



**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT

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

# BOARD OF EDUCATION AGENDA

**May 6, 2021**

## **BOARD OF EDUCATION**

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

Justin Rendon, Student Representative

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## **SUPERINTENDENT**

**Norm Enfield, Ed.D.**

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5130 Riverside Drive. Chino. California 91710  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us)

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**5130 Riverside Drive, Chino, CA 91710**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**4:25 p.m. - Closed Session • 6:00 p.m. - Regular Meeting**  
**May 6, 2021**

**AGENDA**

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

**PUBLIC ADVISORY**

The Chino Valley Unified School District Board of Education wishes to provide continuity of government and communication during the current pandemic. Pursuant to the March 17, 2020, Executive Order N-29-20 issued by Governor Newsom, the Board of Education strongly encourages members of the public to practice the guidelines associated with health and safety by limiting person-to-person contact that could spread the COVID-19 virus.

As such, for the public to view a live stream of the May 6 Board meeting, please visit the YouTube channel for Chino Valley Unified School District Board videos @ [https://www.youtube.com/channel/UCWKinB4PTb\\_uskobmwBF8pw](https://www.youtube.com/channel/UCWKinB4PTb_uskobmwBF8pw)

If you would like to address the Board on an agenda item, you are encouraged to submit your comment by email to: [boardsecretary@chino.k12.ca.us](mailto:boardsecretary@chino.k12.ca.us) at the designated time. Email comments should be structured as follows:

- **State agenda item number**
- Name (Voluntary)
- Contact Information (Voluntary)
- Briefly state your written comment, and limit words to approximately 350

To give staff adequate time to process comments for consideration, please email your comments between 12:00 p.m. and 2:00 p.m. on Thursday, May 6. Comments will be shared via email with the Board of Education prior to the meeting. Only comments received by the designated timeframe on Thursday, May 6 and in accordance with Board Bylaw 9323—Meeting Conduct, will be read into the record.

The proceedings of this meeting are being recorded.

**I. OPENING BUSINESS**

**I.A. CALL TO ORDER – 4:25 P.M.**

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

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

- a. Conference with Legal Counsel Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Terry Tao, Esquire) (20 minutes)
- b. Conference with Legal Counsel Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Chidester, Margaret A. & Associates) (15 minutes)
- c. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Isabel Brenes, Sandra Chen, Eric Dahlstrom, and Richard Rideout. (20 minutes)
- d. Public Employee Discipline/Dismissal/Release (Government Code 54957): (5 minutes)
- e. Public Employee Appointment Government Code 54957: Junior High School Assistant Principals; and Elementary School Assistant Principal. (20 minutes)
- f. 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. STAFF REPORT**

- 1. Annual LCAP Update: Goals 2 and 3

**I.D. COMMENTS FROM STUDENT REPRESENTATIVE**

**I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

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

**I.G. CHANGES AND DELETIONS**

**II. ACTION**

**II.A. ADMINISTRATION**

**II.A.1. Public Hearing: Input Regarding the Composition of Maps for Trustee Area Elections**

Page 9

Recommend the Board of Education conduct a public hearing regarding input for the composition of maps for trustee area elections.

Open Hearing \_\_\_\_\_

Close Hearing \_\_\_\_\_

**II.A.2.** Suspension of Board Policy 6146.1, High School Graduation Requirements, and Adoption of California’s Mandated Requirements for High School Graduation as Established in Education Code 51225.3 Motion \_\_\_ Second \_\_\_  
 Page 10 **Preferential Vote:** \_\_\_  
**Vote: Yes \_\_\_ No \_\_\_**

Recommend the Board of Education suspend Board Policy 6146.1, High School Graduation Requirements, for the 2021 graduating class only due to the COVID-19 pandemic, and adopt California’s mandated requirements for high school graduations as established in Education Code 51225.3

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

**II.B.1.** Proclamation for National School Nurse Day on May 12, 2021 Motion \_\_\_ Second \_\_\_  
 Page 11 **Preferential Vote:** \_\_\_  
**Vote: Yes \_\_\_ No \_\_\_**

Recommend the Board of Education adopt the proclamation for National School Nurse Day on May 12, 2021.

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

**II.C.1.** Amended Facilities Memorandum of Understanding by and Between Chino Valley Unified School District and Allegiance Steam Academy—Thrive, 2020-2025 Motion \_\_\_ Second \_\_\_  
 Page 13 **Preferential Vote:** \_\_\_  
**Vote: Yes \_\_\_ No \_\_\_**

Recommend the Board of Education approve the Amended Facilities Memorandum of Understanding by and between Chino Valley Unified School District and Allegiance Steam Academy—Thrive, 2020-2025.

**II.D. HUMAN RESOURCES**

**II.D.1.** Resolution 2020/2021-33 Classified School Employee Week/Semana De Empleado Clasificado De Escuela Motion \_\_\_ Second \_\_\_  
 Page 42 **Preferential Vote:** \_\_\_  
**Vote: Yes \_\_\_ No \_\_\_**

Recommend the Board of Education adopt Resolution 2020/2021-33 Classified School Employee Week/Semana de Empleado Clasificado de Escuela.

**II.D.2.** Resolution 2020/2021-34 Day of the Teacher/Día Del Maestro Motion \_\_\_ Second \_\_\_  
 Page 44 **Preferential Vote:** \_\_\_  
**Vote: Yes \_\_\_ No \_\_\_**

Recommend the Board of Education adopt Resolution 2020/2021-34 Day of the Teacher/Día del Maestro.

**II.D.3. Public Notice and Hearing Regarding the Associated Chino Teachers Initial Bargaining Proposal to the Chino Valley Unified School District for a Reopener Collective Bargaining Agreement Effective July 1, 2019**      Open Hearing \_\_\_\_\_  
 Page 47      **Close Hearing \_\_\_\_\_**

Recommend the Board of Education give public notice and conduct a public hearing regarding the Associated Chino Teachers initial bargaining proposal to the Chino Valley Unified School District for a reopener Collective Bargaining Agreement effective July 1, 2019.

**II.D.4. Declaration of Need for Fully Qualified Educators for the 2021/2022 School Year**      Motion \_\_\_\_\_ Second \_\_\_\_\_  
 Page 50      **Preferential Vote: \_\_\_\_\_**  
**Vote: Yes \_\_\_\_\_ No \_\_\_\_\_**

Recommend the Board of Education approve the Declaration of Need for Fully Qualified Educators for the 2021/2022 school year.

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

**III.A.      ADMINISTRATION**

**III.A.1. Minutes of the April 15, 2021 Regular Meeting**  
 Page 54      Recommend the Board of Education approve the minutes of the April 15, 2021 regular meeting.

**III.B.      BUSINESS SERVICES**

**III.B.1. Warrant Register**  
 Page 61      Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

**III.B.2. Fundraising Activities**  
 Page 62      Recommend the Board of Education approve/ratify the fundraising activities.

**III.B.3. Donations**  
 Page 65      Recommend the Board of Education accept the donations.

**III.B.4. Legal Services**  
 Page 67      Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Margaret A. Chidester & Associates.

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

**III.C.1. New Course: Gaming and Animation 2**

Page 68

Recommend the Board of Education approve the new course Gaming and Animation 2.

**III.C.2. Designation of California Interscholastic Federation Representatives to League for 2021/2022**

Page 77

Recommend the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2021/2022.

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

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

Page 80

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

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

Page 81

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

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

Page 85

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

**III.D.4. Resolution 2020/2021-35 and 2020/2021-36, Authorization to Utilize Piggyback Contracts**

Page 88

Recommend the Board of Education adopt Resolution 2020/2021-35 and 2020/2021-36, Authorization to Utilize Piggyback Contracts.

**III.D.5. Change Order and Notice of Completion for CUPCCAA Projects**

Page 94

Recommend the Board of Education approve the Change Order and Notice of Completion for CUPCCAA Projects.

**III.D.6. Change Order for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 11-01)**

Page 98

Recommend the Board of Education approve the Change Order for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 11-01).

**III.D.7. Notice of Completion for Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Project (BP 09-03)**

Page 104

Recommend the Board of Education approve the Notice of Completion for Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Project (BP 09-03).

**III.D.8. Rejection of Bid 20-21-09F, Chino HS Reconstruction—Offsite Improvements and Authorization to Re-bid**

Page 105

Recommend the Board of Education reject the bid(s) received for Bid 20-21-09F, Chino HS Reconstruction—Offsite Improvements and authorize staff to re-bid the project.

**III.D.9. Bid 20-21-13F, Don Lugo HS Re-Roofing Project**

Page 107

Recommend the Board of Education award Bid 20-21-13F, Don Lugo HS Re-Roofing Project to Best Contracting Services, Inc.

**III.D.10. Revision of Board Policy 3280 Business and Noninstructional Operations—Sale or Lease of District-Owned Real Property**

Page 108

Recommend the Board of Education approve the revision of Board Policy 3280 Business and Noninstructional Operations—Sale or Lease of District-Owned Real Property.

**III.E. HUMAN RESOURCES**

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

Page 115

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

**III.E.2. Rejection of Claim**

Page 123

Recommend the Board of Education reject the claim and refer it to the District’s insurance adjuster.

**III.E.3. Student Teaching Agreement with the University of the Pacific**

Page 124

Recommend the Board of Education approve the student teaching agreement with the University of the Pacific.

**III.E.4. Affiliation Agreement with Alliant International University**

Page 141

Recommend the Board of Education approve the affiliation agreement with Alliant International University.

**IV. INFORMATION**

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

**IV.A.1. San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2020/2021**

Page 145

Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2020/2021.

**IV.A.2. Revision of Forensic Biology Course**

Page 148 Recommend the Board of Education receive for information the revision of Forensic Biology course.

**IV.A.3. New Course: Information and Communication Technologies 1**

Page 166 Recommend the Board of Education receive for information the new course Information and Communication Technologies 1.

**IV.A.4. New Course: Information and Communication Technologies 2**

Page 183 Recommend the Board of Education receive for information the new course Information and Communication Technologies 2.

**IV.A.5. New Course: Personal Finance**

Page 201 Recommend the Board of Education receive for information the new course Personal Finance.

**V. COMMUNICATIONS**

**BOARD MEMBERS AND SUPERINTENDENT**

**VI. ADJOURNMENT**



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**SUBJECT: PUBLIC HEARING: INPUT REGARDING THE COMPOSITION OF  
MAPS FOR TRUSTEE AREA ELECTIONS**

=====

**BACKGROUND**

On or around January 23, 2021, the District received a letter from the law firm of Shenkman & Hughes, which stated its belief that the at-large election system for Board members in the District has resulted in a minority vote dilution in violation of the California Voting Rights Act of 2002 (CVRA). As a result, at its March 4, 2021 regular meeting, the Board of Education adopted Resolution 2020/2021-25 Intent to Comply with the California Voting Rights Act, to ensure compliance with the CVRA and to avoid potential legal challenges.

In accordance with Elections Code 10010, a public hearing will be conducted to receive and consider input regarding the composition for trustee area maps to be used in the event the Board approves a transition to by-trustee area elections pursuant to Education Code sections 5019 and 5020. Public notices were posted in the Inland Valley Daily Bulletin newspaper April 23, 2021, and in the Chino Valley Champion newspaper April 24, 2021, 10 days prior the meeting. The Board of Education invites public testimony regarding this matter by following the instructions included in the public advisory notice located on the first page of the agenda.

**RECOMMENDATION**

It is recommended the Board of Education conduct a public hearing regarding input for the composition of maps for trustee area elections.

**FISCAL IMPACT**

None.

NE:pk

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

**SUBJECT:** **SUSPENSION OF BOARD POLICY 6146.1, HIGH SCHOOL GRADUATION REQUIREMENTS, AND ADOPTION OF CALIFORNIA'S MANDATED REQUIREMENTS FOR HIGH SCHOOL GRADUATION AS ESTABLISHED IN EDUCATION CODE 51225.3.**

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**BACKGROUND**

The impact of the COVID-19 pandemic on student learning created challenges for which school districts were not prepared. Students pivoted from full time in-person instruction to virtual learning for part of the 2019/2020 school year, and most of the 2020/2021 school year. Indeed, COVID-19 has affected students and their families both academically and socially.

In response to the COVID-19 pandemic's unparalleled impact on education, Superintendent Enfield recommends suspending Board Policy 6146.1 High School Graduation Requirements, which exceed the state minimum, and adopt California's state mandated graduation course requirements. This action would ease the effects the pandemic has particularly had on graduation. The suspension would be in authorized for the 2020/2021 graduating class only.

**RECOMMENDATION**

It is recommended the Board of Education suspend Board Policy 6146.1, High School Graduation Requirements, for the 2021 graduating class only due to the COVID-19 pandemic, and adopt California's mandated requirements for high school graduation as established in Education Code 51225.3.

**FISCAL IMPACT**

None.

NE:pk

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

**PREPARED BY:** Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support  
Sherri Johnson, Psy.D., Director, Health Services/Child Development

**SUBJECT: PROCLAMATION FOR NATIONAL SCHOOL NURSE DAY ON MAY 12, 2021**

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**BACKGROUND**

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

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

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

**RECOMMENDATION**

It is recommended the Board of Education adopt the proclamation for National School Nurse Day on May 12, 2021.

**FISCAL IMPACT**

None.

NE:LF:SJ:rtr

**Chino Valley Unified School District  
Proclamation  
National School Nurse Day  
May 12, 2021**

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

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

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

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

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

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

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

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

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations  
**SUBJECT: AMENDED FACILITIES MEMORANDUM OF UNDERSTANDING BY AND BETWEEN CHINO VALLEY UNIFIED SCHOOL DISTRICT AND ALLEGIANCE STEAM ACADEMY – THRIVE, 2020-2025**

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**BACKGROUND**

On February 1, 2021, pursuant to the requirements of Education Code section 47614 and its implementing regulations, the District sent Allegiance STEAM Academy – Thrive “ASA” charter school its Proposition 39 Amended Facilities Memorandum of Understanding “MOU” for ASA’s use of the former El Rancho Elementary School site.

On April 12, 2021, the ASA Board of Directors approved the Facilities MOU.

On April 13, 2021, the District received the executed Facilities MOU from Dr. Sebastian Cогnetta, CEO of ASA.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Amended Facilities Memorandum of Understanding by and between Chino Valley Unified School District and Allegiance Steam Academy – Thrive, 2020-2025.

**FISCAL IMPACT**

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

NE:GJS:pw

**AMENDED FACILITIES MEMORANDUM OF UNDERSTANDING  
BY AND BETWEEN  
CHINO VALLEY UNIFIED SCHOOL DISTRICT AND  
ALLEGIANCE STEAM ACADEMY-THRIVE  
2020-2025**

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

**RECITALS**

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

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

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



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

**WHEREAS**, on October 31, 2020, ASA submitted to the District a request for school facilities under the provisions of Education Code § 47614 and its implementing regulations as set forth in Title 5 of the California Code of Regulations § 11969.9(a) *et seq.* (the “Proposition 39 Request”) for the 2020-2025 school years;

**WHEREAS**, on or before February 1, 2021, pursuant to the requirements of Education Code § 47614 and its implementing regulations, the District offered to provide ASA with facilities sufficient to house ASA’s in-District students (“Preliminary Proposal”);

**WHEREAS**, on or before April 1, 2021, pursuant to the requirements of Education Code § 47614 and its implementing regulations, the District sent ASA its Final Notification of Facilities Offered, which provides ASA with facilities sufficient to house ASA’s in-District students (“Final Notification”);

**WHEREAS**, the District and ASA enter into this Agreement for ASA’s use of facilities (“Allocated Space”) located at 5862 C Street, Chino, California (“El Rancho school site”); and

NE:   
SC: 

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



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

**1. Term.** The Term of this Agreement (“Term”) is for five years, beginning July 1, 2020 and shall be conterminous with the current charter of ASA, expiring June 30, 2025. Upon the termination of this Agreement, the right to exclusive use of the Allocated Space shall revert to the District (except for any furniture, equipment, or furnishings owned by ASA), unless the Parties extend this Agreement or enter into a subsequent agreement for ASA’s use of the Allocated Space.

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

**A. Exclusive Use.** As depicted in **Attachment 1 Site Plan**, the facilities to be provided by the District to ASA for ASA’s exclusive use for the Term include the following:

- i. Thirty-one (31) classrooms: two (2) classrooms for TK/K students (Classrooms 1-2) and twenty-nine (29) classrooms for first through eighth grade students (Classrooms 3-31);
- ii. Four (4) additional classrooms suitable for an art room, a music room, a drama room, and a special education room (Classrooms 39-42);
- iii. Multipurpose Room (“MPR”), including cafeteria;
- iv. Science Lab (Classroom 38);
- v. Classroom 37 for Think Together (ASA’s before and after school program);
- vi. Administrative Office Building, including a nurse station;
- vii. Building L for art room, resource specialist use, speech pathologist use, or psychologist/counseling use;
- viii. Additional Space for office use, resource specialist use, speech pathologist use, and psychologist/counseling use (Building J);
- ix. Athletic Fields, Play Area, Asphalt Play Area;
- x. Kindergarten Play Area, Kindergarten Asphalt Play Area; Playgrounds;

NE:   
SC: 

- xi. Restrooms (Five (5) boys restrooms, five (5) girls restrooms, one (1) unisex staff restroom, nine (9) single use restrooms);
- xii. Parking lot (parking lot is reasonably equivalent to District's comparison schools, meets and exceeds Proposition 39 regulations), Pick-up/Drop-off Area;
- xiii. Storage;
- xiv. Custodial Space;
- xv. Outside covered lunch area;
- xvi. Two (2) Regulation Basketball Courts with removable volleyball net;
- xvii. Locker rooms;
- xviii. Serving kitchen; and
- xix. Staff workroom.

The District, at its sole and absolute discretion, reserves the right to limit or prohibit ASA's access to or use of ASA's exclusive use space at the El Rancho school site at any time due to the COVID-19 pandemic or other subsequent pandemic or epidemic, including the right to terminate this Agreement or temporarily suspend use of ASA's exclusive use space at the El Rancho school site at any time based on any Executive Orders by the Governor, and any federal, State, or local health ordinances, regulations, guidelines, or orders ("Health Orders"), or any concern deemed reasonable in the sole discretion of the District, as related to the COVID-19 pandemic or any subsequent health pandemic or epidemic. Nothing in this Agreement is intended to override ASA's obligations to comply with any and all of the requirements of the above-referenced Health Orders, and ASA's willful or negligent violation of any such Orders in the conduct of its activities at the Facilities may constitute a material breach of this Agreement subjecting this Agreement to potential termination.

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

**C. Use of Facilities for Summer School.** If ASA intends to use the Allocated Space to hold a summer program during the months of June, July, or August of any year during the five (5) year Term, ASA must provide the District with written notification of such use and the dates ASA's summer program will operate by May 1st of each year.

NE: he  
SC: h



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

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

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

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

**H. One Physical Location/Site.** Pursuant to Education Code § 47605, a petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of a school district. ASA agrees that for the five (5) year Term of this Agreement it will not establish any additional physical locations and/or sites within the District beyond the Allocated Space.

**I. Full and Complete Satisfaction.** ASA agrees that the provision of the Allocated Space pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities, including furnishings and equipment, to ASA under Education Code § 47614 and the Proposition 39 regulations for each year of the five (5) year Term. ASA agrees that, by accepting the Allocated Space, ASA certifies that the District has fully and completely satisfied the District's obligation to provide facilities, including furnishings and equipment, to ASA under Education Code § 47614 and all Proposition 39 implementing regulations for each year of the five (5) year Term. ASA waives and forever releases the District regarding any allegation that the District has taken any actions to impede ASA from expanding its enrollment to meet pupil demand for the Term. Furthermore, ASA waives any rights it may have to subsequently object to the District's perceived failure to offer facilities, including furnishings and equipment, in accordance with applicable law and waives any rights it may have to challenge those aspects of the District's offer of facilities, including furnishings and equipment, that ASA believes would violate the substantive or procedural requirements of Proposition 39 and its implementing regulations.

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

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

In addition, ASA shall also not submit another charter petition to the District to operate a charter school in the District during the five (5) year Term. ASA also waives and forever releases the District from any and all claims that in any of the school years falling within the five (5) year Term of this Agreement and any extension thereof, the District has taken any action to impede ASA from expanding enrollment to meet student demand.

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

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

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

**N. Computer Network and Internet Services.** The District will provide ASA a reasonably equivalent Computer Network for the Allocated Space, which includes the network infrastructure, a firewall, and an operational phone and intercom system, but does not include the District providing any servers to ASA. If ASA accepts the District's March 31, 2021 Final

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Notification of Facilities Offered, ASA agrees it will sign a Computer Network Memorandum of Understanding, which defines the District's provision of and ASA's use of the District's computer network at the Allocated Space, for the five (5) year Term.

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

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

### 3. Fees.

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

**B.** The District shall invoice ASA for the three percent (3%) oversight fee payable under Education Code § 47613 quarterly on September 30, December 30, March 31, and June 30 of each year during the five (5) year Term. Payment from ASA to the District will be due in fifteen (15) calendar days from the date of the invoice.

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

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

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

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



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

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

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

**5. Safety Measures.** ASA shall implement any and all safety measures specified, implied, or otherwise reasonably necessary to comply with any COVID-19 Health Orders applicable to ASA's use of the exclusive use space, including, but not limited to: 1) establishing and enforcing social distancing protocols, 2) requiring and enforcing mask wearing requirements, 3) providing adequate hygiene and sanitary supplies such as hand sanitizer and cleaner for equipment or property used in the Facilities, 4) requiring ASA staff, students, guests, or invitees to refrain from entering the El Rancho school site if they exhibit any COVID-19 symptoms or have any reason to believe they may have contracted the COVID-19 virus, and 5) requiring ASA staff and students to be vaccinated against the COVID-19 virus. ASA shall ensure that all students, staff, guests, and invitees comply with all safety measures at any time they are using any property owned by the District, including, but not limited to, any common areas within the El Rancho school site and the specific property used pursuant to this Agreement.

**6. Cleaning/Sanitation.** ASA shall implement a cleaning procedure using such cleaning products as are approved by the Centers for Disease Control and Prevention as being effective in eliminating the COVID-19 virus in any indoor space within the exclusive use space used by District or ASA staff and students. This cleaning process must be implemented before and after any such use by the District or ASA and must be applied to the entire facilities used by the District

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or ASA, including any equipment or furniture within the El Rancho school site. After the end of any use, ASA shall provide documentation to the District demonstrating that it cleaned any area used to eliminate the COVID-19 virus.

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

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

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

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

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

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

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

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

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

**10. Surrender.** Upon the expiration of the Term or earlier termination of this Agreement, ASA shall restore and surrender the Allocated Space and the Furnishings and Equipment to the District, in the same condition as when received, free and clear of any liens or encumbrances. ASA shall

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be financially liable for any damage or excessive wear and tear to the Allocated Space. No fixtures as defined by California Civil Code § 660 shall be removed by ASA at any time.

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

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

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

D. Any of ASA's personal property not so removed on or before the end of the Term shall be deemed abandoned by ASA and associated costs to store, remove, or dispose of ASA's abandoned property shall be the financial responsibility of ASA. After ten (10) business days and after written notification to ASA, any and all ASA personal property shall, at the option of District, automatically become the property of the District upon the expiration or termination of this Agreement or fifteen (15) business days after written notification to ASA. Thereafter, the District may retain or dispose of ASA's personal property in any manner without any further notice or liability whatsoever to ASA.

**11. Holding Over.** ASA will not be permitted to hold over possession of the Allocated Space after the date of the expiration of this Agreement or earlier termination of this Agreement without the express written consent of the District, which consent by the District may withhold in its sole and absolute discretion. Any holdover by ASA shall constitute a breach of this Agreement by ASA entitling District to pursue any and all remedies available at law and in equity, including without limitation consequential damages resulting therefrom. During any holdover period, ASA shall not occupy and use the Allocated Space during the hold over period except to remove ASA's personal property and alterations or improvements as coordinated with the District; provided, however, that these hold over provisions shall not apply to those situations where ASA previously made a timely and legally sufficient request under Proposition 39 regulations for the school year to commence after the last day of the one-year term for facilities requests, the District made a facilities offer and ASA accepted, and there is a delay in the delivery of the facilities. No payment of money by ASA after termination of this Agreement, or after the giving of notice of termination by the District to ASA shall reinstate, continue or extend the Term.

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

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

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

**15. School Safety Plan.** ASA must develop and submit to the District by September 1, 2021 a School Safety Plan that complies with Education Code §§ 32280-32289 and is consistent with the California Department of Education's "*Compliance Checklist for a Comprehensive School Safety Plan.*"

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

ASA shall at all times remain responsible for compliance with the Americans with Disabilities Act ("ADA"), Fair Employment and Housing Act ("FEHA"), other applicable building code standards, and fire code standards that are triggered by any modifications or improvements made by ASA. ASA shall assume responsibility for compliance with ADA and FEHA access laws

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to the extent of any modifications or improvement made by ASA. Should any modifications or improvements made by ASA change or affect the character of any existing improvements, ASA shall be responsible for bringing said existing improvements into compliance with ADA, FEHA, and other applicable building code standards. ASA shall comply with all licensing, payment and performance bond and prevailing wage laws with respect to all modifications to the Allocated Space.

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

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

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

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

**18. Insurance.**

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

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

- i. Property Insurance** - against fire, vandalism, malicious mischief and such other perils as are included in "special form" coverage insuring all of ASA's trade

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fixtures, furnishings, equipment, and other personal property. The property policy shall include an "extra expense" coverage and shall be in an amount not less than 100% of the replacement value. The property insurance policy shall have a limit of not less than twenty-five million dollars (\$25,000,000).

- ii. **General Liability Insurance** - policy in an amount not less than five million dollars (\$5,000,000) per occurrence and five million dollars (\$5,000,000) in total general liability insurance for bodily injury arising out of or connected to ASA's Allocated Space and ASA's operations at the El Rancho school site.
  1. The policy shall include an additional insured endorsement equivalent in scope to ISO form CG 20 10 or CG 20 26 naming the District, its Board, officials, employees, and agents as additional insureds.
  2. This policy shall be endorsed with the insurer's waiver of its rights of subrogation against the District.
- iii. **Sexual Abuse and Molestation Insurance** - policy in the amount not less than three million dollars (\$3,000,000) per occurrence.
- iv. **Excess Liability Insurance** - policy in an amount not less than twenty-five million dollars (\$25,000,000) per occurrence and twenty-five million dollars (\$25,000,000) in the aggregate, in excess of the general liability insurance, automobile liability, sexual abuse liability, workers' compensation, crime liability, employer's liability, cyber liability, fiduciary liability, and errors and omissions insurance.
- v. **Employment Practices and Fiduciary Liability** - ASA shall maintain an employment practices policy in the amount not less than two million dollars (\$2,000,000) per claim and member aggregate, and a fiduciary liability policy in the amount not less than one million dollars (\$1,000,000) per claim and member aggregate.
- vi. **School Board's Legal Liability** - ASA shall maintain school board's legal liability policy in the amount not less than five million dollars (\$5,000,000) per occurrence and general aggregate.
- vii. **Workers' Compensation Insurance and Employer's Liability Insurance** - ASA shall maintain Workers' Compensation Insurance as required by the California Labor Code. ASA must also maintain Employer's Liability Insurance in amounts not less than one million dollars (\$1,000,000) per accident for bodily injury or disease. The Workers' Compensation policy shall be endorsed with the insurer's waiver of its rights of subrogation against the District.
- viii. **Automobile Liability Insurance** - policy for all owned, non-owned, borrowed, leased or hired automobiles in an amount not less than five million dollars (\$5,000,000) combined single limit, bodily injury and property damage liability

per occurrence, including: blanket contractual, broad form property damage, products/completed operations; and personal injury.

- ix. **Crime** - crime insurance policy in an amount not less than one million dollars (\$1,000,000) per occurrence for money and securities, one million dollars (\$1,000,000) per occurrence for forgery or alteration, one million dollars (\$1,000,000) per occurrence for ASA employee dishonesty.
- x. **Law Enforcement Activities Liability** - ASA shall maintain insurance that covers law enforcement activities liability not less than two million dollars (\$2,000,000) per occurrence.
- xi. **Student and Volunteer Accident** - ASA shall maintain student accident insurance with limits of fifty thousand dollars (\$50,000) per injury/accident, and volunteer accident insurance with limits of twenty-five thousand dollars (\$25,000) per injury/accident.
- xii. **Cyber Liability Insurance** - policy with limits not less than one million dollars (\$1,000,000) per claim, two million dollars (\$2,000,000) in the aggregate. Coverage shall be sufficiently broad to respond to the duties and obligations as are undertaken by ASA employees and shall include, but not limited to, claims involving infringement of intellectual property, including but not limited to infringements of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.
- xiii. **Endorsement** - The General Liability Insurance, Sexual Abuse and Molestation Insurance, and Automobile Liability Insurance policies are to contain the following provisions:
 

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

The endorsements are to be signed by the person authorized by the ASA’s insurance carrier to bind coverage on its behalf.
- xiv. **Provision of Certificates of Insurance Policies** - ASA shall provide the District with a certificate(s) of the above listed insurance policies verifying such insurance and the terms described herein no later than July 1, 2021. ASA shall not be

allowed to occupy the Allocated Space until it has provided all required insurance documentation.

- xv. **Expiration/Cancellation of Insurance Policies** - ASA shall, at least twenty (20) calendar days prior to the expiration of all such policies, furnish the District with renewals or binders. No such policy shall be cancelable or subject to reduction of coverage or other modification or cancellation except after thirty (30) calendar days prior written notice to the District by the insurer.
- xvi. **Notice of Deductibles and Self-Insured Retentions** - ASA agrees that any deductibles or self-insured retentions must be declared to and approved by the District.

C. ASA shall maintain all of the above insurance based upon coverage for the number of persons employed by ASA. ASA shall provide the District with written notice of the number of employees that ASA's insurance covers and the number of employees employed at ASA quarterly on September 30, December 30, March 31, and May 30 of each year during the five (5) year Term.

D. The District's insurance and coverage requirements for ASA are subject to annual review each year during the five (5) year Term and may be modified as necessary.

E. The District may, at its discretion, require additional coverage or additional limits based upon the nature of ASA's activities during the five (5) year Term. Any waiver or modification of these insurance requirements can only be made with the prior written approval of the Superintendent or his or her designee.

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

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

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

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

A. With the exception of any liability, claims, or damages caused by the negligence or willful misconduct of the District, ASA shall ("Indemnifying Party") indemnify, hold harmless

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

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

Such obligations of ASA shall include claims arising from any person claiming to have contracted COVID-19 as a result of entering the El Rancho school site at the permission or request of the District or ASA, except to the extent such claims arise out of the sole negligence, active negligence, or willful misconduct of the District.

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

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

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limitation, the operation by District of operations on the Allocated Space, or (b) in connection with the operations by the District at the Allocated Space, including without limiting the generality of the foregoing:

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

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

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

## **20. Coronavirus Addendum.**

- A. Regarding, but not limited to, the SARS-CoV-2 virus (the "Coronavirus," also known as "COVID-19"), ASA agrees to strictly, and without exception, follow all local, state, and federal guidelines regarding human protection from the Coronavirus (the "Guidelines").
- B. The District may terminate ASA's use of the facilities under the Amended MOU at any time if, in the sole discretion of the District, the District determines that ASA or ASA's invitees/participants are not in full compliance with the Guidelines. If the District terminates ASA's use of the facilities under the Amended MOU pursuant to this paragraph, ASA will be not be entitled to a refund of any fees and will not be entitled to recover any consequential damages arising from such termination.
- C. The District makes no representation regarding the condition of the facilities under the Amended MOU. It shall be ASA's responsibility to appropriately and thoroughly clean, disinfect, and maintain a clean, disinfected, and sanitized environment during the Term of the Amended MOU as defined in the Amended MOU, including the use

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of Coronavirus products approved by the Environmental Protection Agency (“EPA”) and in compliance with the Healthy Schools Act (“HSA”).

- D. Assumption of Risk.** ASA recognizes that there is presently a significant element of risk of Coronavirus transmission when any group of people gathers. ASA has reviewed and understands the risks reflected in the local, state, and federal alerts and guidelines, including, but not limited to, the links above. ASA assumes all risks, known and unknown, arising from its use and occupancy of the facilities under the Amended MOU, including risks from the Coronavirus. ASA assumes full responsibility for any sickness, hospitalization, bodily injury, death, loss of personal property, quarantines, and all related costs and expenses of any person arising from its use and occupancy of the El Rancho school site. (“ASA” is defined herein as the Allegiance STEAM Academy-Thrive charter school and each of its employees, facility invitees, participants, volunteers, students, members, and all other related persons, agents, and entities.)
- E. Waiver and Release of Claims.** To the fullest extent permitted by law, ASA releases the District, its affiliated campuses, and its governing board, affiliates, subsidiaries, divisions, administrators, directors, officers, employees, agents, and volunteers (collectively referred to herein as the “District”), from and against all claims and causes of action, for any injury or harm of any kind which may arise from or out of ASA’s use and occupancy of the El Rancho school site, including the risks from Coronavirus. This release is intended to discharge the District against any and all liability arising out of or connected in any way with ASA’s use and occupancy of the El Rancho school site, even though that liability may occur or arise out of the negligence or carelessness on the part of the District. ASA understands that by signing this Agreement, ASA is releasing claims and giving up substantial rights, including the right to sue, and acknowledges that ASA is doing so voluntarily. No representations, statements, or inducements, oral or written, apart from the foregoing written statement, have been made.
- F. INDEMNIFICATION. TO THE FULLEST EXTENT PERMITTED BY LAW, ASA AGREES TO IMMEDIATELY DEFEND, INDEMNIFY, AND HOLD THE DISTRICT FREE AND HARMLESS FROM ANY LOSS, DAMAGE, LIABILITY, OR EXPENSE THAT MAY ARISE IN WHOLE OR IN PART FROM THIS AMENDED MOU FOR THE USE OF THE DISTRICT’S FACILITIES AND THIS CORONAVIRUS ADDENDUM, INCLUDING AS IT RELATES TO ANY EXPOSURE TO THE CORONAVIRUS (AS DEFINED ABOVE). THE DEFENSE AND INDEMNITY OBLIGATIONS UNDER THIS PARAGRAPH SHALL APPLY REGARDLESS OF THE DISTRICT’S OR ANY OTHER PERSON OR ENTITY’S ACTIVE OR PASSIVE NEGLIGENCE.**

## 21. Damage and Destruction of Facilities.

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

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

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

## 22. Termination.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**If to the District:**

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

NE: ML  
SC: SN

**If to ASA:**

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

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

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

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

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

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

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

**27. Cooperation in Mitigation of Any Traffic Impacts on Neighborhood.**

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

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

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

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

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

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

**30. Entire Agreement of Parties.** This Amended Facilities Memorandum of Understanding, together with its attachment, and the District's April 1, 2021 Final Notification of Facilities Offered constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written, regarding ASA's use of the Allocated Space and/or other District facilities. In the event of a conflict between this Amended Facilities Memorandum of Understanding and ASA's January 6, 2020 renewal charter petition, this Amended Facilities Memorandum of Understanding shall control. This Amended Facilities Memorandum of Understanding may be amended or modified only by a written instrument executed by both Parties.

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

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

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

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

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

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

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

**37. Incorporation of Recitals and Attachment.** The Recitals and Attachment 1 Site Plan attached hereto are incorporated herein by reference.

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

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

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

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

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SC: SA

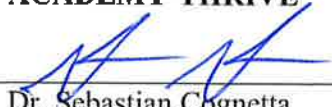
**IN WITNESS WHEREOF**, the Parties hereto have executed this Agreement as below:

**CHINO VALLEY UNIFIED  
SCHOOL DISTRICT**


\_\_\_\_\_  
Dr. Norm Enfield  
Superintendent

\_\_\_\_\_, 2021  
Date

**ALLEGIANCE STEAM  
ACADEMY-THRIVE**

  
\_\_\_\_\_  
Dr. Sebastian Cogna  
Chief Executive Officer

4-13, 2021  
Date

NE:   
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Approved and ratified on \_\_\_\_\_, 2021 by the Chino Valley Unified School District Board of Education by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

Abstentions: \_\_\_\_\_

\_\_\_\_\_  
Dr. Norm Enfield  
Superintendent

Approved and ratified on 4-12, 2021 by the Allegiance STEAM Academy Inc. Board of Directors by the following vote:

AYES: 5

NOES: 0

Abstentions: 0

  
\_\_\_\_\_  
Dr. Sebastian Cagnetta  
Chief Executive Officer

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D, Superintendent  
**PREPARED BY:** Richard Rideout, Assistant Superintendent, Human Resources  
Isabel Brenes, Ed.D., Director, Human Resources  
Eric Dahlstrom, Ed.D., Director, Human Resources  
**SUBJECT: RESOLUTION 2020/2021-33 CLASSIFIED SCHOOL EMPLOYEE WEEK/SEMANA DE EMPLEADO CLASIFICADO DE ESCUELA**

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**BACKGROUND**

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

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

The week of May 16-22, 2021, is recognized throughout the State as Classified School Employee Week/Semana de Empleado Clasificado de Escuela. Resolution 2020/2021-31 supports this statewide effort to recognize the contributions of more than 1,000 classified employees in the Chino Valley Unified School District.

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2020/2021-33 Classified School Employee Week/Semana de Empleado Clasificado de Escuela.

**FISCAL IMPACT**

None.

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**Chino Valley Unified School District**  
**Resolution 2020/2021-33**  
**Classified School Employee Week/Semana de Empleado Clasificado de Escuela**

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** the Chino Valley Unified School District hereby acknowledges and honors the contributions of all classified employees regarding their contributions toward achieving excellence in education in California and in the District, and designates the week of May 16-22, 2021, as Classified School Employee Week/Semana de Empleado Clasificado de Escuela in the Chino Valley Unified School District.

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

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 6<sup>th</sup> day of May 2021.

Bridge: \_\_\_\_\_  
Cruz: \_\_\_\_\_  
Gagnier: \_\_\_\_\_  
Na: \_\_\_\_\_  
Schaffer: \_\_\_\_\_

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

---

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: RESOLUTION 2020/2021-34 DAY OF THE TEACHER/DÍA DEL MAESTRO**

=====

**BACKGROUND**

The Legislature of the State of California has declared Wednesday, May 12, 2021, as Day of the Teacher/Día del Maestro. Resolution 2020/2021-34 supports this statewide effort to recognize the significant contributions of teachers to our society.

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

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2020/2021-34 Day of the Teacher/Día del Maestro.

**FISCAL IMPACT**

None.

NE:RR:IB:ED:mcm

**Chino Valley Unified School District  
Resolution 2020/2021-34  
Day of the Teacher/Día del Maestro**

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

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

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

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

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

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

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

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

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

**WHEREAS**, the theme of the 38th annual California Day of the Teacher on May 12 is California Teachers: Cultivating Minds & Healing Hearts.

**NOW, THEREFORE, BE IT RESOLVED** the Chino Valley Unified School District hereby proclaims Wednesday, May 12, 2021, as "California Day of the Teacher/Día del Maestro." The Board of Education urges all citizens to observe this day by taking time to remember and honor those who give the gift of knowledge through teaching.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 6<sup>th</sup> day of May 2021.

Bridge: \_\_\_\_\_  
Cruz: \_\_\_\_\_  
Gagnier: \_\_\_\_\_  
Na: \_\_\_\_\_  
Schaffer: \_\_\_\_\_

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

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: PUBLIC NOTICE AND HEARING REGARDING THE ASSOCIATED CHINO TEACHERS INITIAL BARGAINING PROPOSAL TO THE CHINO VALLEY UNIFIED SCHOOL DISTRICT FOR A REOPENER COLLECTIVE BARGAINING AGREEMENT EFFECTIVE JULY 1, 2019**

=====

**BACKGROUND**

The present Collective Bargaining Agreement between the Chino Valley Unified School District and the Associated Chino Teachers (A.C.T.), will expire on June 30, 2022. Pursuant to Government Code Section 3547, A.C.T, gave notice to the District regarding its initial proposal for a successor Collective Bargaining Agreement on April 9, 2021.

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

Based on Administrative Regulation 4143.1, Public Notice – Personnel Negotiations, and A.C.T., A.C.T. is hereby announcing to the public its initial bargaining proposal for a reopener of the Collective Bargaining Agreement to be effective July 1, 2019.

A.C.T. submits the following:

**Article 17: Compensation and Health and Welfare Benefits**

The Association proposes language to address compensation and medical benefit changes.

## **RECOMMENDATION**

It is recommended the Board of Education give public notice and conduct a public hearing regarding the Associated Chino Teachers initial bargaining proposal to the Chino Valley Unified School District for a reopener Collective Bargaining Agreement effective July 1, 2019.

## **FISCAL IMPACT**

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

NE:RR:IB:ED:mcm





Associated Chino Teacher;  
Brenda Walker, President

**TO:** Norm Enfield, Ed. D., Superintendent  
Grace Park, Ed D., Associate Superintendent of CIIS  
Richard Rideout, Assistant Superintendent, Human Resources  
Chino Valley Unified School District

**FROM:** Brenda Walker, President  
Kelly Larned, Vice President and Bargaining Chairperson  
Associated Chino Teachers

**SUBJECT:** 2021-22 Reopener for the 2019-2022 Master Collective Bargaining Agreement between the Associated Chino Teachers/CTA/NEA and the Chino Valley Unified School District.

**DATE:** April 9, 2021

As required under the provisions of Educational Employment Relations Act, § 3547, and other applicable codes and statutes governing the collective bargaining process in the State of California, the Associated Chino Teachers/CTA/NEA hereby submits the following proposals for modification(s) of the Master Collective Bargaining Agreement between the Associated Chino Teachers/CTA/NEA and the Chino Valley Unified School District: The Association is providing notice to the Chino Valley Unified School District regarding its initial bargaining proposal for the Successor Collective Bargaining Agreement and submits the following:

**Article 17: Compensation and Health and Welfare Benefits**

The Association proposes language to address compensation and medical benefit changes.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS  
FOR THE 2021/2022 SCHOOL YEAR**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Declaration of Need for Fully Qualified Educators for the 2021/2022 school year.

**FISCAL IMPACT**

All personnel employed on emergency permits will be within the approved staffing ratios for the 2021/2022 school year and selections will be in accordance with approved District policies.

NE:RR:IB:ED:mcm



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

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

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021/2022

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

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Chino Valley Unified School District District CDS Code: 36

Name of County: San Bernardino County CDS Code: 67678

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

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

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 06 / 2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

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

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

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

Richard Rideout Assistant Superintendent, Human Resources

*Name* *Signature* *Title*

909-548-6091 909-628-1201 \_\_\_\_\_

*Fax Number* *Telephone Number* *Date*

5130 Riverside Drive Chino, CA 91710

*Mailing Address*

richard\_rideout@chino.k12.ca.us

*EMail Address*

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

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

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

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

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

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

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

Submitted by Superintendent, Director, or Designee:

\_\_\_\_\_  
Name Signature Title

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

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

\_\_\_\_\_  
E-Mail Address

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

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

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

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

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	10 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	1 _____

**LIMITED ASSIGNMENT PERMITS**

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

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	25
Special Education	15
TOTAL	45

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

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

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

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

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

Has your agency established a District Intern program? Yes  No

If no, explain. NA

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

If yes, how many interns do you expect to have this year? 20

If yes, list each college or university with which you participate in an internship program.  
Cal State Univ., San Bernardino; Cal State Univ., Fullerton; Cal State Poly. Univ., Pomona; Cal State Univ., LA;  
University of La Verne; Point Loma University; Azusa Pacific University; University of Redlands; USC Rossier;  
Cal Baptist Univ.; Alliant International Univ.; Biola Univ.; National Univ.; Chapman Univ.; and Loyola Marymount Univ.

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
April 15, 2021

**MINUTES**

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

**I.A. CALL TO ORDER – 4:35 P.M.**

1. Roll Call

President Schaffer called to order the regular meeting of the Board of Education, Thursday, April 15, 2021, at 4:35 p.m. with Bridge, Cruz, Gagnier, Na, and Schaffer present.

Administrative Personnel

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

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Schaffer adjourned to closed session at 4:35 p.m. regarding conference with legal counsel anticipated litigation (one possible case); conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/release; public employee appointment: Director, Technology, junior high school assistant principals, and elementary school assistant principal; and public employee performance evaluation: Superintendent.

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

1. Report Closed Session Action

President Schaffer reconvened the regular meeting of the Board of Education at 6:00 p.m. with Bridge, Cruz, Gagnier, Na, and Schaffer present. The meeting was streamed live on YouTube. The Board met in closed session from 4:35 p.m. to 5:53 p.m. regarding conference with legal counsel anticipated litigation (one possible case); conference with labor negotiators: A.C.T. and CSEA; public employee discipline/dismissal/

release; public employee appointment: Director, Technology; junior high school assistant principals; and elementary school assistant principal; and public employee performance evaluation: Superintendent. The Board took the following action: Appointed Andrew Black as Director of Technology effective May 3, 2021, by a unanimous vote of 5-0, with Bridge, Cruz, Gagnier, Na, and Schaffer voting yes. No further action was taken that required public disclosure

2. Pledge of Allegiance  
Led by Board member James Na.

**I.C. STAFF REPORT**

1. Biomedical Science and Technology Academy at Chino HS  
Dr. Grace Park, Associate Superintendent of CIIS, presented an overview of the future Biomedical Science and Technology Academy at Chino HS: Academic specializations in Biomedical Science with a concentration in artificial intelligence, and cyber security scheduled to launch with 9<sup>th</sup> grade students August 2022.

**I.D. COMMENTS FROM STUDENT REPRESENTATIVE**

Student representative Justin Rendon was absent.

**I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

Brenda Walker, A.C.T. President, on behalf of A.C.T., thanked District staff and community for ensuring the safety of students and staff upon the return to in-person instruction; said students are happy to be back on campus; acknowledged CSEA unit members for making their jobs easier and safer; said she is excited to learn about the *Biomedical Science and Technology Academy* and looks forward to working with the District; and expressed condolences at the loss of Buena Vista HS special education teacher, Roseann Hammond.

Emily Lao, CHAMP Vice President, said she mirrors Brenda Walkers' comments regarding the news about the *Biomedical Science and Technology Academy*; explained what the CHAMP organization stands for and stated its mission; and announced 2021/2022 CHAMP board member officers.

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

The following comments were read into the record: Bryan Scheidecker, Jenny Yee, Robert Chan, Andrea Worrel, Tiffany McClure, and Maria Basilio submitted email comments regarding guidelines for low contact activities resuming indoors; Kevin Butscher submitted an email comment regarding the use of COVID relief funding; Melissa Palm, Liz Rosales, Mary Ann Rabanal-Cox, Courtney Cunningham, Darice De Guzman, Lisa Hunter,

Summer Demoff, Joyce Cavan, Holly Parker, Roxanne Fitkowski, Jessica Urbina, Melissa Zwart, Irene Abifadel, and Lissa Fraga submitted email comments regarding elementary and junior high promotion ceremonies; Antonio Libutan submitted an email comment regarding the return to full-time in-person instruction; and Chino Antimasker submitted an email regarding ethnic studies curriculum.

**I.G. CHANGES AND DELETIONS**

The following changes/deletions were read into the record: Item III.B.5., Resolution 2020/2021-31 Temporary Borrowing Between Funds of the School District, deleted the fiscal year 2020/2021 and inserted 2021/2022; Item II.C.1., Resolution 2020/2021-28 Day of the Teacher/ Dia Del Maestro, was pulled from the agenda; and Item III.D.1., Certificated/Classified Personnel Items, under Retirement, deleted the name Crista Sims, elementary teacher, Marshall ES, effective 06/02/2021.

<p><b>II. ACTION</b></p>
--------------------------

**II.A. ADMINISTRATION**

**II.A.1. Public Hearing: Input Regarding the Composition of Maps for Trustee Area Elections**

President Schaffer opened the public hearing regarding input for the composition of maps for trustee area elections at 6:46 p.m. There were no speakers, and the hearing was closed at 6:47 p.m.

**II.B. FACILITIES, PLANNING, AND OPERATIONS**

**II.B.1. Resolution 2020/2021-32 Certifying No Satisfactory Alternative Facilities Available for Community Day School, Approving Colocation of Community Day School with Other Educational Programs Operating at the Alternative Education Center School Site**

Moved (Gagnier) seconded (Na) carried unanimously (5-0) to adopt Resolution 2020/2021-32 certifying that satisfactory alternative facilities are not available for a community day school and approving the colocation of the community day school CVLA with other educational programs operating at the AEC school site, including the District’s AEC, SASCA-CV, and Spectrum, and approve submission of a Board resolution to the State Board of Education as evidence that this Board satisfied the condition for approval.

**II.C. HUMAN RESOURCES**

**II.C.1. Resolution 2020/2021-28 Day of the Teacher/Día Del Maestro**

This item was pulled from the agenda.



<b>III. CONSENT</b>
---------------------

Christina Gagnier pulled for separate action Item III.C.2. Moved (Na) seconded (Gagnier) carried unanimously (5-0) to approve the consent items, as amended.

**III.A. ADMINISTRATION****III.A.1. Minutes of the March 18, 2021 Regular Meeting**

Approved the minutes of the March 18, 2021 regular meeting.

**III.B. BUSINESS SERVICES****III.B.1. Warrant Register**

Approved/ratified the warrant register.

**III.B.2. Fundraising Activities**

Approved/ratified the fundraising activities.

**III.B.3. Donations**

Accepted the donations.

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

Approved/ratified payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Margaret A. Chidester & Associates.

**III.B.5. Resolution 2020/2021-31 Temporary Borrowing Between Funds of the School District**

Adopted Resolution 2020/2021-31 Temporary Borrowing Between Funds of the School District, as amended.

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

Approved/ratified the purchase order register.

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

Moved (Na) seconded (Bridge) motion carried (4-0-0, Gagnier recused herself) to approve/ratify the Agreements for Contractor/Consultant Services.

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

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

- III.C.4. Resolution 2020/2021-29 and 2020/2021-30, Authorization to Utilize Piggyback Contracts**  
Adopted Resolution 2020/2021-29 and 2020/2021-30, Authorization to Utilize Piggyback Contracts.
- III.C.5. Notice of Completion for CUPCCAA Projects**  
Approved the Notice of Completion for CUPCCAA Projects.
- III.C.6. Change Order for Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Projects (BP 09-03)**  
Approved the Change Order for Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Projects (BP 09-03).
- III.C.7. Change Order for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 02-01)**  
Approved the Change Order for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 02-01).
- III.C.8. Bid 20-21-05F, Ayala HS Alterations—Phase 3**  
Awarded Bid 20-21-05F, Ayala HS Alterations - Phase 3 to Precision Contracting, Inc.; ARGEE dba Craftsman Construction; RND Contractors; Inland Building Construction Companies, Inc.; K&Z Cabinet Company, Inc.; Bishop, Inc.; Mirage Builders, Inc.; Inland Pacific Tile, Inc.; C G Acoustics; Pro Spectra Contract Flooring; AJ Fistes Corporation; Kitcor Corporation; Verne's Plumbing; Simco Mechanical, Inc.; and Rancho Pacific Electric, Inc.
- III.C.9. Bid 20-21-12F, Safety and Security Group 5—Butterfield Ranch ES, Eagle Canyon ES, Hidden Trails ES, Walnut ES, and Wickman ES**  
Awarded Bid 20-21-12F, Safety and Security Group 5—Butterfield ES, Eagle Canyon ES, Hidden Trails ES, Walnut ES, and Wickman ES to R.I.S. Electrical Contractors.
- III.C.10. CUPCCAA Bid 20-21-11I, Briggs K-8 Waterline Upgrades**  
Awarded CUPCCAA Bid 20-21-11I, Briggs K-8 Waterline Upgrades to Gentry General Engineering, Inc.
- III.D. HUMAN RESOURCES**
- III.D.1. Certificated/Classified Personnel Items**  
Approved/ratified the certificated/classified personnel items, as amended.
- III.D.2. Rejection of Claims**  
Rejected the claims and referred them to the District's insurance adjuster.

**IV. INFORMATION****IV.A. CURRICULUM, INSTRUCTION, AND SUPPORT****IV.A.1. Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January Through March 2021**

Received for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January through March 2021.

**IV.A.2. New Course: Gaming and Animation 2**

Received for information the new course Gaming and Animation 2.

**IV.A.3. Revision of Administrative Regulation 5126 Students—Awards for Achievement**

Received for information the revision of Administrative Regulation 5126 Students—Awards for Achievement.

**IV.B. FACILITIES, PLANNING, AND OPERATIONS****IV.B.1. Revision of Board Policy 3280 Business and Noninstructional Operations—Sale or Lease of District-Owned Real Property**

Received for information the revision of Board Policy 3280 Business and Noninstructional Operations—Sale or Lease of District-Owned Real Property.

**V. COMMUNICATIONS****BOARD MEMBERS AND SUPERINTENDENT**

Andrew Cruz spoke in support of promotion ceremonies for elementary and junior high school students, and said that a way needs to be found for them to take place; spoke in support of students being able to rehearse for low contact activities; spoke about a dream he had, and its interpretation; read an excerpt from an article written a few years ago regarding adverse side effects of the coronavirus vaccination, and implored parents to read up on the subject; said he will never turn the school District into a place where students get vaccinated; and spoke in opposition of ethnic studies (being part of a – g graduation requirements).

James Na spoke about high achieving performing arts programs; said he would like to consult with legal counsel so that band students can practice inside with proper safety measures in place; asked that District administration speak with site leaders to consider promotion opportunities; and said he wants to make sure that the District Board policy is revamped/reviewed so that the rights of parents and students is included to opt out of

any controversial studies, especially social studies that include ethics portions; thanked teachers and staff members with whom he spoke regarding the safety and education of students; said in the upcoming future he would like to visit some primary grade classrooms; and spoke of a school bus driver who was happy to assist students back to school.

Don Bridge welcomed elementary and secondary cohorts back to school; recognized student athletes, sports teams, and band for their hard work and patience; recognized several student achievements; and recognized the passing of Chino Councilmember Mark Hargrove.

Christina Gagnier expressed sympathies to the family of Chino Councilman Mark Hargrove on his passing.

Superintendent Enfield spoke about the public hearing regarding community input for the composition of maps for trustee area elections; and said that he recommends opening back up Board meetings to the public starting the May 20 meeting while continuing to live stream Board meetings and following social distancing safety protocols.

President Schaffer shared information from Chino Hills Councilmember Cynthia Moran that Omnitrans is providing half price fares to Chino Hills HS students and that students from Chino and Ontario can find information on the Omnitrans website; thanked all employees for making it possible to return to in-person instruction; and echoed sentiments that Mr. Bridge and Mrs. Gagnier expressed regarding Chino Councilmember Mark Hargrove's passing.

**VI. ADJOURNMENT**

President Schaffer adjourned the regular meeting of the Board of Education at 7:16 p.m.

\_\_\_\_\_  
Joe Schaffer, President

\_\_\_\_\_  
Donald L. Bridge, Clerk

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
Liz Pensick, Director, Fiscal Services  
**SUBJECT: WARRANT REGISTER**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$12,454,144.39 all District funding sources.

NE:SHC:LP:lf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
Liz Pensick, Director, Fiscal Services  
**SUBJECT: FUNDRAISING ACTIVITIES**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

None.

NE:SHC:LP:lf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**May 6, 2021**

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<b><u>Butterfield Ranch ES</u></b>		
PTA	Online Donations A/R & IXL	4/6/21 - 5/27/21
<b><u>Eagle Canyon ES</u></b>		
PTA	Family Movie Night	5/7/21
<b><u>Hidden Trails ES</u></b>		
PTA	Chipotle Dine-Out	5/18/21
<b><u>Rhodes ES</u></b>		
PEP Club	Krispy Kreme Sales	4/5/21 - 4/16/21
<b><u>Canyon Hills JHS</u></b>		
ASB	Spring Grams	5/10/21 - 5/14/21
<b><u>Magnolia JHS</u></b>		
ASB	End of Year Grams	5/10/21 - 5/13/21
<b><u>Ayala HS</u></b>		
Boys' Waterpolo Boosters	Bulldogs Aquatics Clinic	5/7/21 - 7/30/21
ASB Dance Production	Yogurtland Spirit Day	5/12/21
ASB Dance Production	Spring Dance Concert Tickets	5/15/21
ASB Dance Production	Dance Concert Video Sales	5/15/21
Choral Boosters	Clothes Fundrive	5/15/21 - 5/21/21
Football Boosters	Blast Athletics Online Donations	5/15/21 - 12/15/21
Football Boosters	Youth Football Camp	5/17/21 - 5/20/21
ASB Dance Production	Chipotle Dine-Out	5/24/21
ASB Athletics	High School Summer Camps	6/1/21 - 8/1/21
Athletic Boosters	Youth Summer Camps	6/1/21 - 8/1/21
Football Boosters	Spirit Packs	6/1/21 - 8/20/21

**Chino HS**

Basketball Boosters                      Mountain Mike's Pizza Dine-Out      5/14/21

**Chino Hills HS**

Baseball Boosters                      Firehouse Subs Dine-Out              5/13/21  
PTSA    E-Waste Recycling                      5/15/21  
Music Boosters                          Vinyl Senior Banners                  5/7/21 - 5/28/21



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Sandra H. Chen, Associate Superintendent, Business Services  
Liz Pensick, Director, Fiscal Services  
**SUBJECT: DONATIONS**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

It is recommended the Board of Education accept the donations.

**FISCAL IMPACT**

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

NE:SHC:LP:if

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**May 6, 2021**

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<b><u>Eagle Canyon ES</u></b>		
Melanie Phillips	Sanitizer	\$840.00
<b><u>Ayala HS</u></b>		
Jim Hicks Family Foundation	Cash	\$2,500.00
<b><u>Don Lugo HS</u></b>		
Abel Duttra	Cash	\$250.00
Dale Freitas Realty	Cash	\$250.00
Dan & Kelli Cooper	Microwave, Keurig, Steamer	\$400.00

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**Our Motto:**  
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**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: LEGAL SERVICES**

=====

**BACKGROUND**

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

FIRM	MONTH	INVOICE AMOUNTS	2020/2021 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	March	\$12,428.31	\$122,154.62
Margaret A. Chidester & Associates	March	\$ 9,363.00	\$145,997.50
The Tao Firm	-	-	\$ 18,016.25
	<b>Total</b>	\$21,791.31	\$286,168.37

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$21,791.31 to the General Fund.

NE:SHC:LP:lf

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: NEW COURSE: GAMING AND ANIMATION 2**

=====

**BACKGROUND**

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This agenda item was presented to the Board on April 15, 2021, as information.

The Gaming and Animation 2 course is designed to prepare students for careers within the game design and animation industry in which students will develop foundational knowledge in game design, animation, graphics, and computer software and hardware. Game Design and Animation 2 is a Capstone Career and Technical Education (CTE) course that is aligned to the California CTE Standard Game Design and Integration Pathway under the Arts, Media, and Entertainment Sector and meets the UC/CSU “f” elective requirements.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the new course Gaming and Animation 2.

**FISCAL IMPACT**

None.

NE:GP:JAR:lar

## Chino Valley Unified School District High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Website: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Gaming and Animation 2
<b>2. Transcript Title/Abbreviation:</b>	Gaming & An 2
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "F" general elective requirement
<b>6. Grade Level(s):</b>	10 - 12
<b>7. Unit Value:</b>	5 units per semester/10 total credits
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	Yes
<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>	Students who follow the Game Design and Integration pathway prepare for careers within the game design and animation industry and in related technical/artistic fields. Students will develop foundational knowledge in game design, animation, graphics, and computer software and hardware. They will apply skills in Mathematics, physics, English, language arts, social science, and entrepreneurship. Gaming and Animation 2 is designed to be an advanced level Capstone course for the Game Design and Integration Pathway. This course is designed for the California Career and Technical Education (CTE) Standards for the Arts, Media, and Entertainment Sector, as well as the California Arts Standards for Public Schools.
<b>14. Prerequisites:</b>	Gaming and Animation 1 or teacher approval
<b>15. Context for Course:</b>	Gaming and Animation 2 is a capstone CTE/Visual Performing Arts Course that is part of a highly rigorous 2-year pathway to prepare for the skills to enter into higher level education and/or entry level employment.
<b>16. History of Course Development:</b>	The new CTE Model Curriculum Standards include the Game Design and Integration Pathway under the Arts, Media, and Entertainment Sector. This course is aligned with the state standards designed by industry, academic, and civic input. Students completing this pathway develop the skills and knowledge to be creative partners in game design and animation while building capacity for employment in all areas of the creative workforce. The coursework will explicitly develop and encourage artistic habits and dispositions important for university-level studies and industry norms, which are aligned to the California Arts Standards for Public Schools.
<b>17. Textbooks:</b>	Digital lessons from educational software for Animation and Gaming.

# Chino Valley Unified School District

## High School Course Description

<b>18. Supplemental Instructional Materials:</b>	Supplemental material will be provided by supplemental educational software.
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### C. COURSE CONTENT

#### Course Purpose:

Students will learn the 21<sup>st</sup> century skills of creativity, critical thinking, communication, collaboration, and technical expertise, which will increase employment capacity across the job market. In the Game Design and Integration Pathway, students prepare for both entry-level employment and additional postsecondary training needed for advancement in the highly competitive game design industry. Students prepare for occupations such as Game Tester/Analyst, 2-D and 3-D Animator, Storyboard, Level Artist, Texture Artist, Cinematic Artist, Game Designer, Game Programmer, and Production Team Manager. Students completing this pathway develop the skills and knowledge to be creative partners in game design and animation while building capacity for employment in all areas of the creative workforce. The coursework will explicitly develop and encourage artistic habits and dispositions important for university-level studies and industry norms.

#### 2. Course Outline:

**Standard 1 - Demonstrate understanding of current trends and the historical significance of both electronic and non-electronic games. Students will analyze different game systems and identify how these systems influenced consumer technology.**

1.1 Objective: Trends from history of Gaming from the first games to present day computer-based techniques.

1.1.1 Performance Indicator: Research and analyze different game genres, including multiplayer games.

1.1.2 Performance Indicator: Define and use necessary vocabulary related to games, their genres, game platforms, and game hardware.

1.1.3 Performance Indicator: Research, compare, and categorize different game platforms and game hardware.

1.1.4 Performance Indicator: Analyze the technology transfer from video games to other industries, such as education, medical, corporate training, and military simulation.

1.1.5 Performance Indicator: Present a mock-up of a future generation game platform and hardware system based on research of current and emerging technologies and future predictions.

**Standard 2 - Analyze the core tasks and challenges of video game design and explore the methods used to create and sustain player immersion.**

2.1 Objective: Analyze, design, create, and explore game design paradigms/weakness and strengths of each.

2.1.1 Performance Indicator: Identify and define the roles and responsibilities of each member of a video game design team.

2.1.2 Performance Indicator: Break down and identify the fundamental building blocks of game play: player goals, player actions, rewards, and challenges.

2.1.3 Performance Indicator: Research various input controls and display types then identify how these impact game play.

2.1.4 Performance Indicator: Research and define the term "player immersion".

2.1.5 Performance Indicator: Explore and explain the factors that create player immersion in a game.

2.1.6 Performance Indicator: Compare and contrast player-centric design and designer-centric design in video games.

2.1.7 Performance Indicator: Describe a designer-centric game to highlighting features other than game play and entertainment value.

# Chino Valley Unified School District

## High School Course Description

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2.1.8 Performance Indicator: Prototype a small game using real-world objects, such as dice, cards, balls, pen, and paper, etc. of programming, game mapping, game physics, design evaluation, peer review, and proof of concept testing.

### **Standard 3 - Acquire and apply appropriate game programming concepts and skills to develop a playable video game.**

3.1 Objective: Develop and program a small video game that applies mathematical and physical properties in game design.

3.1.1 Performance Indicator: Implement common programming concepts, including logic operators, conditional statements, loops, variables, events, actions, and handling user input.

3.1.2 Performance Indicator: Understand the basics of game physics, including collision and motion.

3.1.3 Performance Indicator: Examine the use of math and physics (such as gravity and friction) in game development.

3.1.4 Performance Indicator: Explore the basics of random number generation.

3.1.5 Performance Indicator: Implement a small video game utilizing mathematics and physics that features at least one moving object (such as a spaceship) which rotates along an axis and moves in whichever direction it is facing after rotation. The game must include collision physics.

### **Standard 4 - Students will demonstrate mastery of game art and multimedia, including music, sound, art, and animation.**

4.1 Objective: Game development including all media, game backgrounds, characters, background music, voice over's, and character animation.

4.1.1 Performance Indicator: Demonstrate understanding of the elements of art, including line, shape, color, value, texture, space, and balance, to set the mood and feel of a scene.

4.1.2 Performance Indicator: Research and describe the different perspectives used in video games, including first person, second person, and third person perspectives.

4.1.3 Performance Indicator: Explain how to create the illusion of 3-D in a 2-D environment.

4.1.4 Performance Indicator: Create 2-D art and 3-D models.

4.1.5 Performance Indicator: Create an animation sequence.

4.1.6 Performance Indicator: Design a game environment using lines, fills, and color to set a specific mood and feel of a scene.

4.1.7 Performance Indicator: Create, record, and edit audio for a game.

4.1.8 Performance Indicator: Define and discuss intellectual property, copyrights, trademarks, and piracy as they relate to art and multimedia assets in a game.

4.1.9 Performance Indicator: Understand the basics of character design and development, world design, and level design.

4.1.10 Performance Indicator: Create a storyboard for a game cut-scene applying the basic principles of design and concepts of cinematography.

### **Standard 5 - Demonstrate an understanding of testing techniques used to evaluate, assess, rate, and review quality assurance of video games.**

5.1 Objective: Release management ongoing cycle of development, testing, and release.

5.1.1 Performance Indicator: Demonstrate an understanding of testing techniques used to evaluate, assess, rate, and review quality assurance of video games.

# Chino Valley Unified School District

## High School Course Description

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5.1.2 Performance Indicator: Test and analyze games to determine the quality of rules, interfaces, navigation, performance, and game play.

5.1.3 Performance Indicator: Identify the key elements in a game and make intelligent judgments about whether the game succeeded or failed in its objectives.

5.1.4 Performance Indicator: Compare and contrast the differences between functionality and usability of software.

5.1.5 Performance Indicator: Evaluate games in terms of accessibility issues.

5.1.6 Performance Indicator: Demonstrate technical reading and writing skills.

5.1.7 Performance Indicator: Test a classmate's game project and create a bug report for the game. For each error submitted, write steps in sufficient detail so it is identifiable and reproducible to the developer. Use a metric to identify how critical the error is based on its negative impact on game play.

### **Standard 6 - Understand the general procedures, documentation, and requirements of largescale game design projects. Examine and categorize the significant processes in the production of games.**

6.1 Objective: Pre-production talent and time management, design, and budget development, project management and documentation of concepts, construction, and completion.

6.1.1 Performance Indicator: Identify processes of design and development from concept to production, including content creation, filling team roles, design documentation, communication, and scheduling for video game design teams.

6.1.2 Performance Indicator: Discuss the iterative nature of game and simulation design.

6.1.3 Performance Indicator: Develop design plans, character sketches, documentation, and storyboards for proposed games.

6.1.4 Performance Indicator: Enumerate individual tasks of a project using basic time management skills to complete each task and track its completion.

6.1.5 Performance Indicator: Describe the importance and interrelationship between development schedule and budget constraints in a video game design project.

6.1.6 Performance Indicator: Compare and contrast common uses of different game development tools.

6.1.7 Performance Indicator: Create a set of original design documents and build a small game.

### **Standard 7 - Understand the fundamentals of business and marketing, including entrepreneurship, global marketing, and localization.**

7.1 Objective: Financial considerations of game development, marketing, licensing, and relationships between business partners.

7.1.1 Performance Indicator: Identify, define, and discuss the different ways games are funded, distributed, marketed, and sold.

7.1.2 Performance Indicator: Identify and describe licensing management for different game platforms, tools, and intellectual properties.

7.1.3 Performance Indicator: Identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value.

7.1.4 Performance Indicator: Understand the components of marketing campaigns for games, including advertising in traditional and social media.

7.1.5 Performance Indicator: Understand the role community management plays in marketing and business models.

7.1.6 Performance Indicator: Discuss the relationships between publishers, developers, distributors, marketers, and retailers.



# Chino Valley Unified School District

## High School Course Description

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7.1.7 Performance Indicator: Evaluate game journalism and professional reviews in terms of bias.

7.1.8 Performance Indicator: Explore and describe the effects of globalization on the design and production of video games.

7.1.9 Performance Indicator: Evaluate how video games adhere to government rating systems.

7.1.10 Performance Indicator: Create a plan for a game to target a specific audience within three different countries while adhering to their governments' rating systems.

### **Standard 8 - Understand the impact of games and the role of play in human culture. Analyze the ethics and global impact of the game industry.**

8.1 Objective: Social and ethical impact on local and worldwide community.

8.1.1 Performance Indicator: Discuss the word "play" and its many definitions.

8.1.2 Performance Indicator: Investigate and discuss how play can help humans acquire knowledge and social skills.

8.1.3 Performance Indicator: Describe the benefits of games and simulations, including online economies and community building.

8.1.4 Performance Indicator: Compare and contrast the different opinions on the effects of games on behavior, cognitive development, and motor skills.

8.1.5 Performance Indicator: Describe how frequent exposure and/or access to video games has reshaped the level of technical proficiency of our workforce.

8.1.6 Performance Indicator: Explore and discuss the impact of video games on the economy.

8.1.7 Performance Indicator: Design a game you believe will have positive impact on the world.

### **Standard 9 - Identify career goals and develop a career plan that explores employment opportunities in the video game industry.**

9.1 Objective: Career options, opportunities, and personal responsibilities in video game industry and other related industries.

9.1.1 Performance Indicator: Demonstrate personal and interpersonal skills appropriate for the workplace, such as responsibility, dependability, punctuality, positive attitude, initiative, respect for self and others, and professional dress.

9.1.2 Performance Indicator: Investigate how the skills acquired in game design/development can be applied to other industries.

9.1.3 Performance Indicator: Use personal assessment tools to identify personal and professional strengths and weaknesses.

9.1.4 Performance Indicator: Analyze job and career requirements as related to career interests and opportunities in the game industry.

9.1.5 Performance Indicator: Investigate the common employment contracts in the game industry, such as Nondisclosure Agreements, "Work for Hire" agreements, and "Noncompete" clauses.

9.1.6 Performance Indicator: Create a resume and use it during a mock interview. At the end of the interview process, apply negotiation skills as they relate to salary and benefits packages.

# Chino Valley Unified School District

## High School Course Description

**Standard 10 - Students will build a game that demonstrates teamwork and project management by creating a game design production plan that describes the game play, outcomes, controls, rewards interface, and artistic style of a video game.**

10.1 Objective: Using pre-production teamwork and project management design, plan to create a production game.

10.1.1 Performance Indicator: Use design documents to create a game design production plan.

10.1.2 Performance Indicator: Solicit and accept constructive criticism.

10.1.3 Performance Indicator: Use computer tools to create game programming, art, and audio.

10.1.4 Performance Indicator: Create and use animated objects in a game.

10.1.5 Performance Indicator: Create sound and music to enhance the game experience.

10.1.6 Performance Indicator: Test and debug the completed game.

10.1.7 Performance Indicator: Apply listening, speaking, and collaborative communication skills to effectively convey information.

10.1.8 Performance Indicator: Demonstrate a professional level of written and oral communication as necessary in the game industry.

### 3. Key Assignments:

#### Primary Assignments

Gaming and Animation 2 students will use the principles used in Gaming and Animation 1 to produce mastery level games. The student will use critical self-analysis through portfolio development. The students will present the game through student exhibition of game play. The students will create bodies of work at the mastery level for gaming and animation. These projects will be evaluated and discussed in groups.

#### Capstone Projects

Each of the capstone projects will be for the explicit intention of developing and encouraging artistic habits and dispositions important for the University-level studies and/or entry level positions in the gaming industry. The Capstone projects will include critical self-analysis through portfolio development, solo exhibition of original work and post-exhibition classroom or public presentation about the exhibition experience, or a presentation of the research and analysis project.

**Compiling a Body of Work at the Mastery Level** - E.g.: Create a "Volume" game for video background.

Some of the biggest changes in the gaming and animation industry is the integration into Movie and TV production. With the advent of the Volume, a giant 360-degree video screen, in which gaming and animation use gaming engines to produce and provide the backgrounds and animations for the movies. This eliminates the need for giant 360-degree green screens. This provides real time changes to the background, including angles, 3D objects and animation. This is accomplished by gamers running the gaming engines during the shooting. The capstone project will use the gaming engine to provide backgrounds using a large TV screen to replace a green screen. The story will be a topic that will let the student participate in social, cultural, and intellectual story telling. During our Video Bulletins we use green screen backgrounds. Our students will create a real time video background using the gaming engine and the 3D objects and animations created for our Video Bulletins.

#### Create a Virtual Reality World

Virtual Reality (VR) is becoming more refined every year. The gaming engine is the vehicle to make a 3D environment that students can use to tell stories of social, cultural, and intellectual concepts. VR is becoming a part of all industries that need a better perspective and relative comparisons between object and interactions. Science, medical, construction, education, and entertainment industries are a few that are using VR to stretch creativity and

# Chino Valley Unified School District

## High School Course Description

understanding to a new level. The students will create a VR project that will represent a real 3D world in which to interact with that will include cultural and national origin content.

### **Produce Games of Different Genre**

The student will have learned about the different types of games. A group will produce a game that is part of one type or many types of game styles to provide an interactive mastery level artistic product. Gaming and animation are fast becoming one of the largest industries of the World. It is an Industry that keeps growing since its inception. This is the intersection of art and technology. Games have now grown to a mastery level of music and art comparable to Movies. The newer games use orchestra music that supports the narrative of the game's storyline, not just a repeat of a one-line tune. Also, the video of the game experience is becoming more like going to a movie in which the gamer is an active participant. E.g., list of a few types of games available today and more are being created every day - MMORPG, Roguelikes, Tactical RPG, Sandbox RPG, construction and management simulation, life simulation, vehicle simulation, racing, competitive, MMO, card games, programming game, typing game, educational game, action game, action-adventure game, adventure Games, role-playing Games, simulation games, strategy games, sports games, puzzle games.

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

- This program will be using a learner centered focus on learning.
- Knowledge will be constructed by students.
- Student participation will be active.
- Role of teacher will be facilitator/learning partner.
- Role of Assessment: Many tests-for ongoing feedback.
- Emphasis: Developing deeper understanding.
- Students will Identify problems via game play and design and will implement proper solutions through peer review and other methods.
- Teacher assignments will use Bloom's taxonomy to build from the simplest to the most complex and integrated problems, skills, and projects.
- Table 1.2: Bloom's three learning domains.
- Assessment method: Multidimensional products.
- Academic culture: Collaborative and supportive project-based teamwork.
  - Cognitive domain: Acquisition, integration, and application of knowledge.
  - Affective domain: Evolution of attitudes, values, and feelings alongside cognitive development.
  - Psycho motor domain: Acquisition of motor or physical skills.

### **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

Students will build projects individually and in groups. Through group interactions, projects will be defined, and an outcome will be built. The group and/or individual will evaluate the outcome and determine what might be a better process for a future project. By evaluating the project and the methods, the student will find other solutions to a problem. Group interaction, problem solving and finding multiple solutions to problems are skills that are a requirement for future employment and future California testing methods.

# Chino Valley Unified School District

## High School Course Description

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### **Use of a Portfolio**

One primary purpose of the portfolio will include critical self-analysis through portfolio development. Student portfolios are a collection of evidence, prepared by the student and evaluated by the faculty member, to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts. To create a high-quality portfolio, students must organize, synthesize, and clearly describe their achievements and effectively communicate what they have learned. Students can use the portfolio to show competencies to enter highly competitive Animation and Gaming programs and entry level careers.

### **Use of Concepts through Computer-Based Answers**

The instructor presents one or more questions during class involving key concepts, along with several possible answers. Students in the class indicate which answer they think is correct. If most of the class has not identified the correct answer, students are given a short time to try to persuade their neighbor(s) that their answer is correct. The question is asked a second time by the instructor to gauge class mastery.

### **Use of Conceptual Diagnostic Test**

A conceptual diagnostic test is a test with items in a multiple-choice or short-answer format that has been designed with common misconceptions in mind.

### **Use of interview**

A formal interview consists of a series of well-chosen questions (and often a set of tasks or problems) that are designed to elicit a portrait of a student's understanding about a specific concept or set of related concepts.

### **Use of Performance Assessment**

Performance assessments are designed to judge students' abilities to use specific knowledge and research skills. Most performance assessments require the student to manipulate equipment to solve a problem or make an analysis. Rich performance assessments reveal a variety of problem-solving approaches, thus providing insight into a student's level of conceptual and procedural knowledge.

### **Use of a Scoring Rubric**

Rubrics are a way of describing evaluation criteria based on the expected outcomes and performances of students. Typically, rubrics are used in scoring or grading written assignments or oral presentations. They may be used, however, to score any form of student performance. Each rubric consists of a set of scoring criteria and point values associated with these criteria. In most rubrics, the criteria are grouped into categories so the instructor and the student can discriminate among the categories by level of performance. In classroom use, the rubric provides an objective external standard against which student performance may be compared.

### **Use of a Weekly Report.**

Weekly reports are papers written by students each week that address the following three (3) questions:

1. What did I learn this week?
2. What remained unclear to you?
3. If you were the teacher, what questions would you ask your students to find out if they understood the material?

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: DESIGNATION OF CALIFORNIA INTERSCHOLASTIC FEDERATION REPRESENTATIVES TO LEAGUE FOR 2021/2022**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2021/2022.

**FISCAL IMPACT**

None.

NE:GP:JAR:lar

**2021-2022 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

Chino Valley Unified School District/Governing Board at its May 6, 2021 meeting,  
(Name of school district/governing board) (Date)  
appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

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

Chino Hills High School  
NAME OF SCHOOL  
Mykeal Terry POSITION Athletic Director  
NAME OF REPRESENTATIVE  
16150 Pomona Rincon Rd. CITY Chino Hills ZIP 91709  
ADDRESS  
909)606-7540 FAX 909)548-6041 E-MAIL mykeal\_terry@chino.k12.ca.us  
PHONE

\*\*\*\*\*  
Chino Hills High School  
NAME OF SCHOOL  
Randal Buoncristiani, Ed.D. POSITION Principal  
NAME OF REPRESENTATIVE  
16150 Pomona Rincon Rd. CITY Chino Hills ZIP 91709  
ADDRESS  
PHONE FAX E-MAIL

\*\*\*\*\*  
Don Lugo High School  
NAME OF SCHOOL  
James Donoho POSITION Athletic Director  
NAME OF REPRESENTATIVE  
13400 Pipeline Ave. CITY Chino ZIP 91710  
ADDRESS  
909)591-3902 FAX 909)548-6020 E-MAIL james\_donoho@chino.k12.ca.us  
PHONE

\*\*\*\*\*  
Don Lugo High School  
NAME OF SCHOOL  
Kimberly Cabrera, Ed.D. POSITION Principal  
NAME OF REPRESENTATIVE  
13400 Pipeline Ave. CITY Chino ZIP 91710  
ADDRESS  
909)591-3902 FAX 909)548-6020 E-MAIL kimberly\_cabrera@chino.k12.ca.us  
PHONE

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

Superintendent's or Principal's Name Norm Enfield, Ed.D. Signature \_\_\_\_\_  
Address 5130 Riverside Dr. City Chino Zip 91710  
Phone 909-628-1201 Fax 909-703-6101

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

**2021-2022 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than June 28, 2021.

Chino Valley School District/Governing Board at its May 6, 2021 meeting,  
(Name of school district/governing board) (Date)  
appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

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

NAME OF SCHOOL Ruben S. Ayala High School  
NAME OF REPRESENTATIVE Warren Reed POSITION Athletic Director  
ADDRESS 14255 Peyton Drive CITY Chino Hills ZIP 91709  
PHONE 909)627-3584 FAX 909)548-6005 E-MAIL warren\_reed@chino.k12.ca.us  
\*\*\*\*\*

NAME OF SCHOOL Ruben S. Ayala High School  
NAME OF REPRESENTATIVE Diana Yarboi POSITION Principal  
ADDRESS 14255 Peyton Drive CITY Chino Hills ZIP 91709  
PHONE 909)627-3584 FAX 909)548-6005 E-MAIL diana\_yarboi@chino.k12.ca.us  
\*\*\*\*\*

NAME OF SCHOOL Chino High School  
NAME OF REPRESENTATIVE Mike Hinkle POSITION Athletic Director  
ADDRESS 5472 Park Place CITY Chino ZIP 91710  
PHONE 909)627-7351 FAX 909)548-6004 E-MAIL mike\_hinkle@chino.k12.ca.us  
\*\*\*\*\*

NAME OF SCHOOL Chino High School  
NAME OF REPRESENTATIVE John Miller POSITION Principal  
ADDRESS 5472 Park Place CITY Chino ZIP 91710  
PHONE 909)627-7351 FAX 909)548-6004 E-MAIL john\_miller@chino.k12.ca.us

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

Superintendent's or Principal's Name Norm Enfield, Ed.D. Signature  
Address 5130 Riverside Drive City Chino Zip 91710  
Phone 909)628-1201 Fax 909)703-6101

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: PURCHASE ORDER REGISTER**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$2,976,381.84 to all District funding sources.

NE:GJS:AGH:pw



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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Humility • Civility • Service

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES**

=====

**BACKGROUND**

All contracts between the District and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. To be valid or to constitute an enforceable obligation against the District, all contracts must be approved and/or ratified by the Board of Education.

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

**RECOMMENDATION**

It is recommended the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

**FISCAL IMPACT**

As indicated.

NE:GJS:AGH:pw

<b>SUPERINTENDENT</b>	<b>FISCAL IMPACT</b>
<b>S-2122-001 Margaret A. Chidester &amp; Associates.</b> To provide legal services. Submitted by: Superintendent Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: Per rate sheet  Funding source: General Fund

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-2021-199 Formative.</b> To provide virtual and in-person professional development. Submitted by: Cattle ES Duration of Agreement: March 1, 2021 - June 30, 2022	Contract amount: \$4,896.00  Funding source: Title I
<b>CIIS-2021-200 Tobii Dynavox, LLC.</b> To provide annual license for boardmaker program for speech pathologists. Submitted by: Special Education Duration of Agreement: May 1, 2021 - May 1, 2022	Contract amount: \$2,599.20  Funding source: Special Education/LEA
<b>CIIS-2122-013 Follet School Solutions Inc.</b> To provide annual renewal for Destiny Express for District wide libraries. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$41,516.75  Funding source: General Fund
<b>CIIS-2122-014 Practice Fusion, Inc.</b> To provide electronic health records system. Submitted by: Health Services Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$6,554.40  Funding source: LCAP
<b>CIIS-2122-015 Aeries Software, Inc.</b> To provide Aeries Communications software license renewal. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$105,633.75  Funding source: General Fund
<b>CIIS-2122-016 Aeries Software, Inc.</b> To provide Aeries Analytics software license renewal. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$45,915.47  Funding source: General Fund
<b>CIIS-2122-017 Aeries Software, Inc.</b> To provide SQL procedure analysis and development. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$213,478.77  Funding source: General Fund
<b>CIIS-2122-018 SolarWinds Worldwide, LLC.</b> To provide Network Topology Mapper software license and maintenance. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$1,004.16  Funding source: General Fund
<b>CIIS-2122-019 Tools4ever.</b> To provide annual license renewal for service of Tools4Ever software. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$11,650.00  Funding source: General Fund
<b>CIIS-2122-020 WestED/SVMI Mathematics Network.</b> To provide professional development annual membership. Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2021 - May 31, 2022	Contract amount: \$8,200.00  Funding source: LCAP
<b>CIIS-2122-021 Dr. Sandra So.</b> To provide collaborating physician services. Submitted by: Health Services Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$1,000.00  Funding source: LCAP

<b>CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT</b>	<b>FISCAL IMPACT</b>
<b>CIIS-2122-022 Epocrates, Inc.</b> To provide program written into our medical protocol signed by our consulting physician. Submitted by: Health Services Duration of Agreement: August 28, 2021 - August 28, 2023	Contract amount: \$299.99  Funding source: LCAP
<b>CIIS-2122-023 ViaTRON Systems, Inc.</b> To provide annual maintenance on Enterprise Content Management system. Submitted by: Technology Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$8,615.00  Funding source: General Fund

<b>FACILITIES, PLANNING, AND OPERATIONS</b>	<b>FISCAL IMPACT</b>
<b>F-2021-059 Security Guard Pros.</b> To provide fire watch coverage for construction projects. Submitted by: Maintenance, Operations, and Construction Duration of Agreement: April 20, 2021 - April 21, 2022	Contract amount: Per rate sheet  Funding source: General Fund

<b>SAN BERNARDINO COUNTY</b>	<b>FISCAL IMPACT</b>
<b>SBC-20-391-A-1 SB County Probation Department.</b> To provide school probation officer program for the 2021/2022 school year. Submitted by: Purchasing Duration of Agreement: July 1, 2021 - June 30, 2022	Contract amount: \$62,470.00  Funding source: LCAP

<b>MASTER CONTRACTS</b>	<b>FISCAL IMPACT</b>
<b>MC-2021-052 Nearpod, Inc.</b> To provide annual site license for Nearpod and Flocabulary for students and teachers. Submitted by: Country Springs ES Duration of Agreement: March 8, 2021 - June 30, 2024	Contract amount: Per invoice  Funding source: Various
<b>MC-2021-053 West Hills Golf Associates, LTD dba Western Hills Country Club.</b> To provide banquet, catering, and golf usage. Submitted by: Ayala HS Duration of Agreement: May 7, 2021 - June 30, 2024	Contract amount: Per rate sheet  Funding source: ASB/USB/PFA/PTA/Boosters
<b>MC-2021-054 Generation Genius, Inc.</b> To provide videos and lessons in science. Submitted by: Cattle ES Duration of Agreement: May 7, 2021 - June 30, 2024	Contract amount: Per invoice  Funding source: Various
<b>MC-2021-055 Renaissance Learning, Inc.</b> To provide reading subscription. Submitted by: Cattle ES Duration of Agreement: May 7, 2021 - June 30, 2024	Contract amount: Per invoice  Funding source: Various
<b>MC-2021-056 Mystery Science, Inc.</b> To provide annual site license. Submitted by: Cattle ES Duration of Agreement: May 7, 2021 - June 30, 2024	Contract amount: Per invoice  Funding source: Various
<b>MC-2021-057 Dream Box Learning, Inc.</b> To provide annual site license. Submitted by: Cattle ES Duration of Agreement: May 7, 2021 - June 30, 2024	Contract amount: Per invoice  Funding source: Various

<b>MASTER CONTRACTS</b>	<b>FISCAL IMPACT</b>
<b>MC-2021-058 FastSpring.</b> To provide site license to access FastSpring software. Submitted by: Buena Vista HS Duration of Agreement: May 7, 2021 - June 30, 2024	Contract amount: Per invoice  Funding source: Various
<b>MC-2021-059 Mile High Pines Camp.</b> To provide outdoor science camp. Submitted by: Purchasing Duration of Agreement: February 11, 2020 - June 30, 2023	Contract amount: Per rate sheet  Funding source: Various
<b>MC-2122-001 Pali Institute, Inc.</b> To provide outdoor science camp. Submitted by: Chaparral ES Duration of Agreement: July 1, 2021 - June 30, 2024	Contract amount: Per rate sheet  Funding source: ASB/USB/PFA/PTA/Boosters

<b>APPROVED CONTRACTS TO BE AMENDED</b>	<b>AMENDMENT</b>
<b>CIIS-1718-123 Cengage Learning.</b> To provide E-research database and subscription for District students. Submitted by: Secondary Curriculum Duration of Agreement: March 1, 2018 - June 30, 2022 Original Agreement Board Approved: March 1, 2018	Contract amount: increase contract from \$116,463.00 to \$238,851.22 to extend contract duration through June 30, 2024  Funding source: Low Performing Block Grant
<b>CIIS-2021-007 Practice Fusion, Inc.</b> To provide electronic health records system. Submitted by: Health Services Duration of Agreement: May 1, 2020 - June 30, 2021 Original Agreement Board Approved: April 16, 2020	Contract amount: increase contract from \$2,376.00 to \$2,476.00 to cover monthly increase  Funding source: LCAP
<b>CIIS-2021-055 Pacific Coast Speech Services, Inc.</b> To provide speech/language pathology services. Submitted by: Special Education Duration of Agreement: July 1, 2020 - June 30, 2021 Original Agreement Board Approved: June 18, 2020	Contract amount: increase contract from \$650,000.00 to \$720,000.00 for additional speech related assessment and therapy services.  Funding source: Special Education
<b>F-2021-050 Brandon Petrunio &amp; Associates, Inc.</b> To provide architectural landscape services for Townsend JHS - Phase 2. Submitted by: Maintenance, Operations, and Construction Duration of Agreement: December 1, 2020 - June 30, 2021 Original Agreement Board Approved: January 21, 2021	Contract amount: increase contract from \$64,965.00 to \$68,670.00 to cover the additional costs of service  Funding source: General Fund
<b>F-2021-052 Transfinder.</b> To provide student transportation management system. Submitted by: Transportation Duration of Agreement: February 28, 2021 - February 27, 2022 Original Agreement Board Approved: February 4, 2021	Contract amount: increase contract from \$7,850.00 to \$13,450.00 to add for additional hosting services  Funding source: General Fund
<b>GRANT 23397 TUPE Grant California Department of Education.</b> To provide 2020/2021 Tobacco Use Prevention Education for grades 6 through 12. Submitted by: Health Services Duration of Agreement: July 1, 2020 - June 30, 2021 Original Agreement Board Approved: October 1, 2020	Grant amount: decrease from \$264,377.70 to \$264,344.70  Funding source: Tobacco Use Prevention

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: SURPLUS/OBSOLETE PROPERTY**

=====

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

Increase to the General Fund from proceeds of sale.

NE:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT  
SURPLUS/OBSOLETE PROPERTY**

May 6, 2021

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Printer	HP	VNB3X13753	Assmt. & Instr. Tech.
Printer	HP	CNBCH840FK	Assmt. & Instr. Tech.
File Cabinets (7)			CVLA
Storage Cabinets (2)			CVLA
Computer Table			CVLA
Projector Carts (3)			CVLA
Picnic Table-Blue			CVLA
Gray Chairs (10)			CVLA
Blue Chairs (11)			CVLA
Legal File Cabinet			CVLA
Monitor	Panasonic	LB02	CVLA
Monitor	Panasonic	LB033067	CVLA
Monitor	JVC	C07268	CVLA
6 Ft. Tables (2)			CVLA
Desk			CVLA
4 Drawer File Cabinet			CVLA
Refrigerator	CTX14CLBJ		CVLA
3 Drawer File Cabinet			CVLA
TV Receiver	PS1953C125		CVLA
8 Ft. Bookshelves (2)			CVLA
Rectangular Tables (2)			CVLA
Kidney Tables			CVLA
Hard Drive	Dell	44836	Elem. Curriculum
Laptop	Dell		Special Education
Laptop	Dell		Special Education
Laptop	Dell		Special Education
iPad	Apple		Special Education
iPad	Apple		Special Education
iPad	Apple	40526	Special Education
iPad	Apple	40903	Special Education
iPad	Apple	41357	Special Education
iPad	Apple	43721	Special Education
iPad	Apple	40132	Special Education
iPad	Apple	43059	Special Education
iPad	Apple	35826	Special Education
iPad	Apple	40131	Special Education
TV	Quasar	B9AC22882	Dickey ES
TV	Quasar	SB71540598	Dickey ES
Laptop	Dell	46941	Dickey ES

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Tower	Dell	43091	Dickey ES
Tower	Dell	44847	Dickey ES
Printer	HP	BVI0.40.15.57	Buena Vista HS
Printer	HP	10-40-15-217	Buena Vista HS
Printer/Scanner/Copier	HP	CC210A	Buena Vista HS
Computer	Dell	40662	Buena Vista HS
Computer	Dell	40648	Buena Vista HS
Computer	Dell	40650	Buena Vista HS
Computer	Dell	40253	Buena Vista HS
Computer	Dell	44841	Buena Vista HS
Computer	Dell	47531	Buena Vista HS
Computer	Dell	47532	Buena Vista HS
Computer	Dell	47534	Buena Vista HS
Monitor	Dell	CNOKW14V74261SCHOY6B	Buena Vista HS
Monitor	Dell	CNOC730C716232BE0767	Buena Vista HS
Monitor	Viewsonic	AZW044900164	Buena Vista HS
Monitors (5)	Dell		Buena Vista HS
Keyboards (4)			Buena Vista HS
Printer	Xerox	GAIL097135	Chino Hills HS
Laptop	Dell	31713	Chino Hills HS
Laptop	Dell	31712	Chino Hills HS
Laptop	Dell	34398	Chino Hills HS

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: RESOLUTION 2020/2021-35 AND 2020/2021-36, AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS**

=====

**BACKGROUND**

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

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

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

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

<b>Resolution</b>	<b>Contract</b>	<b>Contractor</b>	<b>Description</b>	<b>Term</b>
2020/2021-35	Riverside Unified School District RFP No. 2017/18-11	Gold Star Foods, Inc.	Fresh Bread and Tortilla Products	7/1/2021-6/30/2022



<b>Resolution</b>	<b>Contract</b>	<b>Contractor</b>	<b>Description</b>	<b>Term</b>
2020/2021-36	State of California Multiple Awards Schedule (CMAS) 3-08-70-2626A	Digital Scepter Corporation	Internet-Firewall Brands: Aruba Networks, Check Point, Cisco, Fortinet, Hewlett Packard Enterprises, Palo Alto Networks, Proofpoint, Red Hat, Tenable, and Varonis	4/16/2021-6/26/2022

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

**RECOMMENDATION**

It is recommended the Board of Education adopt Resolution 2020/2021-35 and 2020/2021-36, Authorization to Utilize Piggyback Contracts.

**FISCAL IMPACT**

Unknown.

NE:GJS:AGH:pw

**Chino Valley Unified School District  
Resolution 2020/2021-35  
Authorization to Utilize the Riverside Unified School District RFP No. 2017/18-11  
With Gold Star 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;

**WHEREAS**, Riverside Unified School District currently has a piggyback contract, RFP No. 2017/18-11, 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;

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the purchase of fresh bread and tortilla products through the piggyback contract procured by the Riverside Unified School District RFP No. 2017/18-11.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of fresh bread and tortilla products through the piggyback contract originally procured by the Riverside Unified School District RFP No. 2017/18-11 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of fresh bread and tortilla products in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Riverside Unified School District RFP No. 2017/18-11.

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 1, 2021, for the term ending June 30, 2022.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 6th day of May 2021 by the following vote:

Bridge	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

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

---

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

**Chino Valley Unified School District  
Resolution 2020/2021-36  
Authorization to Utilize the State of California Multiple Awards Schedule (CMAS)  
3-08-70-2626A With Digital Scepter Corporation  
to Purchase Internet-Firewall Brands: Aruba Networks, Check Point, Cisco,  
Fortinet, Hewlett Packard Enterprises, Palo Alto Networks, Proofpoint, Red Hat,  
Tenable, and Varonis  
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 internet firewall brands: Aruba Networks, Check Point, Cisco, Fortinet, Hewlett Packard Enterprises, Palo Alto Networks, Proofpoint, Red Hat, Tenable, and Varonis for the District;

**WHEREAS**, CMAS currently has a piggyback contract, 3-08-70-2626A, in accordance with Public Contract Code 20118 with Digital Scepter Corporation, that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the purchase of internet firewall brands: Aruba Networks, Check Point, Cisco, Fortinet, Hewlett Packard Enterprises, Palo Alto Networks, Proofpoint, Red Hat, Tenable, and Varonis through the piggyback contract procured by the CMAS 3-08-70-2626A.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of internet firewall brands: Aruba Networks, Check Point, Cisco, Fortinet, Hewlett Packard Enterprises, Palo Alto Networks, Proofpoint, Red Hat, Tenable, and Varonis through the piggyback contract originally procured by the CMAS 3-08-70-2626A is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of internet firewall brands: Aruba Networks, Check Point, Cisco, Fortinet, Hewlett Packard Enterprises, Palo Alto Networks, Proofpoint, Red Hat, Tenable, and Varonis in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS 3-08-70-2626A.

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

Section 5. Effective Date. This resolution shall be effective as of April 16, 2021, for the term ending June 26, 2022.

**APPROVED, PASSED, AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 6th day of May 2021 by the following vote:

Bridge	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

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

---

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

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: CHANGE ORDER AND NOTICE OF COMPLETION FOR CUPCCAA PROJECTS**

=====

**BACKGROUND**

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

<b>CUPCCAA Project</b>	<b>Project Description</b>	<b>Contractor</b>	<b>Original Quotation</b>	<b>Change Order</b>	<b>Total</b>	<b>Funding Source</b>
CC2021-27	Country Springs ES Marquee Replacement	Encore Image, Inc.	\$35,532.11	N/A	\$35,532.11	01
CC2021-28	Student Support Services Portable Refresh	Angelo Construction	\$58,500.00	Time Extension	\$58,500.00	25
CC2021-30	Dickey ES Main Building Overhang Repair	Angelo Construction	\$35,035.00	N/A	\$35,035.00	01
CC2021-37	Dickey ES Lathe and Plaster Repairs	Neway Plastering	\$43,500.00	N/A	\$43,500.00	01

The change order for CUPCCAA CC2021-28 results in no change to the construction cost and 31 days in contract time.

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

Staff recommends approval of the Change Order and Notice of Completion for this project.

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

\$114,067.11 to General Fund 01.

\$58,500.00 to RDA Fund 25.

NE:GJS:pw



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

# CHANGE ORDER

Date: 4/14/2021 BID/ CUPCAA #: CC2021-28 Change Order #: 1  
Project Title: Student Support Services Portable Refresh  
Owner: Chino Valley Unified School District DSA Application #: NA DSA File #: N/A  
Architect: N/A Contractor: Angelo Construction

---

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

ITEM NO. 1: Description: Refresh Classrooms to house new Student Support Services Location  
Reason: Material delivery delays due to COVID  
Document Ref: N/A  
Requested by: Alex Rivera  
Change in Contract Sum: \$0  
Time Extension: 31 days

ITEM NO. 2: Description:  
Reason:  
Document Ref:  
Requested by:  
Change in Contract Sum:  
Time Extension:

ITEM NO. 3: Description:  
Reason:  
Document Ref:  
Requested by:  
Change in Contract Sum:  
Time Extension:

ITEM NO. 4: Description:  
Reason:  
Document Ref:  
Requested by:  
Change in Contract Sum:  
Time Extension:



---

## CONTRACT SUMMARY

The original contract amount was:	_____	\$58,500.00
Previously approved change order amount(s):	_____	\$0
The contract amount will be <b>increased</b> /decreased by this Change Order:	_____	\$0
The new contract amount including this change order will be:	_____	\$58,500

The original contract completion date:	_____	3/2/2021
The contract time will be increased/decreased by days:	_____	31 days
The date of completion as a result of this Change Order is:	_____	4/2/2021

---

## APPROVED BY:

Contractor	Signature	Date
N/A	_____	_____
DSA Inspector of Record (if applicable)	Signature	Date
N/A	_____	_____
Architect / Engineer (if applicable)	Signature	Date
N/A	_____	_____
Construction/Project Manager	Signature	Date
N/A	_____	_____
Authorized Department Head (if applicable)	Signature	Date
N/A	_____	_____
Director, Technology (if applicable)	Signature	Date
Alex Rivera		4/14/2021
CVUSD Project Manager	_____	_____
Director, Maintenance, Operations & Construction (if applicable)	Signature	Date
Martin Silveira		4/14/21
Director, Planning (if applicable)	_____	_____
Director, Planning (if applicable)	Signature	Date
Greg Stachura		4/15/21
Owner (Authorized Agent)	_____	_____

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

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

=====

**BACKGROUND**

On July 16, 2020, the Board of Education awarded Bid 19-20-31F, Canyon Hills JHS and Townsend JHS (BP 11-01) to Kitcor Corporation. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

<b>Change Order</b>	<b>Contractor</b>	<b>Amount</b>
2-Canyon Hills JHS	Kitcor Corporation	\$14,449.00
	Bid Amount:	\$317,750.00
	Revised Total Project Amount:	\$332,199.00

<b>Change Order</b>	<b>Contractor</b>	<b>Amount</b>
2-Townsend JHS	Kitcor Corporation	\$21,317.00
	Bid Amount:	\$323,960.00
	Revised Total Project Amount:	\$345,277.00

Change order #1 results in no change to the construction cost or contract time; only rephases building construction within contract time. Change order #2 results in a net increase of \$35,766.00 to the construction cost and no change in contract time. Approval of the change order allows for compensation to the contractor to perform the additional work as described.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Change Order for Bid 19-20-31F, Canyon Hills JHS and Townsend JHS Alterations (BP 11-01).

**FISCAL IMPACT**

\$35,766.00 to Building Fund 21.

hd.050623



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
 Facilities, Planning and Operations Division  
 5130 Riverside Drive  
 Chino, CA 91710  
 Telephone: 909.628.1202, Ext. 145 Fax: 909.548.6034

## CHANGE ORDER

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

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

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

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects, Inc.

BID PACKAGE: BP#11-01 CONTRACTOR: Kitcor Corporation

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

### Canyon Hills Jr. High School

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

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

### Townsend Jr. High School

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

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

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

**\*END OF CHANGE ORDER NO. 001 ITEMS\***

**SCHOOL SITE SUMMARY**

School	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Canyon Hills JHS	\$317,750.00	\$0.00	\$0.00	\$317,750.00
Townsend JHS	\$323,960.00	\$0.00	\$0.00	\$323,960.00
<b>Total</b>	<b>\$641,710.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$641,710.00</b>

**CONTRACT SUMMARY**

The original contract amount was: \$641,710.00

Net previous change order amount(s): \$0.00

The contract amount will be increased/decreased by this Change Order: \$0.00

The new contract amount including this change order will be: \$641,710.00

The original contract completion date: 01/14/22

The contract time will be increased/decreased by days: 0

The date of completion as a result of this Change Order is: 01/14/22

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

**APPROVED BY:**

DocuSigned by:  
Kim Schulman  
Kitcor Corporation (Contractor)

Kim Schulman                      Office Manager  
\_\_\_\_\_  
Print Name / Title

10/06/2020 | 10:18 PDT  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Jim DiCamillo / President

10/06/2020 | 10:26 PDT  
\_\_\_\_\_  
Date

DocuSigned by:  
Kirk Jesse  
DSA Inspector of Record

\_\_\_\_\_  
Kirk Jesse / Inspector of Record

10/06/2020 | 10:44 PDT  
\_\_\_\_\_  
Date

DocuSigned by:  
Hung Truong  
Construction Manager (CW Driver)

\_\_\_\_\_  
Hung Truong / Senior Project Manager

10/06/2020 | 10:45 PDT  
\_\_\_\_\_  
Date

Cesar Portugal  
\_\_\_\_\_  
CVUSD Construction Coordinator

Cesar Portugal / Construction Coordinator,  
Maintenance, Operations & Construction

4/16/21  
\_\_\_\_\_  
Date

Beverly Beemer  
\_\_\_\_\_  
CVUSD Director, M.O.C.

Beverly Beemer  
Martin Silveira / Director of Maintenance, Operations  
and Construction                      Planning

4/19/2024  
\_\_\_\_\_  
Date

Greg Stachura  
\_\_\_\_\_  
CVUSD (authorized agent)

Greg Stachura / Assistant Superintendent, Facilities,  
Planning & Operations Department

4/16/21  
\_\_\_\_\_  
Date



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

*bd 050621*

# CHANGE ORDER

Date: 04/05/2021 BID/ CUPCCAA #: 19-20-31F Change Order #: 002  
 Project Title: Canyon Hills & Townsend Junior High School Modernization Projects – Alterations  
 Owner: Chino Valley Unified School District DSA Application #: #A04-117236 / #A04-117235 DSA File #: #36-11  
 Architect: PBK-WLC Architects Contractor: Kitcor Corporation (BP 11-01)

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

ITEM NO. 1: Description: Canyon Hills Jr. HS - Kitchen Equipment Revisions  
 Reason: Revisions to kitchen equipment pursuant to Submittal 114000.137.0.  
 Document Ref: Change Order Request No. C-003 (PCO No. C-131)  
 Requested by: District  
 Change in Contract Sum: \$14,449.00 / ADD  <sup>CS</sup> <sub>LS</sub>  
 Time Extension: 0 Calendar Days

ITEM NO. 2: Description: Townsend Jr. HS - Kitchen Equipment Revisions  
 Reason: Revisions to kitchen equipment pursuant to Submittal 114000.143.0.  
 Document Ref: Change Order Request No. T-003 (PCO No. T-123)  
 Requested by: District  
 Change in Contract Sum: \$21,317.00/ ADD  <sup>CS</sup> <sub>LS</sub>  
 Time Extension: 0 Calendar Days

## PROJECT SUMMARY

Location	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Canyon Hills Jr. HS	\$317,750.00 ↘	\$0.00 ↗	\$14,449.00 ↘	\$332,199.00
Townsend Jr. HS	\$323,960.00 ↗	\$0.00 ↗	\$21,317.00 ↗	\$345,277.00
<b>Totals:</b>	<b>\$641,710.00</b> ↗	<b>\$0.00</b> ↗	<b>\$35,766.00</b> ↗	<b>\$677,476.00</b> <input type="checkbox"/> <sup>CS</sup> <sub>LS</sub>

## CONTRACT SUMMARY

The original contract amount was: \$641,710.00 ↗  
 Previously approved change order amount(s): \$0.00 ↗  
 The contract amount will be **increased** by this Change Order: \$35,766.00 ↗  
 The new contract amount including this change order will be: \$677,476.00 ↗

The original contract completion date: 01/14/2022

The contract time will be increased/decreased by days: 0 Days

The date of completion as a result of this Change Order is: 01/14/2022 KS

**APPROVED BY:**

Kimberly Schulman Office Manager <hr/> Contractor – Kitcor Corporation	DocuSigned by:  AC7CCE579BAC48D... Signature	04/06/2021   12:05 PDT <hr/> Date
Kirk Jesse Knowland Construction Services <hr/> DSA Inspector of Record (if applicable)	DocuSigned by:  F32A6F0311EAMFE... Signature	04/06/2021   12:10 PDT <hr/> Date
Jim DiCamillo PBK-WLC Architects <hr/> Architect / Engineer (if applicable)	DocuSigned by:  806FFF2E3A634DB... Signature	04/06/2021   12:21 PDT <hr/> Date
Hung Truong CW Driver Inc. <hr/> Construction/Project Manager	DocuSigned by:  DB918CAC3A0448B... Signature	04/06/2021   12:06 PDT <hr/> Date
<hr/> Authorized Department Head (if applicable)	<hr/> Signature	<hr/> Date
<hr/> Director, Technology (if applicable)	<hr/> Signature	<hr/> Date
Cesar Portugal <hr/> CVUSD Project Manager	 <hr/> Signature	4/16/21 <hr/> Date
Martin Silveira <hr/> Director, Maintenance, Operations & Construction (if applicable)	<hr/> Signature	<hr/> Date
Beverly Beemer <hr/> Director, Planning (if applicable)	 <hr/> Signature	4/19/2021 <hr/> Date
Greg Stachura <hr/> Owner (Authorized Agent)	 <hr/> Signature	4/16/21 <hr/> Date

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: NOTICE OF COMPLETION FOR BID 19-20-01F, COUNTRY SPRINGS ES AND ROLLING RIDGE ES ALTERATION PROJECT (BP 09-03)**

=====

**BACKGROUND**

On July 18, 2019, the Board of Education awarded Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Project (BP 09-03) to Elljay Acoustics, Inc. All contracted work was completed on October 31, 2020. Contract summary is provided below.

<b>Original Bid Amount</b>	<b>Approved Change Orders</b>	<b>Total Contract</b>	<b>5% Retention Amount</b>
Country Springs ES \$195,950.00	\$9,141.00	\$205,091.00	\$10,254.55
Rolling Ridge ES \$195,950.00	\$15,336.00	\$211,286.00	\$10,564.30

Documentation indicating satisfactory completion and compliance with specification has been obtained from Jim Volivitch, DSA Inspector; Jim DiCamillo, Architect/Engineer; Hung Truong, Construction/Project Manager; Beverly Beemer, Director, Planning; and Sam Sousa Construction Coordinator.

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

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

**RECOMMENDATION**

It is recommended the Board of Education approve the Notice of Completion for Bid 19-20-01F, Country Springs ES and Rolling Ridge ES Alteration Project (BP 09-03).

**FISCAL IMPACT**

None.



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: REJECTION OF BID 20-21-09F, CHINO HS RECONSTRUCTION – OFFSITE IMPROVEMENTS AND AUTHORIZATION TO RE-BID**

=====

**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 Bid 20-21-09F, Chino HS Reconstruction – Offsite Improvements, was published in the Inland Valley Daily Bulletin on February 11, 2021, and February 18, 2021. Bids were submitted at 1:00 p.m. on April 20, 2021.

Staff requests rejection of all bids and authorization to re-bid.

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

**RECOMMENDATION**

It is recommended the Board of Education reject the bid(s) received for Bid 20-21-09F, Chino HS Reconstruction – Offsite Improvements and authorize staff to re-bid the project.

**FISCAL IMPACT**

None.

NE:GJS:AGH:pw

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**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: BID 20-21-13F, DON LUGO HS RE-ROOFING PROJECT**

=====

**BACKGROUND**

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

A Notice to Contractors Calling for Bid 20-21-13F, Don Lugo HS Re-Roofing Project was published in the Inland Valley Daily Bulletin on March 8, 2021, and March 15, 2021. Bids were submitted at 1:00 p.m. on April 8, 2021. The results are as follows:

<b>Contractor</b>	<b>Bid Amount</b>
Best Contracting Services, Inc.	\$1,024,666.00
Danny Letner Inc. dba Letner Roofing Co.	\$1,178,784.00
Bligh Roof Co. dba Bligh Pacific	\$1,267,212.00
Bishop, Inc.	\$1,416,072.00
Commercial Roofing Systems, Inc.	\$1,636,410.00

The basic scope of work for this project includes installation of single ply thermoplastic membrane roofing.

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

**RECOMMENDATION**

It is recommended the Board of Education award Bid 20-21-13F, Don Lugo HS Re-Roofing Project to Best Contracting Services, Inc.

**FISCAL IMPACT**

\$1,024,666.00 to Deferred Maintenance Fund 14.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

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Humility • Civility • Service

**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations  
**SUBJECT: REVISION OF BOARD POLICY 3280 BUSINESS AND NONINSTRUCTIONAL OPERATIONS – SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY**

=====

**BACKGROUND**

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice.

Revision of Board Policy 3280 Business and Noninstructional Operations – Sale or Lease of District-Owned Real Property is being updated to reflect new law (SB 820, 2020) which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of District-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and new law (SB 98, 2020) which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the District sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds. This item was presented to the Board of Education on April 15, 2021, 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 3280 Business and Noninstructional Operations – Sale or Lease of District-Owned Real Property.

**FISCAL IMPACT**

None.

## **SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY**

The Board of Education believes that District facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all District facilities to ensure the efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)  
 (cf. 7110 - Facilities Master Plan)  
 (cf. 7111 - Evaluating Existing Buildings)  
 (cf. 7160 - Charter School Facilities)

~~The Board shall appoint a District advisory committee P~~ prior to the sale or lease of any surplus real property, **THE BOARD SHALL APPOINT A DISTRICT ADVISORY COMMITTEE** to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. ~~Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution, T~~ the Board may elect not to appoint a District advisory committee **FOR ANY OF THE FOLLOWING:** (Education Code 17388, 17391)

1. A RENTAL OF PROPERTY FOR A PERIOD OF TIME NOT EXCEEDING 30 DAYS
2. A LEASE OR RENTAL OF SURPLUS PROPERTY TO A PRIVATE EDUCATIONAL INSTITUTION FOR THE PURPOSE OF OFFERING SUMMER SCHOOL
3. A SALE, LEASE, OR RENTAL OF SURPLUS PROPERTY TO BE USED FOR TEACHER OR OTHER EMPLOYEE HOUSING
4. UNTIL JULY 1, 2024, A SALE OR LEASE OF SURPLUS PROPERTY THAT HAS NOT PREVIOUSLY OPERATED, OR WAS NOT CONSTRUCTED TO BE OPERATED, AS AN EARLY CHILDHOOD EDUCATION FACILITY OR A SCHOOL FOR ELEMENTARY OR SECONDARY INSTRUCTION

(cf. 1220 - Citizen Advisory Committees)

IN ADDITION, TO ENSURE THAT THE PROPOSED DISPOSITION OF THE PROPERTY CONFORMS WITH ANY GENERAL PLAN ADOPTED BY ~~if the local planning agency has adopted a general plan~~ that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (cont.)**

review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

THE BOARD MAY MEET IN CLOSED SESSION WITH ITS REAL PROPERTY NEGOTIATOR PRIOR TO THE SALE OR LEASE OF REAL PROPERTY BY THE DISTRICT IN ORDER TO GRANT ITS NEGOTIATOR AUTHORITY REGARDING THE MINIMUM PRICE OR RENT AND TERMS OF THE SALE OR LEASE. (Government Code 54956.8)

(cf. 9321 - Closed Session)

When selling or leasing District real property, the Board shall comply with APPLICABLE PROCEDURES AND GIVE A WRITTEN NOTICE OF AVAILABILITY ~~the priority~~ TO specified PUBLIC AGENCIES ~~in applicable~~ AS REQUIRED BY law. (Education Code 17230,17464,17485-17499; Government Code 54222)

(cf. 5148 - Child Care and Development)  
 (cf. 5148.2 - Before/After School Programs)  
 (cf. 5148.3 - Preschool/Early Childhood Education)

~~In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.~~

**Resolution of Intention to Sell or Lease**

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)  
 (cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (cont.)**

circulation published in the county in which the District is located, if such a NEWSpaper exists. (Education Code 17469)

~~In accordance with Education Code 17470, AT LEAST 60 DAYS PRIOR TO THE PUBLIC MEETING, the Superintendent or designee shall take reasonable steps to provide WRITTEN notification OF THE PUBLIC MEETING, BY CERTIFIED MAIL, to the former owner FROM WHOM THE DISTRICT ACQUIRED of the property. of the District's intent to sell it. (Education Code 17470)~~

**Acceptance/Rejection of Bids**

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

**Use of Proceeds**

The Superintendent or designee shall ensure that proceeds from the sale or lease with an option to purchase of surplus District property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462; 2 CCR 1700)

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (cont.)**

Proceeds from a sale of surplus District property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. Proceeds from a lease of District property with an option to purchase may be deposited into a restricted fund for the routine repair of District facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

HOWEVER, if the Board and SAB determine that the District has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the District's general fund. ~~Proceeds from the sale or lease with option to purchase of District property may also be deposited in a special reserve fund for capital outlay or maintenance costs of District property that the Board determines will not recur within a five-year period.~~ (Education Code 17462)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

IN ADDITION, UNTIL JULY 1, 2024, IF DISTRICT SURPLUS PROPERTY WAS PURCHASED ENTIRELY WITH LOCAL FUNDS, THE PROCEEDS FROM THE SALE OR LEASE OF THE PROPERTY, TOGETHER WITH ANY PERSONAL PROPERTY LOCATED ON THE PROPERTY, MAY BE DEPOSITED INTO THE GENERAL FUND OF THE DISTRICT AND MAY BE USED FOR ANY ONE-TIME GENERAL FUND PURPOSE. BEFORE EXERCISING THIS AUTHORITY, THE BOARD SHALL: (Education Code 17463.7)

1. SUBMIT TO SAB DOCUMENTS CERTIFYING THAT THE SALE OF REAL PROPERTY DOES NOT VIOLATE THE PROVISIONS OF A LOCAL BOND ACT AND THE REAL PROPERTY IS NOT SUITABLE TO MEET PROJECTED SCHOOL CONSTRUCTION NEEDS FOR THE NEXT 10 YEARS
2. AT A PUBLIC MEETING, ADOPT A PLAN FOR EXPENDING ONE-TIME RESOURCES FROM THE SALE OR LEASE OF THE PROPERTY WHICH IDENTIFIES THE SOURCE AND INTENDED USE OF THE SURPLUS PROPERTY PROCEEDS AND DESCRIBES THE REASONS THAT THE EXPENDITURE WILL NOT RESULT IN ONGOING FISCAL OBLIGATIONS FOR THE DISTRICT

WHENEVER THE DISTRICT SELLS REAL PROPERTY THAT WAS PURCHASED, IMPROVED, OR MODERNIZED WITH FUNDS THAT WERE RECEIVED FROM A STATE SCHOOL FACILITIES FUNDING PROGRAM WITHIN THE PREVIOUS 10 YEARS, THE DISTRICT SHALL NOTIFY OPSC WITHIN 90 CALENDAR DAYS OF THE SALE OF THE PROPERTY IF THE PROCEEDS FROM THE SALE ARE NOT USED FOR CAPITAL OUTLAY AND THE PROPERTY IS NOT SOLD TO A CHARTER SCHOOL, ANOTHER SCHOOL DISTRICT, A COUNTY OFFICE OF EDUCATION, OR



**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (cont.)**

AN AGENCY THAT WILL USE THE PROPERTY EXCLUSIVELY FOR THE DELIVERY OF CHILD CARE AND DEVELOPMENT SERVICES. IF SAB SUBSEQUENTLY MAKES A FINDING THAT THE SALE IS SUBJECT TO EDUCATION CODE 17462.3, THE DISTRICT SHALL RETURN THE FUNDS TO THE SAB WITHIN 90 CALENDAR DAYS OF THE FINDING. (2 CCR 1702)

**Legal Reference:**EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

17462.3 State Allocation Board program to reclaim funds

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

50001-50002 Definitions

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700-1702 Surplus property, use of proceeds

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356

ATTORNEY GENERAL OPINIONS

94 Ops.Cal.Atty.Gen. 82 (2011)

**Management Resources:**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, December 2015

WEBSITES

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

California Department of Education, School Facilities Planning Division: [www.cde.ca.gov/ls/fa](http://www.cde.ca.gov/ls/fa)

Coalition for Adequate School Housing: [www.cashnet.org](http://www.cashnet.org)

Office of Public School Construction: [www.dgs.ca.gov/opsc](http://www.dgs.ca.gov/opsc)

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (cont.)**

**Chino Valley Unified School District**

Policy adopted: November 16, 1995

Revised: September 18, 2008

Revised: October 21, 2010

Revised: October 6, 2011

Revised: November 16, 2017

REVISED:

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Richard Rideout, Assistant Superintendent, Human Resources  
Isabel Brenes Ed.D., Director, Human Resources  
Eric Dahlstrom, Ed.D., Director, Human Resources  
**SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS**

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**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

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

NE:RR:IB:ED:mcm

**CERTIFICATED PERSONNEL**

<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 CERTIFICATED MANAGEMENT SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2020/2021 SCHOOL YEAR**

MORA, Ryann	Program Specialist	Special Education	05/17/2021
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**RETIREMENT**

HUTCHINSON, Deborah (13 years of service)	Principal - ES	Liberty ES	06/30/2021
MILLIGAN, Janine (18 years of service)	Assistant Principal - ES	Rolling Ridge ES	06/30/2021

**CERTIFICATED PERSONNEL FOR THE 2020/2021 SCHOOL YEAR****LEAVE OF ABSENCE**

CARR, Emily	Speech Lang. Path - 38.64%	Special Education	2021/2022
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**RESIGNATION**

TOURTELOT, Grace	Special Education Teacher	Eagle Canyon ES	06/30/2021
GONZALES, Bridgette	School Nurse	Health Services	04/23/2021
MALLE, Joyce	Speech & Lang. Pathologist	Special Education	06/30/2021

**RETIREMENT**

SHINTAKU, Mari (34 years of service)	Elementary Teacher	Cattle ES	05/29/2021
CRADDUCK, Karen (32 years of service)	Elementary Teacher	Eagle Canyon ES	05/29/2021
WORTHINGTON, Cynthia (29 years of service)	Elementary Teacher	Liberty ES	06/01/2021
MATTA, Alexandria (30 years of service)	Elementary Teacher	Oak Ridge ES	05/29/2021
HERNANDEZ, Judith (24 years of service)	Elementary Teacher	Briggs K-8	06/01/2021
WILEY, Jeffery (33 years of service)	Music Teacher	Canyon Hills JHS	05/31/2021
BEACH, Terry (23 years of service)	Computer Teacher	Townsend JHS	06/01/2021
DRUMONDE, Mary (7 years of service)	Science Teacher	Ayala HS	06/01/2021
HALL, Sherry (18 years of service)	Health Teacher	Chino HS	07/17/2021

**APPOINTMENT - EXTRA DUTY**

ADKINS, Antwine (NBM)	Girls Basketball (B)	Chino HS	05/07/2021
OCHOA, Manyara (NBM)	Softball (B)	Chino HS	05/07/2021

**CERTIFICATED PERSONNEL** (cont.)

**APPOINTMENT - EXTRA DUTY** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
HIGHSTREET, Eric	Baseball (GF)	Don Lugo HS	05/07/2021
MILLER, Hayden (NBM)	Swim (GF)	Don Lugo HS	05/07/2021
		TOTAL:	\$7,646.00

**DELETE – EXTRA DUTY– ELEMENTARY STIPENDS**

HUERTA, Jasmine	Yearbook	Newman ES	02/19/2021
		TOTAL:	-\$210.00

**APPOINTMENT – SUMMER SCHOOL ADMINISTRATORS**

FINKBINER, Todd	Principal	Walnut ES	06/02/2021
CLOKE, Michael	Principal	Ayala HS	06/04/2021
SHULER, Derrick	Principal	Buena Vista HS	06/04/2021
FISHER-HINSHAW, Debra	Principal	Chino HS	06/04/2021
MOORE, Richard	Principal	Chino Hills HS	06/04/2021
HOLBROOK, Jessica	Principal	Don Lugo HS	06/04/2021

**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2020, THROUGH JUNE 30, 2021**

ALVAREZ, Sherry	GARCIA, Ruby	GARIBAY, Victoria
GONZALEZ, Matthew	HERRON, Belicia	JONES, Tristen
LOPEZ, Christine	MACKAY, Clinton	POWER, Ashlyn
ROBERSON, Corina	SANTOS, Coraima	VARELA, Cynthia
VINCENT, Patrick		

**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 CONFIDENTIAL SALARY SCHEDULE****PROMOTION**

RICO, Regan	FROM: Administrative Secretary IIB (GF) 8 hrs./261 contract days TO: Administrative Secretary IIA (GF) 8 hrs./261 contract days	Curriculum, Instruction, Innovation & Support  Curriculum, Instruction, Innovation & Support	05/07/2021
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**HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE****APPOINTMENT**

LORUSSO, Elizabeth	IA/Special Education (SELPA/GF)	Cortez ES	05/07/2021
ARENAS, Tatiana	IA/Special Education (SELPA/GF)	Litel ES	05/07/2021
ZUNIGA, Nicole	Playground Supervisor (GF)	Briggs K-8	05/07/2021
ALDERSON, Shannon	Custodian I (GF)	Don Lugo HS	05/07/2021
BOGDON, Leticia	Bus Driver (GF)	Transportation	05/07/2021

**PROMOTION**

BOISELLE, Michelle	FROM: IA/Elementary Grade Level (C) 3 hrs./180 work days TO: Typist Clerk II (GF) 8 hrs./201 work days	Dickson ES  Chino Hills HS	07/27/2021
STOUTE, Brenda	FROM: Bilingual Typist Clerk I (C) 6 hrs./201 work days TO: Typist Clerk II (GF) 8 hrs./201 work days	Dickson ES  Dickson ES	05/07/2021
KING, Brandon	FROM: Custodian I (GF) 8 hrs./261 contract days TO: Custodian II (GF) 8 hrs./261 contract days	Townsend JHS  Townsend JHS	05/07/2021
ROY, Mary	FROM: Assistant Principal's Secretary (GF) 8 hrs./213 work days TO: Counseling Assistant (GF) 8 hrs./213 work days	Chino Hills HS  Chino Hills HS	05/07/2021

**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.)			
KAO, Karen	FROM: IA/Special Education (SELPA/GF) 3.5 hrs./181 work days TO: Student Body Finance Clerk (GF) 8 hrs./213 work days	Don Lugo HS  Don Lugo HS	05/07/2021
SIMS, Mariah	FROM: IA/Special Education/SH (SELPA/GF) 6 hrs./181 work days TO: School Secretary II (GF) 8 hrs./225 work days	Don Lugo HS  Chino Hills HS	08/01/2021
SAWYER, Catherine	FROM: Account Clerk II (GF) 8 hrs./261 contract days TO: Administrative Secretary I (GF) 8 hrs./ 261 contract days	Maintenance  Maintenance	05/07/2021

**CHANGE OF ASSIGNMENT**

DROZD, Jennifer	FROM: Elementary Library/Media Center Assistant (GF) TO: ASB Student Store Clerk (GF) 8 hrs./181 work days	Chaparral ES  Chino Hills HS	05/07/2021
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**ADDITIONAL ASSIGNMENT**

BROWN, Kimberly	Custodian I (GF)	Briggs K-8	05/07/2021
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**LEAVE OF ABSENCE**

BUENO, Xochitl	Custodian I (GF)	Newman ES	04/17/2021 through 05/21/2021
SHELTON, Lola	Central Kitchen Assistant I (NS)	Ramona JHS	04/17/2021 through 05/19/2021
PELAYO, Chrystal	District Media Center Specialist (GF)	Media Center	04/23/2021 through 05/11/2021

**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>APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL</u></b>			
HENSLEY, Jackie	Nutrition Services Assistant I-2nd Shift (NS)	Walnut ES	06/03/2021
SOLORZANO, Veronica	School Secretary I (SS)	Walnut ES	06/02/2021
PARKER, Maria	Health Technician (SS)	Ayala HS	06/04/2021
YOUNG, Karen	Playground Supervisor (SS)	Ayala HS	06/07/2021
HORTA-BARSAMIAN, Sandra	Secondary Library/Media Center Assistant (SS)	Chino HS (at Magnolia)	05/17/2021
WARD, Rita	Health Technician (SS)	Chino Hills HS	06/04/2021
ANCHONDO, Lori	IA/Special Education (SS)	Special Education	06/03/2021
AVILA, Veronica	IA/Special Education/SH (SS)	Special Education	06/03/2021
BURGESS, Sarah	IA/Special Education/SH (SS)	Special Education	06/03/2021
CHAMBERS, Carrie	IA/Special Education/SH (SS)	Special Education	06/03/2021
CHOO, Kyu	IA/Special Education/SH (SS)	Special Education	06/03/2021
CHUONG, Colleen	IA/Special Education/SH (SS)	Special Education	06/03/2021
CHUONG, Laureen	IA/Special Education/SH (SS)	Special Education	06/03/2021
DACOSTA, Debora	IA/Special Education/SH (SS)	Special Education	06/03/2021
DROOG, Lisa	IA/Special Education (SS)	Special Education	06/03/2021
DUNN, Clara	IA/Special Education/SH (SS)	Special Education	06/03/2021
EDWARDS, Cynthia	IA/Special Education/SH (SS)	Special Education	06/03/2021
FISK, Tanya	IA/Physical Education (SS)	Special Education	06/03/2021
GALINDO, Patricia	IA/Special Education (SS)	Special Education	06/03/2021
GINES, Stacie	IA/Special Education (SS)	Special Education	06/03/2021
HOLENDOR, Ambar	IA/Special Education/SH (SS)	Special Education	06/03/2021
HUIE, Kelly	IA/Special Education (SS)	Special Education	06/03/2021
JEPEWAY, Gwen	IA/Special Education/SH (SS)	Special Education	06/03/2021
JOHNSON, Denise	IA/Special Education/SH (SS)	Special Education	06/03/2021
KING, Rosemary	IA/Special Education (SS)	Special Education	06/03/2021
LEWIS, Ryan	IA/Special Education/SH (SS)	Special Education	06/03/2021
LOA, Sydney	IA/Special Education (SS)	Special Education	06/03/2021
MARCUCCI, Deborah	IA/Special Education (SS)	Special Education	06/03/2021
MEDRANO, Jasmine	IA/Special Education (SS)	Special Education	06/03/2021
MELO, Jennifer	IA/Special Education (SS)	Special Education	06/03/2021
MIER, Sylvia	IA/Special Education (SS)	Special Education	06/03/2021
OCAMPO-BARRAGAN, Martha	IA/Special Education/SH (SS)	Special Education	06/03/2021
PACHECO, Erica	IA/Special Education (SS)	Special Education	06/03/2021
PENG, Iwona	IA/Special Education (SS)	Special Education	06/03/2021
RAMIREZ, Evelia	IA/Special Education/SH (SS)	Special Education	06/03/2021
RODRIGUEZ, Maria L.	IA/Special Education/SH (SS)	Special Education	06/03/2021
SILVA-BAZULTO, Vicki	IA/Special Education/SH (SS)	Special Education	06/03/2021
TAGLE, Veronica	IA/Special Education/SH (SS)	Special Education	06/03/2021
TENORIO, Natasha	IA/Special Education/SH (SS)	Special Education	06/03/2021
VIZARRO, Janell	IA/Special Education/SH (SS)	Special Education	06/03/2021
WATTS, Sally	IA/Physical Education (SS)	Special Education	06/03/2021
WILLIAMS, Susan	IA/Special Education/SH (SS)	Special Education	06/03/2021



**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
<b><u>RESIGNATION</u></b>			
RODRIGUEZ, Veronica	IA/Special Education/SH (SELPA/GF)	Borba ES	04/07/2021
SALDIVAR, Gerardo	Custodian I (GF)	Chaparral ES	05/04/2021
RUIZ, Maria	Nutrition Services Assistant I (NS)	Litel ES	04/12/2021
LANTER, Kaitlynn	Health Technician (GF)	Newman ES	05/07/2021
PRESCOTT, DeAnna	Playground Supervisor (GF)	Newman ES	04/30/2021
FIGUEROA, Elizabeth	Playground Supervisor (GF)	Cal Aero K-8	04/09/2021
SALAZAR, Valeri	IA/Special Education (SELPA/GF)	Cal Aero K-8	04/23/2021
DEAL, Katherine	Student Body Finance Clerk (GF)	Chino HS	06/30/2021

**RETIREMENT**

GARCIA-CASAS, Alexandra (23 Years of Service)	School Secretary I (GF)	Cortez ES	06/30/2021
BIEDERMANN, Sandy (7 Years of Service)	IA/Special Education/SH (SELPA/GF)	Rolling Ridge ES	06/04/2021
REYNOLDS, Josephine (18 Years of Service)	Health Technician (GF)	Canyon Hills JHS	08/01/2021
CASTILLO, Lucia (26 Years of Service)	Nutrition Services Assistant II (NS)	Ayala HS	05/22/2021
GORGONE, Stacy (14 Years of Service)	IA/Special Education (SELPA/GF)	Boys Republic HS	07/01/2021
WIEBELT, Nancy (19 Years of Service)	Security Person (GF)	CVLA	06/04/2021

**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2020, THROUGH JUNE 30, 2021**

ALEXANDRESCU, Mary	ALVARADO, Erika	ARELLANO-ALVARADO, Victoria
AZERA, Delio	BARTON, Nicole	BEADLESCOMB, Barbara
BLAZER, Katherine	BRANDYBERRY, Lillian	BUQUID, Natasha
BUSTO, Giovana	CARDONA, Yolanda	CARMONA, Sindia
CASTILLO, Grace	CHAVEZ, Erica	CHAVEZ, Francine
CHENG, Irene	DEDMAN, Melissa	ESPINOZA, Zachariah
FELIX, Gabriel	GALLEGOS, Erik	GARCIA, Jacqueline
GERDINE, Frank	GONZALES, Theresa	GONZALEZ, Maria
GUZMAN, Christina	HARGROVE, Stephanie	HERRERA, Laura
HOENISCH, Susan	HOLIDAY, Joy	HORN, Sheila
JARIDLY, Annette	JOHNSON, Sabrina	KENDRENA, Sandra
KIRBY, Giovanna	LEE, Olivia	LEMONS, Maria
LEONG, Dana	LONG, Kara	MACANAS, Maileen
MAJOWICZ, Martha	MARTINEZ, Dina	MARTINEZ, Vanessa
MCCOOL, Bonnie	MELO, Rosa	MILLER, Patricia
MOHLMAN, Janice	MOORE, JoAnna	NEAL, Gloria
OBOZA, Cathleen	ORODPOUR, Kristi	PALMER, Anne
PEREZ, Naomi	PHANBUH, Wandalin	REYNA, Yolanda

**CLASSIFIED PERSONNEL** (cont.)

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>LOCATION</u></b>	<b><u>EFFECTIVE DATE</u></b>
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**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2020, THROUGH  
JUNE 30, 2021** (cont.)

ROSALEZ-ALVAREZ, Ayla	SALDANA, Vanessa	SEKI, Margaret
SHEBBY, Crystal	SHIRLEY, Colleen	SIFUENTES, Unique
SLEGGERS, Gwenda	SONGCO, Margarita	SORIA, Vanessa
STUBBLEFIELD, Sydney	TICE, Noemi	TINOCO, David
TOPETE, Natalie	TRIVEDI, Namrata	TROVAO, Marilia
ULTRERAS, Kristy	VARNEY, Lynette	VIERNES, Elvis
VILLARREAL, Cynthia	VISAYA, Anne	WALTZ, Eric
WENDLING, Kathlyn	WILLIAMS, Nanette	ZAMORA, Amanda

(504) = Federal Law for Individuals with Handicaps  
(ACE) = Ace Driving School  
(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  
(CAHSEE) = California High School Exit Exam  
(CC) = Children's Center (Marshall)  
(CDF) = Child Development Fund  
(CSR) = Class Size Reduction  
(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  
(MM) = Measure M – Fund 21  
(MAA) = Medi-Cal Administrative Activities  
(MH) = Mental Health – Special Ed.  
(NBM) = Non-Bargaining Member  
(ND) = Neglected and Delinquent  
(NS) = Nutrition Services Budget  
(OPPR) = Opportunity Program  
(PFA) = Parent Faculty Association  
(R) = Restricted  
(ROP) = Regional Occupation Program  
(SAT) = Saturday School  
(SB813) = Medi-Cal Admin. Activities Entity Fund  
(SELPA) = Special Education Local Plan Area  
(SOAR) = Students on a Rise  
(SPEC) = Spectrum Schools  
(SS) = Summer School  
(SWAS) = School within a School  
(VA) = Virtual Academy  
(WIA) = Workforce Investment Act

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021  
**TO:** Members, Board of Education  
**FROM:** Norm Enfield, Ed.D., Superintendent  
**PREPARED BY:** Richard Rideout, Assistant Superintendent, Human Resources  
Whitney Fields, Director, Risk Management and Human Resources  
**SUBJECT: REJECTION OF CLAIM**

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**BACKGROUND**

Claim 21-03-04 was submitted on March 4, 2021, from Peter Nasmyth Jr., Esq., on behalf of Janice Shaw-Morgan, certificated employee at Canyon Hills JHS. Claimant alleges violations of California law as it pertains to age discrimination, harassment, and retaliation with regards to her age and disability. Claimant seeks unspecified damages and seeks a settlement demand that lies within the jurisdiction of the Superior Court.

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 it to the District’s insurance adjuster.

**FISCAL IMPACT**

Unknown at present.

NE:RR:WF:lag

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: STUDENT TEACHING AGREEMENT WITH THE UNIVERSITY OF THE PACIFIC**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

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

**FISCAL IMPACT**

None.

NE:RR:IB:ED:mcm

**Affiliation Agreement**  
**between the Chino Valley Unified School District and the University of the Pacific**

This Affiliation Agreement ("Agreement") is entered into the \_\_\_\_\_ day of \_\_\_\_\_, 2021 ("Effective Date"), by and between Chino Valley Unified School District ("Host") and the University of the Pacific ("Pacific").

WHEREAS, Pacific through its Benerd College, is accredited by the California Commission on Teacher Credentials ("CCTC") and Western Association of Schools and Colleges ("WASC") Senior College and University Commission ("WSCUC") for credentialing and graduate-level degree programs in Education (including, without limitation, Curriculum and Instruction, Educational Administration and Leadership, and Counseling and School Psychology) and must provide onsite Student Placement (defined below) for candidates enrolled in the curriculum with a hosted Student Placement experience.

WHEREAS, Host recognizes the need and desires to aid in the educational development of Pacific's students and is willing to make its employees and premises available for Pacific students to participate in Student Placements.

WHEREAS, it is for the mutual benefit of both parties that they hereby agree to provide on-site Student Placement opportunities for students in Benerd College who are seeking a **California teaching credential/pupil personnel services placement/internship, and other certificate/degree/preliminary administrative services credentials**, we enter into this Agreement to provide the candidates with Student Placement opportunities that lead to the candidates obtaining a **student teacher/administrative preliminary credential/internship or pupil personnel services** credential.

WHEREAS, the Student Placements under this Agreement ("**Program**") will be performed at the Host facility or facilities identified in **Exhibit 1**; and

WHEREAS, Host faculty/administrators will supervise and mentor the students participating in the Program ("**Students**") for the duration of the Program; and

NOW THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth below, Pacific and Host hereby agree as follows:

**1. Program Description.** The Program is further described in **Exhibit 1** (Program Description) attached hereto and by this reference incorporated herein. For purposes of this Agreement, the term "Student Placement" encompasses Pacific students, student teachers, student teacher interns, preliminary administrative services credential students, and other interns completing field work experience. The term "student teacher intern" means any student teacher working on a credential in a certificated position. Except as expressly provided in this Agreement or in any subsequent amendment hereto, no monetary obligation on the part of Pacific or the Host to the other party is hereby created; consideration for this Agreement is furnished by the mutual benefits and promises of the parties.

**2. Pacific Responsibilities and Understandings**

- a) The Program is a program of Pacific, and not of the Host.
- b) Pacific shall be responsible for the academic content of the Program and shall provide necessary instruction and academic supervision and award academic credit, if any. Pacific shall be responsible for clear and specific objectives and planned learning activities and for the development of manuals and appropriate evaluation instruments for Student learning.

- c) Pacific shall comply with applicable accrediting agencies' standards and guidelines.
- d) Pacific shall have the right to designate the individuals who will participate in the Program subject to the following limitations:
  - i) Each Student must be enrolled at Pacific and have the requisite academic background, as determined by Pacific in its reasonable discretion, for participation; and
  - ii) Host and Pacific shall agree on the number of Students who may be allowed to participate at one time.
- e) Pacific shall be responsible for keeping all attendance and academic records of the Students. Pacific may delegate to Host and its personnel the Student evaluation activities where appropriate and as long as Pacific's primary responsibility for this function is not compromised.
- f) Pacific shall notify Host of Student Placements, including the name of the Student, level of academic preparation, and length and dates of proposed participation in the Program.
- g) Pacific shall require each Student to conform to the health examination and background check requirements and standards of State and Federal laws and regulations, which include submission of a negative tuberculosis screening test prior to commencing a Student Placement.
- h) As further described in **Exhibit 1** to this Agreement, Pacific faculty will determine reasonable criteria for Student evaluations. Dr. Linda Webster, Associate Dean, is a designated Pacific faculty member who will monitor the Students' instruction and experiences that occur under this Program and shall be available for conference or assistance as needed by Host during the Program.
- i) Pacific shall provide a University Supervisor (US) who is an adjunct faculty member, or graduate student who serves as a liaison among the Intern, the employing district, and the University. The University Supervisor shares the responsibility for assessing the Intern's professional competencies with the members of the Site Support Team. The University Supervisor works with the Intern throughout the internship experience to offer instructional help and guidance and to share in the decisions affecting the Intern in the school. The University Supervisor also serves as a liaison between the University and the School District.

### **3. Host Responsibilities and Understandings**

- a) Host shall provide appropriate facilities for the aspects of the Program conducted at Host's premises under this Agreement. The facilities designated by Host shall not endanger the health, safety or welfare of Pacific's Students.
- b) Host shall provide any required safety training to Students.
- c) Host shall be responsible for ensuring all its employees comply with all laws, rules, and regulations with regard to their conduct and interaction with students.
- d) Host shall appoint a site supervisor for each Student. The site supervisor must have a valid credential or license for the area he/she is supervising and be an employee of Host, in order to serve as the Student's supervisor; and, must have at least three (3) years post-licensure experience for Pupil Personnel Services/School Psychologists credential.
- e) Host shall ensure that Students are familiar with and observe all applicable rules, regulations, and policies of Host to which Students are expected to adhere during the Program and while on Host premises (including, without limitation, applicable health and safety training in accordance with prevailing federal and state laws).

- f) Consistent with the availability of resources for Host's employed staff, Students shall be provided adequate supplies and materials to carry out the functions of the Student Placement experience.
- g) Pacific personnel shall be permitted to participate in the instruction of Students on Host premises as necessary to effectively implement the Program except when, in the reasonable opinion of the Host, such participation interferes with the Host's operations.
- h) Host shall permit Pacific to visit Host's premises, to consult with Host personnel involved in the Program, and to evaluate Student progress while they are on Host premises; provided, however, that such visits shall be subject to reasonable rules and policies of Host.
- i) In the event of a medical emergency involving a Student while the Student is on Host premises, Host shall respond according to the same procedure it would follow if one of its employees experienced the same emergency.
- j) Host shall provide educational learning experiences (including opportunities for professional development) which are planned, organized, administered, and supervised by qualified staff in accordance with mutually agreed upon educational objectives and guidelines to help prepare Students for future careers in their fields of study.
- k) Students, designated as Student Teachers, shall perform services as part of their participation in the Program only when under the supervision of authorized, licensed or certified Host personnel. Host understands and agrees that these Students are trainees, they shall not be considered employees or contractors of the Host while participating in the Program, and shall not be used to replace School personnel (except for teacher residency and internship pathways).
- l) Intern and teacher residency eligible students that are participating in the Program, are paid employees of the Host and for the purposes of employment are consider School personnel.

**4. Joint Responsibilities of Pacific and Host**

- a) The parties shall coordinate the planning, scheduling, requirements, and evaluations of Students who participate in the Program. Schedules and Student assignments shall be developed to enhance the goals, objectives and missions of both Host and Pacific. Each party's final examination and vacation schedules will be honored by the parties.
- b) Each party shall perform independent and joint reviews to determine the effectiveness of the Program.
- c) Each party may enter into similar agreements with other institutions at any time.

**5. Confidentiality and the Family Educational Rights and Privacy Act.**

- a) The parties agree to comply with the applicable requirements of state of California and federal privacy laws, including the Family and Educational Rights and Privacy Act ("FERPA") and its implementing regulations. The parties acknowledge that student educational records are protected by FERPA and that student permission generally must be obtained before releasing specific student data to anyone other than the student's school. Each party agrees to cooperate with the other party regarding compliance with FERPA with respect to records pertaining to Students. Each party certifies that access to such records is necessary for the performance by each party under this Agreement, and agrees that each party shall be subject to, and shall comply with,

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the same conditions and restrictions on the use and re-disclosure such records pursuant to applicable law.

b) Records maintained by Host of Students paid by Host may also constitute employment records protected from disclosure absent consent under applicable state and federal laws and regulations.

c) In order for Pacific and the Host to jointly monitor the Student's performance in the Program, all Students shall, as a condition to their placement, execute a "Release of Records" (Exhibit 2) which allows the Host and Pacific to share information that may otherwise be protected from disclosure as an educational record (and/or an employment record) to the extent the information relates to the performance of the Student in the Program. Failure to execute the "Release of Records" shall make the Student ineligible for placement with Host.

d) Each party to this Agreement will immediately notify the other in the event it becomes aware of violations of the other party's rules, regulations, policies or procedures by the Student and/or any negligent or intentional conduct when the conduct of the Student jeopardizes the health and/or safety of Host's students or staff. The parties agree to cooperate in the investigation of any such conduct so long as an appropriate Release of Records has been obtained.

**6. Insurance.** Both parties during the term of this Agreement will provide at their sole cost and expense Commercial General Liability insurance in the amount of one million per occurrence (\$1,000,000) and three million aggregate (\$3,000,000). Sexual Abuse/Molestation coverage (SAM) coverage is at \$1,000,000 per occurrence - \$3,000,000 aggregate. Upon request, each party will provide the other with evidence of such insurance. By virtue of this Agreement, Pacific does not assume any liability under any law relating to workers compensation on account of any act of any Student performing any activity related to or arising out of this Agreement.

**7. Indemnification.** Each party agrees to defend, indemnify and hold one another, their respective regents, officers, directors, employees, students and agents harmless from and against all third party claims for injury or damages, liability, loss, expense (including reasonable attorney's fees and costs) ("Loss"), arising out of the performance of its obligations under this Agreement, but only in proportion to and to the extent the Loss is caused by or results from the negligence or intentional acts or omissions of the indemnifying party. The indemnities provided under this Section 7 shall not be limited by reason of any insurance coverage required under this Agreement and shall survive termination of this Agreement.

**8. Relationship of the Parties and Students.** Each party is and shall be an independent contractor of the other party. Neither party nor its employees or subcontractors shall be deemed to be employees or agents of the other party. Neither party's employees nor subcontractors will be entitled to any benefits made available to the other party's employees. Nothing in this Agreement is intended to establish a partnership, joint venture, or agency relationship between the parties, and neither party nor its employees or subcontractors are authorized to bind the other party or make any representations on its behalf in any matter.

**9. Term and Termination.** The term of this Agreement shall commence on the Effective Date and shall terminate five (5) years thereafter, unless earlier terminated or extended as provided herein. The Agreement may be renewed for up to two (2) subsequent one (1) year terms upon the mutual agreement of the parties in writing. This Agreement may be terminated at any time without cause by either party, upon giving the other party sixty (60) days written notice; provided, however, that any such termination shall not be effective as to any Student who as of the date of mailing of notice by the terminating party is participating in the Program until the Student has completed his/her participation in the Program for the

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then current academic term (semester or year), unless otherwise agreed by the parties. Host agrees to return any Pacific property to Pacific within thirty (30) days of the early termination or expiration of the Agreement, or such other timeframe as agreed upon by the parties in writing.

**10. Compliance with Laws; Accreditation, Licensing and Credentials.** Each party shall be separately responsible for compliance with all laws, rules and regulations which may be applicable to its respective activities under this Agreement. Each party shall be separately responsible for accreditation, licensing, and credentialing of its own entities and employees, as applicable, and each party agrees to furnish to the other party with evidence of such accreditation, licensing, and credentials upon request by the other party. Host further agrees to cooperate with Pacific with respect to its accreditation requirements and will gather data related to Students' participation in a Student Placement under this Agreement.

**11. Nondiscrimination.** With respect to the parties' obligations under this Agreement, the parties agree not to discriminate in employment, academic programs, or the provision of services on the basis of race, color, religion, ancestry, national origin, age (over 40 years), sex, sexual orientation, marital status, medical condition, disability or any other basis protected by federal, state, or local ordinance or regulation. Host shall comply with applicable state of California and federal laws and regulations governing reasonable accommodations and the Americans with Disabilities Act.

**12. Cooperation in Disposition of Claims.** The parties agree to cooperate with each other in the timely investigation and disposition of audits, peer review matters, disciplinary actions and third-party liability claims arising out of this Agreement. The parties shall notify one another as soon as possible of any adverse event that may result in liability to the other party. It is the intention of the parties to fully cooperate in the disposition of all such audits, actions or claims. Such cooperation may include, but is not limited to, timely notice, joint investigation, and making witnesses available.

**13. Student Discipline or Reassignment.** Students' discipline shall be the sole responsibility of Pacific, however Host or Pacific may terminate the participation of any Student, who, at the determination of Host or Pacific does not comply with the Program requirements or applicable rules or regulations of Host, Pacific, or state of California or federal laws or regulations. If Host reasonably determines that a Student is not performing satisfactorily for reasons including, but not limited to, tardiness or absenteeism, failure to follow instructions, or failure to follow rules or policies, Host agrees to contact Dr. Linda Webster, Associate Dean, at [lwebster@pacific.edu](mailto:lwebster@pacific.edu) or 209-946-2197 to either counsel or reassign the Student.

**14. Miscellaneous Provisions.**

**a) Dispute Resolution.** In the event of any dispute, controversy, claim or disagreement arising out of or related to this Agreement, or the acts or omissions of the parties with respect to this Agreement (each, a "**Dispute**"), the parties shall, as soon as reasonably practicable after one party gives written notice of a Dispute to the other party ("**Dispute Notice**"), meet and confer in good faith regarding such Dispute at such time and place as mutually agreed upon by the parties. If any Dispute is not resolved to the mutual satisfaction of the parties within ten (10) business days after delivery of the Dispute Notice (or such other period as may be mutually agreed upon by the parties in writing), the parties shall settle such Dispute as otherwise set forth in this Section. In the event a Dispute is not resolved by the meet and confer provisions under this Section above, the parties may choose any other available legal means to settle the Dispute. Each party agrees that a violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all legal remedies.

**b) Legal Fees and Costs.** The prevailing party is entitled to recover the cost of enforcing the understanding and agreements as reflected herein, including, without limitation, any attorneys' fees and costs incurred.

**c) Notices.** All notices or other communications given hereunder shall be in writing and shall be deemed to have been duly given (1) on the date delivered if delivered by personal delivery or by overnight delivery service (such as FedEx); (2) on the third (3<sup>rd</sup>) business day after mailing by U.S. registered or certified mail, first class, postage prepaid; or (3) on the date transmitted by facsimile with confirmation of successful transmission. Any notices or other communications given hereunder shall be addressed as follows, provided that either party may specify a different address by written notice to the other party in accordance with this paragraph:

If to Pacific: University of the Pacific, Stockton  
Benerd College  
3601 Pacific Avenue  
Stockton, CA 95211  
Phone: 209-946-2683  
Email: [benerd@pacific.edu](mailto:benerd@pacific.edu)

If to Host: Chino Valley Unified School District  
5130 Riverside Drive, Chino, CA 91710  
Attn: Jeannette Walsh, Administrative Secretary  
Human Resources  
Email: [jeannette\\_walsh@chino.k12.ca.us](mailto:jeannette_walsh@chino.k12.ca.us)  
Phone: Ph: 909.628.1202 x1113

**d) Force Majeure.** Either party's obligations under this Agreement will be excused if and to the extent that any delay or failure to perform such obligations is due to fire or other casualty, product or material shortages, strikes or labor disputes, transportation delays, changes in business conditions (other than insignificant changes), acts of God, or other causes beyond the reasonable control of such party (each a "**Force Majeure Event**"). Notwithstanding the Force Majeure Event, each party shall make a good faith effort to resume performance as soon as the excusable delay is mitigated.

**e) Governing Law.** This Agreement, and any dispute between the parties arising out of or related to this Agreement, shall be governed by and construed in accordance with the laws of the State of California, excluding its conflict of laws rules. Any and all legal action that is initiated to enforce any provision of this Agreement or arising out of or related to this Agreement must be brought or filed in either the state or federal court located in California.

**f) Use of Names and Logos.** Each party agrees that it shall not use the other party's name, logo or insignia, or the name, logo or insignia of any school or division thereof, or otherwise identify the other party or any of its schools or divisions in any form of publicity or disclosure without the prior written permission of the other party, which permission may be given or withheld in the other party's sole discretion.

**g) No Assignment.** Neither party may voluntarily or by operation of law, assign or otherwise transfer any part of this Agreement without the prior written consent of the other party. Any purported assignment in violation of this Section shall be void.

**h) Entire Agreement.** This Agreement is the entire agreement between the parties regarding its subject matter. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

**i) Modifications.** This Agreement may not be modified or amended except by an instrument in writing executed by duly authorized representatives of the parties.

**j) Severability of Terms.** If any provision of this Agreement is held invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions will not in any way be affected or impaired thereby, unless the effect of such severance would be to alter substantially this Agreement or the obligations of the parties, in which case this Agreement may be immediately terminated by either party upon thirty (30) days' prior written notice, or as otherwise allowed by the termination provisions of this Agreement.

**k) Counterparts.** This Agreement may be executed in several counterparts, each of which so executed shall constitute one and the same instrument.

[Signatures on the following page]

**SIGNATURE PAGE**  
**Affiliation Agreement**  
**between the Chino Valley Unified School District**  
**and the University of the Pacific**

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers or delegates, as of the Effective Date.

**Chino Valley Unified School District**

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By:  
Its:  
Address:

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By:  
Its:  
Address:

Telephone:  
Fax:  
Email:

Telephone:  
Fax:  
Email:

**UNIVERSITY OF THE PACIFIC**

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Elisa Anders  
Chief of Staff to the Provost  
University of the Pacific  
3601 Pacific Avenue  
Stockton, CA 95211  
Telephone: 209-946-2459  
Email: provost@pacific.edu

## **EXHIBIT 1 PROGRAM DESCRIPTION**

### **Program Objective & Goals**

Through program coursework and fieldwork experiences in TK-16 school settings and beyond, our candidates must satisfy learning outcomes by demonstrating proficiency in all standards, Teaching Performance Expectations (TPEs), and Teaching Performance Assessments (TPAs) as required by the California Commission on Teacher Credentialing, as well as those requirements in School Psychology/Pupil Personnel Services, and Administrative Services Credential.

### **Program Overview**

All professional education degree and credential programs at University of the Pacific are offered and coordinated through Benerd College. Students in Benerd College are prepared to deliver thoughtful, reflective, caring, and collaborative services to diverse populations. The College directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences. Per the California Commission on Accreditation/California Commission for Teacher Education, candidates seeking credentials must be placed in clinical practice experiences that extend candidates' learning and application of theory to practice with Transitional Kindergarten to grade 12 students in public and/or private school settings, as according to the California Commission on Teacher Credentialing, the range of Clinical Practice Experiences includes early field experiences, advanced experiences for co-planning and co-teaching (i.e. teacher residency), and student teaching or approved internships for related programs (i.e. Pupil Personnel & Administrative Services Programs).

### **Location(s) of Program**

**Chino Valley Unified School District** Schools within the District

### **Student Evaluation Method(s)**

Cooperative Evaluation of *Multiple Subjects and Single Subject* Student Teacher Candidate Competence and Performance Checklist

- Single subject student teacher
- Single subject intern/residence
- Multiple subjects student teacher
- Multiple subjects intern/residence
- Education Specialist, student teacher (SPED)
- Education Specialist, intern/residence (SPED)
- Student Teacher Placement Confirmation
- Intern Site Support Team Confirmation
- School Psychology Fieldwork/Practicum and Internship Performance Evaluation Instrument

### **Host's Responsibilities**

Host shall participate with Pacific in planning the Program, including those experiences required to complete the EdTPA Teaching Events (pursuant to SB2042 and SB1209), as well as data collection required by the (CCTC/COA) and (CAEP).

For student teacher interns, Host shall:

- (1) assign an on-site mentor who possesses a valid Clear or Life credential in the appropriate subject area, has 3 years documented successful teaching experience and holds an English Learner Authorization (or the equivalent, as established by the Commission on Teacher Credentialing); and
- (2) Participate with Pacific in planning and implementing a comprehensive and coordinated program of support and mentoring for the student teacher intern, in conformance with the most current requirements established by the Commission on Teacher Credentialing and articulated by Pacific in its approved Intern Document, attached hereto as **Exhibit 1-A** and incorporated herein.

### **Additional Student Qualifications**

Pacific Students are only eligible to participate in the Program during a defined academic semester/term (Fall or Spring).

For student teacher interns only, Pacific shall:

- (i) Confirm that the Student meets all the criteria for an intern credential, as established by this Program sponsor and approved by the Commission on Teacher Credentialing pursuant to Exhibit 1-A, and provides the information requested pursuant to Exhibit 1-B;
- (ii) Assign a supervisor who has successfully completed Pacific-provided intern supervision training;
- (iii) Assign intern supervision duties that adhere to the most current requirements established by the Commission on Teacher Credentialing and articulated by Pacific in Exhibit 1-A; and
- (iv) Participate with Host in planning and implementing a comprehensive and coordinated program of support and mentoring for the intern teacher, in conformance with the most current requirements established by the Commission on Teacher Credentialing and articulated by Pacific in Exhibit 1-A.

**EXHIBIT 1-A  
INTERN DOCUMENT**

**NOTE: This section shall apply only for student teacher interns.**

On June 3, 2013, the Commission on Teacher Credentialing issued Program Sponsor Alert 1306 detailing new requirements for programs that offered intern credentials. This PSA is available at:  
<http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-06.pdf>.

In response to this PSA, the UNIVERSITY prepared and submitted revised program documents reflecting the new requirements. On May 19, 2014 the Commission on Teacher Credentialing approved these revised program documents, thereby granting approval to the University of the Pacific to issue intern credentials to qualified teacher credential candidates. Terms of the revised program documents include specific mentoring and support that the HOST and UNIVERSITY must provide including:

- Assignment of a UNIVERSITY supervisor who meets the criteria identified in 2.i. of this Agreement and who is assigned to provide regular on-site support to the intern teacher, in coordination with the HOST mentor.
- Assignment by the HOST of a site supervisor who meets the criteria identified in 3.d. of this Agreement and who is available to provide regular on-site support to the intern teacher.
- Regular on-site support includes observation/coaching sessions, provision of materials and resources, feedback on lesson plans, logistical support (bulletin boards, instructional materials, etc.), and other types of assistance designed to strengthen the intern teacher's instructional effectiveness
- Regular on-site support must be provided in a scheduled and coordinated manner and must adhere to these requirements: 144 hours with at least 2 hours of support per every five instructional days for general instruction coaching and mentoring AND 5 hours of support per month specific to teaching English learners, or if less than a full academic year, the total number of hours of support must equal four hours times the number of instructional weeks remaining in the year, with at least two hours of support provided every five instructional days. English language learner support less than a full academic year must equal five hours times the number of months in the school year.
- The intern teacher's faculty advisor will assist the HOST mentor and the UNIVERSITY supervisor in creating this coordinated and regular system of support

**Note: This section shall apply only to PPS School Psychology Interns**

1. The District will provide the Interns with the opportunity to transfer methodology and theories into applied situations via their participation in the internship experience and is responsible for providing the Interns with diverse experience in preparation for their future careers as school psychologists, in accordance with the Interns' knowledge and level of training, in the form all the activities normally expected of a district-employed school psychologist. These experiences may include, but are not limited to, the experiences and activities set forth in below under the heading Intern Experiences.

2. The District will provide the Interns with experiences that will allow them to complete 1200 clock hours of work during their internship experience, depending on the degree sought by each Intern.
3. Each Site Supervisor will have the following responsibilities as part of his or her supervision of the Interns:
  - a. The Site Supervisor will cooperatively plan and schedule the Interns' activities and experiences during the internship experience. Attached is the program's syllabi for required and suggested activities.
  - b. The Site Supervisor will schedule and provide a minimum of 2 hours of direct face-to-face supervision each week.
  - c. The Site Supervisor will review and sign each entry from the Interns' log and progress notes to verify content.
  - d. The Site Supervisor will complete and submit end-of-semester evaluation forms, which will be provided by the University.
  - e. The Site Supervisor will release the Intern, as needed, to attend fieldwork supervision and classes. (It is understood that the Intern will need to be released with sufficient time to travel between the fieldwork site and the University).
  - f. The Site Supervisor will hold a valid Pupil Personnel Services credential appropriate to the role and function of the duties being performed by the Intern.
  - g. The Site Supervisor will participate in University-sponsored supervisor meetings held 2-3 times per year.
  - h. The Site Supervisor will ensure that the Intern meets, at a minimum, the Hourly Requirement of the fieldwork in a preschool-grade 12 setting in which he or she is qualified to supervise.
4. Consistent with the availability of resources to employed staff, the Intern is provided adequate supplies and materials to carry out the functions of the internship experience. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telecommunication services, office equipment, and copying machines.
5. Ongoing professional development is a significant aspect of the internship experience. Conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to the Interns. The Interns are encouraged to participate in state, regional, and national level meetings for school psychologists. Release time is granted by the University and is expected to be granted by the District.

## **INTERN EXPERIENCES**

1. **Role and Function:** Develop a knowledge base and understanding of the various roles and functions of the school psychologist, and be able to selectively deliver services utilizing a variety of alternative models.
2. **Legal/Ethical:** Develop a knowledge base of federal and state laws, professional ethics, and professional standards as well as the skills to apply them in public and private educational agencies. Develop the skills to adhere to due process guidelines in major decisions affecting all students and to accepted standards in the practice of school psychology.
3. **Organization and Operation of Schools:** Develop an understanding of the organization and administration of public schools and the cultural, ethnic, religious, and geographic diversity of the students, parents, and staff served by school psychologists. Develop an awareness of



- community resources and the roles of other professionals in helping children, parents, and school personnel. Develop the skills to foster and facilitate interagency partnerships among family, school, health care, and community agencies to create healthy school environments.
4. **Assessment:** Develop the skills to select, administer, score, and interpret psychoeducational tests for individuals of different ages, exceptionalities, and cultural backgrounds. Develop competence in the use of interviewing, functional behavioral assessment, and curriculum-based methods. Develop the skills to integrate psychological and educational data into a psychological report and be able to link assessment results to educationally relevant interventions.
  5. **Counseling:** Develop a counseling and mental health knowledge base and the skills to work with Interns who have educational, emotional, and/or behavioral problems to mitigate the emergence of enduring, unhealthy patterns of behavior. Develop a knowledge base and skills to help students, families, and schools deal with crises, such as school violence, suicide, and loss.
  6. **Intervention:** Develop a knowledge base and the skills to identify controllable, causal aspects of social, emotional, and academic difficulties and be able to consult and collaborate in the design, implementation, and evaluation of interventions based on these aspects.
  7. **Communication Skills:** Develop the interpersonal skills and both oral and written communication skills necessary to communicate effectively with children, parents, and school personnel from varied cultural, ethnic, religious, and geographic backgrounds. Develop the interpersonal skills to function as team leaders in school-based multidisciplinary teams.
  8. **Research:** Become educated consumers of research relating to school psychology and be able to apply these research findings to the development of solutions for educational psychological problems. Be able to disseminate information from the school psychology knowledge base to promote healthy school environments.

**EXHIBIT 1-B**  
**University of the Pacific, Benerd College**  
**INTERN AUTHORIZATION ADDENDUM**

By signing below, I understand that I have received, read, and comply with program requirements of the department I am enrolled in as a student. If at any time I am unable to continue as an intern, I will notify my academic advisor and the Benerd College Office of Credentialing and Student Services.

**I. TO BE COMPLETED BY CANDIDATE**

Candidate Name: \_\_\_\_\_ Pacific ID # - \_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

**II. Signature of Benerd College Dean or Designee**

I verify that the candidate has met program requirements and is eligible to be hired as an intern.

\_\_\_\_\_  
Patricia Campbell, Dean Benerd College

**III. TO BE COMPLETED BY EMPLOYING AGENCY:**

A. Please check Organization Type:  County Office  School District  Charter School

County-District-School Code (required): \_\_\_\_\_

Employing Agency: \_  
\_\_\_\_\_

School Name: \_\_\_\_\_ Phone #: (\_\_\_\_\_)\_

Address: \_\_\_\_\_ Email: \_  
\_\_\_\_\_

Effective date of hire (month/day/year): \_  
\_\_\_\_\_

Please indicate authorization requested:  Multiple Subject  Single Subject, Subject

Education Specialist:  Mild/Moderate  Moderate/Severe

Pupil Personnel Services:  School Psychology

Administrative Services:  Administrative Services

**Site Support Team**

Name(s)  
\_\_\_\_\_

Address:  
\_\_\_\_\_

Phone:  
\_\_\_\_\_

Email:  
\_\_\_\_\_

**B. Personnel Division Approval:**

\_\_\_\_\_  
School District Personnel Specialist E-mail

\_\_\_\_\_  
School District Personnel Specialist Phone

\_\_\_\_\_  
Signature of School District Personnel Specialist

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Date

**C. Signature of Site Administrator**

By signing below, I verify that I have read and understand the intern support requirements as outlined in the MOU on file and will provide supervision in cooperation with in collaboration with the University of the Pacific, Benerd College.

\_\_\_\_\_  
Signature of Site Administrator

\_\_\_\_\_  
Name (Please Print)

**EXHIBIT 2**  
**STUDENT CONSENT FOR RELEASE OF RECORDS FOR STUDENT PLACEMENT**

The Family Educational Rights and Privacy Act (“**FERPA**”) provides that an educational institution may not release confidential information about a student without the student’s consent.

In order to enable the University of the Pacific (“**Pacific**”) and Host (identified below) to monitor my performance in the Student Placement, I hereby grant permission to authorized personnel at Pacific and Host, and their authorized representatives, to release all education records (as defined by FERPA) and/or employment records relating to my performance in the Student Placement described below, and the information contained therein, from one to the other. I further release Pacific and the Host, and their respective trustees, officers, directors, and employees from any and all liability relating to the release of such education and/or employment records.

This Release is subject to the following:

- My authorization to release this information (“**Release**”) will be used in conjunction with my Student Placement with Host only.
- I understand that this Release, and the authorization given above, is effective immediately upon my signature and shall expire upon the completion of my Student Placement with the Host;
- I understand that this Release is necessary for my Student Placement for the sharing of information between Pacific and Host relating to my performance in the Student Placement;
- I understand that I may revoke this Release, in writing, at any time, but if I revoke the Release, I may no longer be eligible to participate in the Student Placement, and my participation may be terminated;
- I understand that I may submit a request in writing in the form required by the University to request a copy of all my records released pursuant to this Release;
- I hereby waive all rights under FERPA with regard to the release of the records described above as well as any other state and federal law governing the privacy of records held by Host that may constitute employment records;
- This Release does not apply to any other third party that requests my education records; and
- I understand that Pacific and Host will not release my education and/or employment records to any third party without my express written consent.

I hereby voluntarily authorize the release of my records to the individuals and/or parties identified in this Release. I also understand that if I am under 18 years old, Pacific may disclose such information to my parents or legal guardians regardless of whether I have consented to such disclosure.

Signature of Student	Date
Name of Student (Printed)	Pacific School or Department
Chino Valley Unified School District	Nature of Student Placement (Student Teacher, Student Intern, etc.)
5130 Riverside Drive, Chino, CA 91710	Dates of Student Placement

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: AFFILIATION AGREEMENT WITH ALLIANT INTERNATIONAL UNIVERSITY**

=====

**BACKGROUND**

The Chino Valley Unified School District (CVUSD) established an affiliation agreement with Alliant International University to provide preferred pricing on tuition/costs and admissions requirements/process.

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

**RECOMMENDATION**

It is recommended the Board of Education approve the affiliation agreement with Alliant International University.

**FISCAL IMPACT**

None.

NE:RR:IB:ED:mcm



**Memorandum of Understanding Between Alliant International University Inc.**

**And**

**Chino Valley Unified School District**

This Memorandum of Understanding (“MOU”) dated December 15, 2020 is entered into between Alliant International University Inc. (“Alliant”) and Chino Valley Unified School District (“Chino Valley USD”), collectively “Parties”, regarding tuition/costs and admissions requirements/process.

**Terms of MOU**

The terms of this MOU are valid from date of signing until June 30, 2022, after which time a renewal MOU must be reached. This MOU may be terminated by either party with sixty (60) days written notice, unless both parties agree to an earlier termination date.

**Preferred Pricing**

- Employees/members of Chino Valley USD are eligible for a 10% tuition reduction\* when newly enrolled to Alliant as a full-time student after the effective date of this agreement.
- Application Fee will be waived.
- The Preferred Pricing does not lock tuition, which is subject to increase at any time.
- The 10% reduction applies to the tuition rate that is prevailing in any term or semester.
- Tuition reduction is not retroactive.

*\*Only one Preferred Pricing benefit may be applied to tuition.*

**Application Requirements**

All employees/members of Chino Valley USD who apply to Alliant for admission are required to meet all admission, academic, professional and behavioral standards, as well as any additional requirements detailed for the program. All admissions decisions will be in the sole discretion of Alliant International University.

**Eligibility Requirements**

- Preferred Pricing is only available to applicants who are eligible for admission to Alliant.
- All applicants are subject to Alliant University’s program availability in the country/state where they will be located when attending classes. Alliant programs are not available to residents in every country/state, and eligibility shall be determined by Alliant.
- Successful completion of any program alone does not qualify for or guarantee licensure or certification in any state or jurisdiction, regardless of concentration or specialization. Students seeking licensure or certification in a particular profession must carefully research the requirements for their state prior to enrollment as requirements may vary by state and are updated at the

discretion of the state licensing authority. Further, Alliant does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification.

- Employees/Members of Chino Valley USD must submit a completed Application for Preferred Pricing to the Alliant Admissions Department one (1) week prior to the start of class.
- For new MOUs, current Alliant students from Chino Valley USD are not eligible for Preferred Pricing. Current Alliant students who drop/withdraw and re-enroll are not eligible for preferred pricing under this agreement.
- A current fully executed MOU must be on file with Alliant for employees/members of Chino Valley USD to receive Preferred Pricing.
- Employees/members of Chino Valley USD are required to provide proof of employment/membership to receive Preferred Pricing.
- If the MOU is not renewed or otherwise terminated, employees/members of Chino Valley USD will no longer be eligible for the tuition reduction.
- Students enrolled at the time of an active MOU will retain the preferred pricing following termination or non-renewal of the MOU.

### **Communications Plan**

Chino Valley USD will promote the MOU to its employees/members. This communication includes an email announcement for employees/members and posting on Chino Valley USD's intranet/member benefits page (it may include hyperlinks to the Alliant website, tentative schedule for events, etc.) \*\*. Events will be scheduled for employees/members of Chino Valley USD and include but are not limited to one email communication to employees/members per quarter, quarterly information sessions, and/or webinars. Proposed marketing materials from Alliant for employees/members of Chino Valley USD must be approved by Chino Valley USD and Chino Valley USD's proposed use of Alliant's name, logo, academic and Preferred Pricing programs must be approved by Alliant prior to publication or dissemination.

*\*\*It is the responsibility of Chino Valley USD to notify its employees/members of the current partnership with Alliant.*

### **Marketing**

Each party grants to the other party a limited, non-exclusive license to use the name, logos, or service marks of the other in promotion of the partnership/MOU to include social media posts, press releases or other written/electronic promotions.

**On Behalf of Chino Valley Unified School District:**

---

Name and Title

---

Date

**On Behalf of Alliant International University Inc.:**

---

Amy Kwiatkowski  
COO and Senior Vice President of Operations

---

Date



**Chino Valley Unified School District**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

**PREPARED BY:** Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

**SUBJECT: SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS WILLIAMS FINDINGS DECILE 1-3 SCHOOLS THIRD QUARTERLY REPORT 2020/2021**

=====

**BACKGROUND**

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2020/2021.

**FISCAL IMPACT**

None.

NE:LF:rtr

April 15, 2021

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

Dear Dr. Enfield:

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams*-monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report serves as your district's ***third quarterly report*** for the 2020/21 fiscal year.

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

In summary, there are no findings to report in the following areas:

**1. Instructional Materials**

The instructional materials sufficiency reviews were conducted during the first quarter of the 2020/21 fiscal year as part of the *Williams* site visitation process and the findings were reported in the first quarterly reports generated in October 2020.

**2. School Accountability Report Cards (SARC)**

The SARC reviews were conducted during the second quarter of the 2020/21 fiscal year and the findings were reported in the second quarterly report generated in January 2021.

**3. School Facilities**

As part of the *Williams* site visitation process, facilities inspections are taking place between April 1 and May 7, 2021, at all sites that were not offering in-person instruction during the first quarter of the 2020/21 fiscal year. These findings will be reported in the fourth quarterly reports generated in July 2021. For sites who received a facilities inspection during the first quarter of the fiscal year, findings were reported in the first quarterly reports generated in October 2020.

**4. Teacher Assignments**

Preliminary data has been requested from districts in preparation for the annual assignment monitoring and review process. For the 2020/21 fiscal year, due to changes in the California Department of Education's certification deadlines for CALPADS data, the mandated 90-day assignment monitoring period has been postponed and is anticipated to begin between late-May and mid-June.

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

Sincerely,



Ted Alejandre  
County Superintendent

cc: Mr. Joe Schaffer, Board President  
Ms. Lea Fellows, *Williams* Liaison  
Ms. Regan Rico, SARC Contact  
Ms. Supriya Barrows, SBCSS Senior Manager, Intergovernmental Relations  
Ms. Amanda Shoffner, SBCSS Interim Credentials Manager

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: REVISION OF FORENSIC BIOLOGY COURSE**

=====

**BACKGROUND**

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

Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course currently meets the UC/CSU 'e' requirement and is being revised to reflect the addition of the most recent Next Generation Science Standards (NGSS) necessary for submission to meet the UC/CSU "d" Science Lab requirement.

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the revision of Forensic Biology course.

**FISCAL IMPACT**

None.

NE:GP:JAR:lar

# Chino Valley Unified School District

## High School Course Description

### A. CONTACTS

<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Website: chino.k12.ca.us
<b>2. Course Contact:</b>	District Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630

### B. COVER PAGE - COURSE ID

<b>1. Course Title:</b>	Forensic Biology
<b>2. Transcript Title/Abbreviation:</b>	Forensic Bio
<b>3. Transcript Course Code/Number:</b>	5E41
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Elective MEETS UC/CSU "D" SCIENCE REQUIREMENT
<b>6. Grade Level(s):</b>	11-12
<b>7. Unit Value:</b>	5 units per semester/10 total credits –elective
<b>8. Course Previously Approved by UC:</b>	No YES
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	Yes NO
<b>12. Date of Board Approval:</b>	October 20, 2016
<b>Date of Revision Approval:</b>	

**13. Brief Course Description:**

Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course is designed to integrate the core scientific disciplines (as outlined in the California State NGSS Science Standards for grades 9 - 12) while providing students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. These will be supplemented with case studies and aspects of earth science, mathematics, medicine, technology, and sociology. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Sample evidence for analysis will include, but is not limited to, fingerprints, DNA, projectiles and trajectories, ballistics, hair, fibers, toxicology, blood spatter patterns, chromatography, entomology, soil samples, plant materials, and impressions. Students will practice process skills such as comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading. Project-based learning through laboratory investigations, discussions/class lecture will be the primary mode of content delivery to be supplemented by guest speakers with field experience and expertise.

**14. Prerequisites:**

Completion of ~~b~~Biology with a C or better: **Required**  
Completion of ~~e~~Chemistry with a C or better: **Required**

**15. Context for Course:**

~~As part of the Chino Valley Unified School District initiative to create Linked Learning Academies, it has been determined there is a need for a science course to support an increasing student and community interest in the field of Law Enforcement Services. To better~~ THIS COURSE WAS DESIGNED TO prepare students for a careerS in CRIMINAL JUSTICE AND PUBLIC SERVICE AS WELL AS ~~this area, and to stimulate an interest in advanced science among a broader spectrum of students, the Forensic Biology course has been developed.~~ This one-year course ~~will~~ combineS learning from most core areas of science, as well as aspects of English, mathematics, history, sociology, and law. Students who have passed Biology and Chemistry with a C or better will learn to apply those multiple disciplines in the context of investigation and analysis of

# Chino Valley Unified School District

## High School Course Description

crime scene evidence and will acquire requisite skills in support of a Law, Justice, or Public Service career. ~~It is believed that a science course that includes the practical application of forensic techniques to solve everyday crimes will provide an incentive for students to achieve higher grades in Biology and Chemistry in order to earn admission into Forensic Biology, and to open a pathway toward a career in Law, Justice, or Public Service.~~

**16. History of Course Development:**

~~As the District began to plan, develop, and FORENSIC BIOLOGY WAS ORIGINALLY WRITTEN IN 2016 AS AN ELECTIVE COURSE DEVELOPED TO roll out a complete sequence of courses for the Linked-Learning Pathway in Law, Justice, and Public Service. It became clear that a course in forensic science is WAS necessary for those who have interest in, or career leanings toward, the law enforcement or crime scene investigation aspects of the pathway. In preparation for teaching this course, I have acquired certification to teach biology, have investigated outlines for similar courses as a basis to develop this one, and have evaluated textbooks and supplementary materials to develop the course outline. I will be collaborating with industry professionals for supplementary presentation materials, for lab ideas and supplies, and to enlist guest speakers to share their areas of experience and expertise. The Forensic Biology course is new to this district, so fine-tuning is anticipated, but it is modeled after successful courses being taught at other schools in California. FORENSIC BIOLOGY IS NOW BEING REVISED WITH THE STANDARDS NECESSARY TO MEET THE UC/CSU "D" SCIENCE REQUIREMENTS.~~

**17. Textbooks:**

TEXTBOOK 15725  
 Title: Forensic Science for High School (Primary text for class)  
 Edition: 3rd Edition  
 Publication Date: 2009  
 Publisher: Kendall/Hunt  
 Author(s): Funkhouse/Deslich  
 Online resources such as Khan Academy Virtual Autopsies Usage:  
 Primary text  
 Read in entirety or near entirety  
 TEXTBOOK 15726  
 Title: Crime Lab: A Guide for Non-scientists  
 Edition: 1st  
 Publication Date: Jan 2006  
 Publisher: Calico Press, LLC  
 Author(s): John Houde URL Resource:  
 Usage:  
 Supplementary or Secondary text  
 Read in entirety or near entirety

**18. Supplemental Instructional Materials:**

Supplemental Instructional Materials:  
 1. Included with the textbook from Kendall/Hunt are the student workbook, assessment software, and internet access for virtual autopsy labs.  
 2. Crime Scene Investigations, Real-Life Science Labs for grades 6 - 12 teacher supplemental for labs. Edition: 1<sup>st</sup>  
  
 Publication Date: 1998  
 Publisher: John Wiley & Sons, Inc.  
 Authors: Walker/Wood

### C. COURSE CONTENT

**1. Course Purpose:**

~~As part of the Linked Learning Academy for Law Enforcement Services, Forensic Biology has been created to offer~~

# Chino Valley Unified School District

## High School Course Description

Junior/Senior level students, who have passed Biology and Chemistry, with a topically relevant and challenging science course that will pique student interest, promote critical thinking and reasoning skills, and provide practical experience in the investigation and analysis of crime scene evidence. The rigorous curriculum for this course will require students to apply knowledge from many areas of science (earth science, biology, chemistry, physics, etc.), mathematics (algebra, geometry, trigonometry, and statistics), English, history, social science, and law while performing in-depth reading and expository writing to describe, explain and evaluate real-life case studies or classroom/virtual laboratory exercises they have completed. Students will use the scientific method - forming, testing, and evaluating hypotheses – while honing their critical thinking and reasoning skills.

Specifically, students will:

- Be able to design and conduct scientific investigations by identifying questions and concepts pertaining to Forensic Biology and applying deductive reasoning to develop findings – then communicate them verbally and in written format
- Learn how to analyze and interpret scientific data
- Communicate and defend a scientific argument and, if needed, revise a scientific hypothesis using logic and evidence
- Use computer technology (PowerPoint, Excel, CAD, etc.), and mathematics to improve their investigations and to communicate the results
- Recognize and evaluate alternative explanations and models
- Learn appropriate laboratory skills, including the safe handling of equipment and materials
- Develop the fundamental skills used in Forensic Biology as they relate to chemistry, physics, earth science, biology, botany, and related sciences
- Develop an appreciation for legal reasoning as it applies to gathering scientific evidence
- Understand the effects of changing social and technological environments, and the historical basis for adopting new methods or laws in Forensic Biology

Using modern equipment and techniques, students will develop skills in investigation, lab work, analysis, reasoning, and communication that form a foundation for continuing study and entry into the field of Law, Justice, and public service.

### 2. Course Outline:

Forensic Science for High School Kendall/Hunt Textbook (KH)

Crime Lab; A Guide for Nonscientists Calico Press Textbook (CP)

#### 1. Intro to Forensic Science (Textbook KH and CP)

Objectives:

- How a crime lab works
- The growth and development of Forensic Biology through history
- Federal rules of evidence, including the Frye standard and the Daubert ruling
- Basic types of law in the criminal Justice system
- Process of evaluating the crime scene and who is in charge

Students will be able to:

- Describe how the scientific method is used to solve forensic problems
- Describe different jobs done by forensic scientists and the experts they consult

Vocabulary:

Criminalistics, evidence, ballistics, odontology, pathology, entomology, palynology, polygraph, case law (common law), stare decisis, civil law, misdemeanor, felony, probable cause, Miranda rights, booking, arraignment, nolo contendere, preliminary (evidentiary) hearing, bail, grand jury, indict, plea bargaining, violation, infraction, probative, material,

# Chino Valley Unified School District

## High School Course Description

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hearsay, expert witness, Frye standard, Daubert ruling, junk science.

### End of Chapter Review and Workbook (KH)

- Locard's rule
- Laws of U.S.
- Steps in solving scientific problems
- Differences between civil and criminal cases
- Federal Rules of Evidence and why needed
- Differences between Frye standard and Daubert ruling regarding physical evidence accepted in court of law

### 2. Types of Evidence (Textbook KH and CP) Objectives:

- Value of indirect and direct evidence in a court of law
- Eyewitness limitations
- What physical evidence can and cannot prove in court
- The main goal of the Forensic scientist is to find a unique source for the evidence
- Perishable evidence (serology and sexual assault evidence; rape kit processing)
- Trace evidence collection; looking for clues in clothing of suspects and victims

Students will be able to:

- Explain the difference between indirect and direct evidence
- Describe what is meant by physical evidence and give examples
- Tell individual evidence apart from class evidence
- Determine significance of class evidence

Vocabulary:

Indirect evidence, circumstantial evidence, individual evidence, class evidence, probative value

### End of Chapter Review and Workbook (KH)

- Difference between testimonial evidence and physical evidence
- Memory factors that affect eyewitnesses
- Types of physical evidence
- Significance of Ronald Cotton case
- Difference between class and individual evidence
- How class evidence can be useful
- Direct evidence
- Where physical evidence is found and collected and its importance
- Control sample

### 3. The Crime Scene

Objectives:

- Steps taken when processing a crime scene
- Type of evidence that determines what packaging should be used
- Purpose of chain of custody preservation
- Lab equipment; GC, R spectrometer, GC/MS

Students will be able to:

- Isolate, record, and search for evidence at a mock crime scene



# Chino Valley Unified School District

## High School Course Description

---

- Collect and package evidence at a mock crime scene using proper forensic procedures

### Vocabulary:

Crime scene, modus operandi, accelerant, chain of custody

### End of Chapter Review and Workbook (KH)

- Description of physical evidence
- Describe how crime scene was contaminated and the incorrect procedures used in described scenario
- Make a sketch of the crime scene set up in class; make it to scale, include measurements and a legend. Take detailed notes; list what types of evidence should be collected from the crime scene; list of controls needed for collection for comparisons; type of packaging used for each type of evidence; steps that need to be taken to maintain chain of custody

### 4. Fingerprints (Textbook KH and CP) Objectives:

- Why fingerprints are individual evidence
- Why there may be no fingerprint evidence at a crime scene
- How computers have made personal identification easier

### Students will be able to:

- Define the three basic properties that allow individual identification by fingerprints
- Obtain an inked, readable fingerprint for each finger
- Recognize the general ridge patterns (loops, whorls, and arches) and apply them to the primary Henry-FBI classification
- Identify friction ridge characteristics and compare two fingerprints with at least ten points of identification
- Tell the differences among latent plastic and visible fingerprints
- Develop latent prints (make them visible) using physical and chemical methods
- Design and carry out scientific investigations
- Use technology and mathematics to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

### Vocabulary:

Fingerprints, loop, delta, core, whorl, arch, minutiae, plastic print, visible print, latent print, ninhydrin, dactyloscopy, anthropometry, probative value

### End of Chapter Review and Workbook (KH).

- Match 20 fingerprint impressions
- Develop and lift fingerprints set by teacher
- Explain why fingerprints are considered individual evidence rather than class evidence
- Types of fingerprints (plastic, visible, latent) likely to be found on various fisted material (ex: blood, mud, wood tabletop, etc...)

### 5. Hair (Textbook KH and CP)

#### Objectives:

- Hair is class evidence
- Hair can be used to back up circumstantial evidence
- Hair absorbs and adsorbs substances both from within the body and the external environment

# Chino Valley Unified School District

## High School Course Description

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Students will be able to:

- Successfully use a compound microscope
- Describe the structure of a hair
- Tell the difference between human and animal hair
- Tell which characteristics of hair are important for forensic analysts
- Assess the probative value of hair samples
- Identify questions and ideas that guide scientific investigation
- Communicate and defend a scientific argument

Vocabulary:

Locard Exchange Principle, morphology, polymer, cuticle cortex, medulla, keratin, cortical fusi, micrometer, anagen phase, catagen phase, telogen phase, interference patterns, melanin, association, questioned, exemplar, metabolite, false positive

End of Chapter Review and Workbook (KH)

- Characteristics of hair that make it a useful forensic tool
- How to determine approximation of how long-ago hair sample had been dyed
- What characteristics to look for to determine if hair is human or animal, and, if animal, what type
- Other fibers that can also be considered hair

6. Fibers (Textbook KH and CP)

Objectives:

- Why fibers are class evidence
- How fibers can be used as circumstantial evidence to link victim, suspect, and crime scene
- Why statistics are important in determining the value of evidence

Students will be able to:

- Sample populations using statistical analysis
- Distinguish and identify different types of fibers
- Understand polymerization
- Carry out an experiment in thin-layer chromatography
- Judge the probative value of fiber evidence
- Design and carry out scientific investigations
- Use technology and mathematics to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:

Fiber, textile, fabric, filament, inorganic, yarn, warp, weft or woof, blend, polymer, polypeptide, helix, keratin, plastic, viscosity, homopolymer, polyether, Becke line, fluorescence, optical brightener, chromatography, chromatograph, elute, retention factor

End of Chapter Review and Workbook (KH)

- Design a sampling procedure to determine the number of raccoons in a particular habitat such as a local county
- Explain how a fiber can be individualized to a particular garment or a particular textile fabric
- Explain what to look for in determining whether a particular fiber is synthetic or natural

# Chino Valley Unified School District

## High School Course Description

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- Develop a flowchart for matching a questioned fabric to a known sample for identification
- Explain what trace evidence is and the common basis (goals) for analyzing it
- Explain the primary concerns during trial in analyzing and using extremely small bits of trace evidence
- Explain which fiber, polyester or acrylic, has the more probative value and why

### 7. Drugs {Textbook KH and CP}

#### Objectives:

- How to apply deductive reasoning to a series of analytical data
- The limitations of presumptive (screening) tests
- The relationship between the electromagnetic spectrum and spectroscopic analysis
- The difference between qualitative and quantitative analysis
- The dangers of using prescription drugs, controlled substances, over-the-counter medications, and alcohol

#### Students will be able to:

- Chemically identify illicit drug types
- Classify the types of illicit drugs and their negative effects
- Discuss the federal penalties for possession and use of controlled substances
- Explain the need for confirmatory tests
- Describe IR, UV-VIS, spectroscopy, and GC-MS, and explain how they are used in forensic science
- Present and interpret data with graphs
- Use technology and mathematics to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

#### Vocabulary:

Cannabis sativa, teratogen, alkaloid, analgesic, designer drug, false positive, spectrophotometry, presumptive test, immiscible, confirmatory test, ion, analyte

#### End or Chapter Review and Workbook (KH)

- Explain the differences among a controlled substance, an illicit drug, a prescription drug, and an OTC drug
- Explain a presumptive test, its usefulness, and its limitations
- Discuss how illicit drugs are classified
- Explain what the electromagnetic spectrum is and how it is used in analytical analysis
- Define the difference between absorbance and transmittance in spectroscopy, and their relationship to analytic concentration
- Explain the types of chromatography
- Compare spectroscopy spectrum printouts to verify possible drugs

### 8. Toxicology: Poisons and Alcohol (Textbook KH and CP)

#### Objectives:

- The danger of using alcohol
- The quantitative approach to toxicology

#### Students will be able to:

- Discuss the connection of blood alcohol levels to the law, incapacity, and test results
- Understand the vocabulary of poisons
- Use technology and mathematics to improve investigations and communications

# Chino Valley Unified School District

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- Design and conduct scientific investigations
- Identify questions and concepts that guide scientific Investigations
- Communicate and defend a scientific argument

### Vocabulary:

Toxicology, toxin, chronic exposure, acute toxicity, synergism, antagonism, chelating agent, LD50, DUI, DWI, OUI, OWI, MIP

### End of Chapter Review and Workbook (KH)

- List examples of substances that is beneficial in small quantities but poisonous in larger doses
- Explain some of the influences on the effect of poisons and toxins on the body
- Explain why arsenic accumulates in hair and fingernails
- Give the estimated LD50 of table salt for a 160 lb. man; for  $MgCl_2$ , and  $NiCl_2$ . Explain why it is different for each substance
- Explain the difference between a standard and a control
- Describe the other sources for lead in our environment besides lead-based paint
- Explain what an MSOS is and its importance
- Explain what LD100 means

### 9. Trace Evidence (Textbook KH and CP)

#### Objectives:

- How to apply deductive reasoning to analytical data
- How to follow qualitative analytical schemes
- How to gather and use information to solve problems

#### Students will be able to:

- Identify traces of white powder
- Identify metals
- Classify lip prints
- Use chromatography to compare lipsticks
- Design and conduct scientific investigations
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

### Vocabulary:

Malleable, chemical property, stationary phase, mobile phase, decant

### End of Chapter Review and Workbook (KH)

- Determine the density of a metal; state whether density is a physical or chemical property
- List the common metals that are magnetic
- List some physical properties of malleable metals
- Describe what a confirmatory test is; and what it would be for  $Al^{+3}$
- When using paper chromatography for metal analysis, explain what the mobile and stationary phases are
- Explain why pencil is used to mark the chromatography strips instead of pen
- During qualitative analysis of white powders explain what is meant by solubility, the factors that may affect the apparent solubility of the first 10 samples, and if solubility is a physical or a chemical property
- Explain what R is and how it is calculated

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### 10. Blood (Textbook KH and CP)

#### Objectives:

- That an antibody and an antigen of different types will agglutinate, or clump, when mixed together
- That the evidence's significance depends on a characteristic's relative occurrence in the population

#### Students will be able to:

- Determine whether a stain is blood
- Determine whether a bloodstain is human or animal blood
- Determine the blood type of a simulated bloodstain using the ABO/Rh system
- Explore bloodstain patterns as a function of velocity, direction, and height of fall
- Design and conduct scientific investigations
- Use technology and math to improve investigation and communications
- Identify questions and concepts that guide scientific investigation
- Communicate and defend a scientific argument

#### Vocabulary:

Class evidence, presumptive, chemiluminescence, precipitation test, serum, antibodies, antigens, agglutination, antiserum, serology, plasma, metabolites, erythrocyte, leukocyte, blood factor, secretor

#### End of Chapter Review and Workbook (KH)

- List the 3 questions an investigator should answer when examining an apparent dried bloodstain
- Define a presumptive test
- Describe what property of blood is used in most presumptive tests
- Explain what a secretor is
- Define serology and explain how it is used in forensic investigations
- Explain how much blood is in the average human adult; the four major blood types found in humans
  
- Explain what test can be used to determine human versus animal blood; what the basis for this test is; and why the serum used is called human antiserum
- Explain what happens if a person with type AB blood is given a transfusion of type A blood
- Explain to whom a person with type B blood can donate blood to and from whom that person can receive blood
- Explain if a bloodstain can be used for individualization
- Determine the probability of an AB and Rh blood type combination. If a bloodstain found at a crime scene is B, N, or Rh- calculate the probability that a suspect would have this combination of antigens; determine if a jury can convict on this evidence

### 11. DNA Analysis (Textbook KH and CP)

#### Objectives:

- That DNA is a long-chain polymer found in nucleated cells which contain genetic information
- That DNA can be used to identify or clear potential suspects in crimes
- How DNA is extracted and characterized
- How to apply the concepts of RFLP, PCR, and STRs to characterize DNA
- The role that statistics plays in determining the probability that two people would have the same sequence in a fragment of DNA

#### Students will be able to:

- Explain that DNA is a long molecule, tightly packed in the form of a chromosome with genetic material wrapped around it

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- Isolate and extract DNA from cells
- Describe the function and purpose of a restriction enzyme
- Calculate probabilities of identity using STR
- Use technology and math to improve investigation and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

### Vocabulary:

Chromosome, DNA, gene, proteins, amino acid, enzyme, restriction enzyme, electrophoresis, probe, polymerase chain reaction (PCR), allele, short tandem repeats (STR)

### End of Chapter Review and Workbook (KH)

- Explain where chromosomes are located; where genes are located; where DNA is located; and the difference between them
- The purpose of the Human Genome Project
- Explain why deoxyribonucleic acid is not called deoxyribonucleic base
- List what evidence from a crime scene can be used for DNA fingerprinting
- Explain what RFLP stands for in DNA fingerprinting; the function of the restriction enzyme; and whether or not the sequences of base pairs in same fragments are the same length
- Explain the advantage in use of PCR for DNA found at crime scene
- Explain how the DNA molecule is divided in RFLP and PCR; and what is used to divide the DNA
- Explain the purpose of a primer and the function of a probe
- Explain what CODIS is and who uses it
- Define the difference between the forensic index and the offender index
- Explain what type of evidence is the source for mitochondrial DNA; who nuclear DNA is inherited from; and who mitochondrial DNA is inherited from

### 12. Human Remains (Textbook KH and CP)

#### Objectives:

- How anthropologists can use bones to determine whether remains are human; to determine the sex, age, and sometimes race of an individual; to estimate height; and to determine when the death may have occurred

#### Students will be able to:

- Distinguish between a male and female skeleton
- Give an age range after examining unknown remains
- Describe differences in skull features among the three major racial categories
- Estimate height by measuring long bones
- Describe livor mortis, rigor mortis, and algor mortis
- Use technology and math to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

### Vocabulary:

Algor mortis, livor mortis, rigor mortis, forensic anthropology, osteology, osteons, femur, tibia, humerus, radius, pubis, ventral arc, epiphyses, diaphysis, clavicle, iliac crest, sutures, symphysis, Caucasoid, Negroid, Mongoloid

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### End of Chapter Review and Workbook (KH)

- Explain what anthropologists study
- Describe what skeletal remains reveal about the identity of a person
- Explain how animal bones are different from human bones
- Explain what is meant by algor mortis
- Explain how livor mortis indicates whether a body has been moved after death
- Explain when the effects of rigor mortis disappear
- Describe the difference between tendons and ligaments; the function of the skeleton, and how the height of an individual can be estimated from the skeleton
- Explain which bones best indicate gender
- Describe the four stages of epiphyseal union
- Explain the function of cranial sutures, and when they completely closed
- Explain how the symphyseal face on the pubis changes as a person ages
- Name three differences in the skull shapes of the three anthropological racial groups
- Give some examples of how skeletal remains may show the cause of death

### 13. Soil Analysis (Textbook KH and CP)

#### Objectives:

- Why soils are class evidence
- When soils can be used as circumstantial evidence
- How to present data mathematically using graphs. Students will be able to:
- Identify soil's common constituents
- Relate soil type to the environment
- Interpret a topographic map
- Understand the concept of spectrophotometry and its applications
- Use technology and mathematics to improve investigations and communications
- Communicate and defend a scientific argument

#### Vocabulary:

Humus, density, spectroscopy, spectrophotometer

### End of Chapter Review and Workbook (KH)

- Explain why sand is not as useful as soil as evidence
- After being given an example of a burglar break in with muddy footprints, explain how the investigation should be handled, including the evidence, and define the exemplars and questioned materials
- Explain how to tell glass and sand apart
- Explain the type of soil classification system

### 14. Glass (Textbook KH and CP)

#### Objectives:

- The difference between physical and chemical properties
- How glass can be used as evidence
- How individual evidence differs from class evidence
- The nature of glass
- Reflections, refraction, and refractive Index

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Students will be able to:

- Make density measurements on very small particles
- Use logic to reconstruct events
- Use technology and math to improve investigations and communications
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:

Amorphous, conchoidal fracture, Becke line, match point, blowback

End of Chapter Review and Workbook (KH)

- Explain the similarities in the physical properties of amorphous and isotropic substances, and their structural differences
- Explain how to calibrate a density solution or column
- Explain how a Galileo thermometer works
- Explain how to differentiate between fragments of clear polystyrene, glass, and quartz

15. Document and Handwriting Analysis (Textbook KH and CP) Objectives:

- That an expert analyst can individualize handwriting to a particular person
- What types of evidence are submitted to the document analyst
- Three types of forgery
- How to characterize different types of paper

Students will be able to:

- Characterize own handwriting using 12 points of analysis
- Detect deliberately disguised handwriting
- Detect erasures and develop impression writing
- Design an experiment using paper chromatography to determine which pen altered a note
- List safeguards against the counterfeiting of U.S. currency
- Design and conduct scientific investigations
- Identify questions and concepts that guide scientific investigations
- Communicate and defend a scientific argument

Vocabulary:

Exemplar, diacritics, forgery, blind forgery, simulated forgery, traced forgery, backhand writing, obliteration, indented writing, sizing

End of Chapter Review and Workbook (KH)

- Describe some common types of specimens submitted for document analysis
- Explain why it would be more difficult to individualize handwriting made by a fourth- grade student than that of an adult's handwriting
- Explain what makes an individual's handwriting unique
- Discuss if the subconscious handwriting of two individuals can be the same
- List where the variations in handwriting can be found
- Discuss when the examiner would have difficulties identifying handwriting
- Explain what an examiner would look for to determine whether a signature had been traced
- Explain what a watermark is and how it is made



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- List five basic characteristics that a document examiner would look at to determine a match between two samples
- Explain the principles used in chromatography for ink analysis
- List the methods that can be used to develop indented writing

### Laboratory Activities

#### 1. Introduction to Forensic Science and the Law

##### Vernier caliper Lab:

- Teaches students how to use the Vernier caliper to achieve precise measurements. Students will become experienced with measuring the diameter, length, and inside depth (as applicable) of various coins, PVC pipe, and other objects. This is a crucial tool for students to master.

##### Stereomicroscope vs. Monocular scope Lab:

- Students will have the opportunity to understand the differences between the two tools and understand when to use a stereomicroscope vs. the monocular scope. Students will observe a penny using the stereomicroscope and the typical "e" exercise on a slide with the monocular scope.

#### 2. Types of Evidence

##### Probability and Class Evidence Activity

- This activity teaches the students to determine probability between small populations and larger populations.

##### Can this evidence be individualized?

- Students compare various items to determine if they have unique characteristics that enable them to be individualized to their sample, or if others are too similar to allow a unique identification.

##### Review of case studies "Fracture Match" and "Richard Crafts".

- Students discuss the evidence found and determine what classification the evidence should be placed in and defend their argument.

#### 3. The Crime Scene

##### Jeffrey MacDonald and Mark Winger

- These case studies will allow students to understand the characteristics of crime scenes based on the type of incident that took place. Students will discuss what was found and defend their argument.

##### Evaluating a Crime Scene

- Students review the case and are given three scenarios, examine each one and take into account proper crime scene processing. Students will discuss each one in a Socratic seminar method.

#### 4. Fingerprints

##### Observing and Taking Fingerprints

- Students will learn how to develop their own "good" fingerprints and observe them using a stereomicroscope and magnifying glass, looking for similarities and differences in patterns, as well as scars, cracks, and other unique features.

##### Developing Latent Fingerprints (both physical and chemical methods)

- Using materials to dust for fingerprints not immediately visible to naked eye, students will then develop the prints using a fuming chamber, UV lamp, ninhydrin solution, silver nitrate solution, and zinc chloride solution.

#### 5. Hair Observation of Hair

- Students will measure a piece of their scalp hair, record its length and color, observe a lab partner's hair and record same data, then observe under monocular scope with mineral oil on slide. Students will also compare both ends of their hair and draw their observations. Students will also compare an eyebrow or eyelash hair, record observations, and annotate any unusual features observed in each type of hair.

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### Microscopic Examination

- Students will return to their drawings from the previous lab and compare diameter of the various hairs and determine the medullary index calculation.

### 6. Fibers

#### Collection and Observation

- Students use two-inch-wide transparent tape to remove fibers from their various clothing, then carefully place on clear acetate, label each sample, then look at each sample - first with stereomicroscope, then monocular scope. Students must then try to identify the classification of fibers, then decide which fabric is the best collector and which is the worst.

#### Observing Fluorescence in Fibers

- Students observe known fabric samples with a UV lamp to determine which types fluoresce more than others, and try to compare from their prior clothing fibers to see if they can identify the type of fibers they pulled from their clothes.

### 7. Drugs Spot Test Lab

- Students practice identifying some over-the-counter drugs with spot tests. Use of aspirin, Alka-Seltzer, sodium, bicarbonate, acetaminophen, pH paper, and HCl. Students establish standards then compare unknowns to see if they can determine which type of drugs were found at the crime scene.

### 8. Trace Evidence

#### Analysis of White Powders

- Students create standards for 8 known powders, and then try to match unknown powders to their created standards to see how well they observed and recorded their standards information. Observation includes use of stereo microscope and measurement in grams to determine density.

#### Lip Prints

- Students use lipstick or chap stick and make their own lip print on an index card, developing with fingerprint dust. Students then compare their observations with the lip print found at the crime scene and try to see if they can determine who did it.

### 9. Blood

#### ABO/Rh Blood Typing

- After reading the crime information, students use a stereomicroscope, glass slides, simulated blood from crime scene, simulated blood from four suspects, and using simulated anti-A, B, and Rh, students conduct the lab to determine the blood type found at the crime scene and compare with the suspect's. Students must be patient and carefully document their results using the given table format from the text, then answer the questions.

#### Blood Pattern Analysis

- Students will use simulated blood, protractor, ruler, meter stick; paper and butcher paper to develop standards for various blood splatter dimensions (different angles and different heights and simulating arterial bleed out or walking drip). After establishing standards, students will be given information from a crime scene and they will have to match with their standards to determine what happened. Students will use trigonometry to determine the impact angle ( $\arcsin$ )

#### Simulated Blood Detection (Wards Kit)

- Students will determine whose blood was left at the crime scene by processing the evidence and determining whether it is human or animal, and blood type.

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### 10. DNA Analysis

#### Extracting DNA from a Banana

- Students will get the opportunity to see DNA with their naked eye by using a lysis buffer, cheesecloth, and ethanol. Students will then record their answers to the questions from the text.

#### Simulation of RFLP Activity

- Students will use a long strand of simulated DNA and simulated restriction enzymes to cut the strand and make a DNA fingerprint. Students will use a 1.5-meter strip of adding machine paper and poster board for simulated gel box, and graph paper.

#### Electrophoresis Lab

- Students will have the opportunity to learn about electrophoresis and how it separates DNA due to its polar affects. This lab develops a DNA fingerprint for students to observe traveling through the gel and compare the DNA sample to other simulated DNA samples.

#### Statistical Sampling Lab

- Students estimate the number of macaroni pieces in a package by counting only a small sample and applying algebra to solve for the total number of macaroni.

#### Simulation of DNA Replication Using PCR

- Students will look at DNA from a crime scene and determine if it matches to any suspects. Students do this with the 6 DNA sequences (taken from textbook) from suspects, and the DNA sequence found at the crime scene. Students simulate by making copies of the crime scene DNA using a PCR-like technique, then cut out the long DNA strand and tape the ends together, make a complementary strand, simulate the denaturing by cutting the DNA into two long pieces, add the primer AT to begin the process and add complementary base pairs. Students do this with all copies of original crime scene DNA, chart the DNA fingerprint, and determine if there is a match.

### 11. Estimating Height, Sex, and Age from Bones

#### Estimate Height from Femur

- Using calculations from the textbook, students calculate the height of 2 bodies from the given length of the humerus bone and a tibia bone. Students also work the calculation backwards by measuring their own height and determining the length of their own femur.

#### Determine Age and Sex

- Using pictures of various human bones from the textbook, students identify the os pubis bone and determine the dorsal side and the ventral side. Students then diagram and label each set of bones in their notebook and determine the sex of the bones and skulls. Students also study pictures of clavicle samples and note the changes of the epiphyseal surface to determine the approximate age.

### 12. Where Is Alice Springs?

- After reading the forensic report on the disappearance of a woman, students have to use forensic soil analysis techniques to characterize 5 samples of soil collected. Students then have to submit a report with diagrams, maps, and lab data that can be used in the prosecution of the suspect. Each conclusion must be supported to withstand any cross-examination by the defense.

### 13. Glass

- Using the glass kit from Wards, students will identify various types of glass through observation, density tests, and refractive tests. Students will characterize the glass and establish standards.

### 14. Forgery

- Students will conduct a simulated forgery and try to determine whose handwriting is on the forgery by examining

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the 12 characteristics used by criminologists. Students will also learn to use the letter angle template and analyze their own signature (written out four times), to determine the angles, range of degrees of slant, and whether all letters have the same angle in all signatures.

- Using tracing paper and a ruler, students will analyze the tops and bottoms of letters, looking for slight variations, noting that in forged signatures that have been copied or traced there will be no variance.

### 3. Key Assignments

1. Introduction to Forensics: Students will work in teams and research a forensic department of interest (physical science, ballistics, document examination, photography, toxicology and drug analysis, and fingerprints), and present their findings and descriptions of the department in a Power Point Presentation (minimum 4 info slides).
2. The Crime Scene: Students will work in teams and research cases where the crime scene was compromised, for ex. The Manson murders, the O. J. Simpson case, the Enrique Camarena case, the Jon-Benet Ramsey case. A Power Point presentation will include the synopsis of the crime, the case, and how it was botched.
3. Fingerprints: Students will devise a method of recording and classifying ears, then recording their findings by categorizing all classmates.
4. Hair: Students will investigate the legal aspects of taking a hair sample from a suspect, which has issues similar to fingerprinting. Students will use the debate format to argue or defend whether it is a violation of the 5th amendment.
5. Fibers: To determine how common particular fibers are, students will group and bring in fibers from a blanket at home and run fiber tests on them, then compare their results to their standards. Students will then compare with other groups to determine if their fibers were found on both a victim and a suspect, considering the odds that it was coincidence and not enough association between the fibers.
6. Drugs: Students will write a paper analyzing the arguments about legalizing drugs in the U.S. Which drugs should be legalized? Should drug laws be more severe? How would the cost of drugs be affected? How would the cost of drugs affect violent crime? What has history taught us about government control? Can the success or failure of drug laws in other countries help us decide? Students will structure their paper using the format in the text which lists pro-side with supporting evidence, con-side with supporting evidence, and personal opinion.
7. Blood: To better understand paternity issues, students will research how blood types are passed on to offspring and write a paper explaining how this affects paternity. Students will write a second research paper on the affects of age, sunlight, freezing, and heat on blood with respect to the standard presumptive tests. Group discussions will allow students to verify or dispute their findings.
8. DNA: Students will research and write a paper for and against the establishment of a DNA databank. Students will structure their paper according to the textbook to ensure an understanding of both sides of the issue, and to gain experience in identifying and defending the side of the issue they choose. Students will also have to take into consideration the following privacy issue: Who would have access to the databank?
9. Soil Analysis: Students will write crime scenario (one-page minimum length) using sand as evidence. They will address what tests could be performed for comparative analysis. Students will group together and score each crime scenario and suggested tests, then debate and provide suggestions for improvement of the crime scenario or of the possible tests to be used.

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

1. Students will be required to maintain a full-sized spiral bound notebook and securely attach all handouts, work, and lab write-ups to use as a reference throughout the course.
2. Lecture/Cornell note taking from PowerPoint lectures, reading, research, demonstrations, student presentations and guest speakers.
3. Review and analysis of information of various source media: textbook, journals, newspapers, library, electronic media.
4. Lab analysis: individual, cooperative group, investigative and collaborative. Students will include written analysis and class discussion of results.

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

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

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

#### Breakdown

1. Chapter tests
2. End of chapter review assessment
3. Maintenance of notebook and documentation of all course work
4. Review of coursework (completion and thoroughness)
5. Lab work/practical exams: Results and write-ups
6. Student presentations using Power Point/success of argument position
7. Successful completion of virtual autopsy case and documentation of findings (website of textbook publisher)
8. Two Final Exams (end of 1st and 2nd semester)
  - Test/Quizzes: 25%
  - Final Exam: 20%
  - Lab work: 20%
  - Coursework: 20%
  - Notebook: 15%

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: NEW COURSE: INFORMATION AND COMMUNICATION TECHNOLOGIES 1**

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**BACKGROUND**

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

The Information and Communication Technologies 1 course is designed for students interested in Information Technology. Students explore foundational concepts related to computer hardware and software, networking, databases, programming, information systems and data security. This course is a concentrator level, Career and Technical Education (CTE) course aligned to the CTE Information Support and Services career pathway under the Information Communication and Technologies sector. This course meets the UC/CSU “g” general elective requirement.

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the new course Information and Communication Technologies 1.

**FISCAL IMPACT**

None.

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# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, Ca. 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Information and Communication Technologies 1
<b>2. Transcript Title/Abbreviation:</b>	ICT 1
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "g" general elective requirement
<b>6. Grade Level(s):</b>	9-12
<b>7. Unit Value:</b>	5 units per semester/10 credits
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	Yes
<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. Course Description:</b>	<p>This course is designed for students interested in the Information Technology (IT) field but have limited technical knowledge of computing systems. Students explore foundational concepts related to computer hardware and software, computer networking, databases, computer programming, computer information systems, and data security. This course includes video lessons, reading units, practice questions exams and hands-on labs to reinforce important concepts. As students perform real-world tasks associated with various IT fields, they will gain a broad understanding of career options that will help them refine their interests and make vocational choices.</p> <p>There are ten main units covered in this course:</p> <ol style="list-style-type: none"> <li>1. Course overview</li> <li>2. Information technology basics</li> <li>3. Computer hardware</li> <li>4. Computer software</li> <li>5. Internet technologies</li> <li>6. Networking</li> <li>7. Databases</li> <li>8. Programming</li> <li>9. Information systems</li> <li>10. Cybersecurity</li> </ol>
<b>14. Prerequisites:</b>	<b>Computer Applications (Introductory Level) or teacher's approval</b>
<b>15. Context for Course:</b>	Students in the Information Support and Services pathway prepare for careers that involve the implementation of computer services and hardware, software, support of multimedia products and services, provision of technical assistance, creation of technical documentation, and the administration and management of information and communication systems. Mastery of information and communication technologies is the foundation for all successful business organizations today. Persons with expertise in information and communication technologies support and

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services are in high demand for a variety of positions in business and industry. Information and Communication Technologies 1 (ICT 1) is a class with online access to real-world, hands-on lab projects that simulate real job scenarios. Students will acquire skills that prepare them to make career choices in the Information System, Information Technology and Computer Science fields, and/or learn new skills to help them be successful on the job.

**16. History of Course Development:**

This course has been designed as the concentrator level class and it is intended to provide more in-depth instruction and exploration of the CTE-Information and Communication Technologies sector/Information Support and Services career pathway. This course is designed to build new comprehensive 21<sup>st</sup> century computer technology skills that reflect the CTE /ICT standards.

**17. Textbooks (online Curriculum)**

TestOut LabSim [www.testout.com](http://www.testout.com) /IT fundamentals Pro course

**18. Supplemental Instructional Materials:**

Textbook: Introduction to Computers and Information Technology

**C. COURSE CONTENT**

**1. Course Purpose:**

This course is designed for the California CTE Information Communication and Technologies sector with emphasis on the Information Support and Services pathway. This course serves as a concentrator level course and provides students with the basic level training needed to continue in the Information Support and Services pathway, which prepares them for the next advanced level course. Students learn the foundational concepts and skills in Information Technology (IT), Information System (IS), and Computer Science (CS) which provides a broad survey of IT career pathways and gives students practice performing real-world tasks associated with other careers as well.

**2. Course Outline:**

**Unit 1 - Course Overview**

This unit introduces students to the foundational concepts related to computer hardware and software, computer networking, databases, programming, information systems and data security. Students will have the opportunity to explore careers in Information Technology, Information Systems, and Computer Science.

This unit will cover the following main topics:

- Introduction
- What is Information Technology
- Technology and Ethics

**Unit 2 - Information Technology Basics**

This unit introduces the basic components of a computer system and provides a brief history of computer technology. It then describes how computers translate physical signals into digital information, common careers in digital media, including video production, graphic design, and digital audio production. Students will identify skills and educational requirements for digital media careers. The unit concludes with a brief look at common careers in digital media.

This unit will cover the following main topics:

- Introduction to computers
- Digital Data
- Media Formatting
- Digital Media Careers

After finishing this unit, students should be able to:

- Describe the basic components of a computer system.
- Recall significant developments in the history of computer technology.
- Explain how computers store and interpret digital information.
- Identify common careers in digital media.



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### **Unit 3 - Computer Hardware**

This unit describes the purpose of computer hardware, including internal components such as the processor, memory, motherboard, input and output devices, and storage. Using hardware simulators, students practice installing and troubleshooting various system components. The unit concludes with a brief look at common careers in computer hardware.

This unit will cover the following main topics:

- Computing Devices
- Internal Components
- Input and Output
- Storage
- Hardware Troubleshooting
- Computer Hardware Careers

After finishing this unit, students should be able to:

- Compare and contrast the features of various computing devices
- Identify, install, and troubleshoot internal hardware components
- Identify, install, and troubleshoot input and output devices
- Identify, install, and troubleshoot storage devices
- Identify common careers in computer hardware

### **Unit 4 - Computer Software**

This unit discusses the purpose and features of computer software. Students learn the difference between system and application software, how computer software interacts with hardware, and how to troubleshoot common software problems. Simulated labs give students practice configuring operating systems, viewing BIOS settings, managing files, and using Microsoft Office applications. The unit concludes with a brief look at common careers in system support.

This unit will cover the following main topics:

- Operating Systems
- Other System Software
- File Management
- Application Software
- Printing
- Software Troubleshooting
- System Support Careers

After finishing this unit, students should be able to:

- Identify and describe the basic functions of computer operating systems
- Explain the purpose of other types of system software, such as the BIOS, device drivers, and utility software
- Perform file management tasks on both Windows and Linux
- Configure, use, and troubleshoot application software
- Configure software applications to send files to a printer
- Identify common careers in system support

### **Unit 5 - Internet Technologies**

This unit describes internet technologies such as the World Wide Web, email, Cloud-computing, social media, and the Internet of Things (IoT). This unit teaches students the importance of protecting online identities, practicing proper email etiquette, and avoiding plagiarism when conducting online research. Students practice configuring web browsers, copying files to the Cloud, responding to email messages, and configuring smart devices. The unit concludes with a brief look at common careers in designing and configuring internet technologies.

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This unit will cover the following main topics:

- The World Wide Web
- Web Browsers
- Cloud-computing
- Social Media
- Internet Communications Technologies
- The Internet of Things
- Online Research
- Internet Technology Careers

After finishing this unit, students should be able to:

- Describe the essential components of the web, including websites, URLs, hyperlinks, web browsers, and search engines
- Configure privacy and security settings in web browsers
- Identify common uses of Cloud-computing
- Recognize the risks and responsibilities of using social media
- Describe various internet communication technologies, including email, streaming media, online chat, and voice over IP (VoIP)
- Identify and configure IoT devices
- Conduct online research ethically and efficiently
- Identify common careers in designing and configuring internet technologies

### **Unit 6 - Computer Networking**

This unit introduces concepts and best practices associated with computer networking. It describes devices, standards, and protocols used in both wired and wireless networking. Students practice installing and configuring network devices, setting up secure internet connections, and troubleshooting network connection problems. The unit concludes with a brief look at common computer networking careers.

This unit will cover the following main topics:

- Networking Basics
- Wired and Wireless Networking
- Internet Connectivity
- Networking Protocols
- Application Delivery
- Network Troubleshooting
- Network Careers

After finishing this chapter, students should be able to:

- Describe standard networking devices, interfaces, and protocols
- Install, configure, and troubleshoot networking hardware and software
- Configure computer devices to connect to both wired and wireless networks
- Configure a wireless infrastructure for internet connectivity
- Configure a Virtual Private Network (VPN)
- Describe how software applications can be delivered to users over a network
- Identify common careers in computer networking

### **Unit 7 - Databases**

This unit describes the purposes and functionality of database systems. It introduces database design techniques, data access methods, and the challenges and opportunities associated with Big Data. Students practice configuring database

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objects, writing SQL commands, and designing tables within a database management system. The unit concludes with a brief look at common careers associated with database systems.

This unit will cover the following main topics:

- Introduction to Databases
- Relational Databases
- Querying Databases
- Non-relational Databases
- Database Careers

After finishing this unit, students should be able to:

- Describe the advantages of using databases to store and access data
- Describe the purpose of a database management system
- Use Microsoft Access to modify tables, forms, queries, and reports
- Describe the basic principles of relational database design
- Write simple SQL commands to retrieve and modify data
- Identify the challenges and opportunities associated with Big Data
- Identify common careers in working with databases

### **Unit 8 - Programming**

This unit provides a basic overview of computer programming. It introduces programming languages, logic, and development paradigms. Students use JavaScript to define variables, arrays, and functions; execute simple looping and branching logic; and add functionality to a web page. In addition to simple JavaScript programming, students use HTML and CSS to format web page content. The unit concludes with a brief look at common careers in computer programming.

This unit will cover the following main topics:

- Programming Overview
- Programming Fundamentals
- Programming Paradigms and Processes
- Web Development
- Programming Careers

After finishing this chapter, students should be able to:

- Compare and contrast different types of programming languages and paradigms
- Analyze and interpret programming logic
- Use JavaScript to define variables, arrays, and functions
- Use JavaScript to execute simple branching and looping logic
- Describe common tools and best practices used in software development
- Use HTML and CSS to format simple web pages
- Describe how HTML, CSS, and JavaScript work together to create dynamic web content
- Identify common careers in computer programming

### **Unit 9 - Information Systems**

This unit introduces the role of Information Systems in business. It introduces the importance of data analytics, business intelligence, systems analysis and design, project management, and protecting intellectual property. Students use Microsoft Excel and Access to perform simple data analysis. The unit concludes with a brief look at common careers in Information Systems.

This unit will cover the following main topics:

- Introduction to Business Systems
- Data Analysis
- Designing and Implementing Systems

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- Intellectual Property
- Information System Careers

After finishing this chapter, students should be able to:

- Describe the various components of an information system
- Describe the importance of Information Systems in transaction processing, supply chain management, and customer relationship management
- Explain how businesses use data analytics to make more informed decisions
- Use Microsoft Excel and Access to perform simple data analysis
- Describe the importance of project management in the design and implementation of Information Systems
- Describe how businesses protect their intellectual property
- Identify common careers in Information Systems

### Unit 10 - Cybersecurity

This introduces various strategies and tools for responding to data security threats. It describes how system administrators use authentication, data encryption, device security, and business continuity plan to protect valuable information. Students practice recognizing social engineering exploits, configuring access control, encrypting files, configuring device security, and implementing fault tolerance. The unit concludes with a brief look at common careers in cybersecurity.

This unit will cover the following main topics:

- Security Threats
- Authentication
- Data Encryption
- Device Security
- Business Continuity Plans
- Cybersecurity Careers

After finishing this chapter, students should be able to:

- Describe common threats to data confidentiality, data integrity, and data availability
- Evaluate email messages to determine if they represent possible social engineering attacks
- Describe common access control frameworks
- Configure account access on various computing devices
- Encrypt files on a computer
- Configure antimalware and firewalls to protect computer systems
- Implement fault tolerance and disaster recovery for different types of data
- Identify common careers in cybersecurity

### 3. Key Assignments and Laboratory Projects

#### Unit 1 - Course Overview

Focus on research, reading, and writing:

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Career Exploration:** In this activity, students will learn more about an information systems career that interests them. Students will select an information systems or information technology career that most interests them. Possibilities include network administrator, programmer, security analyst, and data scientist.

Students will conduct online research to answer the following questions regarding this career:

- What are the typical job responsibilities?
- What are the required skills, experience, and education?
- What IT certifications are available in this field?
- What is the salary range for an entry-level position?

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- What aspects of this job do IS or IT professionals find the most rewarding?
- What are the most challenging day-to-day responsibilities of this job?
- Write a one-page summary of your research.

### **Unit 2- Information Technology Basics**

Focus on reading and writing, research, and applying content knowledge:

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Unit Activities:** Students will complete the following tasks:

- Complete the online research task: Students will create a table sheet that includes terms and definitions of components that make a computer work. (Typed on Microsoft Office Word)
- Read the Computer History Facts and Human-Computer Interaction lessons
- Complete the Binary video lesson and practice sheet
- Demonstrate knowledge of Binary code by completing the binary/alpha conversion sheet
- Utilize a basic 3D-design software to design a three-dimensional model in the computer
- Use the 3D printer to create a PLA 3D model of your design

### **Compare Digital Media**

In this activity, students will compare media files with different settings then write a short paper explaining the concepts of sound compression, lossy and lossless, bit depth in audio recording, raster, and vector images.

### **Unit 3 - Computer Hardware**

Focus on reading, writing, research, and computer technical skills:

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Unit Activities:** Research Computing Devices

In this activity, students will conduct online research to determine the most appropriate computing device for their current or future vocation. Students answer the following questions about the computing needs of their chosen vocation and write a one-page summary for the following questions:

- What do you primarily use a computing device for?
- Does this job require frequent traveling?
- Approximately what percentage of your time do you work at the same desk?
- What software applications do you need to install and use most frequently?
- Do these applications demand high-end graphics capabilities?
- How often do you need to keep multiple application windows open at the same time?
- Which of the following computing devices would best address your needs?
  - High-end desktop computer system
  - Basic desktop computer system
  - High-end laptop computer system
  - Economical laptop computer system
  - Tablet (e.g., Apple iPad, Microsoft Surface Pro)
  - Smartphone (e.g., Apple iPhone, Samsung Galaxy S)

### **Unit Virtual Simulator Lab Projects:**

Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

**Examples:**

#### **Explore the Motherboard**

The purpose of this lab is to help students become familiar with the motherboard and other internal components such as the power supply and internal hard drives. After completing this lab, students will be able to explain the following:

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- Amount of memory installed in the computer.
- The internal clock speed of processor.
- The type of power supply installed in the system.
- The number of SATA hard drives installed in the system.

### **Install Memory**

In this lab, students install a DDR4 memory module in the computer, use the internet to research the type of RAM and its specifications, examine the motherboard and locate the four memory slots near the upper-right corner, students check the motherboard specifications by reading the manual to identify the memory slots, then install a single memory module in the motherboard.

### **Upgrade a Video Card**

In this lab, students are presented with a real job scenario: A customer wants to be able to use the computer to watch high-definition movies from a Blu-ray player and connect a monitor to the computer using a connection designed for high-definition content. Students are asked to complete the following tasks:

- Disconnect the monitor from the current video card and remove the card from the computer.
- Install the video card with the HDMI connection. HDMI is an interface used by monitors and digital televisions for high-definition content.
- Provide power to the video card by selecting the power supply and then dragging a 6-pin PCIe power connector to the power port on the right side of the video card.
- Connect the computer to the monitor using an HDMI cable.
- In Windows, configure a resolution of 1920x1080 for full HD content. Even though the monitor supports a higher resolution, this is the resolution for HD content.

### **Install Peripherals-USB Devices**

In this lab, students connect peripheral devices to a computer via USB ports. Students will complete the following tasks:

- Connect the mouse to the computer.
- Add the USB hub to the Workspace and then connect it to the computer.
- Connect the scanner to the USB hub.
- Connect the video camera to the USB hub.

### **Set Up a Computer**

In this lab, students will set up the computer by completing the following tasks:

- Plug the power strip into the wall.
- Plug the computer into the power strip.

Connect the following components to the computer:

- Keyboard
- Mouse
- Speakers
- Examine the shape and pin pattern for each connector
- Match the correct cable connector to the correct computer port
- Match the color of the connector to the color of the port on the computer to identify possible matches
- Start up the computer
- Troubleshoot any problems

### **Install SATA Devices**

In this lab, students Install hard drives in the computer by completing the following tasks:

- Read the motherboard documentation to identify the location of the internal SATA connectors
- Use the Drive Bays view to install the hard drives into free 3.5" drive bays
- For each drive, connect one end of a SATA cable to the drive and the other to a red SATA port on the motherboard
- Switch to the Motherboard view to plug in the correct SATA power connector from the power supply for both drives

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- Boot the computer into the BIOS and verify that both drives are detected. (To enter the BIOS, restart the computer and press F2.)

### **Troubleshoot System Power**

In this lab, students troubleshoot a computer issue and take the necessary steps to get the computer to start. Examine the computer to identify possible power related problems that would prevent it from coming on.

### **Unit 4 - Computer Software**

Focus on reading and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Unit Virtual Simulator Lab Projects:** Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

### **Examples:**

#### **Explore the Windows 10 OS**

In this lab, students will explore the features of Windows 10 user interface by completing the following tasks:

- Configure the screen saver settings.
- Enable Remote Desktop.
- Use File Explorer to create a folder.
- Enable a network adapter.

#### **Change Windows Settings**

In this lab, students change the display settings of a computer monitor in the Windows Settings to match what is supported by the monitor. Students complete the following tasks:

- Set the display resolution to 1600 x 900
- Set the screensaver to Ribbons
- Configure the screensaver to activate after the system has been idle for 10 minutes
- Require the user to log on before resuming

#### **Update Drivers**

In this lab, students will update drivers for two devices, a Network adapter and a Mustek scanner. Students will complete the following tasks:

- Insert the USB thumb drive in a free USB port
- Use Device Manager to update the driver for the network adapter using the driver on the USB thumb drive
- Use Device Manager to update the driver for the scanner by searching Windows Update for the new driver

#### **Working with Microsoft Office Applications**

In this lab, students will complete a series of exercises involving the creation of Word, Excel, and PowerPoint documents. Students will create, save, edit, format, and organize files in the computer.

#### **Install and Configure a Local Printer**

In this lab, students will complete the following tasks:

- Turn off Windows management of the default printer
- Add the shared HPLaser2300 printer
- Configure the HPLaser2300 printer as the default printer

#### **Manage Applications**

In this lab, students will configure the Windows startup settings by completing the following tasks:

- Use Task Manager to prevent the following applications from running at system startup:
  - Compy DVD Apps
  - DIRE Event Monitor
  - inTune
  - SM66 Win32 Utility

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- Configure compatibility settings for the C:\Program Files (x86)\AccountWizard\AccountWizard.exe application using the following compatibility mode settings:
  - Run in Windows 8 mode
  - Run in 640 x 480 resolution
  - Run as an administrator every time

### **Unit 5 - Internet Technologies**

Focus on reading, research, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

#### **Research Activity: Perform Advanced Searches**

In this activity, students use advanced search techniques to learn more about a specific topic that interests them.

Example: Students will complete the following tasks:

- Open a new tab in Google Chrome, Microsoft Edge, or Firefox web browsers
- In the address bar, enter one or more search terms on a topic that interests you. For example, you could enter something like "information technology certifications"
- Try limiting your search by including quotes around your search terms
- Limit your search further by adding a minus sign after your search terms followed by a related topic that you do not want included in your search
- Use an advanced search form to further refine your search (e.g., [google.com/advanced\\_search](https://www.google.com/advanced_search))
- Follow the same steps to learn about another topic

**Unit Virtual Simulator Lab Projects:** Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

#### **Examples:**

##### **Configure Browser Settings**

In this lab, students will configure the content settings in Google Chrome by completing the following tasks:

- Configure the pop-up blocker to block all pop-ups and redirects
- Remove the doctorevilkeylogger.com site that is currently allowed to use pop-ups
- Configure a new exception to allow pop-ups from mybank.com
- Block all location tracking in the browser
- Block third-party websites from saving and reading cookie data
- Block the virusclickjacking4u.org and darkwebphishing.org sites that are currently allowed to use cookies

##### **Email Etiquette in Microsoft Outlook**

In this lab, students will respond to two e-mails messages using rules of etiquette while using computer networks at work. Students complete the following tasks:

- Verify the authenticity of the information sent
- Reply to the sender and all other users who received the message
- Use appropriate spelling and grammar when sending a message
- Use the Cc, Bcc options to send a group e-mail message
- Save messages to a specific folder

##### **Configure Smart Devices**

In this lab, students install and configure smart devices, such as thermostat, smart light switches, smart cameras, and smart door locks.

### **Unit 6 - Computer Networking**

Focus on reading, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab project.



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**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Unit Virtual Simulator Lab Projects:** Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

**Examples:**

### **Install a Network Adapter**

In this lab, students will upgrade the network connection speed for a workstation at work by completing the following tasks:

- Select and install the 1000BaseTX PCIe network interface card, which has the fastest speed to connect to the local network
- Select and install the Cat6a cable to connect the computer to the local area network (LAN)
- In Network & Internet settings, confirm that the workstation is connected to the local network and the internet

### **Set Up an Ethernet Connection**

In this lab, students will connect a new workstation to the network of a small office by completing the following tasks:

- Connect the workstation in Office 1 to the Ethernet local area network using an RJ-45 twisted pair cable
- Confirm that the workstation (named Office1) has a connection to the local network and the Internet

### **Configure a Wireless Infrastructure**

In this lab, students will configure the network so the wired and wireless devices can share the Internet connection by completing the following tasks:

- Add the cable modem to the Workspace
  - Use a coaxial cable to connect the modem to the WAN connection
  - Plug in the modem
- Add the wireless router to the Workspace
  - Use an RJ-45 cable to connect the yellow internet port on the router to the cable modem
  - Use another RJ-45 cable to connect the computer to one of the blue LAN ports on the wireless router
  - Plug in the wireless router

### **Fix Network Adapter Problems**

In this lab, students will troubleshoot slow transfer speeds in a network adapter by completing the following tasks:

- Disable the Broadcom network adapter until a fix can be found
- Enable the RealTek network adapter to take the place of the Broadcom adapter
- Update the drivers for the RealTek network adapter using Microsoft Update

## **Unit 7 - Databases**

Focus on reading and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Unit Virtual Simulator Lab Projects:** Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

**Examples:**

### **Tables and Relationships**

In this lab, students create a database to keep track of employees and customers in a small company. In this scenario, students will create a new table for customers, and create a relationship to link the table of employees with the table of employee phone numbers.

### **Data Base Access**

In this lab, students will complete a series of exercises using Microsoft Office Access that includes adding records to a table with single and multiple conditions.

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### Unit 8 - Programming

Focus on reading, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Activity 1:** Basic Python Scripting. In this activity, students will utilize the random function in Python, which is a general-purpose programming language that can be used in a wide variety of applications. Students will use Repl.it and GDB Online Python compilers.

**Activity 2:** Students will complete a series of JavaScript code writing exercises that involve:

- If statement
- While Loop
- For Loop
- Loop Through an Array

**Unit Virtual Simulator Lab Projects:** Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

**Example:**

**Writing HTML.** In the next several labs, students will create a webpage for a recipe blog. Students will complete the following tasks:

- HTML: Define a Webpage's Head and Body
- HTML: Add Headings to a Webpage
- HTML: Create Ordered and Unordered Lists
- HTML: Add Images and Hyperlinks
- HTML: Link a CSS File to an HTML Page

### Unit 9 - Information Systems

Focus on reading, research, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Cryptocurrency Activity:** This activity includes online research topics related to cryptocurrency, such as the Bitcoin, Blockchain, mining, altcoins, cryptography, and Satoshi Nakamoto. Students will research information about the hardware and software needed to generate digital currency.

**Unit Virtual Simulator Lab Projects:** Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

**Example:**

#### Data Analysis

In this lab, students will complete a series of exercises using Microsoft Office Excel that include:

- Use of Microsoft Excel Tables to Analyze Data
- Use of Microsoft Excel Charts to Analyze Data
- Use of Microsoft Access Reports to Analyze Data

### Unit 10 - Cybersecurity

Focus on reading, research, and computer technical skills:

Students must read the lessons associated with the topics for this unit before completing any virtual lab project.

**Activity:**

Research Privacy Issues. In this activity, students will choose a current issue related to online privacy and then identify three different types of sources to help them understand the issue. Students will complete the following tasks:

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- Choose an online privacy issue that interests you. Possibilities include NSA data collection, social media privacy, and Big Data
- Use Google Scholar (scholar.google.com) or other academic databases to identify a scholarly or academic article on a chosen topic
- Perform online searches to identify a primary source related to the topic. Primary sources include original speeches, laws, and scientific fieldwork
- Perform online searches to identify a secondary source (one that is not an academic source) related to the topic. Secondary sources include online magazine articles, news articles, and books written for a popular audience
- Write a paper that summarizes the information gathered from each of the three sources and explain the impact on society

**Unit Assessments:** Students will complete a series of multiple-choice quizzes that measure content knowledge taught and learned in this unit.

**Unit Virtual Simulator Lab Projects:** Students will complete a series of hands-on virtual lab projects that simulate real job scenarios. These projects reflect content knowledge taught and learned in this unit.

### **Examples:**

#### **Recognize Social Engineering Exploits 1**

In this lab, students will perform IT help support to determine if e-mails have been compromised with phishing, whaling attacks, and malicious attachments.

#### **Configure Windows Firewall**

In this lab, students configure Windows Firewall by completing the following tasks:

- Turn on the Windows Firewall for the Private network profile
- Turn on the Windows Firewall for the Public network profile
- Add the Arch98 application to the list of applications allowed to communicate through the firewall for all network types

#### **Backup Software, Configure File history, and Restore Data:**

In this lab, students will configure windows system to automatic backups, protect data by enabling the file history feature, and restore deleted files.

### **Information and Communication Technologies Pathway Standards**

- A1.0 Describe the role of information and communication technologies in organizations
- A1.1 Describe how technology is integrated into business processes
- A1.2 Identify common organizational, technical, and financial risks associated with the implementation and use of information and communication systems
- A1.3 Model business processes using tools such as organization charts, flowcharts, and timelines
- A1.4 Analyze and design business processes in a cycle of continual improvement
- A2.0 Acquire, install, and implement software and systems
- A2.1 Identify and list the criteria and processes for evaluating the functions of information systems
- A2.2 Investigate, evaluate, select, and use major types of software, services, and vendors
- A2.3 Install software and setup hardware
- A2.4 Define and use appropriate naming conventions and file management strategies
- A3.0 Access and transmit information in a networked environment
- A3.1 Identify and apply multiple ways to transfer information and resources (e.g., text, data, audio, video, still images) between software programs and systems
- A3.2 Validate and cite Internet resources
- A3.3 Recognize where processes are running in a networked environment (e.g., client access, remote access)
- A3.4 Identify and describe the layered nature of computing and networking such as the Open Systems Interconnect (OSI) model
- A3.5 Use multiple online search techniques and resources to acquire information

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- A3.6 Describe and contrast the differences between various Internet protocols: hypertext transfer protocol (http), hypertext transfer protocol secure (https), file transfer protocol (ftp), simple mail transfer protocol (smtp)
- A4.0 Administer and maintain software and systems
  - A4.1 Use different systems and associated utilities to perform such functions as file management, backup and recovery, and execution of programs
  - A4.2 Use a command line interface
  - A4.3 Automate common tasks using macros or scripting
  - A4.4 Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources and total cost of ownership (TCO)
- A5.0 Identify requirements for maintaining secure network systems
  - A5.1 Follow laws, regulatory guidelines, policies, and procedures to ensure the security and integrity of information systems
  - A5.2 Identify potential attack vectors and security threats
  - A5.3 Take preventative measures to reduce security risks (e.g., strong passwords, avoid social engineering ploys, limit account permissions)
  - A5.4 Use security software and hardware to protect systems from attack and alert of potential threats, anti-malware software, and firewalls
- A6.0 Diagnose and solve software, hardware, networking, and security problems
  - A6.1 Use available resources to identify and resolve problems using knowledge bases, forums, and manuals
  - A6.2 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems
  - A6.3 Use specific problem-solving strategies appropriate to troubleshooting, eliminating possibilities, or guess and check
- 5.0 Problem Solving and Critical Thinking Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Information and Communication Technologies sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
  - 5.1 Identify and ask significant questions that clarify various points of view to solve problems
  - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate
  - 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment
  - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions
  - 5.5 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems
  - 5.6 Know the available resources for identifying and resolving problems
  - 5.7 Work out problems iteratively and recursively
  - 5.8 Create and use algorithms and solve problems
  - 5.9 Deconstruct large problems into components to solve
  - 5.10 Use multiple layers of abstraction
- A6.4 Evaluate support needs for different data and systems configurations
- A6.5 Evaluate solution methods recognizing the trade-offs of troubleshooting vs. reloading, reimaging, or restoring to factory defaults using a sandbox environment
- A6.6 Distinguish types of symptoms and which component's issue could exhibit those symptoms: the user, hardware, network, or software
- A6.7 Diagram the underlying processes of a system that are likely involved in a problem.
- A7.0 Support and train users on various software, hardware, and network system.
  - A7.1 Recognize the scope of duties ICT support staff have and tiered levels of support
  - A7.2 Describe and apply the principles of a customer-oriented service approach to supporting users

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A7.3 Use technical writing and communication skills to work effectively with diverse groups of people, including users with less technical abilities

A7.4 Document technical support provided such as using a ticketing system

A7.5 Train users to assist them in being self-supporting: formal classes, one-on-one interactions, and process and how-to guides

A8.0 Manage and implement information, technology, and communication projects

A8.1 Develop the purpose and scope of a project

A8.2 Acquire, use, and manage necessary internal and external resources when supporting various organizational systems

A8.3 Use various tools to manage projects involving the development of information and communication systems

A8.4 Analyze business problems by using functional and cost-benefit perspectives

A8.5 Design, develop, implement, and monitor a project by creating and integrating technologies.

6.0 Health and Safety Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Information and Communication Technologies sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics

6.6 Maintain a safe and healthful working environment

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA)

6.8 Maintain a safe and healthful working environment

6.9 Dispose of e-waste properly, understanding the health, environmental, and legal risks of improper disposal

6.10 Act conscientiously regarding the use of natural resources (e.g., paper, ink, etc.)

6.11 Conserve energy while computing (e.g., turn off equipment at night, power-saving settings, etc.)

8.0 Ethics and Legal Responsibilities

8.3 Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace

8.5 Analyze organizational culture and practices within the workplace environment

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Information and Communication Technologies sector laws and practices

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

- This course uses an online curriculum which gives the students access to video lessons and virtual simulator exercises to complete lab projects and assessments.
- Students are expected to complete the virtual labs and practice questions assessments from each unit.
- Each topic will be discussed during class with the students.
- Students will complete hands-on projects that reflect the material learned in the online curriculum.

Other strategies would include:

- Direct instruction
- Small group work
- Activity-based instruction
- Collaborative groups
- Modeling

Group discussions

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

The evaluation of student progress 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

The breakdown of student progress and final grade will be based on the following criteria aligned with the policy above:

- Virtual Simulator Lab projects: 40%
- Test/Quizzes: 20%
- Course Assignments: 20%
- Class Discussions: 20%

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: NEW COURSE: INFORMATION AND COMMUNICATION TECHNOLOGIES 2**

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**BACKGROUND**

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

The Information and Communication Technologies 2 course is designed to teach students an advanced level of computer hardware/software concepts and prepare them with the skills needed to pursue careers in Information Support Services. This course is a Capstone level, Career and Technical Education (CTE) course aligned to the California CTE Standard Information Support and Services Pathway under the Information Communication and Technologies sector. This course meets the UC/CSU “g” general elective requirements.

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the new course Information and Communication Technologies 2.

**FISCAL IMPACT**

None.

NE:GP.JAR:lar

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Information and Communication Technologies 2
<b>2. Transcript Title/Abbreviation:</b>	ICT 2
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets the UC/CSU "g" general elective requirement
<b>6. Grade Level(s):</b>	9-12
<b>7. Unit Value:</b>	5 units per semester/10 credits
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	Yes
<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. Course Description:</b>	
<p>Students in the Information Support and Services pathway prepare for careers that involve the implementation of computer services and hardware/software, support of multimedia products and services, provision of technical assistance, creation of technical documentation, and the administration and management of information and communication systems. Mastery of information and communication technologies is the foundation for all successful business organizations today. Persons with expertise in information and communication technologies support and services are in high demand for a variety of positions in business and industry. This course is designed to prepare students to take the TestOut PC Pro and CompTIA A+ certification exams. The TestOut PC Pro certification is the first exam of the TestOut Pro certifications. This certification measures not just what students learn, but what they can do. It measures their ability to install, manage, repair, and troubleshoot PC hardware and Windows, Linux, and Mac operating systems. In addition to covering everything students need to know to become certified, this course is designed to help them gain real-world skills that they will use every day as a PC technician. Upon completion of this course, students should be able to demonstrate how to:</p> <ul style="list-style-type: none"> <li>▪ Set up a new computer</li> <li>▪ Identify system requirements when purchasing a new computer</li> <li>▪ Understand the technology and specifications used to describe computer components</li> <li>▪ Make informed choices about which device characteristics are required for your situation</li> <li>▪ Install or upgrade the operating system</li> <li>▪ Manage external devices</li> <li>▪ Troubleshoot common computer problems that can be resolved without replacing internal components</li> <li>▪ Connect to a small home network</li> <li>▪ Work positively and ethically</li> <li>▪ Manage time and projects effectively</li> <li>▪ Multi-task</li> <li>▪ Participate actively, as well as be reliable and punctual</li> </ul>	



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<ul style="list-style-type: none"> <li>▪ Present oneself professionally and with proper etiquette</li> <li>▪ Collaborate and cooperate effectively with teams</li> <li>▪ Respect and appreciate team diversity</li> <li>▪ Be accountable for results</li> </ul>	
<b>14. Prerequisites:</b>	Completed ICT I with a C- or better: <del>Required</del>
<p><b>15. Context for Course:</b>            This course is a capstone level class designed to teach students the advanced level of computer hardware-software concepts and skills needed to pursue careers in Information Support Services. Students acquire skills that prepare them to continue post-secondary learning or direct entry into high-demand careers of Information and Communication Technology, and/or learn new skills to help them be successful on the job.</p>	
<p><b>16. History of Course Development:</b>            This course is designed to update the capstone level class for the Information Support Services pathway. This course is designed for the completion of the ICT- Information Support and Services pathway and serves as a completer level course. This course is designed to build new comprehensive 21<sup>st</sup> century computer technology skills that reflect the current CTE/ICT standards.</p>	
<b>17. Textbooks (online Curriculum)</b>	<b>TestOut LabSim</b> <a href="http://www.testout.com">www.testout.com</a> PC Pro Course
<b>18. Supplemental Instructional Materials:</b>	<ul style="list-style-type: none"> <li>▪ Textbook: CompTIA A+ Core 1 (220-1001) and Core 2 (220-1002) Exam</li> <li>▪ Professor Messer’s 220-1001 Core 1CompTIA A+ Training Course:</li> <li>▪ <a href="https://www.professormesser.com/free-a-plus-training/a-plus-videos/220-1001-training-course/">https://www.professormesser.com/free-a-plus-training/a-plus-videos/220-1001-training-course/</a></li> </ul>
<b>C. COURSE CONTENT</b>	
<p><b>1. Course Purpose:</b>            This course is designed for the California CTE Information Communication and Technologies sector with emphasis on the Information Support and Services pathway. This course serves as a capstone level course and provides students with the advanced level class needed to complete the ICT pathway.</p>	
<p><b>2. Course Outline:</b>  <b>Unit 1: Computing Overview</b>            This unit introduces students to the basic concepts of computers hardware and system software, internal/external components, and adapters used in personal computer. Students will learn to navigate the Windows 10 Interface, Linux Interface, and Mac OS Interface. Students will analyze the differences between Windows, Mac, and Linux OS Interface and their file system. Students will learn the process of acquiring, converting, and installing Linux based software. This unit will help students identify common I/O ports and the common peripherals that connect to standard ports in a personal computer.</p> <p>This unit will cover the following main topics:</p> <ul style="list-style-type: none"> <li>▪ Hardware Basics</li> <li>▪ Windows Basics</li> <li>▪ Linux Basics</li> <li>▪ Mac OS Basics</li> </ul> <p><b>Unit 2: PC Technician Responsibilities</b>            In this unit, students learn how to use specific safety procedures when working with computer equipment and tools used to prevent electrostatic discharge when working with computer equipment. Students become familiar with all the safety guidelines and practices when handling computer equipment and hazardous material at work. They also learn to use proper communication techniques and exhibit professionalism while interacting with clients, ethics, and responsibilities as a professional at work and how effective communication skills are crucial to create positive relationships with clients. This unit introduces students to the process of implementing new technologies at work and</p>	

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the change management process required. This unit will teach students the steps in the writing process used to request changes to a work in progress or the implementation of a new project at work. And lastly, students will learn the various type of PC tools needed to troubleshoot and maintain computer systems.

This unit will cover the following main topics:

- Protection and Safety
- Professionalism
- Change Management
- PC Tools
- PC Maintenance
- Troubleshooting Process Overview

### **Unit 3: System Components**

This unit covers a variety of topics that teach students all the components that make a computer work. Students will learn the different type of form factors available for computer systems and how to install a power supply unit. Students will identify the different type of power connectors and install PC components on a motherboard such as a CPU and GPU cards. In addition, students will learn to troubleshoot hardware components and system power. Students will learn to classify different types of DIMM RAM as well as identifying the physical difference between memory modules. Students will learn to select and install the correct memory module and install triple channel memory. Students will learn to access and edit the BIOS settings as well as clearing the CMOS. Students will learn to install expansion cards such as video and GPU cards. Students will learn to select the appropriate video card for a computer system and to upgrade an existing video card. This unit will conclude with learning to select, install, and configure cooling systems.

This unit will cover the following main topics:

- Cases and Form Factors
- Power Supplies
- Motherboard and Buses
- Motherboard Troubleshooting
- Processors
- Processor Troubleshooting
- Memory
- Memory Installation
- Memory Troubleshooting
- BIOS/UEFI
- Expansion Cards
- Video/Audio
- Cooling

### **Unit 4: Peripheral Devices**

In this unit, students will learn and understand the various functions of different peripheral devices and their installation. Students will identify and select the appropriate cables and connectors used to set up input, output, and I/O devices. Students will also identify typical USB connectors and ports, connect USB peripheral devices, including storage devices, printers, smartphones, and select and install USB devices based on customer requirements. As students study this unit, they will learn the specifications used by display devices, the benefits of a higher resolution and refresh rate in computer monitors. Other vital information to this unit is device driver management. This section will teach students how to install devices using drivers included with Windows and drivers available on disc and websites, and how to troubleshoot and update.

This unit will cover the following main topics:

- Peripheral Devices

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- USB
- Display Devices
- Video Troubleshooting
- Device Driver Management
- Device Driver Troubleshooting

### **Unit 5: Storage**

In this unit, students will learn to select the appropriate storage solution and install SATA devices, learn the various optical drives available and installation, create RAID arrays and implement a RAID solution. Students will learn to create volumes, format, and configure partitions on hard disks. Students will learn to mount a partition to a folder and to extend existing volumes and perform system disk cleanup.

This unit will cover the following main topics:

- Storage Devices
- SATA
- Optical Media
- RAID
- File Systems
- File System Creation
- Storage Management
- Storage Spaces
- Disk Optimization
- Storage Troubleshooting

### **Unit 6: Networking**

In this unit, students focus on the concepts of networking, types of computer networks, and configuration. As we study this unit, students will learn to select and install a network adapter and the basic cable types and their features including IP address, MAC address, and TCP/IP settings configuration.

Students will learn to configure a cable internet connection, DSL internet connection and configure dial-up internet connection. At the end of this unit, students will have the opportunity to apply prior knowledge and technical skills learned in previous units to analyze, configure, and troubleshoot computer networks throughout the virtual simulator projects and hands-on class projects.

This unit will cover the following main topics:

- Networking Overview
- Network Hardware
- Networking Media
- Ethernet
- IP Networking
- IP Configuration
- IP Version 6
- Internet Connectivity
- Network Utilities
- Network Troubleshooting

### **Unit 7: Wireless Networking**

In this unit, students will learn to connect to a wireless network, create a home wireless network, secure home wireless network, and configure a wireless profile. This unit teaches students how to configure a wireless infrastructure and

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smart devices, including infrared, Bluetooth and NFC devices and their applications. Students will have the opportunity to explore the various types of wireless routers used to configure SOHO networks.

This unit will cover the following main topics:

- 802.11 Wireless
- Infrared, Bluetooth, and NFC
- SOHO Configuration
- Internet of Things
- Wireless Network Troubleshooting

### **Unit 8: Printing**

This unit introduces students to the different type of printers that can be used with a PC system such as dot matrix, inkjet, thermal, solid ink, and dye sublimation. This unit teaches students the essential technical knowledge needed to work with traditional desktop printing, network printing and wireless printing, including installation, and configuration. As we study this unit, students learn the printing process and its components which are critical to understand how printers function. Students apply content knowledge to choose a specific printer to fulfill the requirements for a given troubleshooting situation and printer Installation.

This unit will cover the following main topics:

- Printers
- Printer Configuration
- Network Printing
- Printing Management
- Printer Maintenance
- Printing Troubleshooting

### **Unit 9: Mobile Devices**

In this unit, students will learn to identify notebook external ports and functions, replace a hard disk in a notebook computer, add memory and change laptop components. As we study this unit, students will learn to secure mobile devices with biometric authentication, screen locks, password security and multifactor authentication. Students learn to use the control panel and its system setting features to edit power options, create a power plan, troubleshoot video, power, and malfunctioning notebook components. Lastly, students will learn to configure network mobile devices, synchronize mobile devices, and configure email on mobile devices.

This unit will cover the following main topics:

- Laptops and Components
- Laptop Power Management
- Laptop Troubleshooting
- Mobile Device Networking
- Mobile Device Security
- Mobile Device Troubleshooting

### **Unit 10: System Implementation**

In this unit, students will learn to analyze users' needs prior to purchasing or building a new computer system, customize a computer's hardware to match end user requirements, select the correct version and edition of Windows for a given implementation, verify system compatibility before upgrading to a newer version of Windows, Windows update, and activation. This unit concludes with virtualization where students learn to enable VT in the BIOS, needed to create virtual machines and virtual hard disks.

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This unit will cover the following main topics:

- Component Selection
- Windows Pre-Installation
- Windows Installation
- Post-Installation
- Virtualization

### **Unit 11: Security**

In this unit, we will discuss settings used to increase the security of workstations, hard drives, and computer cases. Students will learn to configure BIOS/UEFI security settings to initialize TPM to prevent the system from booting if the hardware has changed, manage LoJack security system software, malware protection and authentication, and file encryption. This unit will conclude with learning the principles of network security, fire walls and Virtual Private Network (VPN).

This unit will cover the following main topics:

- Security Best Practices
- Incident Response
- Physical Security
- Social Engineering
- BIOS/UEFI Security
- Malware Protection
- Network Security/Firewalls
- VPN

### **Unit 12: Capstone Exercises**

In this unit, students apply prior knowledge and technical skills learned by completing a comprehensive set of hands-on projects that reflect real world IT job scenarios. Students will be working independently as self-directed learners where they complete all projects without direct oversight or minimum interaction with the instructor.

### **Unit 13: Preparing for TestOut PC Pro and CompTIA A+ Certifications**

In this unit, students will prepare for the A.1 TestOut PC Pro Certification exam by studying the course material, practicing skills, and committing new concepts to memory. Students can use the video lessons, hands-on lab, and practice questions to review the learning from this course to help them prepare more effectively.

This unit will cover the following main topics:

- A.1.1 Pro Exam Objectives
- A.1.2 Pro Exam Objectives by Course Section
- A.1.3 How to take the Pro Exam
- A.1.4 Pro Exam FAQs
- B.1.1 220-1001 Exam Objectives
- B.1.2 220-1001 Exam Objectives by Course Section
- B.1.3 220-1001 Exam FAQs
- B.1.4 How to take the 220-1001 Exam
- B.1.5 Hints and Tips for taking the 220-1001 Exam

### **Unit 14: TestOut PC Pro and CompTIA A+ Domain Review**

This unit is a practice review that contains all the questions related to the TestOut PC Pro exam and the CompTIA A+ 220-1001

# Chino Valley Unified School District

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Students need to complete the following exams:

- A.2.1 Pro Domain 1: Hardware
- A.2.2 Pro Domain 2: Software
- A.2.3 Pro Domain 3: Security
- A.2.4 Pro Domain 4: Troubleshooting
- A.3 TestOut PC Pro Certification Practice Exam
- B.2.1 220-1001 Domain 1: Mobile Devices
- B.2.2 220-1001 Domain 2: Networking
- B.2.3 220-1001 Domain 3: Hardware
- B.2.4 220-1001 Domain 4: Virtualization and Cloud-computing
- B.2.5 220-1001 Domain 5: Hardware and Network Troubleshooting
- B.3.1 220-1001 Domain 1: Mobile Devices
- B.3.2 220-1001 Domain 2: Networking
- B.3.3 220-1001 Domain 3: Hardware
- B.4 CompTIA A+ 220-1001 (Core 1) Certification Practice Exam

### 3. Key Assignments

#### Unit 1: Computing Overview

Focus on Reading, Writing, and Research:

- Students will complete the reading unit “Hardware Basics” and watch the video lessons. Students extend their knowledge of computer components by reading online articles in computer hardware and write a summary of the computer setup process.
- Students will apply prior knowledge and research methods such as key words used on search engines to investigate the different ways to acquire open-source distribution software (Linux) that can be installed in the computer lab stations as virtual machines.
- In groups of two, students will work and collaborate to convert ISO images into a bootable USB drive that can be used to install Linux software in a computer. Students complete the assignment by installing Linux OS in a computer and verify that it works properly.
- Students will write a step-by-step tutorial detailing the process of acquiring, converting, and installing Linux software in a computer.

Unit Lab Projects:

Students will complete the “Virtual Simulators Laboratory” for this unit.

#### Unit 2: PC Technician Responsibilities

Focus on Reading, Writing, and Research:

- Students will study the Safety Measure Sheet and Material Safety Data Sheet (MSDS) provided within this unit.
- Students will complete the unit overview assessment: practice questions and complete the MSDS form.
- Students will research various computer hardware websites where ESD, power protection and PC tool kits tools can be purchased. Students will compare the technical specifications of each product and make decisions on which equipment and tools are best for the job.
- Students will create a table summary of the ESD tools, power protection equipment, and PC tools they found through the online research, including price, tech specifications, and website location. This writing summary must be done on Word or PowerPoint to be presented to the class.
- Students will read the professional guidelines when interacting with clients and the professionalism fact sheets for this unit.
- Students will create a help desk trouble ticket form in Microsoft Word with a tech support writing sample.

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Unit Assessments: Students will complete the “Unit Overview Assessment: Practice Questions”.

### Unit Lab Projects:

Students will complete the “Install a UPS” (Virtual Simulator). In this lab, the students’ task is to complete the following:

- Add a UPS for your computer.
- Plug the UPS into the wall outlet and turn it on.
- Plug the computer and monitor power cables into the appropriate UPS outlets.
- Plug the printer into the appropriate UPS outlets.
- Connect the network cables through the UPS to the computer. The cable from the wall connects to the IN port.
- Connect the USB cable to the UPS and the computer.

### Unit 3: System Components

Focus on reading, writing, research, and apply technical skills:

- Students read the case and form factors sheet as well as the video lessons covered in this topic, then students will research online articles on computer hardware to explore the form factors available on motherboards. This information is crucial to build a computer system.
- Students will complete the motherboard form factor worksheet indicating the motherboard dimensions for Standard-ATX, Micro-ATX and Mini-ITX motherboards.
- Students will complete the power supplies questions worksheet and share their answers with class.
- How does the case form affect the type of power supply you purchase?
  - What is the function of the red toggle switch on a power supply? Why is this important?
  - What rating determines the number of internal components a computer can handle?
  - What is soft power?
  - Why must you be careful when using a proprietary power supply?

Unit Assessments: Students will complete the Unit Overview Assessment: Practice questions.

### Unit Lab Projects:

Students complete the “Choose and Install a Motherboard” (Virtual Simulator).

Students complete “Troubleshoot System Power” lab.

- Students will troubleshoot system power issues on a computer. The task is to troubleshoot the problem and take the necessary steps to correct the problem so the computer will start. (Virtual Simulator)

Students complete the “Select and Install a Processor” lab.

- Students install the fastest processor with the largest cache supported by the motherboard, connect the correct heat sink and fan and connect the heat sink and fan power cable to the motherboard. (Virtual Simulator)

Students complete the “Install Triple Channel Memory” lab.

- Students install DIMM in a triple channel mode. (Virtual Simulator)

Students complete the “Troubleshoot Memory” lab.

- Students diagnose and correct memory problems. After memory is properly installed, boot into the BIOS setup and verify that the correct amount of memory is detected. (Virtual Simulator)

Students complete the “Find BIOS/UEFI Settings” lab.

- Access to the BIOS is required using the F2 or delete function keys. Students explore the Bios settings and answer the questionnaire provided. (Virtual Simulator)
  - A writing summary of the system configuration is required on Word document.

Students complete the “Install Expansion Cards lab.

- In this Virtual Simulator, students complete the following:
  - In Computer 1 (left), install the PCIe video card that supports VGA.

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- In Computer 1, install the PCI-X network card.
- In Computer 2 (right), install the PCIe video card that supports HDMI.
- In Computer 2, install the PCIe network adapter.

Students complete The “Upgrade a Video Card” lab.

- In this Virtual Simulator, students complete the following:
  - Disconnect the monitor from the current video card and remove the card from the computer.
  - Install the video card with the HDMI connection. HDMI is an interface used by monitors and digital televisions for high-definition content. When installing the video card, connect the PCIe power connector to the video card.
  - Connect the computer to the monitor using an HDMI cable.
  - In Windows, configure a resolution of 1920x1080 for full HD content. Even though the monitor supports a higher resolution, this is the resolution for HD content.

Students complete the “Select and Install a Sound Card” lab. (Virtual Simulator)

- In this lab, students complete the following:
  - Install the sound card with the optical output. View the details for each card to identify the card with an optical audio connector.
  - Boot into the BIOS and disable the onboard sound card.
  - Boot into windows and verify that the new sound card is recognized and that the onboard sound card does not appear in Device Manager.

### Unit 4: Peripheral Devices

Focus on reading, computer technical skills, and research:

- Students must read the fact sheets of peripheral device, USB, video troubleshooting, hardware device, and device drivers as well as the video lessons for this unit before completing the simulator lab projects for this unit.
- Students will conduct online research to find specific device drivers that can be downloaded from safe websites free of malware.
- Students collaborate in group projects, applying skills and knowledge learned in this unit to download, install and setup computer devices such as printers, video cards, sound cards and wireless network cards that can function properly on windows and Linux operating systems.

Unit Assessments: Students will complete the Unit Overview Assessment: Practice questions.

Unit Lab Projects:

Students complete the “Connect a KVM Switch” lab. (Virtual Simulator)

- In this project, students will connect two computers to the KVM switch.

Students complete the “Install USB Devices” lab. (Virtual Simulator)

- In this project, students will connect the USB hub to a computer, connect the inkjet printer to a USB port, connect the laser printer to a USB port, connect the scanner to a USB port and connect the external hard drive to a USB port.

Students complete the “Manage Devices” lab. (Virtual Simulator)

- Students need to update the drivers for two devices in a computer system, the Realtek network adapter and the Mustek scanner.

Students complete the “Manage Devices 2” lab. (Virtual Simulator)

- In this project students complete the device configuration using device manager as follows:
  - Update the device driver for the Broadcom network adapter using the driver in the D:\drivers folder.
  - Disable the Realtek network adapter.



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### **Unit 5: Storage**

Focus on reading, research, and computer technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab project.
- Students will conduct online research to extend their knowledge about storage devices such as mechanical drives, SSD drives and the newest storage devices available to build high-end computer systems.
- Students will use the online system builder tool from the PCPartPicker website to compare type, data transfer rate, and price of HDD, SSD and SSD M.2 storage devices.

Unit Assessments: Students will complete the Unit Overview Assessment: Practice questions.

Unit Lab Projects:

Students complete the “Install SATA Devices” lab. (Virtual Simulator)

- In this lab, students complete the following:
  - Install both hard drives in the computer.
  - Read the motherboard documentation to identify the location of the internal SATA connectors.
  - Install the hard drives and connect them to the motherboard.
  - Plug in the correct power connector from the power supply for both drives.
  - Install the eSATA port connector into an open expansion slot on the computer and connect the cable to an available motherboard port.

Students complete the “Create RAID Arrays lab. (Virtual Simulator)

- In this lab, students complete the following:
  - The editing volume as a striped volume (RAID0) using all the space on Disk 1 and Disk 2.
  - The media volume as a mirrored volume (RAID1) using all the space on Disk 3 and Disk 4.
  - Format all volumes using NTFS.

### **Unit 6: Networking**

Focus on reading and computer technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab project or hands-on class projects.
- Students will watch the video lessons on ethernet cables to construct two types of ethernet cables: crossover and straight-through.
- Students will utilize the proper lab tools to make two ethernet cables then verify they function properly by using the network cable tester.
- Students will use the crossover ethernet cable to link two computers through peer-to-peer (P2P) network connection.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:

Students complete the “Select and Install Network Adapter” lab. (Virtual Simulator)

- In this lab, students complete the following:
  - Select and install the network interface card with the fastest speed to connect to the local network.
  - Select and install the corresponding cable and connect the computer to the local area network.
  - In Network & Internet settings, confirm that the workstation is connected to the local network and the internet.

Students complete the “Configure TCP/IP Settings” lab. (Virtual Simulator)

- In this lab, students complete the following:
  - Configure the IP version 4 TCP/IP settings for the network connections using the settings in the table below.

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- Use the Network & Internet settings in Windows to confirm that the workstation is properly connected to the local network and the internet.

Students complete the “Use Ifconfig” lab. (Virtual Simulator)

- In this lab, students complete the following:
  - Determine which network interface went down when it was unplugged.
  - Start the network interface from the command line.

### **Unit 7: Wireless Networking**

Focus on reading and applied technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students will collaborate with other teams to complete the real job scenarios presented in the Virtual Simulators projects for this unit.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

Unit Lab Projects:

Students complete the “Connect to a Wireless Network” lab (Virtual Simulator)

- In this lab, students complete the following real job scenario:
  - You are the IT administrator for a small corporate network. You need to connect the workstation in the support office to the wireless corporate network. Complete the following tasks:
  - Select the USB wireless adapter that meets the requirements and connect it to the computer.
  - When connected, switch to the operating system and connect to a wireless corporate network using the following settings:
    - SSID: CorpNet
    - Password: @CorpNetWeRSecure!&
    - Allow the computer to be discoverable on your network.

Students complete the “Create a Home Wireless Network” lab. (Virtual Simulator)

- In this lab, students complete the following real job scenario: As an IT technician, you need to create a SOHO wireless network for a client. Apply the tech skills learned in this unit to complete the following tasks:
  - Create a wireless network.
  - Install the wireless access point.
  - Configure the owner's new laptop to connect to the wireless network.
  - Select a wireless access.

### **Unit 8: Printing**

Focus on reading and applied technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students will be working on installing and configuring a local printer to a computer lab station.
- Students will read the printer manual to familiarize themselves with all the settings, features, and parts of an inkjet printer.
- Students will collaborate with other teams to complete the real job scenarios presented in the virtual simulators’ projects for this unit.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

# Chino Valley Unified School District

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### Unit Lab Projects:

Students complete the “Select and Install a Printer” lab. (Virtual Simulator)

- In this lab, students complete the following real job scenario:
  - You are the IT administrator for a small corporate network. You have been asked to install and configure a printer for the CEO in the executive office. The printer should use a USB connection and allow the CEO to print color reports.
- In this lab, students complete the following tasks:
  - Select the appropriate printer. Choose the printer with the best quality and the fastest print capabilities.
  - Connect the printer to the computer using the appropriate cable for a local printer.
  - Plug the printer into the surge protector.
  - Switch to the operating system and verify the printer's installation.
  - Set the new printer as the default printer.

Students complete the “Manage Printing” lab. (Virtual Simulator)

- In this lab, students correct a printing issue by completing the following tasks:
  - Change the printer to use the Canon Inkjet PIXMA iP1500 driver (for the x86 platform).
  - Set the printer to be the default printer.

### Unit 9: Mobile Devices

Focus on reading, research, and applied technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students watch the video tutorials and complete the laptop memory and Windows upgrade lab project.
- Students will conduct online research to find the tech specifications and manual associated with a laptop to complete the memory upgrade project.
- Students apply technical skills learned in previous lessons to upgrade a laptop with the newest operating system and faster RAM.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

### Unit Lab Projects:

Student will complete the following virtual labs for this unit:

- Edit Power Options
- Create a Power Plan
- Manage Mobile Devices with Accounts and Passwords
- Configure iPad Access Control and Authentication

### Unit 10: System Implementation

Focus on reading, research, and applied technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students watch the video tutorials and complete the desktop PC Windows upgrade lab project.
- Students will conduct online research to find the tech specifications and manual associated with a desktop PC to complete the Windows upgrade project.
- Students apply technical skills learned in previous lessons to upgrade a desktop PC with the newest operating system Windows 10.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

# Chino Valley Unified School District

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### Unit Lab Projects:

Student will complete the following virtual labs for this unit:

- Prepare disks for installation.
- Install a workstation image using PXE.
- Enable virtualization in the BIOS.
- Create virtual hard disks.

### Unit 11: Security

Focus on reading, research, and applied technical skills:

- Students must read the lessons associated with the topics for this unit before completing any virtual lab projects.
- Students conduct online research to collect data on different security software available to secure and encrypt hardware and files.
- Students utilize utility software tools to detect malware and correct data corruption in hard drives.

Unit Assessments: Students will complete the Unit Overview Assessments: Practice questions.

### Unit Lab Projects:

Students will complete the following virtual labs for this unit:

- Create a screen saver password.
- Configure BIOS/UEFI security.
- Configure Windows defender.
- Enforce password settings.
- Configure file encryption.
- Configure Windows firewall.
- Use a proxy server.
- Configure VPN connection.

### Unit 12: Capstone Exercises

Students will complete the following computer laboratory projects: (Virtual Simulator)

- Scenario 1- Build a computer from scratch: You work at a computer repair store. You are building a new computer for a customer. In this lab, your task is to complete the following:
  - Add the computer case to the workspace.
  - Install the motherboard. Build the computer using the single motherboard and correct hardware on the shelf. The motherboard will determine which processor, power supply, and hard drives to install.
  - Connect the front panel connectors to the motherboard.
  - Install a power supply.
  - Install the processor.
  - Install the memory so it will function in dual channel mode.
  - Install the SSD hard drive.
  - Install the SATA hard drive.
  - Install the optical drive.
  - Connect a monitor, mouse, and keyboard.
  - Boot into the BIOS configuration utility to verify that you have installed the hardware correctly.
- Scenario 2- Troubleshoot a malfunctioning computer: You work at a computer repair store. A customer brought in a computer that will not boot. In this lab, your task is to diagnose and correct the problem. The computer will successfully start and load Windows when the problem is corrected.
- Scenario 3- Troubleshoot system startup: You are the IT administrator for a small corporate network. Several coworkers in the office need your assistance with their BIOS settings. To improve security, update the BIOS

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security settings on the “Exec” computer in the executive office. In the support office, you need to reset the CMOS settings on the “Support” computer to clear the system and admin passwords. You also need to set up a RAID array for data storage on the “CorpData” computer in the network closet.

- Scenario 4- Configure the Windows operating system: You work as the IT administrator for a small corporate network. Several coworkers in the office need your assistance with their Windows systems. In this lab, your task is to complete the following:
  - On Exec:
    - Encrypt the D:\Personnel folder and all its contents.
    - Add Emily to the list of users who can access the encrypted file D:\Personnel\Personnel Report.xlsx.
  - On Office1:
    - Enable remote desktop.
    - Allow Chloe to connect to the computer using a remote desktop connection.
    - Prevent the following applications from running at system startup:
      - SM66 Win32 Utility
      - Voice manager
    - Share D:\software and make it available to all users to read files through a network connection.

### Information and Communication Technologies Pathway Standards

A1.0 Describe the role of information and communication technologies in organizations

A1.1 Describe how technology is integrated into business processes

A1.2 Identify common organizational, technical, and financial risks associated with the implementation and use of information and communication systems

A1.3 Model business processes using tools such as organization charts, flowcharts, and timelines

A1.4 Analyze and design business processes in a cycle of continual improvement

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A1.4 Analyze and design business processes in a cycle of continual improvement

A2.0 Acquire, install, and implement software and systems

A2.1 Identify and list the criteria and processes for evaluating the functions of information systems

A2.2 Investigate, evaluate, select, and use major types of software, services, and vendors

A2.3 Install software and setup hardware

A2.4 Define and use appropriate naming conventions and file management strategies

A3.0 Access and transmit information in a networked environment

A3.1 Identify and apply multiple ways to transfer information and resources (e.g., text, data, audio, video, still images) between software programs and systems

A3.2 Validate and cite Internet resources

A3.3 Recognize where processes are running in a networked environment (e.g., client access, remote access)

A3.4 Identify and describe the layered nature of computing and networking such as the Open Systems Interconnect (OSI) model

A3.5 Use multiple online search techniques and resources to acquire information

A3.6 Describe and contrast the differences between various Internet protocols: hypertext transfer protocol (http), hypertext transfer protocol secure (https), file transfer protocol (ftp), simple mail transfer protocol (smtp)

A4.0 Administer and maintain software and systems

A4.1 Use different systems and associated utilities to perform such functions as file management, backup and recovery, and execution of programs

A4.2 Use a command line interface

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- A4.3 Automate common tasks using macros or scripting
- A4.4 Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources and total cost of ownership (TCO)
- A5.0 Identify requirements for maintaining secure network systems
  - A5.1 Follow laws, regulatory guidelines, policies, and procedures to ensure the security and integrity of information systems
  - A5.2 Identify potential attack vectors and security threats
  - A5.3 Take preventative measures to reduce security risks (e.g., strong passwords, avoid social engineering ploys, limit account permissions)
  - A5.4 Use security software and hardware to protect systems from attack and alert of potential threats, anti-malware software, and firewalls
- A6.0 Diagnose and solve software, hardware, networking, and security problems
  - A6.1 Use available resources to identify and resolve problems using knowledge bases, forums, and manuals
  - A6.2 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems
  - A6.3 Use specific problem-solving strategies appropriate to troubleshooting, eliminating possibilities, or guess and check
- 5.0 Problem solving and critical thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Information and Communication Technologies sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
  - 5.1 Identify and ask significant questions that clarify various points of view to solve problems
  - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate
  - 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment
  - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions
  - 5.5 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems
  - 5.6 Know the available resources for identifying and resolving problems
  - 5.7 Work out problems iteratively and recursively
  - 5.8 Create and use algorithms and solve problems
  - 5.9 Deconstruct large problems into components to solve
  - 5.10 Use multiple layers of abstraction
- A6.4 Evaluate support needs for different data and systems configurations
- A6.5 Evaluate solution methods recognizing the trade-offs of troubleshooting vs. reloading, reimaging, or restoring to factory defaults using a sandbox environment
- A6.6 Distinguish types of symptoms and which component's issue could exhibit those symptoms: the user, hardware, network, or software
- A6.7 Diagram the underlying processes of a system that are likely involved in a problem
- A7.0 Support and train users on various software, hardware, and network systems
  - A7.1 Recognize the scope of duties ICT support staff have and tiered levels of support
  - A7.2 Describe and apply the principles of a customer-oriented service approach to supporting users
  - A7.3 Use technical writing and communication skills to work effectively with diverse groups of people, including users with less technical abilities
  - A7.4 Document technical support provided such as using a ticketing system
  - A7.5 Train users to assist them in being self-supporting: formal classes, one-on-one interactions, and process and how-to guides
- A8.0 Manage and implement information, technology, and communication projects
  - A8.1 Develop the purpose and scope of a project

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A8.2 Acquire, use, and manage necessary internal and external resources when supporting various organizational systems

A8.3 Use various tools to manage projects involving the development of information and communication systems

A8.4 Analyze business problems by using functional and cost-benefit perspectives

A8.5 Design, develop, implement, and monitor a project by creating and integrating technologies

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Information and Communication Technologies sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics

6.6 Maintain a safe and healthful working environment

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA)

6.8 Maintain a safe and healthful working environment

6.9 Dispose of e-waste properly, understanding the health, environmental, and legal risks of improper disposal

6.10 Act conscientiously regarding the use of natural resources (e.g., paper, ink, etc.)

6.11 Conserve energy while computing (e.g., turn off equipment at night, power-saving settings, etc.)

8.0 Ethics and Legal Responsibilities

8.3 Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace

8.5 Analyze organizational culture and practices within the workplace environment

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Information and Communication Technologies sector laws and practices

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

- This course uses an online curriculum which gives the students access to video lessons and virtual simulator exercises to complete lab projects and assessments.
- Students are expected to complete the virtual labs and practice questions assessments from each unit.
- Each topic will be discussed during class with the students.
- Students will complete hands-on projects that reflect the material learned in the online curriculum.

Other strategies would include:

- Direct instruction
- Small group work
- Activity-based instruction
- Collaborative groups
- Modeling
- Group discussions

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

The evaluation of student progress 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

The breakdown of student progress and final grade will be based on the following criteria aligned with the policy above:

- Virtual Simulator Lab projects: 40%
- Test/Quizzes: 20%

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- Class Assignments: 20%
- Class Discussions: 20%



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**Our Motto:**

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

**DATE:** May 6, 2021

**TO:** Members, Board of Education

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

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

**SUBJECT: NEW COURSE: PERSONAL FINANCE**

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**BACKGROUND**

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

Personal Finance is a semester long college preparatory course that gives students the opportunity to learn and gain an understanding of basic financial concepts through the completion of real-world financial tasks. Students will create monthly expense budgets, learn how to file taxes, decipher loan rates and terms, and other related financial tasks through comprehensive lesson plans. This course meets the UC/CSU 'g' general elective requirement.

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

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

**RECOMMENDATION**

It is recommended the Board of Education receive for information the new course Personal Finance.

**FISCAL IMPACT**

None.

NE:GP:JAR:lar

## Chino Valley Unified School District High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Personal Finance
<b>2. Transcript Title/Abbreviation:</b>	Pers Finance
<b>3. Transcript Course Code/Number:</b>	
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "g" general elective requirement
<b>6. Grade Level(s):</b>	10-12
<b>7. Unit Value:</b>	5 credits
<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>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	
<b>13. Brief Course Description:</b>	Personal Finance is a semester long course designed to deliver essential financial understanding in an engaging way. Students will learn personal finance through comprehensive lesson plans, activities, projects and more. The curriculum is designed to use technology to spark participation and integrate real-world scenarios into the classroom. Personal Finance consists of ten units, a midterm, and a final exam that develop a student's finance, math, and critical thinking skills. Topics taught in the course are: behavioral finance, taxes, paying for college, managing credit, budgeting, and other related areas of study.
<b>14. Prerequisites:</b>	None
<b>15. Context for Course:</b>	The vision for our students as outlined in the CVUSD vision statement is to create curriculum and provide instruction that will allow students to exhibit problem solving skills to help them compete in the global economic setting. This curriculum will provide students with opportunities to learn relevant information regarding personal finances and guide them in their development as future consumers of financial services. CVUSD mission statement emphasizes the importance of a relevant educational experience. This course will prepare students for future financial obstacles such as funding college, understanding taxes, interacting with financial institutions, managing various types of credit, and creating a personal budget for short-term and long-term expenses. This course meets CVUSD core values by providing active learning opportunities and engaging with community partners such as local universities and financial establishments. A curriculum centered on personal finance is always timely as our society focuses on closing wealth gaps and pursuing equity among our diverse student population.
<b>16. History of Course Development:</b>	The goal for students is to complete the course with the ability to comprehend basic financial concepts and express understanding through the successful completion of real-world financial tasks such as creating a monthly expense budget, filing taxes, deciphering loan rates and terms, and other related financial tasks. By the end of the course, students will be able to show understanding in concepts such as risk diversification, numeracy, compound interest,

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inflation, and related topics. The standards used to measure student comprehension of content are the *National Standards in K-12 Personal Finance Education* published by the JumpStart Coalition for Personal Financial Literacy. The following are the content standards:

### **Spending and Saving**

Overall Competency - Apply strategies to monitor income and expenses, plan for spending and save for future goals.

Standard 1. Develop a plan for spending and saving.

Standard 2. Develop a system for keeping and using financial records.

Standard 3. Describe how to use different payment methods.

Standard 4. Apply consumer skills to spending and saving decisions.

### **Credit and Debt**

Overall Competency - Develop strategies to control and manage credit and debt.

Standard 1. Analyze the costs and benefits of various types of credit.

Standard 2. Summarize a borrower's rights and responsibilities related to credit reports.

Standard 3. Apply strategies to avoid or correct debt management problems.

Standard 4. Summarize major consumer credit laws.

### **Employment and Income**

Overall Competency - Use a career plan to develop personal income potential.

Standard 1. Explore job and career options.

Standard 2. Compare sources of personal income and compensation.

Standard 3. Analyze factors that affect net income.

### **Investing**

Overall Competency - Implement a diversified investment strategy that is compatible with personal financial goals.

Standard 1. Explain how investing may build wealth and help meet financial goals.

Standard 2. Evaluate investment alternatives.

Standard 3. Demonstrate how to buy and sell investments.

Standard 4. Investigate how agencies protect investors and regulate financial markets and products.

### **Risk Management and Insurance**

Overall Competency - Apply appropriate and cost-effective risk management strategies.

Standard 1. Identify common types of risks and basic risk management methods.

Standard 2. Justify reasons to use property and liability insurance.

Standard 3. Justify reasons to use health, disability, long-term care and life insurance.

### **Financial Decision Making**

Overall Competency - Apply reliable information and systematic decision making to personal financial decisions.

Standard 1. Recognize the responsibilities associated with personal financial decisions.

Standard 2. Use reliable resources when making financial decisions.

Standard 3. Summarize major consumer protection laws.

Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.

Standard 5. Apply communication strategies when discussing financial issues.

Standard 6. Analyze the requirements of contractual obligations.

Standard 7. Control personal information.

Standard 8. Use a personal financial plan.

In addition to the content standards, it is the goal of this course to contribute to the shared common core curriculum standards for Literacy in Social Studies. Standards that would be used to measure students' proficiency in the course are:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

<b>17. Textbooks:</b>	Online Curriculum (Next Gen Personal Finance) <a href="https://www.ngpf.org/">https://www.ngpf.org/</a>
<b>18. Supplemental Instructional Materials:</b>	Online Curriculum (Econ Ed Link) <a href="https://www.econedlink.org/">https://www.econedlink.org/</a>

**C. COURSE CONTENT**

**1. Course Purpose:**

The purpose of this course is to highlight, inform, and educate students regarding financial literacy and personal finance topics. This course will prepare students to be well informed adults who are capable of navigating the various financial decisions they will have to make as consumers, employees, taxpayers, and investors. CVUSD curriculum guidelines require that all courses ensure that all students experience opportunities for personal success. This course aims to prepare students for financial success as young adults entering college and career pathways.

- This course will integrate and reinforce academic standards within the personal finance content
- Improve financial literacy
- Increase student interest in financial topics and motivate them for further exploration
- This course will meet the elective “g” requirement for admission into UC/CSU

**2. Course Outline:**

**Unit 1 Behavioral Finance:**

Students will learn how to assess their own personal values that shape how they make financial decisions. They will then understand how social media can influence social media habits. Students will define economic terms about the paradox of value and understand how the context of various situations can affect the financial decisions they make.

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### **Unit 2 Taxes:**

Students will understand where income taxes are collected from and how they provide revenue for public expenses. Students will describe how the progressive tax code, current tax brackets, and state taxes lead to individuals paying varying amounts of taxes. Students will explore W-4 and W-2 forms. Students will identify what is needed to file their tax return and distinguish tax credits from tax deductions. Students will complete a 1040 form.

### **Unit 3 Checking:**

Students will learn the necessary elements and importance of a checking account. They will consider and assess the consequences of not being in the banking system and the different options for depositing and withdrawing money. Students will review the options for payment and determine when to use each type and how to avoid bank fees. Current technology such as mobile alerts, online and mobile banking will be practiced as well as basic checking account skills such as writing checks, understanding bank statements and using an ATM. Finally, students will analyze and compare different banks and credit unions to learn how to pick the best financial institution for their own financial needs.

### **Unit 4 Saving:**

Students will describe how saving and investing are different while also understanding the importance of both. They will investigate reasons why a person saves, and the barriers the average American faces when trying to do so. The students will learn about different ways to save money - direct deposit or manual deposit and will learn how to compute compound interest. Students will compare and discuss the different savings options such as savings accounts, CDs, and money market accounts. Finally, students will evaluate their own savings goals.

### **Unit 5 Paying for College:**

Students will understand common costs associated with college and will learn the importance of researching expected salaries when choosing a college and major. Students will understand how FAFSA plays an important role in the financial aid process. Students will understand the rising national trends in student debt and will compare federal and private loans and explain what it means to take out each type of loan. Students will analyze student profiles to determine the best course of action to take for their student loans. Students will learn how to decipher a financial aid package and how to balance financial costs and personal preference when selecting a college. Students will learn how to budget while in college and repay student loans.

### **Unit 6 Types of Credit:**

Students will learn credit basics. They will be able to explain how loan amortization and payments work and understand how principal, interest rate, and term are imperative in evaluating credit options. Students will be able to describe how a credit card works in terms of making purchases and managing payments. They will identify how terms of the card impact total cost of purchases and understand how interest is charged and how to avoid or minimize it. Students will evaluate and establish criteria for selecting a credit card. They will also look at different alternatives to using a credit card. Students will learn about the different types of loans and evaluate all the pros and cons of personal loans, car loans and leases, student loans and mortgages. The topics for loans include financing, private vs. federal loans (for college), default and consolidation, and fixed and adjustable mortgages.

### **Unit 7 Managing Credit:**

Students will explain how to make good choices regarding the use and management of credit and debt. They will learn how to calculate net worth and learn how to read a credit score. Students will explain the importance of the Fair Credit Reporting Act and the components of a credit score and how a credit score impacts the ability to borrow money. Students will explain the difference between High Rate and Debt Snowball repayment methods and consequences for not paying one's debt.

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### **Unit 8 Investing:**

Students will understand the difference between saving and investing and when to use each strategy. They will explain how compound interest works, its benefits to savers and how to calculate it. Students will understand the concept of inflation and how it impacts an individual's investment decisions. Students will learn the three main classes of investing and the risk and return associated with each. Specific topics will include an introduction to the stock market, bond investing, investment strategies, and retirement investments.

### **Unit 9 Insurance:**

Students will review the ways insurance companies provide coverage and how they make profits. Students will recognize the relationship between insurance premiums, deductibles, and coverage limits. Students will understand how health insurance works and how to shop around for the best health insurance plan that works for them. Students will learn about auto insurance including the relationship between deductibles, coverage limits and premiums. They will also determine legally required and recommended coverage levels and how to file a claim after an accident. Students will explore and determine the need for homeowners and renter's insurance, life insurance, long-term disability, travel, cell phone and pet insurance.

### **Unit 10 Budgeting:**

Students will learn different types of compensation and the relationship between gross and net income and analyze the major components of an independent adult's budget. Students will evaluate the cost of living and recognize important factors to consider when deciding where to live and whether to have roommates. They will identify the steps and costs of renting an apartment. Students will analyze the cost of commuting, food, insurance, and their educational investments in a restrictive budget.

## **3. Key Assignments:**

### **Unit 1 Behavioral Finance:**

In the activity PLAY: The Bean Game - Students will be given a 20-bean salary. With their beans they will have to budget for housing, food, insurance, clothing, transportation and more. Throughout this activity students will assess whether their time, energy, and money are worth spending in certain areas while also seeing how their own personal experiences and values affect their money decisions.

### **Unit 2 Taxes:**

In the assignment CALCULATE: Completing a 1040 Form - Students will explore the cases of five different fictional individuals ensuring they understand how different circumstances affect your tax return. Students are provided with the individuals' name, personal information, employment information and W-2 Form. Next, students will complete tax returns for the individuals using the 1040 provided by the IRS website. Students will follow directions provided and complete a chart with their results documenting refunds and who owed more. Finally, students will audit (peer review) a classmate's completed 1040.

### **Unit 3 Checking:**

In the project OVERDRAFT: Fee Analysis - Students will mathematically assess the overdraft fees associated with major banks' checking accounts and write a brief argument based on their analysis. First, students will overdraft fee chart and overdraft fee practices of different banks. Next, students will be given a banking scenario in order to conduct a mathematical analysis. In closing, students will answer a few short answer reflection questions requiring them to think about why banks have such widely varying policies on overdraft fees.

### **Unit 4 Saving:**

In the assignment CREATE: Savings Goals - Students will brainstorm specific reasons for saving and saving goals they would like to meet. Then, students will sort their ideas into short-term, medium-term, and long-term goals. They will organize their goals into a chart and next determine which goals motivate them the most to save. Finally, students will

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be given a fictional \$100 to save out of every paycheck and they will have to determine how much money certain goals receive and why.

### **Unit 5 Paying for College:**

In the assignment ANALYZE: Student Loan Decision Making - Students will be given scenarios of students who are all being offered different financial aid packages. Using the facts provided and the recommended tools, they will help each student make a sound decision about paying for college. In one scenario the fictional student Jada is attending a local state college and is interested in either becoming an accountant or a graphic designer. She will receive \$5500 in federal loans and her expected family contribution is \$4500, but they can't afford it. Students will analyze how much Jada will owe in student loans if she decides to take out private loans to pay for school and determine which career will give her the highest starting salary and more.

### **Unit 6 Types of Credit:**

In the assignment COMPARE: Auto Loans - Students will help Molly (a fictional character) buy a new Jeep by analyzing the different financing deals. First, students will review a 0% APR offer and calculate how much loan money Molly will need, how much her monthly payment will be, and how much interest she will accrue. Then, students will review a 1.9% APR offer answering some of the previous questions, but also determining how much of her payments go towards her principal balance versus interest. Next, students will analyze the fine print of an offer disclosure and see if Molly is a well-qualified buyer and factors that determine if you are well-qualified. Students complete this assignment by reflecting on what goes into auto financing and giving suggestions on how Molly should finance her Jeep.

### **Unit 7 Managing Credit:**

In the assignment CALCULATE: High-Rate v. Debt Snowball - Students have fictional credit card, student loan, vehicle and mortgage debt with a predetermined monthly amount of total debt interest rates, and monthly payments. Then, students input their information into an online calculator and answer detailed questions regarding how long it would take them to pay off their debt using the High-Rate method. This activity repeats with students calculating how long it would take them to pay off their debt using the Debt Snowball method. Afterwards, students increase their monthly payments towards their debt and complete a chart analyzing the different advantages of the High-Rate or Debt Snowball method.

### **Unit 8 Investing:**

In the project BUILD YOUR PORTFOLIO - Students will have \$350 each month leftover to invest. Students will review articles, videos, and data pertaining to investing for young people. Students will then work with two other classmates to design an investment strategy and build their stock portfolio with assignment guidelines. Students then have a choice to either write a report or create a slideshow presentation about their investment strategy.

### **Unit 9 Insurance:**

In the assignment DEBATE: Should the Government Be Allowed to Require Insurance? - Students will research articles on social security, healthcare, and auto insurance documenting their rationale for both sides of the argument. Students will then choose a side and find an additional three resources online to support their argument. Next, they will formulate five, high-quality, hard-to-argue points for the debate and rank them on how persuasive they are. Students will write down three arguments they anticipate their debate opponent to have and their counterpoints. This assignment ends with a debate and short answer reflection questions.

### **Unit 10 Budgeting:**

In the assignment CREATE: A Salary-Based Budget - Students will choose a potential career path and determine their take-home pay using an online salary resource. Students will then set aside money to save (5%, 10%, or 15%) and attempt to create an independent adult's budget. Students will have to create their budget based on rent, renter's

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insurance, utilities, transportation, groceries/eating out, insurance, and more. Students will end this assignment by reflecting on the process of budgeting.

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

The course will be predominately taught in a direct instruction setting with active student participation. Instruction will include a variety of strategies to ensure consistent, simultaneous involvement of all students to meet their individual learning needs. Students will learn about different topics and will be given time to discuss and practice these concepts to gain further understanding. Students will then take on a variety of kinesthetic or hands-on activities that will allow students to take concepts learned in class and apply them to real world scenarios.

#### **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

This course will assess students in the following ways:

- Participation / Attendance
- Class Activities / Assignments
- Projects (group and individual)
- Summative Assessments