CUSD Board of Education
Regular Meeting Agenda

Chico City Council Chambers
January 22, 2014
CLOSED SESSION – 5:00 P.M.
REGULAR BOARD MEETING – 6:00 P.M.

Board Members
Dr. Kathleen Kaiser, President
Dr. Andrea Lerner Thompson, Vice President
Eileen Robinson, Clerk
Elizabeth Griffin, Member
Linda Hovey, 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: 01/17/13
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 (Regular and Special Board Meetings)
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 three (3) 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 (Regular Board Meetings only)
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 (15 minutes at the beginning of the meeting and 45 minutes at the end of the meeting).
- 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 three (3) 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 ext. 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.

Pursuant to Government Code 54957.5, If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the Chico Unified School District, Superintendent’s Office located at 1163 East Seventh Street, Chico, CA 95928 or may be viewed on the website: www.chicousd.org.
CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Regular Meeting – January 22, 2014
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
   1.1. Public comment on closed session items

2. CLOSED SESSION
   2.1. Update on Labor Negotiations
         Employee Organizations:
         CUTA
         CSEA, Chapter #110
         CUMA
         Representatives:
         Kelly Staley, Superintendent
         Kevin Bultema, Asst. Superintendent
         Bob Feaster, Asst. Superintendent
         Dave Scott, Asst. Superintendent

   2.2. Conference with Legal Counsel
         Attending:
         Anticipated Litigation
         Significance exposure to litigation pursuant
         to Government Code Section 54956.9(d)
         (One Potential Case)
         Kelly Staley, Superintendent
         Bob Feaster, Assistant Superintendent
         Kevin Bultema, Assistant Superintendent
         Dave Scott, Assistant Superintendent
         Michael Weissborn, Director
         Julie Kistie, Manager
         Addison Covert, Attorney at Law

   2.3. Conference with Legal Counsel
         Pending Litigation – Consideration of
         Government Claim of Michael Barnhart
         Government Code Section 54956.9(d)
         Attending:
         Kelly Staley, Superintendent
         Bob Feaster, Assistant Superintendent
         Kevin Bultema, Assistant Superintendent
         Dave Scott, Assistant Superintendent
         John Kelley, Attorney at Law

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

3. RECONVENE TO REGULAR SESSION
   3.1. Call to Order
   3.2. Report Action Taken in Closed Session
   3.3. Flag Salute

4. STUDENT REPORTS

5. SUPERINTENDENT’S REPORT AND RECOGNITION

6. ANNOUNCEMENTS

7. ITEMS FROM THE FLOOR

8. REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS
   8.1. CUTA
   8.2. District
   8.3. CSEA

9. CONSENT CALENDAR
   9.1. GENERAL
       9.1.1. Consider Approval of Minutes of Regular Session on December 18, 2013
       9.1.2. Consider Approval of Items Donated to the Chico Unified School District
9.2. EDUCATIONAL SERVICES

9.2.1. Consider Expulsion of Students with the following IDs: 72228, 74171, 76065, 78405, 79662

9.2.2. Consider Expulsion Clearance of Students with the following IDs: 52398, 61748, 79112

9.2.3. Consider Approval of the Field Trip Request for Hooker Oak Fifth Grade Classes to Attend Call of the Sea, Marine Mammal Center, KOA in Petaluma, CA from 4/23/14 TO 4/24/14

9.2.4. Consider Approval of the Field Trip Requests (2) for Sierra View’s Fifth Grade Classes to Attend Six Flags Discovery Kingdom in Vallejo, CA from 1) 5/8/14 to 5/9/14 and 2) 5/15/14 to 5/16/14

9.2.5. Consider Approval of the Field Trip Request for the Chico High Senior Class Trip to Disneyland Grad Nite 2014 in Anaheim, CA from 5/31/14 to 6/1/14

9.2.6. Consider Approval of the Field Trip Request for the Chico High Honor Band and Honor Choir Students to Attend No. California Honor Band/Honor Choir at Sonoma State University from 2/6/14 to 2/9/14

9.2.7. Consider Approval of the Field Trip Request for Pleasant Valley High FHA-HERO Career and Technical Students Organization to attend the FHA-HERO State Convention in Riverside, CA from 4/10/14 to 4/15/14

9.2.8. Consider Approval of the Field Trip Request for Pleasant Valley High Prostart Culinary II Team to attend the CA Restaurant Association Competition in Sacramento, CA from 3/15/14 to 3/17/14

9.2.9. Consider Approval of the Field Trip Request for Pleasant Valley High Concert Band to participate in a Heritage Music Festival in San Francisco from 5/16/14 to 5/18/14

9.2.10. Consider Approval of the Quarterly Report on Williams Uniform Complaints

9.2.11. Consider Approval of the School Accountability Report Cards (SARCs)

9.2.12. Consider Approval of the New Course Proposal – Theory of Knowledge Online

9.2.13. Consider Approval of the New Course Proposal – AP Microeconomics

9.2.14. Consider Approval of the Field Trip Requests (2) for the Chico Jr. High School Seventh Grade Shakespeare Club to Attend a Shakespearian Play in Ashland, Oregon from 3/14/14 to 3/15/14 and 4/26/14 to 4/27/14

9.3. BUSINESS SERVICES

9.3.1. Consider Approval of Accounts Payable Warrants

9.3.2. Consider Approval of Resolution No. 1237-13 Regarding Accounting of Developer Fees for Fiscal Year 2012-13

9.3.3. Consider Approval of Computers For Classrooms Interim Agreement

9.4. HUMAN RESOURCES

9.4.1. Consider Approval of Certificated Human Resources Actions

9.4.2. Consider Approval of Classified Human Resources Actions

10. DISCUSSION/ACTION CALENDAR

10.1. EDUCATIONAL SERVICES

10.1.1. Discussion/Action: Consider Approval of a Proclamation Declaring February 2014 as National Teen Dating Violence Prevention and Awareness Month (Dave Scott)

10.2. BUSINESS SERVICES

10.2.1. Discussion/Action: 2013-14 1st Interim Budget (Kevin Bultema)

10.2.2. Discussion/Action: Student Housing Committee Recommendations for School Year 2014-2015 (Michael Weissenborn)
10.3. BOARD

10.3.1. Information: First Reading of Revised/Updated/New Board Policies (Administration)

BP 0420    School Plans/Site Councils
BP 0420.41  Charter School Oversight
BP 0460    Local Control and Accountability Plan - NEW
BP 0500    Accountability
BP 1325    Advertising and Promotion
BP 1330    Use of School Facilities
BP 1431    Waivers
BP 3100    Budget
BP 3260    Fees and Charges
BP 3350    Travel Expenses
BP 3460    Financial Reports and Accountability
BP 3511.1  Integrated Waste Management
BP 3580    District Records
BP 4112.42  Drug and Alcohol Testing of Bus Drivers
BP 5141.27  Food Allergies/Special Dietary Needs
BP 6144    Controversial Issues
BP 7214    General Obligation Bonds
BP 9010    Public Statements
BP 9250    Remuneration, Reimbursement and Other Benefits

11. ITEMS FROM THE FLOOR
12. ANNOUNCEMENTS
13. ADJOURNMENT

Posted: 01/17/14
:mm
1. **CALL TO ORDER**
   At 5:00 p.m. Board President Griffin called the meeting to order at the Chico City Council Chambers, East Fourth and Main Streets and announced the Board was moving into Closed Session.
   Present: Griffin, Kaiser, Thompson, Robinson
   Absent: Hovey

1.1. **Public comment on closed session items**
   There were no public comments.

2. **CLOSED SESSION**

2.1 **Update on Labor Negotiations**
   Employee Organizations:
   - CUTA
   - CSEA, Chapter #110
   Representatives:
   - Kelly Staley, Superintendent
   - Bob Feaster, Asst. Superintendent
   - Dave Scott, Asst. Superintendent
   - Kevin Bulterman, Asst. Superintendent
   - David Koll, Director, Classified Personnel
   - Dusty Copper, Supervisor
   - Dave McKay, Principal
   - JoAnn Bettencourt, Principal
   - Erica Sheridan, Assistant Principal
   - Damon Whittaker, Assistant Principal

3. **RECONVENE TO REGULAR SESSION**

3.1 **Call to Order**
   At 6:00 p.m. Board President Griffin called the Regular Meeting to Order.

3.2 **Report Action Taken in Closed Session**
   Board President Griffin announced there was nothing to report from Closed Session.

3.3 **Flag Salute**
   At 6:02 p.m. Board President Griffin led the salute to the Flag.
   Board President Griffin announced a change in the agenda and noted that members of the Chico High School Band were going to play before Item 4., the Organizational Meeting. Band Director Todd Filpula lead students Nathan Love, Kyle Lehtfeld, Brian Stone, Willis Silliman, Melissa Pimentel-Ramos, Anna Conley, Meredith Welsh, and Asem Berkaliev in three selections.

4. **ORGANIZATIONAL MEETING**

4.1 Dr. Kathleen Kaiser was unanimously elected President. **MSC Griffin/Thompson**
4.2 Dr. Andrea Lerner Thompson was unanimously elected Vice President. **MSC Kaiser/Robinson**
4.3 Eileen Robinson was unanimously elected Clerk. **MSC Thompson/Kaiser**
   Newly Elected Officers took their seats.
4.4 The Board unanimously agreed to appoint Kelly Staley as Secretary to the Board.
4.5 At 6:15 p.m. the Board unanimously agreed to continue the meeting schedule with the first Wednesday of the month as a Workshop and the third Wednesday of the month as the Regular Board meeting with exceptions in January and March (the fourth Wednesday of the month). Closed session will begin at 5:00 p.m. and open session will begin at 6:00 p.m. The Regular Board meetings will be held at the Chico City Council Chambers and the Workshops will be held at the Chico Unified District Office in the Large Conference Room.
4.6 There were no changes to the Agenda Layout.

5. **STUDENT REPORTS**
   At 6:18 p.m. CHS Teacher Ronnie Cockrell and students Maddi Cowan and Mikayla On presented information on the Chico High School Girls Ag Welding Team.
6. **SUPERINTENDENT’S REPORT**
At 6:24 p.m. Superintendent's Awards were presented by Principals Jim Hanlon and John Shepherd, and Athletic Directors Pam Jackson and Chip Carton to: Brian Bowen, Chico Nissan Hyundai; Pam Nelson, Dr. Alan Azevedo and staff at Butte Glenn Medical Society; Byron Parsons and Jim Clark, Butte County EMS; Kathleen Makel and Barrie Scheid, PVHS Sports Boosters; and Jane Dolan, CHS Sports Boosters, for their ongoing support of CUSD Athletics. Principal John Shepherd also presented Superintendent's Awards to Reta Rickmers, PVHS Art Teacher and David Cerrato, PVHS Campus Supervisor. Director Michael Weissenborn introduced Tino Nava with PG&E, who presented information on how CUSD would be used in a pilot program for PG&E to do an online program analysis of usage and compare to other school districts with the goal to design a plan to cut back energy use.

7. **ANNOUNCEMENTS**
At 6:53 p.m. Board President Kaiser encouraged attendance at the PVHS and BJHS concerts occurring tomorrow night and announced the PVHS girls soccer team with eight wins and one tie are headed to Fresno.

8. **ITEMS FROM THE FLOOR**
At 6:54 p.m. There were no items from the floor.

9. **REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS**
At 6:54 p.m. The Board received employee reports from Susie Cox for CSEA, Kevin Moretti for CUTA, and Bob Feaster for the District.

10. **CONSENT CALENDAR**
At 7:00 p.m. Board President Kaiser asked if anyone would like to pull a Consent Item for further discussion. No items were pulled. Board Member Griffin moved to approve the Consent Items; seconded by Board Vice President Thompson.

10.1. **GENERAL**
10.1.1. The Board approved the Minutes of Regular Session on November 20, 2013, and Special Session on December 11, 2013.

10.1.2. The Board approved Items Donated to the Chico Unified School District.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Item</th>
<th>Recipient</th>
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<tbody>
<tr>
<td>Brenda Peoples</td>
<td>$50.00</td>
<td>Henshaw Farms</td>
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<tr>
<td>Kimmeeishue Orchards</td>
<td>Harvesting Services @ $458.58</td>
<td>Henshaw Farms</td>
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<tr>
<td>Bruce Dillman</td>
<td>Miscellaneous Items @ $4,762.00</td>
<td>Chico High</td>
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<td>Joseph Emandes</td>
<td>$250.00</td>
<td>Emma Wilson Elementary</td>
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<td>Mom's Restaurant</td>
<td>$1,622.00</td>
<td>Hooker Oak School</td>
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<tr>
<td>Alana Dannenbergs</td>
<td>Tickets to Laxson @ $144.00</td>
<td>Hooker Oak School</td>
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<tr>
<td>Keith &amp; Elizabeth Augustin</td>
<td>$500.00</td>
<td>Marigold Elementary</td>
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<td>B. Scott Hood</td>
<td>$100.00</td>
<td>Rosedale Elementary</td>
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<tr>
<td>Yoyo Factory</td>
<td>$161.92</td>
<td>Sierra View Elementary</td>
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<td>B. Scott Hood</td>
<td>$500.00</td>
<td>Chico Jr. High</td>
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<td>Westgate Hardwoods</td>
<td>Multi-Dimensional Hardwoods</td>
<td>Chico Jr. High</td>
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<tr>
<td>Chico Rugby Club</td>
<td>$300.00</td>
<td>Pleasant Valley High</td>
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<td>Morrison - Fort Family</td>
<td>Team Bench @ $75.00</td>
<td>Pleasant Valley High</td>
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<tr>
<td>Rae Morrison &amp; Nancy Fort</td>
<td>Team Bench @ $75.00</td>
<td>Pleasant Valley High</td>
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<tr>
<td>Soroptimist International</td>
<td>$720.00</td>
<td>Alternative Education</td>
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<td>Rancho</td>
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<tr>
<td>Anthony Cardenas</td>
<td>$500.00</td>
<td>Fair View High</td>
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<tr>
<td>Omni-Swing, LLC</td>
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<td></td>
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</tbody>
</table>

10.2. **EDUCATIONAL SERVICES**
10.2.1. The Board approved the Expulsion of Students with the following IDs: 51917, 52594, 53757, 54003, 57584, 58154, 58265, 61138, 65421
10.2.2. The Board approved the Field Trip Request for Chapman Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 5/5/14 to 5/8/14
10.2.3. The Board approved the Field Trip Request for Hooker Oak Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 5/5/14 to 5/8/14
10.2.4. The Board approved the Field Trip Request for Neal Dow Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 4/28/14 to 5/1/14
10.2.5. The Board approved the Field Trip Request for Parkview Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 5/5/14 to 5/9/14
10.2.6. The Board approved the Field Trip Request for Rosedale Sixth Graders to Attend Butte Meadow's Outdoor School in Butte Meadows, CA from 5/27/14 to 5/30/14
10.2.7. The Board approved the Field Trip Request for Shasta and Marigold Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 1/21/14 to 1/24/14
10.2.8. The Board approved the Field Trip Request for Sierra View Sixth Graders to Attend Butte Meadow's Outdoor School in Butte Meadows, CA from 5/14/14 to 5/16/14
10.2.9. The Board approved the Field Trip Request for PVHS English Class to Attend the Shakespeare Festival in Ashland, Oregon from 4/3/14 to 4/4/14
10.2.10. The Board approved the Field Trip Request for PVHS Baseball Team to Participate in the 7th Annual Tucson Lancer Baseball Tournament in Tucson, Arizona from 3/17/14 to 3/24/14
10.2.11. The Board approved the Field Trip Request for PVHS Jazz Band to Attend the Santa Cruz Jazz Festival in Santa Cruz, CA from 3/14/14 to 3/15/14
10.2.12. The Board approved the Field Trip Request for CHS FFA/AG Class to Attend the Made for Excellence/Advanced Leadership Academy FFA Conference in Redding, CA from 1/17/14 to 1/18/14
10.2.13. The Board approved the CHS Yearbook Agreement with Herff Jones
10.2.14. The Board approved the PVHS Yearbook Agreement with Herff Jones
10.2.15. The Board approved the New Course Proposal – Production Journalism Online
10.2.16. The Board approved the CHS and PVHS Foreign Language Department Title Change to World Language Department
10.2.17. The Board approved the CAHSEE Waivers for Students with Disabilities

10.3 BUSINESS SERVICES
10.3.1. The Board approved the Accounts Payable Warrants
10.3.2. The Board approved the Notice of Completion – Chico High School Library Rooftop HVAC Replacement
10.3.3. The Board approved the Facility Master Plan – Phase II Programming – Consultant Agreement with Tim Haley, RA Planning and Programming (Featuring Ellen Mejia-Hooper)

10.4 HUMAN RESOURCES
10.4.1. The Board approved the Certificated Human Resources Actions

<table>
<thead>
<tr>
<th>Employee</th>
<th>Assignment</th>
<th>Effective</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend, Kim</td>
<td>Elementary</td>
<td>12/2/13-6/5/14</td>
<td>0.2 FTE (in addition to current 0.2 FTE assignment)</td>
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<tr>
<td>Morine, Lindsay</td>
<td>Secondary</td>
<td>1/6/14-6/5/14</td>
<td>0.4 FTE (in addition to current 0.6 FTE assignment)</td>
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<td>Phelps, Amanda</td>
<td>Elementary</td>
<td>12/2/13-6/5/14</td>
<td>0.6 FTE</td>
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<tr>
<td>Privett, Kristen</td>
<td>Elementary</td>
<td>12/2/13-6/5/14</td>
<td>0.4 FTE</td>
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</tbody>
</table>
### Leave Requests 2013/14

- **Hudson, Erica**
  - Elementary
  - Effective: 12/2/13-6/5/14
  - Comments: 0.1 FTE Child Care Leave
- **Pitsker, Stacy**
  - Elementary
  - Effective: 12/13/13-12/20/13
  - Comments: 1.0 FTE Child Care Leave

### Status Changes 2013/14

- **Scott, Erica**
  - Secondary
  - Effective: 2013/14
  - Comments: Change from Temporary to Probationary 2 (1.0 FTE)

### Administrative Appointments 2013/14

- **Holderman, Brian**
  - Elementary Principal
  - Effective: 12/2/13
  - Comments: 0.6 FTE

### Coaching Appointments 2013/14

- **Keating, Tim**
  - Boys Tennis Coach
  - Location: Pleasant Valley
  - Season: Spring

### Board Action Items

10.4.2. The Board approved the Classified Human Resources Actions

<table>
<thead>
<tr>
<th>ACTION NAME</th>
<th>CLASS/LOCATION/AFFILIATION HOURS</th>
<th>EFFECTIVE</th>
<th>COMMENTS/PRF #/ FUND/RESOURCE</th>
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<tbody>
<tr>
<td>BELLA, MARA</td>
<td>IA-SPECIAL EDUCATION/ BLUE OAK/5.0</td>
<td>12/2/2013</td>
<td>VACATED POSITION/126/ SPECIAL ED/6500</td>
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<tr>
<td>COX, SUSAN</td>
<td>SCHOOL BUS DRIVER-TYPE 2/TRANSPORTATION/5.8</td>
<td>11/12/2013</td>
<td>EXISTING POSITION/TRANSPORTATION/7240</td>
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<td>DECKER, TAMALA</td>
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<td>ENGLISH, TAMMIE</td>
<td>IPS-HEALTHCARE/HEAD START/3.2</td>
<td>11/26/2013</td>
<td>IN LIEU OF LAYOFF/REDUCTION IN WORK CALENDAR</td>
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<td>FILIPPI, JANICE</td>
<td>LT CAFETERIA ASSISTANT/NEAL DOW/2.0</td>
<td>11/14/2013-2/1/2014</td>
<td>DURING ABSENCE OF INCUMBENT/132/NUTRITION/5310</td>
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<td>GLASS, JO ANN</td>
<td>INSTRUCTIONAL ASSISTANT/ SIERRA VIEW/2.0</td>
<td>11/26/2013</td>
<td>IN LIEU OF LAYOFF</td>
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<td>KAVANAGH, COLLEEN</td>
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<td>12/3/2013</td>
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<td>KELLY, MARY</td>
<td>INSTRUCTIONAL ASSISTANT/ CITRUS/3.3</td>
<td>11/26/2013</td>
<td>IN LIEU OF LAYOFF/7/GRANT/9117</td>
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<td>LEDESMA, MARISOL</td>
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<td>1/11/2014-6/5/2014</td>
<td>DURING ABSENCE OF INCUMBENT/CATEGORICAL/7090</td>
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<td>MATTHEWS, AMBER</td>
<td>CAFETERIA COOK SMALL SCHOOL/FOREST RANCH/4.3</td>
<td>12/2/2013</td>
<td>VACATED POSITION/48/ NUTRITION/5310</td>
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<td>MITCHEL, CAROL</td>
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<td>12/3/2013</td>
<td>VACATED POSITION/133/ SPECIAL ED/6500</td>
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<td>OATES, ASHLEY</td>
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<td>12/2/2013</td>
<td>NEW POSITION/6/GRANT/9117</td>
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<tr>
<td>Name</td>
<td>Position/Location</td>
<td>Date</td>
<td>Reason</td>
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<td>PHILLIPS, LESLIE</td>
<td>LIBRARY MEDIA ASSISTANT/ROSEDALE/3.6</td>
<td>11/21/2013</td>
<td>EXISTING POSITION/136/ CATEGORICAL &amp; LIBRARY/3010, 9024, 1100</td>
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<td>10/1/2013-11/6/2013</td>
<td>DURING ABSENCE OF INCUMBENT/ NUTRITION/5310</td>
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<td>REISE, MARCY</td>
<td>IA-SPECIAL EDUCATION/PVHS/3.0</td>
<td>11/19/2013</td>
<td>NEW POSITION/109/ SPECIAL ED/6500</td>
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<td>SLOAN, DOUGLAS</td>
<td>LT SR CUSTODIAN/PARKVIEW/8.0</td>
<td>11/18/2013-2/19/2014</td>
<td>DURING ABSENCE OF INCUMBENT/ 114/MAINTENANCE/0000</td>
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<td>SMYZER, ELLIOTT</td>
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### Layoffs to Re-Employment

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### Leaves of Absence

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**RESIGNATION/TERRMINATION**

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**RESIGNED ONLY POSITION LISTED**

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<td>INCREASE IN HOURS</td>
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*(Consent Vote)*

AYES: Kaiser, Thompson, Robinson, Griffin

NOES: None

ABSENT: Hovey

**11. DISCUSSION/ACTION CALENDAR**

**11.1. EDUCATIONAL SERVICES**

**11.1.1. Discussion/Action: Common Core State Standards Implementation Funds**

At 7:03 p.m. Assistant Superintendent Dave Scott explained how the district, with input from the sites, was proposing a plan delineating how the one-time CCSS implementation funds should be split with 85 percent going to technology and 15 percent going to staff development. Board Member Griffin made a motion to spend the implementation funds as recommended; seconded by Board President Kaiser.
AYES: Kaiser, Griffin
NOES: Robinson, Thompson
ABSENT: Hovey

Board Clerk Robinson added a friendly amendment to approve the recommendation with the provision that staff be allowed to begin spending the money, but be required to present an overview of the spending plan at the upcoming February meeting. Board Vice President Thompson asked to make an additional friendly amendment to approve the recommendation, but with the percentages changed to 80/20. Board Clerk Robinson stated this changed the recommendation and did not accept the friendly amendment. Board Member Griffin seconded Board Clerk Robinson’s friendly amendment. Board President Kaiser clarified that the overview of progress will be presented at the February 19 meeting.

AYES: Kaiser, Griffin, Robinson
NOES: Thompson
ABSENT: Hovey

11.2. BUSINESS SERVICES
At 7:49 p.m. Director Michael Weissenborn explained that Agenda Items 11.2.1., 11.2.2., and 11.2.3. were related and provided an introduction to each one. Agenda Item 11.2.1. is a recommendation from Newcomb Anderson McCormick regarding the RFP that was issued in July for design-build services for solar electric systems at: Bidwell Jr. High, Chico Jr. High, Emma Wilson, Hooker Oak, Marigold, Neal Dow, Parkview, Rosedale and Sierra View schools. Agenda Item 11.2.2. regards the financing approaches/options for these solar energy projects; and Agenda Item 11.2.3. is a Resolution that would allow CUSD to apply for a California Energy Commission's Energy Conservation Assistance Act (ECAA) low interest loan. He then introduced Russell Driver, with Newcomb Anderson McCormick, who presented a PowerPoint showing background information, methodology, proposal evaluation, and their recommendation to work with SolarCity.

When Board President Kaiser called for a motion on Item 11.2.1., Board Clerk Robinson stated because Agenda Item 11.2.2. discusses how to secure appropriate financing, she would prefer to hear that information before voting on Agenda Item 11.2.1. Director Weissenborn stated that would be fine and all Board members agreed.

At 8:03 p.m. Keith Weaver, with Government Financial Strategies, Inc., presented a PowerPoint on the Financing Approaches for Solar Energy Projects. At 8:15 p.m. Director Weissenborn suggested addressing Agenda Item 11.2.3. and then voting on all three agenda items. All Board members agreed.

11.2.3. Discussion/Action: Resolution No. 1236-13, California Energy Commission's Energy Conservation Assistance Act (ECAA) Loan
At 8:15 p.m. Director Michael Weissenborn presented information on Resolution No. 1236-13, which would allow the district to apply for a California Energy Commission loan to fund the installation of photovoltaic solar systems at nine additional school sites within the District. Rather than voting on all three items at one time, Board Clerk Robinson suggested voting on each agenda item separately.
The votes on Agenda Items 11.2.1., 11.2.2., and 11.2.3. were as follows:

11.2.1. **Discussion/Action**: 2013 Solar RFP – Results and Recommendations – Newcomb Anderson McCormick

Board Clerk Robinson moved to authorize the Superintendent or designee to negotiate a design build contract with SolarCity to construct, maintain and operate, to be owned by the District, photovoltaic solar installations as per the 2013 Solar RFP with the agreement contingent upon the District securing appropriate financing; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin
NOES: None
ABSENT: Hovey


Board Clerk Robinson moved to authorize the Superintendent or designee to enter into a Financial Advisory Services Agreement with Government Financial Strategies, Inc.; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin
NOES: None
ABSENT: Hovey

11.2.3. **Discussion/Action**: Resolution No. 1236-13, California Energy Commission’s Energy Conservation Assistance Act (ECAA) Loan

Board Clerk Robinson moved to authorize the Superintendent or designee to apply for the California Energy Commission’s ECAA Loan; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin
NOES: None
ABSENT: Hovey

11.3 **HUMAN RESOURCES**

11.3.1. **Information**: Announcement of the Appointee to the Personnel Commission by the Appointee of Chico Unified School District Board of Education and the Appointee of the Classified School Employees Association of the Chico Unified School District

At 8:20 p.m. Assistant Superintendent Bob Feaster stated the Personnel Commission Appointee of CUSD and Appointee of the Classified School Employees Association of CUSD had appointed and were publicly announcing the appointment of Scott Jones as the third member of the Personnel Commission.

11.3.2. **Discussion/Action**: Public Disclosure Document and Approval of a Tentative Agreement between CUSD and CUTA

At 8:25 p.m. Assistant Superintendent Bob Feaster explained that in accordance with Assembly Bill 1200 Statutes of 1991, Assembly Bill 2756 Statutes of 2007, Chapter 1213 and with Government Code Sections 3547.5 and 3540.2, the District is required to disclose the financial implications of collective bargaining agreements. The Board is also required to approve the tentative agreement, as is the Chapter, prior to the agreement being implemented. Board Clerk Robinson moved to approve the Tentative Agreement; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin
NOES: None
ABSENT: Hovey
12. **ITEMS FROM THE FLOOR**
   At 8:26 p.m. Kevin Moretti, CUTA President, stated there were several issues with Substitutes that should be addressed with a multi-prong approach including looking at rate of pay, reducing sub use (like at Little Chico Creek), and perhaps adding permanent substitutes at each site. Assistant Superintendent Bob Feaster said discussions were taking place at Cabinet and Senior Cabinet and there were plans to bring a discussion regarding pay to the Board in spring. He stated the District is also looking at ways to reduce substitute time for both Certificated and Classified in certain areas.

13. **ANNOUNCEMENTS**
   At 8:29 p.m. Board President Kaiser wished everyone a safe holiday and hopes for students to finish with finals well.

14. **ADJOURNMENT**
   At 8:30 p.m. Board President Kaiser adjourned the meeting.

:mn

APPROVED:

______________________________
Board of Education

______________________________
Administration
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Donations  January 22, 2014
AGENDA ITEM: Field Trip Request for Hooker Oak Fifth Grade Classes to Attend Call of the Sea, Marine Mammal Center, KOA Petaluma, CA

Prepared by: Beth Geise and Steve Christiansen

☐ Consent  Board Date January 22, 2014
☐ Information Only
☐ Discussion/Action

Background Information
To reinforce fifth grade Social Science standards, as well as Science standards, both fifth grade classes will venture to the Bay Area to: 1) sail for three hours on the "Call of the Sea"; 2) Visit and engage in a program at the Marine Mammal Center; 3) Possibly visit the "Bay Model" right near the ship’s dock; and 4) Spend the night at the KOA in "Kabins".

Educational Implications
Students will be exposed to and learn about the eco system and animal life of the San Francisco Bay, as well as learning navigation skills and techniques while sailing on the "Call of the Sea".

Fiscal Implications
The cost of the trip is $82 per student (ship/mammal center = $50, KOA = $20, Food/misc. = $20). All money will be raised through parent donations and fund raising events (magazine drive, garage sale)
CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education
Date: December 12, 2013
FROM: Beth Geise & Steve Christiansen
School/Dept.: Hooker Oak School

SUBJECT: Field Trip Request

Request is for Steve Christiansen & Beth Geise's 5th grade classes from Hooker Oak School
(grade/class/group)

Destination: Marin, CA Activity: Call of the Sea Ship, Marin Mammal Center & KOA Campground

from April 23, 2014/7:30 a.m. to April 24, 2014/5:00 p.m.
(dates) (times)

Rationale for Trip: Science & Social Studies Standards with real life experiences.

Number of Students Attending: 52 Teachers Attending: 2 Parents Attending: 20

Student/Adult Ratio: 1:5

Transportation: Private Cars X CUSD Bus Other: Charter Bus Name

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

ESTIMATED EXPENSES:

Fees $4400 Substitute Costs $ ____________ Meals $ 200.00

Lodging $1500 Transportation $ ____________ Other Costs $ ____________

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

Name __________________ Acct. #: __________________________ $ ___________

Name __________________ Acct. #: __________________________ $ ___________

Requesting Party

Date 12-13-13

Site Principal

Date 12/18/13 □ Approve/Minor □ Do not Approve/Minor
or Recommend/Major or Not Recommended/Major

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Director of Transportation

Date

□ Recommend □ Not Recommended

Director of Educational Services

Date

□ Approved □ Not Approved

Board Action

Date
AGENDA ITEM:  Field Trip Requests (2) for Sierra View's Fifth Grade Classes to Attend Six Flags Discovery Kingdom

Prepared by:  Julie Crum, Teacher

X  Consent  Board Date  January 22, 2014

Information Only

Discussion/Action

Background Information
Sierra View 5th grades will be traveling to Six Flags Discovery Kingdom in Vallejo to attend Sharks in the Dark and the Marine Mammal Center. Mrs. Crum's and Mr. Romig's students will leave on Thursday, May 8, 2014 and return on Friday, May 9, 2014. Miss Akimoto's and Mr. Bishop's students will leave on Thursday, May 15, 2014, and return on Friday, May 16, 2014.

The students will be traveling by parent drivers who will also chaperone on the trip. The price of this activity includes the overnight stay in the Shark Experience exhibit with evening activities, tour of other areas at Marine World, dinner, breakfast the next morning, admission into Marine World the next day and a t-shirt. Students will sleep in their sleeping bags on mats provided by Marine World with the Sharks in the Shark exhibit hall.

Educational Implications
The “Sharks in the Dark” experience provides students with an exclusive opportunity to engage in “hands on” activities related to the 4th and 5th grade science standards after hours at Marine World. Students will have the opportunity to engage in educational games surrounding the life cycle of marine animals, as well as performing a squid dissection. The students will get to witness the feeding of the sharks in the Shark Experience exhibit and meet the trainers that work with the animals on a daily basis. In addition to the sharks, the students will also have the opportunity to have a mini-tour that focuses on the dolphins, walrus, and seals and meet their trainers. All activities will have students developing a deeper awareness, understanding, and appreciation of the interrelationships of life, especially relating to the oceans and marine animals. The standards that are addressed through the program include: Life Sciences- 5LS2, 5LS2, 5ILS2b; Earth Sciences- 5ES3a; Investigation and Experimentation 5IE6c, 5IE6g; and 4th grade standards in Life Science- 4LS2a, 4LS2b, 4LS3a and 4LS3b.

Fiscal Implications
No impact on the general fund. Funds for this field trip will be earned through fund raising activities and parent donations.
CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, CA  95928-5999  
(530) 891-3000

FIELD TRIP REQUEST

TO:  CUSD Board of Education  
FROM:  Julie Crum and Mark Romig  
Date:  December 4, 2013  
School/Dept.:  Sierra View

SUBJECT:  Field Trip Request

Request is for Mrs. Crum’s 5/6 combo and Mr. Romig’s 5th grade class

(grade/class/group)

Destination:  Marine Mammal Center and Six Flags Discovery Kingdom  
Activity:  Marine mammal exploration and Sharks in the Dark

from May 8, 2014 / 7:00 am  to May 9, 2014 / 10:00 pm
(dates) / (times)

Rationale for Trip:  The students will learn about the oceans and the animals that live in the oceans. They will learn through hands-on activities geared including a squid dissection, interaction with animal trainers, and activities geared toward the science standards.

Number of Students Attending:  60  Teachers Attending:  2  Parents Attending:  10
Student/Adult Ratio:  5:1
Transportation:  Private Cars X  CUSD Bus  Charter Bus Name
Other:

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

ESTIMATED EXPENSES:

Fees $9360.00  Substitute Costs $  Meals $

Lodging $  Transportation $  Other Costs $

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

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</table>

12/4/2013

Date  

12/4/13

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

12-12-13

Recommend  Not Recommended

Approved  Not Approved

Board Action  

Revised 8/04
FIELD TRIP REQUEST

TO: CUSD Board of Education  
FROM: Greg Bishop and Emily Akimoto

DATE: December 4, 2013  
SCHOOL/DEPT.: Sierra View

SUBJECT: Field Trip Request

Request is for Mr. Bishop and Ms. Akimoto’s 5th grade classes

DESTINATION: Six Flags Discovery Kingdom  
GRADE/CLASS/GROUP:  
ACTIVITY: Sharks in the Dark

FROM May 15, 2014 / 12:00 pm to May 16, 2014 / 10:00 pm
(DATES) / (TIMES)

RATIONALE FOR TRIP: The students will learn about the oceans and the animals that live in the oceans. They will learn through hands-on activities geared including a squid dissection, interaction with animal trainers, and activities geared toward the science standards.

NUMBER OF STUDENTS ATTENDING: 65  
TEACHERS ATTENDING: 2  
PARENTS ATTENDING: 10

STUDENT/ADULT RATIO: 6:1

TRANSPORTATION: Private Cars X  
CUSD BUS  
CHARTER BUS NAME

ALL REQUESTS FOR BUS OR CHARTER TRANSPORTATION MUST GO THROUGH THE TRANSPORTATION DEPARTMENT - NO EXCEPTIONS.

ESTIMATED EXPENSES:

FEES $9240.00  
SUBSTITUTE COSTS $  
MEALS $

LODGING $  
TRANSPORTATION $  
OTHER COSTS $

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

NAME: Bishop Field Trips  
ACCOUNT #: 01-9024-0-1110-1000-4380-280-1280  
AMOUNT: $4620.00

NAME: AkimotoField Trips  
ACCOUNT #: 01-9024-0-1110-1000-4380-280-1280  
AMOUNT: $4620.00

REQUESTING PARTY  
D. Aldred  
DATE: 12/4/2013

SITE PRINCIPAL  
DATE: 12/4/13

APPROVE/MINOR  
RECOMMEND/MAJOR

DIRECTOR OF TRANSPORTATION

DATE

IF MAJOR FIELD TRIP

DIRECTOR OF EDUCATIONAL SERVICES

DATE: 12-12-13

BOARD ACTION

DATE

APPROVED  
NOT APPROVED

REVISED 8/04
AGENDA ITEM: Field Trip Request for Chico High Senior Class Trip to Disneyland Grad Nite 2014

Prepared by: Carol Forayter, Campus Supervisor

☐ Consent Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information
Disneyland invites Seniors each year to come to the park in Anaheim and participate in the Senior Grad Night after hours event. Seniors are able to come and enjoy both parks at a reduced rate all day and then attend the event held in California Adventure, after hours for the 2014 graduates. Last year’s event was so successful and with our school’s administrative support, we would like to attend this year. It is our hope that this becomes a tradition for Chico High.

Educational Implications
The opportunity for our seniors to go to Disneyland with so many other seniors from all over the country is an experience of a lifetime. This is a wonderful safe environment to get involved with fellow students.

Fiscal Implications
There is no Fiscal impact to the school district. Students will fundraise to pay their way. Chaperones include one Administrator and staff members who will volunteer their time. A private transportation company will be hired and fees incorporated into the cost.
CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, CA  95928-5999  
(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education  
Date: __December 9th, 2014_______

FROM: __Chico High ASB__________  
School/Dept.: Chico High School_____

SUBJECT: Field Trip Request

Request is for ____Chico High Class of 2014
(grade/class/group)

Destination: _____Disneyland _________ Activity _____Senior Grad Night_____

from __Sat May 31st 12:01AM_____ to Sun June 1st, 2014 / 2:00PM_____
(dates) / (times)

Rationale for Trip __To allow one more time to bond as a class before graduation._____

________________________________________
________________________________________

Number of Students Attending: _102___ Teachers Attending: _4____ Parents Attending: ___1___
Student/Adult Ratio: 25-1
Transportation: __Private Cars _______ CUSD Bus _________ Charter Bus Name __Bus bank__
Other:
All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees $ _______ tickets 7650.00 _______ Substitute Costs $ ____________ Meals $ ____________

Lodging $ ____________ Transportation $ _______ Other Costs $ ____________

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

Name ______ Class of 2014 ASB ______ Acct. #: ________ 363 _______ $ ____________

Name __________________________ Acct. #: ___________________ $ ____________

__Approve/Minor or
[] Do not Approve/Minor or Recommend/Major  
[ ] Not Recommended/Major

(If transporting by bus or Charter)

Req. Party __12/10/13______ Date

Site Principal __12/10/13______ Date

Director of Transportation __11/13/13______ Date

IF MAJOR FIELD TRIP

Director of Educational Services __12-12-13____ Date

Board Action _______ Date

[ ] Recommend  [ ] Not Recommended

[ ] Approved  [ ] Not Approved

BS-7  
Revised 8/04
AGENDA ITEM: Field Trip Request for Chico High Honor Band and Honor Choir Students to Attend No. California Honor Band/Honor Choir at Sonoma State University from 2/6/14 to 2/9/14

Prepared by: Susan Delgado

X Consent  Board Date January 22, 2014

□ Information Only

□ Discussion/Action

Background Information

10 students (3 band and 7 choral) from Chico High School made the Nor Cal High School Honor Choir or Honor Band to be held in Sonoma February 6, 7, 8. These students audition and have part testing on February 6, then start rehearsals after that process is completed. They rehearse with guest conductors and students from all over Northern California for 2 1/2 days, then give a final concert on Saturday evening. The concert will be over approximately at 9pm and it is too late to drive home, thus necessitating another night in a hotel. The students spend Thursday, Friday and Saturday in hotel rooms when not rehearsing or eating and will return home Sunday morning.

Education Implications

The students will be rehearsing with well known guest conductors and other highly motivated music students with similar interests from all over Northern California. Typically the music is a higher level than what is learned at their respective schools, and expectations, both musical and behavior, are very high. These students will be around the best and the brightest music students, teachers and conductors in Northern California. They will have the opportunity to work with stellar conductors.

Fiscal Implications

Substitute expenses for Mrs. Delgado (2 days). Mrs. Delgado will be supervising the band and choral students. Students pay all other fees, including gas, hotels, and food. Parents have agreed to these fees prior to students auditioning.
FIELD TRIP REQUEST

TO: CUSD Board of Education
FROM: Susan Delgado
SUBJECT: Field Trip Request

Date: January 10, 2014
School/Dept.: Chico High Music

Request is for Honor Band and Honor Choir Students (grade/class/group)
Destination: Sonoma State University Activity: Nor Cal Honor Band/Honor Choir

from February 6, 10:00am to February 9, 2014, approximately noon.
(dates) / (times)

Rationale for Trip: To provide students with musical enrichment through playing or singing with other exceptional musicians from Northern California under the guidance of nationally renowned conductors.

Number of Students Attending: 10 Teachers Attending: 1 Parents Attending: 3
Student/Adult Ratio: 1:3

Transportation: Private Cars X CUSD Bus Charter Bus Name
Other:

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

ESTIMATED EXPENSES:
Fees $ Substitute Costs $ Meals $ 
$180.00 Transportation $ Other Costs $

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name CHS Admin. Acct. #: 01-0009-0-1110-2700-1179-010-2010

1-10-14
Requesting Party

1/10/14
DATE

Approve/Minor or Recommend/Major
Do not Approve/Minor or Not Recommended/Major

(If transporting by bus or Charter)

1/14/14
Date

Recommend Not Recommended

IF MAJOR FIELD TRIP

Date

Not Recommended

Recommended

Approved Not Approved

Director of Educational Services

Board Action
AGENDA ITEM: Field Trip Request for PVHS FHA-HERO State Convention

Prepared by: Priscilla Burns

☐ Consent  Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information
Annually the FHA-HERO career and technical students organization attends the state convention. The purpose includes career development, regional meetings, install a regional officer, compete in state level finals and attend leadership workshops. Students will leave on Thursday, April 10 and be gone until Tuesday, April 15.

Education Implications
Students have the opportunity attend workshops, compete, network with like minded students within their career interest, attend field trips and listen to national level keynote speakers. This conference is sponsored by the California Department of Education and is standards-based.

Fiscal Implications
Students have worked hard to raise funds to attend. Funds are already raised and being held in the ASB/PVHS Account under the FHA-HERO group.
CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education
FROM: Priscilla Burns

SUBJECT: Field Trip Request

Request is for FHA-HERO CTSO group Co-Curricular

Destination: Riverside (grade/class/group) Activity: FHA-HERO State Convention/Comp.

dates / (times)

to

4/15/14 / 9pm

Rationale for Trip: Leadership Workshops, Career Field Trips, State Finals for Competitions, Regional Workshops. All Standards Based. All Linked to Common Core.

Number of Students Attending: 10 Teachers Attending: 2 Parents Attending: 1

Student/Adult Ratio: 3:1

Transportation: Private Cars x CUSD Bus Charter Bus Name

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

ESTIMATED EXPENSES:

Fees $ 2,000 Substitute Costs $ 600 Meals $ 200

Lodging $ 1,500 Transportation $ 1,000 Other Costs $

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

Name Perkins Acct. #: 3550 $ 1,000

Name ASB- FHA-HERO Acct. #: 411 $ 4,000

Requesting Party

Site Principal

Director of Transportation

IF MAJOR FIELD TRIP

Director of Educational Services

Board Action

Date

Date

Date

Approve/Minor

Do not Approve/Minor

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

Date

Recommend

Not Recommended

Approved

Not Approved

ES-7

Revised 8/04
AGENDA ITEM: Field Trip Request for PVHS Prostart Culinary II Team

Prepared by: Priscilla Burns

☐ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information
Annually the ROP Culinary II course has been invited to the California Restaurant Association competition for gourmet and management. Once again the annual invitational will be held. This competition is very rigorous, with emphasis on fine dining performance and academic application through cost analysis, oral presentations and writing skills. Students work in teams to perform gourmet meal presentations and design a restaurant. This year’s competition is March 15-17, 2014 at the Pasadena Convention Center (over spring break)

Education Implications
Students have the opportunity to network with judges from across the country. There are master level chefs and executives from industry that will judge and give workshops. Students if place may win scholarships and prizes.

Fiscal Implications
Students have worked hard to raise funds to attend. Funds are already raised and being held in the ASB/PVHS Account under the FHA-HERO group.
CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, CA 95928-5999  
(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education  
FROM: Priscilla Burns  
Date: 01/09/14  
School/Dept.: PVHS/HECT/FHA-HERO

SUBJECT: Field Trip Request

Request is for Prostart Invitational   
(grade/class/group)

Destination: Sacramento   
Activity: CA Restaurant Association Competition

from  03/15/14 / 8:00 am  to  3/17/14 / 9pm
(dates) / (times)

Rationale for Trip: Leadership Workshops, State Finals for Competitions, Industry Networking
All Standards Based. All Linked to Common Core.

Number of Students Attending: 10   Teachers Attending: 1   Parents Attending: 1

Student/Adult Ratio: 5:1

Transportation: Private Cars x  CUSD Bus _____ Charter Bus Name __________

Other: ROP Van

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

ESTIMATED EXPENSES:

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<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>$500</td>
</tr>
<tr>
<td>Substitute Costs</td>
<td>$0</td>
</tr>
<tr>
<td>Meals</td>
<td>$300</td>
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<tr>
<td>Lodging</td>
<td>$1,500</td>
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<tr>
<td>Transportation</td>
<td>$1,000</td>
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<tr>
<td>Other Costs</td>
<td>$</td>
</tr>
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</table>

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

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<thead>
<tr>
<th>Name</th>
<th>Acct. #</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Perkins</td>
<td>3550</td>
<td>$600</td>
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<tr>
<td>ASB- FHA-HERO</td>
<td>411</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

Requesting Party:  
Date: 1/9/2014

Site Principal:  
Date: 1/10/14

Director of Transportation:  
Date: 

IF MAJOR FIELD TRIP

Director of Educational Services:  
Date: 1/13/14

Board Action:  
Date: 

Approved: [ ]  
Do not Approve/Minor: [ ]

Recommend: [ ]  
Not Recommended: [ ]

Recommend/Major: [ ]
Not Recommended/Major: [ ]

(If transporting by bus or Charter)
AGENDA ITEM: PVHS Concert Band Trip to Heritage Festivals San Francisco

Prepared by: Ryan Heimlich, PVHS Band Director

☐ Consent  
Board Date January 22, 2014  
☐ Information Only  
☐ Discussion/Action

Background Information

The Pleasant Valley High School Concert Band would like to take an end of the year culminating trip to the San Francisco Bay Area to participate in a national music festival. Students would perform at the festival, work with professional judges, listen to other student groups, receive awards, and visit such Bay Area institutions as Pier 49 and Great America. This trip meets State Curriculum Standards.

While the PVHS Band hasn’t taken such a trip in recent years, the PVHS Choir and CHS Bands and Choir regularly take such trips. I would like to see this become an annual event at varying locations.

Education Implications

Students would perform at the festival, work with professional judges, listen to other student groups, receive awards, and visit such Bay Area institutions as Pier 49 and Great America. This trip meets State Curriculum Standards.

Fiscal Implications

This field trip is completely funded by student and parent fundraising, including raised ASB funds and funds raised by the Band Boosters in the North Valley Community Foundation Account. The only exception to this would be the substitute costs, which would be paid out of the PVHS Band Account.

Additional Information

Parent drivers and a school van would be utilized to transport students and chaperones. The adult to student ratio would be 1 to 4. We would depart early morning on Friday, 5/16/2014 and return during the afternoon on Sunday, 5/18/2014.
TO: CUSD Board of Education  
FROM: Ryan Heimlich, PVHS Band Director  
Date: 1/13/2014  
School/Dept: Pleasant Valley High

SUBJECT: Field Trip Request

Request is for: Pleasant Valley High School Concert Band  
(grade/class/group)

Destination: San Francisco Bay Area  
Activity: Performance at Heritage Band Festival

from May 16th, 2014 (all day) to May 18th, 2014 (all day)
(dates) / (times)

Rationale for Trip: This trip would allow the PVHS Concert Band to participate in a Heritage Music Festival, a national music festival. Students would perform at the festival, work with professional judges, listen to other student groups, receive awards, and visit such Bay Area institutions as Pier 49 and Great America. This trip meets State Curriculum Standards.

Number of Students Attending: 28  
Teachers Attending: 1  
Parents Attending: 6

Student/Adult Ratio: four to one

Transportation: Private Cars: van/parent drivers  
CUSD Bus  
Charter Bus Name

Other:

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

ESTIMATED EXPENSES:

Fees $8,778.00  
Substitute Costs $75  
Meals $0

Lodging: included  
Transportation: 0  
Other Costs $8

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

Name: PVHS Band Boosters  
Acct. #: off campus - NVCF  
$6,000

Name: PVHS Band ASB  
Acct. #: PVHS Band ASB  
$2,778

Name: PVHS Band Account  
Acct. #: PVHS Band Account  
$75

Requesting Party  
Date  

Site Principal  
Date  

Director of Transportation  
Date

IF MAJOR FIELD TRIP

Date  

Director of Educational Services  
Date

Board Action  
Date

Approve/Minor or Do not Approve/Minor  
Recommend/Major or Not Recommended/Major

(If transporting by bus or Charter)
AGENDA ITEM: Quarterly Report on Williams Uniform Complaints

Prepared by: Janet Brinson, Director

☐ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Williams case legislation requires a school district to use its Uniform Complaint Process to help identify and resolve any deficiencies related to instructional materials, teacher vacancy or misassignment and emergency or urgent facilities conditions that pose a threat to the health and safety of the pupils or staff. Complaint process information is posted at each school site. Complaint forms are available upon request.

Educational Implications

Reports are required to be submitted to the board for review. Once the report is approved, it is sent to the County Office of Education.

Fiscal Implications

None
District: Chico Unified School District

Person completing this form: Janet Brinson  Title: Director

Quarterly Report Submission Date:  
(check one)  
☐ April 2014  
☐ July 2014  
☐ October 2014  
☑ January 2014

Date for information to be reported publicly at governing board meeting: January 22, 2014

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

<table>
<thead>
<tr>
<th>General Subject Area</th>
<th>Total # of Complaints</th>
<th># Resolved</th>
<th># Unresolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and Instructional Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Misassignments or Vacancies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAHSEE Intensive Instruction and Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kelly Staley, Superintendent  
Date

© 2008 California County Superintendents Educational Services Association
AGENDA ITEM: School Accountability Report Cards (SARCs)

Prepared by: David Scott, Assistant Superintendent

☐ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information
As a result of Proposition 98 (passed in November 1988) and subsequent legislation, California Public Schools are required to provide information about themselves to the community in the form of an annual School Accountability Report Card or SARC. These report cards provide a variety of data to allow the public to evaluate and compare schools in terms of student achievement, environment, resources and demographics.

Educational Implications
The SARC not only provides general information regarding each school, but also provides data specific to academic performance, school completion, school safety, class size, and post-secondary preparation.

Fiscal Implications
None

Additional Information
SARCs will be available to the public at individual school sites and via the CUSD website on February 1, 2014. In addition, the SARCs can be obtained at the California Department of Education website: www.cde.ca.gov/ope/sarc/
AGENDA ITEM: New Course Proposal- Theory of Knowledge Online

Prepared by: Beth Burton, Christine Callas, John Shepherd

X Consent

Board Date January 22, 2014

Information Only

Discussion/Action

Background Information
Pleasant Valley High School's International Baccalaureate Program would like to propose moving the Theory of Knowledge class from its current format in the traditional class setting, offered during zero period, to a hybrid online course. As stated in the course proposal, students would complete much of the course work online, however, would meet face-to-face a minimum of two times per month at times to be determined by the class. The rationale for making this move includes the following: many IB students have a very impacted schedule due to the academic requirements they need to meet for the IB diploma, having an online class allows them more flexibility in their school schedule as well as flexibility to be involved in other extra-curricular activities (also required for the IB diploma) which take a significant amount of their time before and after school. The students would still be held accountable to the high academic expectations the course requires both for their PV grade and that from the IB program itself.

Educational Implications
This move allows for students to take the Theory of Knowledge course over the course of the junior and senior year as mandated by the International Baccalaureate Program; it allows for increased flexibility in the student schedule and opportunity for IB students to take an additional elective or other course they otherwise would not be able to take if Theory of Knowledge was part of the traditional school day; it helps develop students who will reflect and examine their knowledge in a variety of disciplines and help them to make connections across their traditional classroom studies.

Fiscal Implications
No Fiscal implications apply at this time.
NEW COURSE PROPOSAL OUTLINE

Course Title: Theory Of Knowledge
Grade Level: 11-12
Required/Elective: Required for IB Diploma, meets UC/CSU A-G requirement
Length/Credits: 1 year (Spring of Junior Year, Fall of Senior Year) 10 credits
Prerequisites: Enrollment in the IB Diploma Program
Course Number: (To be completed by District)

I. Course Rationale and Description:

To be IB compliant the TOK course must span the course of two semesters of the Junior and Senior years. Prior to this shift TOK was taught exclusively in the senior year and students in the IB diploma program maintained the traditional 6 period day. At the present time the TOK course is unable to fit in the 6 period school day and for the past year has been taught as a 0 period course.

The purpose of the TOK course is to develop a critical approach to the acquisition of knowledge. TOK provides an opportunity to stand back from the mere acquisition of data and to ask more fundamental questions such as 'how do I know that?', 'how has that knowledge come about?', and even 'is it possible to know anything for certain?'

The aims and objectives of the course are, thus, to develop the student’s ability to reflect upon, critically examine, and evaluate claims to knowledge in a variety of disciplines and to encourage them to make connections between disparate areas of their studies and their everyday life. Students will emerge from the TOK course able to analyze, to generate hypotheses, make interesting links between different fields, and to communicate their ideas clearly.

The course will utilize Managebac as the primary tool of communicating and delivering instruction. Students will meet with the instructor at least twice a month at a time determined by the class. Instructor will also be available during office hours to meet with students.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Diploma Programme Theory of Knowledge Guide
International Baccalaureate Organization
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales GB CF23 8GL
United Kingdom

Supplemental Materials:

Theory of Knowledge, Course Companion
Eileen Dombrowski
Lena Rotenberg
Mimi Bick
Oxford Press
### Spring Semester

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Standards Addressed</th>
<th>Time</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Nature of Knowledge/Knowledge Issues</td>
<td>This course addresses the Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening and Language.</td>
<td>3 weeks</td>
<td>Screen cast lecture Writing prompts Critical Reading Small and large group message boards</td>
<td>Journal entries Discussion board participation Reading Quiz Essay</td>
</tr>
<tr>
<td>Unit 2: Emotion</td>
<td>See attached for details for the standards addressed.</td>
<td>2 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3: Faith</td>
<td></td>
<td>2 weeks</td>
<td></td>
<td></td>
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<tr>
<td>Unit 4: Imagination</td>
<td></td>
<td>2 weeks</td>
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<tr>
<td>Unit 5: Intuition</td>
<td></td>
<td>2 weeks</td>
<td></td>
<td></td>
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<tr>
<td>Unit 6: Language</td>
<td></td>
<td>2 weeks</td>
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<td></td>
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<tr>
<td>Unit 7: Memory</td>
<td></td>
<td>2 weeks</td>
<td></td>
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<tr>
<td>Unit 8: Reason</td>
<td></td>
<td>2 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 9: Sense Perception</td>
<td></td>
<td>2 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 10: TOK Presentation</td>
<td></td>
<td>2 weeks</td>
<td>Students will meet in person to give presentations at determined time</td>
<td>TOK presentation Internal Assessment Component for the Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 total weeks</td>
<td></td>
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## Fall Semester

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Standards Addressed</th>
<th>Time</th>
<th>Instructional Strategies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: The Arts</td>
<td>This course addresses the Common Core</td>
<td>2 weeks</td>
<td>Screen cast lecture</td>
<td>Journal entries</td>
</tr>
<tr>
<td></td>
<td>College and Career</td>
<td></td>
<td>Writing prompts</td>
<td>Discussion board</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Critical Reading</td>
<td>participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small and large group message boards</td>
<td>Essay</td>
</tr>
<tr>
<td>Unit 2: Ethics</td>
<td>Readiness Anchor Standards for Reading, Writing,</td>
<td>2 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking and Listening and Language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3: History</td>
<td>See attached for details for the standards addressed.</td>
<td>2 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4: Human Sciences</td>
<td></td>
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<tr>
<td>Unit 6: Indigenous Knowledge Systems</td>
<td></td>
<td>2 weeks</td>
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<tr>
<td>Unit 7: Mathematics</td>
<td></td>
<td>2 weeks</td>
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<td>Unit 8: The Natural Sciences</td>
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<td>2 weeks</td>
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<td>Unit 9: Religious Knowledge Systems</td>
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<td>2 weeks</td>
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<tr>
<td>Unit 10: TOK Essay</td>
<td></td>
<td>2 Weeks</td>
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<td>Major External</td>
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<td>Assessment for IB</td>
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<td></td>
<td></td>
<td></td>
<td>1200-1600 word essay</td>
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<td></td>
<td>18 total</td>
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<td>on proscribed title</td>
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<tr>
<td></td>
<td></td>
<td>Weeks</td>
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</tbody>
</table>
IV. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

SDAIE techniques
Scaffolding of curriculum
Large and small group discussions
Collaborative groups
Use of Audio and Video
Interactive web sites

V. Grading Policy:
Students will receive a course grade of A-F using the traditional 100% scale that will appear on their PV transcripts. Students will also receive an IB Grade based on their internally assessed Presentation and the externally assessed Essay. This grade combined with their Extended Essay can contribute up to 3 points towards their IB Diploma. Successful completion of TOK is required to receive the IB Diploma.

______________________________
Aligned with State Frameworks: ( ) Yes   ( ) No
CSU/UC Requirement: ✓ Yes   ( ) No
Sites offered:
Ed Services Approval Date:
Board Approval Date:
Chic Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Theory of Knowledge Online
Submitted by: Beth Burton, Christine Callas, John Shepherd
Department: International Baccalaureate Program
School: Pleasant Valley High School
Planned Start Date: 2014-15

Approvals (Signature & Date):

Dept. Chair (High Schools)
Chico High
PVHS
Alt. Ed.
Inspire

Dept. Rep (Jr. High)
Bidwell
Chico Jr.
Marsh
Alt. Ed.

Secondary Admin. Council
Educational Services

- If rejected, return to originator with rationale or conditions for approval.
- If approved, date taken to board of education for board approval:

- Board of Education action: □ Approve □ Reject
Course Standards Addressed

Reading

Key Ideas and Details

- **CCSS ELA-Literacy CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS ELA-Literacy CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS ELA-Literacy CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- **CCSS ELA-Literacy CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **CCSS ELA-Literacy CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **CCSS ELA-Literacy CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- **CCSS ELA-Literacy CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS ELA-Literacy CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **CCSS ELA-Literacy CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- **CCSS ELA-Literacy CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes

- **CCSS ELA-Literacy CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- **CCSS ELA-Literacy CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS ELA-Literacy CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- **CCSS ELA-Literacy CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS ELA-Literacy CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
• CCSS ELA-Literacy CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

• CCSS ELA-Literacy CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
• CCSS ELA-Literacy CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
• CCSS ELA-Literacy CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

• CCSS ELA-Literacy CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

• CCSS ELA-Literacy CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
• CCSS ELA-Literacy CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
• CCSS ELA-Literacy CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

• CCSS ELA-Literacy CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
• CCSS ELA-Literacy CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
• CCSS ELA-Literacy CCRA.SL.6 Adapt to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language

Conventions of Standard English

• CCSS ELA-Literacy CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
• CCSS ELA-Literacy CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language

- **CCSS.ELA-Literacy.CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
PROPOSED AGENDA ITEM: Adoption of New Course - AP Microeconomics

Prepared by: Danny Webb (Social Science Teacher)

☑ Consent

Board Date January 22, 2014

Information Only

Discussion/Action

Background Information
Chico High School currently has 10 Advanced Placement courses in the content areas of Math, English, Spanish, Science and Social Science. It has been the goal of Chico High School to continue to grow AP options for students by offering new courses when possible. Additional AP course options provides students an enhanced opportunity to complete college level work and units prior to graduation from high school. The intent of this agenda item is to add AP Microeconomics to the curricular options that students have at Chico High School.

Education Implications
The educational implications include providing the maximum variety of opportunities for students learn at college level rigor and to earn college credit while in high school. Advanced Placement courses are rigorous and provide higher levels of opportunity to learn. We have had many students inquire about this course in the past and survey of current students indicate the demand for this course will be sufficient to offer 1-2 sections.

Fiscal Implications
Their will be two primary costs for adopting this course. The first is the cost of training for the teacher. Approximate cost will be $1,000 for a week long training seminar over the summer of 2014 prior to the start of the school year. School site Title II funds will be used for this training.

The second cost will be the purchase of textbooks for 35 - 70 students (depending on initial sign-ups). The estimated cost of textbooks are $100 each for a total of $3,500 - $7,000.
NEW COURSE PROPOSAL OUTLINE

Course Title: Advanced Placement Microeconomics
Grade Level: 11-12
Required/Elective: Social Science credit
Length/Credits: One year
Prerequisites: World History
Course Number: (To be completed by District)

I. Course Rationale and Description:

Overview: This is a year-long course in microeconomics; a branch of economics that focuses on choices made by individuals, households, or firms. Students will take the AP Microeconomics exam in May (cost: $82)

Purpose and Objectives:
The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Throughout the course, students will generate, interpret, label and analyze graphs, charts and data to describe and explain economic concepts.

General Expectations
To be successful in this course, you need to continue your learning outside of this classroom every day. You must keep up with your homework and other class related assignments, review your textbook and look over your notes on a daily basis.

Expectations/Conduct
The following expectations and conduct are expected and should be followed in order to ensure a safe and pleasant learning environment.

<table>
<thead>
<tr>
<th>Be Responsible</th>
<th>Be Safe</th>
<th>Be Respectful</th>
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</thead>
<tbody>
<tr>
<td>• Come to class on time</td>
<td>• Follow school rules</td>
<td>• Positive Attitude is a must. Be open to learning new things.</td>
</tr>
<tr>
<td>• Do your work</td>
<td>• Let me know if you are having any difficulties.</td>
<td>• Respect each other.</td>
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<tr>
<td>• Absence- take care of work you missed.</td>
<td>• Report any unsafe behavior.</td>
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<tr>
<td>• See me if you have any problems with the material early. (I am here before school and at lunch.)</td>
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</table>

Academic Expectations
Homework - Late or missing homework not accepted.
Papers/Projects- Papers, projects and alternative assessments can be turned in, up to five classes after the due date, but you will receive points off for each day it is late. No assignment is accepted after the fifth day.

Absence- If you are absent, it is your responsibility to find out what you missed in class, and for homework. All make up work must be handed in the next class period, unless you have been instructed by me, to hand in assignments at a later date. I will go over with you during the first day of class, where you can find materials if you were absent. If you missed a test, quiz or presentation you must see me to find out when you can make it up.

Grading: Student evaluation will be based on a 4 part, weighted system:

| Part 1: Tests, Projects, Papers: | 50% |
| Part 2: Quizzes | 20% |
| Part 3: Homework: | 15% |
| Part 4: In-class activities/assignments: | 15% |

Unit Journals: Students will be writing in journals during class. These journals facilitate deep processing of learning and differentiation of instruction by encouraging critical thinking and independent exploration. They also provide an additional forum for the teacher to give feedback to guide individual students. Entries must be linked to the unit/course that is being studied (i.e. one economic concept that you have studied). Additionally, unit journals will include student reflection of material presented in class, class discussions/activities, personal experiences/connections to material, graphing exercises and/or related current events.

Supplies Needed: *Calculators are not permitted!*
1. Separate notebook for AP Econ (folders to hold tests, in class activities/assignments, lecture notes)

2. Required Textbook: Paul Krugman and Robin Wells' *Krugman's Economics for AP*

3. colored pencils

4. Unit Journal

II. Instructional and Supplemental Materials:

1. Separate notebook for AP Econ (folders to hold tests, in class activities/assignments, lecture notes)

2. Required Textbook: Paul Krugman and Robin Wells' *Krugman's Economics for AP*

3. colored pencils
4. Unit Journal

**Supplementary Sources Used in AP Microeconomics:**

David Anderson, *Economics by Example*
John S. Morton and Rae Jean B. Goodman's *Advanced Placement Economics Microeconomics: Student Activities*
David Anderson and James Chasey's *Favorite Ways to Learn Economics*

**III. Course Outline/Standards/ Instructional Methods/Assessments:**

**Topic Outline:** This is an outline of the major content areas covered by the AP Microeconomics Exam. The percentages indicated reflect the approximate percentage devoted to each content area in the multiple-choice section of the exam. The outline is a guide and is not intended as an exhaustive list of topics.
**Topic Outline:** This is an outline of the major content areas covered by the AP Microeconomics Exam. The percentages indicated reflect the approximate percentage devoted to each content area in the multiple-choice section of the exam. The outline is a guide and is not intended as an exhaustive list of topics.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percentage Goals of AP Exam (multiple choice section)</th>
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</thead>
<tbody>
<tr>
<td>I Basic Economic Concepts</td>
<td></td>
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<tr>
<td>• Scarcity, choice, and opportunity cost</td>
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<td>• Production possibilities curve</td>
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<td>• Comparative advantage, absolute advantage,</td>
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<td>specialization, and trade</td>
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<td>• Economic systems</td>
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<td>• Property rights and the role of incentives</td>
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<td>• Marginal analysis</td>
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<td>8–14%</td>
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<td>II The Nature and Functions of Product Markets</td>
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<td>• Supply and demand (15–20%): market equilibrium,</td>
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<td>determinants, price/quantity controls,</td>
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<td>elasticity, surplus/efficiency, deadweight</td>
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<td>loss</td>
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<td>• Theory of consumer choice (5–10%): total/marginal</td>
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<td>utility, individual/market demand curves,</td>
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<td>income and substitution effect</td>
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<td>• Production and costs (10–15%): short/long run</td>
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<td>production functions and costs, marginal</td>
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<td>product and diminishing returns, economics of</td>
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<td>scale</td>
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<td>• Firm behavior and market structure (25–35%):</td>
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<tr>
<td>Profit, Perfect Competition, Monopoly,</td>
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<td>Oligopoly, monopolistic competition</td>
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<td></td>
<td>55–70%</td>
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<td>III Factor Markets</td>
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<td>• Derived factor demand</td>
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<td>• Marginal revenue product</td>
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<td>• Hiring decisions in the markets for labor and</td>
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<td>capital</td>
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<td>• Market distribution of income</td>
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<td>10–18%</td>
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<td>IV Market Failure and the Role of Government</td>
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<tr>
<td>• Externaities</td>
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<tr>
<td>• Public goods</td>
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</tbody>
</table>
# Course Planner & Content Summary

**Reading Abbreviations:**
- **Krugman** = Paul Krugman and Robin Wells' *Krugman's Economics for AP*
- **Anderson** = David Anderson, *Economics by Example*

**Syllabus Assessment Abbreviations:**
- **AP Student Activities** = John S. Morton and Rae Jean B. Goodman's *Advanced Placement Economics Microeconomics: Student Activities*
- **FWLE** = David Anderson and James Chasey’s *Favorite Ways to Learn Economics*

*Dates Subject to Change (Depending on Track)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Essential Question</th>
<th>Objectives</th>
<th>Key Topics</th>
<th>Reading</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Day 1: | 1: Basic Economic Concepts | What is AP microeconomics? | - Introduction to course  
- Distribute Books  
- Review AP Exam format  
- Define economics | • Scarcity & choice  
• Role of incentives  
• Economy's resources  
• 3 key economic questions  
• Economic systems | Anderson: Ch 1 and/or Ch 2 | • FWLE: Classroom Exper. 1A  
• AP student activities: Act. 1 |
| Day 2: | 1: Basic Economic Concepts | How are scarcity and choice central to the study of economics? | - Consider why people need to make choices.  
- Compare the four categories of scarce resources.  
- Analyze opportunity cost and marginal analysis.  
- Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve  
- Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative | • Scarcity & choice  
• Opportunity costs  
• Economy's resources  
• Marginal Analysis | Krugman  
• Module 1 (p. 1-8) | • Activity: Design A Zoo  
• AP Student Activities: Act. 1  
• FWLE: Problem/Graphing Sets 1.1, 1.2, 1.3  
• Krugman Module 1 AP Review p.8-9 |
<table>
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<tbody>
<tr>
<td>Day 3:</td>
<td>1: Basic Economic Concepts</td>
<td>How do economists convey findings?</td>
<td>- Draw and calculate information through graphs</td>
<td>• Importance of graphs in studying economics</td>
<td>Krugman Section 1 Appendix Graphs in Economics (p.34-44)</td>
<td>Krugman Sec. 1 Appendix AP Review (p. 45-46)</td>
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<tr>
<td></td>
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<td></td>
<td>- Research economic questions</td>
<td>• Basic components of graph</td>
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<td>Emphasis on creating/interpreting graphs</td>
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<td>- Build an economic argument in writing</td>
<td>• How graphs illustrate relationship between variables</td>
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<td>• Slope of curve</td>
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<td>• Max. and min. points</td>
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<td>• Calculating areas represented on graphs</td>
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<td></td>
<td>• Interpret numerical graphs</td>
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<tr>
<td>Days 4-8</td>
<td>1: Basic Economic Concepts</td>
<td>What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?</td>
<td>- Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve.</td>
<td>• Production Possibilities Curve (PPC)</td>
<td>Krugman Module 3: p. 16-21</td>
<td>FWLE: Classroom Exper. 1B</td>
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<td></td>
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<td>- Analyze the production possibility frontier and circular flow models.</td>
<td>• Implicit/Explicit Costs</td>
<td>Module 4: p. 23-29</td>
<td>FWLE: Problem Sets/Graphing 1, 4, 1.5</td>
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<td>- Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.</td>
<td>• Marginalism</td>
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<td>AP Student Activities:</td>
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<tr>
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<td>• Efficiency</td>
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<td>Act. 6 (graphing PPC); Act. 3-5;</td>
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<td>• Opportunity Cost</td>
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<td>Act. 6: Graphing Opp. Cost &amp; Comparative Advantage; Act. 7-8</td>
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<td></td>
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<td>• Economic Growth</td>
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<td>- Krugman: Module 3 AP Review p. 21-22</td>
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<td>• Comparative Advantage</td>
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<td>- Krugman Module 4 AP Review p.29-30</td>
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</tbody>
</table>
| Days 9-10 | Unit 1: Basic Economic Concepts                 | -What can the demand curve tell us about competitive markets?                        | -Review for Unit 1 Test  
-Unit 1 Test  
-Review Unit Test/Corrections                                                                 | -Law of Demand  
-Change in Demand vs. change in quantity demanded  
-Demand curve (individual & market)  
-Shift/changes in demand  
-Factors that affect demand (substitution/income effect)  
-Diminishing Marginal Utility  
-Consumer surplus | Krugman: Modules 1, 3, 4                       | -Krugman: Section 1 Problems 1-14 (p. 32-33)  
-Unit 1 Test  
-Unit 1 Test Corrections                  |
| Days 11-17| 2a: Nature and Functions of Product Markets: Supply and Demand | -What factors shift the demand curve?                                               | -Analyze how buyers and sellers respond to changing market conditions  
-Explain how markets provide information that enables consumers and producers to allocate resources more efficiently.  
-Differentiate change in demand (shift in the curve) with a change in "quantity demanded"  
-When given scenarios, students will identify determinants of demand that cause shift in demand curve.  
-Analyze the effects of determinants of demand of specific products | -Krugman  
-Module 5 (p.47-57)  
-Anderson: Ch 3                             | FWLE: Classroom Exper. 2A  
-FWLE: Problem/graphingSets 2.2, 2.4  
-AP Student Activities: Act. 9-11 (graphing demand curves, shifts in demand curves)  
-Krugman: Module 5 AP Review p.57-58  
-Quiz on Demand                            |
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
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<th>Objectives</th>
<th>Key Topics</th>
<th>Reading</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 18-20</td>
<td>Unit 2a: Supply &amp; Demand</td>
<td>What can the supply curve tell us about competitive markets?</td>
<td>- Analyze how buyers and sellers respond to changing market conditions</td>
<td>- Law of Supply</td>
<td>Krugman Module 6 (p. 59-69)</td>
<td>- FWLE: Classroom Exper. 2B</td>
</tr>
<tr>
<td></td>
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<td>- What factors shift the supply curve?</td>
<td>- Explain how markets provide information that enables consumers and producers to allocate resources more efficiently.</td>
<td>- Supply curve</td>
<td></td>
<td>- FWLE: Problem / Graphing Sets 2.3, 2.4, 2.9</td>
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<td>- Differentiate change in supply (shift in the curve) with a change in “quantity supplied”</td>
<td>- Distinguish movement along supply curve and changes in supply</td>
<td></td>
<td>- AP Student Activities: Act. 12-15 (graphing supply curves, shifts in supply curves)</td>
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<td>- When given scenarios, students will identify determinants of supply that cause shift in supply curve.</td>
<td>- Factors that ship supply curve (input price, price of related goods, technology, expectations)</td>
<td></td>
<td>- Krugman: Module 5 AP Review p. 57-58</td>
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<td>- Analyze the effects of determinants of supply of specific products</td>
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<td></td>
<td>- Quiz on Supply</td>
</tr>
<tr>
<td>Date</td>
<td>Unit</td>
<td>Essential Question</td>
<td>Objectives</td>
<td>Key Topics</td>
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</tbody>
</table>
| Days 21-29 | Unit 2a: Supply & Demand | How is pricing determined? How does price elasticity affect demand?               | - Determine the equilibrium price and quantity when given the demand for and supply of a good or service  
- Display graphically an effective price floor and effective price ceiling.  
- Determine the prices at which the product has elastic or inelastic demand  
- Analyze the effects of price ceilings and floors  
Compare: elastic, inelastic and unitary elastic demand  
- Explain the characteristics that tend to make demand more elastic or more inelastic  
- Apply price elasticity of demand to economic problems. | • Equilibrium price  
• Shifts of supply and demand curves  
• Price controls (ceilings and floors)  
• Elasticity (calculating the price elasticity of demand)  
• Difference between elastic and inelastic demand  
• Relationship between elasticity and total revenue  
• Factors that determine price elasticity of demand  
• Consumer surplus and demand curve  
• Consumer surplus, producer surplus, efficiency  
• Deadweight loss  
• Equity and efficiency  
• Effects of taxes on total surplus  
• Price ceilings/floors | Krugman: Module 7 (p.71-45)  
Module 8 (p.77-85)  
Module 10 (p.101-108)  
Module 11 (p.110-117)  
Module 12 (p.119-124)  
Module 13 (p.126-136)  
Module 14 (p.139-152)  
Andersan: Ch 4; Ch 9 and/or Ch 10 | FWLE: Problem /Graphing Sets 2.10  
, 2.5, 2.6, 2.8, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16 2.17, 2.18  
AP Student Activities:  
Act. 14-23  
(graphing of equilibrium price & quantity; shifts in supply & demand; allocation of resources; elastic/inelastic demand; price & price ceiling)  
Krugman: Module 7AP Review p.69-70  
Krugman: Module 8  
AP Review p. 86-87  
Krugman: Module 10 AP Review p.108-109  
Krugman: Module 11 AP Review p.117-118  
Krugman: Module 12 AP Review p.124-125  
Krugman: Module 13 AP Review p.137-138  
Krugman: Module 14 AP Review p.153-154 |
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<tr>
<td>Days 30-31</td>
<td>Unit 2a: Supply &amp; Demand</td>
<td>-Review for Unit 2 Test&lt;br&gt;-Unit 2 Test&lt;br&gt;-Review Unit Test/ Corrections</td>
<td>- Define the economic use of the words/terms utility, total utility and marginal utility.&lt;br&gt;- Identify marginal utility as the change in total utility that results from a one-unit increase in the quantity of a good consumed.&lt;br&gt;- Construct and interpret marginal utility schedules and curves&lt;br&gt;- Predict a consumer’s demand curve using the theory of diminishing marginal utility.&lt;br&gt;- Calculate and predict how utility maximization can be achieved by equalizing marginal utility per dollar</td>
<td>- Utility maximization&lt;br&gt;- Principle of diminishing marginal utility&lt;br&gt;- Budgets and optimal consumption (budget constrain/budget line)&lt;br&gt;- Optimal consumption rule</td>
<td>Krugman Modules: 5, 6, 7, 8, 10, 11, 12, 13, 14</td>
<td>-Krugman: Section 3 problems 1-7 p. 168-169&lt;br&gt;-Unit 2 Test&lt;br&gt;-Unit 2 Test Corrections</td>
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| 35-37  | Unit 2 C: Nature and Functions of Product     | How do firms calculate profits?                                                    | - Understand the basic concepts behind explicit and implicit costs  
- Derive the economic profit for a given business by subtracting opportunity cost from total revenue  
- Categorize the costs of various example businesses into explicit or implicit costs.  
- Evaluate the opportunity cost for various entrepreneurial enterprises and develop a business scenario including all accounting costs  
Create a graph that shows marginal product  
- Illustrate the concept of increasing and diminishing marginal returns using a graph, table and explanatory paragraph  
- Use the law of diminishing returns to determine the point at which additional variable inputs are undesirable | - Marginal product and marginal cost  
- Law of diminishing marginal returns  
- Explicit/implicit costs  
- Short run vs long-run costs | Krugman:  
- Module 18: p. 186-190  
- Module 19: p.192-201  
- Module 20: p. 203-208  
- Module 36: p. 350-353 | FWLE: Classroom Exper. 4A and 3B  
- FWLE: Problem/Graphing Sets 4.1, 4.2, 4.3-4.8 & simulation, 4.9  
- AP Student Activities: Act. 25-26 (graphing: Marginal Product & Marginal Cost, unit cost data)  
- Krugman: Module 18AP Review p. 190-191 |
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<td>- Use the long-run average cost curve to find economies and diseconomies of scale</td>
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<td>Krugman: Module 20 AP Review p. 209-210</td>
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<td>- Identify business models in which specialization of labor would increases average product and decrease total cost</td>
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<td>Krugman: Module 36AP Review p. 353-354</td>
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<td>- Research business models in which specialization of capital increases average product and decreases total cost</td>
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<td>40</td>
<td>Unit 2D: Firm behavior and market structure</td>
<td>What are the different characteristics of the categories of competition in markets?</td>
<td>Demonstrate knowledge of Unit 4 concepts/skills by taking unit test</td>
<td>• Characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly</td>
<td>• Module 21: p. 211-219</td>
<td>• AP Student Activities: Act. 24</td>
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<td>(1 day only)</td>
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<td>• Module 16: p. 174-178</td>
<td>Krugman: Module 21 AP Review p. 220</td>
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<td>• Production and profits</td>
<td>Anderson: Ch 6 and/or Ch 13 and/or Ch 14</td>
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<td>• Profit maximization: MR=MC rule</td>
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Krugman: Section 4 problems 1-18 p. 222-225
-Unit 4 Test
-Unit 4 Test Corrections
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| 41-47 (7 days?) | **Unit 2D: Firm behavior and market structure** | **Perfect Competition**                                                            | Explain and show graphically how production and pricing decision are made for firms in each of these market structures.  
Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency.  
Understand a firm's cost of production and how these costs are shown in the shapes of the cost curves. | **Perfect Competition**  
- Profit maximization  
- Short-run supply & shutdown decision  
- Behavior of firms and markets in short run and in the long run  
- Efficiency and perfect competition  
- Graphing perfect competition | Krugman:  
- Module 23: p.234-240  
- Module 24: p. 243-249 | FWLE:  
- Problem/Graphing Sets 4.10, 4.12  
- AP Student Activities: 27–31  
(graphing: marginal cost data, AVC ATC and MC curves; long-run average cost curves, graphing perfect competition)  
Krugman:  
Module 22 AP Review p. 232-233  
Module 23 AP Review p. 241-242  
Module 24 AP Review p. 250-251  
Quiz Perfect Competition  
Quiz Corrections |
<table>
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<th>Reading</th>
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<tr>
<td>48-53 (6 days?)</td>
<td>Unit 2D: Firm behavior and market structure</td>
<td>Monopoly</td>
<td>Explain and show graphically how production and pricing decision are made for firms in each of these market structures.</td>
<td><strong>Monopoly</strong>&lt;br&gt;• Sources of market power&lt;br&gt;• Profit maximization (MC=MR)&lt;br&gt;• Compare profit-maximizing monopolist w/ profit-maximizing perfect competitor&lt;br&gt;• inefficiency of monopoly&lt;br&gt;• price discrimination&lt;br&gt;• natural monopoly&lt;br&gt;• regulating monopoly</td>
<td>Krugman:&lt;br&gt;• Module 25: p. 252-259&lt;br&gt;• Module 26: p. 261-265&lt;br&gt;• Module 27: p. 268-273</td>
<td>• FWLE: Classroom Exper. 5C&lt;br&gt;• FWLE: Problem/Graphing Sets 5.1, 5.2&lt;br&gt;• AP Student Activities: 32-34 (graphing marginal revenue for monopoly, profit-maximizing equilibrium for monopoly); 35-39 (demand schedule; price discrimination; graphing; regulating monopoly); graphing review of perfect competition and monopoly&lt;br&gt;• Krugman: Module 25 AP Review p. 259-260&lt;br&gt;• Krugman: Module 26 AP Review p. 265-266&lt;br&gt;• Krugman: Module 27 AP Review p. 273-274&lt;br&gt;• Monopoly Quiz monopoly&lt;br&gt;• Quiz corrections</td>
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<td>Date</td>
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<td>Essential Question</td>
<td>Objectives</td>
<td>Key Topics</td>
<td>Reading</td>
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<td>54-57</td>
<td>Unit 2D: Firm behavior and market structure</td>
<td>How do the different market structures vary for pricing and production?</td>
<td>Explain and show graphically how production and pricing decisions are made for firms in each of these market structures.</td>
<td><strong>Oligopoly</strong></td>
<td>Krugman: Module 28: p. 281-286</td>
<td>- FWLE: Classroom Exper. 5A and 5B</td>
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|          | Oligopoly                               | How do different markets efficiencies impact a firm's short run and long run behavior? | Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency | • Interdependence, collusion and cartels  
• Game Theory  
• Dominant Strategy  
• Nash equilibrium | Module 29: p. 288-293 | - FWLE: Problem/Graphing Sets Sets 5.6, 5.7, |
<p>| 54-57    |                                        | How do cost curves help identify production costs of firms?                     | Understand a firm's cost of production and how these costs are shown in the shapes of the cost curves. |                                   | Module 30: p.296-300 | - AP Student Activities: 41 (game theory matrix) |
|          |                                        |                                                                                 |                                                                            |                                   |                              | - Krugman: Module 28 AP Review p. 286-287 |
| 54-57    |                                        |                                                                                 |                                                                            |                                   |                              | - Krugman: Module 29 AP Review p. 294-295 |
|          |                                        |                                                                                 |                                                                            |                                   |                              | - Krugman: Module 30 AP Review p. 301-302 |
|          |                                        |                                                                                 |                                                                            |                                   |                              | - Quiz on oligopoly          |
|          |                                        |                                                                                 |                                                                            |                                   |                              | - Quiz corrections           |</p>
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<tr>
<td>58-60 (3 days?)</td>
<td>Unit 2D: Firm behavior and market structure</td>
<td>Monopolistic Competition</td>
<td>How do the different market structures vary for pricing and production? How do different markets efficiencies impact a firm’s short run and long run behavior? How do cost curves help identify production costs of firms?</td>
<td>Explain and show graphically how production and pricing decision are made for firms in each of these market structures. Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency Understand a firm’s cost of production and how these costs are shown in the shapes of the cost curves.</td>
<td>Krugman: - Module 31: p. 303-309 - Module 32: p. 312-316</td>
<td>- FWLE: Problem/Graphing Sets 5.8, 5.9 - AP Student Activities: 40 (analysis of monopolistic competition graph) - Krugman: Module 31 AP Review p. 310-311 - Krugman: Module 32 AP Review p. 316-317 - Quiz on monopolistic competition - Quiz corrections</td>
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<tr>
<td>61-62 (2 days)</td>
<td>Unit 2D: Firm behavior and market structure</td>
<td>Demonstrate knowledge of Unit 3 concepts/skills by taking unit test</td>
<td>Unit Test: Firm Behavior and Market Structure</td>
<td>Krugman: - Modules 21-32</td>
<td>Krugman: Section 5 problems 1-20 p. 276-280 Krugman: Section 6 problems 1-20 p. 319-322 - Unit Test - Test Correction</td>
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<td>Date</td>
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<td>Key Topics</td>
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<td>63-69</td>
<td>Unit 3: Factor</td>
<td>How are factors of production—resources such as land, labor, and capital—traded in factor markets? How do factor markets determine the factor distribution of income? How is the demand for a factor of production determined?</td>
<td>Analyze how various resources are traded in factor markets. Analyze how factor markets impact the distribution of income. Evaluate the impact on how demand impacts production. Determine (from given data) how much of a resource the firm will employ and what price it will pay for that resource.</td>
<td>• Circular flow diagram (distinguish factor markets from product markets) • Factors of production • Allocation of resources • factor demand • marginal revenue product • hiring decisions in the markets for labor and capital • market distribution of income</td>
<td>Krugman: Module 33: p. 323-332 Module 34: p. 334-337 Module 35: p. 339-348 Module 37: p. 355-361</td>
<td>• FWLE: Classroom Exper. 6A • FWLE: Problem/Graphing Sets 6.1, 6.2, 6.3, 6.6 • AP Student Activities: 43—51 (circular flow diagram; graph: price &amp; quantity for Resource; graph: factor market pricing; graph: wages &amp; labor; analysis how actions affect wage rate and level of employment) • Krugman: Module 33 AP Review p. 332-333 • Krugman: Module 34 AP Review p. 337-338 • Krugman: Module 35 AP Review p. 348-349 • Krugman: Module 37 AP Review p. 361-362</td>
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<td>Date</td>
<td>Unit</td>
<td>Essential Question</td>
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<td>Key Topics</td>
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<td>70-71</td>
<td>Unit 3: Factor Markets</td>
<td>Demonstrate knowledge of Unit 6 concepts/skills by taking unit test</td>
<td>- Unit Test: Factor Markets</td>
<td>Krugman:</td>
<td>- Krugman: Section 7 problems 1-14 p. 363-365</td>
<td>• Unit Test</td>
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<td>72-76</td>
<td>Unit 4: Market Failure and the Role of Government</td>
<td>What are externalities and why can they lead to inefficiency in a market economy?</td>
<td>Analyze the impact of positive and negative externalities in a market.</td>
<td>- Externalities (positive/negative)</td>
<td>- Krugman:</td>
<td>• Unit Test Test Corrections</td>
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<td>How do governments deal with the inefficiency that can be caused by externalities?</td>
<td>Evaluate the effectiveness of government policy in correcting externalities.</td>
<td>• Tragedy of commons</td>
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<td>What is a public good?</td>
<td>Debates the value of government v. private sector provision of public goods.</td>
<td>• Public goods (public vs private, provision of public goods)</td>
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<td>In what ways do governments use public policy to promote competition?</td>
<td>Details the circumstances under which the government would want to promote competition.</td>
<td>• Public Policy to promote competition (anti-trust/regulation)</td>
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<td>How has income inequality in America changed over time?</td>
<td>Identify government programs designed to redistribute income.</td>
<td>• Income distribution (equity, measures of income inequality)</td>
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<td>77-78</td>
<td>Unit 4: Market Failure and the Role of Government</td>
<td>Demonstrate knowledge of Unit 7 concepts/skills by taking unit test</td>
<td>- Unit Test: Market failure and the Role of Government</td>
<td>Krugman:</td>
<td>- Krugman: Section 8 problems 1-23 p. 419-424</td>
<td>• Unit Test</td>
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<td>• Test Corrections</td>
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Teacher Resources:


*The New York Times*

*The Wall Street Journal*

*The Economist*
IV. Instructional Methods:

Unit 1: Basic Concepts

1 week

Key Topics: Scarcity, Choice, Opportunity Cost, PPF, Basic Marginal Benefit/Marginal Cost Analysis [C1, C5]
Readings: Mankiw, Principles of Economics, Chapter 1, pp. 4–11; Chapter 2, pp. 24–28
Assessment: Quiz with two short-answer questions and six to eight multiple choice Questions

Unit 1. Basic economic concepts (3 weeks)
• Scarcity and Choice: the nature of economic systems
• *Graphs and Economics (basic components of graph, calculate areas represented on graph)
• Opportunity costs and production possibilities
• Specialization and comparative advantage
• The functions of any economics system (what, how, and for whom to produce)
• Property Rights and role of incentives
• Marginal Analysis

Unit One Readings: Krugman's Economics for AP* Modules 1,3,4

Assessment:
• Homework: Module 1, 3, 4 and section 1 basic economics concepts AP review
• Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
• Test (short answer, multiple choice, graphing)
• Quiz w/ 2 short answer and 6-8 mc

Unit 2: Supply and Demand (5 weeks)
• Introduction to Demand
• Supply and Equilibrium
• Changes in Supply and Demand
• Price Controls
• Quantity Controls Unit Two: Nature and Function of Product markets

Unit Two Readings: Krugman's Economics for AP* Modules 5-9

Assessment:
• Homework: Modules 5-9 AP review
• Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
• Test (short answer, multiple choice, graphing)

Unit 3: Behind the Demand Curve: Theory of Consumer Choice (4 weeks)
• Income and Substitution Effects and Elasticity
• Interpreting Price Elasticity of demand
• Other elasticity’s
• Consumer and producer Surplus
• Efficiency and deadweight loss
• Utility Maximization

Unit Three Readings:  *Krugman’s Economics for AP* Modules 46-51

Assessment:
• Homework: Modules 46-51 AP review
• Journal entries (daily warm-up, vocab, make connections to student’s everyday life/current event)
• Test (short answer, multiple choice, graphing)

Unit 4: Behind the Supply Curve: Profit, Production and Costs (5 weeks)

• The production function
• Firm Costs
• Long Run Costs and Economies of Scale
• Cost Minimizing Input Combinations
• Introduction to Market Structures
• Defining Profit
• Profit maximization

Unit Four Readings: *Krugman’s Economics for AP* Modules 52-57 and 72

Assessment:
• Homework: Modules 52-57 and 72 AP review
• Journal entries (daily warm-up, vocab, make connections to student’s everyday life/current event)
• Test (short answer, multiple choice, graphing)

Unit 5: Market Structures: Perfect Competition and Monopoly (4 weeks)

• Introduction to perfect competition
• Graphing perfect competition
• Long Run Outcomes in perfect competition
• Introduction to Monopoly
• Monopoly and Public Policy
• Price Discrimination
• Profit maximization

Unit Five Readings: *Krugman’s Economics for AP* Modules 58-63

Assessment:
Unit 6: Market Structures: Imperfect Competition (5 weeks)

- Introduction to oligopoly
- Game Theory
- Oligopoly in Practice
- Introduction to Monopolistic Competition
- Product Differentiation and Advertising

Unit Six Readings: Krugman's Economics for AP* Modules 64-68

Assessment:
- Homework: Modules 64-68 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 7: Factor Markets (4 weeks) keep

- Introduction and factor demand
- The Markets for land and capital
- The market for labor
- Theories of income distribution

Unit Six Readings: Krugman's Economics for AP* Modules 69-71 and 72

Assessment:
- Homework: Modules 69-71 and 72 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 8: Market Failure and Role of Government (4 weeks) keep

- Introduction to externalities
- Externalities and public policy
- Public goods
- Public Policy to promote Competition; Anti-Trust and Regulation
- Income distribution and income inequality

Unit Eight Readings: Krugman's Economics for AP* Modules 74-78
Assessment:
- Homework: Modules 74-78 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

V. Grading Policy:

The grading scale will be the standard 0-100% with usual letter grade breakdowns.

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

Aligned with State Frameworks: (X) Yes
CSU/UC Requirement: (X) Yes
Sites offered: Comprehensive High Schools
Ed Services Approval Date:
Board Approval Date:
Chico Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Advanced Placement Microeconomics
Submitted by: Danny Webb
Department: Social Science Department
School: Chico High
Planned Start Date: Fall 2014

Approvals (Signature & Date):

Dept. Chair (High Schools)
Chico High
PVHS
Alt. Ed.
Inspire

Dept. Rep (Jr. High)
Bidwell
Chico Jr.
Marsh
Alt. Ed.

Secondary Administrative Council
Educational Services

- If rejected, return to originator with rationale or conditions for approval.
- If approved, date taken to board of education for board approval:

Board of Education action: ☐ Approve ☐ Reject
AGENDA ITEM: Field Trip Requests (2) for CJHS 7th Grade Shakespeare Club to Attend a Shakespearian Play in Ashland, Oregon from 3/14/14 to 3/15/14 and 4/26/14 to 4/27/14

Prepared by: Bruce Duncan and Chris Montgomery

X Consent

Information Only

Discussion/Action

Background Information
This trip is to Ashland, Oregon to see the play "The Comedy of Errors" by William Shakespeare. Mrs. Montgomery will leave on March 14 and return on March 15. Mr. Duncan will leave on April 26 and return on April 27.

Our Shakespeare Club will go over the play, learning the characters, setting, plot, and theme. At the same time, our 7th grade history classes will be studying the Shakespeare's contribution to Renaissance Europe. Those students who wish to make this trip will have the necessary background to understand what they are experiencing.

All funds will be provided by donations, including the costs for several students whose parents could not afford to send their child otherwise. No child will be left out because of financial considerations.

Educational Implications
As part of the Renaissance Unit in our 7th grade history classes, we discuss Shakespeare's plays and how they affected the culture of their time and ours. Shakespeare is truly one of the greatest writers in history. Students will navigate common core skills as they relate Shakespeare's themes to their own lives.

Taking a group of students to see this play introduces them to history, culture, literature, and the language of the theater. This is an opportunity to experience a play as it should be experienced, live on the stage rather than read in a classroom.

Fiscal Implications
No cost to the district.

Additional Information
Students will be riding in parent provided vehicles, with all appropriate insurance information and paperwork. We will spend one night at The Cedarwood Inn in Ashland. Boys and girls will be in separate parts of the motel, and parent chaperones of an appropriate gender will be in the rooms.
TO: CUSD Board of Education  Date: January 16, 2014
FROM: C. Montgomery  School/Dept.: Chico Junior
SUBJECT: Field Trip Request

Request is for Seventh Grade Shakespeare Club
(grade/class/group)

Destination: Ashland, Oregon  Activity: Shakespearian play

from March 14 / 7:30 am  to  March 15 / 1:00 pm
(dates) / (times) (dates) / (times)

Rationale for Trip:
This play introduces students to history, culture, literature and the rich language of Shakespearian theatre. This is a valuable learning opportunity above and beyond the classroom.

Number of Students Attending: 30  Teachers Attending: 1  Parents Attending: 10
Student/Adult Ratio: 3:1
Transportation: Private Cars X CUSD Bus  Charter Bus Name
Other:

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

ESTIMATED EXPENSES:
Fees $0  Substitute Costs $0  Meals $0
Lodging $700.00  Transportation $0  Theatre tickets $1240.00

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name Shakespeare Theatre Club  Acct. #: 01-9014-0-1232-1000-060-2060  total $1940.00
Name ____________________________  Acct. #: ____________________________

Requesting Party

Site Principal

Director of Transportation

Director of Educational Services

Board Action

Date

Date

Date

Date

Date

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

☐ Recommend ☐ Not Recommended

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

FIELD TRIP REQUEST

TO: CUSD Board of Education
Date: January 16, 2014
FROM: B. Duncan
School/Dept.: Chico Junior
SUBJECT: Field Trip Request

Request is for Seventh Grade Ashland Shakespeare Club
(grade/class/group)
Destination: Ashland, Oregon
Activity: Shakespeare Festival

from April 26, 1:00 pm to April 27, 6:00 pm
(dates) / (times)

Rationale for Trip:
This play introduces students to history, culture, literature and the rich language of Shakespearean theatre. This is a valuable learning opportunity above and beyond the classroom.

Number of Students Attending: 50 Teachers Attending: 1 Parents Attending: 17
Student/Adult Ratio: 3:1
Transportation: Private Cars X CUSD Bus Charter Bus Name
Other:
All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:
Fees $0 Substitute Costs $0 Meals $0
Lodging $1200.00 Transportation $0 Theatre tickets $2200.00

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name Shakespeare Theatre Club Acct. #: 01-9014-01232-1000-060-2060 total $3400.00
Name __________________________ Acct. #: __________________________

Requesting Party __________________________ Date ____________
Site Principal __________________________ Date ____________
Director of Transportation __________________________ Date ____________

IF MAJOR FIELD TRIP __________________________ Date ____________
Director of Educational Services __________________________ Date ____________

Board Action __________________________ Date ____________
AGENDA ITEM: Warrant Authorization

Prepared by: Jaclyn Kruger, Director Fiscal Services

☐ Consent Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information
Warrants in the amount of $7,149,734.33 for the period of December 13, 2013, through January 14, 2014, have been reviewed and are ready for Board approval.

Educational Implications
Services and supplies are acquired by the District in support of the District's goals.

Fiscal Implications
The issuing of warrants affects all accounts and funds in the district and is supported by the District's approved budget.
### Checks Dated 11/13/2013 through 01/14/2014

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**Total Number of Checks** 1,102  7,150,495.97

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**Net Issue** 7,149,734.33

### Fund Summary

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**Total Number of Checks** 1,097  7,160,375.38

Less Unpaid Sales Tax Liability  10,641.05

**Net (Check Amount)** 7,149,734.33

---

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
AGENDA ITEM: Adoption of Resolution No. 1237-13 Regarding Accounting of Developer Fees for Fiscal Year 2012-13

Prepared by: Michael Weissenborn, Director Facilities and Construction

Consent

Board Date January 22, 2014

Information Only

Discussion/Action

Background Information
The District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated April 18, 2012. These resolutions were adopted under the authority of Education Code section 17620 (formerly Government Code Section 53080).

Government Code Section 66006(b) requires the District to make an annual accounting of the Developer Fee Fund for the prior school year.

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

Fiscal Implications
Collection of developer fees helps maintain adequate funding necessary to accommodate the students from new developments.

Recommendation
It is recommended that the Board of Education adopt Resolution No. 1237-13 regarding accounting of developer fees for the previous school year (2012-13).
RESOLUTION NO. 1237-13

RESOLUTION OF THE CHICO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION REGARDING ACCOUNTING OF DEVELOPER FEES
FOR THE PRIOR FISCAL YEAR (2012-13)

WHEREAS, this District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated April 18, 2012. These resolutions were adopted under the authority of Education Code section 17620 and Government Code section 66000 et seq.;

WHEREAS, this Board finds that notice of the time and place of this meeting and that the required information was made available to the public all in accordance with Government Code Section 66006(b)(2).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of Chico Unified School District finds:

1. Recitals. The foregoing recitals are true and correct and this Board so finds and determines.

2. Approval of Accounting Report. The Board hereby approves the Accounting Report attached hereto and incorporated herein by reference and finds that said report meets the requirements found in Government Code section 66006(b)(1) and 66001(d)

PASSED AND ADOPTED at the regular meeting of the Governing Board of the Chico Unified School District of Butte County on January 22, 2014.

AYES:
NOES:
ABSENT:
ABSTAIN:

________________________
Dr. Kathleen E. Kaiser, President

________________________
Dr. Andrea Lerner Thompson, Vice-President

________________________
Eileen Robinson, Clerk

________________________
Linda Hovey, Member

________________________
Elizabeth Griffin, Member

ATTEST:

________________________
Kelly Staley, Superintendent
Developer Fee Accounting Report

Pursuant to Government Code Section 66006(b) and 66001

December 2013
Annual Reporting Requirements (Government Code 66006(b))

Within 180 days after the last day of each fiscal year, the District needs to make the following information available to the public:

A. A brief description of the type of fee in the account or fund

The fee, commonly known as a “Level 1” fee, is authorized by Government Code section 65995 and Education Code section 17620. The fees are collected to mitigate the impact on facilities of new students from new development in the District.

B. The amount of the fee

During the 2012-13 fiscal year, Chico Unified School District levied developer fees on residential development at the rate of $3.20 per square foot and $0.51 per square foot for commercial development, other than rental self-storage which is $0.11 per square foot. These fees were approved on April 18, 2012 by the Chico Unified School Board and were effective as of 6/17/2012.

C. The beginning and ending balance of the account or fund

The District began fiscal year 2012-13 with $11,343,473.65. The 2011-12 Developer Fee Accounting Report stated an ending 2011-12 balance of $11,410,204.65. In 2012-13 there was a prior year audit adjustment of $66,731.00, a decrease in fair market value that affected the beginning balance for 2012-13. The 2012-13 ending balance was $12,225,681.02.

D. The amount of the fees collected and interest earned

During fiscal year 2012-13, the District collected $1,924,093.40 in developer fees and earned $141,909.86 in interest. There was an audit adjustment of $137,558.76 to decrease the fair market value of the fund.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each public improvement, including the total percentage of the cost of the public improvement that was funded with fees

During fiscal year 2012-13, the following projects were funded 100% by developer fees:

A total of $142,294.72 was spent on the relocation of two refurbished portable classrooms to the Shasta Elementary school site and one refurbished classroom and restroom to the Loma Vista school site. The portable classrooms and restroom had originally been on the Pleasant Valley High School site and were removed to make way for the PVHS New Classroom project that has been funded by School Facility Program grants.
A total of $346,122.05 was spent on the Canyon View property for mitigation credits, environmental compliance consulting, legal advice and firebreak grading.

A sales tax credit of $31.83 was entered for the New Relocatable classrooms project at Fair View High School. This project was completed in August 2011.

$42,172.50 to JM King and Associates for a demographic study and consulting services relative to the Office of Public School Construction grant eligibility and processing.

There was a total decrease to prior year payables of $39,521.28.

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete.

All incomplete projects that have sufficient funds collected are identified in section E above and projected completion dates are noted.

G. A description of each inter-fund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an inter-fund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan.

Inter-fund borrowing of $11,136,543.00 occurred on 5/30/13 for the General Fund. This was refunded to the Developer Fee Fund on 6/30/13. An additional inter-fund transfer to the General Fund in the amount of $5,748,920.00 was accrued to the Developer Fee Fund on 6/30/13 and was repaid on 7/31/13. Interest payable on the inter-fund borrowing was accrued to the Developer Fee fund on 6/30/13 in the amount of $6,088.88. Interest was calculated at a rate of 0.19526457134% per day, the rate that was used by the Butte County Treasurer’s Office.

$497,477.97 was paid for salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001.

One inter-fund transfer of $57,723.00 was made to the General Fund for the allowable 3% administration fee.

H. The amount of refunds made to the current owners of record of any funds collected in excess of what was required to complete the identified public improvements.

No refunds or allocations of funds collected in excess were made during fiscal year 2012-13.
AGENDA ITEM: Computers For Classrooms Interim Agreement

Prepared by: Kevin Bultema

☑ Consent  Board Date 1-22-14

☐ Information Only

☐ Discussion/Action

Background Information
Computers For Classrooms (CFC) and Chico Unified School District (CUSD) wish to continue our working relationship to provide computer equipment into classrooms to support student learning. We have developed a multi-year agreement which will ensure this relationship will continue through June 30, 2016. Please note the CUSD board approved an interim agreement with CFC for consulting services and rental payments through December 31st, 2013 at its meeting on September 18, 2013.

Educational Implications
CFC will continue to provide CUSD computer equipment supporting the learning environment with needed technology. CFC has provided approximately 1,000 to 1,500 computers to CUSD annually.

Fiscal Implications
CUSD will pay CFC $150,000 annually for computer equipment and services. This fee will be paid to CFC in monthly installments of $12,500 monthly.
Contract for Equipment and Services

BETWEEN

Chico Unified School District
AND
Computers For Classrooms
FOR
Computer Equipment

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "MOU") is made and entered into by and between the Chico Unified School District hereinafter "CUSD") and Computers For Classrooms, (hereinafter "CFC") for the purpose of CFC providing computer equipment to CUSD.

Contract Terms

a. DAY-TO-DAY OPERATIONS: The day-to-day operations of CFC shall be conducted through and by CFC's Management and Board of Directors functioning as a nonprofit public benefit 501(c)(3) organization. It is not the intent or the understanding CUSD will assume financial responsibilities for CFC.

b. RELATIONSHIP BETWEEN PARTIES: CUSD is a public school district operating as a government agency within the state of California and CFC is a nonprofit public benefit 501(c)(3) organization. For the purposes of this MOU, CFC will provide computer equipment to CUSD and CUSD will pay an annual fee for the equipment and services.

c. SCOPE: CFC will provide computer equipment as requested by CUSD. CUSD intends to use computer equipment provided by CFC for use in classrooms throughout the district. CFC will provide equipment with the following minimum requirements:
  - Any donations of computers, whether in form of laptops, desktops, tablets or other forms of mobile devices, will need to be 48 months or newer. The age is the units and the components within (i.e. hard drive, video card, CPU processor, etc.). If the unit(s) are not manufactured by a name brand such as Dell, HP, Apple, Lenovo, or Acer, then the date will be determined by components such as BIOS date, Motherboard and/or CPU processor manufacture date.

d. TERM: This MOU will be in effect from January 1, 2014 through June 30, 2016. This agreement may be terminated by either party with one hundred twenty (120) day written notice of their intent to end the agreement.

e. ANNUAL FEE: CUSD shall pay CFC $150,000 annually for equipment and services provided in this MOU. Payment of this fee shall be made monthly to CFC in the amount of $12,500.

f. FUEL COST: CFC may purchase gasoline and/or diesel fuel from CUSD at the cost CUSD pays to purchase fuel. CFC will utilize fuel cards to track its use of fuel and CUSD will bill CFC quarterly for their use.

g. GARBAGE SERVICES: CFC may receive garbage services as part of the CUSD district-wide contract for garbage services. CFC shall reimburse CUSD for the cost of the garbage services they receive on a quarterly basis.

h. OTHER COSTS: All other costs incurred by CFC in the course of its business operations will be CFC's responsibility.

i. INDEMNIFICATION: CFC shall defend, indemnify, and hold CUSD, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions, and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys' fees, on account of any damage to or the loss or destruction of any property, or injury to or destruction of any property, or injury to or death of any person, caused in whole or in party by any negligent act or omission of CFC or any of its officers, agents, servants, representatives, employees, or subcontractors.
arising directly or indirectly in connection with services performed under this Agreement. CFC shall reimburse CUSD for any expenditures, including reasonable attorneys’ fees, CUSD may make by reason of the matters that are the subject of this indemnification, and if requested by CUSD, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of CUSD.

CUSD shall defend, indemnify, and hold CFC, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions, and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys’ fees, on account of any damage to or the loss or destruction of any property, or injury to or destruction of any property, or injury to or death of any person, caused in whole or in part by any negligent act or omission of CUSD or any of its officers, agents, servants, representatives, employees, or subcontractors arising directly or indirectly in connection with services performed under this Agreement. CUSD shall reimburse CFC for any expenditures, including reasonable attorneys’ fees, CFC may make by reason of the matters that are the subject of this indemnification, and if requested by CFC, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of CUSD.

Notwithstanding anything to the contrary contained in this MOU, no indemnification shall be provided under this MOU based on, arising out of, or relating to any of the following:

- Any liability expressly assumed by a party;
- Any negligent or intentional misconduct of any officer, agents, servants, representatives, employees, and subcontractors;
- Any violation by officers, agents, servants, representatives, employees, and subcontractors of any applicable laws of the United States, including, without limitation, the California Charter School Act.

IN WITNESS WHEREOF, each of the Parties hereto has duly executed this Agreement as of the dates shown below.

---

**Kelly Staley**
Superintendent
On Behalf of Chico Unified School District
1163 East Seventh Street
Chico, CA 95928

---

**Pat Furr**
CEO
On Behalf of Computers For Classrooms

---

Date: 12/26/2013
DATE: January 22, 2014
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Certificated Human Resources Actions

## Temporary Appointments 2013/14

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## Status Changes 2013/14

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

DATE: JANUARY 22, 2014

MEMORANDUM TO: BOARD OF EDUCATION

FROM: KELLY STALEY, SUPERINTENDENT

SUBJECT: CLASSIFIED HUMAN RESOURCES ACTIONS

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<td>During Absence of Incumbent/19/Transportation/7240</td>
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<td>Simmons, Elizabeth</td>
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**RESIGNED ONLY POSITION LISTED**

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<td>Kelly, Mary</td>
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<td>Transfer w/Increased Hours</td>
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AGENDA ITEM: Teen Dating Violence Awareness and Prevention Month

Prepared by: David Scott, Assistant Superintendent

☐ Consent

☐ Information Only

☒ Discussion/Action

Board Date January 22, 2014

Background Information

February is National Teen Dating Violence Awareness and Prevention Month.

Catalyst Domestic Violence Services ask the Chico Unified School District Board to support an official proclamation recognizing February as Teen Dating Violence Awareness and Prevention Month. This proclamation would lend official recognition to the important work of raising awareness about teen dating violence, as well as emphasize the district's personal commitment.

A copy of the proposed proclamation is attached.

Education Implications

Relationship violence is common in teen dating relationships, with one-in-three teens experiencing some kind of abuse in their romantic relationships, including verbal and emotional abuse. These violent relationships can have serious consequences for victims, putting them at higher risk for substance abuse, eating disorders, risky sexual behavior, suicide and adult re-victimization.

Fiscal Implications

None

Additional Information

Addition information can be found on the National Teen Dating Violence Awareness Month web site at www.teendvmonth.org.
NATIONAL TEEN DATING VIOLENCE PREVENTION AND AWARENESS MONTH
February 2014

A PROCLAMATION

WHEREAS, one in three adolescent girls in the United States is a victim of physical, emotional or verbal abuse from a dating partner, a figure that far exceeds victimization rates for other types of violence affecting youth; and

WHEREAS, youth who experience physical violence in a dating relationship are more likely to use drugs and alcohol, attempt suicide and carry patterns of abuse into future relationships; and

WHEREAS, 81% of parents either believe teen dating violence is not an issue or admit they do not know if it is; and

WHEREAS, by providing young people with education about healthy relationships and changing the attitudes that consider relationship abuse a norm, we recognize that dating violence can be prevented;

NOW, THEREFORE, We, the Chico Unified School District Board of Education, do hereby proclaim February 2014 as National Teen Dating Violence Awareness and Prevention Month. We urge all lawmakers, educators and parents to work toward ending teen dating violence by supporting their communities' efforts to empower teens to develop healthier relationships. We encourage community leaders to assist victims in finding and accessing the resources, to develop a comprehensive response to dating violence, and to engage in discussions with adult and youth community members to promote awareness and prevention of teen dating violence in their communities.

Approved this 22nd day of January 2014, by the following vote:

Ayes: 
Noes: 
Abstentions: 
Absent: 

By: ___________________________
President of the Governing Board of the
Chico Unified School District

Attest: ___________________________
Clerk/Secretary of the Governing Board
of the Chico Unified School District
AGENDA ITEM:  2013-14 1st Interim Budget

Prepared by:  Kevin Bultema  

☐ Consent  

☐ Information Only  

☒ Discussion/Action  

Board Date  1-22-14  

Background Information
Chico Unified School District (CUSD) is required to submit two interim budget reports during the year and certify, on the basis of the interim report and any additional financial information known, whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and for two subsequent fiscal years. The 1st Interim budget represents adjustments to the 2013-14 original budget including carryover funds from the prior year. It also represents actual revenues and expenditures received or incurred from July 1 through October 31.

Educational Implications
The proper accounting, reporting, and use of the district’s financial resources supports high quality and broad based educational programs for the students of the Chico Unified School District.

Fiscal Implications
The 2013-14 1st Interim budget estimates a negative change in fund balance of -$3,511,916 for unrestricted programs and a negative change of -$1,408,171 in restricted programs. CUSD's ending general fund balance for both unrestricted and restricted programs is estimated to be $11,657,505 as of June 30, 2014. The unrestricted ending balance is estimated to be $9,037,766 and the restricted ending fund balance estimated is $2,619,739.

The Multi-Year Projection (MYP) currently shows the district will not meet the economic reserve requirement in the third year. Thus, the 1st Interim Budget meets the definition of a “Qualified” certification in that the district may not meet its financial obligations in the current or subsequent two years. This MYP has revenues based on information before the Governor's 2014-15 budget proposal which includes greater estimates of revenue. Administration will provide the board an updated MYP based on the governor’s proposal at the meeting to determine if this more timely information changes the third year reserve estimate and thus the recommended certification of “Qualified”.

*A detailed report of the 2013-14 1st Interim Budget will be presented at the board meeting.
AGENDA ITEM: Student Housing Committee Recommendations for School Year 2014/2015

Prepared by: Michael Weissenborn, Director, Facilities & Construction

☐ Consent

☐ Information Only

☒ Discussion/Action

Board Date January 22, 2014

Background information
The Student Housing Committee meets on an annual basis to review student-housing alternatives and formulate recommendations to accommodate short-term needs for the upcoming school year. The 2014-2015 recommendation is:

1) Place one (1) relocatable classroom building at Loma Vista School to accommodate growth in the preschool programs.

Educational Implications
Provide a healthy learning environment for students.

Fiscal Implications
The project recommended by the Student Housing Committee for 2014/15 will be funded with Developer Fee Funds.

Recommendation
It is requested that the Board of Education authorize the Superintendent or designee to enter into appropriate design and construction agreements to plan and execute the work recommended by the Student Housing Committee for the 2014/15 school year.
January 8, 2014

MEMORANDUM TO: Kelly Staley, Superintendent
FROM: Bruce Besnard, Principal, Shasta Elementary School
        John Bohannon, Director, Alternative Education
        Kevin Bulema, Assistant Superintendent Business Services
        Jim Hanlon, Principal, Chico Senior High School
        Sue Hegedus, Principal, Hooker Oak Elementary
        Julie Kistie, Construction Manager
        Eric Nilsson, Principal, Inspire School of Arts and Sciences
        Joanne Parsley, Director, Elementary Education
        Judi Roth, Principal Bidwell Junior High School
        Randy Salado, Director, Maintenance & Operations
        John Shepherd, Principal, Pleasant Valley High School
        Dave Scott, Assistant Superintendent, Educational Services
        Eric Snedeker, Principal, Loma Vista
        Kayci Tiner, Construction Records Technician
        Mike Weissenborn, Director, Facilities Planning/Construction

SUBJECT: 2014/2015 Chico Unified School District Student Housing Recommendations

Consistent with Chico Unified School District procedures, student housing alternatives have been studied and recommendations have been formulated for the 2014/15 school year. All housing options including inter- and intra- district student transfers; modification of school attendance boundaries; reutilization of existing facilities; modification of annual school schedules; modification of daily school schedules; moving existing facilities; and renting, leasing or constructing new facilities were considered. Those recommendations are as follows:

1. No recommendation to modify boundaries or adjust Elementary Student Housing for year 2014/2015.

2. Place one (1) relocatable classroom building at Loma Vista School to accommodate growth in the preschool programs.

3. No recommendation to modify boundaries or adjust Secondary Student Housing for year 2014/2015.
AGENDA ITEM: First Reading of Board Policy Adoptions/Updates

Prepared by: Administration

☐ Consent
☒ Information Only
☐ Discussion/Action

Board Date January 22, 2014

Background Information
In order to govern effectively, Districts are required to have accurate and up-to-date Board Policies. By law, Districts are mandated to adopt many policies to ensure legal compliance. Working in conjunction with the California School Boards Association (CSBA) Policy Services, CUSD continues to update and revise Board Policies to ensure CUSD is legally compliant.

Education Implications
Up-to-date policies provide clarity to the expectations for students, parents, and staff.

Fiscal Implications
CUSD is required to have up-to-date and legally compliant policies. Failure to have such policies in place jeopardizes funding opportunities, especially in regards to Categorical dollars.