIONS AND PROFIT USING EXPONENTIAL AND LOGARITHMIC FUNCTIONS****OVERVIEW:**

IN THIS UNIT, STUDENTS WILL USE REAL-WORLD PROBLEMS TO COMPUTE SIMPLE PROFIT AND LOSS IN ADDITION TO CALCULATING A BANK BALANCE GIVEN DEPOSITS AND WITHDRAWALS. STUDENTS WILL UNDERSTAND THE VARIOUS TYPES OF ACCOUNTS THAT BANKS OFFER. STUDENTS WILL COMPARE THE EFFECTS OF SIMPLE INTEREST TO COMPOUND INTEREST TO CONTINUOUS COMPOUNDING OF INTEREST. USING THE COMPOUND INTEREST FORMULA, STUDENTS WILL SOLVE FOR FUTURE VALUES OF ACCOUNTS AND DETERMINE INITIAL INVESTMENT NEEDS TO HAVE THEIR INVESTMENTS GROW TO A SPECIFIED AMOUNT IN THE FUTURE.

**LEARNING GOALS:**

- UNDERSTAND THE DERIVATION OF THE COMPOUND INTEREST FORMULA
- SOLVE ALGEBRAIC EQUATIONS USING THE SIMPLE INTEREST AND COMPOUND INTEREST FORMULA
- LIMITS OF POLYNOMIAL FUNCTIONS, RATIONAL FUNCTIONS, AND SEQUENCES
- SOLVE EXPONENTIAL EQUATIONS
- SOLVE ALGEBRAIC EQUATIONS USING THE FORMULA FOR CONTINUOUS COMPOUNDING INTEREST
- SOLVE ALGEBRAIC EQUATIONS USING THE FORMULAS FOR FUTURE AND PRESENT VALUE OF INVESTMENTS

**CAA CORE CONTENT CONNECTOR STANDARDS:**

- H.PRF.2B1- TRANSLATE A REAL-WORD PROBLEM INTO A ONE-VARIABLE LINEAR EQUATION
- H.PRF.2B2- SOLVE EQUATIONS WITH ONE OR TWO VARIABLES USING EQUATIONS OR GRAPHS

**DEMONSTRATE KNOWLEDGE OF GEOMETRICAL CONCEPTS AND MEASUREMENTS****OVERVIEW:**

IN THIS UNIT, STUDENTS WILL DEMONSTRATE THEIR KNOWLEDGE OF GEOMETRICAL SHAPES, CONCEPTS AND MEASUREMENTS. STUDENTS WILL CALCULATE THE PERIMETER, AREA, AND VOLUME FOR A VARIETY OF GEOMETRIC FIGURES.

**LEARNING GOALS:**

- TRANSLATE RECTANGLES AND SQUARES TO THE ORIGIN THEN CALCULATE THE PERIMETER AND AREA
- DETERMINE THE PERIMETER OF TRIANGLES ON THE COORDINATE PLANE
- DETERMINE THE AREA OF TRIANGLES ON THE COORDINATE PLANE
- DETERMINE HOW TO DOUBLE THE AREA OF A TRIANGLE ON THE COORDINATE PLANE
- DETERMINE THE PERIMETER OF PARALLELOGRAMS ON THE COORDINATE PLANE
- DETERMINE THE AREA OF PARALLELOGRAMS ON THE COORDINATE PLANE
- DETERMINE HOW TO DOUBLE THE AREA OF A PARALLELOGRAM ON THE COORDINATE PLANE
- DETERMINE THE PERIMETER OF TRAPEZOIDS OR COMPOSITE FIGURES ON THE COORDINATE PLANE
- DETERMINE THE AREA OF TRAPEZOIDS OR COMPOSITE FIGURES ON THE COORDINATE PLANE
- CONSTRUCT MODELS OF DIFFERENT SHAPES AND OBJECT TYPES
- CONSTRUCT AND READ DRAWINGS AND MODELS TO SCALE
- COMPARE SIZES OR WEIGHTS OF A VARIETY OF ITEMS

**CAA CORE CONTENT CONNECTOR STANDARDS:**

- H.GM.1B1- USE DEFINITIONS TO DEMONSTRATE CONGRUENCE AND SIMILARITY IN FIGURES
- H.ME.1B2- SOLVE LINEAR EQUATIONS TO FIND A MISSING ATTRIBUTE GIVEN THE AREA, SURFACE, OR VOLUME AND THE OTHER ATTRIBUTE

**GRAPH DATA, LINEAR EQUATIONS, INEQUALITIES, AND SYSTEMS OF EQUATIONS****OVERVIEW:**

IN THIS UNIT, STUDENTS WILL DEMONSTRATE THEIR KNOWLEDGE OF SOLVING SYSTEMS OF LINEAR INEQUALITIES GRAPHICALLY

**LEARNING GOALS:**

- WRITE LINEAR INEQUALITIES IN TWO VARIABLES TO REPRESENT PROBLEM SITUATIONS
- IDENTIFY WHETHER GRAPHS OF LINEAR INEQUALITIES WOULD BE REPRESENTED BY SOLID OR DASHED LINES
- DETERMINE THE HALF-PLANE THAT WOULD BE SHADED FOR INEQUALITIES USING A TEST POINT
- GRAPH LINEAR INEQUALITIES
- GRAPH INEQUALITIES THEN DETERMINE IF GIVEN ORDERED PAIRS ARE SOLUTIONS
- WRITE SYSTEMS OF LINEAR INEQUALITIES TO REPRESENT PROBLEM SITUATIONS
- DETERMINE WHETHER GIVEN POINTS ARE SOLUTIONS TO SYSTEMS OF LINEAR INEQUALITIES
- GRAPH SYSTEMS OF LINEAR INEQUALITIES AND IDENTIFY SOLUTIONS
- GRAPH SOLUTION SETS AND DETERMINE POINTS THAT SATISFY THE INEQUALITIES IN THE SYSTEM
- ANALYZE A SOLUTION SET TO ANSWER QUESTIONS
- GRAPH SOLUTION SETS FOR SYSTEMS OF LINEAR INEQUALITIES

**CAA CORE CONTENT CONNECTOR STANDARDS:**

- H.ME.1B2- SOLVE LINEAR EQUATIONS TO FIND A MISSING ATTRIBUTE GIVEN THE AREA, SURFACE, OR VOLUME AND THE OTHER ATTRIBUTE
- H.PRF.1C1- SELECT THE APPROPRIATE GRAPHICAL REPRESENTATION OF A LINEAR MODEL BASED ON REAL WORLD EVENTS
- H.PRF.2B2- SOLVE EQUATIONS WITH ONE OR TWO VARIABLES USING EQUATIONS OR GRAPHS

**SIMPLIFY, WRITE, AND SOLVE ALGEBRAIC EXPRESSIONS, EQUATIONS, AND INEQUALITIES****OVERVIEW:**

IN THIS UNIT, STUDENTS WILL FOCUS ON SOLVING SYSTEMS OF LINEAR EQUATIONS GRAPHICALLY AND ALGEBRAICALLY USING THE SUBSTITUTION METHOD AND THE LINEAR COMBINATION METHOD.

**LEARNING GOALS:**

- WRITE AND GRAPH SYSTEMS OF LINEAR EQUATIONS TO REPRESENT PROBLEM SITUATIONS THEN ESTIMATE AND INTERPRET BREAK-EVEN POINTS
- ADD, SUBTRACT, MULTIPLY AND DIVIDE MONOMIALS
- UNDERSTAND POSITIVE AND NEGATIVE WHOLE NUMBER EXPONENTS
- USE ORDER OF OPERATIONS TO SIMPLIFY AND EVALUATE ALGEBRAIC INEQUALITIES
- SOLVE LINEAR EQUATIONS AND INEQUALITIES
- TRANSFORM EQUATIONS IN SYSTEMS OF EQUATIONS SO COEFFICIENTS ARE INTEGERS
- SOLVE SYSTEMS OF EQUATIONS BY SUBSTITUTION AND IDENTIFY THE SYSTEMS AS CONSISTENT OR INCONSISTENT
- WRITE SYSTEMS OF EQUATIONS TO REPRESENT PROBLEM SITUATIONS THEN SOLVE USING THE LINEAR COMBINATION METHOD

**CAA CORE CONTENT CONNECTOR STANDARDS:**

- H.PRF.2B1- TRANSLATE A REAL-WORD PROBLEM INTO A ONE-VARIABLE LINEAR EQUATION
- H.PRF.2B2- SOLVE EQUATIONS WITH ONE OR TWO VARIABLES USING EQUATIONS OR GRAPHS

## **INTERPRET, ANALYZE, AND SOLVE PROBLEMS USING MATHEMATICAL REASONING**

### **OVERVIEW:**

IN THIS UNIT STUDENTS WILL ANALYZE PROBLEMS BY IDENTIFYING RELATIONSHIPS, DISTINGUISHING RELEVANT FROM IRRELEVANT INFORMATION, IDENTIFYING MISSING INFORMATION, SEQUENCING AND PRIORITIZING INFORMATION AND OBSERVING PATTERNS. USE APPROPRIATE PROBLEM-SOLVING STRATEGIES.

### **LEARNING GOALS:**

- IDENTIFY MISSING OR IRRELEVANT INFORMATION IN A REAL-LIFE SCENARIO INVOLVING TIME, DISTANCE OR MONEY
- UTILIZE LOGICAL THINKING TO A MATHEMATICAL PROBLEM TO DERIVE THE CORRECT PROBLEM-SOLVING STRATEGY BASED ON PROVIDED EVIDENCE
- UNDERSTAND THE DEDUCTIVE, INDUCTIVE, AND ABDUCTIVE APPROACHES TO MATHEMATICAL REASONING

### **CAA CORE CONTENT CONNECTOR STANDARDS:**

- H.ME.1B2- SOLVE LINEAR EQUATIONS TO FIND A MISSING ATTRIBUTE GIVEN THE AREA, SURFACE, OR VOLUME AND THE OTHER ATTRIBUTE
- H.PRF.1C1- SELECT THE APPROPRIATE GRAPHICAL REPRESENTATION OF A LINEAR MODEL BASED ON REAL WORLD EVENTS
- H.PRF.2C1- MAKE PREDICTIONS BASED ON A GIVEN MODEL (FOR EXAMPLE, A WEATHER MODEL DATA FOR ATHLETES OVER YEARS.)

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

#### **COLLECT, ORGANIZE, COMPUTE AND ANALYZE STATISTICAL DATA.**

STUDENTS WILL CALCULATE THE MEAN, MEDIAN, AND MODE OF A GIVEN SET OF DATA. FOR EXAMPLE, FINDING THE COMMON SHOE SIZE OF THE STUDENTS IN THE CLASSROOM.

#### **COMPUTE WITH RATIONAL NUMBERS**

STUDENTS WILL BE GIVEN A BUDGET OF \$10,000 TO PICK A PORTFOLIO OF VARIOUS INDIVIDUAL STOCKS. STUDENTS WILL BE EXPECTED TO RESEARCH INDIVIDUAL STOCKS AND JUSTIFY THEIR SELECTIONS. AFTER THE STOCKS ARE SELECTED, STUDENTS WILL TRACK THEIR PORTFOLIO PERFORMANCE IN AN EXCEL SPREADSHEET. A CLASS COMPETITION WILL SEARCH FOR THE GROUP THAT HAS THE HIGHEST RATE OF RETURN OR CAPITAL GAIN DURING A 30-DAY INVESTING WINDOW. DURING THE 30-DAY TIME PERIOD, STOCKS CAN BE SOLD, AND OTHER STOCKS PURCHASED. STUDENTS WILL HAVE TO CONSIDER TRANSACTION FEES ON ALL TRANSACTIONS AS IF THEY WERE USING A COMMON DISCOUNT BROKER.

#### **SOLVE PROBLEMS THAT INVOLVE DISCOUNTS, MARK-UPS, COMMISSIONS AND PROFIT USING EXPONENTIAL AND LOGARITHMIC FUNCTIONS**

STUDENTS WILL CALCULATE THE COMMISSIONS A REALTOR MAKES WHEN SELLING MULTIPLE HOUSES WITH A VARIETY OF SALES PRICES.

#### **DEMONSTRATE KNOWLEDGE OF GEOMETRICAL CONCEPTS AND MEASUREMENTS**

STUDENTS WILL DESIGN THE CLASSROOM OF THE FUTURE FOR 25 STUDENTS AND PROVIDE THE MEASUREMENTS FOR ALL FURNITURE IN THE ROOM AND CALCULATE THE VOLUME THE PEOPLE REPRESENT IN COMPARISON TO THE TOTAL VOLUME OF THE CLASSROOM SPACE.

**GRAPH DATA, LINEAR EQUATIONS, INEQUALITIES, AND SYSTEMS OF EQUATIONS**

STUDENTS WILL DETERMINE IF AN ORDERED PAIR (X,Y) ( $AX + BY > C$ ) IS A SOLUTION OF A SYSTEM OF LINEAR INEQUALITIES.

**SIMPLIFY, WRITE, AND SOLVE ALGEBRAIC EXPRESSIONS, EQUATIONS, AND INEQUALITIES**

STUDENTS WILL DEMONSTRATE THEIR KNOWLEDGE BY SOLVING SIMPLE ALGEBRAIC EQUATIONS, E.G.,  $X^2 - 8X - 33 = 0$

**INTERPRET, ANALYZE, AND SOLVE PROBLEMS USING MATHEMATICAL REASONING**

STUDENTS WILL USE MATHEMATICAL REASONING TO SOLVE SIMPLE MATHEMATICAL WORD PROBLEMS

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

- DIRECT INSTRUCTION WITH TEACHER MODELING
- EVIDENCE BASED DATA INTERPRETATION
- STUDENT CENTERED HANDS-ON EXPERIMENT
- OBSERVATIONAL LEARNING
- VIDEO MODELING
- SMALL GROUP INSTRUCTION/ PROJECT BASED LEARNING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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

- OBSERVATIONS OF STUDENT PARTICIPATION AND ENGAGEMENT
- TESTS AND QUIZZES
- CLASSWORK AND HOMEWORK
- HANDS-ON EXPERIMENTS AND INVESTIGATIONS
- WRITTEN OR VISUAL OR ORAL REPORTS
- ADAPTIVE ASSESSMENTS AND ALTERNATE TESTING METHODS
- PROGRESS ON INDIVIDUALIZED EDUCATION PLAN (IEP) GOALS AND OBJECTIVES

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

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



A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE 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>	FUNDAMENTAL UNITED STATES HISTORY
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	FUND US HISTORY
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	SOCIAL SCIENCE
<b>6. GRADE LEVEL(S):</b>	11-12
<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 AN UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b> TO HAVE AN UNDERSTANDING OF WHY THE UNITED STATES IS AS IT IS TODAY, ONE MUST UNDERSTAND WHAT THE UNITED STATES WAS LIKE IN THE PAST. TO UNDERSTAND PRESENT-DAY SOCIAL, CULTURAL, AND LEGAL QUESTIONS, ONE MUST HAVE AN UNDERSTANDING OF WHAT QUESTIONS PROMPTED DISCUSSION AND CHANGE IN THE PAST. TO HAVE AN UNDERSTANDING OF THE TWENTIETH AND TWENTY-FIRST CENTURY AMERICA, ONE NEEDS TO UNDERSTAND THE NINETEENTH CENTURY, WITH ITS PIVOTAL WAR, THE CIVIL WAR. TO BE AN INFORMED CITIZEN, ONE MUST UNDERSTAND THE POLITICAL SYSTEM WE HAVE IN THE UNITED STATES.	
<b>14. PREREQUISITES:</b>	NONE
<b>15. CONTEXT FOR COURSE:</b> FUNDAMENTAL UNITED STATES HISTORY IS A ONE YEAR SOCIAL SCIENCE COURSE DESIGNED TO HELP STUDENTS TO DEVELOP CRITICAL THINKING, PROBLEM SOLVING, AND PARTICIPATORY SKILLS TO BECOME ENGAGED CITIZENS. THE COURSE IS ALIGNED TO STATE AND DISTRICT ADOPTED STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES.	

<b>16. HISTORY OF COURSE DEVELOPMENT:</b> FUNDAMENTAL UNITED STATES HISTORY IS A REQUIRED ONE-YEAR COURSE DESIGNED FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.	
<b>17. TEXTBOOKS:</b>	HOLT, REINHART AND WINSTON; AMERICAN ANTHEM: MODERN AMERICAN HISTORY, 2007
<b>18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:</b>	HISTORY- SOCIAL STUDIES FRAMEWORK (CDE) 2016 HISTORY CONTENT STANDARDS (CDE) 2000
<b>C. COURSE CONTENT</b>	
<b>1. COURSE PURPOSE:</b> ALIGNING WITH THE CALIFORNIA HISTORY-SOCIAL SCIENCES FRAMEWORK, STUDENTS WILL ENGAGE WITH THE CONTENT, PRACTICE INQUIRY SKILLS, IMPROVE LITERACY, AND DEVELOP VALUES OF CITIZENSHIP THROUGH THIS COURSE. THE CONTENT THEMES DISCUSSED IN THIS COURSE INCLUDE: <ul style="list-style-type: none"> <li>• AMERICAN IDENTITY AND CULTURE</li> <li>• EVOLUTION OF THE AMERICAN ECONOMY AND LABOR</li> <li>• GEOGRAPHY AND THE ENVIRONMENT</li> <li>• IMMIGRATION, MIGRATION, AND CHANGING DEMOGRAPHICS</li> <li>• POWER AND THE ROLE OF GOVERNMENT</li> <li>• THE UNITED STATES ON A GLOBAL STAGE</li> </ul> ACADEMIC AND COGNITIVE SKILLS DEVELOPED IN THIS COURSE INCLUDE: <ul style="list-style-type: none"> <li>• CRITICAL READING AND MEDIA LITERACY</li> <li>• ANALYZING BIAS (AUTHOR'S PURPOSE, POINT OF VIEW, AND AUDIENCE)</li> <li>• CONDUCTING HISTORICAL RESEARCH</li> <li>• CAUSE AND EFFECT</li> <li>• COMPARE AND CONTRAST</li> <li>• HISTORICAL WRITING</li> <li>• WORKING COLLABORATIVELY WITH OTHERS</li> <li>• INQUIRY</li> <li>• LITERACY</li> <li>• CITIZENSHIP</li> </ul>	
<b>2. COURSE OUTLINE:</b>  <b>UNIT 1: CONNECTING WITH PAST STUDIES: THE NATION'S BEGINNINGS</b>  <b>GUIDING QUESTIONS:</b> <ul style="list-style-type: none"> <li>• WHAT DOES IT MEAN TO BE AN AMERICAN?</li> <li>• WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?</li> </ul> <b>LEARNING GOALS:</b> <ul style="list-style-type: none"> <li>• DEMONSTRATE UNDERSTANDING OF WHAT BEING A CITIZEN MEANS IN THE CLASSROOM, COMMUNITY AND CIVIC LIFE</li> </ul>	

- DEMONSTRATE UNDERSTANDING OF THE PROMISE OF THE DECLARATION OF INDEPENDENCE AND CONSTITUTION
- DEMONSTRATE UNDERSTANDING THAT AMERICA WAS FOUNDED ON THE PRINCIPLE OF RELIGIOUS FREEDOM

**CORE STANDARDS:**

- 11.1 STUDENTS ANALYZE THE SIGNIFICANT EVENTS IN THE FOUNDING OF THE NATION AND ITS ATTEMPTS TO REALIZE THE PHILOSOPHY OF GOVERNMENT DESCRIBED IN THE DECLARATION OF INDEPENDENCE [AND THE CONSTITUTION]
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

**UNIT 2: INDUSTRIALIZATION, URBANIZATION, IMMIGRATION, AND PROGRESSIVE REFORM**

**GUIDING QUESTIONS:**

- WHAT DOES IT MEAN TO BE AN AMERICAN AND HOW DOES IT EVOLVE DURING THIS PERIOD?
- HOW AND WHY DID AMERICA'S ECONOMY, INDUSTRIES, AND POPULATION GROW AFTER THE CIVIL WAR?
- WHAT WERE THE MOTIVES AND EXPERIENCES FOR PEOPLE WHO CAME TO THE UNITED STATES?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

**LEARNING GOALS:**

- DEMONSTRATE UNDERSTANDING OF THE POPULATION GROWTH AND ITS IMPACT ON INDUSTRY
- DISCUSS STORIES OF INDIVIDUALS THAT CAME TO THE UNITED STATES TO UNDERSTAND THEIR MOTIVES AND EXPERIENCES

**CORE STANDARDS:**

- 11.2 STUDENTS ANALYZE THE RELATIONSHIP AMONG THE RISE OF INDUSTRIALIZATION, LARGE SCALE RURAL-TO-URBAN MIGRATION, AND MASSIVE IMMIGRATION FROM SOUTHERN AND EASTERN EUROPE
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

**UNIT 3: THE RISE OF THE UNITED STATES AS A WORLD POWER**

**GUIDING QUESTIONS:**

- HOW DID WORLD WAR I AFFECT AMERICAN SOCIETY?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

**LEARNING GOALS:**

- DISCUSS STORIES OF INDIVIDUALS THAT CAME TO THE UNITED STATES TO UNDERSTAND THEIR MOTIVES AND EXPERIENCES

**CORE STANDARDS:**

- 11.4 STUDENTS TRACE THE RISE OF THE UNITED STATES TO ITS ROLE AS A WORLD POWER IN THE TWENTIETH CENTURY

**UNIT 4: THE 1920S****GUIDING QUESTIONS:**

- HOW AND WHY DID AMERICAN CULTURE CHANGE DURING THE 1920S?
- HOW DID WORLD WAR I AFFECT AMERICA AT HOME AND ABROAD DURING THE 1920S?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

**LEARNING GOALS:**

DEMONSTRATE UNDERSTANDING AND IDENTIFY 4 MAJOR EVENTS IN THE 1920'S AND HOW THEY SHAPED AMERICA.

**CORE STANDARDS:**

- 11.5 STUDENTS ANALYZE THE MAJOR POLITICAL, SOCIAL, ECONOMIC, TECHNOLOGICAL, AND CULTURAL DEVELOPMENTS OF THE 1920S
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

**UNIT 5: THE GREAT DEPRESSION AND THE NEW DEAL****GUIDING QUESTIONS:**

- WHAT WERE THE EXPERIENCES OF AMERICANS DURING THE GREAT DEPRESSION?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

**LEARNING GOALS:**

- DEMONSTRATE UNDERSTANDING AND IDENTIFY 4 MAJOR EVENTS IN THE 1930'S AND HOW THEY SHAPED AMERICA

**CORE STANDARDS:**

- 11.6 STUDENTS ANALYZE THE DIFFERENT EXPLANATIONS FOR THE GREAT DEPRESSION

**UNIT 6: AMERICA'S PARTICIPATION IN WORLD WAR II****GUIDING QUESTIONS:**

- HOW AND WHY DID THE AMERICAN PEOPLE MOBILIZE FOR AND WIN THE WAR?
- WHAT WAS THE IMPACT OF THE WAR ON THE ISSUE OF EQUALITY?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

**LEARNING GOALS:**

- DEMONSTRATE UNDERSTANDING OF THE ROLES AND SACRIFICES OF MEMBERS OF THE AMERICAN ARMED FORCES
- DEMONSTRATE UNDERSTANDING THE EXPERIENCES AND SACRIFICES (VOLUNTARY AND INVOLUNTARY) OF AMERICANS ON THE HOMEFRONT

**CORE STANDARDS:**

- 11.7 STUDENTS ANALYZE AMERICA’S PARTICIPATION IN WORLD WAR II

**UNIT 7: COLD WAR STRUGGLES ABROAD****GUIDING QUESTIONS:**

- WHY IS THE PERIOD BETWEEN 1946 AND 1990 KNOWN AS THE COLD WAR?

**LEARNING GOALS:**

- DEMONSTRATE UNDERSTANDING AND IDENTIFY 6 MAJOR EVENTS IN THE FOLLOWING WORLD WAR II AND HOW THEY HELPED SHAPE AMERICA

**CORE STANDARDS:**

- 11.8 STUDENTS ANALYZE THE ECONOMIC BOOM AND SOCIAL TRANSFORMATION OF POST–WORLD WAR II AMERICA

**UNIT 8: COLD WAR STRUGGLES AT HOME****GUIDING QUESTIONS:**

- HOW WAS THE COLD WAR FOUGHT DOMESTICALLY?
- HOW WERE AMERICAN POLITICS SHAPED BY THE COLD WAR?
- HOW DID THE COLD WAR AFFECT ORDINARY AMERICANS?

**LEARNING GOALS:**

- DEMONSTRATE UNDERSTANDING OF “WAR” AND THE CONSEQUENCES
- DEMONSTRATE UNDERSTANDING OF WAR IMPACTS EVERY CITIZEN

**CORE STANDARDS:**

- 11.9.5 ANALYZE THE ROLE OF THE REAGAN ADMINISTRATION AND OTHER FACTORS IN THE VICTORY OF THE WEST IN THE COLD WAR

## **UNIT 9: MOVEMENTS FOR EQUALITY**

### **GUIDING QUESTIONS:**

- HOW DID THE CIVIL RIGHTS MOVEMENTS CHALLENGE AND CHANGE THE AMERICAN IDENTITY?
- WHAT WERE THE GOALS AND STRATEGIES OF THE CIVIL RIGHTS MOVEMENTS?
- HOW DID VARIOUS MOVEMENTS FOR EQUALITY BUILD UPON ONE ANOTHER?
- WHAT CONNECTIONS CAN BE MADE BETWEEN THIS TIME PERIOD AND OTHER TIME PERIODS, INCLUDING THE PRESENT DAY?

### **LEARNING GOALS:**

- IDENTIFY AT LEAST 3 CIVIL RIGHTS GROUPS AND THEIR GOALS OF THE CIVIL RIGHTS MOVEMENTS
- DEMONSTRATE UNDERSTANDING OF THE CIVIL RIGHTS YOU HAVE AS A RESULT OF THE CIVIL RIGHTS MOVEMENT

### **CORE STANDARDS:**

- 11.10 STUDENTS ANALYZE THE DEVELOPMENT OF FEDERAL CIVIL RIGHTS AND VOTING RIGHTS
- 11.3 STUDENTS ANALYZE THE ROLE RELIGION PLAYED IN THE FOUNDING OF AMERICA, ITS LASTING MORAL, SOCIAL, AND POLITICAL IMPACTS, AND ISSUES REGARDING RELIGIOUS LIBERTY

## **UNIT 10: CONTEMPORARY AMERICAN SOCIETY**

### **GUIDING QUESTIONS:**

- WHY IS THE UNITED STATES MORE DIVERSE NOW THAN IT WAS IN THE MIDDLE OF THE TWENTIETH CENTURY?
- IN WHAT WAYS HAVE ISSUES SUCH AS EDUCATION; CIVIL RIGHTS FOR PEOPLE OF COLOR, IMMIGRANTS, AND AMERICANS WITH DISABILITIES; CHANGED OVER TIME?

### **LEARNING GOALS:**

- DISCUSS PERSONAL EXPERIENCES OF INDIVIDUALS OR GROUPS WHO HAVE LED THE FIGHT FOR EQUALITY FOR ALL AMERICANS

### **CORE STANDARDS:**

- 11.11 STUDENTS ANALYZE THE MAJOR SOCIAL PROBLEMS AND DOMESTIC POLICY ISSUES IN CONTEMPORARY AMERICAN SOCIETY

## **PRIORITIZED READING CCCS AND EU**

### **INFORMATIONAL: CCCS**

- 11-12.RI.B1 USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- 11-12.RI.B5 DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT.
- 11-12.RI.D1 DETERMINE THE AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT
- 11-12.RI.E1 INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

### **INFORMATIONAL: ESSENTIAL UNDERSTANDING**

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

### **LANGUAGE: CCCS**

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD’S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

### **LANGUAGE: ESSENTIAL UNDERSTANDING**

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

## **3. KEY ASSIGNMENTS:**

### **INQUIRY:**

- TEACHERS AND STUDENTS IDENTIFY AND DISCUSS THE UNIT AND LESSON FOCUS QUESTIONS AS WELL AS THE CONNECTION BETWEEN THESE QUESTIONS AND THE THEMES OF THE COURSE (CASCADING INQUIRY). INQUIRIES ARE OPEN-ENDED, ALLOW FOR MULTIPLE ANSWERS, AND REQUIRE STUDENTS TO GENERATE AN ARGUMENT SUPPORTED BY EVIDENCE (PRIMARY AND/OR SECONDARY)
- STUDENTS ASK MEANINGFUL QUESTIONS AS THEY EXPLORE AND INTERPRET PRIMARY AND SECONDARY SOURCES IN ORDER TO CONSTRUCT THEIR OWN HISTORICAL INTERPRETATIONS

### **LITERACY:**

- STUDENTS WILL DEVELOP HISTORICAL THINKING AND ANALYSIS SKILLS THROUGH EXPOSURE TO DIFFERENT PERSPECTIVES ON THE SAME TOPIC IN SEVERAL PRIMARY AND SECONDARY SOURCES
- STUDENTS PRACTICE CRITICAL THINKING THROUGH THE REGULAR USE OF WRITING AND STRUCTURED ACADEMIC CONVERSATIONS UTILIZING ACADEMIC AND DISCIPLINE-SPECIFIC LANGUAGE

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

- DIRECT INSTRUCTION WITH TEACHER MODELING
- EVIDENCE BASED DATA INTERPRETATION
- STUDENT CENTERED HANDS-ON EXPERIMENT
- OBSERVATIONAL LEARNING
- VIDEO MODELING
- SMALL GROUP INSTRUCTION/ PROJECT BASED LEARNING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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

- OBSERVATIONS OF STUDENT PARTICIPATION AND ENGAGEMENT – CLASS DISCUSSIONS AND SOCRATIC SEMINARS
- FORMATIVE AND SUMMATIVE TESTS, QUIZZES, ESSAYS, AND QUICK WRITES
- CLASSWORK, HOMEWORK, AND EXIT TICKETS
- HANDS-ON EXPERIMENTS AND INVESTIGATIONS
- WRITTEN OR VISUAL OR ORAL REPORTS
- ADAPTIVE ASSESSMENTS AND ALTERNATE TESTING METHODS
- PROGRESS ON INDIVIDUALIZED EDUCATION PLAN (IEP) GOALS AND OBJECTIVES

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

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



A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE 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>	FUNDAMENTAL WORLD HISTORY
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	FUND WORLD HIST
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	SOCIAL SCIENCE
<b>6. GRADE LEVEL(S):</b>	9TH; 10TH
<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 AN UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b> THIS COURSE BEGINS IN 1750, THEN COVERS A PERIOD OF MORE THAN 250 YEARS AND HIGHLIGHTS GLOBAL HISTORY AS PEOPLE, PRODUCTS, KNOWLEDGE, AND IDEAS INCREASINGLY SPREAD AROUND THE WORLD. IT EXAMINES DYNAMIC FORCES SUCH AS DEMOCRACY, NATIONALISM, AND ECONOMIC COMPETITION AND HOW THESE FORCES IMPACTED THE MODERN WORLD. THE COURSE ALSO CONSIDERS THE THEMES OF WAR AND CONFLICT RESOLUTION, INCLUSIVENESS OF GOVERNANCE, THE CONCEPT OF JUSTICE, AND THE GROWING IMPORTANCE OF INDIVIDUAL RIGHTS AND LIBERTIES. THE COURSE ENDS WITH THE EVOLUTION OF A GLOBAL SOCIETY. THROUGHOUT THE COURSE, STUDENTS DEVELOP READING, WRITING, SPEAKING, AND LISTENING SKILLS TO ENHANCE THEIR UNDERSTANDING OF THE CONTENT. STUDENTS WILL GAIN AN APPRECIATION OF HISTORY AND BECOME MORE INFORMED CITIZENS IN THEIR COMMUNITY, COUNTRY, AND THE WORLD.	
<b>14. PREREQUISITES:</b>	NONE
<b>15. CONTEXT FOR COURSE:</b> FUNDAMENTAL WORLD HISTORY IS A ONE YEAR SOCIAL SCIENCE COURSE DESIGNED TO HELP STUDENTS TO DEVELOP CRITICAL THINKING, PROBLEM SOLVING, AND PARTICIPATORY SKILLS TO BECOME ENGAGED CITIZENS. THE COURSE IS ALIGNED TO STATE AND DISTRICT ADOPTED STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES.	

<b>16. HISTORY OF COURSE DEVELOPMENT:</b> FUNDAMENTAL WORLD HISTORY IS A REQUIRED ONE-YEAR COURSE DESIGNED TO HELP STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WHO ARE ANTICIPATED TO EARN A HIGH SCHOOL DIPLOMA THROUGH THE ALTERNATIVE PATHWAY TO DIPLOMA.	
<b>17. TEXTBOOKS:</b>	PRENTICE HALL; <i>WORLD HISTORY: THE MODERN WORLD</i> , ELISABETH GAYNOR ELLIS, ANTHONY ESLER, 2007
<b>18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:</b>	TEACHER-CREATED MATERIALS AS NEEDED
<b>C. COURSE CONTENT</b>	
<b>1. COURSE PURPOSE:</b> THE COURSE PROVIDES STUDENTS WITH A BROADER UNDERSTANDING OF THE MODERN WORLD THROUGH A RANGE OF PERSPECTIVES AND SOURCES. STUDENTS WILL UNDERSTAND HOW VARIOUS GLOBAL SOCIETIES OPERATED IN 1750 AND WILL BECOME CRITICAL THINKERS ABOUT THE IMPACT EUROPEAN AND OTHER GLOBAL SOCIETIES HAD ON EACH OTHER IN THE FOLLOWING CENTURIES.	
<b>2. COURSE OUTLINE:</b> <b>STANDARD 1</b> - STUDENTS RELATE THE MORAL AND ETHICAL PRINCIPLES IN ANCIENT GREEK AND ROMAN PHILOSOPHY, IN JUDAISM, AND IN CHRISTIANITY TO THE DEVELOPMENT OF WESTERN POLITICAL THOUGHT.	
1.1 OBJECTIVE: ANALYZE THE SIMILARITIES AND DIFFERENCES IN JUDEO-CHRISTIAN AND GRECO-ROMAN VIEWS OF LAW, REASON AND FAITH, AND DUTIES OF THE INDIVIDUAL.	
<ul style="list-style-type: none"> <li>1.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF CHRISTIANITY AND JUDAISM</li> <li>1.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE DIFFERENCE BETWEEN JUDAISM AND CHRISTIANITY</li> <li>1.1.3 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE DEVELOPMENT OF DEMOCRACY IN GREECE AND THE DEVELOPMENT AND FAILURE OF ROMAN CIVILIZATION</li> <li>1.1.4 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE OF DEMOCRATIC IDEAS SUCH AS: A) THE INFLUENCE OF MORAL/ETHICAL PRINCIPLES OF JUDAISM/CHRISTIANITY ON DEMOCRACY (INDIVIDUAL HUMAN DIGNITY/RIGHTS, EQUALITY; FREEDOM OF INDIVIDUAL CHOICE; INDIVIDUAL RESPONSIBILITY/WORK ETHIC), AND B) SIGNIFICANCE OF GREEK/ROMAN IDEAS AND STRUCTURES (GREEK CITY/STATE) USING DIRECT DEMOCRACY VS. ROMAN IDEAS OF THE REPUBLIC; GREEK AND ROMAN GOVERNMENT STRUCTURES TO ALLOW DEMOCRACY TO FUNCTION (E.G., COURTS, SENATE, ASSEMBLY, ETC.)</li> <li>1.1.5 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE MOST IMPORTANT CHARACTERISTICS OF GREEK CULTURE THAT REMAIN INFLUENTIAL TODAY AND CHANGED MANY SOCIETIES OVER TIME SUCH AS POLITICAL THOUGHT, ARCHITECTURE, ECONOMIC SYSTEM, AND LITERATURE</li> </ul>	

1.2 OBJECTIVE: TRACE THE DEVELOPMENT OF THE WESTERN POLITICAL IDEAS OF THE RULE OF LAW AND ILLEGITIMACY OF TYRANNY, USING SELECTIONS FROM PLATO'S REPUBLIC AND ARISTOTLE'S POLITICS.

- 1.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SIGNIFICANCE OF DEMOCRATIC IDEAS IN THE MODERN WORLD. THE IMPORTANCE OF THE UNITED NATIONS AND ITS CHARTER ON HUMAN RIGHTS/FUNDAMENTAL FREEDOMS AND ITS EDUCATIONAL/SCIENTIFIC/CULTURAL ORGANIZATIONS LIKE UNESCO, THE HELSINKI ACCORDS, THE CONVERSION TOWARD DEMOCRATIC IDEAS IN MANY PARTS OF THE WORLD (SPAIN, PORTUGAL, GERMANY, RUSSIA, CHINA, ETC.) AND THE ROLE OF UNITED STATES AND NATO COUNTRIES AS EXAMPLES OF DEMOCRACY

1.3 OBJECTIVE: CONSIDER THE INFLUENCE OF THE UNITED STATES CONSTITUTION ON POLITICAL SYSTEMS IN THE CONTEMPORARY WORLD.

- 1.3.1 PERFORMANCE INDICATORS: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHAT THE CONSTITUTIONAL ISSUES OF THE DAY ARE

**STANDARD 2** - STUDENTS COMPARE AND CONTRAST THE GLORIOUS REVOLUTION OF ENGLAND, THE AMERICAN REVOLUTION, AND THE FRENCH REVOLUTION AND THEIR ENDURING EFFECTS WORLDWIDE ON THE POLITICAL EXPECTATIONS FOR SELF-GOVERNMENT AND INDIVIDUAL LIBERTY.

2.1 OBJECTIVE: COMPARE THE MAJOR IDEAS OF PHILOSOPHERS AND THEIR EFFECTS ON THE DEMOCRATIC REVOLUTIONS IN ENGLAND, THE UNITED STATES, FRANCE, AND LATIN AMERICA (E.G., JOHN LOCKE, CHARLES-LOUIS MONTESQUIEU, JEAN-JACQUES ROUSSEAU, SIMÓN BOLÍVAR, THOMAS JEFFERSON, AND JAMES MADISON).

- 2.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IDEAS OF ENLIGHTENMENT THINKERS SUCH AS LOCKE AND ROUSSEAU
- 2.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANT ROLE OF REVOLUTIONS (ENGLISH, AMERICAN, FRENCH, AND LATIN AMERICA) IN THE RISE OF DEMOCRACY

2.2 OBJECTIVE: LIST THE PRINCIPLES OF THE MAGNA CARTA, THE ENGLISH BILL OF RIGHTS (1689), THE AMERICAN DECLARATION OF INDEPENDENCE (1776), THE FRENCH DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN (1789), AND THE UNITED STATES BILL OF RIGHTS (1791).

- 2.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF SIGNIFICANT DOCUMENTS THAT HELPED DEVELOP DEMOCRACY IN ENGLAND, THE UNITED STATES, AND FRANCE

2.3 OBJECTIVE: UNDERSTAND THE UNIQUE CHARACTER OF THE AMERICAN REVOLUTION, ITS SPREAD TO OTHER PARTS OF THE WORLD, AND ITS CONTINUING SIGNIFICANCE TO OTHER NATIONS.

- 2.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANT ROLE OF THE AMERICAN REVOLUTION IN THE RISE OF DEMOCRACY IN OTHER NATIONS

2.4 OBJECTIVE: EXPLAIN HOW THE IDEOLOGY OF THE FRENCH REVOLUTION LED FRANCE TO DEVELOP FROM CONSTITUTIONAL MONARCHY TO DEMOCRATIC DESPOTISM TO THE NAPOLEONIC EMPIRE.

- 2.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANT ROLE OF THE REVOLUTION IN FRANCE IN THE RISE OF DEMOCRACY

2.5 OBJECTIVE: DISCUSS HOW NATIONALISM SPREAD ACROSS EUROPE WITH NAPOLEON BUT WAS REPRESSED FOR A GENERATION UNDER THE CONGRESS OF VIENNA AND CONCERT OF EUROPE UNTIL THE REVOLUTIONS OF 1848.

- 2.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE POLITICAL CONDITIONS LEADING TO WAR INCLUDING NATIONALISM IN FRANCE, ITALY, AND GERMANY

**STANDARD 3** - STUDENTS ANALYZE THE EFFECTS OF THE INDUSTRIAL REVOLUTION IN ENGLAND, FRANCE, GERMANY, JAPAN, AND THE UNITED STATES.

3.1 OBJECTIVE: ANALYZE WHY ENGLAND WAS THE FIRST COUNTRY TO INDUSTRIALIZE.

- 3.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION IN BRITAIN
- 3.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CRITICAL RESPONSES TO THE INDUSTRIAL REVOLUTION (LABOR, UNIONS, AND EMERGENCE OF SOCIALISM THROUGH ROMANTICISM)
- 3.1.3 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE WORLD-WIDE EFFECTS/CONSEQUENCES OF THE INDUSTRIAL REVOLUTION
- 3.1.4 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE NEED FOR IMPERIALISM/COLONIALISM AS IT RELATES TO AN INDUSTRIAL COUNTRY'S NEED FOR RAW MATERIALS

3.2 OBJECTIVE: EXAMINE HOW SCIENTIFIC AND TECHNOLOGICAL CHANGES AND NEW FORMS OF ENERGY BROUGHT ABOUT MASSIVE SOCIAL, ECONOMIC, AND CULTURAL CHANGE (E.G., THE INVENTIONS AND DISCOVERIES OF JAMES WATT, ELI WHITNEY, HENRY BESSEMER, LOUIS PASTEUR, AND THOMAS EDISON).

- 3.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF UNRESOLVED CONTEMPORARY WORLD PROBLEMS LIKE THE ECONOMIC AND CULTURAL CHANGES BROUGHT ABOUT BY TECHNOLOGY

3.3 OBJECTIVE: DESCRIBE THE GROWTH OF POPULATION, RURAL TO URBAN MIGRATION, AND GROWTH OF CITIES ASSOCIATED WITH THE INDUSTRIAL REVOLUTION.

- 3.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF CRITICAL CHANGES DUE TO THE INDUSTRIAL REVOLUTION AS IT RELATES TO POPULATION CHANGES

3.4 OBJECTIVE: TRACE THE EVOLUTION OF WORK AND LABOR, INCLUDING THE DEMISE OF THE SLAVE TRADE AND THE EFFECTS OF IMMIGRATION, MINING AND MANUFACTURING, DIVISION OF LABOR, AND THE UNION MOVEMENT.

- 3.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION AS IT RELATES TO LABOR CHANGES

3.5 OBJECTIVE: UNDERSTAND THE CONNECTIONS AMONG NATURAL RESOURCES, ENTREPRENEURSHIP, LABOR, AND CAPITAL IN AN INDUSTRIAL ECONOMY.

- 3.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION AS IT RELATES TO MONETARY MATTERS

3.6 OBJECTIVE: ANALYZE THE EMERGENCE OF CAPITALISM AS A DOMINANT ECONOMIC PATTERN AND THE RESPONSES TO IT INCLUDING UTOPIANISM, SOCIAL DEMOCRACY, SOCIALISM, AND COMMUNISM.

- 3.6.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION AS IT RELATES TO SOCIAL CHANGES

3.7 OBJECTIVE: DESCRIBE THE EMERGENCE OF ROMANTICISM IN ART AND LITERATURE (E.G., THE POETRY OF WILLIAM BLAKE AND WILLIAM WORDSWORTH), SOCIAL CRITICISM (E.G., THE NOVELS OF CHARLES DICKENS), AND THE MOVE AWAY FROM CLASSICISM IN EUROPE.

- 3.7.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INDUSTRIAL REVOLUTION TO ROMANTICISM. 3.7.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF SOCIAL REFORM CRITICS (E.G., DICKENS, SINCLAIR, ETC.)

**STANDARD 4** - STUDENTS ANALYZE PATTERNS OF GLOBAL CHANGE IN THE ERA OF NEW IMPERIALISM IN AT LEAST TWO OF THE FOLLOWING REGIONS OR COUNTRIES: AFRICA, SOUTHEAST ASIA, CHINA, INDIA, LATIN AMERICA AND THE PHILIPPINES.

4.1 OBJECTIVE: DESCRIBE THE RISE OF INDUSTRIAL ECONOMIES AND THEIR LINK TO IMPERIALISM AND COLONIALISM (E.G., THE ROLE PLAYED BY NATIONAL SECURITY AND STRATEGIC ADVANTAGE; MORAL ISSUES RAISED BY THE SEARCH FOR NATIONAL HEGEMONY, SOCIAL DARWINISM, AND THE MISSIONARY IMPULSE; MATERIAL ISSUES SUCH AS LAND, RESOURCES, AND TECHNOLOGY).

- 4.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE NEED FOR IMPERIALISM AND COLONIALISM AS IT RELATES TO AN INDUSTRIAL COUNTRY'S NEED FOR RAW MATERIALS
- 4.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE EFFECTS OF IMPERIALISM ON THE COLONIZED COUNTRY (CULTURAL CONFLICTS BETWEEN RULER/RULED; CONFLICTS CAUSED BY RULER'S POLITICAL STRUCTURES)

4.2 OBJECTIVE: DISCUSS THE LOCATIONS OF THE COLONIAL RULE OF SUCH NATIONS AS ENGLAND, FRANCE, GERMANY, ITALY, JAPAN, THE NETHERLANDS, RUSSIA, SPAIN, PORTUGAL, AND THE UNITED STATES.

- 4.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHERE COLONIES OF THE GREAT POWERS WERE

4.3 OBJECTIVE: EXPLAIN IMPERIALISM FROM THE PERSPECTIVE OF THE COLONIZERS AND THE COLONIZED AND THE VARIED IMMEDIATE AND LONG-TERM RESPONSES BY THE PEOPLE UNDER COLONIAL RULE.

- 4.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CULTURAL CONFLICTS BETWEEN RULER/RULED, POLITICAL CONFLICTS BETWEEN RULER/RULED, AND RISE OF NATIONALISM WITHIN THE COLONIES

4.4 OBJECTIVE: DESCRIBE THE INDEPENDENCE STRUGGLES OF THE COLONIZED REGIONS OF THE WORLD, INCLUDING THE ROLES OF LEADERS, SUCH AS SUN YAT-SEN IN CHINA, AND THE ROLES OF IDEOLOGY AND RELIGION.

- 4.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE A KNOWLEDGE OF THE VARIOUS STRUGGLES FOR INDEPENDENCE WITHIN THE COLONIZED REGIONS, AND THE ROLE OF LEADERS IN THIS STRUGGLE

**STANDARD 5 - STUDENTS ANALYZE THE CAUSES AND COURSE OF THE FIRST WORLD WAR.**

5.1 OBJECTIVE: ANALYZE THE ARGUMENTS FOR ENTERING INTO WAR PRESENTED BY LEADERS FROM BOTH SIDES OF THE GREAT WAR AND THE ROLE OF POLITICAL AND ECONOMIC RIVALRIES, ETHNIC AND IDEOLOGICAL CONFLICTS, DOMESTIC DISCONTENT AND DISORDER, AND PROPAGANDA AND NATIONALISM IN MOBILIZING THE CIVILIAN POPULATION IN SUPPORT OF "TOTAL WAR."

- 5.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES AND CONSEQUENCES OF WORLD WAR I. A) NATIONALISM: FRANCE, ITALY, GERMANY, AND OTHERS B) HUMAN RIGHTS VIOLATIONS: OTTOMAN EMPIRE C) MILITARISM: PRUSSIA, BALKANS D) ALLIANCE SYSTEM: TRIPLE ALLIANCE, TRIPLE ENTENTE
- 5.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES AND CONSEQUENCES OF PROPAGANDA IN THE WAR ITSELF AND OF THE REALTIES OF TOTAL WAR

5.2 OBJECTIVE: EXAMINE THE PRINCIPAL THEATERS OF BATTLE, MAJOR TURNING POINTS, AND THE IMPORTANCE OF GEOGRAPHIC FACTORS IN MILITARY DECISIONS AND OUTCOMES (E.G., TOPOGRAPHY, WATERWAYS, DISTANCE, AND CLIMATE).

- 5.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE REALTIES OF TOTAL WAR, THE VARIOUS BATTLES, AND CHANGING WEAPONRY

5.3 OBJECTIVE: EXPLAIN HOW THE RUSSIAN REVOLUTION AND THE ENTRY OF THE UNITED STATES AFFECTED THE COURSE AND OUTCOME OF THE WAR

- 5.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CONSEQUENCES OF NATIONAL REVOLUTIONS (E.G., RUSSIA, POLAND, AND OTHERS) AND THE ENTRY OF THE UNITED STATES ON THE OUTCOME OF THE WAR

5.4 OBJECTIVE: UNDERSTAND THE NATURE OF THE WAR AND ITS HUMAN COSTS (MILITARY AND CIVILIAN) ON ALL SIDES OF THE CONFLICT INCLUDING HOW COLONIAL PEOPLES CONTRIBUTED TO THE WAR EFFORT.

- 5.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE REALTIES OF TOTAL WAR, CIVILIAN INVOLVEMENT AND IMPACT, AND ATROCITIES OF WAR AND LOSS OF IDEALISM

5.5 OBJECTIVE: DISCUSS HUMAN RIGHTS VIOLATIONS AND GENOCIDE INCLUDING THE OTTOMAN GOVERNMENT'S ACTIONS AGAINST ARMENIAN CITIZENS.

- 5.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE HUMAN RIGHTS VIOLATIONS, ESPECIALLY THE ARMENIAN GENOCIDE, DURING WORLD WAR 1

**STANDARD 6 - STUDENTS ANALYZE THE EFFECTS OF THE FIRST WORLD WAR.**

6.1 OBJECTIVE: ANALYZE THE AIMS AND NEGOTIATING ROLES OF WORLD LEADERS, THE TERMS AND INFLUENCE OF THE TREATY OF VERSAILLES AND WOODROW WILSON'S FOURTEEN POINTS, AND THE CAUSES AND EFFECTS OF THE UNITED STATES' REJECTION OF THE LEAGUE OF NATIONS ON WORLD POLITICS.

- 6.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CONSEQUENCES OF WAR, DRAFTING OF TREATIES, TERRITORIAL CLAIMS, THE VERSAILLES TREATY AND THE PUNITIVE TERMS IMPOSED ON GERMANY, AND THE LEAGUE OF NATIONS
- 6.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE OF ISOLATIONISM IN THE UNITED STATES

6.2 OBJECTIVE: DESCRIBE THE EFFECTS OF THE WAR AND RESULTING PEACE TREATIES ON POPULATION MOVEMENT, THE INTERNATIONAL ECONOMY, AND SHIFTS IN THE GEOGRAPHIC AND POLITICAL BORDERS OF EUROPE AND THE MIDDLE EAST.

- 6.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE GEOGRAPHICAL, POLITICAL, AND ECONOMIC CONSEQUENCES OF WAR

6.3 OBJECTIVE: UNDERSTAND THE WIDESPREAD DISILLUSIONMENT WITH PREWAR INSTITUTIONS, AUTHORITIES, AND VALUES THAT RESULTED IN A VOID THAT WAS LATER FILLED BY TOTALITARIANS.

- 6.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SOCIAL AND CULTURAL CHANGES RESULTING FROM WORLD WAR I
- 6.3.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE OF TOTALITARIANISM IN THE 1920'S AND 1930'S

6.4 OBJECTIVE: DISCUSS THE INFLUENCE OF WORLD WAR I ON LITERATURE, ART, AND INTELLECTUAL LIFE IN THE WEST (E.G., PABLO PICASSO, THE "LOST GENERATION" OF GERTRUDE STEIN AND ERNEST HEMINGWAY).

- 6.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SOCIAL AND CULTURAL CHANGES THAT RESULTED FROM WORLD WAR I IN THE ARTS, ESPECIALLY LITERATURE, MUSIC, AND PAINTING

**STANDARD 7 - STUDENTS ANALYZE THE RISE OF TOTALITARIAN GOVERNMENTS AFTER WORLD WAR I.**

7.1 OBJECTIVE: UNDERSTAND THE CAUSES AND CONSEQUENCES OF THE RUSSIAN REVOLUTION, INCLUDING LENIN'S USE OF TOTALITARIAN MEANS TO SEIZE AND MAINTAIN CONTROL (E.G., THE GULAG).

- 7.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CONSEQUENCES NATIONAL REVOLUTIONS IN RUSSIA AND SOVIET LEADERS LIKE LENIN, TROTSKY, AND STALIN
- 7.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE BOLSHEVIKS AND MENSHEVIKS
- 7.1.3 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF RUSSIA UNDER THE CZARS (E.G., SECRET POLICE, CENSORSHIP, IMPRISONMENT OF DISSIDENTS, LACK OF DEVELOPMENT, AND INDUSTRY) VERSUS LIFE UNDER COMMUNIST RUSSIA
- 7.2 OBJECTIVE: TRACE STALIN'S RISE TO POWER IN THE SOVIET UNION AND THE CONNECTION BETWEEN ECONOMIC POLICIES, POLITICAL POLICIES, THE ABSENCE OF A FREE PRESS, AND SYSTEMATIC VIOLATIONS OF HUMAN RIGHTS (E.G., THE TERROR FAMINE IN UKRAINE). 7.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING STALIN'S RISE TO POWER, ECONOMIC POLICIES, POLITICAL POLICIES, LACK OF FREE PRESS, HUMAN RIGHTS VIOLATIONS, AND POLITICAL PURGES OF LEADERS/ARTISTS/SCIENTISTS/INTELLECTUALS

7.3 OBJECTIVE: ANALYZE THE RISE, AGGRESSION, AND HUMAN COSTS OF TOTALITARIAN REGIMES (FASCIST AND COMMUNIST) IN GERMANY, ITALY, AND THE SOVIET UNION, NOTING ESPECIALLY THEIR COMMON AND DISSIMILAR TRAITS.

- 7.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF TOTALITARIANISM IN THE 1920'S THROUGH WORLD WAR II

**STANDARD 8 - STUDENTS ANALYZE THE CAUSES AND CONSEQUENCES OF WORLD WAR II.**

8.1 OBJECTIVE: COMPARE THE GERMAN, ITALIAN, AND JAPANESE DRIVES FOR EMPIRE IN THE 1930S, INCLUDING THE 1937 RAPE OF NANKING, OTHER ATROCITIES IN CHINA, AND THE STALIN-HITLER PACT OF 1939.

- 8.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES OF WORLD WAR II, ESPECIALLY JAPAN'S, GERMANY'S, AND ITALY'S EXPANSIONS DURING THE 1930S
- 8.1.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CAUSES OF WORLD WAR II, ESPECIALLY THE DIPLOMATIC AGREEMENTS BETWEEN THE VARIOUS TOTALITARIAN COUNTRIES

8.2 OBJECTIVE: UNDERSTAND THE ROLE OF APPEASEMENT, NONINTERVENTION (ISOLATIONISM), AND THE DOMESTIC DISTRACTIONS IN EUROPE AND THE UNITED STATES PRIOR TO THE OUTBREAK OF WORLD WAR II.

- 8.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RESPONSES OF THE DEMOCRATIC COUNTRIES TO THE TOTALITARIAN COUNTRIES PRIOR TO THE START OF FIGHTING IN WORLD WAR II

8.3 OBJECTIVE: IDENTIFY AND LOCATE THE ALLIED AND AXIS POWERS ON A MAP AND DISCUSS THE MAJOR TURNING POINTS OF THE WAR, THE PRINCIPAL THEATERS OF CONFLICT, KEY STRATEGIC DECISIONS, AND THE RESULTING WAR CONFERENCES AND POLITICAL RESOLUTIONS, WITH EMPHASIS ON THE IMPORTANCE OF GEOGRAPHIC FACTORS.

- 8.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHO THE ALLIES AND THE AXIS WERE DURING WORLD WAR II
- 8.3.2 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE FIGHTING IN EUROPE, AFRICA, ASIA AND THE PACIFIC, THE MAJOR TURNING POINTS IN EACH, AND THE POLITICAL DECISIONS THAT RAN THE WAR AND THE POST-WAR

8.4 OBJECTIVE: DESCRIBE THE POLITICAL, DIPLOMATIC, AND MILITARY LEADERS DURING THE WAR (E.G., WINSTON CHURCHILL, FRANKLIN DELANO ROOSEVELT, EMPEROR HIROHITO, ADOLF HITLER, BENITO MUSSOLINI, JOSEPH STALIN, DOUGLAS MACARTHUR, AND DWIGHT D. EISENHOWER).

- 8.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE RISE AND FALL OF THE VARIOUS LEADERS BEFORE, DURING, AND AFTER WORLD WAR II

8.5 OBJECTIVE: ANALYZE THE NAZI POLICY OF PURSUING RACIAL PURITY, ESPECIALLY AGAINST THE EUROPEAN JEWS; ITS TRANSFORMATION INTO THE FINAL SOLUTION; AND THE HOLOCAUST THAT RESULTED IN THE MURDER OF SIX MILLION JEWISH CIVILIANS.

- 8.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE HOLOCAUST AND HOW HITLER'S POLICY OF RACIAL PURITY CAUSED THE FINAL SOLUTION

8.6 OBJECTIVE: DISCUSS THE HUMAN COSTS OF THE WAR, WITH PARTICULAR ATTENTION TO THE CIVILIAN AND MILITARY LOSSES IN RUSSIA, GERMANY, BRITAIN, THE UNITED STATES, CHINA, AND JAPAN.

- 8.6.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE COST, HUMAN AND OTHERWISE, DURING WORLD WAR II



**STANDARD 9 - STUDENTS ANALYZE THE INTERNATIONAL DEVELOPMENTS IN THE POST-WORLD WAR II WORLD.**

9.1 OBJECTIVE: COMPARE THE ECONOMIC AND MILITARY POWER SHIFTS CAUSED BY THE WAR, INCLUDING THE YALTA PACT, THE DEVELOPMENT OF NUCLEAR WEAPONS, SOVIET CONTROL OVER EASTERN EUROPEAN NATIONS, AND THE ECONOMIC RECOVERIES OF GERMANY AND JAPAN.

- 9.1.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE SHIFTING MILITARY, POLITICAL, ECONOMIC AND SOCIAL POSITIONS IN THE POST-WAR ERA

9.2 OBJECTIVE: ANALYZE THE CAUSES OF THE COLD WAR, WITH THE FREE WORLD ON ONE SIDE AND SOVIET CLIENT STATES ON THE OTHER, INCLUDING COMPETITION FOR INFLUENCE IN SUCH PLACES AS EGYPT, THE CONGO, VIETNAM, AND CHILE.

- 9.2.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE POST-WAR POLITICAL DEVELOPMENTS OF THE UNITED STATES ON ONE SIDE AND RUSSIA ON THE OTHER

9.3 OBJECTIVE: UNDERSTAND THE IMPORTANCE OF THE TRUMAN DOCTRINE AND THE MARSHALL PLAN, WHICH ESTABLISHED THE PATTERN FOR AMERICA'S POSTWAR POLICY OF SUPPLYING ECONOMIC AND MILITARY AID TO PREVENT THE SPREAD OF COMMUNISM AND THE RESULTING ECONOMIC AND POLITICAL COMPETITION IN ARENAS SUCH AS SOUTHEAST ASIA (E.G., THE KOREAN WAR, VIETNAM WAR), CUBA, AND AFRICA.

- 9.3.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF HOW THE UNITED STATES TRIED TO INFLUENCE THE POST-WAR WORLD WITH FOREIGN AID

9.4 OBJECTIVE: ANALYZE THE CHINESE CIVIL WAR, THE RISE OF MAO TSE-TUNG, AND THE SUBSEQUENT POLITICAL AND ECONOMIC UPHEAVALS IN CHINA (E.G., THE GREAT LEAP FORWARD, THE CULTURAL REVOLUTION, AND THE TIANANMEN SQUARE UPRISING).

- 9.4.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CHANGING LIFE IN CHINA BEFORE, DURING AND AFTER THE CHINESE REVOLUTION

9.5 OBJECTIVE: DESCRIBE THE UPRISINGS IN POLAND (1952), HUNGARY (1956), AND CZECHOSLOVAKIA (1968) AND THOSE COUNTRIES' RESURGENCE IN THE 1970S AND 1980S AS PEOPLE IN SOVIET SATELLITES SOUGHT FREEDOM FROM SOVIET CONTROL.

- 9.5.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF HOW THE RUSSIAN SATELLITE STATES TRIED TO GAIN INDEPENDENCE

9.6 OBJECTIVE: UNDERSTAND HOW THE FORCES OF NATIONALISM DEVELOPED IN THE MIDDLE EAST, HOW THE HOLOCAUST AFFECTED WORLD OPINION REGARDING THE NEED FOR A JEWISH STATE, AND THE SIGNIFICANCE AND EFFECTS OF THE LOCATION AND ESTABLISHMENT OF ISRAEL ON WORLD AFFAIRS.

- 9.6.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE FOUNDING OF ISRAEL, HOW THE ARAB WORLD REACTED, AND HOW THE REST OF THE WORLD TOOK SIDES

9.7 OBJECTIVE: ANALYZE THE REASONS FOR THE COLLAPSE OF THE SOVIET UNION, INCLUDING THE WEAKNESS OF THE COMMAND ECONOMY, BURDENS OF MILITARY COMMITMENTS, AND GROWING RESISTANCE TO SOVIET RULE BY DISSIDENTS IN SATELLITE STATES AND THE NON-RUSSIAN SOVIET REPUBLICS.

- 9.7.1 PERFORMANCE INDICATOR: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF WHY AND HOW THE SOVIET UNION IMPOLODED

**9.8 OBJECTIVE:** DISCUSS THE ESTABLISHMENT AND WORK OF THE UNITED NATIONS AND THE PURPOSES AND FUNCTIONS OF THE WARSAW PACT, SEATO, NATO, AND THE ORGANIZATION OF AMERICAN STATES.

- **9.8.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF POST-WAR INTERNATIONAL POLITICAL ORGANIZATIONS

**STANDARD 10** - STUDENTS ANALYZE INSTANCES OF NATION-BUILDING IN THE CONTEMPORARY WORLD IN AT LEAST TWO OF THE FOLLOWING REGIONS OR COUNTRIES: THE MIDDLE EAST, AFRICA, MEXICO AND OTHER PARTS OF LATIN AMERICA, AND CHINA.

**10.1 OBJECTIVE:** UNDERSTAND THE CHALLENGES IN THE REGIONS, INCLUDING THEIR GEOPOLITICAL, CULTURAL, MILITARY, AND ECONOMIC SIGNIFICANCE AND THE INTERNATIONAL RELATIONSHIPS IN WHICH THEY ARE INVOLVED.

- **10.1.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF NATIONALISM IN CHINA, THE MIDDLE EAST, AFRICA OR LATIN AMERICA

**10.2 OBJECTIVE:** DESCRIBE THE RECENT HISTORY OF THE REGIONS, INCLUDING POLITICAL DIVISIONS AND SYSTEMS, KEY LEADERS, RELIGIOUS ISSUES, NATURAL FEATURES, RESOURCES, AND POPULATION PATTERNS.

- **10.2.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE NATURAL FEATURES AND RECENT HISTORY IN THE REGIONS

**10.3 OBJECTIVE:** DISCUSS THE IMPORTANT TRENDS IN THE REGIONS TODAY AND WHETHER THEY APPEAR TO SERVE THE CAUSE OF INDIVIDUAL FREEDOM AND DEMOCRACY.

- **10.3.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE CHANGES IN THE REGION TODAY WITH A SPECIAL EMPHASIS ON INDIVIDUAL FREEDOM AND DEMOCRACY

**STANDARD 11** - STUDENTS ANALYZE THE INTEGRATION OF COUNTRIES INTO THE WORLD ECONOMY AND THE INFORMATION, TECHNOLOGICAL, AND COMMUNICATIONS REVOLUTIONS (E.G., TELEVISION, SATELLITES, AND COMPUTERS).

**11.1 OBJECTIVE:** ANALYZE DEVELOPING NATIONS AND THEIR EMERGENCE INTO THE MODERN WORLD.

- **11.1.1 PERFORMANCE INDICATOR:** STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE GLOBALIZATION OF THE WORLD

## **PRIORITIZED READING CCCS AND EU**

### **INFORMATIONAL: CCA CONNECTOR STANDARDS**

- **11-12.RI.B1** USE TWO OR MORE PIECES OF EVIDENCE TO SUPPORT INFERENCES, CONCLUSIONS, OR SUMMARIES OR TEXT
- **11-12.RI.B5** DETERMINE HOW KEY DETAILS SUPPORT THE DEVELOPMENT OF THE CENTRAL IDEA OF A TEXT
- **11-12.RI.D1** DETERMINE THE AUTHOR'S POINT OF VIEW OR PURPOSE IN A TEXT
- **11-12.RI.E1** INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM

**INFORMATIONAL: ESSENTIAL UNDERSTANDING**

- IDENTIFY A CONCLUSION FROM AN INFORMATIONAL TEXT
- IDENTIFY THE CENTRAL IDEA OR KEY DETAIL OF A TEXT
- IDENTIFY WHAT AN AUTHOR TELLS ABOUT A TOPIC
- LOCATE INFORMATION WITHIN A TEXT RELATED TO A GIVEN TOPIC

**LANGUAGE: CCA CONNECTOR STANDARDS**

- 11-12.RWL.B1 USE CONTEXT (I.E., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE
- 11-12.RWL.C3 DEVELOP AND EXPLAIN IDEAS FOR WHY AUTHORS MADE SPECIFIC WORD CHOICES WITHIN TEXT

**LANGUAGE: ESSENTIAL UNDERSTANDING**

- USE CONTEXT AS A CLUE TO DETERMINE THE MEANING OF A WORD IN TEXT (I.E., EDL GRADE 8 OR 9)
- IDENTIFY A WORD OR WORDS USED TO DESCRIBE A PERSON, PLACE, THING, ACTION OR EVENT IN A TEXT (I.E., EDL GRADE 8 OR 9)

**PRODUCTION AND DISTRIBUTION OF WRITING (ARGUMENT): CCA CONNECTOR STANDARDS**

- 11-12.WP.F1 - PRODUCE A CLEAR COHERENT PERMANENT PRODUCT THAT IS APPROPRIATE TO THE SPECIFIC TASK, PURPOSE (TO PERSUADE), AND AUDIENCE

**PRODUCTION AND DISTRIBUTION OF WRITING (ARGUMENT): ESSENTIAL UNDERSTANDING**

- GIVEN A SPECIFIC PURPOSE, PRODUCE A PERMANENT PRODUCT (E.G., SELECT TEXT APPROPRIATE TO THE PURPOSE, IDENTIFY DESCRIPTIVE SENTENCE, AND SELECT A CONCLUDING SENTENCE)

**3. KEY ASSIGNMENTS:****INQUIRY:**

- TEACHERS AND STUDENTS IDENTIFY AND DISCUSS THE UNIT AND LESSON FOCUS QUESTIONS AS WELL AS THE CONNECTION BETWEEN THESE QUESTIONS AND THE THEMES OF THE COURSE (CASCADING INQUIRY). INQUIRIES ARE OPEN-ENDED, ALLOW FOR MULTIPLE ANSWERS, AND REQUIRE STUDENTS TO GENERATE AN ARGUMENT SUPPORTED BY EVIDENCE (PRIMARY AND/OR SECONDARY)
- STUDENTS ASK MEANINGFUL QUESTIONS AS THEY EXPLORE AND INTERPRET PRIMARY AND SECONDARY SOURCES IN ORDER TO CONSTRUCT THEIR OWN HISTORICAL INTERPRETATIONS

**LITERACY:**

- STUDENTS WILL DEVELOP HISTORICAL THINKING AND ANALYSIS SKILLS THROUGH EXPOSURE TO DIFFERENT PERSPECTIVES ON THE SAME TOPIC IN SEVERAL PRIMARY AND SECONDARY SOURCES
- STUDENTS PRACTICE CRITICAL THINKING THROUGH THE REGULAR USE OF WRITING AND STRUCTURED ACADEMIC CONVERSATIONS UTILIZING ACADEMIC AND DISCIPLINE-SPECIFIC LANGUAGE

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

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION/PROJECT BASED LEARNING
- COLLABORATIVE GROUPS
- OBSERVATIONAL LEARNING
- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIGSAW RESEARCH PROJECTS (STUDENTS OR STUDENT GROUPS RESEARCH DIFFERENT ASPECTS OF A TOPIC AND REPORT THEIR LEARNING BACK TO THE WHOLE CLASS)
- VIDEO MODELING
- SYSTEM OF LEAST PROMPTS
- TIME DELAY INSTRUCTION

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

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

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

A. CONTACTS	
<b>1. SCHOOL/DISTRICT INFORMATION:</b>	SCHOOL/DISTRICT: CHINO VALLEY UNIFIED SCHOOL DISTRICT STREET ADDRESS: 13461 RAMONA AVENUE 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>	CULTURAL EXPERIENCES IN AMERICA
<b>2. TRANSCRIPT TITLE/ABBREVIATION:</b>	CULTURAL EXP
<b>3. TRANSCRIPT COURSE CODE/NUMBER:</b>	
<b>4. SEEKING HONORS DISTINCTION:</b>	NO
<b>5. SUBJECT AREA/CATEGORY:</b>	HISTORY / SOCIAL SCIENCE - MEETS UC/CSU "G" ELECTIVE CREDIT
<b>6. GRADE LEVEL(S):</b>	9-12
<b>7. UNIT VALUE:</b>	5 CREDITS (ONE 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 AN UC-APPROVED COURSE:</b>	NO
<b>11. REPEATABLE FOR CREDIT:</b>	NO
<b>12. DATE OF BOARD APPROVAL:</b>	
<b>13. BRIEF COURSE DESCRIPTION:</b> CULTURAL EXPERIENCES IN AMERICA IS DESIGNED TO DEVELOP AN UNDERSTANDING OF HOW RACE, ETHNICITY, MIGRATION, AND CULTURE HAVE SHAPED, AND CONTINUE TO SHAPE, INDIVIDUALS AND SOCIETY IN THE UNITED STATES. IT PROVIDES KEY LANGUAGE, HISTORICAL LESSONS, AND CRITICAL ANALYSIS SKILLS THAT EMPOWER STUDENTS TO ARTICULATE THE STRENGTHS OF THEIR COMMUNITY AND EXPERIENCES.	
<b>14. PREREQUISITES:</b>	NONE
<b>15. CONTEXT FOR COURSE:</b> CULTURAL EXPERIENCES IN AMERICA WAS DESIGNED TO FULFILL THE NEW GRADUATION REQUIREMENT OUTLINED IN ASSEMBLY BILL 101. THIS COURSE WILL BE OFFERED IN THE 2025/2026 SCHOOL YEAR IN ACCORDANCE WITH AB 101.	
<b>16. HISTORY OF COURSE DEVELOPMENT:</b> CULTURAL EXPERIENCES IN AMERICA WAS DESIGNED TO FULFILL THE NEW GRADUATION REQUIREMENT OUTLINED IN ASSEMBLY BILL 101. THE COURSE IS DESIGNED TO DEVELOP AN UNDERSTANDING OF HOW RACE, ETHNICITY, MIGRATION, AND CULTURE HAVE SHAPED, AND CONTINUE TO SHAPE, INDIVIDUALS AND SOCIETY IN THE UNITED STATES. IT PROVIDES KEY LANGUAGE, HISTORICAL LESSONS, AND CRITICAL ANALYSIS SKILLS THAT EMPOWER STUDENTS TO ARTICULATE THE STRENGTHS OF THEIR COMMUNITY AND EXPERIENCES. CULTURAL EXPERIENCES IN AMERICA IS ALIGNED WITH CALIFORNIA'S ENGLISH LANGUAGE ARTS WRITING AND LITERACY STANDARDS.	

<b>17. TEXTBOOKS:</b>	NA
<b>18. SUPPLEMENTAL INSTRUCTIONAL MATERIALS:</b>	NA

### C. COURSE CONTENT

#### 1. COURSE PURPOSE:

THIS COURSE IS DESIGNED TO DEVELOP AN UNDERSTANDING OF HOW RACE, ETHNICITY, MIGRATION, AND CULTURE HAVE SHAPED, AND CONTINUE TO SHAPE, INDIVIDUALS AND SOCIETY IN THE UNITED STATES. IT PROVIDES KEY LANGUAGE, HISTORICAL LESSONS, AND CRITICAL ANALYSIS SKILLS THAT EMPOWER STUDENTS TO ARTICULATE THE STRENGTHS OF THEIR COMMUNITY AND EXPERIENCES.

#### 2. COURSE OUTLINE:

##### UNIT 1: THE STORY OF ME: A HEALTHY UNDERSTANDING OF SELF

HOW DO YOU KNOW AND TELL YOUR STORY AND LISTEN TO OTHERS WITH EMPATHY AND RESPECT? STUDENTS EXAMINE THEIR OWN JOURNEY OF RACE, ETHNICITY, HISTORY, MIGRATION, AND CULTURE AS THEY INTERVIEW THEIR PARENTS, GUARDIANS, AND RELATIVES ABOUT THEIR INDIVIDUAL CUSTOMS AND CULTURES. STUDENTS BEGIN TO KNOW THEIR STORY, SHARE PARTS OF THEIR ETHNOGRAPHY, AND LISTEN TO ONE ANOTHER'S STORY WITH EMPATHY AND RESPECT.

##### UNIT 2: MY STEREOTYPES

THIS UNIT WILL HELP STUDENTS IDENTIFY THEIR OWN STEREOTYPES, INCLUDING THOSE THAT MAY HAVE SURFACED IN PRIOR DISCUSSION. STUDENTS WILL INVESTIGATE THE HISTORY OF STEREOTYPES BY LEARNING ABOUT ISSUES, ETHNICITY, HISTORY, MIGRATION, AND CULTURE BY ANALYZING PORTRAYALS OF ASIAN AMERICANS, EUROPEAN AMERICANS, NATIVE/INDIGENOUS AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND AFRICAN AMERICANS. STUDENTS WILL SELECT AND ANALYZE EXAMPLES OF CONTEMPORARY STEREOTYPING IN POPULAR CULTURE (ADVERTISEMENTS, TELEVISION PROGRAMS, FILMS) TO UNDERSTAND HOW STEREOTYPES ARE REPRODUCED AND PERPETUATED. STUDENTS WILL IDENTIFY AND UNDERSTAND THEIR OWN STEREOTYPES AND INVESTIGATE THE HISTORY OF THESE STEREOTYPES.

##### UNIT 3: STORIES THAT SHAPE ME

STUDENTS LEARN ABOUT AND DISCUSS MULTIPLE SOCIAL MOVEMENTS LED BY VARIOUS GROUPS THROUGHOUT HISTORY. STUDENTS ANALYZE HOW HISTORICAL SOCIAL MOVEMENTS HAVE INFLUENCED THE DEVELOPMENT OF INDIVIDUALS THROUGHOUT THEIR LIVES AS WELL AS THEIR IDENTITIES. STUDENTS WILL BE ABLE TO EXPLAIN MAJOR CONTRIBUTIONS DIVERSE GROUPS OF PEOPLE HAVE MADE TO THE UNITED STATES. STUDENTS CAN RECOGNIZE AND HAVE A DEEPER UNDERSTANDING OF THE IMPACT OF HISTORICAL SOCIAL MOVEMENTS ON SOCIETY.

##### UNIT 4: HUMAN EXPERIENCE OVER TIME IN AMERICA

STUDENTS EXPLORE THE COMPLEXITY OF THE AMERICAN CULTURAL EXPERIENCE THROUGH THE LENS OF MULTIPLE GROUPS OF PEOPLE (ASIAN AMERICANS, EUROPEAN AMERICANS, NATIVE/INDIGENOUS AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND AFRICAN AMERICANS IN THE UNITED STATES), INCLUDING WHAT IT MEANS TO SHOW RESPECT AND EMPATHY FOR OTHERS WHO ARE NOT LIKE YOU, AS WELL AS CELEBRATE THEIR HISTORY OF RESILIENCE.

## **UNIT 5: TRANSFORMING AND EMBRACING OUR COMMUNITY**

THIS FINAL UNIT WILL ACT AS THE CAPSTONE OF HOW COMMUNITIES AND INDIVIDUALS HAVE MOVED FROM BEING SUBJECTS OF HISTORY TO AGENTS OF CHANGE. STUDENTS WILL EXPLORE THE CONTRIBUTIONS AND LEGACY LEFT BY AFRICAN AMERICANS, ASIAN AMERICANS, EUROPEAN AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND NATIVE/INDIGENOUS AMERICANS.

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

#### **UNIT 1: THE STORY OF ME: A HEALTHY UNDERSTANDING OF SELF**

*ASSIGNMENT 1 DESCRIPTION:* HISTORY IS MADE UP OF STORIES, AND WE WILL BEGIN WITH THOSE OF OUR CLASS STUDENTS. EACH STUDENT WILL HAVE THE OPPORTUNITY TO SHARE THEIR STORY WITH ONE ANOTHER IN THE CLASS AND BUILD A COMMUNITY WHERE STUDENTS ARE KNOWN, RESPECTED, BELONG, AND CAN USE ONE ANOTHER'S STRENGTHS TO HELP AND BE HELPED BY OTHERS.

*ASSIGNMENT 2 DESCRIPTION:* STUDENTS WILL USE THE SHOWED METHOD TO TAKE A PHOTO AND DOCUMENT AN ISSUE THEY ARE PASSIONATE ABOUT IN THEIR HOME, COMMUNITY, OR WORLD AROUND US. THIS CAN INCLUDE TOPICS OF RACE, ETHNICITY, HISTORY, MIGRATION, AND CULTURE.

*ASSIGNMENT 3 DESCRIPTION:* EACH STUDENT WILL CREATE A MY STORY OF RESILIENCE DIGITAL JOURNAL THAT SERVES AS A PRIMARY SOURCE FOR FUTURE GENERATIONS. STUDENTS WILL TRACE THEIR OWN STORY OF RESILIENCE THROUGH THE GENERATIONS, CONDUCT AN ORAL HISTORY, AND REFLECT ON HOW THEY HAVE GROWN FROM THE EXPERIENCE. THIS CAN INCLUDE TOPICS OF RACE, ETHNICITY, HISTORY, MIGRATION, AND CULTURE.

#### **UNIT 2: MY STEREOTYPES (MY POSITIVE NARRATIVE)**

*ASSIGNMENT 1 DESCRIPTION:* BASED ON OUR STUDY OF HISTORICAL STEREOTYPES, HOW THE MEDIA PERPETUATES STEREOTYPES, AND THE HARM STEREOTYPES CAUSE, STUDENTS CREATE A PUBLIC SERVICE ANNOUNCEMENT THAT ENCOURAGES OTHER TEENAGERS TO REPUDIATE THE USE OF STEREOTYPES IN THEIR DAILY LIVES.

*ASSIGNMENT 2 DESCRIPTION:* IN ADDITION, STUDENTS WILL USE A TEMPLATE TO WRITE A POEM "DON'T PUT ME IN A BOX" THAT CHALLENGES STEREOTYPES THEY THINK OTHERS MAY HAVE ABOUT THEM AND AFFIRMS WHO THE STUDENTS SEE THEMSELVES TO BE.

#### **UNIT 3: STORIES THAT SHAPE ME (COMMUNITY, EMPATHY, AND TOLERANCE)**

*ASSIGNMENT 1 DESCRIPTION:* STUDENTS WILL SELECT A SOCIAL MOVEMENT THAT HAS ADVOCATED FOR CHANGE IN THE UNITED STATES. STUDENTS WILL COMPARE VARIOUS MOVEMENTS THROUGHOUT AMERICAN HISTORY TO BETTER DEVELOP AN UNDERSTANDING OF THE CIRCUMSTANCES AND EFFORTS THAT HAVE LED TO CHANGE IN THE UNITED STATES. STUDENTS WILL PRESENT THE SOCIAL MOVEMENT AND CREATE A DISCUSSION FROM THE PRESENTATION.

*ASSIGNMENT 2 DESCRIPTION:* STUDENTS WILL COMPARE AND CONTRAST SUPREME COURT CASES THAT CAME OUT OF SOUTHERN CALIFORNIA, SUCH AS DESEGREGATION OF SCHOOLS OR LABOR UNIONS AND FARMERS. STUDENTS WILL WORK IN GROUPS, SELECT A SOCIAL MOVEMENT, AND LEARN ABOUT HOW THE SUPREME COURT ENACTS SOCIAL CHANGE. ADDITIONALLY, STUDENTS WILL UNDERSTAND HOW JUDICIAL PRECEDENTS CREATE A LEGAL BASIS FOR THAT CHANGE AND PRESERVING THE RIGHTS OF ALL AMERICANS.

**UNIT 4: HUMAN EXPERIENCE OVER TIME IN AMERICA (CULTURALLY HONORING OTHERS AND AFFIRMING IDENTITY)**

**ASSIGNMENT 1 DESCRIPTION:** STUDENTS WILL CREATE A VIRTUAL EXHIBIT OF ONE OF THE FOLLOWING GROUPS ASIAN AMERICANS, EUROPEAN AMERICANS, NATIVE/INDIGENOUS AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, OR AFRICAN AMERICANS EXPERIENCE INCLUDING IMPORTANT HISTORICAL FIGURES AND INTERETHNIC RELATIONS. STUDENTS WILL ALSO CONDUCT AN ORAL HISTORY OF A CLASSMATE, FRIEND, OR STAFF MEMBER THAT IS OF A DIFFERENT RACE, ETHNICITY, HISTORY, OR CULTURE THAN THEIR OWN. ALL STUDENTS WILL CONTRIBUTE TO THE AMERICAN STORY OF RESILIENCE BY SERVING AS DOCENTS TO GUIDED TOURS OF THIS VIRTUAL MUSEUM TO OTHER STUDENTS, PARENTS, AND COMMUNITY MEMBERS.

**ASSIGNMENT 2 DESCRIPTION:** STUDENTS WILL LOOK FOR PARALLEL EXPERIENCES AND CONNECTIONS BETWEEN GROUPS AND IDENTIFY RELATED STRENGTHS ACROSS GROUPS.

**UNIT 5: TRANSFORMING AND EMBRACING OUR COMMUNITY (TRANSFORMATION, CHANGE, AND ACTION)**

**ASSIGNMENT DESCRIPTION:** STUDENTS WILL SELECT AND RESEARCH THE CONTRIBUTIONS OF ONE OF THE FOLLOWING GROUPS, AFRICAN AMERICANS, ASIAN AMERICANS, EUROPEAN AMERICANS, LATIN AND MEXICAN AMERICANS, MIDDLE EASTERN AMERICANS, AND NATIVE/INDIGENOUS AMERICANS WITHIN THEIR COMMUNITY. THIS PROJECT WILL CONSTITUTE THE FINAL ASSIGNMENT, AND STUDENTS WILL BE RESPONSIBLE FOR PRESENTING THEIR FINDINGS. STUDENTS MAY FOCUS ON THE CONTRIBUTIONS AND LEGACY LEFT BY THE GROUP AS A WHOLE OR A SPECIFIC INDIVIDUAL OF THE GROUP. STUDENTS WILL CONNECT THE CONTRIBUTIONS OF THE GROUP OR INDIVIDUAL TO THEIR CONTEMPORARY LIVES AND HOW THEY WILL ENACT A POSITIVE IMPACT ON THEIR COMMUNITY TO PERPETUATE THE LEGACY THAT HAS BEEN LEFT BY THEIR RESEARCH SUBJECT. STUDENTS WILL SHOWCASE THEIR RESEARCH TO THEIR PEERS IN A PRESENTATION. THE PRESENTATION SHOULD HIGHLIGHT THE CULTURAL AND ETHNIC DIVERSITY OF THE STUDENT BODY AND SURROUNDING COMMUNITY.

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

- DIRECT INSTRUCTION
- CLOSE READING
- COMPUTER BASED RESEARCH PROJECTS: INDIVIDUAL STUDENTS OR COLLABORATIVE GROUP RESEARCH

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

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

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



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: PURCHASE ORDER REGISTER**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$12,124,491.03 to all District funding sources.

NE:GJS:KC:cb

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES**

=====

**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

<b>SUPERINTENDENT</b>	<b>FISCAL IMPACT</b>
<b>S-2425-003 Joel Shapiro.</b> To provide executive coaching services. Submitted by: Superintendent Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$150.00 Per Hour, NTE \$10,000.00  Funding source: General Fund

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-2425-067 Critical Care Training Center.</b> To provide on-site ventilator pulmonary & tracheostomy training for District Nurses and LVN's. Submitted by: Health Services Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: Per Rate Sheet  Funding source: LEA
<b>CIIS-2425-068 Prevention Plus.</b> To provide anit-vape, tobacco, and cannibis prevention at seven junior high schools. Submitted by: Health Services/TUPE Grant Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$19,000.00  Funding source: TUPE Grant
<b>CIIS-2425-069 Susanne Montgomery.</b> To provide consultation services to support compliance and implementation of the Tobacco Use Prevention Education (TUPE) Grant. Submitted by: Health Services/TUPE Grant Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$25,000.00  Funding source: TUPE Grant
<b>CIIS-2425-070 City of Chino - Tobacco Prevention.</b> To provide tobacco prevention education and cessation. Submitted by: Health Services/TUPE Grant Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$49,517.63  Funding source: TUPE Grant
<b>CIIS-2425-072 City of Chino - TYKES.</b> To provide case management and support services via Family Resource Centers for families with children ages 0-5. Submitted by: Health Services/TYKES Program Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$137,500.00  Funding source: TYKES Grant
<b>CIIS-2425-073 City of Chino - HOPE Program.</b> To provide case management support services for students and families via Family Resource Centers. Submitted by: Health Services/HOPE Program Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$360,000.00  Funding source: LCAP
<b>CIIS-2425-074 Contra Costa Community College District dba Diablo Valley College.</b> To provide Cisco Academy annual Academy Support Center (ASC) fee for Biomedical Science and Technology (BTS) Academy at Chino HS. Submitted by: Secondary Curriculum Duration of Agreement: May 30, 2024 - June 30, 2027	Contract amount: Per Rate Sheet  Funding source: Various

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-2425-075 First 5 San Bernardino.</b> To provide case management and support services for children ages 0-5 and their families. Submitted by: Health Services/TYKES Program Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: \$781,706.00  Funding source: First 5 San Bernardino Grant
<b>CIIS-2425-076 Level Learning, Inc. dba Level Chinese.</b> To provide subscriptions to Common Core materials for Dual Language Immersion. Submitted by: Access & Equity Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$16,464.00  Funding source: LCAP
<b>CIIS-2425-077 City of Chino - CARE Program.</b> To provide case management and support services for students identified as homeless/McKinney-Vento. Submitted by: Health Services/Care Program Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$143,000.00  Funding source: Title I
<b>CIIS-2425-078 Gimkit, Inc.</b> To provide an online subscription for formative assessment games. Submitted by: Briggs K-8 Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$650.00  Funding source: Title I
<b>CIIS-2425-079 Art in Action.</b> To provide online subscription for art curriculum. Submitted by: Briggs K-8 Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$4,320.00  Funding source: Title I
<b>CIIS-2425-080 Ultimate Drill Book, Inc.</b> To provide a digital application license (UDBapp Pro) for marching band. Submitted by: Ayala HS Duration of Agreement: June 1, 2024 - June 30, 2027	Contract amount: \$4,000.00  Funding source: VAPA
<b>CIIS-2425-081 NCS Pearson, Inc.</b> To provide online scoring for Behavior Intervention Program. Submitted by: Special Education Duration of Agreement: August 1, 2024 - July 30, 2025	Contract amount: \$899.00  Funding source: SPED
<b>CIIS-2425-082 Achilles Bardos dba EduMetrisis.</b> To provide online assessment licenses for Behavior Intervention Program. Submitted by: Special Education Duration of Agreement: August 1, 2024 - July 30, 2025	Contract amount: \$2,550.00  Funding source: SPED
<b>CIIS-2425-083 BEYOND Technology Education, Inc.</b> To provide equitable services - professional development and curriculum for Loving Savior School using full Title IV allocation from CVUSD. Submitted by: Access & Equity Duration of Agreement: July 1, 2023 - June 30, 2025	Contract amount: \$5,899.00  Funding source: Title IV
<b>FACILITIES, PLANNING, AND OPERATIONS</b>	<b>FISCAL IMPACT</b>
<b>F-2425-044 Rutledge Bray Jr. dba R B Inspections.</b> To provide In-plant inspections. Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 1, 2024 - June 30, 2026	Contract amount: \$ 24,000.00  Funding source: Various

<b>HUMAN RESOURCES</b>	<b>FISCAL IMPACT</b>
<b>HR-2425-007 GoReact.</b> To provide software to Teacher Induction Mentors. Submitted by: Human Resources Duration of Agreement: August 1, 2024 - July 31, 2025	Contract amount: \$8,450.00  Funding source: LCAP
<b>HR-2425-008 City of Chino – School Resource Officers.</b> To provide SRO officers for high school campuses, junior high as needed, and 5th grade DARE program. Submitted by: Risk Management Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$969,432.69  Funding source: General Fund
<b>HR-2425-009 Thompson &amp; Colegate, LLP.</b> To provide legal services. Submitted by: Risk Management Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$25,000.00  Funding source: General Fund

<b>MASTER CONTRACTS</b>	<b>FISCAL IMPACT</b>
<b>MC-2425-022 Props AV, LLC.</b> To provide event planning and DJ services. Submitted by: Chino HS Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet  Funding source: Various
<b>MC-2425-023 Travel Teens Educational Tours, LLC.</b> To provide student travel tours. Submitted by: Howard Cattle ES Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet  Funding source: Various
<b>MC-2425-024 No Tears Learning, Inc. dba Learning Without Tears.</b> To provide TK & Prep classroom materials. Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Invoice  Funding source: Various
<b>MC-2425-025 Richdai, Inc. dba Young Rembrandts.</b> To provide art enrichment classes. Submitted by: Eagle Canyon ES Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Quote  Funding source: Various
<b>MC-2425-026 Stericycle, Inc. dba Shred-it.</b> To provide shredding service and medical waste disposal service. Submitted by: Health Services Duration of Agreement: July 1, 2024 - June 30, 2027	Contract amount: Per Rate Sheet  Funding source: Various

<b>SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS</b>	<b>FISCAL IMPACT</b>
<b>SBCSS 24/25-001 San Bernardino County Superintendent of Schools</b> To provide TUPE peer leadership training on tobacco advocacy and presentation to the CVUSD Partners for Learning Network and Chino Valley Learning Academy. Submitted by: Health Services/TUPE Grant Duration of Agreement: July 1, 2024 - June 30, 2025	Contract amount: \$1,500.00  Funding source: TUPE Grant

<b>SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS</b>	<b>FISCAL IMPACT</b>
<b>SBCSS 24/25-0146 San Bernardino County Superintendent of Schools</b> To provide transportation for District students served by County Transportation in the WESELPA region (West End Special Education Local Plan Area). Submitted by: Facilities, Planning, and Operations Duration of Agreement: June 17, 2024 - October 1, 2025	Contract amount: \$1,277,625.91  Funding source: General Fund

<b>APPROVED CONTRACTS TO BE AMENDED</b>	<b>AMENDMENT</b>
<b>F-2324-042 All City Management Services, Inc.</b> To provide crossing guard services to schools in Chino Valley USD located in Chino and Chino Hills (Consortium). Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2023 - June 30, 2024 Original Board Approval: September 21, 2023	Contract amount: \$649,650.00  Increase contract amount from \$610,650.00 to \$649,650.00 for year-round campuses and summer school services.  Funding source: General Fund
<b>HR-2324-012 City of Chino Hills.</b> To provide School Resource Officer services at Ayala HS and Chino Hills HS. Submitted by: Risk Management Duration of Agreement: September 14, 2021 - May 22, 2025 Original Board Approval: August 17, 2023	Contract amount: Per Rate Sheet  Provide school resource officer services for the 2024-2025 school year.  Funding source: General Fund
<b>HR-2324-026 Raptor Technologies, LLC.</b> To provide school site visitor management system. Submitted by: Risk Management Duration of Agreement: February 1, 2024 - January 31, 2025 Original Board Approval: February 15, 2024	Contract amount: \$24,127.00  Increase contract from \$22,440.00 to \$24,127.00 for the addition of Legacy Academy.  Funding source: General Fund

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: SURPLUS/OBSOLETE PROPERTY**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

Increase to the General Fund from proceeds of sale.

NE:GJS:KC:cb



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

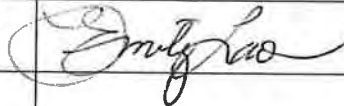
Purchasing Use Only

Board Approval Date \_\_\_\_\_

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Anna\\_Hamilton@chino.k12.ca.us](mailto:Anna_Hamilton@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	Anna Borba Elementary School	Date Submitted:	Click or tap here to enter text.
Site Contact & Extension	Belle Ramirez		

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	Student chairs (103)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Book case (1)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Rolling Desk Chairs (3)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	File Cabinets (4)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Rolling desk (1)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Plexi glass (1)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Metal cabinet/shelf (1)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Teacher desk (1)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Organizing desk/cabinet (1)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Student desks (130)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Brown desk (1)	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

Rev. 11/1/2022

*Submit the completed form via email to [Anna\\_Hamilton@chino.k12.ca.us](mailto:Anna_Hamilton@chino.k12.ca.us), Purchasing Department.*

July 18, 2024

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

Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy.Casino@chino.k12.ca.us](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	Butterfield Ranch ES	Date Submitted:	6/13/2024
Site Contact & Extension	Diana Ballard 8072		

Adobe E-signature is acceptable

Department Head/Principal Approval:	<i>Vanessa</i>
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Classroom Furniture	Rolling shelves	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	cubbies	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	cubbies	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Rolling storage shelves	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Rolling storage shelves	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Rolling storage shelves	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	File cabinet	Click or tap here to enter text.	Click or tap here to enter text.	<input checked="" type="checkbox"/>
Classroom Furniture	File cabinet	Click or tap here to enter text.	Click or tap here to enter text.	<input checked="" type="checkbox"/>
Classroom Furniture	File cabinet	Click or tap here to enter text.	02599	<input checked="" type="checkbox"/>
Classroom Furniture	File cabinet	Click or tap here to enter text.	02800	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	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.

July 18, 2024

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

Purchasing Use Only

Board Approval Date \_\_\_\_\_

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy\\_Casino@chino.k12.ca.us](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	Butterfield Ranch ES	Date Submitted:	6/13/2024
Site Contact & Extension	Diana Ballard 8072		

Adobe E-signature is acceptable

Department Head/Principal Approval:	<i>Vanessa Alce</i>
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Office Furniture	Chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	File cabinet	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Office Furniture	File cabinet	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.

July 18, 2024

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

Purchasing Use Only

Board Approval Date

Choose an item.	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

### Site Responsibility:

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

### Purchasing Responsibility:

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

### Textbooks & Library Books:

1. Do not complete this form for Surplus or Obsolete Textbooks and Library Books.
2. Contact the Media Center, or email [Troy\\_Ingram@chino.k12.ca.us](mailto:Troy_Ingram@chino.k12.ca.us) for instructions on how to proceed with this request. (Education Code 60510.5)





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

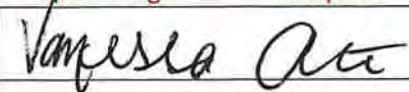
Purchasing Use Only

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	Click or tap here to enter text. <b>Butterfield Branch</b>	Date Submitted:	Click or tap here to enter text. <b>6/13/24</b>
Site Contact & Extension	Click or tap here to enter text. <b>Diana Ballard ext 8072</b>		

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	Quadrilateral table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Quadrilateral table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Quadrilateral table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Quadrilateral table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Quadrilateral table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

Rev. 6/26/2023

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



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

Purchasing Use Only

Board Approval Date \_\_\_\_\_

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

### Site Responsibility:

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

### Purchasing Responsibility:

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

### Textbooks & Library Books:

1. Do not complete this form for Surplus or Obsolete Textbooks and Library Books.
2. Contact the Media Center, or email [Troy\\_Ingram@chino.k12.ca.us](mailto:Troy_Ingram@chino.k12.ca.us) for instructions on how to proceed with this request. (Education Code 60510.5)



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

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	Butterfield Ranch	Date Submitted:	Click or tap here to enter text. 6/13/24
Site Contact & Extension	Diana Ballard 8072		

Adobe E-signature is acceptable

Department Head/Principal Approval:	Vanessa Ace
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Classroom Furniture	Student desk	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Student desk	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Student desk	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Student desk	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Student desk	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Student desk	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	Student desk	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	table	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

Rev. 6/26/2023

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



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

Purchasing Use Only

Board Approval Date \_\_\_\_\_

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	chair	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>

### Site Responsibility:

1. Inventory all equipment and furniture that is being submitted for surplus or disposal.
2. THIS FORM MUST BE TYPED. Accurate information must be reported on the (1) Board Agenda for approval, (2) to the Warehouse for pick up, and for (3) asset accounting.
3. Ensure that the Surplus/Obsolete Equipment List is completed and is legible. Include:
  - a. Product description – choose from the download
  - b. Make and model, when available
    - i. All computer equipment and printers must include the serial number
  - c. CVUSD asset tag
  - d. Only if the item is in good working condition, select the box.
  - e. Obtain Principal or Department Head approval. Adobe E-signature is acceptable.
4. Submit the completed form to [Kathy\\_Casino@chino.12.ca.us](mailto:Kathy_Casino@chino.12.ca.us), Purchasing Department, via email.
5. If items are technology related equipment, submit form to Technology Director for review.
6. Prior to pick up of the surplus items, it is the site/department responsibility to prepare the items for pick up.
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7. Submit a work order, via School Dude, for Warehouse to schedule a pick-up the surplus items.

### Purchasing Responsibility:

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

### Textbooks & Library Books:

1. Do not complete this form for Surplus or Obsolete Textbooks and Library Books.
2. Contact the Media Center, or email [Troy\\_Ingram@chino.k12.ca.us](mailto:Troy_Ingram@chino.k12.ca.us) for instructions on how to proceed with this request. (Education Code 60510.5)





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


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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	34R0XF2	57500	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	H2F2QN2	60527	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	80JZQN2	60541	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	3WVGZQN2	60545	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	B491QN2	60520	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	57JRPN2	60571	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	4Q3WPN2	60575	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	5FHZQN2	60555	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	85G2QN2	60542	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	1MG2QN2	60523	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	9GF2QN2	60572	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	6F2QPN2	60579	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	5DHQN2	60531	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	H6GWPN2	64563	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	F859SN2	64564	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	1PGZQN2	64555	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	3V5XPN2	60552	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	GW4RPN2	60560	<input type="checkbox"/>
Choose an item	DELL LATITUDE 3189	F979SN2	60535	<input checked="" type="checkbox"/>

### Site Responsibility:

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

Rev. 6/26/2023

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

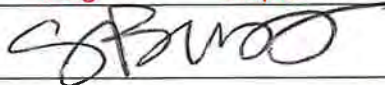
Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy\\_Casino@chino.k12.ca.us](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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	F7TYZB2	54389	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	GW2F2D2	55796	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	B7T4ZB2	54387	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	GNZ5F82	52621	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	CQG72C2	54872	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	5T6F2D2	55785	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	9X6F2D2	55791	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	3X6F2D2	55802	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	92G72C2	54861	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	13H72C2	54890	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	B7782C2	54867	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	G7682C2	54870	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	CRG72C2	54888	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	7ZG72C2	54881	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	ZW6FZ02	55787	<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 checked="" type="checkbox"/>

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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Chromebook 3100	BZP8NV2	762012	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	3HL9SN2	64561	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	662955N2	64553	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	2B8BSN2	64566	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	JHJ2QN2	60546	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	6YC55N2	64539	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	JQG2QN2	60526	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	4C9WPN2	60548	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	8F9WPN2	60521	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	82F2QN2	60537	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	8BH2QN2	60539	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	JN3WPN2	60568	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	HCB855N2	64559	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	52295N2	64560	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	JLTWPN	60565	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	956F202	55818	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	3V6FZD2	55794	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	GTFZDR	55786	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	H7D2QN2	60533	<input type="checkbox"/>

### Site Responsibility:

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

Rev. 6/26/2023

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





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

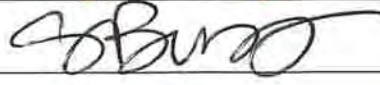
Purchasing Use Only

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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Chromebook 5190	1JG0QT2	81790	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 5190	3RV8QT2	81784	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 5190	32W8QT2	81813	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 5190	53V8QT2	81828	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 5190	BRV8QT2	81770	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 3100	H0H8N13	67528	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 3100	CLMFNV2	76009	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 5190	CDX8QT2	81767	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 3100	2LQTW33	88937	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 5190	9CX8QT2	81775	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 5190	5JG0QTZ	81793	<input type="checkbox"/>
Computer Equipment	LENOVO CHROMEBOOK	HFBTTLAND	84979	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	FLGZQN2	60564	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	BGJZQN2	60562	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	6FJZQN2	60557	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	9PGZQN2	60570	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	2S6F2D2	55808	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	C56F2D2	55799	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	HR6F2D2	55783	<input type="checkbox"/>

### Site Responsibility:

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Rev. 6/26/2023

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July 18, 2024

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


Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy.Casino@chino.k12.ca.us](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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	DW6F2D2	55779	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	BX6F2D2	55815	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	GR6F2D2	55813	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	HV6F2D2	55809	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	1X6F2D2	55810	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	17682C2	54893	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	7JURPN2	60558	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	5KTWPN2	60534	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	559YPN2	88937	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	P21T002	55816	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	HK4BSN2	64568	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	1GBBSN2	64569	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	DSV85N2	64552	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	7CS9SN2	64541	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	F459SN2	64548	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	5GSNSN2	64562	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	9GBBSN2	64549	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	FOH72C2	54863	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	C6782C2	54894	<input type="checkbox"/>

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Rev. 6/26/2023

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July 18, 2024

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


Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy.Casino@chino.k12.ca.us](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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	BVC5SN2	64551	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	4X4BSN2	64545	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	GCH2QN2	60550	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	3TG2QN2	60543	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	97TYZ82	54386	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	FNZ5F82	52627	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	DS6FZD2	55781	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	87TYZB2	54384	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	6T6F2D2	55800	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	2T6F202	55806	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	27682C2	54869	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	37682C2	54874	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	4R682C2	54885	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	3R682C2	54876	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	J3B1QN2	60573	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	4QMWP2	60553	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	82H72C2	54868	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	H6682C2	54883	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	97782C2	54898	<input type="checkbox"/>

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


Purchasing Use Only

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School Site/Department	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	9Q682C2	54862	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	HS6F2D2	55811	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	H9H2QN2	60554	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	16G2QN2	NO TAG	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	HWYZQN2	60569	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	4S6F2D2	55814	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	5S6FZD2	55804	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	37G2QN2	60519	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	81GWPN2	60559	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	2VG2QN2	60530	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	HB9WPN2	60536	<input type="checkbox"/>
Computer Equipment	Dell Chromebook 3100	CY07NV2	76030	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	7T6FZ02	55780	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	DV6FZ02	55798	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	6W6FZ02	55797	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	DYG72C2	54891	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	CZG72C2	54882	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	4ZG72C2	54871	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	5DJ2QN2	60544	<input type="checkbox"/>

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Rev. 6/26/2023

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


Purchasing Use Only

Board Approval Date \_\_\_\_\_

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School Site/Department	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	GNVBSN2	64557	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	DFD2QN2	60574	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	D6M4XF2	57496	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	850VXF2	57499	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	C7B7M02	71103	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	4KL9SN2	64550	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	202MXF2	57491	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	7CD2QN2	60561	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	6QG2QN2	60518	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	10RXPN2	60538	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	DD59SN2	64556	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	8SV8SN2	64558	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	3G9MWF2	57498	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	BYD9SN2	64554	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	DR4BSN2	64565	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	D7T4ZB2	54382	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	3PZ5F82	52623	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	67M4XP2	57487	<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 checked="" type="checkbox"/>

### Site Responsibility:

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

Rev. 6/26/2023

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July 18, 2024  
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## CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy.Casino@chino.k12.ca.us](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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	GNVBSN2	64547	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	DFD2QN2	55793	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	D6M4XF2	55790	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	850VXF2	54557	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	C7B7M02	55803	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	4KL9SN2	55817	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	202MXF2	54873	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	7CD2QN2	54866	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	6QG2QN2	54860	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	10RXP2	54877	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	DDS9SN2	54884	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	8SV8SN2	54875	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	3G9MWF2	54880	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	BYD9SN2	64554	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	DR4BSN2	64565	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	D7T4ZB2	54382	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	3PZ5F82	52623	<input type="checkbox"/>
Computer Equipment	DELL CHROMEBOOK 11	67M4XP2	57487	<input type="checkbox"/>
Choose an item	DELL LATITUDE 3189	C24RPN2	60580	<input checked="" type="checkbox"/>

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


Purchasing Use Only

Board Approval Date

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School Site/Department	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	8GL9SN2	64546	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	CNL9SN2	64540	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	7VG2QN2	60581	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	H4G2QN2	60566	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	1LD2XF2	57489	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	9NS4XF2	57495	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	C7NQQWF2	57492	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	6MJJWF2	57493	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	8SN1XF2	57485	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	J5M4XF2	57488	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	J4B1QN2	60532	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	HRG2QN2	60524	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	BTG2QN2	60529	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	HP4BSN2	64563	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	9CBBSN2	64564	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	FKL9SN2	64555	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	C2B1QN2	60552	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	CQJ2QN2	60560	<input type="checkbox"/>
Choose an item.	DELL LATITUDE 3189	5XFZQN2	60535	<input checked="" type="checkbox"/>

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

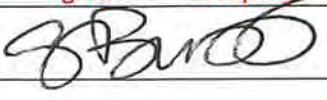
Purchasing Use Only

Board Approval Date

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Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	34R0XF2	57500	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	H2F2QN2	60527	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	80JZQN2	60541	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	3WGZQN2	60545	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	B491QN2	60520	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	57JRPN2	60571	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	4Q3WPN2	60575	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	5FHZQN2	60555	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	85G2QN2	60542	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	1MG2QN2	60523	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	9GF2QN2	60572	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	6F2QPN2	60579	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	5DHQN2	60531	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	H6GWP2	60576	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	F859SN2	64567	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	1PGZQN2	60522	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	3V5XPN2	60547	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	GW4RPN2	60549	<input type="checkbox"/>
Choose an item.	DELL LATITUDE 3189	F979SN2	64542	<input checked="" type="checkbox"/>

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**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	HT6FZD2	55807	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	7V6FZD2	55788	<input type="checkbox"/>
Computer Equipment	DELL LENOVO 500	P20722B9	84585	<input type="checkbox"/>
Computer Equipment	DELL LENOVO 500	PF2535BM	NO TAG	<input type="checkbox"/>
Computer Equipment	CHROMEBOOK 11 5190	42W8QT2	81779	<input type="checkbox"/>
Computer Equipment	CHROMEBOOK 11 3189	935FMQ2	71142	<input type="checkbox"/>
Computer Equipment	CHROMEBOOK 11 3189	51PWTT2	74835	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	BNMWP2	60551	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	B9BBSN2	64544	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	190XPN2	60577	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	48F2QN2	60528	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	8WG2QN2	60528	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	HBBBSN2	64543	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3189	2NL9SN2	64570	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	9XYZQN2	60540	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	63JJWF2	57494	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	B4M4XF2	57486	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3189	8W4RPN2	60578	<input type="checkbox"/>
Choose an item.	DELL LATITUDE 3189	6T5XPN2	60567	<input checked="" type="checkbox"/>

### Site Responsibility:

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

Rev. 6/26/2023

Submit the completed form via email to [Kathy\\_Casino@chino.k12.ca.us](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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	1T6FZD2	55792	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	3QG72C2	54879	<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"/>
Computer Equipment	DELL LATITUDE 3160	FV6FZD2	55782	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	CT6F2D2	55801	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	FW6FZD2	55789	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	ZP25FB2	52625	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	4W6F2D2	55805	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	77TY282	54385	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	HQG72C2	54864	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	3BH72C2	54892	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	45682C2	54887	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	86782C2	54897	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	DELL LATITUDE 3160	27782C2	54896	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	47782C2	54895	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	12G72C2	54886	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	4P25F82	52624	<input type="checkbox"/>
Computer Equipment	DELL LATITUDE 3160	9W6FZD2	55812	<input type="checkbox"/>
Choose an item.	DELL LATITUDE 3160	8W6FZD2	55795	<input checked="" type="checkbox"/>

### Site Responsibility:

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

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.

July 18, 2024  
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## CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST

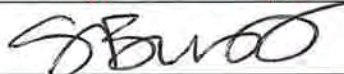
Purchasing Use Only

Board Approval Date \_\_\_\_\_

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy\\_Casino@chino.k12.ca.us](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	Howard Cattle	Date Submitted:	6/6/24
Site Contact & Extension	Solana Fernandez X3873		

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
Printing & Duplicating Equipment	XEROX PHASER 6180	DPX360975	29060	<input type="checkbox"/>
Printing & Duplicating Equipment	XEROX PHASER 3260	K8237287	NO TAG	<input type="checkbox"/>
Printing & Duplicating Equipment	XEROX PHASER 6280	NONE	NO TAG	<input type="checkbox"/>
Printing & Duplicating Equipment	XEROX PHASER 6280	NONE	29937	<input type="checkbox"/>
AV Equipment	AVER VISION 310 AF	302B5W	29985	<input type="checkbox"/>
Computer Equipment	DELL OPTIPLEX 3020	D085	43289	<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



Site Contact	Gina Alvarado	Date Submitted:	6/13/2024
Phone	(909) 6067540 Ext. 5434	Board Approval	

PLEASE TYPE

Rev. 2/9/2018agh

*Submit the completed form via email to [Patty\\_Wolfe@chino.k12.ca.us](mailto:Patty_Wolfe@chino.k12.ca.us), Facilities/Planning.*

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	CIIS	Date Submitted:	June 5, 2024
Site Contact & Extension	Regan Rico ext. 1310		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

[illegible]





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

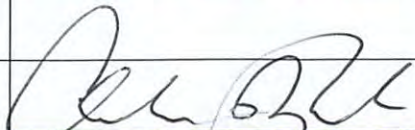
Purchasing Use Only

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	CIIS	Date Submitted:	6/17/24
Site Contact & Extension	Regan Rico ext. 1310		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

THIS FORM MUST BE TYPED

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Logi K540	2229SY0968G8	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell OptiPlex 3080	F6B8KD3	87881	<input type="checkbox"/>
Printing & Duplicating Equipment	HP PageWide Pro MFP 477dw	NA	88194	<input type="checkbox"/>
Office Equipment	Plantronics	2KVOBS	NA	<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.	N/A	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>





## 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 Avenue Elementary Library	Date Submitted:	6/11/2024
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
Library Equipment	EPSON 97 H	VTFK5700890	52949	<input checked="" type="checkbox"/>
Library Equipment	EPSON97 H	VTFK5700924	52925	<input type="checkbox"/>
Library Equipment	HOT SPOT T-9	TTK9779990	X7279355	<input type="checkbox"/>
Library Equipment	28 Display Port Cables CRG	54400	-	<input checked="" type="checkbox"/>
Library Equipment	5 Surge protectors- Ulitech	-	-	<input type="checkbox"/>
Library Equipment	6 cables	-	-	<input checked="" type="checkbox"/>
Library Equipment	2 HDMIGVGA Moread	-	-	<input checked="" type="checkbox"/>
Library Equipment	Dell Charger LA 90PE	95F0B37.ADO	-	<input type="checkbox"/>
Library Equipment	USB AC ADAPTER	LENOVO	-	<input type="checkbox"/>
Library Equipment	ADAPTER	PRO WINDOR 8.	-	<input checked="" type="checkbox"/>
Library Equipment	HP ADAPTER	TPC-581	-	<input type="checkbox"/>
Library Equipment	PAZ195334	-	-	<input type="checkbox"/>
Library Equipment	3 ADAPTERS LENOVO	-	-	<input type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Library Equipment	DELL PENCIL	SPEN-DEL-01	-	<input checked="" type="checkbox"/>
Library Equipment	5 MICROSOFT PENS	3ZY-00010	-	<input checked="" type="checkbox"/>
Library Equipment	10 LAPTOPS BAGS	-	-	<input checked="" type="checkbox"/>
Library Equipment	7 LAPTOP PORFOLIOS	-	-	<input checked="" type="checkbox"/>
Library Equipment	Keyboard HP	BDMGHOCCP7AA0D	-	<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.

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	Walnut Avenue Elementary Library 2	Date Submitted:	6/11/2024
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
Library Equipment	13 TABLES	-	-	<input checked="" type="checkbox"/>
Library Equipment	18 CHAIRS	- -	- Click or tap here to enter text.	<input checked="" type="checkbox"/>
Library Equipment	2 Rolling book shelf	- -		<input checked="" type="checkbox"/>
Library Equipment	28 Display Port Cables CRG	54400	-	<input checked="" type="checkbox"/>
Library Equipment	Projector	Epson	50804	<input type="checkbox"/>
Library Equipment	Projecotr	Epson	27255	<input type="checkbox"/>
Library Equipment	Click or tap here to enter text.	-	-	<input type="checkbox"/>
Library Equipment	Click or tap here to enter text.	95F0B37.ADO	-	<input type="checkbox"/>
Library Equipment	USB AC ADAPTER	LENOVO	-	<input type="checkbox"/>
Library Equipment	ADAPTER	PRO WINDOR 8.	-	<input type="checkbox"/>
Library Equipment	HP ADAPTER	TPC-581	-	<input type="checkbox"/>
Library Equipment	PAZ195334	-	-	<input type="checkbox"/>
Library Equipment	3 ADAPTERS LENOVO	-	-	<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 checked="" type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>



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

Purchasing Use Only

Board Approval Date

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School Site/Department	Walnut Avenue Elementary POD 4/5/6 PAGE 3	Date Submitted:	6/11/2024
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	Printer CM2320ONFMFP	CNF9C2DXJG	35574	<input type="checkbox"/>
Classroom Furniture	VHS DVD PLAYER DV2150	5112150103534-	- Click or tap here to enter text.	<input type="checkbox"/>
Classroom Furniture	IPAD A2133	DMPYYMBHHLMO4	306 swivel	<input type="checkbox"/>
Classroom Furniture	Epson Projector 83H	KM3F822363L	27269	<input type="checkbox"/>
Classroom Furniture	EPSON PROJECTOR V688A	VTFKS00853	52945	<input type="checkbox"/>
Classroom Furniture	AVER VISION -POE23	51115100600p	38804	<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"/>
Computer Equipment	-	-	-	<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 checked="" type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>
Choose an item.	-	-	-	<input type="checkbox"/>





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

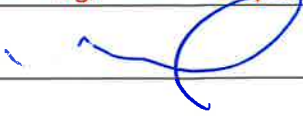
Purchasing Use Only

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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

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

Rev. 6/26/2023

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

July 18, 2024

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

Purchasing Use Only

Board Approval Date

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

### Site Responsibility:

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

### Purchasing Responsibility:

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

### Textbooks & Library Books:

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



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

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

Adobe E-signature is acceptable

Department Head/Principal Approval:

Technology Review:

**THIS FORM MUST BE TYPED**

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

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.

July 18, 2024

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

Purchasing Use Only

Board Approval Date

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

Site Responsibility: 39442B1VRSR1

Purchasing Responsibility:

Textbooks & Library Books:



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

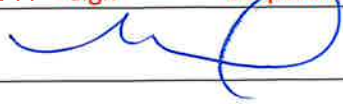
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Board Approval Date

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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Tower	Optiplex 790	B17RSR1	39419	
Computer Equipment	Optiplex 3010	HZ9JK02	42268	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	38YYZ12	44036	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	599RT52	47777	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	69CRT52	47853	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	HZ9YJ02	42273	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B17TSR1	39445	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VHPV12	43216	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B27SSR1	39161	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B21VSR1	39419	<input type="checkbox"/>
Computer Equipment	Optiplex 790	B01TSR1	39312	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKT7K02	42017	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VDQV12	43213	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	5VFQV12	43212	<input type="checkbox"/>

Rev. 6/26/2023

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Board Approval Date

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

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:



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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

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

Rev. 6/26/2023

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Site Contact & Extension	Angelica Ramos		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
<b>Computer Tower</b>	<b>Optiplex 3010</b>	<b>BL08K02</b>	<b>42015</b>	
Computer Equipment	Optiplex 3010	BL06K02	42004	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKX7K02	42030	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKZ5K02	42019	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKW5K02	42010	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKQBK02	42011	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKR8K02	42034	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKS8K02	42020	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKR8K02	42009	<input type="checkbox"/>
Computer Equipment	Optiplex 3010	BKX5K02	42012	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23T8C42	46490	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23T8C42	46488	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23VBC42	46484	<input type="checkbox"/>
Computer Equipment	Optiplex 3020	23VDC42	46501	<input type="checkbox"/>



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

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Board Approval Date

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

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:



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

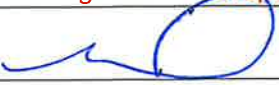
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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

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

Rev. 6/26/2023

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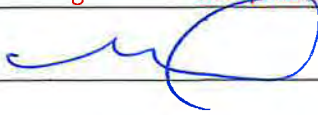
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Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

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

Site Responsibility:

Rev. 6/26/2023

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Technology Review:	

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

Site Responsibility:





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


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Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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

Site Responsibility:

Purchasing Responsibility:





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


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Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Keyboard 212-B	05P02F7158119104ZTA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH6597357107L08QY	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ073DA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ05L0A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0RH659735719710FZN	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0U473D447519510204A00	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G73826687087MA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G7382668A015YA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G738266BF01CSA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G738266BF00TBA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G7382668B03SEA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G738266BA087UA02	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0N6R8G73826687087JA02	n/a	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an Item	Dell Keyboard 212-B	0RH659735710B406GJ	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ02ZSA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ0504A01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CA04EZA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ057KA01	n/a	<input checked="" type="checkbox"/>
Computer Equipment	Dell Keyboard 212-B	0DJ454715813CJ057PA01	n/a	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

Submit the completed form via email to [Kathy.Casino@chino.k12.ca.us](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	Woodcrest Junior High	Date Submitted:	5/29/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

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

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

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


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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

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

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Board Approval Date

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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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

Site Responsibility:

Purchasing Responsibility:





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

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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CNOC730C7162398E2294	N/A	☒
Computer Equipment	Dell Monitor	CN0UN132717317AI7NFS	N/A	☒
Computer Equipment	Dell Monitor	CNOC730C716231883098	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PB	N/A	☒
Computer Equipment	Dell Monitor	CN0KV14V7426151Q44KB	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PB	N/A	☒
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAZCS	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44UB	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PAB	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44P7B	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44RB	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44TB	N/A	☒
Computer Equipment	Dell Monitor	CN0DT0PH742614251MJU	N/A	☒
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0FJ44J7444544JB5H5	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44PCB	N/A	☒
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAVGS	N/A	☒
Computer Equipment	Dell Monitor	CN0FJ44J7444544JAYCS	N/A	☒
Computer Equipment	Dell Monitor	CN0KW14V7426151Q44HB	N/A	☒
Computer Equipment	Dell Monitor	CN0DT0PH742614251MDU	N/A	☒

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

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

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Board Approval Date

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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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

Site Responsibility:

Purchasing Responsibility:





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


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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

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

Site Responsibility:

Purchasing Responsibility:



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


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Board Approval Date

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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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

Site Responsibility:

Purchasing Responsibility:

Rev. 6/26/2023

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

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0DT0PH742614253J0U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253J3U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251M8U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251M9U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251M9U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	0XJ5TR7287272FAE3BA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251MFU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253K5U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HYU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251MEU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253J1U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HNU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253H7U	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CNOC730C7162398E2317	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C7162398E2292	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614251MAU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253T6U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CNOC730C7162398E2343	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253KUU	N/A	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:



# CHINO VALLEY UNIFIED SCHOOL DISTRICT SURPLUS / OBSOLETE EQUIPMENT LIST


Purchasing Use Only

Board Approval Date

List the equipment below that your site/department no longer needs. Indicate on the form if the item is in working condition. When the form has been completed and signed, KEEP A COPY, and forward the approved form to [Kathy.Casino@chino.k12.ca.us](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	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

**THIS FORM MUST BE TYPED**

Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Monitor	CN0KW14V7126151Q44JB	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0KW14V7426151Q4P38	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HUU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253J8U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HPU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716231721981	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253HUU	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH74261425311U	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0C730C716230613900	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FA7LBA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FA878A00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0XJ5TR7287272FA7MBA00	N/A	<input checked="" type="checkbox"/>
Computer Equipment	Dell Monitor	CN0DT0PH742614253JUU	N/A	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Choose an item.	Optriplex 3040	CN0KW14V7426151Q4P38	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>
Choose an item.	Dell Monitor	Click or tap here to enter text.	N/A	<input checked="" type="checkbox"/>

Rev. 6/26/2023

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

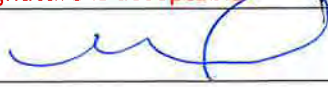
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School Site/Department	Woodcrest Junior High	Date Submitted:	5/28/24
Site Contact & Extension	Angelica Ramos x6480		

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <span style="color: red;">REQUIRED</span>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Lenovo 300E	P2051ACD	76359	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	82ntc82	52820	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	80ntc82	52808	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	Dwmtc82	52726	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	25ntc82	52745	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	6ymtc82	52727	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	D6rtc82	52816	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	66ntc82	52733	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	85ntc82	52749	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	20ntc82	52787	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	86ntc82	52730	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	H1ntc82	52732	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	98ntc82	52737	<input checked="" type="checkbox"/>
Description <span style="color: red;">REQUIRED</span>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3350	86ntc82	52746	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	F2mtc82	52728	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	60ntc82	52734	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	41ntc82	52744	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	32mtc82	52743	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3350	53rtc82	52735	<input checked="" type="checkbox"/>

Site Responsibility:

Purchasing Responsibility:





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

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Technology Review:	

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

Site Responsibility:

Purchasing Responsibility:



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


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Department Head/Principal Approval:	
Technology Review:	

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Description <span style="color: red;">REQUIRED</span>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3160	82bqd82	53517	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	2pwqd82	53593	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	H6bqd82	53530	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	J4bqd82	53531	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	B5bqd82	53533	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	Gnwqd82	53520	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	F2bqd82	53539	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	8rwqd82	53540	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	4rwqd82	53551	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	96bqd82	53532	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	Bawqd82	53592	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	45bqd82	53536	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	G5bqd82	53528	<input checked="" type="checkbox"/>
Description <span style="color: red;">REQUIRED</span>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3160	H1bqd82	53529	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	5nwqd82	53523	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	F5bqd82	53541	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	Gmwqd82	53547	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	57bqd82	53519	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	Bpwqd82	53545	<input checked="" type="checkbox"/>

### Site Responsibility:

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

Rev. 6/26/2023

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


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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition
Computer Equipment	Dell Latitude 3160	H4bqjd82	53527	<input checked="" type="checkbox"/>
Computer Equipment	Dell Latitude 3160	C5bqjd82	53542	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDH	60102	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATE85	60115	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATBCJ	60100	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDV	60116	<input checked="" type="checkbox"/>
Choose an item	Click or tap here to enter text	1S20HU0000USLR0ATEBT	60119	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDW	60114	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDC	60104	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATBCG	60098	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATBC9	60086	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEBM	60092	<input checked="" type="checkbox"/>
Choose an item	Lenovo ThinkPad Yoga 11e	1S20HU0000USLR0ATEDZ	60111	<input checked="" type="checkbox"/>
Description <i>REQUIRED</i>	Model #	Serial #	CVUSD Asset Tag	Good Working Condition



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

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Board Approval Date

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

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:





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

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

Adobe E-signature is acceptable

Department Head/Principal Approval:	
Technology Review:	

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

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

Site Responsibility:

Purchasing Responsibility:

Textbooks & Library Books:



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Technology Review:	

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

Site Responsibility:

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Technology Review:	

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

Site Responsibility:

Purchasing Responsibility:





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Technology Review:	

**THIS FORM MUST BE TYPED**

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

Rev. 6/26/2023

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

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

**BACKGROUND**

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

CUPCCAA Project	Project Description	Contractor	Original Bid	Change Order	Total	Fund	Completion Date
CC2024-56	District Wide Rodent Control/ Prevention	Earlybird Extermination Inc.	\$24,940.00	N/A	\$24,940.00	01	June 2, 2024
CC2024-80	District Wide Roof Leak Repairs	Bligh Pacific	\$24,000.00	N/A	\$24,000.00	01	May 17, 2024
CC2024-81	Magnolia JHS-MPR Audio/Video Upgrade	Sunset Electrical Contractors dba Sunset Audio Visual	\$59,969.54	N/A	\$59,969.54	01	June 7, 2024

<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>
CC2024-85	Chino Hills HS Gym Murals	Art Specialties, Inc.	\$36,115.16	N/A	\$36,115.16	01	June 7, 2024
CC2024-93	Chino Hills HS Campus Wide Tree Trimming	Mission Landscape Co, Inc.	\$53,396.00	N/A	\$53,396.00	01	June 15, 2024
CC2024-97	Boardroom Countertop Fabrication and Installation	One Contracting and Remodeling dba Cabinets OC	\$17,555.00	N/A	\$17,555.00	25	May 31, 2024
CC2024-102	Quartz Counters – New District Office	One Contracting and Remodeling dba Cabinets OC	\$24,152.50	\$660.00	\$25,175.50	25	June 20, 2024
CC2024-104	District Wide Natural Turf Weed Control Applications	Pest Options, Inc.	\$24,627.60	N/A	\$24,627.60	01	June 27, 2024
CC2024-105	Ayala HS Planter Irrigation Replacement	Hernandez Landscape Co, Inc.	\$23,800.00	N/A	\$23,800.00	01	June 15, 2024
CC2024-108	Canyon Hills JHS Backstop Replacement & Fence Repairs	Riverside Fence Co, Inc	\$44,870.00	N/A	\$44,870.00	01	June 27, 2024
CC2024-112	New District Office-Under Desk Receptacle and ViewSonic Installation	NextGen Construction, Inc.	\$21,400.00	N/A	\$21,400.00	25	June 15, 2024

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

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

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

### **RECOMMENDATION**

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

### **FISCAL IMPACT**

\$291,781.30 to General Fund 01  
\$89,303.00 to Fund 25

NE:GJS:MS:cb

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## Our Motto:

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: RESOLUTION 2024/2025-01, 2024/2025-02, 2024/2025-03,  
2024/2025-04, 2024/2025-05, AUTHORIZATION TO UTILIZE A  
PIGGYBACK CONTRACT**

=====

## **BACKGROUND**

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

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

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

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

Resolution	Contract	Contractor(s)	Description	Term
2024/2025-01	Super Co-Op Lead Agency: San Mateo-Foster City School District RFP SUPER-01-24	Gold Star Foods, Inc.	Distribution of Direct Delivery USDA Foods	1/1/2024-6/30/2025



<b>Resolution</b>	<b>Contract</b>	<b>Contractor(s)</b>	<b>Description</b>	<b>Term</b>
2024/2025-02	Riverside Unified School District RFP No. 2023/24-37	Inland Empire Buying Cooperative	Grocery Products and Related Items	7/1/2024-6/30/2025
2024/2025-03	Val Verde Unified School District RFP #2024-2025-04	Inland Empire Buying Collective	Paper Products	7/1/2024-6/30/2025
2024/2025-04	Riverside Unified School District RFP No. 2022/23-33	Goldstar Foods, Inc.	Fresh Bread and Tortilla Products	7/1/2024-6/30/2025
2024/2025-05	Moreno Valley Unified School District RFP No. 22-23-04	Inland Empire Buying Collaborative (IEBC)	Snack Foods and Beverages	7/1/2024-6/30/25

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

### **RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2024/2025-01, 2024/2025-02, 2024/2025-03, 2024/2025-04, 2024/2025-05, Authorization to Utilize Piggyback Contract.

### **FISCAL IMPACT**

Unknown.

NE:GJS:KC:cb

**Chino Valley Unified School District  
Resolution 2024/2025-01  
Authorization to Utilize the Super Co-Op Lead Agency:  
San Mateo-Foster City School District RFP SUPER-01-24  
For the Distribution of Direct Delivery USDA Foods  
With Gold Star Foods, Inc.**

**WHEREAS**, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists for the Distribution of Direct Delivery USDA Foods.

**WHEREAS**, Super Co-Op Lead Agency: San Mateo-Foster City School District currently has a piggyback contract, RFP SUPER-01-04, in accordance with Public Contract Code 20118 with Gold Star Foods, Inc., that contains the materials, supplies, equipment and/or other personal property the District currently requires; and

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the Distribution of Direct Delivery of USDA Foods and related items through the piggyback contract procured by the RFP SUPER-01-04.

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

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

Section 2. Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the Distribution of Direct Delivery of USDA Foods and related items through the piggyback contract originally procured by the RFP SUPER-01-04, is in the best interest of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of Distribution of Direct Delivery of USDA Foods and related items in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Super Co-Op Lead Agency: San Mateo-Foster City School District RFP SUPER-01-04.

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

Section 5. Effective Date. This resolution shall be effective as of January 01, 2024, for the term ending June 30, 2025.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 18th day of July 2024 by the following vote:

Bridge	_____
Cruz	_____
Monroe	_____
Na	_____
Shaw	_____

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

---

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

**Chino Valley Unified School District**  
**Resolution 2024/2025-02**  
**Authorization to Utilize the Riverside Unified School District RFP No. 2023/24-37**  
**With Inland Empire Buying Cooperative**  
**to Purchase Grocery Products and Related Items**  
**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 Grocery Products and Related Items for the District; and

**WHEREAS**, Riverside Unified School District currently has a piggyback contract, RFP No. 2023/24-37, in accordance with Public Contract Code 20118 with Inland Empire Buying Cooperative, that contains the materials, supplies, equipment and/or other personal property the District currently requires; and

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the purchase of Grocery Products and Related Items through the piggyback contract procured by the RFP No. 2023/24-37.

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

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

Section 2. Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of Grocery Products and Related Items through the piggyback contract originally procured by the RFP No. 2023/24-37, is in the best interest of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of Grocery Products and Related Items in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the RFP No. 2023/24-37.

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

Section 5. Effective Date. This resolution shall be effective as of July 01, 2024, for the term ending June 30, 2025.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 18th day of July 2024 by the following vote:

Bridge	_____
Cruz	_____
Monroe	_____
Na	_____
Shaw	_____

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

---

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

**Chino Valley Unified School District  
Resolution 2024/2025-03  
Authorization to Utilize the Val Verde Unified School  
District RFP No. 2024-2025-04  
With Inland Empire Buying Collective  
to Purchase Paper Products  
Through the Piggyback Contract**

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

**WHEREAS**, Val Verde Unified School District currently has a piggyback contract, RFP No. 2024/2025-04, in accordance with Public Contract Code 20118 with Inland Empire Buying Collective, that contains the materials, supplies, equipment and/or other personal property the District currently requires; and

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the purchase of Paper Products through the piggyback contract procured by the RFP No. 2024/2025-04.

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

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

Section 2. Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of Paper Products through the piggyback contract originally procured by the RFP No. 2024/2025-04, is in the best interest of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of Paper Products in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the RFP No. 2024/2025-04.

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

Section 5. Effective Date. This resolution shall be effective as of July 01, 2024, for the term ending June 30, 2025.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 18th day of July 2024 by the following vote:

Bridge	_____
Cruz	_____
Monroe	_____
Na	_____
Shaw	_____

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

---

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

**Chino Valley Unified School District  
Resolution 2024/2025-04  
Authorization to Utilize the Riverside Unified School  
District RFP No. 2022/23-33  
With Goldstar Foods, Inc.  
to Purchase Fresh Bread and Tortilla Products  
Through the Piggyback Contract**

**WHEREAS**, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure Fresh Bread and Tortilla Products for the District; and

**WHEREAS**, Riverside Unified School District currently has a piggyback contract, RFP No. 2022/2023-33, in accordance with Public Contract Code 20118 with Goldstar Food, Inc., that contains the materials, supplies, equipment and/or other personal property the District currently requires; and

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the purchase of Fresh Bread and Tortilla Products through the piggyback contract procured by the RFP No. 2022/2023-33.

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

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

Section 2. Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of Fresh Bread and Tortilla Products through the piggyback contract originally procured by the RFP No. 2022/2023-33, is in the best interest of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of Fresh Bread and Tortilla Products in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the RFP No. 2022/2023-33.



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

Section 5. Effective Date. This resolution shall be effective as of July 01, 2024, for the term ending June 30, 2025.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 18th day of July 2024 by the following vote:

Bridge	_____
Cruz	_____
Monroe	_____
Na	_____
Shaw	_____

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

---

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

**Chino Valley Unified School District  
Resolution 2024/2025-05  
Authorization to Utilize the Moreno Valley Unified School  
District RFP No. 22-23-04  
With Inland Empire Buying Collaborative (IEBC)  
to Snack Foods and Beverages  
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 Snack Foods and Beverages Products for the District; and

**WHEREAS**, Moreno Valley Unified School District currently has a piggyback contract, RFP No. 22-23-04, in accordance with Public Contract Code 20118 with Inland Empire Buying Collaborative (IEBC), that contains the materials, supplies, equipment and/or other personal property the District currently requires; and

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the purchase of Snack Foods and Beverages Products through the piggyback contract procured by the RFP No. 22-23-04.

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

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

Section 2. Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of Snack Foods and Beverages Products through the piggyback contract originally procured by the RFP No. 22-23-04, is in the best interest of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of Snack Foods and Beverages Products in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the RFP No. 22-23-04.

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

Section 5. Effective Date. This resolution shall be effective as of July 01, 2024, for the term ending June 30, 2025.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 18th day of July 2024 by the following vote:

Bridge	_____
Cruz	_____
Monroe	_____
Na	_____
Shaw	_____

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

---

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: EXTENSION OF REQUEST FOR PROPOSALS 21-22-18, NUTRITION SERVICES – FRESH PRODUCE**

=====

**BACKGROUND**

On May 5, 2022, the Board of Education approved Request for Proposals (RFP) 21-22-18, Nutrition Services – Fresh Produce to Loewy Enterprises dba Sunrise Produce Company. The term of the RFP was July 1, 2023 through June 30, 2024. Sunrise Produce Company has agreed to extend the terms and conditions of the RFP by one additional year, to June 30, 2025. All other terms and conditions of the RFP shall remain the same.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the extension of Request for Proposals 21-22-18, Nutrition Services – Fresh Produce.

**FISCAL IMPACT**

\$338,822.40 to Cafeteria Fund 13

NE:GJS:kc

## CHINO VALLEY UNIFIED SCHOOL DISTRICT

### Our Motto:

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: AWARD OF BID NO. 23-24-20F, DON LUGO HS NEW ADMIN BLDG, KITCHEN & POOL RENOVATION**

### **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. 23-24-20F, Don Lugo HS New Admin Bldg, Kitchen & Pool Renovation, was published in the Inland Valley Daily Bulletin on May 1, 2024, and May 8, 2024. Bids were submitted at 1:00 p.m. on June 20, 2024. The results are as follows:

Bid Package	# of Bids Received	Low Bidder	Bid Amount
02-01	4	Integrated Demolition	\$840,000.00
03-01	6	K.A.R. Construction	\$2,183,000.00
05-01	3	RND	\$1,139,000.00
06-01	5	Core Contracting	\$1,224,224.00
06-02	3	K&Z Cabinets, Inc	\$293,520.00
07-01	6	Rite-Way Roof Corporation	\$720,000.00
08-01	3	Dan Lyman Construction, Inc.	\$302,179.00
08-02	6	Platinum Glass Corp	\$222,760.00
09-01	5	Sierra Lathing Company, Inc.	\$935,681.00
09-02	3	Floored Tile & Stone	\$248,500.00
09-03	2	Southcoast Acoustical Interiors, Inc.	\$174,621.00
09-04	2	Pro Installations, Inc. dba Prospectra Contract Flooring	\$167,500.00
09-05	5	D&M Painting, Inc.	\$284,800.00
10-01	5	Patriot Contracting & Engineering, Inc.	\$1,597,000.00
11-01		TBD	N/A
13-01	3	California Water Development, Inc. dba California Waters	\$2,153,400.00
21-01	4	JPI Development Group	\$280,000.00
22-01	6	Continental Plumbing, Inc.	\$842,124.00

23-01	9	All Star Air Systems, Inc.	\$817,800.00
26-01	8	RDM Electric Co, Inc.	\$1,695,000.00
31-01	2	Crew, Inc.	\$1,184,300.00
32-01	2	Inland Empire Landscape, Inc.	\$368,896.00
33-01	5	MPI-Miller Plumbing	\$633,960.00

The basic scope of work for this project includes the New Admin Building, renovation of kitchen and pool/deck/equipment.

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

### **RECOMMENDATION**

It is recommended the Board of Education award Bid No. 23-24-20F, Don Lugo HS New Admin Bldg, Kitchen and Pool Renovation to Integrated Demolition, K.A.R. Construction, RND, Core Contracting, K&Z Cabinets, Inc., Rite-Way Roof Corporation, Dan Lyman Construction, Inc., Platinum Glass Corp, Sierra Lathing Company, Inc., Floored Tile & Stone, Southcoast Acoustical Interiors, Inc., Pro Installations, Inc. dba Prospectra Contract Flooring, D&M Painting, Inc., Patriot Contracting & Engineering, Inc., California Water Development, Inc. dba California Waters, JPI Development Group, Continental Plumbing Inc., All Star Air Systems, Inc., RDM Electric Co, Inc., Crew, Inc., Inland Empire Landscape, Inc., and MPI-Miller Plumbing.

### **FISCAL IMPACT**

\$18,308,265.00 to Fund 21

NE:GJS:KC:cb

## CHINO VALLEY UNIFIED SCHOOL DISTRICT

### Our Motto:

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: AWARD OF BID NO. 23-24-23F, DICKEY ES NO CLIMB FENCING- REBID**

### **BACKGROUND**

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

A Notice to Contractors Calling for Bids for Bid No. 23-24-23F, Dickey ES No Climb Fencing-Rebid, was published in the Inland Valley Daily Bulletin on May 22, 2024, and May 29, 2024. Bids were submitted at 1:00 p.m. on June 10, 2024.

The results are as follows:

Contractor	Bid Amount
Harris Steel Fence Co.	\$198,010.00
Quality Fence Co, Inc.	\$198,888.00
Izurieta Fence Co	\$207,479.00
Gold Coast Fence, Inc.	\$222,200.00
Everfence Corporation	\$237,680.00
Valley Cities Gonzales Fence	\$254,100.00
Golden West Fence (non-responsive)	\$147,889.00

The basic scope of work for this project is to replace existing fence with no climb fencing.

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

### **RECOMMENDATION**

It is recommended the Board of Education award Bid No. 23-24-23F, Dickey ES No Climb Fencing-Rebid to Harris Steel Fence Co.

### **FISCAL IMPACT**

\$198,010.00 to Fund 01

## CHINO VALLEY UNIFIED SCHOOL DISTRICT

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: REJECTION OF ALL BIDS RECEIVED FOR BID NO. 23-24-26F, ANNA BORBA ES, BUTTERFIELD ES, DICKEY ES, EAGLE CANYON ES AND NEWMAN ES, ASPHALT REPAIRS-REBID AND AUTHORIZATION TO REBID THE PROJECT**

### **BACKGROUND**

A Notice to Contractors Calling for Bids for No. 23-24-26F, Anna Borba ES, Butterfield ES, Dickey ES, Eagle Canyon ES, and Newman ES Asphalt Repairs-Rebid, was published in the Inland Valley Daily Bulletin on May 21, 2024, and May 28, 2024. Bids were submitted at 1:00 p.m. on June 7, 2024.

The results are as follows:

Contractor	Bid Amount
Century Paving, Inc.	\$3,334,132.00
PaveWest, Inc.	\$3,687,500.00
Premier Paving, Inc.	\$3,345,000.00
Terra Pave, Inc.	\$3,828,000.00
Universal Asphalt Co., Inc.	\$3,300,000.00

Upon receipt of the bids, staff reviewed all documents and determined that the District's bid documents did not specify how bids would be awarded.

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

### **RECOMMENDATION**

It is recommended the Board of Education reject all bids for Rebid No. 23-24-26F, Anna Borba ES, Butterfield ES, Dickey ES, Eagle Canyon ES, and Newman ES Asphalt Repairs-Rebid and authorize staff to rebid the project.

### **FISCAL IMPACT**

None.

NE:GJS:KC:cb



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

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

=====

**BACKGROUND**

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

A Notice to Contractors Calling for Bids for Bid No. 23-24-27F, Ayala HS Shade Structure, was advertised in the Inland Valley Daily Bulletin on June 4, 2024, and June 11, 2024. Bids were submitted at 1:00 p.m. on June 20, 2024. The bid results are as follows:

Contractor	Bid Amount
Elegant Construction, Inc.	\$268,500.00

The basic scope of work for this project is to demo, abatement and construction necessary for installation of shade structure at Ayala HS pool deck.

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

**RECOMMENDATION**

It is recommended the Board of Education award Bid No. 23-24-27, Ayala HS Shade Structure to Horizon Mechanical.

**FISCAL IMPACT**

\$268,500.00 to Fund 21

NE:GJS:KC:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: APPROVAL OF PAYMENT TO DAVE BANG & ASSOCIATES, INC.,  
UNDER THREAT OF POTENTIAL LITIGATION OR DISPUTED  
CLAIM**

=====

**BACKGROUND**

Public Contract Code Section 20111, subdivision (a) requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$114,500 to the lowest responsible bidder.

In February 2024, District staff obtained a quote from Dave Bang & Associates for the purchase of two shade shelters for Legacy Academy K-8, for \$86,212.05 per unit, for a total price of \$172,424.10. The unit price on the quote was misinterpreted as a total price for both shelters, and they were ordered.

While processing invoices for this purchase, staff realized their error and contacted the San Bernardino County Superintendent of Schools, District Financial Services Division for direction. SBCSS advised, that payment to Dave Bang & Associates, Inc. could not be processed because the total cost of the shelters exceeded the bid limit of \$114,500.00, and that with this error, the Board of Education must approve payment to Dave Bang & Associates, Inc. under threat of potential litigation or disputed claim.

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

**RECOMMENDATION**

It is recommended the Board of Education approve payment to Dave Bang & Associates, Inc., under threat of potential litigation or disputed claim.

## **FISCAL IMPACT**

\$172,424.10 to Capital Facilities Fund 25.

NE:GJS:KC:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** July 18, 2024

**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 RFP NO. 21-22-05, HVAC ASSESSMENTS AND MAINTENANCE SERVICES (CALSHAPE ROUND 1/ESSER)**

=====

**BACKGROUND**

On July 21, 2022, the Board of Education approved RFP No. 21-22-05, HVAC Assessments and Maintenance Services (CalSHAPE Round 1/ESSER).

Original Bid Amount	Approved Change Orders	Total Contract	5% Retention Amount
\$3,461,042.00	N/A	\$3,461,042.00	\$173,052.10

All contracted work was completed on March 31, 2024. Documentation indicating satisfactory completion and compliance with specifications has been obtained from the following individuals: Alex Rivera, Construction Coordinator, 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 RFP No. 21-22-05, HVAC Assessments and Maintenance Services (CalSHAPE Round 1/ESSER).

**FISCAL IMPACT**

None

NE:GJS:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** July 18, 2024

**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 OF PHASE 2 ENERGY SERVICES CONTRACT WITH PACIFICWEST ENERGY SOLUTIONS FOR IMPROVED AIR QUALITY MEASURES PER RFP NO. 21-22-05, HVAC ASSESSMENTS AND MAINTENANCE SERVICES**

=====

**BACKGROUND**

On October 20, 2022, the Board of Education approved Phase 2 Energy Services Contract with PacificWest Energy Solutions for Improved Air Quality Measures per RFP No. 21-22-05, HVAC Assessments and Maintenance Services.

Original Bid Amount	Approved Change Orders	Total Contract	5% Retention Amount
\$3,801,015.00	N/A	\$3,801,015.00	\$190,050.75

All contracted work was completed on April 30, 2024. Documentation indicating satisfactory completion and compliance with specifications has been obtained from the following individuals: Alex Rivera, Construction Coordinator, 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 Phase 2 Energy Services Contract with PacificWest Energy Solutions for Improved Air Quality Measures per RFP No. 21-22-05, HVAC Assessments and Maintenance Services.

**FISCAL IMPACT**

None.

NE:GJS:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

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

**SUBJECT: SUBCONTRACTOR SUBSTITUTION FOR BID NO. 23-24-22F,  
CHINO VALLEY UNIFIED SCHOOL DISTRICT FUN CLUB  
INSTALLATION PROJECT BID PACKAGE #32-01**

=====

**BACKGROUND**

On June 20, 2024, the Board of Education awarded Bid No. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project Bid Package 32-01 to K.A.R. Construction, Inc. This contractor has requested a subcontractor substitution of Marina Landscape, Inc., the subcontractor responsible for the landscaping portion of the project.

This substitution was requested because Marina Landscape, Inc., failed to accept the terms of the project scope and acknowledge the contract issued. K.A.R. Construction will be using Southern California Landscape, Inc., to complete the landscaping scope of work on the project at no additional cost to the District.

Marina Landscape, Inc., was notified of the request for substitution and they did not object.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the subcontractor substitution for Bid. No. 23-24-22F, Chino Valley Unified School District Fun Club Installation Project Bid Package 32-01.

**FISCAL IMPACT**

None.

NE:GJS:KC:cb

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park, Ed.D., Deputy Superintendent  
Joseph Durkin, Director, Human Resources  
Jaime Ortega, Director, Human Resources

**SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

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

NE:GP:JD:JO: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 2024/2025 SCHOOL YEAR****RESIGNATION**

WILSON, Christine	Principal	Wickman ES	06/13/2024
DE FRANCIS, Steven	Assistant Principal - JHS	Cal Aero K-8	06/29/2024

**CHANGE IN ASSIGNMENT – 2024/2025 SCHOOL YEAR**

THOMPSON, Lisa	FROM: Asst. Principal - ES TO: Secondary Teacher	Wickman ES Don Lugo HS	07/01/2024
BONNEMA, Michelle	FROM: Asst. Principal - JHS TO: Secondary Teacher	Townsend JHS Ayala HS	07/01/2024

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

ANSARI, Fauzia	Elementary Teacher	Anna Borba ES	07/30/2024
LOPEZ, Destiny	Elementary Teacher	Anna Borba ES	07/30/2024
GUERRERO, Margarita	TK Teacher	Butterfield ES	07/30/2024
HU, Seraphina	Elementary Teacher	Chaparral ES	07/30/2024
MERRICK, Katrina	Elementary Teacher	Eagle Canyon ES	07/30/2024
OSBORN, Nicole	Elementary Teacher	Hidden Trails ES	07/30/2024
FLORES, Andrea	Elementary Teacher	Marshall ES	07/30/2024
RAMIREZ, Christina	Elementary Teacher	Newman ES	07/30/2024
CARTHAN, Alyssa	Elementary Teacher	Rhodes ES	07/30/2024
CLEMONS, Brian	Elementary Teacher	Walnut ES	07/30/2024
DELGADO, Madison	Elementary Teacher	Cal Aero K-8	07/03/2024
HERRERA-WILLIAMS, Desiree	Elementary Teacher	Cal Aero K-8	07/03/2024
LOPEZ, Valeria	Elementary Teacher	Cal Aero K-8	07/03/2024
BEYER, Christian	Secondary Teacher	Legacy K-8	07/30/2024
RAMIREZ, Alana	Secondary Teacher	Ramona JHS	07/30/2024
RUIZ, John	Secondary Teacher	Ramona JHS	07/30/2024
IBARRA, Isaac	Secondary Teacher	Townsend JHS	07/30/2024
BAEZA, Katlyn	Secondary Teacher	Ayala HS	07/30/2024
KAUR, Gurpreet	Secondary Teacher	Ayala HS	07/30/2024
DUTRA, Joshua	Secondary Teacher	Chino HS/BST	07/30/2024
KAMRATH, Kevin	Secondary Teacher	Chino HS/BST	07/30/2024
DO, Therese	Secondary Teacher	Chino Hills HS	07/30/2024
JOHNSON, Shawn	Secondary Teacher	Chino Hills HS	07/30/2024
VINEY, Brittany	Technical Training Specialist	Assessment and Instructr. Technology.	07/01/2024
KUHN, Candace	Intervention Counselor K-12	Heath Services	07/25/2024
RAMIREZ VIDES, Norman	Intervention Counselor K-12	Health Services	07/25/2024



**CERTIFICATED 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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**LEAVE OF ABSENCE**

SEO, Minna	Elementary Music Teacher	Access & Equity	2024/2025
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**RESIGNATIONS**

CABRAL, Ernesto	Elementary PE Teacher	Borba ES, Newman ES, Walnut ES	06/28/2024
BANKER, Michelle	Elementary Teacher	Cattle ES	07/03/2024
HIDALGO, Jacqueline	Elementary Teacher	Glenmeade ES	06/25/2024
HARDING, Rebecca	Elementary Teacher	Rhodes ES	06/22/2024
NORITAKE, Adam	Elementary Teacher	Rhodes ES	06/29/2024
HERNANDEZ, Noemi	SAI Teacher	Walnut ES	07/28/2024
MURILLO, Christopher	Secondary Teacher	Townsend JHS	06/13/2024
MORGAN, Kylie	Secondary Teacher	Don Lugo HS	06/30/2024
RUDD, Rebecca	Secondary Teacher	Don Lugo HS	07/09/2024
MORA-GUZMAN, Barbara	Child Development Teacher	Health Services	07/26/2024
SILVERYA, Una	School Nurse	Health Services	07/01/2024

**RETIREMENT**

ANDRADE, Cynthia (19 years of service)	Special Education Teacher	Don Lugo HS	07/15/2024
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**APPOINTMENT- EXTRA DUTY – SPORTS**

ALEXANDER, Darryl (NBM)	Boys Basketball (GF)	Ayala HS	07/19/2024
CAUTIN, Allison (NBM)	Band (B)	Ayala HS	07/19/2024
WENDLING, Bernie (NBM)	Volleyball (GF)	Ayala HS	07/19/2024
LEACH, Dylan (NBM)	Football (B)	Chino HS	07/19/2024
MARIN, Ivan (NBM)	Basketball (GF)	Chino HS	07/19/2024
MOLLES, Sean (NBM)	Football (GF)	Chino HS	07/19/2024
SMALL, Edward (NBM)	Football (GF)	Chino HS	07/19/2024
ULLOA, Dyana (NBM)	Volleyball (GF)	Chino HS	07/19/2024
CARTER, William (NBM)	Football (B)	Chino Hills HS	07/19/2024
CASTILLO, Abigail (NBM)	Band (B)	Chino Hills HS	07/19/2024
CEDENO, Ana (NBM)	Dance (B)	Chino Hills HS	07/19/2024
CORBIN, Colin (NBM)	Flag Football (GF)	Chino Hills HS	07/19/2024
MACKIN, Jarrett (NBM)	Band (B)	Chino Hills HS	07/19/2024
VELA, Oscar (NBM)	JV Basketball (GF)	Chino Hills HS	07/19/2024
PLUNKETT, Kenneth (NBM)	Flag Football (GF)	Don Lugo HS	07/19/2024

TOTAL: \$33,006.00

**CERTIFICATED PERSONNEL** (cont.)

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

ALI, Aya  
CASTILLO, Alejandra  
CHURCHILL, Julia  
FIELDS, Lidiana  
HARGROVE, Stephanie  
HOLMES, Sean  
LAURIN, Jennifer  
MADRID, Hanna  
MILLSAP, Kayli  
OLGIN, Patricia  
RODRIGUEZ, Juan  
SCHROEDER, Lori  
STANGELAND, Dennis  
VINCENT, Patrick

APODACA, Daisy  
CAVALIER, Julie  
DIEP, Brandon  
GOVEA, Rebecca  
HATHUC, Corinna  
HUGHES, Melissa  
LINDEMULDER, John  
MARTINEZ, Bryan  
MOLLES, Sean  
ORTEGA, Marjory Avalyn  
SANDS, Carmen  
SERRANO AYALA, Christian  
ULLOA, Ashley  
WEN, Nicholas

BENITEZ, Janine  
CHAN-BALATBAT, Caleb  
DI TOMMASO, Danielle  
GUTIERREZ-CASTILLO, Anna Lia  
HENDERSON, Natalie  
JOW, Richard  
MABRIE, Leilani  
MATA, Victoria  
MORRIS, Makena  
PEREZ ROSS, Cristo  
SCHEMEL, Alyssa  
SOLORIO, Antoinet  
VASQUEZ, Priscilla

**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**

VALLE, Edith	Playground Supervisor (GF)	Borba ES	08/05/2024
FERREIRA, VERIA	Paraprofessional II (SELPA/GF)	Butterfield ES	08/05/2024
FERREIRA, Giovanni	Custodian I (GF)	Marshall ES	07/15/2024
DOMINGUEZ, Arlena	Paraprofessional I (SELPA/GF)	Legacy K-8	08/05/2024
SIMMS, Do'Monique	Playground Supervisor (GF)	Legacy K-8	07/08/2024
GUAJARDO, Brittney	Paraprofessional II (SELPA/GF)	Magnolia JHS	08/05/2024
NIETO, Luis	Custodian I (GF)	Ayala HS	07/22/2024
VELAZQUEZ, Adriana	Bilingual Typist Clerk I (ABG)	Adult School	07/22/2024

**PROMOTION**

VELEZ, Sonya	FROM: IA/Elementary Grade Level (GF) 3.5 hrs./180 work days TO: Paraprofessional I (SELPA/GF) 5 hrs./181 work days	Glenmeade ES Glenmeade ES	08/05/2024
VILLARREAL, Cynthia	FROM: IA/Bilingual-Biliterate (C) 5.5 hrs./157 contract days TO: Paraprofessional I (SELPA/GF) 5 hrs./181 work days	Glenmeade ES Special Education	07/08/2024
WILLIAMSON, Adriana	FROM: Custodian I (GF) 8 hrs./ 261 contract days TO: Custodian II (GF) 8 hrs./261 contract days	Ayala HS Ayala HS	07/19/2024
GUTIERREZ, Jacqueline	FROM: Custodian I (GF) 8 hrs./180 work days TO: Custodian II (GF) 8 hrs./261 contract days	Don Lugo HS Newman ES	07/10/2024
TROVAO, Marilia	FROM: IA/Childhood Education (C) 6 hrs./180 work days TO: Paraprofessional II (SELPA/GF) 5 hrs./181 work days	Child Development Special Education	08/05/2024
ROCHA, Anton	FROM: Grounds Worker I (GF) 8 hrs./261 work days TO: Grounds Equipment Operator II (GF) 8 hrs./261 work days	Maintenance Maintenance	07/19/2024

**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>PROMOTION</u></b> (cont.)			
RUIZ, Adriana	FROM: Nutrition Serv. Professional. (NS) 3 hrs./181 work days	Nutrition	08/01/2024
	TO: Nutrition Services Manager I (NS) 6 hrs./183 work days	Nutrition	
CIPRIANO-TRAIN, XENIA	FROM: Administrative Secretary I (GF) 8 hrs./260 work days	Special Education	07/19/2024
	TO: Administrative Secretary II/Conf. 8 hrs./260 work days	Human Resources	
GUAJARDO, Racine	FROM: Typist Clerk II (SELPA/GF) 8 hrs./ 261 contract days	Special Education	07/19/2024
	TO: District Purchasing Assistant (GF) 8 hrs./261 contract days	Purchasing	
CALDERON, Isaiah	FROM: Student Personnel Specialist (GF) 8 hrs./261 contract days	Student Support	07/19/2024
	TO: Assistant Principal Secretary (GF) 8 hrs./213 work days	Chino HS	
GARCIA BLANKENSHIP, Stephanie	FROM: Bus Driver (GF) 6 hrs./208 work days	Transportation	07/19/2024
	TO: Driver Trainer (GF) 8 hrs./261 contract days	Transportation	
RIOS, Brenda	FROM: Bus Driver (GF) 6 hrs./208 contract days	Transportation	07/19/2024
	TO: Driver Trainer (GF) 8 hrs./261 contract days	Transportation	

**CHANGE IN ASSIGNMENT**

HRYNEZUK ESTRADA, Mandy	FROM: Playground Supervisor (GF) 2.25 hrs./180 work days	Briggs K-8	08/05/2024
	TO: Typist Clerk I (GF) 8 hrs./261 contract days	Legacy K-8	
FLAUGHER, Monica	FROM: Paraprofessional II (SELPA/GF) 6 hrs./181 work days	Cortez ES	08/05/2024
	TO: IA/Elementary Grade Level (GF) 3.5 hrs./180 work days	Litel ES	

**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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**CHANGE IN ASSIGNMENT** (cont.)

FIELDS, Candice	FROM: Nutrition Services Manager Rover (NS) 6 hrs./181 work days TO: Health Technician (GF) 5.5 hrs./185 work days	Nutrition Services  Townsend JHS	07/30/2024
MUNOZ, Adriana	FROM: Nutrition Services Manager Rover (NS) 2.5 hrs./181 work days TO: Nutrition Services Professional (NS) 3 hrs./181 work days	Nutrition Services  Nutrition Services	08/02/2024

**INCREASE IN HOURS**

XIAO, Xiumei	FROM: School Community Liaison/Bilingual-Mandarin (C) 6 hrs./180 contract days TO: School Community Liaison/Bilingual-Mandarin (C) 8 hrs./180 contract days	Access & Equity  Access & Equity	08/01/2024
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**ADDITIONAL ASSIGNMENT**

MEZA, Lizbeth	School Community Liaison/Bilingual-Spanish (C)	Briggs K-8	08/01/2024
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**RESIGNATION**

PHOMMALY, Andy	Payroll Technician (GF)	Business Services	06/30/2024
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**RETIREMENT**

MONOSZLAY, Floyd (13 years of service)	Maintenance Pool Technician (GF)	Maintenance	07/12/2024
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**APPOINTMENT OF SHORT-TERM EMPLOYEES EFFECTIVE JANUARY 1, 2024, THROUGH JUNE 30 2024**

Martinez, Bryon	Typist Clerk I	Transportation
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**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>
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**APPOINTMENT OF SHORT-TERM EMPLOYEES EFFECTIVE JULY 1, 2024, THROUGH DECEMBER 31, 2024**

Martinez, Bryon	Typist Clerk I	Transportation
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**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2024, THROUGH JUNE 30, 2025**

DE SANTIAGO LUNA, Marisol	GONZALEZ, Gianna	JUAREZ, Andrew
ROBLES, Ariana	SANCHEZ, Kimberly	

(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:** July 18, 2024

**TO:** Members, Board of Education

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

**PREPARED BY:** Grace Park Ed.D., Deputy Superintendent  
Whitney Fields, Director, Risk Management and Human Resources

**SUBJECT: REJECTION OF CLAIM**

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**BACKGROUND**

Application for late Claim 24.06.10 was submitted on June 26, 2024, from Xiao Fei Yang, on behalf of his daughter a student at Wickman ES. Claimant alleges injury after falling off the monkey bars during school hours. Claimant seeks reimbursement for medical expenses in the amount of \$1017.32.

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

Unknown at present.

NE:GP:WF:lag

**Chino Valley Unified School District**

**Our Motto:**

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

**DATE:** July 18, 2024

**TO:** Members, Board of Education

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

**PREPARED BY:** Luke Hackney, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

**SUBJECT:** **WILLIAMS SETTLEMENT LEGISLATION QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY FOR APRIL THROUGH JUNE 2024**

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**BACKGROUND**

In accordance with the Williams settlement legislation, Education Code 35186 states that the Superintendent or designee shall report summarized data on the nature and resolution of all Williams related complaints to the Board of Education and the San Bernardino County Superintendent of Schools on a quarterly basis. Williams related complaints are complaints specific to 1) insufficiency of instructional materials, 2) unsafe facilities, or 3) teacher vacancy or misassignment. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting.

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 Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for April through June 2024.

**FISCAL IMPACT**

None.

NE:LH:gks



**Williams Settlement Legislation**  
**Quarterly Uniform Complaint Report Summary**  
*For submission to school district governing board and county office of education*

District Name: Chino Valley Unified School District

Quarter covered by this report: April 2024 – June 2024

Please fill in the following table. Enter 0 in any cell that does not apply.

	<b>Number of complaints received in quarter</b>	<b>Number of complaints resolved</b>	<b>Number of complaints unresolved</b>
<b>Instructional Materials</b>	0	0	0
<b>Facilities</b>	1	1	0
<b>Teacher Vacancy and Misassignments</b>	1	1	0
<b>Totals</b>	2	2	0

Submitted by: Luke Hackney

Title: Assistant Superintendent, Curriculum, Instruction, Innovation, and Support