AGENDA

1. **CALL TO ORDER**

2. **CLOSED SESSION**

   - **Update on Labor Negotiations**
   - **Employee Organizations:**
     - CUTA,
     - CSEA, Chapter #110
   - **Other Representatives:**
     - Bob Feaster, Assistant Superintendent
     - Kelly Staley, Assistant Superintendent
     - Randy Meeker, Assistant Superintendent

   *If Closed Session is not completed before 7:00 p.m., it will resume immediately following the regular meeting.*

3. **RECONVENE TO REGULAR SESSION – 7:00 P.M.**

   3.1 Welcome to Visitors

   3.2 Flag Salute

4. **STUDENT REPORTS**

5. **SUPERINTENDENT'S REPORT**

6. **CONSENT CALENDAR**

   A. **GENERAL**

   Approval of General Consent items:
   - GC-1 Approval of Minutes of Regular Meeting of 01/18/06
   - GC-2 Acceptance of Items Donated to Chico Unified School District
   - GC-3 Approval of Certificated Personnel Actions
   - GC-4 Approval of Classified Personnel Actions
   - GC-5 Approval of Consultant Agreements
   - GC-6 Approval of Declaration of Surplus Property
   - GC-7 Approval of Warrants

   B. **EDUCATIONAL SERVICES**

   1. Consider approval of the expulsions of the following students: 34441, 34447, 36818, 53780, 59047 and 60482.

   2. Consider approval of the following Major Field Trip Requests:
      2.1 PVHS Yearbook students/staff to attend a National Convention in San Francisco, CA, from 4/20/06 – 4/23/06.
2.2 CHS Band to attend a Concert Workshop in Anaheim, CA, from 5/18/06 to 5/22/06.

2.3 MJHS Yearbook students/staff to visit UC Santa Cruz, CA, campus from 5/19/06 to 5/21/06.

2.4 Chapman, Mr. Feingold's 3rd Grade students, to visit Disneyland, Anaheim, CA, from 3/28/06 to 3/30/06.

2.5 Hooker Oak, Mrs. Holm's 5/6th grade students to visit Winter Wings Festival in Klamath Falls, OR, from 2/16/06 to 2/17/06.

2.6 Neal Dow, Mr. Crandall's 5th grade students, to visit Egyptian Museum/Tech Museum in San Jose, CA, from 3/24/06 – 3/24/06.

3. Consider approval of the following Major Fund Raising Requests:

3.1 PVHS to sell tickets to a Junior/Senior Prom on May 6, 2006, to fund grade level and ASB activities.

3.2 PVHS to sell tickets to a TWIRPS Dance on March 11, 2006, to fund grade level and school-wide activities.

3.3 Emma Wilson Elementary to hold a jog-a-thon on April 28, 2006, to fund the purchase of technology & PE equipment.

3.4 Marigold Elementary to hold cookie dough sales to fund 6th grade environmental camp.

3.5 Parkview PTO to hold a raffle to pay for a shade structure over the lunch area.

4. Consider approval of the following New Course Proposals:

4.1 Architectural Design & CAD IV

4.2 Engineering Design & CAD IV

4.3 Manufacturing Design & CAM 1

4.4 Manufacturing Design & CAM 2

4.5 Manufacturing Design & CAM 3

4.6 HERO in Human Science

5. Consider approval of the 2005-06 Consolidated Application, Part II (due to the size of the document, application can be viewed at the District Office)

C. BUSINESS SERVICES

1. Grant authorization to the Superintendent to award the project to the lowest bidder for:
   1.1 Modernization of Science Classrooms at Bidwell Jr. High School
   1.2 Asbestos Abatement portion of the Modernization of Science Classrooms at Bidwell Jr. High School

2. Consider approval of the Notice of Completion for the new Parking Lot at Fairview High School (currently Chico Country Day School campus).

7. DISCUSSION/ACTION CALENDAR

A. GENERAL


B. EDUCATIONAL SERVICES

1. Adoption of Student Calendar for school years 2006-07, 2007-08 and 2008-09.
C. BUSINESS SERVICES


8. ITEMS FROM THE FLOOR

9. ANNOUNCEMENTS

10. ADJOURNMENT
The Board of Education of the Chico Unified School District met in a Regular Meeting at 7:00 p.m. in the Chico City Council Chambers. The following were present:

**BOARD MEMBERS:**
- Rick Rees, President
- Jann Reed, Vice President
- Scott Huber, Clerk
- Rick Anderson, Member
- Anthony Watts, Member

**ADMINISTRATION:**
- Dr. Chet Francisco, Superintendent
- Kelly Staley, Assistant Superintendent – Educational Services
- Bob Feaster, Assistant Superintendent – Human Resources
- Randy Meeker, Assistant Superintendent – Business Services
- Janet Brinson, Director – Educational Services
- Dr. Cynthia Kampf, Director – Educational Services
- David Koll, Director – Classified Human Resources
- Mary Leary, Director – Maintenance, Operations & Transportation
- Brenda Padilla, Director – Nutrition Services
- Dave Scott, Director – Educational Services
- Alan Stephenson, Director – Educational Services
- Bernard Viggallon, Director – Educational Services
- Greg Einhorn, Attorney at Law
- Mary Anderson, Interim Executive Assistant

**PRINCIPALS**
- Carolyn Adkisson, Principal – Little Chico Creek
- Steve Connolly, Principal – FVHS/CAL
- Jim Hanlon, Principal – CHS
- John Mealley, Principal – CJHS
- Art Neumann, Principal – Marigold
- Joanne Parsley, Principal - Parkview
- Steve Piluso, Principal – MJHS
- Mike Rupp, Principal – PVHS
- Sara Simmons, Principal – Oakdale
- Eric Snedeker, Principal – Loma Vista
- Larry Spini, Principal – Shasta
- Rod Stone, Principal – McManus
- Maureen Stumpfig, Principal – Hooker Oak
- Ted Sullivan, Principal – Chapman
- Dr. Robert Williams, Principal - BJHS

**OTHERS:**
Association representatives, news media, and visitors.

1. **CALL TO ORDER**
1.1 At 7:04 p.m., Mr. Rees called the meeting to order and welcomed visitors.

1.2 Mr. Rees led the Pledge of Allegiance.

2. **SUPERINTENDENT’S REPORT**
2.1 Amir Fayek, CHS ASB President, reported on recent and upcoming activities at CHS.
   Mike Rupp, CHS Principal, reported on recent and upcoming activities at PVHS.
CJHS John Mealley, Principal, Marilyn Wolf, Assistant Principal, and teachers, Jen Flory and Andy Wahl, gave presentations on what CJHS was doing to help student achieve academic success, following State standards.

Dr. Francisco announced the winners of the spelling bee held at BCOE: Sean Dempsey, 5th grade, Hooker Oak; Nathaniel Brun, 5th grade, Forest Ranch; Caroline Bartlett, 8th grade, MJHS; and Kamille Delgado, 8th grade, CJHS. These students have qualified for the State Spelling Bee.

Joanne Parsley, Parkview Principal; Ted Sullivan, Chapman Principal; and teacher, Bob Duchala reviewed the EduSoft Program.

Dr. Francisco announced that a Bond Oversight Committee meeting would be held on Thursday, January 19, 2006, at the District Office Large Conference Room.

2.2 Brenda Padilla, Director – Nutrition Services, gave an update to the CDE Nutrition Services audit, and reported that the findings were positive.

3. HEARING SESSION/PUBLIC FORUM
At 7:59 p.m. Rick Rees opened the Hearing Session/Public Forum. Ernie Dalton reported on Nord Country School. At 8:03 p.m., there were no further comments and the Hearing Session/Public Forum was closed.

4. CONSENT CALENDAR
Prior to the Consent Calendar, Mr. Watts asked for Item #4.14 to be removed for individual discussion/action. Ms. Reed asked for Item #4.23 to be removed for individual discussion/action. The remainder of the items 4.1 through 4.25 were approved. MSC: Anderson/Huber

4.1 The Board approved the Minutes of the Regular Meeting of 11/16/05 MSC: Anderson/Huber

4.2 The Board approved the Minutes of the Regular Meeting of 12/07/05. MSC: Anderson/Huber

4.3 The Board approved the Certificated Human Resources actions: MSC: Anderson/Huber

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Effective</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archer, Susan</td>
<td>0.25 FTE Elementary</td>
<td>2nd Semester 2005/06 (Effective 12/13/05)</td>
<td>Temporary Appointment</td>
</tr>
<tr>
<td>Carras, Patrick</td>
<td>0.2 FTE Secondary</td>
<td>2nd Semester 2005/06</td>
<td>Temporary Appointment</td>
</tr>
<tr>
<td>Carter, Tammarra</td>
<td>0.2 FTE Secondary</td>
<td>2nd Semester 2005/06</td>
<td>Temporary Appointment</td>
</tr>
<tr>
<td>Erndt, Therese</td>
<td>0.2 FTE Speech Therapist</td>
<td>2nd Semester 2005/06 (Effective 1/11/06)</td>
<td>Temporary Appointment (Increase to 1.0 FTE)</td>
</tr>
<tr>
<td>Holman, Melissa</td>
<td>0.2 FTE Elementary</td>
<td>2nd Semester 2005/06</td>
<td>Temporary Appointment (Increase to .4 FTE)</td>
</tr>
<tr>
<td>Rodriguez-Dully, Cristina</td>
<td>1.0 FTE Elementary</td>
<td>2nd Semester 2005/06</td>
<td>Temporary Appointment</td>
</tr>
<tr>
<td>Tefs, Suzanne</td>
<td>0.2 FT Elementary</td>
<td>2nd Semester 2005/06 (Effective 1/13/06)</td>
<td>Temporary Appointment</td>
</tr>
<tr>
<td>Thumm, Christopher</td>
<td>0.6 FTE Secondary</td>
<td>2nd Semester 2005/06</td>
<td>Temporary Appointment</td>
</tr>
</tbody>
</table>

Temporary Re-Appointments 2nd Semester 2005/06

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Effective</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Joanna</td>
<td>0.10 FTE Psychologist</td>
<td>2nd Semester 2005/06</td>
<td>Temporary Re-Appointment</td>
</tr>
</tbody>
</table>
Regular Meeting  Board of Education – Chico Unified School District  January 18, 2006

Beeman, Pamela  0.10 FTE Psychologist  2\textsuperscript{nd} Semester 2005/06  Temporary Re-Appointment

Lampkin, Rosann  0.05 FTE Psychologist  2\textsuperscript{nd} Semester 2005/06  Temporary Re-Appointment

Stager, Linda  0.15 FTE Psychologist  2\textsuperscript{nd} Semester 2005/06  Temporary Re-Appointment

\textbf{Part-time Leave Requests for 2005/06}

Anderson-Nilsson, Julie  Elementary  2\textsuperscript{nd} Semester 2005/06  0.8 FTE Leave (Change from .7 FTE Leave)

Ferrara, Norna  Elementary  2\textsuperscript{nd} Semester 2005/06  0.2 FTE Leave (Policy #4475 STRS Reduced Workload)

Findlay, Denise  Elementary  2\textsuperscript{nd} Semester 2005/06  0.6 FTE Leave (Change from 1.0 FTE Leave)

Melton, Thomas  Secondary  2\textsuperscript{nd} Semester 2005/06  0.2 FTE Leave

Sehorn, Beatriz  Elementary  2\textsuperscript{nd} Semester 2005/06  0.2 FTE Leave

\textbf{Rescission of Leave Request for 2005/06}

Allen, Joanna  Psychologist  2005/06  Rescind 0.1 FTE of Leave Request

\textbf{Retirements/Resignations}

Ford, Marjorie H.  Secondary  December 15, 2005  Resignation

Sanders, Marsha  Secondary  June 2, 2006  Retirement

Shields, Judith K.  Secondary  June 3, 2006  Retirement

4.4 The Board approved the \textbf{Classified} Human Resources actions:  \textit{MSC:  Anderson/Huber}

\begin{tabular}{|l|l|l|l|l|}
\hline
\textbf{NAME} & \textbf{CLASS/LOCATION/ASSIGNED HOURS} & \textbf{EFFECTIVE} & \textbf{COMMENTS/FUND} \\
\hline
\textbf{APPOINTMENTS} & & & \\
Acuna, Fernando & IA-Special Education/BJHS/5.5 & 11/22/05 & Correct Assigned Hours \\
Akin, Donna Cameron, Richard & LT Cafeteria Assistant/Citrus/1.3 LT Grounds Worker/M&O/8.0 & 01/09/06-03/15/06 12/01/05-04/24/06 & New LT Position During Absence of Incumbent \\
Casey, Letitia Copperage, Denise & LT Cafeteria Assistant/Rosedale/1.3 Instructional Assistant/Cohasset/2.0 & 01/09/06-03/15/06 12/01/05 & Vacated Position/ Categorical Fund Vacated Position/ Categorical Fund New LT Position \\
Copperage, Denise & Instructional Assistant/McManus/3.0 & 01/10/06 & New LT Position \\
Edson, Nancy Ferrier, Joseph & LT Cafeteria Assistant/McManus/1.3 IPS-Classroom/Loma Vista/6.0 & 12/14/05-03/15/06 12/20/05 & Vacated Position/ Special Education New Position/ Categorical Fund Vacated Position/ Special Education New Position/ Categorical Fund \\
Henscheid, Briana & IA-Bilingual/PVHS/4.0 & 01/09/06 & New Position/ Categorical Fund \\
Jenkins, Ronald & IPS-Classroom/BJHS/6.0 & 12/13/05 & Vacated Position/ Special Education New Position/ Categorical Fund \\
Levine, Susan & Library Media Assistant/Citrus/1.0 & 01/09/06 & Vacated Position/ Special Education \\
McMurray, Donald & IPS-Classroom/Parkview/3.0 & 01/09/06 & \\
\hline
\end{tabular}
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Location</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendoza, Maria</td>
<td>IPS-Classroom/Citrus/6.0</td>
<td>12/06/05</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Powers, Diane</td>
<td>LT Cafeteria Assistant/LCC/1.3</td>
<td>01/09/06</td>
<td>New LT Position</td>
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<tr>
<td>Rodriguez-Medina, Nancy</td>
<td>IA-Bilingual/BJHS/2.0</td>
<td>01/09/06</td>
<td>Vacated Position, Categorical Fund</td>
</tr>
<tr>
<td>Shimizu, Kathryn</td>
<td>LT Sr Office Assistant/Nutrition Services/8.0</td>
<td>12/12/05</td>
<td>New LT Position</td>
</tr>
<tr>
<td>Sommer, Carol</td>
<td>LT Cafeteria Assistant/Parkview/1.3</td>
<td>12/14/05</td>
<td>Vacated Position/ Categorical Fund</td>
</tr>
<tr>
<td>Whitehead, Sofia</td>
<td>IA-Bilingual/MJHS/2.0</td>
<td>01/09/06</td>
<td></td>
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</tbody>
</table>

**Increase in Hours**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Location</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ennes, Cinithia</td>
<td>IPS-Classroom/BJHS/4.0</td>
<td>01/09/06</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Feulner, Carla</td>
<td>IPS-Healthcare/PVHS/5.0</td>
<td>01/09/06</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Meyer, Catherine</td>
<td>IA-Special Education/PVHS/7.0</td>
<td>12/12/05</td>
<td>Vacated Position, Special Education</td>
</tr>
<tr>
<td>Pinckney, Monica</td>
<td>Healthcare Asst-Specialized/Loma Vista/6.0</td>
<td>01/09/06</td>
<td>Vacated Position</td>
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<tr>
<td>Ramirez, Maria</td>
<td>IPS-Classroom/Rosedale/6.0</td>
<td>01/09/06</td>
<td>Vacated Position</td>
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<tr>
<td>Smallhouse, Hannah</td>
<td>Parent Classroom Aide-Rest/Rosedale/2.4</td>
<td>11/30/05</td>
<td>Existing Position, Categorical Fund</td>
</tr>
</tbody>
</table>

**Re-employ from Layoff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Location</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coupe, Kendra</td>
<td>Health Assistant/Marigold/4.0</td>
<td>01/09/06</td>
<td>Vacated Position</td>
</tr>
</tbody>
</table>

4.5 The Board approved the payment of warrants drawn for billings received between December 1, 2005 – January 11, 2006. **MSC: Anderson/Huber**

<table>
<thead>
<tr>
<th>Fund #</th>
<th>Fund Description</th>
<th>Warrant #S:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>General Fund</td>
<td>333295 - 333590</td>
<td>$648,706.73</td>
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<tr>
<td>13</td>
<td>Nutrition Services</td>
<td>333591 - 333592</td>
<td>$174.64</td>
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<tr>
<td>14</td>
<td>Deferred Maintenance</td>
<td>333593 - 333595</td>
<td>$3,639.72</td>
</tr>
<tr>
<td>24</td>
<td>BLDG FD - Measure A (P &amp; I)</td>
<td>333596</td>
<td>$1,252.87</td>
</tr>
<tr>
<td>25</td>
<td>Capital Facilities FD - State CAP</td>
<td>333597 - 333599</td>
<td>$526.60</td>
</tr>
<tr>
<td>29</td>
<td>BLDG FD - 1988 Ser. C - INT</td>
<td>333600</td>
<td>$140.00</td>
</tr>
<tr>
<td>40</td>
<td>Special Reserve - Parking Lot</td>
<td>333601 - 333603</td>
<td>$326,359.73</td>
</tr>
</tbody>
</table>

**Current Warrant Total:** $980,800.10  
**Previous Warrant Total:** $0.00  
**Total Warrants to be Approved:** $980,800.10

4.6 The Board approved the expulsions of the following students: #21603; #21811; #22200; #22487; #28591; #33917, #38470, #53257, #56473, #57762 and #61619. **MSC: Anderson/Huber**

4.7 The Board approved the Donations/Gifts to the District. **MSC: Anderson/Huber**

<table>
<thead>
<tr>
<th>Donor</th>
<th>Item</th>
<th>Recipient</th>
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</thead>
<tbody>
<tr>
<td>Bill Thornton</td>
<td>35 Spanish Dictionaries</td>
<td>Academy for Change</td>
</tr>
<tr>
<td>Bill Thornton</td>
<td>70 Tickets-CSUC Performances</td>
<td>Academy for Change</td>
</tr>
<tr>
<td>Name</td>
<td>Amount</td>
<td>Program Description</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
<td>---------------------------------------------------</td>
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<tr>
<td>Friends of the Library</td>
<td>$1,800</td>
<td>Chico High - Library</td>
</tr>
<tr>
<td>Cathy Mueller</td>
<td>$200</td>
<td>Chico High Band</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FACE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David &amp; Christine Becker</td>
<td>$50</td>
<td>PVHS - Girls Volleyball</td>
</tr>
<tr>
<td>Chico Kings</td>
<td>$100</td>
<td>PVHS Athletics - BB</td>
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<tr>
<td>Chico Physical Therapy Assoc.</td>
<td>$50</td>
<td>PVHS Athletics - BB</td>
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<tr>
<td>Club Chico Jr's. Volleyball Assn</td>
<td>$1,250</td>
<td>PVHS Athletics</td>
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<tr>
<td>Charlie Copeland, Sally Foltz</td>
<td>8 Books</td>
<td>PVHS Library</td>
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<tr>
<td>Diianne Dobson</td>
<td>$30</td>
<td>PVHS ASB Scholarship</td>
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<tr>
<td>Charles &amp; Diana Elton</td>
<td>$250</td>
<td>PVHS Athletics - Field Hockey</td>
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<tr>
<td>Stephen Forner, MD</td>
<td>$100</td>
<td>PVHS - Swim Team</td>
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<td>Kent &amp; Stacey Harrison</td>
<td>$274</td>
<td>PVHS - Girls Volleyball</td>
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<td>Hignell Development Group</td>
<td>$150</td>
<td>PVHS Athletics - Swim Team</td>
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<tr>
<td>T &amp; J Limper</td>
<td>$75</td>
<td>PVHS - Swim Team</td>
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<tr>
<td>Leonard &amp; Lyde Law Offices</td>
<td>$100</td>
<td>PVHS - Swim Team</td>
</tr>
<tr>
<td>Mary Mansfield</td>
<td>17 Paperbacks &amp; 18 Books</td>
<td>PVHS Library</td>
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<tr>
<td>Jennifer &amp; Randy Marler</td>
<td>$50</td>
<td>PVHS Athletics - Cross Country</td>
</tr>
<tr>
<td>Kayla McClaskey</td>
<td>2 Books &amp; 5 Paperbacks</td>
<td>PVHS Library</td>
</tr>
<tr>
<td>Rhonda Mahling</td>
<td>Book</td>
<td>PVHS Library</td>
</tr>
<tr>
<td>Robert &amp; Sharon O'Sullivan</td>
<td>$100</td>
<td>PVHS Athletics - Swim Team</td>
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<tr>
<td>Bryon Parsons</td>
<td>$500</td>
<td>PVHS - Girls Volleyball</td>
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<tr>
<td>PG&amp;E Corp. Fdn.</td>
<td>$96</td>
<td>PVHS</td>
</tr>
<tr>
<td>PV Music Boosters</td>
<td>250 Concert Tickets</td>
<td>PVHS Music/Vocal Club</td>
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<tr>
<td>PV Music Boosters</td>
<td>175 Printed Sweatshirts</td>
<td>PVHS Music/Band Club</td>
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<tr>
<td>Michael Ricci, MD</td>
<td>$50</td>
<td>PVHS - Swim Team</td>
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<tr>
<td>Anthony &amp; Cynthia Rodrigues</td>
<td>$50</td>
<td>PVHS - Welding &amp; Printmaking</td>
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<tr>
<td>Lisa Saylor</td>
<td>$10</td>
<td>PVHS Athletics - BB</td>
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<tr>
<td>Simmons Electric</td>
<td>$100</td>
<td>PVHS Athletics - BB</td>
</tr>
<tr>
<td>Staffing Solutions</td>
<td>$100</td>
<td>PVHS Athletics - BB</td>
</tr>
<tr>
<td>Steve &amp; Julie Wetmore</td>
<td>$50</td>
<td>PVHS - Swim Team</td>
</tr>
<tr>
<td>John &amp; Maria Woodbury</td>
<td>$50</td>
<td>PVHS - Art</td>
</tr>
<tr>
<td>Nanette &amp; Michael Wysong</td>
<td>$250</td>
<td>PVHS Athletics - BB</td>
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<tr>
<td>BJHS PTA</td>
<td>$94.28</td>
<td>BJHS - Math</td>
</tr>
<tr>
<td>Gabrielle Ferrone</td>
<td>$4</td>
<td>CJHS - Art</td>
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<tr>
<td>H. E. Firth</td>
<td>$100</td>
<td>CJHS - Music</td>
</tr>
<tr>
<td>Don Lytle</td>
<td>$100</td>
<td>CJHS - Art</td>
</tr>
<tr>
<td>Evanne O'Donnell</td>
<td>$150</td>
<td>CJHS - Per Distribution List</td>
</tr>
<tr>
<td>Thomas Pannell</td>
<td>$40</td>
<td>CJHS - ITECH</td>
</tr>
<tr>
<td>William &amp; Melina Patrick</td>
<td>$100</td>
<td>CJHS - Music</td>
</tr>
<tr>
<td>Jeff Thomas &amp; T. VanDerMeyen</td>
<td>$100</td>
<td>CJHS - Art</td>
</tr>
<tr>
<td>Anne Feather-Welsh</td>
<td>$10</td>
<td>CJHS - Art</td>
</tr>
<tr>
<td>Ray &amp; Bette Narbaitz</td>
<td></td>
<td>Citrus</td>
</tr>
<tr>
<td>Marigold PTA</td>
<td>$180</td>
<td>Marigold</td>
</tr>
</tbody>
</table>

166
The Board approved the consultant agreement between CUSD and Woodrow Boston for disc jockey services at MJHS. *MSC: Anderson/Huber*

The Board approved the consultant agreement between CUSD and Creative Spirit, LLC, for staff development at Emma Wilson, Hooker Oak, Little Chico Creek, Marigold, Parkview, Rosedale and Sierra View. *MSC: Anderson/Huber*

The Board approved the consultant agreement between CUSD and Entek Consulting Group, Inc. for asbestos awareness training for M&O. *MSC: Anderson/Huber*

The Board approved the consultant agreement between CUSD and Ronda Evans for staff development for classroom and playground behavior management. *MSC: Anderson/Huber*

The Board approved the consultant agreement between CUSD and NSCOA to provide officials for PVHS wrestling matches. *MSC: Anderson/Huber*

The Board approved the consultant agreement between CUSD and NCBA to provide officials for PVHS basketball games. *MSC: Anderson/Huber*

The Board approved the consultant agreement between CUSD and QSS to provide a software update for implementing a change in employee information by using ID numbers instead of SSN’s. *MSC: Watts/Reed*

The Board approved the consultant agreement between CUSD and Tolar AVL, Inc. to provide disc jockey services for CHS prom. *MSC: Anderson/Huber*

The Board approved the consultant agreement between CUSD and Yuba-Sutter Officials Assn to provide officials for PVHS soccer matches. *MSC: Anderson/Huber*

The Board approved the major field trip request by CHS ACT Senior Class to visit production and post production facilities in Los Angeles, CA, on February 8-11, 2006. *MSC: Anderson/Huber*

The Board approved the major fund raising request by CHS Senior Class to hold a TWIRPs dance on February 18, 2006. *MSC: Anderson/Huber*

The Board approved CHS major fund raising request by CHS Junior Class to collect funds for a Junior/Senior Prom. *MSC: Anderson/Huber*

The Board approved Citrus PTA major fund raising request to hold a spaghetti dinner and silent auction on February 2, 2006. *MSC: Anderson/Huber*

The Board approved Hooker Oak's major fund raising request to hold a silent auction and dinner on February 25, 2006. *MSC: Anderson/Huber*
4.22 The Board approved a major fund raising request by Rosedale PTA to hold chocolate sales from January 13 – February 3, 2006.  MSC: Anderson/Huber

4.23 The Board approved Categorical Program Budgets 2005-2006.  MSC: Watts/Reed


4.25 The Board accepted the quarterly report on Williams Uniform Complaints for October 2005 and January 2006. MSC: Anderson/Huber

At 8:14 p.m., Mr. Rees called for a recess.
At 8:26 p.m., Mr. Rees reconvened the meeting.

5. DISCUSSION CALENDAR
5.1 Jan Jabiecky, director of C.O.R.E., gave a power point presentation regarding CORE at Camptonville Academy. A Public Hearing was held immediately afterward and parents, relatives, students and teachers spoke in support of the charter petition. The Charter Petition will appear as a discussion/action item on the February 15, 2006, regular board meeting.

5.2 Kelly Staley, Assistant Superintendent, Educational Services, reviewed the School Accountability Report Cards (SARC’s) for this year. SARC’s will be available for review on CUSD website at: www.chicousd.org.

5.3 Randy Meeker, Assistant Superintendent, Business Services, reviewed School Services of California, Inc. overview of the Governor’s Budget for 2006-07. The Governor’s Budget proposes to fully fund Prop 98 in 2006-07, providing a total guarantee of $54.3 billion. Unrestricted funding increases will include a 5.18% COLA; $155 million enrollment growth; $205 million to reduce the deficit factor; 200 million for equalization; and $133 million to fund ongoing mandate claims in 2006-07. In addition, the Governor’s budget proposes several new categorical programs. This increase in State funds will be tempered somewhat by shrinking Federal funds, especially in the area of special ed.

5.4 Mary Leary, Director of Maintenance, Operations & Transportation, reviewed the 2005-06 Student Housing Committee method of review and their recommendations: Restrooms at Shasta and CJHS; a portable classroom at Hooker Oak, and a 48x40 wide relocatable classroom to be placed at CHS to serve as a science lab.

5.5 Mike Weissenborn, Facilities Planning & Construction Supervisor, reviewed Resolution 949-05 regarding accounting of developer fees for the 2004-05 fiscal year, required by Gov Code §56006 et seq.

At 10:08 p.m., Mr. Rees called for a recess.
At 10:16 p.m., Mr. Rees reconvened the meeting.

5.6 Dr. Chet Francisco, Superintendent, read a statement to the Board regarding the suggested new format for the Agenda and accompanying documents. The suggestions were: Closed Session precede the Regular Meetings and conclude after, if necessary; Student reports are first on Agenda; Public Comments to follow regular business on the agenda; and the sequence of presentation would be to place Educational Services prior to Human Services or Business Services; and to provide for consent items, action/discussion items and information items.

5.7 Dr. Chet Francisco, Superintendent, reviewed his suggestion to change the Board Meeting to once a month, on the third Wednesday of the month, with workshops and special meetings to be held on the first Wednesday of the month.
6. **ACTION CALENDAR**

6.1 The Board approved the New Board Agenda Format, with the following revisions: amend the language found in the accompanying document to the Board Agenda, *Information, Procedures and Conduct*, under *Written Materials* to read “delivered to the Superintendent’s Office...seven (7) calendar days prior the meeting date.” *MSC: Watts/Huber*

6.2 The Board approved the Revised Meeting Schedule. *MSC: Huber/Anderson*

6.3 The Board approved the 2005-2006 Student Housing Committee Recommendations. *MCS: Anderson/Watts*

6.4 The Board approved Resolution 949-05, Accounting of Developer Fees. *MSC: Watts/Reed*

7. **ANNOUNCEMENTS**

Mr. Anderson reminded everyone about the students' Chico Theatre Production.

Mr. Rees stated that he received BCOE Budget approval.

8. **ITEMS FOR THE NEXT BOARD AGENDA**

There were no other items for the next agenda.

9. **CLOSED SESSION**

At 11:00 p.m., the Board recessed into Closed Session for the purpose of Conference with Labor negotiator, pursuant to Gov Code §54957 and Public Employee Performance Evaluation: Superintendent. Those attending Closed Session would be: Bob Feaster, Assistant Superintendent, Kelly Staley, Assistant Superintendent and Randy Meeker, Assistant Superintendent.

10. **ADJOURNMENT**

At 11:45 p.m. closed session ended. There were no announcements and the meeting was adjourned.

mga

**NEXT REGULAR MEETING:** Wednesday, February 15, 2006

7:00 p.m., Chico City Council Chambers

**APPROVED:**

Board of Education

Administration
<table>
<thead>
<tr>
<th>Donor</th>
<th>Item</th>
<th>Recipient</th>
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</thead>
<tbody>
<tr>
<td>E. Field</td>
<td>Glass</td>
<td>CHS - Art</td>
</tr>
<tr>
<td>Anna M. Sylvester</td>
<td>Clarinet, Oboe &amp; Music Stand</td>
<td>CHS - Band</td>
</tr>
<tr>
<td>Joe Bacchus</td>
<td>3 Pair of Tampani Mallets</td>
<td>CHS - Band</td>
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<td>Chemistry Supplies</td>
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<td>Hardbound Book</td>
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<td>Amber Neves</td>
<td>Paperback &amp; Proscan VCR</td>
<td>PVHS - Library</td>
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<td>Sue Burce</td>
<td>Books</td>
<td>PVHS - Library</td>
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<td>PG&amp;E</td>
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<td>PVHS - R. Leppard</td>
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<td>PVHS - Young Parent Program</td>
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<td>Jennifer Winders</td>
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<td>Diana Miller</td>
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<td>Cohasset - Bus to Laxsen</td>
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<td>Emma Wilson - Classrooms/Office</td>
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<td>Games</td>
<td>Forest Ranch</td>
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<tr>
<td>Jean Hubbell &amp; Dave Wood</td>
<td>Games</td>
<td>Forest Ranch</td>
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<td>Shasta PTO</td>
<td>Software</td>
<td>Shasta</td>
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Donations: February 15, 2006
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<td><strong>Elizabeth Sandbach</strong></td>
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<td><strong>Pete &amp; Pam Crawford</strong></td>
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<td><strong>PG&amp;E</strong></td>
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<td><strong>100 Dictionaries</strong></td>
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<td><strong>Sierra View</strong></td>
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<td><strong>Sierra View - 3rd Graders</strong></td>
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<td><strong>Sierra View</strong></td>
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February 15, 2006

MEMORANDUM TO: Board of Education
FROM: Dr. Chet Francisco, Superintendent
SUBJECT: Certificated Human Resources Actions

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Effective</th>
<th>Comment</th>
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<tbody>
<tr>
<td>Bolden-Schleh, Sharon</td>
<td>0.2 FTE School Psychologist</td>
<td>2nd Semester 2005/06 (Effective 1/31/06)</td>
<td>Temporary Appointment (Increase to 1.0 FTE)</td>
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<td>Ford, Karen</td>
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<td>Friedman, Mark</td>
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<td>McLaughlin, Matthew</td>
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<td>Presnall, Deanne</td>
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<td>Umpleby, Abby</td>
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<td>2nd Semester 2005/06 (Effective 2/06/06)</td>
<td>Temporary Appointment</td>
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</table>

**Administrative Appointments - Summer Session 2006**

- Besnard, Bruce  
  Junior High Principal/Teacher-in-Charge-Secondary Education
- Shepherd, John  
  Senior High Principal

**Rescission of Leave Request for 2005/06**

- Bogaert, Beth  
  School Psychologist  
  2005/06 (Effective 2/1/06-6/30/06)  
  Rescind 0.4 of Leave Request
- Knippen, Audrey  
  School Psychologist  
  2005/06 (Effective 1/30/06 - 6/30/06)  
  Rescind 0.05 of Leave Request

**Retirements/Resignations**

- Goodes, John  
  Secondary  
  February 23, 2006  
  Retirement
- Millon, B. Lynn  
  Elementary  
  February 28, 2006  
  Retirement

2/9/06 jm
MEMORANDUM TO: Board of Education
FROM: Chet Francisco, Superintendent
SUBJECT: Classified Human Resources Actions

<table>
<thead>
<tr>
<th>NAME</th>
<th>CLASS/LOCATION/ASSIGNED HOURS</th>
<th>EFFECTIVE</th>
<th>COMMENTS/ FUND</th>
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<tbody>
<tr>
<td>Acuna, Fernando</td>
<td>LT IA-Special Education/BJHS/.9</td>
<td>01/25-06/01/06</td>
<td>New LT Position/ Special Education</td>
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<tr>
<td>Allen, Phuong</td>
<td>IPS-Healthcare/Sierra View/3.5</td>
<td>01/17/06</td>
<td>Vacated Position/ Special Education</td>
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<tr>
<td>Cross, Tyson</td>
<td>IPS-Healthcare/Gitrus/3.5</td>
<td>01/24/06</td>
<td>Vacated Position/ Special Education</td>
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<tr>
<td>Daniell, Mary</td>
<td>Prov IPS-Classroom/LCC/3.5</td>
<td>01/30/06</td>
<td>Provisional Appt during Recruitment</td>
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<tr>
<td>Daniell, Mary</td>
<td>Prov IPS-Classroom/Loma Vista/3.0</td>
<td>01/30/06</td>
<td>Provisional Appt during Recruitment</td>
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<tr>
<td>Dorghali, Rana</td>
<td>Parent Classroom Aide-Restr/Sierra View/2.0</td>
<td>01/30/06</td>
<td>Vacated Position/ Categorical Fund</td>
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<tr>
<td>Ehrhorn, Michael</td>
<td>LT IA-Special Education/Hooker Oak/4.0</td>
<td>02/17-06/01/06 &amp; 08/14-10/14/06</td>
<td>Extend LT Position/ Special Education</td>
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<tr>
<td>Enyart, Allison</td>
<td>LT Instructional Assistant/McManus/3.0</td>
<td>01/23-05/14/06</td>
<td>New LT Position/ Categorical Fund</td>
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<td>Frost, Catherine</td>
<td>LT IA-Computers/McManus/2.0</td>
<td>01/12-05/14/06</td>
<td>New LT Position/ Categorical Fund</td>
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<td>Glass, JoAnn</td>
<td>Instructional Assistant/Gitrus/1.3</td>
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<td>Greif, Deann</td>
<td>IPS-Classroom/Emma Wilson/3.0</td>
<td>01/19/06</td>
<td>Vacated Position/ Special Education</td>
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<tr>
<td>Greif, Deann</td>
<td>IPS-Classroom/Emma Wilson/3.5</td>
<td>02/07/06</td>
<td>Vacated Position/ Special Education</td>
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<tr>
<td>Griffis, Matthew</td>
<td>LT Custodian/Sierra View/8.0</td>
<td>01/18-04/01/06</td>
<td>LT Position During Absence of Incumbent</td>
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<tr>
<td>Hayes, Dennis</td>
<td>School Bus Driver 2/Transportation/5.6</td>
<td>01/24/06</td>
<td>New Position/ Special Education</td>
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<td>Hubbell, Nancy</td>
<td>School Office Manager/McManus/8.0</td>
<td>02/08-06/01/06</td>
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<td>Koehly-Owney, Karen</td>
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<td>Labrador, Melissa</td>
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<td>New LT Position/ Special Education</td>
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<td>Novel, Stephen</td>
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<td>01/25-06/01/06</td>
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<td>Pohlka, Carmen</td>
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<td>Parlier, Sasha</td>
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<td>Quintana, Jennifer</td>
<td>IPS-Classroom/Loma Vista/2.0</td>
<td>02/07/06</td>
<td>Vacated Position/ Special Education</td>
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<tr>
<td>Saake, Michele</td>
<td>IA-Sr Elementary Guidance/Sierra View/3.0</td>
<td>01/17/06</td>
<td>New Position/ Grant Fund</td>
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<td><strong>Schutz Fort, Emma</strong></td>
<td>IPS-Healthcare/Loma Vista/3.0</td>
<td>01/24/06</td>
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**Increase in Hours**

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<tr>
<th>Brasier, Patricia</th>
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<th>Existing Position/ Special Education</th>
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<tr>
<td>Machado, Mary</td>
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**Voluntary Reduction in Hours**

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<tr>
<th>Justine-Mitchell, Mia</th>
<th>IPS-Classroom/Rosedale/5.0</th>
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**Transfer or Decreased Hours**

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<tr>
<th>Saake, Michele</th>
<th>IA-Sr Elementary Guidance/Citrus/3.0</th>
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**Promotion**

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<tbody>
<tr>
<td>Doerr, Mary</td>
<td>Accounting Technician/Business Office/8.0</td>
<td>02/02/06</td>
<td>New Position</td>
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<td>Doerr, Mary</td>
<td>Payroll-Benefits Technician/Business Office/8.0</td>
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<td>Saylor, Lisa</td>
<td>IA-Special Education/Rosedale/6.0</td>
<td>01/31/06</td>
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**Leave of Absence**

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<tr>
<th>Hirschbein, Lee</th>
<th>IPS-Healthcare/CHS/5.5</th>
<th>02/01-03/24/06</th>
<th>Per CBA 5.12</th>
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<tr>
<td>Lo, Paoua</td>
<td>Impacted Language Liaison/CHS/3.0</td>
<td>01/09-06/02/06</td>
<td>Per CBA 5.29</td>
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<td>Martino, Judy</td>
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<td>Planet, Janet</td>
<td>Custodian/Hooker Oak/8.0</td>
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<td>Per CBA 5.12</td>
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<td>Putterbaugh, Skylar</td>
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<td>Rivas, Hans</td>
<td>Trans Special Education Aide/Transportation/4.9</td>
<td>02/09-05/09/06</td>
<td>Per CBA 5.11</td>
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**Resignations**

<table>
<thead>
<tr>
<th><strong>Resigned Only Position Listed</strong></th>
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<tr>
<td>Boutette, Steven</td>
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<td>Doerr, Mary</td>
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<td>Doerr, Mary</td>
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<tr>
<td>Justine-Mitchell, Mia</td>
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<td>Saake, Michele</td>
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<td>Saylor, Lisa</td>
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**Resignation/Termination**

<table>
<thead>
<tr>
<th>Ashby, Charles</th>
<th>Grounds Worker/M &amp; O/8.0</th>
<th>02/04/06</th>
<th>PERS Retirement</th>
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<tbody>
<tr>
<td>Bender, Marygyail</td>
<td>School Office Manager/McManus/8.0</td>
<td>01/31/06</td>
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<tr>
<td>Berg, Katie</td>
<td>IPS-Healthcare/Loma Vista/3.0</td>
<td>01/09/06</td>
<td>Resignation</td>
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<tr>
<td>Byers, Jami</td>
<td>IA-Special Education/CHS/5.0</td>
<td>02/03/06</td>
<td>Resignation</td>
</tr>
<tr>
<td>Ferris, Adrienne</td>
<td>Child Care Center Assistant/FVHS/6.0</td>
<td>02/01/06</td>
<td>Resignation</td>
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<tr>
<td>Freer, Kelly</td>
<td>Campus Supervisor/PVHS/5.0</td>
<td>01/27/06</td>
<td>Resignation</td>
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<td>Hesseltine, Dawn</td>
<td>Parent Classroom Aide-Restr/Citrus/2.0</td>
<td>02/03/06</td>
<td>Resignation</td>
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<tr>
<td>Hidalgo, Celina</td>
<td>IPS-Classroom/Loma Vista/2.0</td>
<td>01/27/06</td>
<td>Auto Resignation</td>
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<tr>
<td>Morgan, John</td>
<td>Computer Technician/Parkview/5.0</td>
<td>01/02/06</td>
<td>Resigned/Deceased</td>
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<tr>
<td>Stewart, Coleen</td>
<td>Human Resources Technician/Parkview/5.0</td>
<td>03/03/06</td>
<td>Resignation/ Voluntary</td>
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<tr>
<td>Young, Candice</td>
<td>Health Assistant/Shasta/4.0</td>
<td>01/31/06</td>
<td>Resignation</td>
</tr>
</tbody>
</table>

GC-4.2
GC-5 Consultant Agreements:

1. Real Inspiration, Inc., $1,400.00 funded by ASB, to conduct motivational assemblies, and for a workshop for at-risk students at BJHS.
2. Mohr Sound, $1,200.00 funded by ASB & Administration, to provide sound equipment and techs for PVHS graduation ceremonies.
3. Aaron Stabel, M.A., $4,960.00 funded by Extraordinary Account, to provide consultation to classroom teacher for student #29211 as indicated on IEP.
4. Yuba-Sutter Soccer Officials Assn., $3,100.00 funded by ASB, to provide officials at soccer games for CHS.
5. Mike Bourassa, $6,000.00 funded by ASB, to attend injured athletes and provide taping/basic first aid services for CHS athletes.
6. Jason Brownfield, $3,000.00 funded by ASB, to provide officials for PVHS baseball games & tournaments.
7. Dave Mauer, Sounds by Dave, $8,005.21 funded by EETT, to install a public address system to CJHS gym.
8. John Siebal, $11,999.82 funded by HS & MS TUPE grants and Title IV, to reduce substance use and promote health to Alt Ed and PVHS students.
9. Advance Kids, $2,499.94 funded by Extraordinary Account, to provide consultation services to classroom teacher for student #54202 per IEP.
10. Basic Education Services Team, Inc., $25,116.00 funded by Title I, to provide individual tutoring/enrichment to Citrus, McManus, Parkview & Rosedale students who signed up for supplemental services under NCLB.
11. Real Inspiration, Inc., $1,400.00 funded by ASB, to provide inspirational speakers and workshops to MJHS students.
12. Club Z In-Home Tutoring Services, $10,800.00 funded by Title I, to provide individual tutoring/enrichment to Citrus, McManus, Parkview & Rosedale students who signed up for supplemental services under NCLB.
13. D KY Consulting, $3,000.00 funded by District Program Improvement, to provide training to special ed staff to use SteDell Assessment – a web-based assessment platform for CUSD schools.
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   □ On File  (click to view)  ✔ Attached

2. A completed W-9 "Request for Taxpayer Identification Number and Certification" form is:
   □ On File  (click to view)  ✔ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Real Inspiration, Inc.
Street Address/POB: 3000 Crystal Hollow Cl.
City, State, Zip Code: Lincoln, California 95648
Phone: (916) 736-7879
Taxpayer ID/SSN:  
This agreement will be in effect from 02/07/06 to 02/07/06
Location(s) of Services:  (Site) Bidwell Jr. High School

3. Scope of Work to be performed: (attach separate sheet if necessary)

   Keith Hawkins will conduct 2 motivational assemblies for the entire student body, as well as 1 workshop for at-risk students.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

   This will further provide our BEST program.

5. Funding/Programs Affected: (corresponding to accounts below)

   1) Bidwell Jr. High School ASB

6. Account(s) to be Charged:

   Pct (%)  Fund  Resource  Proj/Yr  Goal Function  Object  Expense  Sch/Dept

   1) 100.00  ASB

7. Is there an Impact to General Fund, Unrestricted funding? □ Yes  ✔ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

   $4,000.00 Per Unit, times 1.00 # Units = $4,000.00 Total for Services
   (Unit: □ Per Hour  ✔ Per Day  ■ Per Activity)

9. Additional Expenses:

   $ Total for 4,000.00 Grand Total

   $ 0.00 Addit'l Expenses

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)

   (to be completed by Business Services)
Mandatory Instructions
(click to view)

CHICO UNIFIED SCHOOL DISTRICT
Business Services
1163 E. 7th Street, Chico, CA 95928
(530) 891-3000

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   ✓ On File (click to view) □ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   ✓ On File (click to view) □ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Mohi Sound
Street Address/POB: 1489 Manzanita Av.
City, State, Zip Code: Chico, CA 95926
Phone: 530.895.9900
Taxpayer ID/SSN:

This agreement will be in effect from: 05/01/06 to 06/05/06.
Location(s) of Services: (site)
Pleasant Valley High School

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Provide sound equipment and tech for graduation ceremony for PVHS on June 1, 2006.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   Enable the entire gathering to hear the speakers at ceremonies.

5. Funding/Programs Affected: (corresponding to accounts below)
   1) ☑ ASB
   2) Administration
   3) ☑

6. Account(s) to be Charged:

<table>
<thead>
<tr>
<th>Pct (%)</th>
<th>Fund</th>
<th>Resource</th>
<th>Proj/Yr</th>
<th>Goal</th>
<th>Function</th>
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7. Is there an impact to General Fund, Unrestricted funding? □ Yes ✓ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

   $1,200.00 Per Unit, times 1.00 # Units = $1,200.00 Total for Services
   (Unit: ☑ Per Hour □ Per Day □ Per Activity)

9. Additional Expenses:

   $         $         $
   Total for Addit'l Expenses $0.00

   $1,200.00 Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)

   (to be completed by Business Services)

BS-10.doc:01.05c (ma) Page 1 2/24/2005
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   - [ ] On File (click to view)  [ ] Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   - [ ] On File (click to view)  [ ] Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Aaron Stabel, M.A.
Street Address/POB: 2200 Gerber Avenue
City, State, Zip Code: Sacramento, CA 95817
Phone: (916) 747-4553 phone, (916) 254-7710 fax
Taxpayer ID/SSN:
This agreement will be in effect from: 02/16/06 to 06/30/06
Location(s) of Services: (site) Hank Marsh Junior High School

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Consultation services for student number 29211 as indicated on student's IEP. Fee to include travel, mileage and report writing.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   Provide no more than 39.68 total hours for consultation to the classroom teacher over the phone and in person.
   Fee will include travel, mileage and report writing.

5. Funding/Programs Affected: (corresponding to accounts below)
   1) Extraordinary Account
   2) 
   3) 

6. Account(s) to be Charged:
<table>
<thead>
<tr>
<th>Per (%)</th>
<th>Fund</th>
<th>Resource</th>
<th>Proj/YR</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
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</table>

7. Is there an impact to General Fund, Unrestricted funding?  [ ] Yes  [ ] No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)
   - $125.00 Per Unit, times 39.68 # Units = $4,960.00 Total for Services
   - (Unit: [ ] Per Hour  [ ] Per Day  [ ] Per Activity)

9. Additional Expenses:
   - $0.00 Total for Addit'l Expenses
   - $4,960.00 Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)
    - (to be completed by Business Services)
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is: 
   [ ] On File (click to view) [✓] Attached

2. A completed W-9 "Request for Taxpayer Identification Number and Certification" form is: 
   [ ] On File (click to view) [✓] Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: [Handwritten]
Street Address/POB: [Handwritten]
City/County/State Code: [Handwritten]
Phone: [Handwritten]

This agreement will be in effect from: [Handwritten] to [Handwritten]
Location(s) of Services: [Handwritten]

3. Scope of Work to be performed: (attach separate sheet if necessary)
   [Handwritten]

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   [Handwritten]

5. Funding/Programs Affected: (corresponding to accounts below)
   1) Chico High School/ASE accounts (athletics)
   2) [Handwritten]
   3) [Handwritten]

6. Account(s) to be Charged:
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<th>Pct (%)</th>
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<th>Resource</th>
<th>Proj/Yr</th>
<th>Goal</th>
<th>Function</th>
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</table>

7. Is there an impact to General Fund, Unrestricted funding? [ ] Yes [✓] No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)
   [Handwritten]

9. Additional Expenses:
   | [Handwritten] | [Handwritten] | [Handwritten] | [Handwritten] | [Handwritten] | [Handwritten] | [Handwritten] | [Handwritten] | [Handwritten] |
   | Travel not to exceed | $400.00 | $2,500.00 | $250.00 | $4,100.00 | Grand Total $5,100.00 |

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)
    (to be completed by Business Services)
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   - [ ] On File (click to view)
   - [x] Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   - [ ] On File (click to view)
   - [x] Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Mike Bourassa
Street Address/POB: 1330 Greenough Way
City, State, Zip Code: Chico, CA 95926
Phone: 530-680-3230
Taxpayer ID/SSN: 123-45-6789
This agreement will be in effect from 030405 to 050406
Location(s) of Services: (site) Chico High School

3. Scope of Work to be performed: (attach separate sheet if necessary)

4. Goal (Strategy Plan, Site Plan, Other) to be achieved as a result of Consultant services:

5. Funding/Programs Affected: (corresponding to accounts below)

6. Account(s) to be Charged:

<table>
<thead>
<tr>
<th>Pct (%)</th>
<th>Fund</th>
<th>Resource</th>
<th>Proj/Vr</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>Expense</th>
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</tr>
</tbody>
</table>

7. Is there an impact to General Fund, Unrestricted funding? [ ] Yes [x] No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

   $ 6,000.00 × Per Unit, times 5.00 = # Units = $ 6,000.00 Total for Services
   (Unit: □ Per Hour □ Per Day □ Per Activity) Paid EACH secondary GRAVING PERIOD (5 weeks)

9. Additional Expenses:

   $ □ □ □ □ Total for □ □ □ □ Addit’l Expenses

   $ 6,000.00 Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)

   (to be completed by Business Services)
CONSULTANT AGREEMENT

1. A completed B510a. "Certificate of Independent Consultant Agreement" guideline is:
   - [ ] On File (click to view)
   - [x] Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   - [ ] On File (click to view)
   - [x] Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Jason Brown Field
Street Address/POB: 3544 Hicks Lane
City, State, Zip Code: Chico, CA 95923
Phone: (530) 341-6112
Taxpayer ID/SSN: 1-30-06

Location(s) of Services (site):
Pleasant Valley High School and Ron Dory Land Field

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Provide officials for Pleasant Valley High School baseball games and tournaments

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   Allow

5. Funding/Programs Affected: (corresponding to accounts below)
   1) ASB accounts - paid from gate receipts
   2) ...
   3) ...

6. Account(s) to be Charged:

<table>
<thead>
<tr>
<th>Pct (%)</th>
<th>Fund</th>
<th>Resource</th>
<th>Proj/Yr</th>
<th>Goal</th>
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<th>Object</th>
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<td>5800</td>
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</tr>
</tbody>
</table>

7. Is there an impact to General Fund, Unrestricted funding?  [ ] Yes  [x] No

8. Payment to Consultant: (for the above services,District will pay Consultant as follows)

   $3.00 00 00 Total for Services

   (Unit: □ Per Hour  □ Per Day  [x] Per Activity)

9. Additional Expenses:
   $  
   $  
   $  

   Total for Addit’l Expenses  $  

   Grand Total  $ 3,00 00 00

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)
   (to be completed by Business Services)
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   □ On File  (click to view)  ☑ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   □ On File  (click to view)  ☑ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Dave Mayer  Sounds by Dave, Inc.
Street Address/POB: 1256 Esplanade
City, State, Zip Code: Chico, CA 95926
Phone: 93459000
Taxpayer ID/SSN: 1369/019/06
This agreement will be in effect from 1/1/06 to 2/21/06
Location(s) of Services: (site)
Chico/HighSchoolgym

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Contractor will install a public address system in our gym

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   To increase protection, clarity and therefore communication for community and school activities

5. Funding/Programs Affected: (corresponding to accounts below)
   1) EETT: 0140/04/0000/2420-000
   2) 3)

6. Account(s) to be Charged:
   Pet (%)  Fund  Resource  Proj/Vr  Goal  Function  Object  Expense  Sch/Dept
   1) 100.00  01  3046  0  00000  2420  5800  14  000
   2) 3)

7. Is there an impact to General Fund, Unrestricted funding?  □ Yes  ☑ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)
   $8005.21  Per Unit, times 1.00  # Units = $8005.21  Total for Services
   (Unit: □ Per Hour  □ Per Day  ☑ Per Activity)

9. Additional Expenses:
   ☑ $6000.00
   ☑ $6000.00  Total for Addit'l Expenses
   ☑ $8005.21  Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)
    (to be completed by Business Services)

BS-10.doc.01.05r (ma)  Page 1  2/24/2005
CHICO UNIFIED SCHOOL DISTRICT
Business Services
1163 E. 7th Street, Chico, CA 95928
(530) 891-3000

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   □ On File  (click to view)  ✔ Attached
2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   □ On File  (click to view)  ✔ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: John Stieber
Street Address/POB: 658 E. 8th Street
City, State, Zip Code: Chico, CA 95928
Phone: 530-542-7489
Taxpayer ID/SSN:

This agreement will be in effect from: 02/01/06 to 05/31/06
Location(s) of Services: (site) All Ed and PVHS

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Prevention/Intervention Specialist to coordinate substance abuse prevention services consistent with TUFF and Title IV mandated activities. Services will include school-wide prevention programs, individual and group work with students referred for substance abuse issues, other grant activities as assigned.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   To reduce substance use and promote health and well-being among students

5. Funding/Programs Affected: (corresponding to accounts below)
   1. HS and MS TUFF grants
   2. Title IV
   3. 

6. Account(s) to be Charged:
   Pct (%): 33.00  33.00  34.00
   Fund: 01  01  01
   Resource: 6670  6550  3730
   Proj/Yr: 0  0  0
   Goal: 1110  1110  1110
   Function: 3110  3110  3110
   Object: 5800  5800  5800
   Expense: 14  14  14
   Sch/Dept: 740  740  740

7. Is there an impact to General Fund, Unrestricted funding?  □ Yes  ✔ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)
   $333.33  Per Unit, times 54.00  # Units = $31,899.88  Total for Services
   (Unit: □ Per Hour  ✔ Per Day  □ Per Activity)

9. Additional Expenses:
   ✔ $0.00  Total for Addit'l Expenses
   $31,899.88  Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)
    (to be completed by Business Services)

BS-10.doc.01.05r (ma)  Page 1  2/24/2005
CHICO UNIFIED SCHOOL DISTRICT
Business Services
1163 E. 7th Street, Chico, CA 95928
(530) 891-3000

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   ✓ On File (click to view)  □ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   ✓ On File (click to view)  □ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Advance Kids, Michelle Wenell
Street Address/POB: 9719 Lincoln Village Dr., Suite 105
City, State, Zip Code: Sacramento, CA 95827
Phone: (916) 363-8103
Taxpayer ID/SSN:

This agreement will be in effect from: 02/15/06 to 06/30/06
Location(s) of Services: (site) Hank Marsh Junior High School

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Consultation services for student number 54202 as indicated on student's IEP. Services will be provided for no more than 2 hours total per month. Fee will include travel, mileage and report writing.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   Advance Kids, Inc. will provide no more than 1.0 to 2.0 total hours of consultation per month to the classroom teacher regarding student's behavior and program. Fee will include travel, mileage and report writing.

5. Funding/Programs Affected: (corresponding to accounts below)
   1) Extraordinary Account
   2) 
   3) 

6. Account(s) to be Charged:

<table>
<thead>
<tr>
<th>Pct (%)</th>
<th>Fund</th>
<th>Resource</th>
<th>Proj/Yr</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>Expense</th>
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</tr>
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</table>

7. is there an impact to General Fund, Unrestricted funding?  □ Yes  ✓ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

   $ 85.00  Per Unit, times 29.41  # Units = $ 2,499.94  Total for Services
   (Unit: ✓ Per Hour  □ Per Day  □ Per Activity)

9. Additional Expenses:
   $  
   $  
   $ 0.00  Total for Addit'l Expenses

   $ 2,499.94  Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)
   (to be completed by Business Services)
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   - [ ] On File (click to view)
   - [ ] Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   - [ ] On File (click to view)
   - [ ] Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Basic Educational Services Team, Inc.
Street Address/POB: 11542 Railroad Canyon Road, Suite 7
City, State, Zip Code: Canyon Creek, CA 92507
Phone: (866) 604-2578
Taxpayer ID/SSN:
This agreement will be in effect from 02/16/06 to 03/30/06
Location(s) of Services: (site) Citrus, McManus, Parkview, Rosedale Elementary Schools

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Provider will provide tutoring to students that have signed up for state required No Child Left Behind Supplemental Services. Provider will provide pre and post test for students and provide services based on individual student needs. Provider will supply ongoing progress reports to parents and the district per agreement.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   Title I: No Child Left Behind Supplemental Services requirement to provide parents with individual tutoring services for their children.

5. Funding/Programs Affected: (corresponding to accounts below)
   1) District Title I
   2) Other
   3) Other

6. Account(s) to be Charged:
   Pct (%) Fund Resource Proj/Yr Goal Function Object Expense Sch/Dept
   1) 100.00 01 0010 0 1110 1000 5800 14 670
   2) 5800 14
   3) 5800 14

7. Is there an impact to General Fund, Unrestricted funding? [ ] Yes [ ] No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)
   $ 24,416.00 Per Unit, times 546.00 # Units = $ 24,416.00 Total for Services
   (Unit: [ ] Per Hour [ ] Per Day [ ] Per Activity)

9. Additional Expenses:
   $ 0.00 Total for Addit’l Expenses

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)

   (to be completed by Business Services)

BS-10.doc.01.05r (ma) Page 1 2/24/2005
CONSULTANT AGREEMENT

1. A completed BS10a. “Certificate of Independent Consultant Agreement” guideline is:
   [ ] On File (click to view)   [✓] Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   [ ] On File (click to view)   [✓] Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

   Name: REAL INSPIRATION, INC. - KEITH HAWKINS
   Street Address/POB: 1308 CRYSTAL HOLLOW CT.
   City, State, Zip Code: LINCOLN, CA 95648
   Phone: (916) 402-7120
   Taxpayer ID/SSN: 123

   This agreement will be in effect from: 04/01/06 to 06/01/06

   Location(s) of Services: (site) MARSH JUNIOR HIGH SCHOOL

3. Scope of Work to be performed: (attach separate sheet if necessary)

   MOTIVATIONAL SPEAKING ASSEMBLIES & WORKSHOP

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

   STUDENT GROWTH

5. Funding/Programs Affected: (corresponding to accounts below)

   1) ASB
   2)
   3)

6. Account(s) to be Charged:

   Pet (%) Fund Resource Proj/Yr Goal Function Object Expense Sch/Dept
   1) 100.00 01 0000 1232 1000 5800 14 070
   2) 5800 14
   3) 5800 14

7. Is there an impact to General Fund, Unrestricted funding? [ ] Yes [✓] No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

   $ 1,400.00 Per Unit, times 1.00 # Units = $ 1,400.00 Total for Services

   (Unit: [ ] Per Hour [ ] Per Day [✓] Per Activity)

9. Additional Expenses:

   $ 0.00 Addit’l Expenses

   $ 1,400.00 Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)

   (to be completed by Business Services)
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   
   ✔ On File (click to view)    □ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
   
   ✔ On File (click to view)    □ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Club Z In-Home Tutoring Services
Street Address/POB: 15310 Amberly Drive, Suite 185
City, State, Zip Code: Tampa, Florida 33647
Phone: (813) 831-6516
Taxpayer ID/SSN:
This agreement will be in effect from: 02/16/06 to 06/30/06
Location(s) of Services: (site) Citrus, McManus, Parkview, Rosedale Elementary Schools

3. Scope of Work to be performed: (attach separate sheet if necessary)
   Provides individual tutoring to students that have signed up for state-required No Child Left Behind Supplemental Services. Provider will pre- and post-test students and provide services based on individual student need. Provider will supply ongoing progress reports to parents and the district per agreement.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   Title I, No Child Left Behind Supplemental Services requirement to provide parents with Individual tutoring services for their children.

5. Funding/Programs Affected: (corresponding to accounts below)
   1) District Title I
   2)
   3)

6. Account(s) to be Charged:

<table>
<thead>
<tr>
<th>Pct (%)</th>
<th>Fund</th>
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</table>

7. Is there an impact to General Fund, Unrestricted funding? □ Yes    ✔ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

   $60.00 Per Unit, times 180.00 # Units = $10,800.00 Total for Services

   (Unit: ✔ Per Hour    □ Per Day    □ Per Activity)

9. Additional Expenses:
   $                      $                      $                      Total for Additional Expenses 0.00

   $10,800.00 Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board)
   (to be completed by Business Services)

   2/24/2005
CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
   [ ] On File  (click to view)  [ ] Attached

2. A completed W-9 "Request for Taxpayer Identification Number and Certification" form is:
   [ ] On File  (click to view)  [ ] Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: DAY Consulting
Street Address/POB: 5237 Asilomar Meadows Way
City, State, Zip Code: Lynnwood, WA 98037
Phone: 425-557-3585
Taxpayer ID/SSN: 123-45-6789

This agreement will be in effect from: 2/16/06 to 6/30/06
Location(s) of Services: (site) Chico Unified School District

3. Scope of Work to be performed: (attach separate sheet if necessary)
   From CUSD social education data to use the 5edDOL Assessment, a web-based assessment platform.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
   Increase student achievement in language arts and math skills.
   Provide the information that teachers and administrators need to increase student achievement.

5. Funding/Programs Affected: (corresponding to accounts below)
   1) [ ] District Program Improvement
   2) [ ] [ ] [ ]
   3) [ ] [ ] [ ]

6. Account(s) to be Charged:
   Pet (%) Fund Resource Proj/Yr Goal Function Object Expense Sch/Dept
   1) 50.00  [ ]  [ ] 3175  [ ] 1110 1000 5800 14 570
   2) 50.00  [ ]  [ ] 3175  [ ] 1110 1000 5800 14 570
   3) 50.00  [ ]  [ ] 3175  [ ] 1110 1000 5800 14 570

7. Is there an impact to General Fund, Unrestricted funding? [ ] Yes  [ ] No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)
   $ 3,000.00 Per Unit, times 2.00 = $ 6,000.00 Total for Services
   (Unit: [ ] Per Hour  [ ] Per Day  [ ] Per Activity)

9. Additional Expenses:
   [ ] [ ] [ ] Travel and Lodging (estimated cost) $ 500.00
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] Total for Addit'l Expenses
   $ 500.00

   $ 3,500.00 Grand Total

10. Amounts of $1,001.00 or more require Board Approval: (date to Board) (to be completed by Business Services)
## CHICO UNIFIED SCHOOL DISTRICT
### SURPLUS PROPERTY 1/17/06

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1=Useable but no longer needed  
2=Needs Minor Repairs  
3=Unrepairable

2/2/2006
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1=Useable but no longer needed  
2=Needs Minor Repairs  
3=Unrepairable  

2/2/2006
TO: CUSD Board of Education
FROM: Cindy Hopkins
SUBJECT: Field Trip Request

Date: 10/19/05

Request is for **Yearbook**

<table>
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<tr>
<th>Destination: San Francisco</th>
<th>Activity: National Convention</th>
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</table>

<table>
<thead>
<tr>
<th>from 4/20/06 / All day</th>
<th>to 4/23/06 / All day</th>
</tr>
</thead>
</table>

Rationale for Trip: This is where we learn national trends and network with other competition schools. This is also where we compete at the national level.

Number of Students Attending: 11  
Teachers Attending: 1  
Parents Attending: 1

Student/Adult Ratio: 11/2

Transportation: Private Cars X  CUSD Bus  Charter Bus Name

All requests for transportation must go through the transportation department including Charter requests - NO EXCEPTIONS.

---

**ESTIMATED EXPENSES:**

- Fees $90
- Substitute Costs $2/day
- Meals $175
- Lodging $570
- Transportation $200
- Other Costs $475

**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**

- Name: Yearbook  
  Acct. #:  
  $775

**Requesting Party:** Cindy Hopkins  
**Date:** 10/19/05

**Director of Transportation:**  
**Date:** 4/23/06

**Site Principal:**  
**Date:** 4/23/06

**If Major Field Trip:**  
**Director of Educational Services:**  
**Date:** 4/23/06

**Board Action:**  
**Date:**
TO: CUSD Board of Education
FROM: Karol Forrest

SUBJECT: Field Trip Request

Request is for Chico High School Symphonic Band
Destination: Anaheim, CA Activity: Concert & Workshop in Disneyland
from 5/18/06 9 AM to 5/19/06 9 PM
Rationale for Trip: To give band students an opportunity to perform a concert in Disneyland. They will also participate in a very worthwhile and educational workshop in which the students will experience first-hand what it's like to play in a professional studio setup. They will be performing background music for part of a Disney video film and receive a workshop.
Number of Students Attending: __________ Teachers Attending: __________ Parents Attending: __________
Student/Adult Ratio: 84 Students / 10 Adults
Transportation: Private Cars CUSD Bus Charter Bus Name: M. Lassen

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:
Fees $10,000 Substitute Costs $ Meals $ Student
Lodging $15,500 Transportation $13,000 Other Costs $

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name Chico High ASB Acct. #: 400 $ all
Name __________________________ Acct. #: __________________________

Karol Forrest 12/31/05
Requesting Party

Jim Hudson 1/17/06
Site Principal

Date

Date

Date

Date

If Major/Field Trip

Sandra Hakeen 1/25/06
Director of Educational Services

Date

Date

Date

Board Action

Date

Approved
Not Approved

Revised 8/04
White Copy: Ed Services
Yellow Copy: Transportation
Pink Copy: Returned to Site after approval
TO: CUSD Board of Education  Date: 1/19/06
FROM: Lisa Reynolds  School/Dept.: Marsh J. H.S
SUBJECT: Field Trip Request

Request for: Student Brew Yearbook classes (7th/8th grade)

Destination: Santa Cruz  Activity: Camping/Visiting UCSC

from 5/19  6:30 am to 5/21  3:00 pm

Rationale for Trip: Celebrate a year of hard work to visit a university to begin to think about getting prepared for the future.

Number of Students Attending: 50  Teachers Attending: 2  Parents Attending: 12

Student/Adult Ratio: 3:1

Transportation:  Private Cars  CUSD Bus  Charter Bus Name  Other:

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees $  Substitute Costs $ 160.00  Meals $

Lodging $  Transportation $  Other Costs $

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):

Name  Acct. #:  $

Name  Acct. #:  $

[Signatures and dates]

Requesting Party

Site Principal

Director of Transportation

IF MAJOR FIELD TRIP

[Signatures and dates]

Director of Educational Services

Board Action

Approved  Not Approved

[Revised 8/04  White: Cov: Ed Services  Yellow: Cov: Transportation  Red: Cov: HR]
MAJOR FIELD TRIP REQUEST

TO: Chico Unified School District  Date: 2/4/06
FROM: Dana Feingold  School/Dept: Chapman
SUBJECT: Major Field Trip Request

Request is for Mrs. Feingold's k-3 grade class
(grade/class/group)

to Disneyland for Disneyland
(destination) (description of activity)

from 3/28/06 to 3/30/06
(dates) (times)  (dates) (times)

Rationale for Trip: Experiencing Fantasy vs. Reality and Experiencing California most of the children have not been outside of Chico.

Student/Teacher/Parent Ratio: 15/9

Transportation: Private Cars X  CUSD Bus  Other
Charter Bus (Name)
(Must contact Transportation to verify qualifications)

*Estimated Expenses: Disneyland tax may be donated
-FEES $   SUBSTITUTE COST $   MEALS $900 student
-LODGING $1500   TRANSPORTATION $1200   OTHER COST $

ACCOUNT(S)/AMOUNT(S) TO BE CHARGED:
# _____________________________ $ _____________________________
# _____________________________ $ _____________________________

Dana Feingold  2/4/06
Requesting Party

Date

Site Principal  2/4/06
☑ Recommend ☐ Not Recommended

Date

Director of Educational Services  2/4/06
☑ Recommend ☐ Not Recommended

Date

Board Action
☐ Approved  ☐ Not Approved

Date

ES-7
Revised 1/00
CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education  Date: 2-6-06
FROM: Linda Holm  School/Dept: Hooker Oak Room 4
SUBJECT: Field Trip Request

Request is for 5-6th grade  Room 4
(grade/class/group)

Destination: Klamath Falls Oregon  Activity: Winter Wings Festival - Bald Eagle Conference

from Feb 16 8:00 AM to Feb 17 4:30 PM
(dates) / (times)

Rationale for Trip: Opportunity to see 50-200 bald eagles.
Culminate bald eagle unit

Number of Students Attending: 35  Teachers Attending: 1  Parents Attending: 9-12
Student/Adult Ratio: 30:4 to 1

Transportation: Private Cars  
CUSD Bus  Charter Bus Name
Other:

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees $675  Substitute Costs $0  Meals $900
Lodging $810  Transportation $350  Other Costs $

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):

Name  Acct. #:  $
Name  Acct. #:  $

Linda Holm  2-6-06
Requesting Party  Date

Maureen Stumpf  2-7-06  
Site Principal

Director of Transportation

IF MAJOR FIELD TRIP

[ ] Recommend  [ ] Not Recommended

Director of Educational Services  2-8-06

Board Action  Date

Approved  Not Approved
CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, CA 95928-5999  
(530) 891-3000  

FIELD TRIP REQUEST

TO: CUSD Board of Education  
FROM: DAVE CRANDALL  
Date: 2/8/06  
School/Dept.: NEAL DOW

SUBJECT: Field Trip Request

Request is for 6TH GRADE CLASSES

Destination: SAN JOSE, CA  
Activity: EGYPTIAN MUSEUM/TECH MUSEUM

from 3/24/06 / 7:00 A.M. to 3/24/06 / 10:00 P.M.
(dates) / (times)
(dates) / (times)

Rationale for Trip: SCIENCE AND SOCIAL SCIENCE EXTENSIONS

Number of Students Attending: 51  
Teachers Attending: 2  
Parents Attending: 8

Student/Adult Ratio: 5:1

Transportation: Private Cars  
CUSD Bus  
Charter Bus Name MT. LASSEN

Other: All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees $1200.00  
Substitute Costs $0-  
Meals $0-  

Lodging $0-  
Transportation $1700.00  
Other Costs $0-

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):

Name 6TH GRADE CLASS  
Acct. #: 01-0000-0-1304-4900-210  $2900.00  
Name  
Acct. #:  
$  

 Requesting Party:  
Dave Crandall  
2/8/06

Site Principal:  
Joyce Bundette  
2-8-06  

Date:  
☐ Approve/Minor  ☐ Do not Approve/Minor  
☐ Recommend/Major  ☐ Not Recommended/Major  
(If transporting by bus or Charter)

Date:  

Director of Transportation:  

Date:  

If MAJOR FIELD TRIP:

Date:  

☐ Recommend  ☐ Not Recommended

Date:  

☐ Approved  ☐ Not Approved

Board Action:  

Date:  

Revised 8/04 White Copy: Ed Services  
Yellow Copy: Transportation  
Pink Copy: Returned to Site after approval
FUND RAISING REQUEST

All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

SCHOOL

CLUB OR ORGANIZATION

ADVISOR

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY

FINANCIAL GOAL OF THE PROJECT: (Major = more than $5,000 gross)

<table>
<thead>
<tr>
<th>Minor: Estimated Gross $</th>
<th>Major: Estimated Gross $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$8,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Net $</th>
<th>Estimated Net $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

NATURE OF PROJECT/ACTIVITY (i.e., car wash)

BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):

BEGINNING

ENDING

LOCATION

NUMBER OF STUDENTS TO BE INVOLVED

RECOMMENDED

Student Officer's Signature (if applicable)

Advisor's Signature

Director of Activity Signature (if applicable)

Principal's Signature

Assistant Superintendent's Signature

Date - Approved by Board of Education

cc:

04/05 receipts

14,355

8,500

5,855
FUND RAISING REQUEST

All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

SCHOOL: 

CLUB OR ORGANIZATION: ASB

ADVISOR: Brandon

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY: Raise $ for class activity

FINANCIAL GOAL OF THE PROJECT: (Major = more than $5,000 gross)

[ ] Minor: Estimated Gross $ 0.0
[ ] Major: Estimated Gross $ 2000.0
Estimated Net $ 0.0
Estimated Net $ 2000.0

NATURE OF PROJECT/ACTIVITY (i.e., car wash): Twisp

[ ] Class I - A project or series of activities that will be restricted to a school's student and parent population.
[ ] Class II - A project or series of activities that will extend beyond a school's population and will involve students, parents and members of the general community population in the fund raising effort.

BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):
BEGINNING 3-6-06 ENDING 3-14-06

LOCATION: Cal Shale

NUMBER OF STUDENTS TO BE INVOLVED: 1000

RECOMMENDED

1-23-06
Date
Student Officer's Signature (if applicable)

1-18-06
Date
Advisor's Signature

1-18-06
Date
Director of Activity Signature (if applicable)

1-27-06
Date
Principal's Signature

1-30-06
Date
Assistant Superintendent's Signature

Approval
Minor: Yes  No: Yes
Major: [ ] [ ] [ ]

Date - Approved by Board of Education

cc: Advisor
Principal

04/05 receipt disbursements net 7,000 31,000 41,000

ES-5
FUND RAISING REQUEST

All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

SCHOOL  Emma Wilson Elementary

CLUB OR ORGANIZATION  PTA

ADVISOR  Julie Wick

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY  Jog-a-thon to raise funds for the school.

FINANCIAL GOAL OF THE PROJECT:  (Major = more than $5,000 gross)

[ ] Minor: Estimated Gross $____________________ [ ] Major: Estimated Gross $25,000
Estimated Net $____________________ Estimated Net $20,000

NATURE OF PROJECT/ACTIVITY (i.e., car wash)  Jog-A-Thon

[ ] Class I - A project or series of activities that will be restricted to a school’s student and parent population.
[ ] Class II - A project or series of activities that will extend beyond a school’s population and will involve students, parents and members of the general community population in the fund raising effort.

BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):
BEGINNING  4-28-05 ENDING ____________________________

LOCATION  Emma Wilson Playground

NUMBER OF STUDENTS TO BE INVOLVED  700

RECOMMENDED

Date  12-1-05
Student Officer’s Signature (if applicable)  Julie Wick
Advisor’s Signature

Date  12-15-05
Director of Activity Signature (if applicable)  Diana L. Burch
Principal’s Signature

Date  1-30-06
Assistant Superintendent’s Signature

Approval  Yes  No  Yes
Minor  [x]  [ ]  [ ]
Major  [ ]

Date - Approved by Board of Education

cc:  Advisor
   Principal

ES-5
1/00
CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, CA 95928-5999

FUND RAISING REQUEST
All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

SCHOOL  Marigold Elementary

CLUB OR ORGANIZATION  6th Grade Classes

ADVISOR  Becki Mathiesen, Kendra Coupe, Lindsey Nelson

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY
6th Grade Environmental Camp

FINANCIAL GOAL OF THE PROJECT: (Major = more than $5,000 gross)
Minor Estimated Gross $  
Minor Estimated Net$  
Major Estimated Gross $ 9,000  
Major Estimated Net$ 3,200

NATURE OF PROJECT/ACTIVITY (i.e., car wash)
Cookie Dough through “Red Apple”

( ) Class 1 - A project or series of activities that will be restricted to a school’s student and parent population.
( ) Class 2 - A project or series of activities that will extend beyond a school’s population and will involve students, parents, and members of the general community population in the fund raising effort.

BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):
BEGINNING  Feb 16, 2006  ENDING  March 3, 2006

LOCATION  School Community  STUDENTS INVOLVED  90

RECOMMENDED

Becki Mathiesen  1/27/06
Director of Activity Signature  Date

Kendra Coupe  1/27/06
Principal’s Signature  Date

Lindsey Nelson  1/27/06
Assistant Superintendent’s Signature  Date

cc: Advisor  cc: Principal  Date Approved by Board of Education

Approval Minor (X) Yes ( ) No  Recommend Major (X) Yes
**CHICO UNIFIED SCHOOL DISTRICT**  
1163 East Seventh Street  
Chico, CA 95928-5999

**FUND RAISING REQUEST**

All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activities. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

**SCHOOL** Parkview

**CLUB OR ORGANIZATION** Parkview PTO

**ADVISOR** Deidra Cross

**PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY** Fund raising for a shade structure over the lunch area

**FINANCIAL GOAL OF THE PROJECT:**  
(Major = more than $5,000 gross)

<table>
<thead>
<tr>
<th></th>
<th>Minor: Estimated Gross $</th>
<th>Major: Estimated Gross $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Estimated Net $</td>
<td>Estimated Net $</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18,000</td>
</tr>
</tbody>
</table>

**NATURE OF PROJECT/ACTIVITY** (i.e., car wash)  
raff ticket

[ ] Class I - A project or series of activities that will be restricted to a school's student and parent population.

[✓] Class II - A project or series of activities that will extend beyond a school's population and will involve students, parents and members of the general community population in the fund raising effort.

**BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):**

BEGINNING March 1, 2006  
ENDING June 1, 2006

**LOCATION** Parkview

**NUMBER OF STUDENTS TO BE INVOLVED** 480

**RECOMMENDED**

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Officer's Signature (if applicable)</th>
<th>Advisor's Signature</th>
<th>Approval</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-8-06</td>
<td>Deidra Cross</td>
<td></td>
<td>Minor: Yes</td>
<td>Major: [✓]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Director of Activity Signature (if applicable)</th>
<th>Principal's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-8-06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-9-06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date** - Approved by Board of Education

cc:  
Advisor
Principal

ES-5
NEW COURSE PROPOSAL OUTLINE

Course Title: Architectural Design and CAD IV
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: Year/10
Prerequisites: Architectural Design and CAD I & II & III
Course Number: (To be completed by District)
Replaces: New

I. Course Description:

Architectural Design and CAD IV is a one year course for students who have successfully completed Architectural Design and CAD III or received permission from instructor. Advanced level skills and knowledge of Architectural processes and procedures is necessary. Students will develop individual client projects which may be fictitious or real. Client profiles will be made available to each student. In some cases these are “real world” clients developing actual residential designs. Some projects may also be internships or mentor-ships if the situation presents itself. All projects will be a continuation of skills and knowledge developed in earlier classes. Projects must adhere to all plan requirements while simultaneously satisfying needs dictated by the individual project clients and architectural design elements. Finished work will be presented in portfolio form.

II. Instructional and Supplemental Materials:


III. Course Outline:

1. Capstone Requirements
   A. Knowledge of history
   B. Theoretical, practical and contextual issues
   C. Architectural requirements
   D. Environmental requirements
   E. Structural analysis
   F. Computer drafting skills
   G. Project scheduling
   H. Effective marketing practices
   I. Communication skills
   J. Leadership activities
2. Developing Client Relations
   A. Interview processes
   B. Oral communication techniques
   C. Graphic communication techniques
   D. Digital communication techniques
   E. Exchange processes
   F. Desired outcome

3. Product Development
   A. Developing a timeline
   B. Economic issues
   C. Material constraints
   D. Working environment

4. Desired Outcomes
   A. Successful development
   B. Properly selected presentations
   C. Appropriate use of materials
   D. Satisfactory client relationship
   E. Finished product

5. Career Opportunities
   A. Leadership activities
   B. Counseling
   C. Guest speakers
   D. Field trips
   E. Mentorship's/internships
   F. School to work opportunities
   G. Career technical schools
   H. Community colleges
   I. College degree programs
### IV. Expectations for Student Learning:

**Course Objectives and Standards of Expected Pupil Performance:** List the objectives for the course as well as the Standards, Graduate Attributes and ESLR's* addressed by each objective.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Content Standards</th>
<th>Graduate Attributes</th>
<th>ESLR's*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand the ways in which architecture is shaped by history and know significant events in the history of structural engineering:</td>
<td>A1.0</td>
<td>Educated Individuals</td>
<td>Educated Individuals</td>
</tr>
<tr>
<td>2. Students understand the theoretical, practical, and contextual issues that influence design:</td>
<td>A2.0</td>
<td>Critical, Reflective Thinkers and Problem Solvers</td>
<td>Critical, Reflective Thinkers and Problem Solvers</td>
</tr>
<tr>
<td>3. Students understand the relationship between architecture and the external environment:</td>
<td>A3.0</td>
<td>Contributing Members of Society</td>
<td>Contributing Members of Society</td>
</tr>
<tr>
<td>4. Students understand the mechanics and properties of structural materials:</td>
<td>A4.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>5. Students understand methods used to analyze simple structures:</td>
<td>A5.0</td>
<td>Critical, Reflective Thinkers and Problem Solvers Effective Users of Technology</td>
<td>Critical, Reflective Thinkers and Problem Solvers Effective Users of Technology</td>
</tr>
<tr>
<td>6. Students understand the use of computer-aided drafting and design (CADD) in developing architectural designs:</td>
<td>A6.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>7. Students understand how to systematically complete an architectural project:</td>
<td>A7.0</td>
<td>Contributing Members of Society</td>
<td>Contributing Members of Society</td>
</tr>
<tr>
<td>8. Students understand the methods of creating both written and digital portfolios:</td>
<td>A8.0</td>
<td>Confident Individuals with Positive Self Esteem</td>
<td>Confident Individuals with Positive Self Esteem</td>
</tr>
<tr>
<td>9. Students understand the effective use of architectural and structural equipment:</td>
<td>A9.0</td>
<td>Self Motivated, Life Long Learners</td>
<td>Self Motivated, Life Long Learners</td>
</tr>
</tbody>
</table>

* ESLR's (Expected School-Wide Learning Results) for WASC (Western Association of Schools and Colleges).
V. Instructional Methods:

As per core standards and assessments for this course.

VI. Assessment and Evaluations:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Students will be able to:</th>
<th>Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1.0</td>
<td>Understand the significance of historical relationships in a specific client design.</td>
<td>Student selects digital photographs best suited to reflect the design features requested by the client.</td>
</tr>
<tr>
<td>A 2.0</td>
<td>Understand design issues related to a variety situations acting upon the client.</td>
<td>Student creates a checklist of issues involving the client.</td>
</tr>
<tr>
<td>A 3.0</td>
<td>Understand how to make the client aware of local requirements that control certain aspects of the design process.</td>
<td>Student reviews Codes, Conditions and Requirements (CCR’s) pertaining to the project.</td>
</tr>
<tr>
<td>A 4.0</td>
<td>Understand how to select building materials to suit the needs of the project.</td>
<td>Student will create schedules to recommend specific building materials such as doors, windows and siding.</td>
</tr>
<tr>
<td>A 5.0</td>
<td>Understand processes used by engineers to help develop a structurally sound design.</td>
<td>Student will create detail drawings which specify engineering requirements.</td>
</tr>
<tr>
<td>A 6.0</td>
<td>Understand how to create a model most appropriate for the design requirements at hand.</td>
<td>Student will use CAD software to develop a 3-D model to help the client visualize the project.</td>
</tr>
<tr>
<td>A 7.0</td>
<td>Understand how to systemically approach and complete each phase of a client project.</td>
<td>Students will develop a series of plans and drawings from their model to take the project through to completion.</td>
</tr>
<tr>
<td>A 8.0</td>
<td>Understand the need to maintain a working portfolio.</td>
<td>Student is to collect a required number electronic and hard copies for themselves and the client.</td>
</tr>
<tr>
<td>A 9.0</td>
<td>Understand how to make effective use all available equipment to complete a client project in its entirety.</td>
<td>Students employ all resources available to them to them to create an architectural design acceptable to the client.</td>
</tr>
</tbody>
</table>

VII. Grading Policy:
VII. Grading Policy:

Students will be graded on a standard grading scale with 10% increments.

90-100% = A  80-89% = B  70-79% = C  60-69% = D  -59% = F

VIII. Honors Instructions:

Not Applicable

Aligned with State Frameworks: ( X ) Yes  ( ) No
CSU/UC Requirement: ( ) Yes  (X ) No
Articulate Dept. Chairs: Mike Bruggeman
Sites offered: Chico High School/Pleasant Valley High School
High School Principals: Jim Hanlon/Mike Rupp
Board Approval (Pilot):
Board Approval (Permanent):
New Course Proposal Signature Page

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Architectural Design and CAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
<td>Mike Bruggeman</td>
</tr>
<tr>
<td>Department:</td>
<td>Industrial Technology</td>
</tr>
<tr>
<td>Campus:</td>
<td>Chico High/Pleasant Valley High</td>
</tr>
</tbody>
</table>

**STEP 1 - Same Grade Level Department Chairperson Approval**

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chico High School</td>
<td>Date</td>
</tr>
<tr>
<td>Pleasant Valley High School</td>
<td>Date</td>
</tr>
<tr>
<td>Fair View High School</td>
<td>Date</td>
</tr>
<tr>
<td>Oakdale School</td>
<td>Date</td>
</tr>
<tr>
<td>Bidwell Jr. High School</td>
<td>Date</td>
</tr>
<tr>
<td>Chico Jr. High School</td>
<td>Date</td>
</tr>
<tr>
<td>Marsh Jr. High School</td>
<td>Date</td>
</tr>
<tr>
<td>CAL</td>
<td>Date</td>
</tr>
<tr>
<td>Oakdale School</td>
<td>Date</td>
</tr>
</tbody>
</table>

**STEP 2 - Same Grade Level Campus Principal Approval**

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chico High School</td>
<td>Date</td>
</tr>
<tr>
<td>Pleasant Valley High School</td>
<td>Date</td>
</tr>
<tr>
<td>Fair View High School</td>
<td>Date</td>
</tr>
<tr>
<td>Oakdale School</td>
<td>Date</td>
</tr>
<tr>
<td>Bidwell Jr. High School</td>
<td>Date</td>
</tr>
<tr>
<td>Chico Jr. High School</td>
<td>Date</td>
</tr>
<tr>
<td>Marsh Jr. High School</td>
<td>Date</td>
</tr>
<tr>
<td>CAL</td>
<td>Date</td>
</tr>
<tr>
<td>Oakdale School</td>
<td>Date</td>
</tr>
</tbody>
</table>

STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Content Area Task Force Approval (if appropriate):

Date

CUSD Educational Services Approval:

Date 1-11-06

Governing Board Approval:

Date
NEW COURSE PROPOSAL OUTLINE

Course Title: Engineering Design and CAD IV
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: Year/10
Prerequisites: Engineering Design and CAD I & II & III
Course Number: (To be completed by District)
Replaces: New

I. Course Description:

A one-year course for advanced level students to integrate Engineering skills with Manufacturing Design & Computer Aided Manufacturing (CAM). Units of study include file transferring, tool pathing, Computer Numerical Control Machining (CNCM), assembling and model building. Other elements of the course will include client projects, mentorships and job placements when applicable.

II. Instructional and Supplemental Materials:


II. Course Outline:

I. Project Requirements
   A. Advanced level
   B. Solid models
   C. Drawing views
   D. Animation
   E. Production drawing
   F. Manufactured components

II. Layout Work
   A. Measurement & design
   B. Manual sketches
   C. Fully constrained computer sketches
III. Solid Modeling
   A. Individual parts
   B. Mating parts
   C. Sub assemblies
   D. Full assemblies

IV. Prototype Design
   A. Materials
   B. Fit testing
   C. Animation

V. Working Drawings
   A. View selection
   B. Text placement
   C. Dimensioning processes
   D. Sheet layouts

VI. Manufacturing Design & CAM
   A. CAM interfacing
   B. Generating tool paths
   C. Quality control
   D. Machine set-up

VII. Product Development
   A. Machining processes
   B. Finishing processes
   C. Sub assemblies
   D. Completed product assembly
   E. Presentation/portfolio

VIII. Career Technical Training
   A. Client projects
   B. Mentorships
   C. Work experience

IV. Expectations for Student Learning:

Course Objectives and Standards of Expected Pupil Performance: List the objectives for the course as well as the Standards, Graduate Attributes and ESLR's* addressed by each objective.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Content Standards</th>
<th>Graduate Attributes</th>
<th>ESLR's*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students recognize historical and current events related to engineering design and their effects on society:</td>
<td>C1.0</td>
<td>Educated Individuals</td>
<td>Educated Individuals</td>
</tr>
<tr>
<td>Course Objective</td>
<td>Content Standards</td>
<td>Graduate Attributes</td>
<td>ESLR’s*</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>2. Students understand the effective use of engineering design equipment:</td>
<td>C2.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>3. Students understand measurement systems as they apply to engineering design:</td>
<td>C1.0</td>
<td>Critical, Reflective Thinkers and Problem Solvers</td>
<td>Critical, Reflective Thinkers and Problem Solvers</td>
</tr>
<tr>
<td>4. Students use proper projection techniques to develop orthographic drawings:</td>
<td>C4.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>5. Students know various object-editing techniques and CADD programs:</td>
<td>C5.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>6. Students understand and apply proper dimensioning to drawings:</td>
<td>C6.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>7. Students understand sectional view applications and functions:</td>
<td>C7.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>8. Students understand the tolerance relationships between mating parts:</td>
<td>C8.0</td>
<td>Critical, Reflective Thinkers and Problem Solvers</td>
<td>Critical, Reflective Thinkers and Problem Solvers</td>
</tr>
<tr>
<td>9. Students understand the methods of inserting text into a drawing:</td>
<td>C9.0</td>
<td>Effective Users of Technology</td>
<td>Effective Users of Technology</td>
</tr>
<tr>
<td>10. Students understand the sketching process used in concept development:</td>
<td>C10.0</td>
<td>Effective Communicators</td>
<td>Effective Communicators</td>
</tr>
</tbody>
</table>

* ESLR’s (Expected School-Wide Learning Results) for WASC (Western Association of Schools and Colleges).
V. Instructional Methods:

As per core standards and assessments for this course.

VI. Assessment and Evaluations:

<table>
<thead>
<tr>
<th>Standard</th>
<th>The Student will:</th>
<th>Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1.0</td>
<td>Understand the development of the graphic language.</td>
<td>Students will create projects using different elements of the graphic language.</td>
</tr>
<tr>
<td>C 2.0</td>
<td>Understand advanced level equipment. Usage and interfacing technologies</td>
<td>Students transfer CAD files to CAM equipment to design product.</td>
</tr>
<tr>
<td>C 3.0</td>
<td>Understand the proper use of engineering measuring devices.</td>
<td>Use micrometers and calipers to measure parts.</td>
</tr>
<tr>
<td>C 4.0</td>
<td>Understand the use of views with integrated software.</td>
<td>Students create appropriate views to perform milling operations.</td>
</tr>
<tr>
<td>C 5.0</td>
<td>Understand 3D parametric and machine tool operations.</td>
<td>Students create, alter, and edit machine tool paths.</td>
</tr>
<tr>
<td>C 6.0</td>
<td>Understand how dimensioning can effect finished product.</td>
<td>Student verifies machine tool path with drawing dimensions.</td>
</tr>
<tr>
<td>C 7.0</td>
<td>Understand how section views can be used for part clarification.</td>
<td>Student uses sectional view to obtain necessary manufacturing data.</td>
</tr>
<tr>
<td>C 8.0</td>
<td>Understand how tolerances effect the product and the manufacturing processes.</td>
<td>Student uses tolerance information to properly set-up and operate CAM equipment.</td>
</tr>
<tr>
<td>C 9.0</td>
<td>Understand how to interpret text and apply information to manufacturing processes.</td>
<td>Student must properly interpret specifications, notes and dimensions, then apply them to a manufacturing process.</td>
</tr>
<tr>
<td>C10.0</td>
<td>Understand how sketching process relates to manufacturing.</td>
<td>Students must sketch 3D model of product.</td>
</tr>
<tr>
<td>C11.0</td>
<td>Understand the need to maintain a working portfolio.</td>
<td>Students adds product to written and digital portfolio.</td>
</tr>
</tbody>
</table>

VII. Grading Policy:
VII. Grading Policy:

Students will be graded on a standard grading scale with 10% increments.

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% = F

VIII. Honors Instructions:

Not Applicable

Aligned with State Frameworks: ( X ) Yes  ( ) No
CSU/UC Requirement: ( ) Yes  (X) No
Articulate Dept. Chairs: Mike Bruggeman
Sites offered: Chico High School/Pleasant Valley High School
High School Principals: Jim Hanlon/Mike Rupp
Board Approval (Pilot):
Board Approval (Permanent):
New Course Proposal Signature Page

Course Title: Engineering Design and CAD
Submitted by: Mike Bruggeman
Department: Industrial Technology
Campus: Chico High/Pleasant Valley High

STEP 1 - Same Grade Level Department Chairperson Approval

Chico High School
Pleasant Valley High School
Fair View High School
Oakdale School
Bidwell Jr. High School
Chico Jr. High School
Marsh Jr. High School
CAL
Oakdale School

Date 12-21-05
Date 12-23-05
Date 12-21-05
Date 12-21-05

STEP 2 – Same Grade Level Campus Principal Approval

Chico High School
Pleasant Valley High School
Fair View High School
Oakdale School
Bidwell Jr. High School
Chico Jr. High School
Marsh Jr. High School
CAL
Oakdale School

Date 12/21/05
Date 12/21/05
Date 12/21/05

STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Content Area Task Force Approval (if appropriate):

Date

CUSD Educational Services Approval:

Date 1-11-04

Governing Board Approval:

Date
Course Title: Manufacturing Design & CAM 1
Grade Level: 9-12
Elective /Required: Elective
Length/Credits: Year/10
Prerequisites: none
Course Number: (To be completed by District)
Replaces: Wood 1

I. Course Description:

This course is an introduction to computer aided manufacturing (CAM) with an overall perspective of the product design process with an emphasis on how computers have affected the modern manufacturing environment. The primary material used is wood, but the CAM principles taught can apply to any medium. Students learn aspects of design in a computer lab using the program MasterCAM, then construct and assemble projects in a wood product manufacturing setting using a computer numerical control (CNC) mill.

II. Instructional and Supplemental Materials:

Approved Core Literature:

III. Course Outline:

I. ORIENTATION
II. SAFETY
III. PLANNING AND DESIGN
IV. HAND TOOLS
V. PORTABLE POWER TOOLS
VI. MACHINE USAGE
VII. MEASUREMENT AND LAYOUT
VIII. JOINTS
IX. GLUING AND CLAMPING
X. FASTENERS AND HARDWARE
XI. ABRASIVES
XII. FINISHES & COATINGS
XIII. MATERIALS
IV. Expectations for Student Learning:

Course Objectives and Standards of Expected Pupil Performance: List the objectives for the course as well as the Standards, Graduate Attributes and ESLR’s* addressed by each objective.

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<th>Course Objective</th>
<th>Content Standards</th>
<th>Graduate Attributes</th>
<th>ESLR’s*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand measurement systems in the planning and layout process used in the cabinetmaking and wood products industry:</td>
<td>A1.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td></td>
</tr>
<tr>
<td>2. Students understand the safe and appropriate use of hand tools common to the cabinetmaking and wood products industry:</td>
<td>A2.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td></td>
</tr>
<tr>
<td>3. Students understand the safe and appropriate use of portable power tools common to the cabinetmaking and wood products industry:</td>
<td>A3.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td></td>
</tr>
<tr>
<td>4. Students understand the safe and appropriate use of stationary power machines and equipment common to the cabinetmaking and wood products industry:</td>
<td>A4.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td></td>
</tr>
<tr>
<td>5. Students understand the value and necessity of practicing occupational safety in the cabinetmaking industry or shop:</td>
<td>A6.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td></td>
</tr>
<tr>
<td>6. Students understand the variety of production processes used in the cabinetmaking and wood products industry:</td>
<td>A7.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
<td></td>
</tr>
<tr>
<td>7. Students understand various types of machine and forming assembly processes, such as flow, pressure, cold, and adhesive bonding and mechanical fasteners:</td>
<td>C3.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
<td></td>
</tr>
<tr>
<td>8. Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machined and formed parts and products:</td>
<td>C4.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td></td>
</tr>
<tr>
<td>9. Students understand the operation and functions of machine tools in production and prototype work:</td>
<td>C9.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td></td>
</tr>
</tbody>
</table>

* ESLR’s (Expected School-Wide Learning Results) for WASC (Western Association of Schools and Colleges).
V. Instructional Methods:

As per core standards and assessments for this course.

VI. Assessment and Evaluations:

<table>
<thead>
<tr>
<th>Standard</th>
<th>The student will:</th>
<th>Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0</td>
<td>Students understand measurement systems in the planning and layout process used in the wood products industry.</td>
<td>The students measure and layout the parts to be cut out for their clock project.</td>
</tr>
<tr>
<td>A2.0</td>
<td>Students understand the safe and appropriate use of hand tools common to the wood products industry.</td>
<td>Students use hammers, rulers, chisels, screwdrivers, squares and many other common hand tools in the construction of class projects.</td>
</tr>
<tr>
<td>A3.0</td>
<td>Students understand the safe and appropriate use of portable power tools common to the wood products industry.</td>
<td>Students will use drills, sanders and routers in the construction of class projects.</td>
</tr>
<tr>
<td>A4.0</td>
<td>Students understand the safe and appropriate use of stationary power machines and equipment common to the wood products industry.</td>
<td>Students will use chop saws, table saws, and radial arm saw in the construction of class projects.</td>
</tr>
<tr>
<td>A6.0</td>
<td>Students understand the value and necessity of practicing occupational safety in the shop</td>
<td>Safety is stressed on a daily basis.</td>
</tr>
<tr>
<td>A7.0</td>
<td>Students understand the variety of production processes used in the wood products industry.</td>
<td>Students will cut a rabbet joint using a router, table saw and a CNC mill.</td>
</tr>
<tr>
<td>A7.0</td>
<td>Students understand the variety of production processes used in the wood products industry.</td>
<td>Students will cut a rabbet joint using a router, table saw and a CNC mill.</td>
</tr>
<tr>
<td>C3.0</td>
<td>Students understand various types of machine and forming assembly processes, such as adhesive bonding and mechanical fasteners.</td>
<td>Students will use glue and screws to assemble parts.</td>
</tr>
<tr>
<td>C4.0</td>
<td>Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of products</td>
<td>Students will apply an oil finish and a spray paint finish.</td>
</tr>
<tr>
<td>C9.0</td>
<td>Students understand the operation and functions of machine tools in production and prototype work</td>
<td>Students use two different machine tools while creating a DVD box on a CNC mill.</td>
</tr>
</tbody>
</table>

VII. Grading Policy:

Students will be graded on a standard grading scale with 10% increments.
VIII. Honors Instructions:

None

Aligned with State Frameworks: (x) Yes  ( ) No
CSU/UC Requirement: ( ) Yes  (x) No
Articulate Dept. Chairs: Mike Bruggeman
Sites offered: Chico High School
High School Principals: Jim Hanlon
Board Approval (Pilot):
Board Approval (Permanent):
New Course Proposal Signature Page

Course Title: Manufacturing Design & CAM 1
Submitted by: Tom Phelan
Department: Industrial Technology
Campus: Chico High School

STEP 1 - Same Grade Level Department Chairperson Approval

<table>
<thead>
<tr>
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<td>12-21-05</td>
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<tr>
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<td>12-22-05</td>
</tr>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP 2 – Same Grade Level Campus Principal Approval

<table>
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<tr>
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<th>Date</th>
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<tbody>
<tr>
<td>Chico High School</td>
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<td>12-21-05</td>
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<tr>
<td>Oakdale School</td>
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STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Content Area Task Force Approval (if appropriate):

Date

CUSD Educational Services Approval:

Date 11-05

Governing Board Approval:

Date

NewCrSBlk3/04
NEW COURSE PROPOSAL OUTLINE

Course Title: Manufacturing Design & CAM 2
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: Year/10
Prerequisites: MD2
Course Number: (To be completed by District)
Replaces: Wood 2

I. Course Description:

A continuation of MD1, this course is an introduction to computer aided manufacturing (CAM) as it is utilized in the wood cabinet manufacturing industry. With an overall perspective of the cabinet design process, an emphasis is placed on how computers have affected the modern cabinet-manufacturing environment. The primary material used is wood product sheet material, but the CAM principles taught can apply to any medium. Students learn aspects of design in a computer lab using the program MasterCAM, then construct and assemble projects in a cabinet manufacturing setting using a computer numerical control (CNC) mill.

II. Instructional and Supplemental Materials:

Approved Core Literature: Text:

III. Course Outline:

I. ORIENTATION
II. SAFETY
III. PLANNING AND DESIGN
IV. HAND TOOLS
V. PORTABLE POWER TOOLS
VI. MACHINE USAGE
VII. MEASUREMENT AND LAYOUT
VIII. JOINTS
IX. GLUING AND CLAMPING
X. FASTENERS AND HARDWARE
XI. ABRASIVES
XII. FINISHES & COATINGS
XIII. MATERIALS
XIV. MASS PRODUCTION
XV. EUROPEAN SYSTEM
XVI. PLASTIC LAMINATES
XVII. CABINET ESTIMATING
XVIII. PRINT READING


**IV. Expectations for Student Learning:**

**Course Objectives and Standards of Expected Pupil Performance:** List the objectives for the course as well as the Standards, Graduate Attributes and ESLR’s* addressed by each objective.

<table>
<thead>
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<th>Course Objective</th>
<th>Content Standards</th>
<th>Graduate Attributes</th>
<th>ESLR's*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand measurement systems in the planning and layout process used in the cabinetmaking and wood products industry:</td>
<td>A1.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>2. Students understand the safe and appropriate use of hand tools common to the cabinetmaking and wood products industry:</td>
<td>A2.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>3. Students understand the safe and appropriate use of portable power tools common to the cabinetmaking and wood products industry:</td>
<td>A3.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>4. Students understand the safe and appropriate use of stationary power machines and equipment common to the cabinetmaking and wood products industry:</td>
<td>A4.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>5. Students understand procedures and processes as they occur in the cabinetmaking and wood products industry:</td>
<td>A5.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>6. Students understand the value and necessity of practicing occupational safety in the cabinetmaking industry or shop:</td>
<td>A6.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>7. Students understand the variety of production processes used in the cabinetmaking and wood products industry:</td>
<td>A7.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>8. Students understand the impact of financial, technical, and environmental trends on the past and future of the cabinetmaking and wood products industry:</td>
<td>A8.0</td>
<td>EDUCATED INDIVIDUALS</td>
<td>EDUCATED INDIVIDUALS</td>
</tr>
<tr>
<td>9. Students understand career preparation and how it applies across all standards for students planning to enter and advance successfully in the cabinetmaking and wood products industry:</td>
<td>A9.0</td>
<td>EDUCATED INDIVIDUALS</td>
<td>EDUCATED INDIVIDUALS</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td>10.</td>
<td>Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines, and forming equipment, such as dies, presses, and rolls:</td>
<td>C2.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>11.</td>
<td>Students understand various types of machine and forming assembly processes, such as flow, pressure, cold, and adhesive bonding and mechanical fasteners:</td>
<td>C3.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>12.</td>
<td>Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machined and formed parts and products:</td>
<td>C4.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>13.</td>
<td>Students understand the purposes and processes of inspection and quality control in machining and forming manufacturing processes:</td>
<td>C5.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>14.</td>
<td>Students understand various machining and forming automated manufacturing systems, tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning:</td>
<td>C7.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>15.</td>
<td>Students understand the operation and functions of machine tools in production and prototype work:</td>
<td>C9.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
</tbody>
</table>

* ESLR's (Expected School-Wide Learning Results) for WASC (Western Association of Schools and Colleges).

V. Instructional Methods:

As per core standards and assessments for this course.

VI. Assessment and Evaluations:

<table>
<thead>
<tr>
<th>Standard</th>
<th>The students will:</th>
<th>Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0</td>
<td>Students understand measurement systems in the planning and layout process used in the cabinetmaking industry:</td>
<td>The students measure and layout the parts to be cut out for a cabinet.</td>
</tr>
<tr>
<td>A2.0</td>
<td>Students understand the safe and appropriate use of hand tools common to the cabinetmaking industry:</td>
<td>Students use screwdrivers, hammer and chisels in the construction of a cabinet.</td>
</tr>
<tr>
<td>A3.0</td>
<td>Students understand the safe and appropriate use of portable power tools common to the cabinetmaking industry:</td>
<td>Students will use drills, sanders and routers in the construction of class projects.</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Students will use chop saws, table saws, shaper, CNC mill and radial arm saw in the construction of class projects.</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A4.0</td>
<td>Students understand the safe and appropriate use of stationary power machines and equipment common to the cabinetmaking industry:</td>
<td>Students will use chop saws, table saws, shaper, CNC mill and radial arm saw in the construction of class projects.</td>
</tr>
</tbody>
</table>
VII. Grading Policy:

Students will be graded on a standard grading scale with 10% increments.

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
0-59% = F

VIII. Honors Instructions:

None

Aligned with State Frameworks: (x) Yes  ( ) No
CSU/UC Requirement: ( ) Yes  (x) No
Articulate Dept. Chairs: Mike Bruggeman
Sites offered: Chico High School
High School Principals: Jim Hanlon
Board Approval (Pilot):
Board Approval (Permanent):
New Course Proposal Signature Page

Course Title: Manufacturing Design & CAM 2
Submitted by: Tom Phelan
Department: Industrial Technology Campus: Chico High School

**STEP 1 - Same Grade Level Department Chairperson Approval**

Chico High School Date 12-21-05
Pleasant Valley High School
Fair View High School
Oakdale School

Bidwell Jr. High School Date
Chico Jr. High School Date
Marsh Jr. High School Date
CAL Date
Oakdale School Date

**STEP 2 - Same Grade Level Campus Principal Approval**

Chico High School Date 12/21/05
Pleasant Valley High School (formal)
Fair View High School
Oakdale School

Bidwell Jr. High School Date
Chico Jr. High School Date
Marsh Jr. High School Date
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STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Content Area Task Force Approval (if appropriate):

Date

CUSD Educational Services Approval:

Date 1-11-06

Governing Board Approval:

Date
NEW COURSE PROPOSAL OUTLINE

Course Title: Manufacturing Design & CAM 3
Grade Level: 10-12
Elective /Required: Elective
Length/Credits: Year/10
Prerequisites: MD3
Course Number: (To be completed by District)
Replaces: Wood 3

I. Course Description:

A continuation of MD1, this course is an introduction to computer aided manufacturing (CAM) as it is utilized in the wood furniture manufacturing industry. With an overall perspective of the furniture design process, an emphasis is placed on how computers have affected the modern furniture-manufacturing environment. The primary material used is hardwood lumber, but the CAM principles taught can apply to any medium. Students learn aspects of design in a computer lab using the program MasterCAM, then construct and assemble projects in a furniture manufacturing setting using a computer numerical control (CNC) mill.

II. Instructional and Supplemental Materials:

Approved Core Literature: Text:

III. Course Outline:

I. ORIENTATION
II. SAFETY
III. PLANNING AND DESIGN
IV. HAND TOOLS
V. PORTABLE POWER TOOLS
VI. MACHINE USAGE
VII. MEASUREMENT AND LAYOUT
VIII. JOINTS
IX. GLUING AND CLAMPING
X. FASTENERS AND HARDWARE
XI. ABRASIVES
XII. FINISHES & COATINGS
XIII. MATERIALS
XIV. MASS PRODUCTION
XV. JIGS & FIXTURES
XVI. LAMINATING & BENDING
XVII. NEW & EMERGING TECHNOLOGY
XVIII. VANEERS
IV. Expectations for Student Learning:

Course Objectives and Standards of Expected Pupil Performance: List the objectives for the course as well as the Standards, Graduate Attributes and ESLR's* addressed by each objective.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Content Standards</th>
<th>Graduate Attributes</th>
<th>ESLR's*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand measurement systems in the planning and layout process used in the furniture making and wood products industry:</td>
<td>A1.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>2. Students understand the safe and appropriate use of hand tools common to the furniture making and wood products industry:</td>
<td>A2.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>3. Students understand the safe and appropriate use of portable power tools common to the furniture making and wood products industry:</td>
<td>A3.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>4. Students understand the safe and appropriate use of stationary power machines and equipment common to the furniture making and wood products industry:</td>
<td>A4.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>5. Students understand procedures and processes as they occur in the furniture making and wood products industry:</td>
<td>A5.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>6. Students understand the value and necessity of practicing occupational safety in the furniture making industry or shop:</td>
<td>A6.0</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
<td>CONTRIBUTING MEMBERS OF SOCIETY</td>
</tr>
<tr>
<td>7. Students understand the variety of production processes used in the furniture making and wood products industry:</td>
<td>A7.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>8. Students understand the impact of financial, technical, and environmental trends on the past and future of the furniture making and wood products industry:</td>
<td>A8.0</td>
<td>EDUCATED INDIVIDUALS</td>
<td>EDUCATED INDIVIDUALS</td>
</tr>
<tr>
<td>9. Students understand career preparation and how it applies across all standards for students planning to enter and advance successfully in the furniture making and wood products industry:</td>
<td>A9.0</td>
<td>EDUCATED INDIVIDUALS</td>
<td>EDUCATED INDIVIDUALS</td>
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<tr>
<td>10.</td>
<td>Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines, and forming equipment, such as dies, presses, and rolls:</td>
<td>C2.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>11.</td>
<td>Students understand various types of machine and forming assembly processes, such as flow, pressure, cold, and adhesive bonding and mechanical fasteners:</td>
<td>C3.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>12.</td>
<td>Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machined and formed parts and products:</td>
<td>C4.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>13.</td>
<td>Students understand the purposes and processes of inspection and quality control in machining and forming manufacturing processes:</td>
<td>C5.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>14.</td>
<td>Students understand various machining and forming automated manufacturing systems, tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning:</td>
<td>C7.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
<tr>
<td>15.</td>
<td>Students understand the operation and functions of machine tools in production and prototype work:</td>
<td>C9.0</td>
<td>CRITICAL, REFLECTIVE THINKERS AND PROBLEM SOLVERS</td>
</tr>
</tbody>
</table>

* ESLR's (Expected School-Wide Learning Results) for WASC (Western Association of Schools and Colleges).

V. Instructional Methods:

As per core standards and assessments for this course.

VI. Assessment and Evaluations:

<table>
<thead>
<tr>
<th>Standard</th>
<th>The students will:</th>
<th>Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0</td>
<td>Students understand measurement systems in the planning and layout process used in the furniture making industry:</td>
<td>The students measure and layout the parts to be cut out for a table.</td>
</tr>
<tr>
<td>A2.0</td>
<td>Students understand the safe and appropriate use of hand tools common to the furniture making industry:</td>
<td>Students use screwdrivers, hammers, planes and chisels in the construction of a table.</td>
</tr>
<tr>
<td>A3.0</td>
<td>Students understand the safe and appropriate use of portable power tools common to the furniture making industry:</td>
<td>Students will use drills, Sanders and routers in the construction of class projects.</td>
</tr>
<tr>
<td>A4.0</td>
<td>Students understand the safe and appropriate use of stationary power machines and equipment common to the cabinetmaking and wood products industry:</td>
<td>Students will use chop saws, table saws, shaper, CNC mill and radial arm saw in the construction of class projects.</td>
</tr>
<tr>
<td>A5.0</td>
<td>Students understand procedures and processes as they occur in the furniture making industry:</td>
<td>Students will study, design, and fabricate many different types of joints in the construction of a table.</td>
</tr>
<tr>
<td>A6.0</td>
<td>Students understand the value and necessity of practicing occupational safety in the cabinetmaking industry or shop:</td>
<td>Safety is stressed on a daily basis.</td>
</tr>
<tr>
<td>A7.0</td>
<td>Students understand the variety of production processes used in the furniture making industry:</td>
<td>Students construct with a butt, rabbet and dovetail joint for drawer boxes.</td>
</tr>
<tr>
<td>A8.0</td>
<td>Students understand the impact of financial, technical, and environmental trends on the past and future of the furniture making industry:</td>
<td>Manufactured materials are more common than solid lumber.</td>
</tr>
<tr>
<td>A9.0</td>
<td>Students understand career preparation and how it applies across all standards for students planning to enter and advance successfully in the furniture making industry:</td>
<td>Students see the need for academics in order to successfully run a business or succeed in a company.</td>
</tr>
<tr>
<td>C2.0</td>
<td>Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines:</td>
<td>Students use a shaper to shape the edge of their table.</td>
</tr>
<tr>
<td>C3.0</td>
<td>Students understand various types of machine and forming assembly processes, such as pressure, adhesive bonding and mechanical fasteners:</td>
<td>Students will use glue, screws, nails and other fasteners to assemble their table.</td>
</tr>
<tr>
<td>C4.0</td>
<td>Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of products:</td>
<td>Students will apply both oil and a lacquer finish.</td>
</tr>
<tr>
<td>C5.0</td>
<td>Students understand the purposes and processes of inspection and quality control in machining and forming manufacturing processes:</td>
<td>Students make a tendon that must fit tightly in a mortise.</td>
</tr>
<tr>
<td>C7.0</td>
<td>Students understand various machining and forming automated manufacturing systems, tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning:</td>
<td>Students will use a CNC mill to cut a mortise joint in their table legs.</td>
</tr>
<tr>
<td>C9.0</td>
<td>Students understand the operation and functions of machine tools in production and prototype work:</td>
<td>Students will make a test cut with a special set-up before cutting their finished pieces.</td>
</tr>
</tbody>
</table>
VII. Grading Policy:

Students will be graded on a standard grading scale with 10% increments.

90-100% = A  80-89% = B  70-79% = C  60-69% = D  0-59% = F

VIII. Honors Instructions:

None

Aligned with State Frameworks: (x) Yes  ( ) No
CSU/UC Requirement: ( ) Yes  (x) No
Articulate Dept. Chairs: Mike Bruggeman
Sites offered: Chico High School
High School Principals: Jim Hanlon
Board Approval (Pilot):
Board Approval (Permanent):
New Course Proposal Signature Page

Course Title: Manufacturing Design & CAM 3  
Submitted by: Tom Phelan  
Department: Industrial Technology  
Campus: Chico High School

**STEP 1 - Same Grade Level Department Chairperson Approval**

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**STEP 2 - Same Grade Level Campus Principal Approval**

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STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

**Content Area Task Force Approval (if appropriate):**

Date

**CUSD Educational Services Approval:**

Date 1-11-06

**Governing Board Approval:**

Date
Course Title: HERO (Home Economics Related Occupation) in Human Service
Grade Level: 11-12
Elective /Required: Elective
Length/Credits: 1-year 5 units per semester
Prerequisites: suggested Human Development or Life Management, not required
Course Number: (To be completed by District)
Replaces;

I. Course Description:
This full year ACE-LIFE (Accelerated Career – College Education, Learning is for Everyone) academy course will be offered to 11th and 12th grade students and work cooperatively with the Academy English and US History courses to provide a more flexible schedule for community classroom. In the course students will study the academic and career readiness skills necessary to enter the human service industry. Students will study and practice personal interaction, health, and emergency job site situations. They will become aware of the multiple strategies for dealing with crisis, communication and managing people. Students will employ techniques to safely deal with a wide variety of situations. Students will become aware and prepare for the vast careers in human services. Students will be community classroom placed for work based learning experiences. Both an instructor and industry mentor in the field will supervise students. Job site contracts will employ tech prep community classroom strategies.

II. Instructional and Supplemental Materials:
TBA, but considering the following texts and materials for reference....
Introduction to Human Services by McClam and Wooside
Introduction to Human Services, cases and practices by McClam and Wooside
Advanced CFR and First Aide Procedure, Red Cross
Mandell, Betty and Barbara Schram. Human Services: An Introduction.

III. Course Outline:
Program Content (not in order of course) (Standards)

Legend for standards
IFH = Individual and Family Health standards from Home Economics Careers and Technology Challenge Standards
TES = Transferable and Employability Skills (SCANS)

I. Students will be able to identify and manage health and safety situations within a wide variety of human service occupations. They will be able to identify characteristics of a healthy person, symptoms of physical and mental illness, procedural and operational practices for caring for the ill, disabled and elderly, while considering legal and ethical considerations related to health and safety. (Standards IFH 1.1, 1.3, 1.7)

2. Students will be able to research and evaluate care options for the ill, rehabilitating and convalescent. Students will learn to take accurate personal and family health histories, identify and practice home health care procedures, supplies and equipment. Students will understand the varying needs for
minors, legal guardians and age groups. Cultural concerns and connections will be included related to health care.
(Standards 1.5,1.4,1.6)

3. Students will be able to understand a variety of mental wellness conditions and effecting factors that include self-esteem, emotional behaviors, attitudes, and factors that can effect jobsite behaviors. Students will identify, analyze, compare, contrast, simulate and observe on jobsites the following: Strategies to build self-esteem, self-esteem needs throughout the life cycle, application of principles to theories, positive expression communication strategies anger management conflict resolution, the effect of behavior, health and worksites.
(Standards IFH 2.3, 2.4, 2.8, 2.6, 2.9)

4. Students will be able to define, practice and simulate stressful personal, family and work situations to effectively analyze and reduce stressful situations.
(Standards IFH 3.1,3.2 and 3.3)

5. Students will be able to understand and apply nutrition to human service occupations and job related needs of clients throughout the lifespan and with special dietary concerns and conditions.
(IFH 4.1,4.3,4.4,4.54.6)

6. Students will be able to understand responsible behaviors as applicable to human service industry clients and employees. They will identify healthy behaviors, decision-making strategies, high-risk behaviors, effects of abuse on mental and emotional health, and community resources available to counteract those abuses. Issues around ethics, social and global costs will be researched.
(Standards IFH 5.2, 5.3 5.4, 5.5, 5.6, 5.7, 5.8)

7. Students will be able to identify Manipulative Behavior and Peer Pressure and Managing Peer Pressure along with strategies to prevent manipulation in a variety of work and personal situations
(Standards IFH 6.1, 6.2, 6.3)

8. Students will be able to prevent, understand and care for Communicable and Noncommunicable Infections and Diseases using universal precautions and responsible behaviors in personal and work settings for human service occupations.
(Standards IFH 7.1, 7.2, 7.3, 7.4)

9. Students will study, simulate and evaluate emergency care, preparedness strategies and emergency procedures. Students will investigate and understand family, community and national plans for emergencies and how those agencies and structures work together.
(Standards IFH 8.4, 8.5)

10. Students will understand community and national resources, laws, regulations and strategies to access information.
(Standards IFH 10.1, 10.2)

11. Students will create a personal skills portfolio to include career and academic skills materials.
12. Students will research, observe and participate in careers Related to Family and Human Services. Students will understand the labor force, skills required, education requirements, salary, benefits, employer’s expectations and responsibilities, upward mobility, and entrepreneurship possibilities.
(Standards TES all)
13. Students will understand, practice and evaluate leadership and organizational roles within working teams. Students will participate in Tech Prep community classroom training and community service projects.
(Standards TES 6.1, 6.2 6.3 6.4, 6.6, 6.7)

Community Classroom experience Matrix example...

The schedule below reflects how the community classroom experience could exist when cooperative taught between a HERO, Home Economics Related Occupation, teacher and English Teacher at grade 11 or 12.

<table>
<thead>
<tr>
<th></th>
<th>Hour one</th>
<th>Hour two</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>English</td>
<td>HEROS</td>
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<td>T</td>
<td>2 hours English</td>
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<tr>
<td>W</td>
<td>2 hours English</td>
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<td>TH</td>
<td>2 hours HEROs</td>
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<tr>
<td>F</td>
<td>2 hours HEROs</td>
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</table>

Legend
IFH = Individual and Family Health standards from Home Economics Careers and Technology Challenge Standards
TES = Transferable and Employability Skills (SCANS)

IV. Expectations for Student Learning: see within course outline

STUDENT READING COMPONENT:

Students will be expected to read many technical documents and to write objective and subjective documents that are job site related. Students will have a text and a case study book for simulations. Students will also have a wide variety of job and industry relevant documents to read, analyze and implement.

V. Instructional Methods:
Instructional methods will include a wide variety of lecture, hands-on projects, service learning, portfolio building, performance, standardized testing, oral presentations and work-based learning. This class will work cooperatively with an academy English course to allow students a community classroom field experience.

VI. Assessment and Evaluations:
Assessments and evaluations will be standardized testing, quizzes, oral presentations, power points, mentor and tech prep work-based evaluations and project based. Whenever possible industry relevant testing will be utilized, such as advanced CPR and First Aid or emergency preparedness materials.
VII. Grading Policy:

Grading based on total accumulated points for each semester. Standard grading scale will be utilized. 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D and below 60% is an F.

Aligned with: Reading/Language Arts Framework

CSU/UC Requirement: ( ) Yes (x) No

Articulate Dept. Chairs: __

Sites offered:

High School Principals: __

Board Approval (Pilot):

Board Approval (Permanent):
Chico Unified School District New Course Proposal

Signature Page

Course Title: HERO in Human Service
Submitted by: Priscilla Burns
Department: Home Economics Careers & Technology  Campus: PVHS

STEP 1 – Same Grade Level Department Chairperson Approval of New Course

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STEP 2 – Same Grade Level Campus Principal Approval

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STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Content Area Task Force Approval (if appropriate):

Date

CUSD Educational Services Approval:

Date 2/4/06

Governing Board Approval:

Date

NewCrsBlnk1203
Course Title: HERO in Human Service  
Submitted by: Priscilla Burns  
Department: Home Economics Careers & Technology  
Campus: PVHS

STEP 1 – Same Grade Level Department Chairperson Approval of New Course

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STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Content Area Task Force Approval (if appropriate): Date

CUSD Educational Services Approval: Date

Governing Board Approval: Date

NewCrsBlk1203
Chico Unified School District New Course Proposal

Signature Page

Course Title: HERO in Human Service
Submitted by: Priscilla Burns
Department: Home Economics Careers & Technology Campus: PVHS

STEP 1 – Same Grade Level Department Chairperson Approval of New Course
Chico High School P. Burns Date 3/20/06
Pleasant Valley High School
Fair View High School
Oakdale School
Bidwell Jr. High School Date
Chico Jr. High School Date
Marsh Jr. High School Date
CAL Date
Oakdale School Date

STEP 2 – Same Grade Level Campus Principal Approval
Chico High School Date 1/26/06
Pleasant Valley High School Date 1/26/06
Fair View High School
Oakdale School
Bidwell Jr. High School Date
Chico Jr. High School Date
Marsh Jr. High School Date
CAL Date
Oakdale School Date

STEP 1 and 2 above. Appropriate consideration in the above steps must be made within 10 days of receipt. Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.

Content Area Task Force Approval (if appropriate): __________________________________________________________________________________________

Date __________________________________________________________________________________________

CUSD Educational Services Approval: __________________________________________________________________________________________

Date __________________________________________________________________________________________

Governing Board Approval: __________________________________________________________________________________________

Date __________________________________________________________________________________________

NewCrsBlnk1203
TITLE: Proposed Agenda Item

Action: Agenda Item: Consolidated Application for Funding of Categorical Aid Programs, Part II
Consent: X
February 16, 2006
Information:

Page 1

Prepared by: Janet Brinson, Director

Background Information
Part II of the Consolidated Application for Funding Categorical Aid Programs (Con App) for 2005-06 primarily contains information related to entitlements, allocations, and numbers of participants in specified programs. The Con App includes both state and federal funding sources. Program entitlements are determined by formulas contained in the laws that created the programs. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

Educational Implications
The entitlements and allocations funded through the Con App are used to supplement core curricular activities that support student learning in such areas as reading, math, school safety and violence prevention, and support for English Learners.

Fiscal Implications
No impact on the general fund. All expenditures of categorical program funds must be described and budgeted in each school’s Single Plan for Student Achievement. These plans must be presented to and be approved by the School Site Council.

Additional Information

Recommendation
It is recommended that you approve this Consolidated Application, Part II.
TITLE: Bid Approval – Asbestos Abatement portion of the Modernization of Science Classrooms at Bidwell Junior High School

Action __________
Consent ______X____
Information __________

Agenda Item
February 15, 2006
Page 1 of 1

Prepared by: Michael Weissenborn, Facilities Planner/Construction Manager

Background information

The District has undertaken the Modernization of Classrooms at Bidwell Junior High School under the State’s School Facilities Program. The first portion of this project modernized the majority of classrooms on the campus. A portion of the classrooms were moved into a second phase. This allowed time to work closely with Bidwell staff to develop a new science complex in some of the existing classroom space. The plans have been approved by the Department of the State Architect. It is now time to bid out two scopes of work—the asbestos abatement and the general contract.

Informal bids for the Asbestos Abatement portion of the Modernization of Science Classrooms at Bidwell Junior High School were opened on February 9, 2006.

Educational Implications

The District’s Strategic Plan states: “A safe, nurturing and inspiring environment is essential for individuals to thrive.”

Fiscal Implications

Bidwell Junior High School’s Modernization is funded 60% from the State School Facilities Program and 40% from Chico Unified School District’s matching funds. The District has adequate funding in place for this project. No general fund dollars will be used.

Additional Information

This is the final phase of the Modernization of Classrooms at Bidwell Junior High School.

Recommendation

It is requested that the Board of Education grant authorization to the Superintendent to award the projects to the lowest responsive bidder.
Bid Approval – Modernization of Science Classrooms at Bidwell Junior High School

Action
Consent X
Information

Agenda Item
February 15, 2006
Page 1 of 1

Prepared by: Michael Weissenborn, Facilities Planner/Construction Manager

Background Information
The District has undertaken the Modernization of Classrooms at Bidwell Junior High School under the State’s School Facilities Program. The first portion of this project modernized the majority of classrooms on the campus. A portion of the classrooms were moved into a second phase. This allowed time to work closely with Bidwell staff to develop a new science complex in some of the existing classroom space. The plans have been approved by the Department of the State Architect. It is now time to bid out two scopes of work—the asbestos abatement and the general contract.

Formal bids for the Modernization of Science Classrooms at Bidwell Junior High School were opened on February 15, 2006.

Educational Implications
The District’s Strategic Plan states: “A safe, nurturing and inspiring environment is essential for individuals to thrive.”

Fiscal Implications
Bidwell Junior High School’s Modernization is funded 60% from the State School Facilities Program and 40% from Chico Unified School District’s matching funds. The District has adequate funding in place for this project. No general fund dollars will be used.

Additional Information
This is the final phase of the Modernization of Bidwell Junior High School.

Recommendation
It is requested that the Board of Education grant authorization to the Superintendent to award the projects to the lowest responsive bidder.
NOTICE OF COMPLETION

1. The undersigned is OWNER or agent of the OWNER of the interest or estate stated below in the property hereinafter described.

2. The FULL NAME of the OWNER is CHICO UNIFIED SCHOOL DISTRICT.

3. The FULL ADDRESS of the OWNER is 1163 EAST SEVENTH STREET, CHICO, CALIFORNIA, 95928-5999.

4. The NATURE OF THE INTEREST or ESTATE of the undersigned is: IN FEE

5. A work of improvement on the property hereinafter described was COMPLETED on February 1, 2006 and accepted by the Chico Unified School District on February 15, 2006.

6. The work of improvement completed is described as follows: FURNISHING OF ALL LABOR, MATERIALS AND SERVICES FOR THE NEW PARKING LOT AT THE FAIRVIEW HIGH SCHOOL FOR THE CHICO UNIFIED SCHOOL DISTRICT, CHICO, BUTTE COUNTY, CALIFORNIA.

7. The NAME OF THE ORIGINAL CONTRACTOR for such work of improvement is RJ Heutton Construction, 65 Roseanna Court, Chico, CA 95926.

8. The street address of said property is:

FAIRVIEW HIGH SCHOOL – 102 West 11th Street, Chico, CA 95928

9. The property on which said improvement was completed in the CITY OF CHICO, COUNTY OF BUTTE, STATE OF CALIFORNIA, and described as follows:

ASSESSORS PARCEL NUMBERS: 048-210-013

Chico Unified School District

Date: __________________ Signature of Owner or agent of owner

Randy Meeker, Assistant Superintendent, Business Services

Verification for NON-INDIVIDUAL OWNER: I, the undersigned, declare under penalty of perjury under the laws of the State of California that I am the Assistant Superintendent, Business Services of the aforesaid interest in the property described in the above notice; that I have read the said notice, that I know and understand the contents thereof, and that the facts stated therein are true and correct.

Date and Place __________________ (Signature of person signing on behalf of owner)
Title: Proposed Agenda Item

Action: ________
Consent: X
Information: ________

Prepared by: Cynthia Kampf, Ed.D.

Background Information

The Chico Unified School District Board of Education adopts a student calendar that reflects the following parameters:

- 180 student days
- Fixed date federal holidays (i.e. Veterans’ Day)
- Local holidays negotiated through employee contracts
- Flexible date contractual and legal holidays (i.e. Lincoln’s birthday)
- Pupil free days for parent conferences and secondary grading day
- Shortened days for secondary school collaborative planning

Draft calendars have been widely distributed. Bargaining units have been given an opportunity to make recommendations. Comments and suggestions have been considered and incorporated into the final draft that is proposed for adoption.

Educational Implications

The proposed 2006-07 student calendar is a unified district-wide calendar that allows all CUSD families to be on the same schedule. Frequent breaks will allow students to come back refreshed and ready to work. A unified calendar will be instrumental in implementing the district’s mission of a K-12 sequence of teaching, learning, assessment and support. The current 2005-06 student calendar has 87 days when schools are on different vacation schedules.

Fiscal Implications

The proposed calendar does not add any work days for certificated or classified staff. The vacation days at Thanksgiving week and the day after Easter could result in higher overall attendance rates and increased revenue.

Recommendation

Recommend approval of a three year calendar. Traditionally, the board is asked to discuss the calendar in February or March and vote on the calendar in March or April. It is the recommendation of cabinet that the item be considered for both discussion and action in February. This will allow staff and parents more time to plan for next year.
Thank you to everyone who made suggestions to improve the student calendar. Your input was valuable and appreciated.

Final Draft 2006-2007 Student Calendar

Chico Unified School District

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

Final Draft 2007-2008 Student Calendar

Chico Unified School District

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

Final Draft 2008-2009 Student Calendar

Chico Unified School District

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

CHICO UNIFIED SCHOOL DISTRICT

1103 E. Seventh Street, Chico, CA 95920

(530) 895-1500

Dr. Chet Francisco, Superintendent

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