

CUSD Board of Education

Regular Meeting Agenda

Chico City Council Chambers

June 24, 2009

CLOSED SESSION – 5:00 P.M.

REGULAR BOARD MEETING – 6:00 P.M.



Board Members

Jann Reed, President
Dr. Kathy Kaiser, Vice President
Elizabeth Griffin, Clerk
Dr. Andrea Lerner Thompson, Member
Rick Rees, Member

Kelly Staley, Superintendent

This Agenda is Available at:
Chico Unified School District
1163 E. 7th Street
Chico, CA 95928
(530) 891-3000
Or Online at:
www.chicousd.org

Posted: 6/18/09

The Chico Unified School District Board of Education welcomes you to this meeting and invites you to participate in matters before the Board.

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

No disturbance or willful interruption of any Board meeting shall be permitted. Persistence by an individual or group shall be grounds for the Chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared, if necessary. In this case, further Board proceedings shall concern only matters appearing on the agenda.

CONSENT CALENDAR

The items listed on the Consent Calendar may be approved by the Board in one action. However, in accordance with law, the public has a right to comment on any consent item. At the request of a member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. Board Bylaw 9322.

STUDENT PARTICIPATION

At the discretion of the Board President, student speakers may be given priority to address items to the Board.

PUBLIC PARTICIPATION FOR ITEMS ON THE AGENDA

The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.

- Speakers will identify themselves and will direct their comments to the Board.
- Each speaker will be allowed five (5) minutes to address the Board.
- In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item.

PUBLIC PARTICIPATION FOR ITEMS NOT ON THE AGENDA

The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. (Government Code 54954.2) Items brought forth at this part of the meeting may be referred to the Superintendent or designee or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

- Public comments for items not on the agenda will be limited to one hour in duration.
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given five (5) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3rd speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

WRITTEN MATERIAL:

The Board is unable to read written materials presented during the meeting. If any person intends to appear before the Board with written materials, they should be delivered to the Superintendent's Office or delivered via e-mail to the Board and Superintendent 10 days prior to the meeting date.

COPIES OF AGENDAS AND RELATED MATERIALS:

- Available at the meeting
- Available on the website: www.chicousd.org
- Available for inspection in the Superintendent's Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

AMERICANS WITH DISABILITIES ACT

Please contact the Superintendent's Office at 891-3000 ex. 149 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting – June 24, 2009

Closed Session – 5:00 p.m.

Regular Session - 6:00 p.m.

Chico City Council Chambers
421 Main Street, Chico, CA 95928

AGENDA

1. **CALL TO ORDER**

2. **CLOSED SESSION**

1. **Update on Labor Negotiations**

Employee Organizations:

Representatives:

CUTA

CSEA, Chapter #110

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

2. **Public Employee Dismissal/Discipline/Release**

Per Government Code §54957

If Closed Session is not completed before 6:00 p.m., it will resume immediately following the regular meeting.

3. **RECONVENE TO REGULAR SESSION**

1. Call to Order
2. Report Action Taken in Closed Session
3. Flag Salute

4. **SUPERINTENDENT'S REPORT**

5. **CONSENT CALENDAR**

1. GENERAL

1. Consider Approval of Minutes of Regular Session on May 27, 2009
2. Consider Approval of Items Donated to Chico Unified School District

2. EDUCATIONAL SERVICES

1. Consider Expulsion of Students with the Following IDs: 33977, 38781, 39154, 40060, 41758, 42266, 42378, 43001, 43999, 53574 and 54430.
2. Consider Approval of Agricultural Vocational Education Incentive Grant
3. Consider Approval of Consultant Agreement/Contract Employee to provide services to students at risk at PVHS and FVHS.
4. Consider Approval of Field Trip to Yearbook Camp in Sacramento.

3. BUSINESS SERVICES

1. Consider Approval of Accounts Payable Warrants
2. Consider Approval of Declaration of Surplus Property & Disposal
3. Consider Approval of Resolution #1081-09 – Energy Star Program

4. HUMAN RESOURCES

1. Consider Approval of Certificated Human Resources Actions
2. Consider Approval of Classified Human Resources Actions
3. Consider Approval of Agreement for Professional Services with Miller Brown and Dannis, Attorneys

6. **DISCUSSION/ACTION CALENDAR**

1. EDUCATIONAL SERVICES

1. Information: Hooker Oak K-8 Open Structured Classroom Alternative School of Choice Annual Evaluation Report 2009 (Carolyn Adkisson)
2. Discussion/Action: Adoption of Math Intervention Program: Pinpoint (Wright Group/McGraw Hill) (Carolyn Adkisson)
3. Discussion/Action: Grades 7-8 Mathematics Textbook Recommendation (Michael Morris)

2. BUSINESS SERVICES

1. Public Hearing/Discussion/Action: 2009-2010 Annual Budget Presentation. Copies of the Budget are available at the District Office, Business Services, Room 5 (Jan Combes)
2. Information: Presentation by Advocates for Healthy School Communities (farm to school program) (Jan Combes)
3. Discussion/Action: Approve Format of RFP 2009-10 Voter Survey (Jan Combes)

3. HUMAN RESOURCES

1. Discussion/Action: Resolution #1075-09 Elimination of Classified Services (Dave Koll)
2. Discussion/Action: Declaration of Need for Fully Qualified Educators (Bob Feaster)
3. Discussion/Action: Resolution #1080.09 – Possible Reductions in Compensation

7. **ITEMS FROM THE FLOOR**

8. **ANNOUNCEMENTS**

9. **ADJOURNMENT**

MINUTES**1. CALL TO ORDER**

At 5:00 p.m. Board President Reed announced the Board was going into Closed Session.

Present: Jann Reed, Dr. Kathy Kaiser, Elizabeth Griffin, Dr. Andrea Lerner Thompson, Rick Rees

2. CLOSED SESSION**2.1 Update on Labor Negotiations**

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

2.2 Public Employee Appointments

Per Government Code §54957

Title: Marsh Jr. High School Assistant Principal

Title: Chico High School Assistant Principal

2.3 Public Employee Performance Evaluation

Per Government Code §54957

Title: Superintendent

3. RECONVENE TO REGULAR SESSION

Present: Jann Reed, Dr. Kathy Kaiser, Elizabeth Griffin, Dr. Andrea L. Thompson, Rick Rees

Absent: None

3.1 Call to Order

At 6:07 p.m. Board President Reed called the Regular Session Meeting to Order in the City Council Chambers.

3.2 Closed Session Announcements

Board President Reed stated the Board had been in Closed Session and had only one announcement: Ms. Erica Sheridan was appointed as the new Assistant Principal at MJHS.

3.3 Flag Salute

At 6:08 p.m. Board President Reed led the salute to the Flag.

Before moving to Student Reports Board President Reed encouraged attendance to the Chico Outlaws/CUSD baseball game tomorrow night at Nettleton Stadium, 7:05 p.m., a fundraiser for the CUSD athletic programs.

4. STUDENT REPORTS

At 6:09 p.m. Anthony Thomas presented information on CHS student activities; LaVanna Johnson presented information on FVHS student activities; and Cory Wheeler and Katey O'Sullivan presented information on PVHS student activities. Board President Reed extended a thank you to all students who had presented information throughout the year. Superintendent Staley also thanked the students and the advisors, who helped the students prepare for the presentations.

5. SUPERINTENDENT'S REPORT

At 6:19 p.m. Teacher Quinn Mendez introduced Sara Butterfield, 2009-10 FFA President, who presented a year end report on CHS FFA activities. An honorary member award was presented to Dr. Andrea Lerner Thompson. Katy Early and Rapti DeSilva, CSUC Professor, presented information on the Mathematics Professional Learning Community Grant and acknowledged the twenty-six CUSD teachers who had participated in the program. Assistant Superintendent Combes introduced Jason Gregg, the new IT Director.

6. CONSENT CALENDAR

At 6:35 p.m. Board President Reed asked if anyone would like to pull any Consent Item. Board Vice President Kaiser asked to pull Items 6.2.3. and 6.2.5. for further discussion. At 6:36 p.m. Board Member Thompson moved to approve the remaining Consent Items; seconded by Board Vice President Kaiser.

MINUTES

6.1. GENERAL

1. The Minutes of Regular Session on April 29, 2009, Special Session on May 13, 2009, and Special Session on May 20, 2009 were approved.
2. The Board accepted the items donated to Chico Unified School District.

Donor	Item	Recipient
Chico Breakfast Exchange Club	\$500.00	Chapman
Jennifer Buttell	Books @ \$100.00	Chapman
Sue Warwick	Books @ \$50.00	Chapman
Paula Woods	Books @ \$150.00	Chapman
Chico Women's Club	\$493.94	Citrus/After School Garden
Target	\$195.28	Program
Chico Women's Club	\$300.00	Neal Dow
Little Red Hen	\$300.00	Parkview After School
Kelly Q. Zeichick/Wells Fargo Found.		Parkview
Educational Matching Gift Program	\$5,000.00	Rosedale
Shasta PTO	\$3,420.60	Shasta
Steven & Melissa Trott	\$50.00	Sierra View
Play it Again Sports	Gift Certificate @ \$20.00	Sierra View
Safeway	Gift Card @ \$25.00	Sierra View
Woodstock's Pizza	T-Shirt, keychain/coupon @ \$20.00	Sierra View
Cinemark/Tinseltown	Movie Passes @ \$20.00	Sierra View
Spiteri's	Gift Certificates @ \$10.00	Sierra View
Shubert's Ice Cream & Candy	15 Certificates @ \$33.75	Sierra View
Powell's Sweet Shoppe	5 Gift Cards @ \$25.00	Sierra View
North Rim Adventure Sports	Water Bottles & Helmets @ \$98.00	Sierra View
Mt. Sports	Key Chain Accessories @ \$20.00	Sierra View
Chico Outlaws	10 Game Vouchers @ \$70.00	Sierra View
Chico Bike and Board	4 Gift Certificates @ \$40.00	Sierra View
Hype Dance Studio	2 Month Lessons @ \$90.00	Sierra View
Katherine's Cottage	Webkinz, etc. @ \$44.00	Sierra View
Chipotle Mexican Grill, Inc.	Burrito & Chips @ \$9.00	Sierra View
Lyon's Books & Learning Center	Book & Gift Card @ \$20.00	Sierra View
Bidwell Perk Coffee House	Coffee @ \$35.00	Sierra View
Chico Natural Foods	Food @ \$67.00	Sierra View
Kinetics Academy of Dance	1 month of lessons @ \$45.00	Sierra View
Costco	Gift Card @ \$25.00	Sierra View
Knudsen & Sons, Inc.	5 cases Spritzers @ \$73.00	Sierra View
Lotus Flower Imports	Pendant	Sierra View
Pullins Cyclery	Bicycle Equipment @ \$420.00	Sierra View
Susan Adams	\$25.00	CJHS/Music Dept.
David & Camille Dion	\$100.00	CJHS/Music Dept.
EdSource	\$100.00	MJHS
Dr. Chris Kemper	\$100.00	MJHS
Jennifer Pearson/		
The Home Depot Political Action Com.	\$15.00	PVHS
PG&E Corp. Foundation/ Donald Chambers, Steven Lange, Gregory Rutherford	\$259.00	PVHS

MINUTES

Soroptimist International of Chico	\$500.00	PVHS
Ruby Soderstrom	Medical Supplies @ \$47.00	PVHS
Lee-Anne Calhoon	\$15.00	PVHS
Far Northern Coordinating Council	\$50.00	PVHS
Francisco Zarate	DVD-ROM @ \$15.00	PVHS/Library
Pat Scully	Books @ \$77.00	PVHS/Library
Peter Milbury	Books @ \$380.00	PVHS/Library
Sabrina Martin	Book @ \$4.00	PVHS/Library
Mary Bedford	Books @ \$116.00	PVHS/Library
North Valley Community Foundation	\$1,764.00	PVHS/Athletics
Pardeep Singh	\$50.00	PVHS/Boys' Volleyball
Charles Turner	\$25.00	PVHS/Boys' Volleyball
Susanne & Colm Boggs	\$150.00	PVHS/Boys' Volleyball
Barbara & Byron Wolfe	\$50.00	PVHS/Boys' Volleyball
Karen & Randy Heuton	\$125.00	PVHS/Boys' Volleyball
Patrick & Katherine Berry	\$50.00	PVHS/Boys' Volleyball
Kimberly and Chris Nicodemus	\$50.00	PVHS/Boys' Volleyball
George Laven	\$50.00	PVHS/Boys' Volleyball
Steven Stapleton	\$100.00	PVHS/Boys' Volleyball
Scott & Monique Claverie	\$150.00	PVHS/Boys' Volleyball
Julian & Terese Howell	\$25.00	PVHS/Boys' Volleyball
R. Paul Montz	\$100.00	PVHS/Boys' Volleyball
William & Myra Lerch	\$25.00	PVHS/Boys' Volleyball
Gary Loustalf	\$25.00	PVHS/Boys' Volleyball
Michael & Elsa Zadra	\$20.00	PVHS/Boys' Volleyball
Wade & Rebecca Lacque	\$100.00	PVHS/Boys' Volleyball
Vickie & Gary Drews	\$150.00	PVHS/Boys' Volleyball
Clennon & Rhonda Murray	\$20.00	PVHS/Girls' Track
Soroptimist International of Chico	\$50.00	FVHS
Philip O'Neill	\$3,000.00	FVHS
Marilyn Rees	\$50.00	FVHS
Dave Scott	\$250.00	FVHS
Chico Rotary Club	\$250.00	FVHS
	Class Record Roll Books &	
CCY	Notebooks	FVHS
	Model Rockets, etc. @	
Steve Bokulich	\$2,500.00	FVHS
Bernard Vigallon	Car Wash Supplies @ \$150.00	FVHS
Beulah Rebekah/Lodge #60	\$106.00	FVHS
Janice Sunderland	\$60.00	Loma Vista
Barbara Marsh Albers	\$30.00	Loma Vista
David & Rashel Brobst	\$30.00	Loma Vista
Donald & Debbie Stinnett	\$50.00	Loma Vista
Jeffrey & Shelly Martinek	\$75.00	Loma Vista
Victor & Gricelda Trujillo	\$30.00	Loma Vista
John & Jean Kassel	\$30.00	Loma Vista
Jeane & Dane Andes	\$20.00	Loma Vista
Melissa & Matthew Davis	\$30.00	Loma Vista
Samir & Kathleen Nissan	\$90.00	Loma Vista
Donald & Susan Slater	\$30.00	Loma Vista
Betty & Larry Hansen	\$30.00	Loma Vista
Chris & Shannon Devine	\$30.00	Loma Vista

MINUTES

Brandon & Yvette Stark	\$30.00	Loma Vista
Brent & Frances Skillicorn	\$150.00	Loma Vista
Kelly & Thomas Longnecker	\$15.00	Loma Vista
Marilyn Ramey	\$30.00	Loma Vista
Gregory Clink & Courtney Gray	\$30.00	Loma Vista
Heidi Houlihan & Gilbert Herrera	\$30.00	Loma Vista
Arthur & Melody Johnston	\$20.00	Loma Vista
Jerold & Janet Smith	\$15.00	Loma Vista
Charles & Sherry Staser	\$30.00	Loma Vista
Michael & Kerry Watson	\$30.00	Loma Vista
Courtney & Brenda Sorenson	\$30.00	Loma Vista
Jason & Jennifer Childs	\$30.00	Loma Vista
Jeffrey & Christy Carr	\$75.00	Loma Vista
Kevin & Michell Hunn	\$30.00	Loma Vista
Mark & Kelly Barr	\$30.00	Loma Vista
Angela Buckner	\$30.00	Loma Vista
Vincent & Caroline Roady	\$30.00	Loma Vista
Eric & Marcy Snedeker	\$30.00	Loma Vista
Aaron Sauberan & John Dalal	\$30.00	Loma Vista
Sharon Bolden-Schleh	\$30.00	Loma Vista
Jeana Morrison & Lynwood Peyton, III	\$30.00	Loma Vista
MK Inserra	\$15.00	Loma Vista
Jannelle St. Clair	\$15.00	Loma Vista
Thomas Mark Lee	\$100.00	Loma Vista
It's About Time	\$50.00	Loma Vista
Judy Brislain	\$100.00	Loma Vista

6.2 EDUCATIONAL SERVICES

1. The Board approved the expulsion of students with the following IDs: 36642, 39182, 39878, 61622, 62566, 62567, 63441, 67796, 67818, 68759, 69241
2. The Board approved the expulsion clearance of students with the following IDs: 35351, 35381, 38011, 39145
3. This item was pulled for further discussion
4. The Board approved the California Interscholastic Federation Representatives to League
5. This item was pulled for further discussion
6. The Board approved the Quarterly Report on Williams Uniform Complaints
7. The Board approved the CAHSEE Waivers for Students with Disabilities
8. The Board approved the Closed Campus for PVHS Freshmen

6.3 BUSINESS SERVICES

1. The Board approved the Accounts Payable Warrants.
2. The Board approved the New Classroom Building at Chico High School – Division of State Architect Testing Lab Services
3. The Board approved the Division of State Architect Inspector Services – District-wide Small or Emergency Projects

6.4 HUMAN RESOURCES

1. The Board approved the Certificated Human Resources Actions

MINUTES

<u>Name/Employee #</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
<u>Administrative Appointment 2008/09</u>			
Lampkin, Rosann	School Psychologist	2008/09	0.05 FTE Increase in assigned time
<u>Administrative Appointment 2009/10</u>			
Boyer, Brian	Principal, Jr. High	2009/10	Appointment
Marchant, Jay	Principal, Jr. High	2009/10	Appointment
Nilsson, Eric	Assistant Principal-Sr High	2009/10	Appointment
Sanchez, Michelle	Principal, Elementary	2009/10	Appointment
<u>Full-Time Leave Request(s) 2009/10</u>			
Early, Katy	Elementary	2009/10	1.0 FTE Leave
Larson, Kristina	Secondary	2009/10	1.0 FTE Leave
<u>Non-reelection of Long-term Substitute(s) 2008/09</u>			
Employee #11073	Secondary	June 4, 2009	Non-reelection
<u>Part-Time Leave Request(s) 2008/09</u>			
Besnard, Amy	Secondary	2008/09 (Effective 4/2-4/29/09)	1.0 FTE Leave
Hislop, April	Secondary	2008/09 (Effective 5/4-6/4/09)	1.0 FTE Leave
<u>Part-Time Leave Request(s) 2009/10</u>			
Albert, Karla	Elementary	2009/10	.20 FTE Leave
Cannon, Marilyn	Elementary	2009/10	.20 FTE Leave (Policy #4475 STRS Reduced Workload)
Forrest, Marla	Elementary	2009/10	.40 FTE Leave
Galli, Michelle	Elementary	2009/10	.20 FTE Leave
Girt, Kerrie	Secondary	2009/10	.40 FTE Leave
Hian, Nancy	Secondary	2009/10	.50 FTE Leave
Kindopp, Heather	Elementary	2009/10	.80 FTE Leave
Larson, Gayle	Elementary	2009/10	.20 FTE Leave
McLean, M. Shannon	Secondary	2009/10	.20 FTE Leave
McCormick, Joan	Elementary	2009/10	.20 FTE Leave (Policy #4475 STRS Reduced Workload)
Parkin, Bonnie	Elementary	2009/10	.40 FTE Leave
Shockley, Amy	Elementary	2009/10	.20 FTE Leave
Sipher, Carol	Elementary	2009/1	.20 FTE Leave (Policy #4475 STRS Reduced Workload)
Wainwright, Kathleen	Elementary	2009/10	.20 FTE Leave (Policy #4475 STRS Reduced Workload)
Williams, Amy	Elementary	2009/10	.20 FTE Leave
<u>Rescission of Leave Request 2009/10</u>			
Goldsmith, Charlotte	Elementary	2009/10	Rescind .20 FTE Request for Leave
<u>Retirement(s)/Resignation(s)</u>			
Arthur, Deborah		June 5, 2009	Retirement (PER'S Golden Handshake)
DiGrazia, Teena		June 5, 2009	Retirement

MINUTES

Ford, Karen	August 30, 2009	Retirement
Lando, Christine	June 5, 2009	Retirement
Moore, Dennis	June 5, 2009	Retirement
Sinatra, Carol	June 6, 2009	Retirement
Steel, Suzanne	June 5, 2009	Retirement
Wallace, Jennifer	June 5, 2009	Resignation from Leave of .80 FTE of 1.0 FTE Assignment (remain .20 FTE)
Wonzong, Janice	June 8, 2009	Retirement

2. The Board approved the Classified Human Resources Actions

<u>ACTION</u>	<u>NAME</u>	<u>CLASS/LOCATION/ ASSIGNED HOURS</u>	<u>EFFECTIVE</u>	<u>COMMENTS/PRF #/ FUND/RESOURCE</u>
APPOINTMENT	BERNEDO, ANNA	IPS-CLASSROOM/ LOMA VISTA/2.0	5/11/2009	NEW POSITION/311/ SPECIAL ED/6501
APPOINTMENT	DAVIES, RACHEL	IPS-CLASSROOM/ LOMA VISTA/3.0	5/29/2009	NEW POSITION/204/ SPECIAL ED/6501
APPOINTMENT	DELEY, THORA	IPS-CLASSROOM/ PARKVIEW/6.0	5/15/2009	IN LIEU OF LAYOFF/220/ SPECIAL ED/6501
APPOINTMENT	GREGG, JASON	DIRECTOR-INFO TECHNOLOGY/ INFO TECH/8.0	5/11/2009	CORRECTED START DATE
APPOINTMENT	GUYMON, DIANE	LT PARENT CLERICAL AIDE-RESTR/ HOOKER OAK/2.2	5/18/2009 - 6/4/2009	NEW LT POSITION/385/ CATEGORICAL/7250
APPOINTMENT	KASSEL, NICHOLAS	IPS-HEALTHCARE/ CHAPMAN/4.0	5/15/2009	VACATED POSITION/296/ SPECIAL ED/6501
APPOINTMENT	MCGAHAN, STEPHANIE	IPS-HEALTHCARE/ SIERRA VIEW/6.0	5/15/2009	IN LIEU OF LAYOFF
APPOINTMENT	PEACOCK, JENNIFER	IPS-CLASSROOM/ LOMA VISTA/2.0	5/15/2009	NEW POSITION/340/ SPECIAL ED/6501
APPOINTMENT	RICCI, JULIE	IPS-CLASSROOM/ LOMA VISTA/2.0	5/4/2009	NEW POSITION/341/ SPECIAL ED/6501
APPOINTMENT	SPECCHIERLA, KATHRYN	LT LIBRARY MEDIA ASST/ SHASTA/2.6	4/16/2009 - 6/12/2009	EXTEND LT POSITION/300/ LIBRARY/1101
APPOINTMENT	SUTTLES, ERIN	IPS-CLASSROOM/ LOMA VISTA/2.0	5/11/2009	VACATED POSITION/287/ SPECIAL ED/6501
APPOINTMENT	WALL, MARY	LT INSTRUCTIONAL ASST/ NEAL DOW/3.0	5/2/2009 - 6/4/2009	EXTEND LT POSITION/322/ CATEGORICAL/3010
INCREASE IN HOURS	JESSEN, KERRY	IA-SPECIAL ED/ SHASTA/4.0	8/12/2009	VACATED POSITION/352/ SPECIAL ED/6500
INCREASE IN HOURS	JOHNSON, GLEN	IA-SPECIAL ED/ CITRUS/5.5	5/1/2009	VACATED POSITION/299/ SPECIAL ED/6501
INCREASE IN HOURS	KINGORI, MIRIAM	IA-SPECIAL ED/ HOOKER OAK/4.0	8/12/2009	VACATED POSITION/356/ SPECIAL ED/6500
INCREASE IN HOURS	RYAN, JANIS	OFFICE ASST ELEMENTARY ATTENDANCE/EMMA WILSON/6.0	7/29/2009	VACATED POSITION/335/ GENERAL/0000
PROMOTION	ECKERT, PAMELA	TRANS COORDINATOR/	4/22/2009	VACATED POSITION/362/

MINUTES

		TRANS/8.0		TRANSPORTATION/7230 & 7240
PROMOTION	ROGERS, SHELLY	REGISTRAR/ MJHS/8.0	7/6/2009	VACATED POSITION/333/ GENERAL/0000
PROMOTION	SALADO, RANDALL	LT CONSTRUCTION MGR/ FACILITIES/8.0	5/11/2009 - 8/31/2009	NEW LT POSITION/363/ FACILITIES/9412
TRANSFER W/INCREASED HOURS	SHERWOOD, JUDY	IPS-CLASSROOM/ LOMA VISTA/2.0	5/15/2009	NEW POSITION/310/ SPECIAL ED/6501
VOLUNTARY REDUCTION IN HOURS	ANDERSON, TYSON	IA-SPECIAL ED/ CITRUS/5.5	5/15/2009	IN LIEU OF LAYOFF
VOLUNTARY REDUCTION IN HOURS	BHOJAK, DEBORAH	IA-SPECIAL ED/ MCMANUS/4.0	5/15/2009	IN LIEU OF LAYOFF/280/ SPECIAL ED/6500
VOLUNTARY REDUCTION IN HOURS	JACKSON, MARK	IA-SPECIAL ED/ ROSEDALE/2.5	4/6/2009	IN LIEU OF LAYOFF/130/ SPECIAL ED/6500
LAYOFF TO RE- EMPLOYMENT	ANDERSON, TYSON	IA-SPECIAL ED/ ROSEDALE/6.0	5/14/2009	LACK OF WORK
LAYOFF TO RE- EMPLOYMENT	BHOJAK, DEBORAH	IA-SPECIAL ED/ MARIGOLD/6.0	5/14/2009	LACK OF WORK
LAYOFF TO RE- EMPLOYMENT	GUYMON, DIANE	PARENT CLERICAL AIDE- RESTR/ HOOKER OAK/2.2	5/17/2009	LACK OF FUNDS
LAYOFF TO RE- EMPLOYMENT	JACKSON, MARK	IA-SPECIAL ED/ CJHS/4.0	4/5/2009	LACK OF WORK
LAYOFF TO RE- EMPLOYMENT	MCGAHAN, STEPHANIE	IA-SPECIAL ED/ HOOKER OAK/6.0	5/14/2009	LACK OF WORK
RESIGNED ONLY POSITION LISTED	ECKERT, PAMELA	SBD-TYPE 2/ TRANS/7.6	4/21/2009	PROMOTION
RESIGNED ONLY POSITION LISTED	JESSEN, KERRY	IA-SPECIAL ED/ ROSEDALE/3.0	8/11/2009	INCREASE IN HOURS
RESIGNED ONLY POSITION LISTED	JOHNSON, GLEN	IA-SPECIAL ED/ CHS/5.0	4/30/2009	INCREASE IN HOURS
RESIGNED ONLY POSITION LISTED	KINGORI, MIRIAM	IA-SPECIAL ED/ MCMANUS/3.0	8/11/2009	INCREASE IN HOURS
RESIGNED ONLY POSITION LISTED	ROGERS, SHELLY	SCHOOL OFFICE MANAGER/ AFC/8.0	7/5/2009	PROMOTION
RESIGNED ONLY POSITION LISTED	RUIZ, JULIE	PARENT CLASSROOM AIDE-RESTR/EMMA WILSON/4.0	6/4/2009	RESTRICTED RELEASED
RESIGNED ONLY POSITION LISTED	RYAN, JANIS	OFFICE ASST ELEMENTARY ATTENDANCE/SIERRA VIEW/4.0	7/28/2009	INCREASE IN HOURS
RESIGNED ONLY POSITION	SHERWOOD, JUDY	IA-SPECIAL ED/ FOREST RANCH/1.0	5/14/2009	TRANS W/INCREASED HOURS

MINUTES

LISTED

RESIGNATION/ TERMINATION	BATHAM, BARBARA	CAMPUS SUPERVISOR/ FVHS/8.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	BOWMAN, JUDITH	IA-SPECIAL ED/ MJHS/6.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	BUENROSTRO, DEBORAH	PARENT CLASSROOM AIDE-RESTR/ SHASTA/5.1	6/4/2009	RESTRICTED RELEASED
RESIGNATION/ TERMINATION	CARLSEN, KRISTY	IA-BILINGUAL/ MCMANUS/4.0	6/30/2009	VOLUNTARY RESIGNATION
RESIGNATION/ TERMINATION	CREIGHTON, PAULA	IA-SPECIAL ED/ PARKVIEW/5.0	6/9/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	EMPLOYEE HOLDING POSITION #219016	IPS-HEALTHCARE/ BJHS/6.0	4/1/2009	RELEASED DURING PROBATION
RESIGNATION/ TERMINATION	FAGG, MARY	CAFETERIA COOK MANAGER 1/CHS/8.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	FLINDT, BEVERLY	IA-SPECIAL ED/ SHASTA/5.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	FOLAN, KATHLEEN	REGISTRAR/ MJHS/8.0	6/17/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	GOBBA, DANIEL	MAINTENANCE WORKER/ M & O/8.0	5/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	HARRIS, GLORIA	SCHOOL OFFICE MANAGER/PVHS/8.0	6/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	HENNING, CAROL	IA-SPECIAL ED/ CJHS/5.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	HENRICH, TANYA	SR OFFICE ASSISTANT/ CHS/8.0	6/12/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	HICKS, KAREN	IA-SPECIAL ED/ NEAL DOW/5.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	JORONEN, MARY	CAMPUS SUPERVISOR/ PVHS/8.0	6/3/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	KEENER, MERLENA	IA-SPECIAL ED/ HOOKER OAK/5.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	KRAUSE, KAREN	OFFICE ASST ELEMENTARY ATTENDANCE/EMMA WILSON/6.0	6/12/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	LAMORA, JULIE	PARENT LIAISON AIDE- RESTR/CITRUS/2.0	6/4/2009	RESTRICTED RELEASED
RESIGNATION/ TERMINATION	LOPEZ, MICHAEL	CUSTODIAN/ M & O/8.0	6/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	WILLIAMSON, ANDREA	PARENT CLASSROOM AIDE-RESTR/ SIERRA VIEW/2.0 & 1.0	6/4/2009	RESTRICTED RELEASED

MINUTES

6.4 HUMAN RESOURCES

3. The Board approved the Agreement between the California Department of Education and Chico Unified School District for Employee Assignment Based on a Compelling Management Need

(Consent Vote)

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

7. **DISCUSSION/ACTION CALENDAR****ITEMS REMOVED FROM CONSENT FOR FURTHER DISCUSSION:**

Item 6.2.3. Consider approval of the Field Trip Request for PVHS ROP Student to Attend the National SkillsUSA Competition in Kansas City, MO from 6/21/09-6/27/09. Board Vice President Kaiser noted the significance of participating in a national competition.

Item 6.2.5. Consider approval of the Perkins Annual Funding Application. Board Vice President Kaiser noted this item combined with Item 6.2.3. shows how successful the district is in providing both academics and career technical education together.

Board Vice President Kaiser moved to approve items 6.2.3. and 6.2.5.; seconded by Board Member Rees.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

7.1 EDUCATIONAL SERVICES

1. **Information: BIGS in Schools**

At 6:37 p.m. Director Carolyn Adkisson presented an overview of the BIGS program. Chris Giordano, Big Brothers Big Sisters, gave an update on BIGS in Schools and Tommy Erwin, a Mentor, discussed his participation in the program. Mentors/participants/students in the program were introduced and applauded.

2. **Discussion/Action: Application for Alternative School of Choice Status for Sierra View Elementary School by the State Department of Education**

At 6:45 p.m. Debbie Aldred, Sierra View Principal, explained that on April 29, 2009, the CUSD Board voted to consolidate the Neighborhood Program and the Academics Plus Program and requested that the Board approve Sierra View Elementary applying to the state Department to be recognized officially as an Alternative School of Choice. Board Vice President Kaiser moved to approve Resolution 1076-09 and allow Sierra View Elementary School to submit the application for Alternative School of Choice Status to the State Department; seconded by Board Clerk Griffin.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

3. **Public Hearing/Discussion/Action: Application for Alternative School of Choice Status Waiver for Sierra View Elementary School by the State Superintendent of Public Instruction**

At 6:54 p.m. Debbie Aldred, Sierra View Principal, requested approval for Sierra View Elementary to submit a waiver to the State Department to purchase a different State approved math textbook, *McMillan/McGraw-Hill Math*, that is more in line with the Academics Plus philosophy. Teachers Barbara Wallace, Andrea Moseley, and Daryl Bender presented information on why Sierra View was requesting the waiver. At 7:12 p.m. the Public Hearing was open – There were no public comments. At 7:13 p.m. the Public Hearing was closed. Board Vice President Kaiser moved to approve the recommendation of adopting the state approved *McMillan/McGraw-Hill Math* textbook; seconded by Board Member Thompson.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

4. **Discussion/Action: Grades 7-8 Mathematics Textbook Recommendation**

At 7:14 p.m. Superintendent Staley stated this item was pulled and would be brought back to a future meeting..

MINUTES

5. **Discussion/Action: Recommendation of District Charter Review Committee re: Inspire College Prep High School**

At 7:15 p.m. Director Sara Simmons discussed and presented the recommendation of the District Charter Review Committee that the Inspire College Prep High School Charter be approved. Sara thanked the committee and the founders of the Charter for their hard work. At 8:10 p.m. the floor was open to questions from the audience. Liz Metzger, Ron Pope and Chris Persson addressed questions from the Board and the audience. Board Vice President Kaiser moved to approve the Inspire College Prep High School Petition for a three-year period; seconded by Board Clerk Griffin.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

7.2 **BUSINESS SERVICES**

1. **Discussion/Action: Budget Update – 2008-09 Third Period Interim Report**

At 8:16 p.m. Assistant Superintendent Combes presented a PowerPoint and addressed questions regarding the 2008-09 Third Period Interim Report. At 9:44 p.m. the floor was open to questions from the audience. Board Vice President Kaiser moved to accept the Third Period Interim Report; seconded by Board Member Rees.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

7.3 **HUMAN RESOURCES**

1. **Discussion/Action: Consider Approval of Resolution 1078-09, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2008-2009 School Year**

At 8:56 p.m. Assistant Superintendent Feaster presented information on Resolution 1078-09, Elimination of Classified Services, stating the district no longer needs the positions noted in the resolution. Board Member Rees moved to approve Resolution 1078-09; seconded by Board Vice President Kaiser.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

2. **Discussion/Action: Resolution per Education Code 44263-Resolution 1079-09, To Allow a Credentialed Teacher to Teach Any Single Subject Class Based on Appropriate Coursework**

At 8:58 p.m. Assistant Superintendent Feaster presented information on Resolution 1079-09. Board Member Rees moved to approve Resolution 1079-09; seconded by Board Clerk Griffin.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

At 9:00 p.m. Board President Reed called for a five minute break.

7.4 **SCHOOL BOARD SELF-EVALUATION**

1. **Discussion/Action: Use CSBA Format to Complete Annual Self-Evaluation**

At 9:10 p.m. The Board reviewed the CSBA professional governance standards in regards to their self-evaluation. At 9:55 p.m. the floor was open to questions/comments from the audience. Board President Reed stated this should have been a discussion item only and no action was needed.

7.5 **BOARD MEETINGS**

1. **Discussion: Dates and Times for Regular Meetings for Future Years**

At 10:20 p.m. Board President Reed stated the Board would place this discussion item on an earlier agenda before voting/taking action in December. This was a discussion item only.

MINUTES

2. **Discussion: Order of the Agenda**

At 10:40 p.m. The Board discussed the order of the agenda, centered on the pros and cons of moving the *Items from the Floor* section to the beginning of the meeting. This was a discussion item only.

8. **ITEMS FROM THE FLOOR**

At 10:51 p.m. Board President Reed opened the floor to those who wished to address the Board. There were no items from the floor.

9. **ANNOUNCEMENTS**

At 10:52 p.m. Board President Reed reminded everyone about the PVHS carwash on Saturday and the Outlaws/CUSD Game tomorrow night at Nettleton Stadium.

10. **ADJOURNMENT**

At 10:53 p.m. Board President Reed adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

Donor	Item	Recipient
Ricketts	Books and T-Shirts @ \$71.32	Chapman
BoardMart Inc.	Skateboard Deck @ \$34.95	Chapman
Mazi Noble	\$200.00	Chapman
David & Betty Nopel	Books @ \$112.81	Citrus
Tanya Ledonne	Ice Maker @ \$160.00	Emma Wilson
The Foor Foundation	\$1,000.00	Little Chico Creek
Mary Ann Straub	\$100.00	McManus
Adam Babber	\$57.00	Neal Dow
America Lang	\$50.00	Parkview
Sharon F. Johnson	\$50.00	Parkview
Shasta PTO	\$45.00	Shasta
Ital Imports	Hacky Sacks @ \$15.00	Sierra View
Tom's Rocks & Gifts	Paperweight & Jewel Box @ \$20.00	Sierra View
CPOA Donation Fund	\$600.00	BJHS
Bidwell PTA	\$1,750.00	BJHS
Maureen Fredrickson	\$100.00	CJHS/Music
CJHS PTSA	\$700.00	CJHS
PG&E Corp. Foundation	\$25.00	MJHS
Bruce Dillman	Misc. Items @ \$579.87	CHS
Robin Coley	\$50.00	PVHS
All Metals Supply	300 Lbs Steel Rems @ \$195.00	PVHS
Trader Joe's	Soda @ \$39.26	PVHS
Lori Carlton	\$640.00	PVHS
Bob Feaster	\$10.00	PVHS
Paula O'Laughlin	Book @ \$17.00	PVHS/Library
Shelly Gilcrest	5 Testing Study Guides @ \$85.00	PVHS/Library
Gloria Harris	Book @ \$4.00	PVHS/Library
Linda Elliott	Books, Tapes, DVDs, etc. @ \$357.00	PVHS/Library
Chris Gulbrandsen	Books @ \$9.00	PVHS/Library
United Way Special Distribution	\$39.85	PVHS/Athletics
Grant & Kristi Stanley	\$40.00	PVHS/Athletics
Katie Monath	\$10.00	PVHS/Athletics
Anonymous	\$40.00	PVHS/Athletics
Vicky Matulich	\$100.00	FVHS

Title: **Agricultural Vocational Education Incentive Grant**

Action:

Consent
Information

Date: **June 24, 2009**

Prepared by: **Kevin Payne, Chico High**

Background Information

The **Agricultural Vocational Education Incentive Grant** provides local educational agencies (LEAs) with funds to be used to improve the quality of their **agricultural vocational education** programs. The goal is to maintain a high-quality, comprehensive **agricultural vocational** program in California's public school system to ensure a constant source of employable, trained, and skilled individuals.

Education Implications

Benefits of agricultural education programs are:

- Collaboration, articulation, and networking with all levels of delivery systems (elementary through postsecondary) for instructors
- Supervised entrepreneurial and workplace learning experiences for students
- Linkages and partnerships with business and industry for instructors and students
- Professional development opportunities for teachers, administrators, and counselors
- Curriculum development based on performance and content standards for instructors
- On-site technical assistance in programs for instructors and students
- A foundation for students in the academic and technical skills necessary for career and personal success
- Student leadership and interpersonal skills
- An authentic assessment of knowledge, skills, and abilities through on-demand demonstrations and portfolios

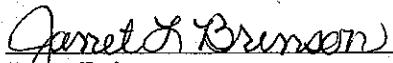
Fiscal Implications

None to the general fund. Expenses will be covered by Agricultural Vocational Education Incentive Grant.

Additional Information

N/A

Recommendation


Janet Brinson

Date: 6/10/09

April 2009

California Department of Education
**AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
2009-2010 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2009)

DATES OF PROJECT DURATION - JULY 1, 2009 TO JUNE 30, 2010

Chico High School

Chico Unified School District

(School Site)

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.




Signature of Authorized Agent

Director, Educational Services

Title



Signature of Principal


Signature of Agriculture Teacher
Responsible for the Program

Contact Phone Number (530)891-3026 ext. 104

Date of Approval of Local Agency Board:

Funds Requested - Part I	\$5,000.00	
Part II	\$2,672.00	
Part III	\$0.00	
Part IV	\$8,000.00	
Part V	\$0.00	
Total		\$15,672.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment and Materials	x	
6. Community, Business and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2008-09 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	334	\$2,672.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2009	4	
Percent of Students (R2) Receiving State Degree	1%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5% or greater, then you are eligible for \$200 per degree awarded. Maximum of \$10,000.		FALSE

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50% or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

Kevin Payne

4

Quinn Mendez

5

Sheena Zweigle

6

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	0	\$0.00
Criterion 11 - Year-Round Employment	3	\$6,000.00
Criterion 11 - Project Supervision Period	1	\$2,000.00
TOTAL FUNDS REQUESTED PART IV		\$8,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

PROPOSED AGENDA ITEM: John Siebal, Contracted Employee

- Consent
 Information Only
 Discussion/Action

Board Date: June 24, 2009

Background Information

John Siebal is a Prevention/Intervention Specialist who works with students are at-risk with issues of substance abuse, violence prevention, anger-management, in support of the educational mission of Chico Unified School District. Mr. Siebal is a licensed counselor and meets with students and families to work out difficult and complex family, psychological, emotional, and motivational issues. During the school year, he facilitates educational support groups and smoking prevention student/peer education trainings. In addition, he assists with classroom presentations in areas such as depression, anti-suicide education, stress management, positive problem solving techniques/self care.

Education Implications

Addresses issues that may interfere with the educational goals of students at Pleasant Valley and Fair View. By using this resource we find that we have increased safety at the school sites through these prevention/intervention services.

Fiscal Implications

There is no impact to the general fund.

Additional Information

DO Recommendation

Recommended for Approval *CP* 6/16/09

Mandatory Instructions
(click to view)

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

Business Services Use Only
CA# _____
V# _____

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 Siebal
Street Address/POB: 656 E. 5th Street
City, State, Zip Code: Chico, CA 95926
Phone: 530-342-7189
Taxpayer ID/SSN: 560-96-2056

This agreement will be in effect from: 07/01/09 to 06/30/10

Location(s) of Services: (site) Pleasant Valley and Fair View High Schools

3. **Scope of Work to be performed:** (attach separate sheet if necessary).
 Prevention/Intervention work with staff and students, including individual and group work related to substance abuse, anger and other acting-out behaviors.
4. **Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:**
 Reduction of substance abuse and other unhealthy behaviors.

5. **Funding/Programs Affected:** (corresponding to accounts below)
- 1) Fair View High School - Pupil Retention Block
 - 2) Pleasant Valley High School - Safe Schools, School Based and Pupil Retention Block
 - 3)

6. **Account(s) to be Charged:**

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	60.00	01	7390	0	1403	1000	5800	14	030
2)	40.00	01	7250	0	1110	1000	5800	14	020
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)

\$ 58,403.00 Per Unit, times 1.00 # Units = \$ 58,403.00 Total for Services

(Unit: Per Hour Per Day Per Activity)

9. **Additional Expenses:**

11% additional cost estimate for employer costs \$ 6,424.00
 Fairview to pay 60% of estimated employer costs \$
 PV to pay 40% of estimated employer costs \$

Total for Addit'l Expenses
6,424.00

\$ 64,827.00 Grand Total

10. Amounts of \$5,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)

CONSULTANT TERMS AND CONDITIONS
(Applicable, unless determined to be Contract Employee – See BS10a)

Business Services Use Only	
CA#	_____
V#	_____
RCF#	_____

- The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
- Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
- In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
- If applicable, the Consultant will certify in writing, using Administration Form #3515.6, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
- Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
- Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
- Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
- The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.
- The District will determine whether the Consultant will be paid by vendor check as a Consultant or payroll check as a Contract Employee (with taxes withheld) by reviewing the completed Certificate of Independent Consultant Agreement (a blank sample may be viewed at http://www.chicousd.org/_dept/business/documents/Consultant_Agreement.pdf). IRS publication SWR 40 and IRS Ruling 87-41 will assist the District in determining the payment method applied to this Consultant Agreement.

11. AGREED TO AND ACCEPTED: (If determined to be a Contract Employee, a payroll check will be issued with applicable taxes withheld.)

John Siebal (Signature of Consultant) John Siebal (Print Name) 6/16/09 (Date)

12. RECOMMENDED:

Janet Brinson (Signature of Originating Administrator) Janet Brinson, Director (Print Name) 6/16/09 (Date)

13. APPROVED:

Janet Brinson (Signature of District Administrator, or Director of Categorical Programs) Janet Brinson, Director (Print Name) 6/16/09 (Date)

APPROVED:

Scott Jones (Signature of Asst. Supt. – Business Services) Consultant Contract Employee
Scott Jones (Print Name) 6/17/09 (Date)

14. Authorization for Payment:

<p>CHECK REQUIRED (Invoice to accompany payment request):</p> <p><input type="checkbox"/> Partial Payment thru: _____ (Date)</p> <p><input type="checkbox"/> Full or Final Payment</p>	<p>DISPOSITION OF CHECK by Accounts Payable: (check released upon completion of services)</p> <p><input type="checkbox"/> Send to Site Administrator: _____ (Date check required)</p> <p><input type="checkbox"/> Mail to Consultant</p>
---	---

\$ _____ (Amount) _____ (Originating Administrator Signature – Use Blue Ink) _____ (Date)

TITLE: Proposed Agenda Item
Field Trip Request to Yearbook Camp in
Sacramento CA, By Pleasant Valley High's
Yearbook Class

Action: _____
Consent: X
Information: _____

Agenda Item:
June 24, 2009
Page 1 OF 1

Prepared by: [Cindy Hopkins]

Background Information

PV Yearbook – Grades 9-12

Attending yearbook camp has been an integral part of the journalism program at PV for the last ten years. Yearbook has not missed a camp over the past ten years. Attending yearbook camp is important for many reasons. 1) It is where my staff is trained for creating the next year's book. 2) The best teachers in journalism are at this camp. 3) This is where we create the "blue print" for the next year's book; we call it a concept package. 4) It is where we bond as a staff for the first time. 5) When you play sports, the way to improve it to play teams that are better than you, this is where we meet those "teams" and begin to amp up our program. 6) This is where we learn the latest in trends in journalism both with regard to writing and design. 7) It has become tradition.

Educational Implications

Students will attend classes designed to teach them at their level. Some will be in yearbook 101 while others attend advanced design courses. Additionally we meet in "home groups" where we work as a staff on our concept package, while learning from and networking with other schools. Finally we compete in a camp wide concept package competition.

Fiscal Implications

This field trip will be funded in part by the yearbook class and in part by students. Our fundraising is done through ad sales and yearbook sales. Therefore, all students will be provided the same opportunities to be a part of this trip.

Additional Information

The adviser, Ms. Hopkins will supervise the trip. We will be departing the morning of August 1st and returning the evening of August 4th. Both the adviser and parents will transport students in private vehicles. Approximately 4 students will be attending. Therefore, the supervision ratio is 4 to 1. At the camp, there are directors, counselors and other advisers who all will take part in supervising all camp attendees.

Recommendation

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 06/17/09

FROM: Cindy Hopkins

School/Dept.: Pleasant Valley HS

SUBJECT: Field Trip Request

Request is for **Yearbook Camp**

Destination: CSU, Sacramento Activity: Yearbook Camp

from 08/01/2009 7:00 am to 08/04/2009 7:00 pm
(dates) / (times)

Rationale for Trip: Preparation for 2009-10 yearbook training in writing, design, photography, etc.

Number of Students Attending: 4 Teachers Attending: 1 Parents Attending: -0-

Student/Adult Ratio: 4:1

Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: school vans _____

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

ESTIMATED EXPENSES: Students are fundraising with pasta feed.

a

Fees \$ 300 Substitute Costs \$ -0- Meals \$ 500


Lodging \$ 2000.00 Transportation \$ 500.00 Other Costs \$ _____

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

Name ASB Acct. #: 01-0000-0-1232-1000-020 \$ est. 3,300.00

Name _____ Acct. #: _____ \$ _____

Cindy Hopkins 06/17/09 See attachment
Requesting Party Date For signatures

 06/17/09 Approve/Minor Do not Approve/Minor
Site Principal Date or Not Recommended/Major

Director of Transportation Date (If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Director of Educational Services Date Recommend Not Recommended

Board Action Date Approved Not Approved

**CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928
530-891-3000**

June 24, 2009
Accounts Payable Warrants

FUND #:	FUND DESCRIPTION:	WARRANT #'S:	AMOUNT
01	General Fund	362195-362435	\$374,498.26
01	General Fund	362458-362697	\$947,044.21
1	General Fund	362707-362729	\$34,448.23
13	Nutrition Services	362125-362149	\$80,404.78
13	Nutrition Services	362436-362443	\$2,096.56
13	Nutrition Services	362698-362700	\$395.17
13	Nutrition Services	362730-362751	\$55,424.24
14	Deferred Maintenance	362444-362445	\$1,235.59
24	Bldg Fund Measure A	362446-362455	\$482,325.71
24	Bldg Fund Measure A	362701-362703	\$96,205.58
25	Capital Facilities FD - State CAP	362456	\$313.50
25	Capital Facilities FD - State CAP	362704	\$4,968.75
27	Bldg Fund Measure B	362705	\$500.00
35	County School Facilities Fund	362457	\$347.51
35	County School Facilities Fund	362706	\$36.00
TOTAL WARRANTS TO BE APPROVED:			\$2,080,244.09

CC Jan Combes, Assistant Superintendent, Business Services

CC Scott Jones, Director of Fiscal Services

PROPOSED AGENDA ITEM: Declaration of Surplus Property

Prepared by: Scott Jones - Director, Fiscal Service



Consent

Board Date 6/24/09

Information Only

Discussion/Action

Background Information:

In accordance with the California Ed Code, Chico Unified School District's property may be disposed of by any of the following methods:

1. The Superintendent may advertise for bids and either sell the property to the highest responsible bidder or reject all bids. Timely notice for bids shall be posted or published. The Superintendent or designee may sell property for which no qualified bid has been received, without further advertising.
2. The Superintendent may authorize the sale of the property by public auction.
3. Without advertisement for bids, the County Superintendent may sell or lease the property to government agencies, other school districts, or to any agency eligible under the federal surplus property law. In such cases, the sale price shall be equal to the value of the property plus estimated cost of purchasing, storing, and handling. Excess equipment with a value of less than one hundred dollars may be sold directly to an agency without advertising with the approval of the Assistant Superintendent of Business Services or designee.
4. If the Superintendent or Designee agrees that the property is worth no more than \$2,500, the Superintendent may designate any employee to sell the property without advertising.
5. If the Superintendent or Designee finds that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Superintendent or may be disposed of by dumping. If any equipment contains universal waste, it will be disposed of in a legal manner.

Educational Implications: NONE

Fiscal Implications: NONE

D.O. Recommendation: Recommended for approval

Useable Surplus Property 6/24/09

BO#	Description	Cond.	Transfer /Sold	Rec'd From	Value	Universal Waste
6274	2 OFFICE CHAIRS	2	WHSE	BUSN OFC	5	N
6280	IBM TYPEWRITER	2	WHSE	CHS	5	Y
6280	2 WHEELRITER III TYPEWRITERS	2	WHSE	CHS	5	Y
6280	SELECTRIC TYPEWRITER	2	WHSE	CHS	5	Y
6284	DECOLLATOR	1	WHSE	DIST OFC	10	Y
6288	PIANO, LG UPRIGHT	1	WHSE	CITRUS	50	N
6289	8' WOODEN LADDER	1	WHSE	SIERRA VIEW	5	N
6289	DA-LITE PORTA SCRIBE PROJECTOR	2	WHSE	SIERRA VIEW	5	Y
6291	TELEVISION	1	WHSE	CHS	20	Y
6296	13 DRAFTING DESKS	2	WHSE	PVHS	5	Y
6303	SAMSUNG VCR W/REMOTE	1	WHSE	CHS	5	Y
6306	ADJUSTABLE COMPUTER STAND	1	WHSE	PVHS	5	N

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

Unrepairable Surplus Property 6/24/09

BO#	Description	Cond.	Transfer /Sold	Rec'd From	Value	Universal Waste
6289	ELMO OVERHEAD PROJECTOR	3	WHSE	SIERRA VIEW	N/A	Y
6289	TOMCAT 20" FLOOR SCRUBBER	3	WHSE	SIERRA VIEW	N/A	Y
6289	LAMINEX LAMINATOR	3	WHSE	SIERRA VIEW	N/A	Y
6289	SONY VHS PLAYER	3	WHSE	SIERRA VIEW	N/A	Y
6294	INCUBATER (OVEN)	3	WHSE	PVHS	N/A	Y
6306	2 APOLLO OVERHEAD PROJECTORS	3	WHSE	PVHS	N/A	Y
6306	DA-LITE PORTA-SCRIBE OVERHEAD	3	WHSE	PVHS	N/A	Y

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

**Surplus Property 6/24/09 to Computers for Classrooms for
refurbishing to current technology standards and reallocating
back to schools**

BO#	Description	Cond.	Rec'd From
6271	CPU	N/A	NUTRITION SVC
6272	2 COMPAQ EVO COMPUTERS	N/A	CITRUS
6272	6 DELL GX 240'S	N/A	CITRUS
6272	4 DELL COMPUTERS	N/A	CITRUS
6272	COMPAQ EN COMPUTER	N/A	CITRUS
6273	14 DELL COMPUTERS	N/A	CHICO JR
6273	8 GATEWAY COMPUTERS	N/A	CHICO JR
6273	9 HP COMPUTERS	N/A	CHICO JR
6273	MACINTOSH COMPUTER	N/A	CHICO JR
6273	NEC COMPUTER COMPAQ COMPUTER	N/A	CHICO JR
6273	IMAC COMPUTER	N/A	CHICO JR
6273	5 COMPAQ COMPUTERS	N/A	CHICO JR
6273	18 MISC COMPUTERS	N/A	CHICO JR
6273	4 EPSON COMPUTERS	N/A	CHICO JR
6273	2 APPLE COMPUTERS	N/A	CHICO JR
6273	QUASAR VCR W/REMOTE	N/A	CHICO JR
6276	HP LASERJET 1500 COLOR	N/A	ROSEDALE
6277	EPSON SYTLUS COLOR 600	N/A	ROSEDALE
6278	2 HP VECTRA CPU'S	N/A	CHAPMAN
6278	RCA TV	N/A	CHAPMAN
6278	2 MONITORS	N/A	CHAPMAN
6279	DELL MONITOR	N/A	ROSEDALE
6279	65 DELL OPTIPLEX COMPUTERS	N/A	ROSEDALE
6279	DELL DIMENSION	N/A	ROSEDALE
6279	E SERIES COMPUTER	N/A	ROSEDALE
6279	2 COMPAQ DESKPRO'S	N/A	ROSEDALE
6279	4 DELL LATITUDES	N/A	ROSEDALE
6279	QUASAR TV	N/A	ROSEDALE
6279	GATEWAY MONITOR	N/A	ROSEDALE
6279	PORT-A-SCRIBE PROJECTOR	N/A	ROSEDALE
6281	2 GE COLOR TV'S	N/A	CJHS
6281	PANASONIC TV/VCR	N/A	CJHS
6281	2 RCA COLOR TV'S	N/A	CJHS
6281	HITACHI TY	N/A	CJHS
6281	IBM TYPEWRITER	N/A	CJHS
6281	10 GATEWAY COMPUTERS	N/A	CJHS
6281	VIEWSONIC	N/A	CJHS
6281	4 DELL COMPUTERS	N/A	CJHS

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

**Surplus Property 6/24/09 to Computers for Classrooms for
refurbishing to current technology standards and reallocating
back to schools**

BO#	Description	Cond.	Rec'd From
6281	3 COMPAQ COMPUTERS	N/A	CJHS
6282	GATEWAY CPU	N/A	PVHS
6282	3 GATEWAY MONITORS	N/A	PVHS
6282	2 DELL CPU'S	N/A	PVHS
6282	GATEWAY TOWER	N/A	PVHS
6282	2 EPSON STYLUS COLOR PRINTERS	N/A	PVHS
6283	GATEWAY CPU W/ MONITOR	N/A	MJHS
6285	COMPUTER	N/A	LOMA VISTA
6286	12 COMPAQ EN'S	N/A	PARKVIEW
6287	7 COMPAQ COMPUTERS	N/A	MCMANUS
6287	COMPUTER PLUS	N/A	MCMANUS
6287	DELL OPTIPLEX	N/A	MCMANUS
6287	HP VECTRA	N/A	MCMANUS
6287	IBM COMPUTER	N/A	MCMANUS
6293	31 GATEWAY COMPUTERS	N/A	PVHS
6293	49 DELL COMPUTERS	N/A	PVHS
6293	11 COMPAQ COMPUTERS	N/A	PVHS
6293	2 HP COMPUTERS	N/A	PVHS
6293	EPSON LCD PROJECTOR	N/A	PVHS
6293	7 COMPAQ TOWERS	N/A	PVHS
6293	6 DELL TOWERS	N/A	PVHS
6293	2 DELL HORIZONTAL CPU'S	N/A	PVHS
6293	2 SUPER STACK SWITCHES	N/A	PVHS
6293	35 SUPER STACKS	N/A	PVHS
6293	DELL LAPTOP W/ ADAPTER	N/A	PVHS
6293	HP SURE STONE	N/A	PVHS
6293	AMPLIVOX	N/A	PVHS
6293	APPLE MONITOR	N/A	PVHS
6293	13 GATEWAY MONITORS	N/A	PVHS
6293	COMPAQ MONITOR	N/A	PVHS
6293	MISC KEYBOARDS	N/A	PVHS
6293	11 NEC MONITORS	N/A	PVHS
6293	EPSON PRINTER	N/A	PVHS
6293	HP PRINTER	N/A	PVHS
6293	5 GATEWAY TOWERS	N/A	PVHS
6293	2 SONY TV'S	N/A	PVHS
6293	EMERSON TV	N/A	PVHS
6293	COMMODORE TV	N/A	PVHS

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

**Surplus Property 6/24/09 to Computers for Classrooms for
refurbishing to current technology standards and reallocating
back to schools**

BO#	Description	Cond.	Rec'd From
6293	2 HP MOONITORS	N/A	PVHS
6298	DELL LAPTOP	N/A	INFO SVCS
6299	3 GATEWAY MONITORS	N/A	LCC
6299	KINGSTON COMPUTER	N/A	LCC
6299	10 DELL COMPUTERS	N/A	LCC
6299	3 NEC MONITORS	N/A	LCC
6299	COMPAQ COMPUTER	N/A	LCC
6299	5 HP PRINTERS	N/A	LCC
6299	VIEW SONIC MONITOR	N/A	LCC
6299	6 COMPAQ MONITORS	N/A	LCC
6299	APOLLO OVERHEAD PROJECTOR	N/A	LCC
6299	NOKIA MONITOR	N/A	LCC
6299	3 HP COMPUTERS	N/A	LCC
6299	SYLVANIA MONITOR	N/A	LCC
6300	8 DELL COMPUTERS	N/A	CITRUS
6300	2 GW COMPUTERS	N/A	CITRUS
6300	COMPAQ COMPUTER	N/A	CITRUS
6301	8 COMPAQ COMPUTERS	N/A	MCMANUS
6301	COMPUTER PLUS	N/A	MCMANUS
6301	IBM COMPUTER	N/A	MCMANUS
6301	DELL COMPUTER	N/A	MCMANUS
6301	HP VECTRA COMPUTER	N/A	MCMANUS
6302	4 DELL OPTIPLEX COMPUTERS	N/A	CHAPMAN
6302	5 COMPAQ DESKPRO'S	N/A	CHAPMAN
6302	4 GATEWAY COMPUTERS	N/A	CHAPMAN
6302	PAC BELL COMPUTER	N/A	CHAPMAN
6302	IMPRESSION 7 PKLUS MONITOR	N/A	CHAPMAN
6302	OPTIQUEST MONITOR	N/A	CHAPMAN
6302	NEC MONITOR	N/A	CHAPMAN
6304	29 GATEWAY VX700 MONITORS	N/A	PVHS
6304	4 COMPAQ COMPUTERS	N/A	PVHS
6304	GATEWAY EV700	N/A	PVHS
6307	COMPAQ CPU	N/A	PVHS

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

TITLE: Resolution No. #1081-09, Energy Star® Program

Action:

Consent: XXX

Board Date: June 24, 2009

Information: _____

Prepared by: Mike Weissenborn

Background Information

In the Spring of 2008, the Board of Education adopted a resolution authorizing the District to participate in the Collaborative for High Performing Schools Program CHPS Program. As a part of participation in this program, the District's must adopt certain standards. One of these standards is participation in the Energy Star® Program. This resolution will assist the District in qualifying for points and funding for new construction, major and minor modernization, new buildings on an existing campus and additions (classroom or non-classroom).

Educational Implications

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

Fiscal Implications

Funding is available from the State for the points received under this program.

Additional Information

N/A

Recommendation

Adopt Resolution No.1081-09, endorsing the District's participation in the Energy Star® Program.

Chico Unified School District
1163 East Seventh Street
Chico, CA 95928
(530) 891-3000

RESOLUTION #1081-09

**RESOLUTION TO ENDORSE
CHICO UNIFIED SCHOOL DISTRICT'S PARTICIPATION IN THE
ENERGY STAR® PROGRAM**

WHEREAS, the Chico Unified School District recognizes the importance a cleaner environment, and greater energy independence; and

WHEREAS, the ENERGY STAR® Program is a voluntary program jointly managed by the United States Department of Energy and Environmental Protection Agency designed to help businesses, government agencies, and individuals protect the environment through superior energy efficiency; and

WHEREAS, the ENERGY STAR® rating helps homes, commercial and industrial businesses, and government agencies reduce energy consumption while saving money and protect the environment; and

WHEREAS, products that earn the ENERGY STAR® label are at least 10 percent more efficient than standard equipment; and

WHEREAS, participation in the ENERGY STAR® Program is required of all school districts participating in the California Collaborative for High Performance Schools Program (CHPS); and

WHEREAS, this resolution will qualify the District for two points under the CHPS program for new construction, major and minor modernization, new buildings on an existing campus and additions (classroom or non-classroom).

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF THE CHICO UNIFIED SCHOOL DISTRICT THAT:

1. the District will require ENERGY STAR® equipment and appliances for all new purchases; and
2. the District will not purchase low efficiency products, including halogen torchieres and portable electrical resistance heaters.

PASSED AND ADOPTED, on this 24th day of June 2009, by the Governing Board of CHICO UNIFIED SCHOOL DISTRICT.

Jann Reed, President

Dr. Kathleen E. Kaiser, Vice President

Elizabeth Griffin, Clerk

Rick Rees, Member

Dr. Andrea Lerner Thompson, Member

June 24, 2009

MEMORANDUM TO: Board of Education
 FROM: Kelly Staley, Superintendent
 SUBJECT: Certificated Human Resources Actions

Name/Employee #	Assignment	Effective	Comment
<u>Administrative Appointment 2009/10</u>			
Sheridan, Erica	Assistant Principal, Junior High	2009/10	Appointment
<u>Administrative Appointment Summer Session 2009</u>			
McKay, David	Principal, Summer Session	2009	Appointment
Kassel, Jeaner	Principal, Summer Session Loma Vista	2009	Appointment
<u>Summer Session Appointment(s) 2009</u>			
<u>Secondary</u>			
Allen, Mike	Hankins, Elizabeth	Manuel, Brent	Sasaki, Joshua
Burton, Beth	Jensen, Vallarie	Proctor, Jessamin	Smith, Megan
Chinchay, Marco	Kemp, Rich	Rix, Julie	Thao, Mai
Denney, Rochelle	Kortie, Jill	Rix, Kurt	Truelsen, Andrew
Fisher, Christina	Lourenco, Vickie	Rosales, Miranda	Tucker, Machel
<u>Special Education</u>			
Anderson, Galen	Clement, Holly	Maas, Michelle	
<u>Loma Vista</u>			
Blu, Melody	Erickson, Bonnie	Majors, Megan	Slapar, Milena
Carr, Christi	Feingold, Dana	Parker, Julie	Thomas, Georgianna
Carr, Jeff	Feulner, Carla	Roady, Vincent	Tracy, Jeff
Davis, Cateena	Holden, Christine	Robinson, Delbert	Valim, Sarah
DeGracia, Aaron	Kennedy, Sheryl	Samorano, Rebecca	Wilson, Bethany
Endemano, Maria	Lewis, Sandra	Sauberan, Aaron	
<u>Part-Time Leave Request(s) 2009/10</u>			
Allen, Joanna	School Psychologist	2009/10	0.1 FTE Leave
Capen, Elizabeth	Administration	2009/10	.20 FTE Leave (Policy #4475 STRS Reduced Workload)
Price, Maya	Secondary	2009/10	.40 FTE Leave

Retirement(s)/Resignation(s)

Applegate, Barbara	June 5, 2009	Retirement
Detmer, Susan	June 5, 2009	Retirement
Goldsmith, Charlotte	June 5, 2009	Retirement
Knight-Richards, Carolyn	June 4, 2009	Resignation from .1 FTE of .9 FTE assignment (remain .80 FTE)
Larson-Cannell, Karen	June 4, 2009	Resignation from Leave of .40 FTE of 1.0 FTE Assignment (remain .60 FTE)

CHICO UNIFIED SCHOOL DISTRICT
1163 E. 7th STREET
CHICO, CA 95928-5999

DATE: June 24, 2009
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Classified Human Resources Actions

<u>ACTION</u>	<u>NAME</u>	<u>CLASS/LOCATION/ ASSIGNED HOURS</u>	<u>EFFECTIVE</u>	<u>COMMENTS/PRF #/ FUND/RESOURCE</u>
APPOINTMENT	ARNOLD, NESTA	SCHOOL OFFICE MANAGER/ CITRUS/8.0	7/24/2009	VACATED POSITION/359/ GENERAL/0000
APPOINTMENT	GIFFIN, TERESA	IPS-HEALTHCARE/ LOMA VISTA/4.0	5/29/2009	VACATED POSITION/276/ SPECIAL ED/6501
APPOINTMENT	GREENLEAF, AMARI	IA-SPECIAL ED/ MJHS/2.0	8/12/2009	VACATED POSITION/334/ SPECIAL ED/6500
APPOINTMENT	GRIMES, LOUIS	CAMPUS SUPR/ CJHS/.5	6/8/2009	IN LIEU OF LAYOFF GENERAL/0000
APPOINTMENT	GRIMES, LOUIS	CAMPUS SUPR/ CJHS/.5	6/8/2009	IN LIEU OF LAYOFF CATEGORICAL/4124
APPOINTMENT	MAROSTE, SUMMER	LT IA-SPECIAL ED/ CJHS/5.0	5/12/2009-6/4/2009	NEW LT POSITION/332/ SPECIAL ED/6500
APPOINTMENT	SCOWSMITH, KATE	IPS-HEALTHCARE/ SIERRA VIEW/2.0	5/18/2009	VACATED POSITION/255/ SPECIAL ED/6501
APPOINTMENT	TRUELSON, MEGAN	IA-SPECIAL ED/ PVHS/3.1	8/12/2009	NEW POSITION/18/ SPECIAL ED/6500
INCREASE IN HOURS	BOWEN, BARBARA	IA-COMPUTERS/ NEAL DOW/5.0	6/8/2009	IN LIEU OF LAYOFF CATEGORICAL/7250
INCREASE IN HOURS	DILTS, MURIA	IA-BILINGUAL/ PVHS/4.0	6/8/2009	IN LIEU OF LAYOFF CATEGORICAL/7250
INCREASE IN HOURS	RASH, JUDITH	IA-SPECIAL ED/ FVHS/5.9	7/7/2009	IN LIEU OF LAYOFF SPECIAL ED/6500
PROMOTION	EIBEN, TRACY	SR ACCOUNT CLERK/ NUTRITION/8.0	7/29/2009	VACATED POSITION/360/ NUTRITION/0000
TRANSFER W/INCREASED HOURS	MENDOZA, MARK	SCHOOL BUS DRIVER 2/ TRANS/6.3	8/11/2009	VACATED POSITION/397/ TRANSPORTATION/7240
VOLUNTARY DEMOTION	STARNES, SANDRA	SR OFFICE ASST/ CHS/8.0	6/13/2009	VACATED POSITION/390/ GENERAL/0000
VOLUNTARY DEMOTION & REDUCTION IN HOURS	HOFMANN, JANICE	IPS-HEALTHCARE/ LOMA VISTA/3.5	8/12/2009	VACATED POSITION/256/ SPECIAL ED/6501
VOLUNTARY REDUCTION IN HOURS	COPPAGE, DENISE	INSTRUCTIONAL ASST/ MCMANUS/3.0	6/8/2009	IN LIEU OF LAYOFF/118/ CATEGORICAL/3010
VOLUNTARY REDUCTION IN HOURS	JOHNSON, GLEN	IA-SPECIAL ED/ PVHS/4.0	7/7/2009	IN LIEU OF LAYOFF/349/ SPECIAL ED/6500
VOLUNTARY REDUCTION IN HOURS	SHERWOOD, JUDY	IA-SPECIAL ED/ CITRUS/2.5	8/12/2009	VACATED POSITION/298/ SPECIAL ED/6500
VOLUNTARY REDUCTION IN WORK YEAR	SIMMONS, ELIZABETH	IPS-CLASSROOM/ LOMA VISTA/3.5	8/12/2009	FROM 181 DAYS TO 167 DAYS
LAYOFF TO RE-EMPLOYMENT	COLLADO, JOSH	CAMPUS SUPR/ CJHS/.5 & .5	6/7/2009	LACK OF FUNDS

Classified Human Resources Actions, con't

LAYOFF TO RE-EMPLOYMENT	CHRISTOPHERSEN, LEROY	SAFETY & LOSS CONTROL COORD/FACILITIES/8.0	6/30/2009	LACK OF FUNDS
LAYOFF TO RE-EMPLOYMENT	PAYANO, TARA	IA-BILINGUAL/ PVHS/4.0	6/7/2009	LACK OF FUNDS
LAYOFF TO RE-EMPLOYMENT	WELCH, DAVID	IA-COMPUTERS/ NEAL DOW/5.0	6/7/2009	LACK OF FUNDS
LEAVE OF ABSENCE	SMITH, ANNIE	IPS-HEALTHCARE/ SIERRA VIEW/4.0	4/22/2009 - 6/4/2009	PER CBA 5.11
RESIGNED ONLY POSITION LISTED	BUCKNER, ANGELA	IPS-CLASSROOM/ HOOKER OAK/2.0	7/31/2009	VOLUNTARY RESIGNATION
RESIGNED ONLY POSITION LISTED	CASEY, LETITIA	IA-SR ELEMENTARY GUIDANCE/ MCMANUS/2.0	5/6/2009	VOLUNTARY RESIGNATION
RESIGNED ONLY POSITION LISTED	EIBEN, TRACY	CAFETERIA SATELLITE MGR/ CCDS/6.0	7/28/2009	PROMOTION
RESIGNED ONLY POSITION LISTED	HOFMANN, JANICE	SR LIBRARY MEDIA ASST/ CJHS/6.0	7/28/2009	VOLUNTARY DEMOTION
RESIGNED ONLY POSITION LISTED	MENDOZA, MARK	SCHOOL BUS DRIVER 1/ TRANS/5.0	8/10/2009	TRANSFER W/INCREASED HOURS
RESIGNED ONLY POSITION LISTED	RASH, JUDITH	CAMPUS SUPR/ CJHS/5	7/6/2009	VOLUNTARY RESIGNATION
RESIGNED ONLY POSITION LISTED	SCOWSMITH, KATE	IPS-CLASSROOM/ LOMA VISTA/2.0	5/17/2009	VOLUNTARY RESIGNATION
RESIGNED ONLY POSITION LISTED	SHERWOOD, JUDY	IA-SPECIAL ED/ PARKVIEW/4.0	8/11/2009	VOLUNTARY REDUCTION IN HOURS
RESIGNED ONLY POSITION LISTED	STARNES, SANDRA	SCHOOL OFFICE MANAGER/ PARKVIEW/8.0	6/12/2009	VOLUNTARY DEMOTION
RESIGNATION/ TERMINATION	ARMSTRONG, BEVERLY	IA-SPECIAL ED/ PVHS/5.0 & 1.5	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	BREWER, JERALYN	PARENT CLASSROOM AIDE- RESTR/ CJHS/3.3	6/4/2009	VOLUNTARY RESIGNATION
RESIGNATION/ TERMINATION	CANNON, ROBERT	SR ACCOUNT CLERK/ NUTRITION/8.0	6/26/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	DUNBAR, DEBRA	INSTRUCTIONAL ASST/ SHASTA/2.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	DUNBAR, DEBRA	IA-SR ELEMENTARY GUIDANCE/ SHASTA/5.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	ELLIOTT, ANN	IA-SPECIAL ED/ PVHS/5.0	6/4/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	HELM, BETTE	CUSTODIAN/ M & O/8.0	6/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	KENNEDY, ROBERT	CUSTODIAN/ PVHS/8.0	6/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	MCKINZIE, MONICA	IPS-HEALTHCARE/ CITRUS/3.0	6/4/2009	VOLUNTARY RESIGNATION
RESIGNATION/ TERMINATION	MCKINZIE, MONICA	IPS-HEALTHCARE/ MCMANUS/3.0	6/4/2009	VOLUNTARY RESIGNATION
RESIGNATION/ TERMINATION	MCMASTER, RONALD	CUSTODIAN/ M & O/8.0	6/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	MERIWETHER, JULIE	CERTIFICATED HR ASST/ HR/8.0	6/29/2009	GH RETIREMENT
RESIGNATION/	PEREZ, REYLYNN	SCHOOL OFFICE MANAGER/	6/29/2009	GH RETIREMENT

Classified Human Resources Actions, con't

TERMINATION		CITRUS/8.0		
RESIGNATION/ TERMINATION	QUINTANA, JENNIFER	IPS-CLASSROOM/ LOMA VISTA/4.0 & 2.0	5/20/2009	VOLUNTARY RESIGNATION
RESIGNATION/ TERMINATION	REITER, VIKKI	SR OFFICE ASST/ AFC/8.0	6/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	TREVITHICK, DANIEL	CAMPUS SUPR/ CHS/7.5	6/29/2009	GH RETIREMENT
RESIGNATION/ TERMINATION	TRIMBLE, CRYSTAL	PARENT CLASSROOM AIDE- RESTR/ MARIGOLD/1.4	6/4/2009	VOLUNTARY RESIGNATION

CHICO UNIFIED SCHOOL DISTRICT
1163 EAST 7th STREET
CHICO, CA 95928-5999

DATE: June 24, 2009
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Classified Human Resources Actions

Appointments - Summer School, Day-to-Day, Contingent Upon Enrollment

<u>Name</u>	<u>Classification/Location/Assigned Hours</u>	<u>Effective</u>	<u>Comments</u>
Poe, C. Renee	Cafeteria Assistant/MJHS/2.0	6/9/2009 - 6/30/2009	Summer School
Jeffers, Thomas	Cafeteria Cook Manager 1/AFC/4.0	6/9/2009 - 6/30/2009	Summer School
Molina, Teri	Cafeteria Cook Manager 1/MJHS/5.5	6/9/2009 - 6/30/2009	Summer School
Bingham, Debera	Cafeteria Satellite Manager/McManus/5.5	6/8/2009 - 6/26/2009	Summer School
Colenzo, Cynthia	Cafeteria Satellite Manager/Rosedale/5.5	6/8/2009 - 6/26/2009	Summer School
Evans, Kim	Cafeteria Satellite Manager/Citrus/5.5	6/8/2009 - 6/26/2009	Summer School
Haselton, Karen	Cafeteria Satellite Manager/Chapman/5.5	6/8/2009 - 6/26/2009	Summer School
Jones, Polly	Cafeteria Satellite Manager/CJHS/5.5	6/8/2009 - 6/26/2009	Summer School
Simmons, Katrina	Cafeteria Satellite Manager/Neal Dow/5.5	6/8/2009 - 6/26/2009	Summer School
Stratton, Marla	Cafeteria Satellite Manager/BJHS/5.5	6/8/2009 - 6/26/2009	Summer School
Yates, Elsie	Cafeteria Satellite Manager/Parkview/5.5	6/8/2009 - 6/26/2009	Summer School
McNair, Nicole	Campus Supr/MJHS/7.0	6/9/2009 - 6/30/2009	Summer School
Schneirsohn, Cynthia	Campus Supr/AFC/7.0	6/9/2009 - 6/30/2009	Summer School
Trevithick, Daniel	Campus Supr/MJHS/7.0	6/9/2009 - 6/30/2009	Summer School
Schultz, Nathaniel	Computer Technician/MJHS/7.0	6/9/2009 - 6/30/2009	Summer School
Drouillard, Patsylee	Custodian/Parkview/4.0	6/8/2009 - 6/26/2009	Summer School
Drouillard, Patsylee	Custodian/Chapman/4.0	6/8/2009 - 6/26/2009	Summer School
Gimple, Samuel	Custodian/Parkview/4.0	6/8/2009 - 6/26/2009	Summer School
Gimple, Samuel	Custodian/Neal Dow/4.0	6/8/2009 - 6/26/2009	Summer School
Graham, Michael	Custodian/Citrus/4.0	6/8/2009 - 6/26/2009	Summer School
Hassett, Debbie	Custodian/CJHS/4.0	6/8/2009 - 6/26/2009	Summer School
Hays, Janice	Custodian/MJHS/8.0	6/9/2009 - 6/30/2009	Summer School

Jeffers, Thomas	Custodian/Rosedale/4.0	6/8/2009 - 6/26/2009	Summer School
Kimball, Barry	Custodian/McManus/4.0	6/9/2009 - 7/6/2009	Summer School
Luallen, Terrie	Custodian/McManus/4.0	6/8/2009 - 6/26/2009	Summer School
Luallen, Terrie	Custodian/MJHS/4.0	6/9/2009 - 6/30/2009	Summer School
Turner, Matthew	Custodian/BJHS/4.0	6/8/2009 - 6/26/2009	Summer School
Billingsley, Lisa	Health Asst/Citrus/5.0	6/8/2009 - 6/26/2009	Summer School
Nowell, Susan	Health Asst/MJHS/7.0	6/9/2009 - 6/30/2009	Summer School
Snyder, Robin	Health Asst/Rosedale/5.0	6/8/2009 - 6/26/2009	Summer School
Steadman, Sonya	Health Asst/McManus/5.0	6/8/2009 - 6/26/2009	Summer School
Stornetta, Karen	Health Asst/Parkview/5.0	6/8/2009 - 6/26/2009	Summer School
Story, Wanda	Health Asst/Neal Dow/5.0	6/8/2009 - 6/26/2009	Summer School
Cheal, Jyl	Health Care Asst-Spec/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Pinckney, Monica	Health Care Asst-Spec/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Alexander, Jennifer	IA-Special Ed/AFC/7.0	6/9/2009 - 6/30/2009	Summer School
Bodney, Teresa	IA-Special Ed/McManus/5.0	6/9/2009 - 7/6/2009	Summer School
Bowen, Betty	IA-Special Ed/MJHS/7.0	6/9/2009 - 7/6/2009	Summer School
Briggs, Deborah	IA-Special Ed/McManus/4.5	6/9/2009 - 7/6/2009	Summer School
Greenleaf, Amari	IA-Special Ed/McManus/4.5	6/9/2009 - 7/6/2009	Summer School
Guzman, Josue	IA-Special Ed/Chico High/5.0	6/9/2009 - 7/6/2009	Summer School
Heinly-Cullen, Kay	IA-Special Ed/McManus/4.5	6/9/2009 - 7/6/2009	Summer School
Logue, Rebecca	IA-Special Ed/McManus/5.0	6/9/2009 - 7/6/2009	Summer School
Martinez, Elizabeth	IA-Special Ed/McManus/5.0	6/9/2009 - 7/6/2009	Summer School
Nevel, Steve	IA-Special Ed/MJHS/5.0	6/9/2009 - 7/6/2009	Summer School
Rash, Judy	IA-Special Ed/McManus/4.5	6/9/2009 - 7/6/2009	Summer School
Wescoatt, Sarah	IA-Special Ed/McManus/4.5	6/9/2009 - 7/6/2009	Summer School
Alden, Amanda	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Anderson, Tyson	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Armstrong, Armelle	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Barr, Frances	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School

Boelens, Nick	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Campos, Debbie	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Clement, Nicole	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Davis, Kim	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Davis, Happi	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Donnelson, Connie	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Egger, Kim	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
English, Tammie	IPS: Classroom/Boucher Head Start/3.5	6/8/2009 - 6/26/2009	Summer School
Feingold, Rod	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Feltman, Dawn	IPS: Classroom/MJHS/5.0	6/15/2009 - 7/10/2009	Summer School
Fiske, Tom	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Forbes, Stephanie	IPS: Classroom/Loma Vista (OCI)/4.0	6/15/2009 - 7/10/2009	Summer School
Grap, Gail	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Green, Katie	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Hamlyn, Shannon	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Hanson, Effie	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Hicks, Ann	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Hobson, Nicole	IPS: Classroom/Chapman/6.0	6/15/2009 - 7/10/2009	Summer School
Hunter, Debra	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Jordan, Sue	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Justine-Mitchell, Mia	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Kassel, Nick	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Kemper, Nancy	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Klein, Judy	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Kohen, Jesse	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Labrado, Melissa	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Lewis, Christine	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Lopez, Danielle	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Mahling, Rhonda	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School

Matlin, Dana	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
McGahan, Stephanie	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Moralez, Terrie	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Nhan, Johnny	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Nowak, Jill	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Olson, Kathy	IPS: Classroom/Chapman/5.0	6/15/2009 - 7/10/2009	Summer School
Pahlka, Carmen	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Penne, Danielle	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Rausch-Clark, Sheryl	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Reise, Marcy	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Ricci, Julie	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Rodgers, Robin	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Ruiz, Julie	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Salindong, Debbie	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Saylor, Lisa	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Sayre, Maria	IPS: Classroom/MJHS/5.0	6/15/2009 - 7/10/2009	Summer School
Scott, Sally	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Scowsmith, Kate	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Shannon, Jocelyn	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Sherrill, Julie	IPS: Classroom/MJHS/5.0	6/15/2009 - 7/10/2009	Summer School
Shippen, Mary	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Slocomb, Denise	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Talerico, Lynda	IPS: Classroom/PVHS/5.0	6/15/2009 - 7/10/2009	Summer School
Vestnys, Mary	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Boone, Joy	IPS: Classroom/Chapman/6.0	6/15/2009 - 7/10/2009	Summer School
Buckner, Angela	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Davies, Rachel	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Ennes, Cindy	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Findlay, Janette	IPS: Classroom/Loma Vista/4.5	6/15/2009 - 7/10/2009	Summer School

Gall, Suzanne	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Giffin, Terry Lynn	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Harrison, Stacey	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Hoy, Liz	IPS: Classroom/Chapman/5.0	6/15/2009 - 7/10/2009	Summer School
Johnson, Cherie	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Joliff, Crystal	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Knight, Kristan	IPS: Classroom/Chapman/6.0	6/15/2009 - 7/10/2009	Summer School
LaRosa, Chris	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Manicci, Kelly	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Mayhugh, Nicole	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
McIntosh, Toni	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Meldrum, Tiffany	IPS: Classroom/Chapman/6.0	6/15/2009 - 7/10/2009	Summer School
Meyer, Catherine	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Miller, Mary	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
O'Brien, John	IPS: Classroom/Loma Vista/1.5	6/15/2009 - 7/10/2009	Summer School
Parker, Marty	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Peacock, Jennifer	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Seig, April	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Smallhouse, Hannah	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Stewart-Reiblein, Katie	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Triplett, Vicki	IPS: Classroom/McManus/5.0	6/15/2009 - 7/10/2009	Summer School
Wycoff, Larissa	IPS: Classroom/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Young, Yolanda	IPS: Classroom/Loma Vista/5.0	6/15/2009 - 7/10/2009	Summer School
Hill, Kathy	Office Assistant/AFC/7.0	6/9/2009 - 6/30/2009	Summer School
Gudgeon, Richard	School Bus Driver 1/Transportation/3.8	6/15/2009 - 7/10/2009	Summer School

Miller, Charlotte	School Bus Driver 1/Transportation/4.3	6/15/2009 - 7/10/2009	Summer School
Alstad, Mark	School Bus Driver 2/Transportation/5.0	6/15/2009 - 7/10/2009	Summer School
Budgett, Cheryl	School Bus Driver 2/Transportation/4.9	6/15/2009 - 7/10/2009	Summer School
Cox, Susan	School Bus Driver 2/Transportation/6.4	6/15/2009 - 7/10/2009	Summer School
Cushman, Phil	School Bus Driver 2/Transportation/3.8	6/15/2009 - 7/10/2009	Summer School
Day, Doris	School Bus Driver 2/Transportation/4.4	6/15/2009 - 7/10/2009	Summer School
Decker, Tammy	School Bus Driver 2/Transportation/4.3	6/15/2009 - 7/10/2009	Summer School
Leckenby, Dian	School Bus Driver 2/Transportation/4.7	6/15/2009 - 7/10/2009	Summer School
Mendoza, Mark	School Bus Driver 2/Transportation/3.8	6/15/2009 - 7/10/2009	Summer School
Nemat-Nasser, Karen	School Bus Driver 2/Transportation/5.5	6/15/2009 - 7/10/2009	Summer School
Novara, Ron	School Bus Driver 2/Transportation/4.2	6/15/2009 - 7/10/2009	Summer School
Reyes-Yanez, Karen	School Bus Driver 2/Transportation/3.7	6/15/2009 - 7/10/2009	Summer School
Thomas, Kristy	School Bus Driver 2/Transportation/5.2	6/15/2009 - 7/10/2009	Summer School
Tritchler, Stacy	School Bus Driver 2/Transportation/5.3	6/15/2009 - 7/10/2009	Summer School
Young, Kim	School Bus Driver 2/Transportation/4.2	6/15/2009 - 7/10/2009	Summer School
Gilbert, Becki	School Office Manager/McManus/5.0	6/9/2009 - 7/6/2009	Summer School
Perez, Reyllynn	School Office Manager/MJHS/7.0	6/9/2009 - 6/30/2009	Summer School
Engberg, Cindy	Sr. Office Assistant/MJHS/7.0	6/9/2009 - 6/30/2009	Summer School
Peters, Suzanne	Sr. Office Assistant/Loma Vista/6.0	6/15/2009 - 7/10/2009	Summer School
Brasier, Patricia	Transportation Spec Ed Aide/Trans/5.0	6/15/2009 - 7/10/2009	Summer School
Gollon, Melisa	Transportation Spec Ed Aide/Trans/3.5	6/15/2009 - 7/10/2009	Summer School
Macarthy, Michael	Transportation Spec Ed Aide/Trans/3.8	6/15/2009 - 7/10/2009	Summer School
Runnells, Marina	Transportation Spec Ed Aide/Trans/4.2	6/15/2009 - 7/10/2009	Summer School

PROPOSED AGENDA ITEM: Agreement for professional services with Miller Brown and Dannis, Attorneys

Prepared by: Bob Feaster

Consent

Board Date June 24, 2009

Information Only

Discussion/Action

Background Information

The District needs the services of a legal firm that has expertise in specific areas including charter schools. The legal firm of Miller Brown and Dannis has that expertise and a proven track record in this area. Charter school issues have been and will continue to be an area with significant legal issues.

Educational Implications

Having competent legal advise helps to insure that our resources are directed appropriately to the educational needs of students.

Fiscal Implications

The General Fund will be impacted. This firm has extensive experience in issues dealing with charter school law and could which could in the long term save us other costs.

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into this 1st day of July, 2009, by and between the Chico Unified School District, hereinafter referred to as District, and Miller Brown & Dannis, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

District appoints Attorney to represent, advise, and counsel it from July 1, 2009, through and including June 30, 2010, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

District agrees to pay Attorney two hundred ten dollars (\$210) to two hundred sixty-five dollars (\$265) per hour for shareholders, special counsel and of counsel; one hundred eighty-five dollars (\$185) to two hundred fifteen dollars (\$215) per hour for associates; and one hundred ten dollars (\$110) to one hundred twenty-five dollars (\$125) per hour for paralegals and law clerks. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of three-tenths (.3) of an hour. In addition, reasonable travel time will be charged at the regular hourly rate. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit.

Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects or particular scopes of work.

District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise.

District further agrees to pay for major costs and expenses by paying third parties directly including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, Attorney may pay for such costs and expenses and District shall advance costs and expenses to Attorney.

Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. District shall pay Attorney's statements within thirty (30) days after each statement's date. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request.

It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

CHICO UNIFIED SCHOOL DISTRICT

Superintendent

Date

MILLER BROWN & DANNIS

Lawrence M. Schoenke

Lawrence M. Schoenke
Attorney at Law

5/20/09

Date

At its public meeting of _____, 2009, the Board approved this Agreement and authorized the Board president, Superintendent or Designee to execute this Agreement.

TITLE: Hooker Oak School Annual Evaluation Report

Action: _____
Consent: _____
Information: X_____

Board Date: June 24, 2009

Prepared by: Carolyn Adkisson

Background Information

The CUSD Board of Education adopted a Board resolution on October 5, 2004 to formally recognize Hooker Oak School K-8 Open Structure Classrooms as an alternative school of choice per Education Code 58500. Alternative schools of choice are required to annually evaluate their program and report how well it is reaching its objectives. The data, findings, conclusions and recommendations of the evaluation report must be presented to the local school board and then sent to the State Superintendent of Public Instruction.

Educational Implications

The annual evaluation report provides teachers, parents and students the opportunity to reflect upon the success that Hooker Oak School has had in reaching its objectives and then use this evaluation to plan its next steps in further improving student learning and its school program.

Fiscal Implications

None

Additional Information

See attached evaluation report.



Hooker Oak

K-8 Open Structured Classroom

ALTERNATIVE SCHOOL OF CHOICE
ANNUAL EVALUATION
REPORT 2009

Hooker Oak Elementary School
Chico Unified School District
Chico, CA

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT

Hooker Oak Elementary School Chico Unified School District Chico, CA

PART I: INTRODUCTORY INFORMATION

- A. Hooker Oak K-8 School: Open Structured Classroom School
- B. 1238 Arbutus Avenue
Chico, CA 95926
Office: 530-891-3119
FAX: 530-891-3120
- C. Chico Unified School District
- D. Date of Open Structure Classroom Inception: August 1973
- E. Evaluation Period : School Year 2008-2009
- F. Evaluators: Sue Hegedus, Principal, Teacher Leadership PLC, Teachers, Parent Advisory Board members, Phone: 530-891-3119 (Appendix A)
 - (1) School Section presented and discussed with Teacher Leadership PLC on April 29, 2009
 - (2) School Section presented and input sought at staff meeting on May 5, 2009
-Three teachers returned drafts with editing comments
 - (3) Parent Information Section Submitted June 4, 2009 to Hooker Oak Administrator from Parent Advisory Board
 - (4) Submitted for Chico Unified School Board packet on June 16, 2009
 - (5) Presented to and input received from Chico Unified School Board on June 24, 2009
- G. Principal: School Year 2008-2009: Sue Hegedus, Phone: 530-891-3119

PART II: EXECUTIVE SUMMARY

Hooker Oak Elementary School is a K-8 school which currently houses 443 students (4/18/09). The entire physical location in the Hooker Oak complex now operates within the parameters of the Open Structured Classroom concept except for one developmental kindergarten. Open Structured Classroom (OSC) has been a program of choice in Chico Unified School District (CUSD) for thirty-five years since its first class in 1973. This journey began in 1972 when a group of parents wrote proposals, publicized their activities and obtained approval from the Chico Unified School District to initiate an open classroom program for their children. Two experimental classrooms, one K-2 and one 3-6, opened at Rosedale School in the Chico Unified School District in the fall of 1973. Children were carpooled from all over the city of Chico. Since then the program has continued to expand. There are now eighteen open structured classrooms at the site of Hooker Oak K-8 School.

Throughout these years, the Open Structured Classroom program has been found to be effective through evaluation, and the interest in enrollment admission has continued to grow. Parents enroll their children on a voluntary basis each spring, provide their own transportation, and are involved in assisting teachers with the program. Hooker Oak Elementary School presently serves students in grades Kindergarten through Eighth grade. In the spring of 2005, the CUSD School Board voted to have the Open Structured Classroom program at the single site of Hooker Oak Elementary School).

At the same time, the neighborhood boundaries were disbanded and Hooker Oak Elementary School was no longer considered a neighborhood school. Herein the names "Hooker Oak Elementary School" and "Open Structured Classroom" shall be used synonymously.

Hooker Oak's mission, which represents the goals and philosophy of the school, can be summed up by its opening paragraph: "We believe that our role is to create a safe school which is primarily concerned with treating children as unique individuals. We strive to create in each a positive, realistic self-concept, a positive attitude toward learning; individual and societal responsibility; and fundamental mastery of basic skills." The OSC mission states that "through a united effort of teachers, parents and students... (the school) strives to develop a whole person who is independent, open to knowledge, sensitive to others and is a functioning, productive member of society." The goal of the OSC is "...to provide a variety of academic and affective instructional strategies, using a consistent philosophy, collaborative staff planning and daily parental involvement. Children will be able to function independently and cooperatively, develop self-confidence, demonstrate self-direction, monitor and assume responsibility for their own learning and behavior while mastering the standards and benchmarks assessments of the Chico Unified School District.

Parents are an important component of the Open Structured Classroom's educational program at Hooker Oak Elementary School. Parents are encouraged to invest time in their child's classroom. This required investment is written into the family commitment agreement when students are enrolled in the Open Structured Classroom program. Active parents are a common sight at the school. The Hooker Oak OSC Parent Advisory Board (PAB) is a parent-teacher organization that guides and supports the Open Structured Classroom. Parent involvement is facilitated by the activities of members of the PAB called Parent Volunteer Coordinators (PVC). Parents help organize and are regularly seen at school involved in assemblies, PE activities in the Multi-Purpose Room and on the play field. The PAB helps provide needed funding for enrichment materials for the classrooms. They frequently assist the teachers in clerical roles and with small groups of students in the classroom.

PART III: ANNUAL EVALUATION DESIGN AND IMPLEMENTATION

A. Statement of Purpose

The Hooker Oak Open Structured Classroom Program has provided educational experiences for children since 1973. It wasn't until 2004, the Chico Unified School District Board of Trustees formally acknowledged the Open Structured Classroom program by designating it as a "Program of Choice" as defined by the California Education Code section §58500. Hooker Oak OSC is also governed by Section §58503 which states that teachers employed and students enrolled in the alternative school or program shall be selected entirely from volunteers. The Education Code Section §58510 states that "any alternative school or program shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district." Section §58510 guides this presentation in that the Hooker Oak OSC program is required to provide the school board with an annual evaluation of the program. This process began in July and October 2008 when the first annual report was presented to the Chico Unified School Board and will now continue every year at a summer board meeting.

In 2005, the Open Structured Classroom program at Hooker Oak expanded to grades seven and eight in order to offer a seamless¹ K-8 experience. Hooker Oak's K-8 structure allows for students to be nurtured and supported for the first nine years of their academic life. This occurs in a multi-aged classroom with personal and in-depth hands on learning. Continuity in curriculum, facilities, staff members and program philosophy means a seamless transition from elementary school to junior high school. This foundation of a familiar and supportive environment provides an opportunity to prepare for the rigors of high school and the need to adjust to a set of different teachers and changing classrooms throughout the day.

Since its inception in 1973, the Open Structured Classroom program has been a supportive learning environment for hundreds of children. The Hooker Oak OSC program has been informally evaluated through the years, and the demand for the program has continued to grow. Parents enroll their children on a voluntary basis each spring, provide their own transportation, and are involved in all phases of the program. Until this present annual evaluation process, the evaluation of the OSC program has been mainly anecdotal through Hooker Oak student, parent and staff testimonials. This annual evaluation process will provide a venue for a quantitative as well as qualitative, evaluation of the Hooker Oak Elementary Open Structured Classroom.

B. Hooker Oak Elements that Facilitate Student Achievement

The Open Structured Classroom (OSC) program at Hooker Oak Elementary School is open to all students district-wide. The OSC program is offered as an educational alternative to all students on a space available basis. Most classes are self-contained for all subjects except for teaming opportunities for mathematics. Kindergarten is a one grade level only class and all other classes are multi-aged. The OSC program philosophy strives to allow each individual to grow in cognitive skills (as defined in state standards and district essential standards) at a pace and level commensurate with ability, readiness and need and accommodates the affective needs of the child, while ensuring that educational goals are met. The OSC program is made up of several elements that facilitate and enrich student achievement. The strength of the OSC at Hooker Oak Elementary School is through the use of the following such elements which are defined in the OSC Handbook (not in a prioritized list):

- Integrated, thematic Instruction
- Emphasis on Individual and Social Responsibility
- Creative Arts component
- Individualized Instruction in Basic Skills (commitment to mastery of curriculum content)
- Emphasis on Communication Skills
- Self Concept Development/Lifeskills
- Problem Solving and Thinking Skills
- A Rich and Stimulating Environment
- Element of Choice given to students in regards to their mode of learning and learning experiences
- Development of Self Reliance and a Positive Learning Attitude

C. Evaluation steps

1. Administration of California Standards Test to grades 2nd through 8th.
 - a. April 2008² (See Figures 4, 5, and 6)
 - b. Dr. Rob Williams, Principal (2007-2008)
2. Writing of School Based document

¹ Seamless = smooth transitions and articulation between grades especially between 6th and 7th grade

² 2009 CST scores will not be available before the submission of this document

- a. Written by Sue Hegedus, Principal (2008-2009), Teacher Leadership PLC, edited by Hooker Oak Staff
- b. Submitted June 2009
3. Part V of document written (Parent information)
 - a. Written by Nicole LaGrave and Shellie Gregoire, Co-Moderators of the Parent Advisory Board (PAB), and volunteers from the PAB
4. Presentation to PAB parent group May 13, 2009 first draft; June 14 final draft presented
5. Presentation to Chico Unified School District (CUSD) School Board June 27, 2009
 - a. Authorized by PAB vote to be submitted to CUSD School Board at All Parent Meeting May 13, 2009
 - a. Submitted by Sue Hegedus, Principal (2008-2009)

IV: ANNUAL EVALUATION OUTCOMES

This annual evaluation is focused on student achievement data taken from the annual STAR testing program. Since the data from the 2009 spring state testing will not get to the school before it's time to submit this document, the same CST data from last year's testing is used again. This evaluation has the following goals:

- a. Explain the *Instructional Focus* of the Program and its application fit as an alternative school of choice in the Chico Unified School District.
- b. Explain the development of the K-8 concept by *expanding the OSC program* to the exclusive, single site, use of the Hooker Oak Elementary School Campus
- c. Compare *student academic achievement growth* over a three year period at the school and in comparison with Chico Unified School District scores and State of California scores on the California Standards test specifically in English-Language Arts and Mathematics grades 2-8.
- d. Provide anecdotal ideas/comments from the *parents, staff, and students* results in regards to brainstorming about a five year strategic plan for the Hooker Oak OSC program.

A. Instructional Focus

The Hooker Oak School OSC Mission is to provide an exceptional education tailored to its students' own abilities, interests and learning styles. Through the combined efforts of teachers, parents and students, with the support of school and district administration, Hooker Oak meets high academic standards while cultivating strong social skills, personal initiative and responsibility in its students.

The variables in Hooker Oak's Open Structure Classroom program that facilitate a different instructional methodology incorporate the following:

- Multi-aged, looped classrooms (K³, 1/2, 3/4, 5/6, 7/8)
- Integrated thematic curriculum and instruction
- Use of LifeSkills to assist students in becoming self-reliant and well-rounded citizens
- Provisions for students to experience different learning styles while learning about their style of preference
- Student access to technology

³ All of the Hooker Oak classrooms are multi-aged, except the three kindergarten classes.

- Parents as partners in the classroom
- Extensive classroom libraries
- Use of hands on manipulatives

Integrated, thematic learning is a key component providing in-depth studies of topics. Hooker Oak's K-8 structure allows teachers and staff to nurture and support the students in a personal, in-depth manner for nine continuous years. The Hooker Oak curriculum⁴, facilities, staff members and programs provides a seamless transition from elementary school years (K-6) to the junior high school years (7-8) at an important point in a student's academic career. Within the multi-age set up of the school and layout of multiple grades K-6 in each corridor of the physical school building, the continuity of the OSC program not only goes from K-8th, but also between classrooms. There is an exchange of students also within the same grade levels such as for math instruction.

The students who are in the OSC classes come from all over the Chico Unified School District. Parents are asked to sign an agreement for commitment to work at least two hours a week per family in OSC classrooms or on OSC related activities. Parents, grandparents, caregivers, and community members volunteered countless hours last year (approximately 12,000 hours); doing everything from tutoring to working in the classroom to creating fundraisers for enrichment programs. Parents also influence school planning and decision-making as members of the OSC Parent Advisory Board (PAB) and School Site Council. Students benefit greatly from this close connection between their homes and school.

Hooker Oak seeks to support the individual and provide guidance, stimulation and support. The methodology of curriculum organization is by Integrated Thematic Instruction making connections for students between content areas to provide students better understanding of the gestalt of knowledge of a topic. Individual student needs are addressed through the delivery of instruction utilizing learning styles and the theory of multiple intelligences. In the multi-age classrooms, students are able to be put into flexible grouping arrays that change based on the student's individual learning needs. Further student support is provided in a nine year school continuum that allows students to get needed knowledge in a small learning community setting before heading off for the high school years. Finally, by having many parents and grandparents in the building to assist with student learning, added to Hooker Oak's Primary Intervention Program (PIP) and the Second Step program, there are many opportunities to receive adult guidance every day while on campus in the OSC program. Parents are active participants in their student's education and are important to the school's environment and the program's success. An addition to the school this year was a district developmental kindergarten class that mainstreamed its students with the OSC kindergartens.

The Open Structured Classrooms are looped, multi-age classrooms so that there are two grade levels within the classroom and students remain with the same teacher and classmates for two continuous years. The OSC's classroom curriculum is developed by both the teacher and the students while using supplemental materials with the option of using the District-adopted curriculum and the state standards. Emphasis is on experiential learning using problem solving skills and inquiry. Academic goals are achieved through an integrated thematic approach linked with the children's interests and needs. The teacher supports the learning environment as well as the learning style of each student. Attention is paid to the variable ways in which students learn. The idea is not what children should do at a given age or time, but what the child needs to help them develop to their full potential. This requires the OSC teacher to differentiate the curriculum when needed.

⁴ The foundation of all curriculum used is the California State Standards and CUSD essential standards..

In review, Hooker Oak OSC is a community of self-reliant learners where teachers, students, and parents are actively involved in the school. Hooker Oak OSC K-8 School draws families from the entire Chico Unified School District, and beyond (students from Paradise, Orland, Oroville, Forest Ranch and other towns). The community extends beyond the classroom walls to other classes, to Chico's urban community, and out into the world.

B. Expansion to a Kindergarten through 8th Grade Program

The Open Structured Classroom program for the majority of the history of the program has been a kindergarten through sixth grade program only. The school undertook a three-year program expansion to include kindergarten through 8th grade (see Figure 1). This expansion of the OSC program occurred during the 2005-2006, 2006-2007, and 2007-2008 school years. With the advent of middle schools with grades 6-8 and then the transition to junior high schools housing 7th and 8th graders, parents wanted to expand the program to assure the centered, supportive environment that their children received in the first six to seven years of their school years. As well, with the junior high configurations having hundreds and possibly over a thousand students on their campuses, the parents expressed a desire for a smaller learning community. As the 7th/8th program grew, so did its demand by the public for a spot in this environment. Challenges for the 2009-2010 school year will be the decreasing numbers in the 7/8 classroom (see figure 2) causing the elimination of one classroom (see Recommendation #1)

The neighborhood school program was phased out to allow the OSC program to grow and have exclusive use of the Hooker Oak School campus. Some neighborhood students were assimilated into the OSC program classrooms and those wishing to attend other district schools were permitted to do so. Hooker Oak is at the end of its three-year plan and some of the OSC goals for growth have been met; with the exception of creating a third 7th and 8th grade classroom. The 7th and 8th grade numbers demonstrated continual growth by having only twenty-three 7th graders and four 8th graders (total 27) in the first year (2005-2006). In the second year (2006-2007), there were nineteen 7th graders and eighteen 8th graders (total 37), and in the last planning year, the third year of the plan (2007-2008), there were thirty-three 7th graders and nineteen 8th graders (total 53). Beginning the present year (2008-2009), there were twenty-two 7th graders and thirty-four 8th graders (total 56) (see Figure 2). Projections for the 2009-2010 school year are for 18 7th graders and 17 8th graders.

The long term goal of the 7th/8th grade classrooms is still desired to have at least three to four teachers instead of the present two and the projected one for 2009-2010. This would allow the hiring of more content specialists at the junior high level to address the greater depth of content in those grade levels.

In the end of the 2007-2008 school year, district budget cuts caused the loss of two of Hooker Oak's 3rd/4th classrooms causing the number of 3rd/4th classrooms to decrease by 2 classrooms. This cut also ended class size reduction numbers for 3rd graders. The school has the same number of students, but class sizes grew as a result from 20:1 to 28:1 for the 2008-2009 school year in those grades. In previous years, there also were other challenges. Hooker Oak's usually high wait list was exhausted in the first two years as new families were brought into the program. The decreased wait list was a direct result of the increased number of classrooms. What appears to be smaller numbers is actually larger numbers as we are serving more students in our increased classroom numbers. To maintain the enrollment in these classroom numbers, the school and the PAB realized that it needed to be more effective at marketing the school and instituted some advertising techniques that continue to prove successful for grades K-6. In the present year, as a result, the school had more students on its wait list than there was room in the allotted classes to accommodate (see Figure 3).

Figure 1: OSC K-8 Transition Plan created October 5, 2005 with a last column added to include the actual limits of the expansion in the 2008-2009 school year and projections for the 2009-2010 school year.

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
OSC Configuration	First Transition Year Configuration	Second Transition Year Configuration	Final Configuration Goal	Present Actual Configuration	Projected Configuration
2 kindergarten classes	2 kindergarten classes	3 kindergarten classes (1 new)	3 kindergarten classes	3 kindergarten classes (2AM, 1 PM)	2 kindergarten classes (2 AM)
	One new K/1 and one new ½ multi-age class				
Four 1 st /2 nd multi-age classes	Four 1 st /2 nd multi-age classes	Six 1 st /2 nd multi-age classes	Six 1 st /2 nd multi-age classes	Six 1 st /2 nd multi-age classes	Four 1 st /2 nd multi-age classes****
Four 3 rd /4 th multi-age classes	Five 3 rd /4 th multi-age classes (one new)	Five 3 rd /4 th multi-age classes	Six 3 rd /4 th multi-age classes (one new)	Four 3 rd /4 th multi-age classes *	Four 3 rd /4 th multi-age classes
Two 5 th /6 th multi-age classes	Two 5 th /6 th multi-age classes	Three 5 th /6 th multi-age classes (one new)	Three 5 th /6 th multi-age classes	Three 5 th /6 th multi-age classes	Three 5 th /6 th multi-age classes
	One 7 th /8 th multi-age class (one new) add second if wait list is full)	Two 7 th /8 th multi-age classes (one new) [Add third if wait list is full]	Three 7 th /8 th multi-age classes (one new)	Two 7 th /8 th multi-age classes**	One 7 th /8 th multi-age classes**
Total 270 students 12 Classrooms	Total 16 Classrooms	Total 18 Classrooms	Total 500 students 20 Classrooms	Total 443 (see Figure 3) students 18 Classrooms***	Total 432 (see Figure 3) students 14 Classrooms***

*The class size of the 3rd /4th multi-age classes was increased from 20 students per classroom to 28 eliminating the use of class-size reduction funds for third graders at Hooker Oak in 2007-2008.

**The class size was raised to 35.

***Also on the Hooker Oak campus is a developmental kindergarten class of 9 students, making 453 students on campus.

****In 2009-2010, modifications in class size reduction numbers will occur in grades K-2 at Hooker Oak at district direction. Projections for 2009-2010 have been included in figure 3.

Figure 2: Growth numbers in the 7th and 8th grade program

	2005-2006	2006-2007	2007-2008	2008-2009	Projections 2009-2010
7 th Graders	23	19	33	21	18
8 th Graders	4	18	19	31	17
TOTALS	27	37	52	52	35

Figure 3: Current enrollment by grade May 1, 2009

Regular Classes (2007-08) Totals	60	65	53	54	58	49	42 ⁵	34	19	438
Grade Levels	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Regular Classes (2008-2009) present totals (5-1-09)	58	59	59	51	52	52	41	21	31	424
Projected Regular Classes (2009-2010) enrollment totals (5- 1-09)	60	60	60	57	54	50	55	17	18	431
Number of students on the waiting list for 09-10	23	4	0	7	0	1	4	0	1	40

Recommendation 1⁶: Survey Hooker Oak parents about their present interest in supporting/sustaining the continuation of grades 7/8 at Hooker Oak and integrate parent ideas into the school's 5 year plan.⁷

C. Student Academic Achievement Data

A common assessment administered at Hooker Oak is the California Standards Test (CST) in the second to eighth grades. Within the data that the 07-08 CST produced, Hooker Oak remains competitive with the district and state proficiency levels. In comparing the percentage of students who reached the proficiency level or above in the Hooker Oak Open Structure Classrooms compared to the Chico Unified School District's proficiency levels (See Figure 4), the following data conclusions arise based on the CST:

In English-Language Arts

- In 2nd, 3rd, and 5th grade. Hooker Oak's scores are in a comparable band of similar scores with the state and district.

⁵ Surveyed reasons 6th graders leaving Hooker Oak. Results in Appendix C.

⁶ All recommendations from this document may be found in Appendix E.

⁷ This recommendation was completed May 26, 2009 after the main document was completed. Results may be found in Appendix D.

- 50 % of Hooker Oak students scored proficient or above in grades 5, 6, 7 and 8 with scores in 4th and 6th grade reaching a high of 70% of students proficient or above, as well as being significantly greater than the state and district proficiency levels.

In Mathematics

- Only 2nd and 3rd grades have similar proficiency numbers to the state and district, except in 8th grade where Hooker Oak out-performs the district and state proficiency scores.
- In all grades 4th, 5th, and 6th, Hooker Oak has a lower proficiency level than the state and district.

Figure 4: Hooker Oak CST Proficiency Percentages Compared to the State and District: Is Hooker Oak keeping pace with growth across the state and district? (Spring 2008 data)

CST	2ND GRD			3RD GRD			4TH GRD			5TH GRD		
	STATE	CUSD	HO	STATE	CUSD	HO	STATE	CUSD	HO	STATE	CUSD	HO
English-Language Arts												
Mean Scale Score	348	334.7	340.4	332.8	335.4	345.2	357.8	361.8	365.9	347.6	354.7	359.4
% Proficient & Above	48%	38%	45%	60%	41%	47%	55%	61%	70%	63%	56%	63%
% Basic & Below	53%	62%	55%	62%	59%	54%	44%	39%	30%	19%	44%	37%
Math												
Mean Scale Score	372.4	359.9	375.7	379	369.4	386.4	373.9	369.5	356.4	364.6	361.6	345.3
% Proficient & Above	59%	53%	67%	61%	56%	66%	61%	61%	58%	41%	51%	41%
% Basic & Below	40%	46%	33%	38%	43%	34%	39%	39%	43%	49%	49%	59%

CST	6TH GRD			7TH GRD			8TH GRD		
	STATE	CUSD	HO	STATE	CUSD	HO	STATE	CUSD	HO
English-Language Arts									
Mean Scale Score	345.5	352.6	370.1	348.6	359.3	370.3	341.2	352.8	379.8
% Proficient & Above	58%	54%	74%	56%	60%	66%	45%	56%	68%
% Basic & Below	52%	45%	26%	48%	39%	33%	54%	45%	31%
Math									
Mean Scale Score	347.9	350.6	340.7	339.3	340.9	350.9	320.5	329.5	360.1
% Proficient & Above	44%	46%	38%	46%	41%	45%	31%	39%	55%
% Basic & Below	57%	53%	62%	59%	59%	55%	70%	61%	47%

To look at the long-term growth of achievement of Hooker Oak OSC students, it is best to go back three years (2005-2006 school year) as before that the data (see Figure 5 and Figure 6) of the school also included the neighborhood classroom student scores (2004-2005). The longitudinal proficiency data shows:

- There is a slowly increasing percent of students in all grades except 2nd in language arts and 6th grade math achieving the levels of proficient and above. In 2nd grade in language arts and 6th grade in math the percentage of students proficient or above decreased.
- Jumps in number of students proficient and above occurred in 6th grade language arts showing 74% of Hooker Oak students are proficient and above and in fourth grade language arts showing 70% of Hooker Oak students are proficient and above.
- A conclusion could be made that Hooker Oak's scores have leveled off and stayed within the same range for the last four years of testing.

Figure 5: CST Data over 4 years _ grades 2-4

CST	2				3				4			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
English-Language Arts												
Students Tested	59	72.0	53.0	51.0	65	54.0	64.0	52.0	54	60.0	46.0	57.0
% of Enrollment	58.0	100%	100%	100%	63.0	98%	100%	96%	53.0	100%	100%	98%
% Proficient & Above	49%	65%	54%	45%	47%	66%	45%	47%	73%	70%	56%	70%
% Basic & Below	52%	53%	46%	55%	54%	56%	54%	54%	27%	33%	43%	30%
Math												
Students Tested	58.0	72.0	53.0	51.0	63.0	54.0	64.0	53.0	53.0	60.0	46.0	57.0
% of Enrollment	98%	100%	100%	100%	97%	98%	100%	98%	98%	100%	100%	98%
% Proficient & Above	67%	60%	52%	67%	49%	69%	61%	66%	58%	55%	46%	58%
% Basic & Below	33%	41%	48%	33%	51%	31%	39%	34%	42%	45%	55%	43%

Figure 6: CST Data over 4 years_ grades 5-8

CST	5				6				7				8			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
English-Language Arts																
Students Tested	59	47.0	51.0	48.0	56	46.0	44.0	42.0		23.0	20.0	33.0		4.0	16.0	19.0
% of Enrollment	100	98	98	98	98	100	100	100		100	100	100		100	100	100
% Proficient & Above	66%	60%	57%	63%	47%	59%	66%	74%	NO SCORES BEC. NO 7TH	56%	60%	66%	NO SCORES BEC. NO 8TH		82%	68%
% Basic & Below	34%	9%	43%	37%	55%	40%	35%	26%		48%	40%	33%			18%	31%
Math																
Students Tested	59.0	47.0	51.0	48.0	54.0	46.0	44.0	42.0		23.0	20.0	30.0				
% of Enrollment	100	98	98	98	96	100	100	100	NO SCORES BEC. NO 7TH	100	100	91	NO SCORES BEC. NO 8TH	100	79	
% Proficient & Above	47%	47%	22%	41%	48%	54%	43%	38%		65%	40%	45%			50%	55%
% Basic & Below	52%	54%	78%	59%	51%	46%	58%	62%	35%	60%	55%		50%	47%		

Based on the above data and the lack of any other school data and consistent common assessments, the Hooker Oak Staff determined that they would create two SMART goals (see Table 1), one in math and one in writing for the whole school. Within the creation of these goals, the staff discussed that the evaluation tool for these SMART goals would be the benchmark assessments created by the district or the school. This is not the usual assessment tool used to assess success alone. Through district guidelines for the 2009-2010 school year, CST data will also be used to define success at the school's SMART goals. For this year, the principal added another step to the evaluation of the SMART goals to determine if success on the school's benchmark assessments was also an indicator of success or proficiency on the state testing exam. This correlation study will need to be completed in the fall of 2009 when new test data from the state arrive at the school site.

From these schoolwide SMART goals, each grade level team wrote one math SMART goal and one SMART goal content of their choosing. School data collected on common school created assessments have not at this point been used to address DuFour's four questions⁸ and a Principal question of, "How are we doing?"

⁸ "What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we respond when a student experiences success in learning?" Richard DuFour

Recommendation 2: Define on a calendar strict accountability for staff to complete assessments and submit them in the proper form so that ease of looking at the data will occur.

Table 1: SMART Goals for 2008-2009 for Hooker Oak

Content Area	SMART Goal
School Mathematics SMART Goal	75% of Hooker Oak students will meet grade level benchmarks in computation as evidenced on the district/school benchmark assessments on the last trimester assessment.
School English-Language Arts SMART Goal	Improve each student's ability to compose a purposeful piece of writing that communicates an idea and engages an audience by 10% of their beginning of the year writing sample as measured by grade level writing prompts and rubrics.

Recommendations based on CST Data:

Recommendation 2: *In August 2009, analysis by staff of CST data for spring 2009 should occur fitting it into the data presented within this document and as an added tool for assessing success on school SMART goals. Teachers need the opportunity to disaggregate the CST data to determine what knowledge it presents to the school to meet students' needs as identified by the CST.*

Recommendation 3: *Investigate the correlation of the benchmark scores in writing and math from the school's benchmark assessments and the proficiency levels that a student achieves on the CST testing. Does success on one mean success on the other?*

Recommendation 4: *The method of testing in the CST provides some opportunities to compare Hooker Oak's students across the district and state, but does not provide adequate assessment information of the effect of the variables specific to the Open Structured Classroom. It is recommended that the school identifies whether the district benchmark assessments provide a better indicator or if it would be best for Hooker Oak OSC to develop such site based assessments (with the understanding that they are also tied to state and local standards).*

Recommendation 5: *Hooker Oak OSC, at the direction of the district, has begun the PLC (Professional Learning Community) process to help the discussion about what is essential for Hooker Oak students to know and be able to do and how the teachers will identify this success through ongoing assessment. A continuation of this process is encouraged.*

Recommendation 6: *Determine a pyramid of intervention at all grade levels to support students who do not do well on state and local assessments. Identify weaknesses and school needs for intervention, and then identify strategies to reach these needs with staff.*

D. Staff, Student, and Parent Data:

Survey data by the district did not occur in the 2008-2009 school year. There was data collected on a 7/8 interest survey from parents(Appendix C), intentions survey of 6th graders who are leaving Hooker Oak (Appendix B), and data ideas from the 5 year planning sessions of the spring

(Appendix D). Although no survey data was collected this year, the Principal initiated gathering data (Appendix D) from constituents in regard to their ideas of what the school needed in seven school areas for the implementation of a 5 year plan. The areas where input was sought were: facility parent involvement, technology, enrollment expansion, green school, and academic planning, safety. These may be viewed as parent feelings about the school and hope for its future.

Recommendation 7: Survey data was not generated this year by the school. In 2009-2010 it is essential to survey constituents inquiring about the Hooker Oak OSC elements as well as working conditions, which is a usual survey question.

Recommendation 8: Bring staff to a shared understanding of the OSC elements and philosophy of an OSC classroom and hold staff accountable for implementing those elements. Those teachers that are not addressing the OSC program philosophy and its elements should be monitored/coached on strategies to include the elements in his/her daily teaching lessons.

Recommendation 9: The continued improvement process of putting 5 year plan information together for the long range planning of the school is essential to spread ideas out over time and to ensure improvements are implemented. The PAB and the entire school community are to be involved in this process.

Recommendation 10: To identify the accountability pieces of the OSC elements, staff should create a rubric for each element and agree on non-negotiable within those lists. From this, it is recommended that a complimentary document be created to help parents to walk into an OSC classroom and know that learning was occurring.

Part V: 2009 Recommendations from the Parent Advisory Board⁹

Since the inception of the Open Structured Classroom (OSC) program in 1973, the Parent Advisory Board (PAB) has played a vital role in advocating for organized alternatives to mainstream school instructional methods. This role has been and continues to be accomplished by working with staff and administration in the school and the greater community outside the school.

The PAB performs three broad tasks at Hooker Oak OSC:

- To assist teachers in providing the best educational opportunities possible to the students of Hooker Oak Elementary School
- To facilitate communication between the OSC parent group, the school administration, state and local school agencies, and the community.
- To act as stewards of the OSC program philosophy, to help maintain the integrity of the program, and to help provide long-term vision and direction.

⁹ RECOMMENDATIONS BY THE PARENT ADVISORY BOARD revised by Nicole LaGrave and Shellie Gregoire, Co-Moderators of the PAB in May 2009. (Teachers have not had time to read and comment on it before its submittal to the school board.)

- Initial editing performed by 2008-2009 Parent Advisory Board.

This part of the report attempts to identify items or actions intended to facilitate these three objectives and offer measurable ways to improve them through both internal and external components. This report fulfills the requirement of the state alternative guidelines for annual evaluations with respect to parental input. The PAB recognizes and accepts this responsibility in the annual evaluation process. Due to the unique family and teacher makeup of the PAB, staff, student, and parent input may be integrated within this section.

COMPONENTS TO AID LEARNING AT HOOKER OAK

OSC Program families recognize that educational and social learning occurs both inside and outside of the classroom. In order to create opportunities for these teaching moments, the PAB incorporates elements from both inside and outside the OSC Program. OSC families recognize that many of these elements or components are parent driven or at least parent assisted. Examples of parent driven components that facilitate the creation of these teaching moments range from parent volunteers aiding in the classroom setting to parents effectively lobbying administrative staff to implement new procedures or maintain the integrity of existing policy at the district or even state level.

Incorporated into their process, the PAB ensures that these parent driven or parent assisted components are effectively meeting the needs of the OSC program students and teachers. The following are considered in the evaluation: Need, cost, timeframe, effect on workload for teachers and effect on workload for the parent group. For example, a component which significantly increases workload for program teachers should be more carefully evaluated prior to implementation than a comparable component that would increase workload for the parent group.

1) Internal educational components

a) School climate

Current issues in education, concerns about local, state and national economics, and a change in school administration have created a sense of unease on campus. The PAB recommends improved communication with the school's current administration through mediation-type services to improve teacher and parent morale. It is the impression of the Parent Advisory Board that teachers' potential and school morale would be best served by improving the work environment toward mutual respect and open communication.

b) Clarification and definition of roles

With the implementation of the second trimester evaluation, which did not include parent or teacher input, the Parent Body has become increasingly concerned about movement toward disenfranchising parent and teacher voices in program-level decisions. In addition this decision effectively violated the Open Structured Classroom Handbook as it has been established for 35 years. The PAB is committed to ensuring the OSC Program's status as an Alternative School Of Choice, and therefore program level changes such as this will need to come through the parent advisory board and teacher body. In the 2009-2010 school year, the PAB wants clarification from the district and administration regarding the role of the parents and teachers in making program decisions while taking into account the foundation of the PAB in the OSC Program for the past 35 years and our alternative school of choice status.

c) Expanding the numbers of volunteers

In the 2008-2009 school year, Hooker Oak OSC families self-reported an estimated 12,000 volunteer hours. With around 250 families this averages about 1.5 hours per family per week. While this average is acceptable, it does not describe total parent participation. The

recommendation of the PAB is to focus on both increasing the number of parents volunteering and the total number of volunteer hours. During the 2008-2009 school year, the PAB worked to revise the tracking methods of parent involvement hours; in the 2009-2010 school the goal is to develop and implement a more efficient system that will collect this data.

d) Teacher support

Teachers are represented at the PAB meetings by teacher representatives and by classroom representatives. They are also provided agendas and minutes from the PAB meetings and are encouraged to send agenda items directly to the co-moderators for inclusion. Hooker Oak OSC families support teachers in the classroom on a daily basis and outside of the classroom, such as on fieldtrips, as needed. The PAB will continue to promote and encourage open communication between teachers and parents.

e) Continue long range planning

Long range planning is intended to explore the needs of the OSC program four or five years out and develop ways to accommodate those needs. In the 2008-2009 school year with the budget cuts by the district, much of the time was spent just trying to save what the school currently has and little thought was spent on school vision. In the 2009-2010 school year, the PAB recommends that the administration in collaboration with the PAB's Long Range Planning Committee develop a multi-year plan with input from parents and staff.

f) Further expanding Hooker Oak OSC

The OSC program has expanded from 240 students in 2004 to 440 students finishing the school year in 2009. Continuing expansion should now focus on increasing the numbers in the 7th/8th grade classrooms with district support.

g) Further development of program description

The idea of open structured classroom teaching is difficult to describe to new families. An effort should be undertaken to collaborate with staff, school site council, and parents to produce an effective explanatory message that could be added to the Open Structured Classroom handbook, the Hooker Oak School handbook, and the tour video.

2) External educational components

a) Promote "ownership" of the program by the district

Hooker Oak School OSC program is the only K-8 school serving this district. Even though Hooker Oak is a district-run school, the PAB sometimes feels left out of administrative vision and follow through. The PAB does not see clear evidence that the district knows what to do with a K-8 model. The PAB also feels that the district and administration are unclear on the role and importance of the PAB in making decisions that impact the OSC program. The PAB recommends that ongoing meetings or even workshops be coordinated with the district and administration to encourage "ownership" of this district designated alternative school of choice.

b) Continue contacts with district personnel to improve communications and collaboration

At the end of the 2007-2008 school year, the PAB leadership began to develop a dialogue with the district through Jan Combs and Carolyn Adkisson. This collaboration continued through the 2008-2009 school year to address many issues brought forth by both staff and

parents. In the 2009-2010 school year, it is recommended that a committee should meet and come up with a list of priorities to bring to the district for discussion and implementation.

c) Union contract inclusions for alternative schools of choice

The union contract dealing with K-8 facilities and alternative schools in the district is inadequate to meet the needs of the OSC Program as determined by the PAB. The language in the contract with the Chico Unified Teachers Association (CUTA) as pertaining to these needs is confusing and/or irrelevant to the Hooker Oak OSC expanded K-8 school. The PAB continues to recommend that the district develop a series of new items based on recommendations from the PAB and the Hooker Oak OSC staff. These items should be addressed in the upcoming union negotiations to offer clarification or distinction of the Hooker Oak OSC Program as a K-8 alternative school of choice.

d) Teacher selection guidelines

There are institutional guidelines in place to hire teachers, which have not been adhered to in the past, that comply with district guidelines, CUTA assurances, and California Education Code §58500. This process will need to be addressed in the 2009-2010 school year with a new sense of urgency because of the elimination of CSR funding. The PAB is concerned about the placement of teachers who do not truly want to be teaching in accordance with the OSC philosophy.

e) Community involvement

In the 2008-2009 school year, Hooker Oak OSC took part in many of the traditional community events including the Endangered Species fair, the Pioneer Day Parade, Pastels in the Plaza, Chico Palio, Relay for Life, and many more events. These events have an academic component for the students beyond the standard classroom curriculum. It is recommended that the OSC Program and parent group continue to promote student involvement in the community.

Future evaluations should identify these factors as well as others that are intrinsic to school-wide academic performance. Each item presented should include present conditions with measurable values, improvements over time, and further recommendations.

The families in the Hooker Oak OSC community firmly believe that the guiding philosophies and principles as stated in the OSC Handbook are successfully delivered to Hooker Oak OSC students. The OSC has 35 years of anecdotal evidence to prove the program's successes. Future annual evaluations should go above the anecdotal and historical conveyance of information to instead deliver the factual, quantifiable evidence of academic excellence at the Hooker Oak OSC Alternative School of Choice.

APPENDIX CONTENTS

Appendix A: Annual Evaluation Writing Schedule

Appendix B: Survey Responses of Why 6th graders choosing to leave Hooker Oak and not stay for their 7th and 8th grade years.

Appendix C: 7/8 Interest Survey Results

Appendix D: 5 year Plan Results from Meetings and Surveys

Appendix E: Compilation of all recommendations from this document

**Appendix A: Annual Evaluation Writing Schedule: Hooker Oak K-8 School:
Open Structured Classroom Program Alternative School of Choice in the Chico
Unified School District**

DATE	ACTION	NOTES	Completion Date
April 15	Present writing plan @ PAB meeting, get names of committed people (3-4) to write the parent piece		4/15/09 smh
April 22	Parent group to write Annual Evaluation Parent piece	Any parent invited to attend and provide input	
April 27	Teacher Leadership group Teacher piece	All teachers invited to attend and provide input	4/27/09 smh
April 28 @ staff mtg	Administrative piece and data piece presented to staff	Data piece will contain same CST data as on last year's document as it was not sent to the state due to past due date and no new assessment pieces. Benchmark data will be only new piece added	4/28/09 smh
April 28	Electronic draft of full document sent to all who wrote/volunteered and all staff for first read and editing		Parent piece not completed.
May 6	Editing mark-ups due to Sue (will take them digitally or on paper if needed)	Try to save a tree and send Sue a digital copy	5/6/09 Teachers received a paper and electronic copy of school document only
May 12	Annual Evaluation made available to any parent interested at All Parent PAB meeting.	This will be a second read time. All parents may email Sue for input into the document. It will also be posted on website so if a parent would like to save a tree and not take a paper copy, they may read and comment online.	Editing occurred from staff piece only as parent document not completed yet. Four teachers turned in editing documents for additions.
May 14	<ul style="list-style-type: none"> Parent/Teacher Priorities on the 5 year plan brainstorming put into the annual document. Sent out for editing for those pieces. 	Quick turn around needed of these pieces.	
May 19	<ul style="list-style-type: none"> Final sent out to all teachers, posted on website, and sent to all parents who participated in the writing Submitted for the June or July board meeting (which one TBA in May) June 17 to district 		6/4/09 Parent piece emailed to principal 6/16/07 Complete document emailed and sent through pony to D.) for submission to school board
June 24	<ul style="list-style-type: none"> Presented to CUSD school board 		6/24/09 Presented to board for review
August 1	<ul style="list-style-type: none"> Submitted to state 		

Appendix B: Survey Responses of Why 6th graders choosing to leave Hooker Oak and not stay for their 7th and 8th grade years.

6 - Family (other sibling or parents went there)

14 -Close to home

1 - HO doesn't prepare me for High School

5 ½ -Friends there

1 ½ -Band offered

1 -Basketball offered

1 - Moving out of Chico USD

1 -Been here long time and want a different location

1 - Don't like HO

1 - Don't Know

Appendix C: 7th/8th Grade Survey: Will your child/children attend Hooker Oak when they reach the 7th and 8th grade?

These are the results from the survey source options that were available to discover how the Hooker Oak community was feeling about whether they would send their children to complete their junior high years at Hooker Oak. Sixty-one surveys were completed. (Completed June 1: Results presented to community in weekly TWIG Newsletter)

Survey Monkey Results:		
	Response %	Response Count
Yes	83.3%	5
No	0.0%	0
Unsure	16.7%	1
Poll Everywhere Results: TEXT message		
Keyword	Option	Responses
15724	No	6
15725	Yes	2
15723	Unsure	1
Twig Survey Results: 47 returned		
# children	Option	Responses
21	No	12
49	Yes	25
15	Unsure	10
TOTAL Survey Results		
Option		Responses
No		17
Yes		32
Unsure		12
Total		61

Appendix D: 5 Year Plan Feedback Results

FACILITY

1. set the kitchen up for washing dishes so there can be less waste
2. covered area for 7-8
3. our 65 year old facility is old enough for Medicare and social security
4. CUSD needs to recognize principals deserve 10% more money for maintenance and repair than newer buildings
5. new sinks and updated counters and new chairs and tables
6. continue waste free
7. green lunches
8. women's bathroom stalls need doors
9. dual pane windows
10. new women's bathroom
11. new walking paths across lawns where people walk to Arbutus door
12. Teachers room (3) needs help-Who? How? Not sure (No kids in there!) When it was moved there wasn't follow-up
13. Network??? for computers in classrooms
14. electrical updates to support technology
15. reconstruction-especially of staff room and rooms with asphalt flooring (9" square tables)
16. Bathrooms- especially for 7/8 (5, 6, 7, 8) or a REAL bathroom for the great new middle school!
17. Is there a way to upgrade our windows to make the building more energy efficient?
18. wind combines on the roof
19. configure classrooms to incorporate the K-8 experience throughout the school
20. move eating area to front of nature center (more confined for better garbage control)
21. running water so tables can be washed at lunches
22. lock at night (better for vandalizing control)
23. cameras (to stop vandalism)
24. better care of the nature center and garden area
25. teaching students and parents on how to take better care of the facility
26. install L.E.D. lighting
27. ventilation
28. cafeteria too small
29. better lunch area: build circular tables with shade covering/it's removable until it gets hot
30. pencil sharpeners in every room and hallway
31. become a green school
32. ownership by families and students as a home culture
33. **LANDSCAPING**
 - exterior landscaping (drought tolerant perennials)
 - revitalize the track
 - new walking paths across lawns where people walk to Arbutus door
 - re-claim track
 - weed control
 - replanting in corner area by the day care place
 - perimeter of school and flower beds
34. **SOLAR**
 - solar on the roof
 - solar grants through PG&E
 - solar tubes for light
 - solar heat
35. **CLEANLINESS**
 - Big scrubs down!
 - clean it up
 - clean school and facility
36. **REPAIRS**
 - The bathrooms need work
 - maintenance
 - school old and in need of repair
 - repair broken field drinking fountain
 - removal of 7/8 lockers
 - room interiors need repair: molding, cupboards close properly, carpets upgraded, curtains replaced if ripped
37. **PAINT**
38. interior paint
 - paint school with environmentally safe paint
39. murals in halls
40. the entire building needs painting

- Painting
- Murals
- murals in halls and bathrooms

- Paint upgrades
- mural painted on all hall walls

TECHNOLOGY

1. more electrical outlets and circuits in the class and the halls
2. updated computers available to all students
3. software to support students in LA/Math
4. I'd love to be able to show united streaming to all of my class at once, running it through the TV
5. service contracts or specific people to keep/get computers working in classrooms
6. laptops
7. wireless connections
8. Smart boards in more classrooms
9. computers updated and all working
10. smart boards for all
11. computer tech-based on computer skills (vs. playing games)
12. continue to support the growth of tech
13. better, more spacious lab
14. all classrooms should have Smartboards
15. all classrooms should have LCD projectors
16. all classrooms should have updated computers/flat screens
17. computers that work in all rooms
18. list of parents who can do computer "adjusting"
19. laptop cart or carts so students can actually use computers in class work
20. printers for students to print projects
21. update computer lab
22. we need a media center
23. computer carts
24. technician for maintaining computers
25. just try to keep pace with what is available knowing the kids will be far ahead of the adults in the Learning curve
26. use of smart boards
27. access to computer lab for assignments for 4th -8th grades (or more computers per students in class
28. cameras on school so there will be less vandalism
29. science and math program (like fine arts) dedicate a room to science with microscopes, slides, etc with a teacher maybe to coordinate with CSUC
30. seek out grants
31. 2 students to 1 computer
32. media center
33. digital cameras
34. media opportunities
35. production equipment

ENROLLMENT EXPANSION

1. more K classes
2. possible 5-8 program rather than 7-8
3. we are too impacted now
4. need music room or another MPR area for PE on rainy days and play practices
5. Maybe move to another school if possible. School is old and needs work.
6. slow and steady with mindfulness of heavy expansion issues
7. build out 7th/8th to original plan with 3 teachers
8. consider k/1 option
9. increased enrollment for new middle school vision
10. a plan or vision as to what OSC's are: teaching style and compatibility with CST and testing
11. Shared vision about what benefits kids not only teachers. Includes staff being able to share the vision and work together not in competition with each other.
12. we need to fill the classrooms with students and teachers
13. I think a key to this is developing a clear description of what open structure is and what sort of students will benefit from our program
14. recruit more parents who know what the program is about beforehand

15. If the 7-8 grades are to continue it needs to have more resources and upgraded equipment; for example: science labs.
16. The 7-8 teachers need to attend the Northern California Writing project to support middle school writing.
17. Expand K back to (3)
18. Really strengthen the 5/6 program
19. look at combo changes such as K/1, 2/3
20. Enrolling families that do not intend on doing volunteer hours is a concern
21. Families who come to HO who think its "open" (meaning no rules)
22. Set up co-op day care for younger siblings: perhaps even for hours of parent volunteers. Administer and equip through HO/OSC, One paid director
23. fill our 7-8 to 90 (3 grades)
24. make sure we're recruiting people who want an alternative
25. build up our wait lists
26. I think kids in neighborhood should get priority
27. stable enrollment for K-6
28. supporting and rethinking the middle school
29. For the middle school to be more viable a program, it should be 3 classes in order to be staffed in a way that supports the teachers

GREEN SCHOOL

1. more push for waste free lunch
2. Garden??
3. dual pane windows
4. solar heat
5. Everything the school does should focus on non-toxic, renewable energy...because the health of the earth and ourselves will determine our future
6. Hooker Oak needs solar
7. more garden curriculum
8. non-toxic pain and cleaning supplies
9. we should be doing activities every week or monthly events
10. grants
11. projects that students are working on
12. wing or grade level projects
13. performances-events for parents-public
14. Flowers, irrigation, etc.
15. Until we truly keep HO LITTER FREE—by student effort—I don't know how we can claim to be green!
16. farmers farming for cafeteria food
17. partner with Sierra Nevada as they are really green
18. continue on current path and give major consideration to possible changes to breakfast and lunch to provide healthier choices for children
19. include more into grade level curriculum, not just parent stuff such as lunch thing and earth day mixers, but environmental science instruction/lessons throughout grade levels
20. I am excited about efforts to bring healthy non-processed foods to the lunch services
21. the rest of our "green school" efforts strike me as ironic considering how students just toss EVERYTHING on the ground and disrespect the campus
22. great for recycling and composting so far
23. healthier foods-which has begun
24. educate students about trash, students need to clean up after themselves @ lunch
25. every consideration should be taken to reduce the carbon footprint of HO and to use sustainable practices whenever possible
26. nutritional/garden infused curriculum
27. school garden
28. solar panel exploration (via grants)
29. waste-free lunch expansion (re-usable trays) and in classrooms
30. we have so many other issues to deal with right now, ex: the student to teacher ratio
31. garden and recycling-let parents organize and plan
32. continue to pursue local foods for cafeteria
33. solar and or wind energy
34. window upgrades if possible
35. expand gardens
36. regular care of nature center

ACADEMIC PLANNING

1. know grades units so there are no repeats as they go through grades
2. Service oriented projects are great
3. less focus on standards and testing-more on student
4. aren't teacher aides anymore
5. math scores are down
6. science and math program with connections to CSUC
7. Math program (make it fun and pertinent) like fine arts, Why is math important! Lessons on shopping, check book balancing and household budget, etc. menu planning, amounts, costs, price comparisons
8. more collaboration of teachers = prep time for cross class observations and unit planning time
9. integrate the curriculum schoolwide
10. have teachers crossover grade levels to share their skills
11. hands on learning for everyone
12. themes, units for grade levels, perhaps through PLC's
13. more school wide mixers, which include connections to academic content standards
14. develop a schoolwide description of OSC
15. All grade level teachers should work together to develop a program that will serve all students effectively
16. lesson sharing-collaborations-cooperation
17. find a math program that really is developmentally appropriate and fits our hands on learning style
18. Music for all
19. Adapting K-3 for 1/3 more students per teacher. This situation will have a ripple effect for upper grades.
20. I would like to see OSC return to cutting edge education. I feel we are stuck in the past.
21. Are all teachers really OSC?
22. If we are K-8 and going to stay a K-8, we need to plan a delivery model based on that. We will not grow as a K-6 with 7-8.
23. few classrooms using hands on math to teach concepts
24. I'd like to see more communication between grades regarding incoming/outgoing expectations for learning
25. positive use of PLC's for student learning: They are ALL of our kids
26. Holding to our thematic instruction foci
27. I think we need to work towards integrating the 7-8 group into the school. I think we are not seeing ourselves as a K-8 school; we are more like a K-6 with a 7th-8th. Regrouping the grades may help with this: (K/1), (2/3), (4/5), (6-7-8)
28. use a team method to address kids who are "approaching" grade level in math
29. all teachers know what an OSC curriculum needs to look like
30. all staff that haven't attended the Northern California Writing project should attend
31. Share through all grade levels what they use (what works-what doesn't)
32. sharing by staff (lots of expertise here)
33. all staff discussion on how 7/8 is working at this school
34. What services are there for underperforming students?
35. all staff need to embrace fully the open classroom philosophy or transfer to a new school
36. teachers and principal prioritize important tenets of OSC that will be focused on

SAFETY

1. before school and after school play yard supervisors
2. yard duties: list of responsibilities
3. ALL teacher enforcement of school rules.
4. Start a school safety program for before, after, and during breaks. Use 6-8 students.
5. Hooker Oak feels safe
6. Vandalism-cameras?

7. Easy access for parents has improved (signing in the office, etc.) Keep guidelines in place
8. tired of vandalism: get cameras, security guard to oversee all campuses
9. physical, mental, emotional, social so that everyone feels welcome, safe, and able to fully concentrate on their school work
10. speed bumps
11. running in hall
12. safety on equipment (dome, slides)
13. prune old trees (maples on Kindergarten playground for example)
14. Signage by parking lot entrance (north side) to halt student drop offs in traffic area. Very bad at 8 AM
15. Abusive/violent parents/students how to handle?
16. Continue 7th/8th as hall monitors (thanks!)
17. I think the school is very safe
18. I would love to come to a common consensus about a school-wide character ed program : like the 2nd step: common language used by all staff and parents
19. cameras installed to curb vandalism
20. door knobs on portables that can be locked from the inside so a teacher does not have to expose self or children to danger in a code red
21. I feel pretty safe here

PARENT INVOLVEMENT

1. More in upper grades!
2. let parents do murals and paint
3. visit Parkview to see a really pretty and clean school
4. Need a parent and school beautification group to keep garbage cleaned up. Lunch boxes/sweatshirts away not laying outside,
- 5.
6. TWIG weekly "things you can do to help"
7. classroom PVC- job to call parents who don't help in room to remind to pick up work to go home, do one time job, etc.
8. greater advertisement of the role of parent involvement
9. more of an understanding of attending the all-parent meetings
10. really embracing this school and choosing it
11. understanding that some field trips will require money and chauffeurs
12. Parents and some friends have expressed this concern that with all the unknowns about who the teachers will be is causing them to consider other schools.
13. Does logging hours work? If not, why do it??
14. Include parents in decision making
15. Recognizing parent help all year. Featured class helpers in TWIG weekly.
16. list multitude of ways parents can be involved and post within doors/classrooms and make them approachable and user friendly
17. meaningful use of parent help
18. schoolwide as well as classroom commitment
19. Less of current model where some parents control most aspects of PAB activities.
20. More openness for all parent opinions, etc (ironic in the school established at the height of the peace and love movement)
21. I think parent involvement is great. We will never get 100%
22. I would like to see parents' involvement focused on the school, not just a classroom. Working in a classroom with your child is awesome, but we need to think (and do) bigger.
23. Send parent a report on number of hours they reported as worked.
24. Wish we could show levels of commitment actually performed

25. as always, incorporate more as part of team
26. Networking!
27. pool of parents who can help
28. sharing helpers among classes

29. field trip drivers
30. sharing talents
31. Support of new parents (like link new concept at high school?)

Appendix E: Recommendations from Entire Evaluation Document

School Based Document Recommendations:

Recommendation 1: Survey Hooker Oak parents about their present interest in supporting/sustaining the continuation of grades 7/8 at Hooker Oak and integrate parent ideas into the school's 5 year plan. (Completed June 1: Results presented to community in weekly TWIG Newsletter)

Recommendation 2: In August 2009, analysis by staff of CST data for spring 2009 should occur fitting it into the data presented within this document and as an added tool for assessing success on school SMART goals. Teachers need the opportunity to disaggregate the CST data to determine what knowledge it presents to the school to meet students' needs as identified by the CST.

Recommendation 3: Investigate the correlation of the benchmark scores in writing and math from the school's benchmark assessments and the proficiency levels that a student achieves on the CST testing. Does success on one mean success on the other?

Recommendation 4: The method of testing in the CST provides some opportunities to compare Hooker Oak's students across the district and state, but does not provide adequate assessment information of the effect of the variables specific to the Open Structured Classroom. It is recommended that the school identifies whether the district benchmark assessments provide a better indicator or if it would be best for Hooker Oak OSC to develop such site based assessments (with the understanding that they are also tied to state and local standards).

Recommendation 5: Hooker Oak OSC, at the direction of the district, has begun the PLC (Professional Learning Community) process to help the discussion about what is essential for Hooker Oak students to know and be able to do and how the teachers will identify this success through ongoing assessment. A continuation of this process is encouraged.

Recommendation 6: Determine a pyramid of intervention at all grade levels to support students who do not do well on state and local assessments. Identify weaknesses and school needs for intervention, and then identify strategies to reach these needs with staff.

Recommendation 7: Survey data was not generated this year by the school. In 2009-2010 it is essential to survey constituents inquiring about the Hooker Oak OSC elements as well as working conditions, which is a usual survey question.

Recommendation 8: Bring staff to a shared understanding of the OSC elements and philosophy of an OSC classroom and hold staff accountable for implementing those elements. Those teachers that are not addressing the OSC program philosophy and its elements should be monitored/coached on strategies to include the elements in his/her daily teaching lessons.

Recommendation 9: The continued improvement process of putting 5 year plan information together for the long range planning of the school is essential to spread ideas out over time and to ensure improvements are implemented. The PAB and the entire school community are to be involved in this process.

Recommendation 10: To identify the accountability pieces of the OSC elements, staff should create a rubric for each element and agree on non-negotiable within those lists. From this, it is recommended that a complimentary document be created to help parents to walk into an OSC classroom and know that learning was occurring.

Parent Based Document Recommendations:

PAB Recommendation 1: The PAB is to focus on both increasing the number of parents volunteering and the total number of volunteer hours.

PAB Recommendation 2: In the 2008-2009 school year, the PAB recommendation is that this organization should develop a multi-year plan with parents, staff, and district personnel. One specific example is to explore computer technology use and resources, especially in the higher grades.

PAB Recommendation 3: Continuing expansion should now focus on increasing the numbers in the 7th/8th grade classrooms.

PAB Recommendation 4: An effort should be undertaken to collaborate with staff, school site council, and parents to produce a short explanatory message that could be added to the open structured classroom handbook, the Hooker Oak school handbook, and the tour video.

PAB Recommendation 5: The PAB recommends improved communication through mediation to improve teacher and parent morale.

PAB Recommendation 6: The PAB recommends that ongoing meetings or even workshops be coordinated with the district and administration to encourage "ownership" of this district alternative school of choice.

PAB Recommendation 7: In the 2009-2010 school year, it is recommended that a committee should meet and come up with a list of priorities to bring to the district for discussion and implementation.

PAB Recommendation 8: The PAB continues to recommend that the district develop a series of new items based on recommendations from the PAB and the Hooker Oak OSC staff to address in the upcoming union negotiations that will offer clarifications or distinctions for Hooker Oak OSC as an alternative school of choice as well as a K-8 school.

PAB Recommendation 9: It is recommended that participation continue to promote student involvement in the community.

PROPOSED AGENDA ITEM: Grades 4-7 Math Intervention Program Recommendation

Prepared by: Carolyn Adkisson, Director

Consent

Board Date June 24, 2009

Information Only

Discussion/Action

Background Information

The district is required to purchase current State Board of Education adopted mathematics intervention programs for grades 4-7. Mathematics intervention programs are designed for students who are in grades 4, 5, 6 and 7 and are two years or more behind in learning mathematics. Math intervention programs focus on all of the California mathematics intervention standards and are aligned with the California grade-level math content standards.

A sub-committee of K-12 teachers from the Students with Disabilities Task Force reviewed three State Board of Education approved intervention programs. Additionally, three Special Education teachers piloted the intervention programs in their classrooms. The sub-committee discussed each program and finalized their recommendation in May 2009.

Educational Implications

The purpose of this intervention program is to improve student learning so that the student is able to succeed at grade level content standards and no longer needs to participate in the intervention program.

Fiscal Implications

Textbook costs will be charged to the state funded Instructional Materials Fund Realignment Program (IMFRP) budget. These funds can only be used for the purchase of instructional materials.

Additional Information

A subcommittee of the Students with Disabilities Task Force recommends the adoption of the Wright Group/ McGraw-Hill *Pinpoint Math Intervention* program beginning in the 2009/2010 academic year.

Agenda Item: Secondary Mathematics Textbook Recommendation

Prepared by: Michael Morris

Consent
 Information Only
 Discussion/Action

Board Date: 6/24/09

Background Information

The district is required to purchase current State Board of Education adopted math textbooks for grades K-8. The State Board of Education only adopts instructional materials for kindergarten through grade eight. There are no state adoptions in grades nine through twelve. Instead, local school district governing boards have the authority and responsibility under *Education Code* Section 60400 to adopt instructional materials that meet the California content standards for use in their high schools.

In 2007, a K-12 committee began the process to recommend new mathematics instructional materials for adoption. Committee members met on multiple occasions to review current courses and to analyze the textbooks on the newest list of texts adopted by the state. In addition, junior high and high school math teachers and administrators met to review options and finalize a textbook recommendation.

Educational Implications

The textbooks recommended will support student conceptual understanding and skill development in mathematics and provide access to the math curriculum. Additionally, the texts support a coherent K-12 mathematics curriculum based upon the mathematics skills and knowledge students need to demonstrate as defined in the state content standards. To facilitate the implementation of a new math textbook, professional development should be provided to support all teachers with the use of the materials.

Fiscal Implications

Textbook costs will be charged to the state funded Instructional Materials Fund Realignment Program (IMFRP) budget. These funds can only be used for the purchase of instructional materials. Professional development is provided by the publisher at no additional cost.

Recommendation

It is recommended that the board adopt the following secondary mathematics textbooks:

Junior High School
Course

Recommended Text

Math 7

CA Student Edition, Holt CA Course 2: Pre-Algebra 2008

Math 8/Algebra A

McDougal Littell Algebra Readiness 2008 for California

Algebra I

College Preparatory Mathematics (CPM) Algebra Connections CA Edition 2008

High School
Course

Recommended Text

Algebra A

McDougal Littell Algebra Readiness 2008 for California

Algebra B

College Preparatory Mathematics (CPM) Algebra Connections CA Edition 2008

Geometry

College Preparatory Mathematics (CPM) Geometry Connections

PROPOSED AGENDA ITEM: Public Hearing and Adoption of 2009-10 Budget

Prepared by: Jan Combes, Assistant Superintendent, Business Services

Consent

Board Date June 24, 2009

Information

Discussion/Action

Background Information:

The district is required to adopt a budget for 2009-10 before July 1, 2009 and submit that budget to the Butte County Office of Education for their review and approval.

The budget document is included, separately, from the agenda packet. It is also available on line at the following location on the district website: www.chicousd.org under Board of Education 2009 agendas or Business Services 2009-10 Budget.

The budget begins with a written recommendation that contains a thorough description of the assumptions on which the proposed budget is based. This budget may change again in the near future as the legislature is currently grappling with a \$24 billion state shortfall and additional cuts or changes to state funded programs may be imminent. We will have 45 days after the legislature makes changes to the state budget to incorporate those changes into our district budget.

Following Budget Recommendation Letter we provide the Board and the public with information about:

- Enrollment and Staffing Projections by School Site
- School Site Descriptions
- Financial and Narrative Detail on Categorical Funds
- District Office, Maintenance and Operations and Transportation Budgets

The budget document then presents the General Fund budget in two separate formats. The first is a presentation by type of expense (salaries, supplies, services). The second presentation is by activity, where costs are separated by instruction, our primary function, from costs for administrative and support services for students.

Also included are budgets for other funds of the district, including the Cafeteria and Facilities Funds. All funds are presented in the state format required of districts, termed the SACS Forms (Standardized Account Code Structure).

The budget is a very comprehensive look at how we plan to spend \$99.5 million in 2009-10.

Fiscal Implications

The Chico USD budget is seriously out of balance. The state has reduced revenues to a level commensurate with 2005-06, about 10% less than we received in 2007-08. Despite categorical flexibility and collapsing the K-3 CSR program, we still face a very real shortfall projected to be \$11.3 million over the next two years.

The district anticipates using \$4.2 million of Federal Stimulus Funds in 2009-10 and 2010-11 to avoid making deeper cuts into student programs and services.

Which programs will be charged to these federal dollars are still being discussed. We have allocated \$2.2 million in 2009-10 (half) and carried the other half over to maintain positions in 2011-12.

The budget as presented shows us ending 2008-09 with unrestricted reserves of 6.45%, dropping to 4.74% by the end of 2009-10. Deficit spending in 2010-11 grows from \$4.7 million to \$6.9 million, with the district running out of resources early in the summer of 2011.

Additional revenue, or less expenditure, will be needed to avoid the financial collapse of the district.

Recommended Action

Adopt the 2009-10 Proposed Budget as presented, following the required Public Hearing.

PROPOSED AGENDA ITEM: "Advocates for Healthy School Communities"

Prepared by: Jan Combes, Assistant Superintendent – Business Services

 Consent
XXX Information Only
 Discussion/Action

Board Date: June 24, 2009

Background Information

Advocates for Healthy School Communities is a newly formed group desiring to interface with CUSD specifically with School Lunch/food programs; assisting in connecting local food & community resources for development of a farm to school program. They have asked to speak to the Board about a conceptual proposal for a program at Hooker Oak School.

Educational Implications

The group's goals are to promote awareness of healthy food/physical education options. They are particularly interested in the use of local food products, and promotion of sustainability efforts in the community of Chico.

Fiscal Implications

The group has indicated that the proposal will be at no cost to the district.

PROPOSED AGENDA ITEM: Approve Format: Request for Proposal 2009-10 Voter Survey

Prepared by: Jan Combes, Assistant Superintendent, Business Services

Consent

Board Date June 24, 2009

Information

Discussion/Action

Background Information:

At the May 27, 2009 Board Meeting the Board of Trustees directed staff to seek proposals for a voter survey. The voter survey would be in regard to a potential parcel tax that could be place on the ballot as early as November, 2009.

A proposed scope of work for the survey is included for the Board's review and approval tonight (attached).

Fiscal Implications

We will not know the fiscal implications of the proposed survey until we receive the response to the Request for Proposals. The proposals are due July 16 in anticipation that the Board will discuss whether not to move ahead with the survey at their July 22 Board meeting.

Recommended Action

Review and Approve the Request For Proposal Format after making any revisions necessary.

**Chico Unified School District
Request for Proposal
2009-10 Voter Survey**

NOTICE

Notice is hereby given that sealed proposals will be received at the Purchasing Office, until July 16, 4:00 PM local time, for the following scope of work.

Proposals shall be delivered and addressed to the Chico Unified School District, Purchasing Office, 1163 East Seventh Street, Chico, CA 95928, and shall be labeled "RFP 301-09-10 Voter Survey". Anyone who wishes his proposal to be considered is responsible for making certain that his proposal is received in the Purchasing Office by the proper time. No oral, telegraphic, electronic, facsimile, or telephonic proposals or modifications will be considered unless specified. Proposals received after the scheduled Submittal Deadline will be returned unopened.

Proposals must bear original signatures and figures.

BY ORDER OF THE CHICO UNIFIED SCHOOL DISTRICT

DRAFT

**Chico Unified School District
Request for Proposal
2009-10 Voter Survey**

6.2.3
Page 3 of 7

Project Description:

Provide the Chico Unified School District with an accurate and statistically valid representation of voters' support for various potential elements of a possible parcel tax ballot measure related to programs and services provided for K-12 education in the Chico schools.

Task 1:

Conduct one telephone survey to measure registered voters' attitudes and levels of support for a potential new parcel tax to fund activities such as reducing class size, offering extra curricular and co-curricular activities such as Athletics, and expansion of elective offerings such as Art, Music, Drama, Foreign Languages, and School-To-Work programs. Advise staff on the most appropriate research questions and methods to help decision makers formulate a plan to secure voter support for these kinds of programs.

- Sample size: To be determined based on the 3, 4, and 5 % margins of error. Please provide cost estimates for all 3 scenarios
- Survey length: To be determined and cost estimated based on sample size
- Timeline for completion: August 21, 2009

The survey will be conducted primarily in English, but it will be offered to respondents in Spanish and they will have the option to complete it in the language of their choice.

Deliverables:

1. Prepare the survey questionnaire(s) and survey sample(s).
2. Pre-test the questionnaire(s).
3. Conduct the telephone interviews.
4. Tabulate and cross-tabulate results.
5. Prepare an executive summary and written report analyzing survey results (including a comparison by ethnicity, gender, geographic region, income, party registration, age).
6. Provide expertise and translation services in languages other than English when required.

**Chico Unified School District
Request for Proposal
2009-10 Voter Survey**

6.2.3
Page 4 of 7

Task 2:

Strategic Consulting. Provide ongoing assistance with research development, public relations, community outreach and coalition building related to preparing a ballot measure.

Deliverables:

1. Speaking points for district representatives based on research findings.
2. Drafts of public communications regarding possible measure including press releases, op-ed pieces and assistance with preparation for TV stories.
3. If needed, development of a community outreach program.
4. A PowerPoint presentation for public use.
5. If needed, draft, design, and produce information brochures and materials for public use.
6. If needed, recommendations, draft text and photos for CUSD website.
7. Overall strategic guidance regarding timing, wording and components of the measure

Standards for presentation of bid:

The amount quoted shall be the entire cost of the tasks, including all meetings, travel and miscellaneous expenditures. Please note that the sample size of the survey is to be determined, and cost estimated, according to the corresponding 3-5 % margin of error.

Vendor should provide a breakdown of costs.

Other General Requirements

EQUAL OPPORTUNITY

The bidder must be an Equal Opportunity Employer, and shall certify that he is in compliance with the Civil Rights Act of 1964, The State Fair Employment Practice Act, and all other applicable Federal and State laws and regulations relating to equal opportunity employment, including Executive Order No. 11246 of September 24, 1965.

ERRORS AND OMISSIONS

If a bidder discovers an ambiguity, conflict, discrepancy, omission, or other error in the RFP, he shall immediately notify Chico Unified School District of such error in writing and request clarification or modification of the document. Modifications will be made by addenda. Such clarification shall be given by written notice to all parties who have been furnished an RFP for bidding purposes, without divulging the source of the request for same. Insofar as practicable Chico Unified School District will give such notice to other interested parties, but Chico Unified School District shall not be responsible therefore.

If a bidder fails to notify the District, prior to the date fixed for submission of bids of an error in the RFP known to him, or an error that reasonable should have been known to him, he shall bid at his own risk; and if he is awarded the contract, he shall not be entitled to additional compensation or time by reason of the error of its later correction.

The bidder should carefully examine the entire RFP and early addenda thereto, and all related materials and data referenced in the RFP or otherwise available to him, and should become fully aware of the nature and location of the work, and the conditions to be encountered in performing the work.

CONTACT FOR INFORMATION

During the week of July 6 - 9, 2009 (Monday - Thursday) bidders may contact Mary Anderson at (530) 891-3000 extension 111 for visits to the District for purposes of familiarization and evaluation of the current processes or to obtain any additional information needed. Visits shall be made by appointment only during normal business hours. Visits will be permitted to the extent that they do not unduly interfere with the conduct of business.

Oral communications by departmental officers and employees concerning the RFP shall not be binding on Chico Unified School District and shall in no way excuse the bidder of his obligations to set forth in this RFP.

**Chico Unified School District
Request for Proposal
2009-10 Voter Survey**

6.2.3
Page 6 of 7

BIDDER AGREEMENT

In compliance with this request for proposals, the bidder will propose and agree to furnish all labor, materials, transportation, and services for the work described and specifications and for the items listed herein.

A bid is subject to acceptance at any time, within sixty (60) days after opening of same, unless otherwise stipulated. Bids cannot be corrected, altered, signed or withdrawn after public opening.

BID SIGNEE

If the bidder, is an individual or an individual doing business under a firm name, the bid must, in addition to the firm name, be signed by the individual; if the bidder is a partnership, the bid should be signed with the partnership name by one of the partners; if a corporation, with the name of the corporation by an officer authorized to execute a bid on behalf of the corporation.

BIDDER'S UNDERSTANDING

It is understood and agreed that the bidder has, by careful examinations satisfied himself as to the nature and location of the work, the character, quality and quantity of the materials to be encountered, the character of equipment and facilities needed preliminary to and during the prosecution of the work, and general and local conditions, and all other matters that can in any way affect the work under this contract. No verbal agreement or conversation with any officer, agent or employee of Chico Unified School District, either before or after the execution of this contract, shall affect or modify any of the terms or obligations herein contained.

INTENT OF PLANS AND SPECIFICATIONS

All work that may be called for in the specifications shall be executed and furnished by the successful bidder, and should any work or materials be required which are not denoted in the specifications or plans, either directly or indirectly but which are nevertheless necessary for the execution of the contract, the bidder is to understand the same to be implied and required, and shall perform all such work and furnish any such material as fully as if it were particularly delineated or described.

EXTRA WORK

No bill or claim for extra work or materials shall be allowed or paid unless the doing of such extra work or the furnishing of such extra materials shall have been authorized in writing by Chico Unified School District.

**Chico Unified School District
Request for Proposal
2009-10 Voter Survey**

6.2.3
Page 7 of 7

INDEMNITY

The bidder shall indemnify and hold harmless Chico Unified School District from and against all losses and all claims, demands, payments, suits, actions, recoveries and judgments of every nature and description brought or recovered, by reason of any act or omission, of the said bidder, his agents or employees, in the execution of the work or in consequences of any negligence or carelessness in guarding the same.

Chico Unified School District shall have the right to make any changes that may be hereafter determined upon, in the nature or dimensions of the work, either before or after its commencement, and such changes shall in no way affect or void the obligations of this contract. If such changes make change in the cost of the work, an equitable adjustment shall be made by Chico Unified School District to cover said cost.

DISPOSITION OF PROPOSALS

All materials submitted in response to this RFP will become the property of Chico Unified School District and will be returned only at the option of Chico Unified School District and at the bidder's expense. The Original Copy shall be retained for official files and will become a public record after the date and time for Final Bid submission as specified. However, confidential financial information submitted in support of the requirements will be returned upon request.

PROPOSED AGENDA ITEM: **Resolution #1075-09/Elimination of Classified Services**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

- Consent
- Information Only
- Discussion/Action

Board Date: June 24, 2009

Background Information:

The District no longer needs or no longer has the funds to support the positions noted in the resolution.

Educational Implications:

None.

Fiscal Implications:

The District will save the cost of these positions.

Recommendation:

Approval of resolution #1075-09

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999
(530) 891-3000

**RESOLUTION 1075-09
RESOLUTION OF THE GOVERNING BOARD
OF THE CHICO UNIFIED SCHOOL DISTRICT**

**ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2009-2010 SCHOOL YEAR**

WHEREAS Education Code section 45308 provides for the layoff and reemployment of classified employees due to a lack of work and/or lack of funds, and,

WHEREAS the Superintendent of the Chico Unified School District (District) has advised the District's Governing Board (Board) that there is a lack of funds to maintain the following position(s) and that the Board should consider the elimination of the following position(s):

Classification	Full-Time Equivalent	Site/Program
ALARM SYSTEM TECH	1.0000	M & O/MAINTENANCE
CUSTODIAN	1.0000	M & O/MAINTENANCE
HEALTH CARE ASST-SPEC	0.6250	LOMA VISTA/HEALTH
IA-BILINGUAL	0.2500	BJHS/SBCP
IA-SPECIAL ED	0.4375	BJHS/SPECIAL ED
IA-SPECIAL ED	0.3750	MCMANUS/SPECIAL ED
IA-SPECIAL ED	0.3750	ROSEDALE/SPECIAL ED
IA-SR ELEMENTARY GUIDANCE	0.2500	MCMANUS/ASES
INSTRUCTIONAL ASST	0.2500	SHASTA/SBCP
INSTRUCTIONAL ASST	0.3750	ROSEDALE/SBCP
INSTRUCTIONAL ASST	0.4875	ROSEDALE/TITLE I
IPS-CLASSROOM	0.3750	ROSEDALE/SPECIAL ED

WHEREAS the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) effective July 1, 2007 through November 15, 2010. The CSEA's covered unit members, as defined in the Agreement, include those holding the positions described herein.

WHEREAS Article 1, Section 1.5.1 of the Agreement recognizes the authority of the District to make decisions to eliminate services and layoff therefrom.

WHEREAS Article 4 of the aforesaid Agreement covers layoff and reemployment and specifically provides that said Article includes all of the impact and effects of any layoff, demotion and/or reemployment for unit members and is thus a waiver to further bargain the effects of any specific decision to eliminate services and layoff therefrom, except as provided therein.

WHEREAS CSEA has been apprised of the contemplated elimination of services described herein in order to afford it the opportunity to exercise its rights under the Agreement.

NOW, therefore, be it resolved the Board has this date adopted the Superintendent's recommendations and ordered a reduction of classified services, and it appears to the Board that due to a lack of funds it is necessary to eliminate certain classified position(s) and to layoff affected employee(s) hereinabove set forth.

BE IT FURTHER RESOLVED that the Board authorizes the District Superintendent to give notice to the affected classified employee(s) of the layoff in accordance with Education Code Sections 45117 and 45308 and pursuant to Article 4 of the current collective bargaining agreement and pursuant to Merit System rules, such notice to be given at least forty-five (45) working days prior to the effective date of each layoff as set forth above.

The Board authorizes and directs the Superintendent to carry forth all layoff proceedings resulting from the elimination of position(s) ordered herein above, including proceedings for layoff provided by the exercise of displacement rights and to service layoff notices to employees affected thereby. Where an employee displaces an employee holding a position in another class, the Superintendent is hereby authorized and directed to carry forth layoff proceedings resulting therefrom and to serve layoff notices to employees affected thereby. All such layoffs shall be as of the designated effective date, forty-five (45) working days from notices of layoff.

In the event that an employee affected by the layoff proceedings authorized by this resolution chooses to retire or resign from District service, or other appropriate resolution is made, the Superintendent is authorized to rescind the layoff.

PASSED AND ADOPTED at a meeting of the Governing Board of the Chico Unified School District of Butte County on June 24, 2009.

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED this 24th day of June, 2009.

Clerk of the Governing Board of the
Chico Unified School District

TITLE: Proposed Agenda Item

Declaration of Need for Fully Qualified Educators

Action:
Consent:
Information:

Agenda Item:
June 24, 2009
Page 1

Prepared by: Bob Feaster, Assistant Superintendent-Human Resources

Background Information

There is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. This declaration would support any Emergency Credential and/or Limited Assignment Permit applications that might need to be submitted to the California Commission on Teacher Credentialing during the 2009/10 school year in hard to fill subject areas.

Educational Implications

None

Fiscal Implications

None

Additional Information

None

Recommendation

Consider adoption of a "Declaration of Need for Fully Qualified Educators" through June 30, 2010 for Emergency Credentials and/or Limited Assignment Permits based on previous year's needs.



State Of California
Commission On Teacher Credentialing
Certification, Assignment and Waivers Division
Box 944270
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- Original Declaration of Need for year: 2009/10
- Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Chico Unified School District District CDS Code: 08
 Name of County: Butte County County CDS Code: 04

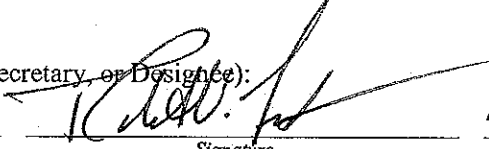
By submitting this annual declaration, the district is certifying the following:

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

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 6 / 24 / 09 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

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

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2010.

Submitted by (Superintendent, Board Secretary, or Designee):
 Robert V. Feaster  Assist. Supt.-Human Resources

Name Signature Title
 530-891-3211 530-891-3000, Ext. 142 5/29/09
Fax Number Telephone Number Date
 1163 East 7th Street, Chico, CA 95928
Mailing Address
 hdeaver@chicousd.org
E-Mail Address

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

Name of County _____ County CDS Code _____
 Name of State Agency _____
 Name of NPS/NPA _____ County of Location _____

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

The declaration shall remain in force until June 30, _____.

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

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit	Estimated Number Needed
CLAD (applicant already holds teaching credential)	20
BCLAD (applicant already holds teaching credential)	
List target language(s) for BCLAD:	
Resource Specialist	2
Teacher Librarian Services	
Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

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

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	2
TOTAL	3

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. CUSD has a strong working relationship w/the student teaching program at CSU Chico

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

If yes, how many interns do you expect to have this year? 1

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

CSU Chico

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

PROPOSED AGENDA ITEM: **Resolution #1080-09 / Possible Reductions in Compensation**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

- Consent
Information Only
 Discussion/Action

Board Date: June 24, 2009

Background Information:

The District is currently facing a budget crisis due to the collapse of the State and National economy. As a result of the budget agreement at the State level in February, the District has planned for and implemented a series of changes to the budget including cuts, layoffs and spending freezes. Recently the State announced that their budget picture has worsened significantly. As a result the State is proposing additional cuts to school districts for the current (2008-09) school year and deeper cuts than previously announced for next school year. These changes to the State budget and subsequently ours leave us little time or room to balance the budget with further layoffs. The District will use whatever flexibility we have with respect to layoffs but now must also look to reductions in compensation as a means to attempt to balance the budget and remain fiscally solvent.

The attached resolution provides all employees in the District with notice that we may need to exercise any and all options to reduce compensation in legal manner to balance the budget. Such options include but are not limited to reductions in salary and/or reductions in health and welfare benefits.

Educational Implications:

No direct educational implications. Remaining fiscally solvent maintains local control of educational issues and allows us to continue to educate the students of Chico.

Fiscal Implications:

If the District does not provide the notice contained in this resolution we may significantly limit our options to close the budget gap. Given the last minute changes to the State budget and the unknowns as to the options we will have from the State the District needs to maintain all options in order to meet its financial obligations.

RESOLUTION NO. 1080-09

**BEFORE THE BOARD OF EDUCATION
of the
CHICO UNIFIED SCHOOL DISTRICT**

POSSIBLE REDUCTIONS IN COMPENSTATION

WHEREAS, the California Legislature made significant budget cuts in February to adopt a budget for fiscal year 2008/2009 and fiscal year 2009/2010;

WHEREAS, the Legislative Analyst has advised the Governor and the Legislature that further cuts must be made in order to close a projected revenue shortfall of \$23.8 Billion by the end of 2009/2010;

WHEREAS, the Governor has proposed, but not yet implemented, multiple budget cuts that include an additional \$5 Billion reduction in funding for K-12 education in 2009/2010; and

WHEREAS, this Governing Board believes it is necessary to preserve the District's right to effect a reduction in compensation (e.g. salary, benefits, etc.) in 2009/2010, if deemed necessary, to address funding shortfalls.

NOW, THEREFORE, BE IT RESOLVED:

1. The District's Initial Proposal to the Chico Unified Teachers Association for the 2009/2010 school year is attached as Exhibit A.
2. The District's Initial Proposal to the California School Employees Association, Chapter #110 for the 2009/2010 school year is attached as Exhibit B.
3. The District's notice to all non-represented Employees for the 2009/2010 school year is attached at Exhibit C.
4. By the adoption of this Resolution, subject to compliance with required negotiations and required impasse procedures, this Governing Board reserves the right to reduce 2009/2010 compensation for all employees.
5. The Superintendent is authorized to make a copy of this Resolution, and its Exhibits, available to all employees.

THIS RESOLUTION was passed and adopted by the Board of Education at a regular meeting held on the 24th day of June, 2009, by the following roll call vote:

AYES:

NOES:

ABSENT:

Signed and approved by me after its passage.

President of the Board

ATTEST:

Clerk of the Board

*Exhibit A to
Resolution No. 1080-09*

**INITIAL PROPOSAL
of the
CHICO UNIFIED SCHOOL DISTRICT
to the
CHICO UNIFIED TEACHERS ASSOCIATION
for
the 2009/10 School Year**

The Chico Unified School District (District) makes the following initial proposal to the Chico Unified Teachers Association (CUTA or Association) for the 2009/2010 School Year.

Specified Reopeners

1. Article 8: Wages

In light of the economic meltdown, and the projected State Budget deficit, the District proposes to explore with CUTA an adjustment to wages that fairly reflects State funding for education and other factors unique to the District.

1. Article 9: Benefits

In light of the economic meltdown, and the projected State Budget deficit, the District proposes to explore with CUTA an adjustment to the District's contribution for benefits that fairly reflects State funding for education and other factors unique to the District.

Additional Potential Reopener by Each Party

1. Other Article or Topic of Bargaining

The District reserves its right to specify another Article or topic for negotiations until the education funding picture has been clarified for 2009/2010.

Discretionary Reopeners

The District shares CUTA's interest in clarifying and streamlining the CBA (i.e., . . . "discuss the deletion of contract sections and appendixes that are no longer relevant or address conditions that no longer exist").

*Exhibit B to
Resolution No. 1080-09*

**INITIAL PROPOSAL
of the
CHICO UNIFIED SCHOOL DISTRICT
to the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION,
and its Chapter #110
for a
SUCCESSOR AGREEMENT**

The Chico Unified School District (District) makes the following initial proposal to the California School Employees Association, Chapter 110 (Chapter) for the 2009/2010 School Year.

Specified Reopeners

! Article 2: Wages

In light of the economic meltdown, and the projected State Budget deficit, the District proposes to explore with the Chapter an adjustment to wages that fairly reflects State funding for education and other factors unique to the District. This reduction may be imposed in one or a combination of ways. For example:

1. a salary schedule reduction,
2. a furlough,
3. a reduction in work days or work hours.

! Article 7: Health and Welfare Benefits

In light of the economic meltdown, and the projected State Budget deficit, the District proposes to explore with the Chapter an adjustment to the District's contribution for benefits that fairly reflects State funding for education and other factors unique to the District.

Additional Potential Reopener by Each Party

! Other Article or Topic of Bargaining

The District reserves its right to specify another Article or topic for negotiations until the education funding picture has been clarified for 2009/2010.

*Exhibit C to
Resolution No. 1080-09*

**CHICO UNIFIED SCHOOL DISTRICT
NON-REPRESENTED EMPLOYEES**

**NOTICE OF POTENTIAL REDUCTION IN COMPENSATION
(2009/2010 School Year)**

All non-represented employees of the District (certificated, classified and administrators) are placed on notice that reductions in State funding for K-12 education may require the District to reduce employee compensation in 2009/2010. This reduction may be imposed in one or a combination of ways. For example:

1. a salary schedule reduction,
2. a furlough,
3. a reduction in work days or work hours, or
4. a reduction in the District's contribution for insurance benefits.