CUSD Board of Education
Regular Meeting Agenda

Chico City Council Chambers
March 25, 2015
CLOSED SESSION – 5:00 P.M.
REGULAR BOARD MEETING – 6:00 P.M.

Board Members
Elizabeth Griffin, President
Eileen Robinson, Vice President
Linda Hovey, Clerk
Dr. Kathleen Kaiser, Member
Gary Loustale, 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: 03/20/15
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.**

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**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.

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

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**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.

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**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.

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**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.

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**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

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**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 – March 25, 2015
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
        Bob Feaster, Asst. Superintendent
        Dave Scott, Asst. Superintendent
        Kevin Buitema, Asst. Superintendent
        Joanne Parsley, Director
        Jim Hanlon, Principal
        Jay Marchant, Principal
        Ted Sullivan, Principal
        JoAnn Bettencourt, Principal

   2.2 Public Employee Appointment
        Per Government Code §54957
        Title: Director, Information Technology

        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
   5.1 Butte Schools Self-Funded Programs (BSSP) Presentation (Christy Patterson)

6. ANNOUNCEMENTS

7. ITEMS FROM THE FLOOR

8. REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS

9. CONSENT CALENDAR
   9.1. GENERAL
       9.1.1. Consider Approval of Minutes of Regular Session on February 18, 2015, and
              Special Session February 25, 2015
       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: 58000, 78461, 81334
       9.2.2. Consider Approval of the Field Trip Request for Emma Wilson Sixth Graders to
              Attend Shady Creek Environmental Camp from 04/28/15 to 05/01/15
       9.2.3. Consider Approval of the Field Trip Request for Hooker Oak Sixth Graders to
              Visit the Mendocino Coast and Manchester Beach KOA in Fort Ross, CA from
              05/12/15 to 05/15/15
       9.2.4. Consider Approval of the Field Trip Request for Chico High Ag/FFA Students to
              Attend FFA State Conference in Fresno, CA from 04/18/15 to 04/21/15
9.2.5. Consider Approval of the Field Trip Request for Pleasant Valley High Students/Members of Skills USA to Participate in Skills USA Leadership Conference in San Diego, CA from 04/08/15 to 04/12/15
9.2.6. Consider Approval of the New Course Proposal for Digital Arts 1
9.2.7. Consider Approval of two New Course Proposals for Online Medical Terminology and Biotechnology

9.3. BUSINESS SERVICES
9.3.1. Consider Approval of Accounts Payable Warrants
9.3.2. Consider Approval of District Architect Selection
9.3.3. Consider Approval of Chico High School Structural Roof Repair – Bid Approval
9.3.4. Consider Approval of Measure E Bond Oversight Committee Annual Report for 2013-14
9.3.5. Consider Approval of Request For Proposal (RFP) Approval: Auditing Services for Fiscal Years 2014-15, 2015-16, and 2016-17

9.4. HUMAN RESOURCES
9.4.1. Consider Approval of Certificated Human Resources Actions
9.4.2. Consider Approval of Classified Human Resources Actions

DISCUSSION/ACTION CALENDAR

10.1. BUSINESS SERVICES
10.1.1. Discussion/Action: 2014-15 2nd Interim Budget (Kevin Bultema)
10.1.2. Discussion/Action: Bid Approval for Safety and Security Window Coverings at Fair View High School and the J&K Building at Chico High School (Julie Kistle)
10.1.3. Discussion/Action: Phase II Jr. High Conversions – Facilities Master Plan Update (Julie Kistle)
10.1.4. Discussion/Action: California Energy Commission (CEC) 0% Interest Loan (Kevin Bultema)
10.1.5. Discussion/Action: School Site Security Patrol Discussion (Kevin Bultema)

10.2. EDUCATIONAL SERVICES
10.2.1. Discussion/Action: Charter Review Committee Recommendation for Chico Country Day School (John Bohannon)

10.3. HUMAN RESOURCES
10.3.1. Information: Initial Bargaining Proposal from California School Employees Association (CSEA), Chapter 110 to Chico Unified School District (CUSD) (Bob Feaster)
10.3.2. Information: Initial Bargaining Proposal from Chico Unified School District to Chapter 110 of the California School Employees Association for 2015-2016 (Bob Feaster)
10.3.3. Discussion/Action: Resolution 1287-15, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2014-2015 School Year (Bob Feaster)
10.3.4. Discussion/Action: Resolution 1288-15, Approval of a Variable Term Waiver Request for 30-Day Substitute Basic Skills Requirement (Bob Feaster)

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

Posted: 03/20/15
AGENDA ITEM:  Butte Schools Self-Funded Programs (BSSP) Presentation - Christy Patterson

Prepared by: Kevin Bultema, Assistant Superintendent

☐ Consent  Board Date  March 25, 2015

☐ Information Only

☒ Discussion/Action

Background Information

Chico Unified School District purchases health, vision, dental and life insurance from a self-insured pool, the Butte Schools Self-funded Program (BSSP), a government entity formed as a Joint Powers Authority (JPA). Christy Patterson, Executive Director of BSSP will present information regarding the role of BSSP, the health care plans with costs offered for 2015-16, and the impact of the Affordable Care Act (ACA).

Educational Implications

Providing robust health care coverage enhances the district’s ability to recruit and retain high quality teaching and support staff.

Fiscal Implications

The cost of health care continues to increase and will apply pressure on the district’s financial resources. The cost of employee health care insurance is a large component of the district’s operating budget.
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, Robinson, Hovey, Kaiser, Loustale
   Absent: None

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
    CUMA

    Representatives:
    Kelly Staley, Superintendent
    Bob Feaster, Asst. Superintendent
    Dave Scott, Asst. Superintendent
    Kevin Bultema, Asst. Superintendent
    Joanne Parsley, Director
    Jim Hanlon, Principal
    Jay Marchant, Principal
    Ted Sullivan, Principal
    JoAnn Bettencourt, 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 the Board had been in Closed Session and there was nothing to report.

3.3 **Flag Salute**
   At 6:01 p.m. Board President Griffin led the salute to the flag.

4. **STUDENT REPORTS**
   At 6:02 p.m. Superintendent Staley noted there were no student reports, but did provide an update on musical activities that students from the High Schools, Jr. High Schools, and 6th grade had recently been involved in. She also noted the CUSD Arts for All program was a huge success.

5. **SUPERINTENDENT’S REPORT**
   At 6:14 p.m. Superintendent Staley introduced BJHS Principal Judi Roth, Teacher Ryan Heimlich, and Ann Castle who presented the Discovery Shoppe of Chico with the Superintendent's Award for their donations to the Bidwell Jr. High Music Department.

6. **ANNOUNCEMENTS**
   At 6:16 p.m. Board Member Kaiser introduced Diana Parks, from CSUC and the 20 EL Instructors who were visiting from 20 different countries. Board Member Kaiser also noted that the soccer playoffs start tomorrow. Board Vice President Robinson encouraged people to attend the 25th annual Poetry Alive event at PVHS in the library this Friday.

7. **ITEMS FROM THE FLOOR**
   At 6:18 p.m. Teachers Jennifer Rossovich, Debbie Henry, Kevin Moretti, and Glenn Pullium shared concerns of teachers.

8. **REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS**
   At 6:32 p.m. Board President Griffin announced there would be no negotiation reports from employee groups.
9. **CONSENT CALENDAR**

At 6:34 p.m. Board President Griffin asked if anyone would like to pull a consent item for further discussion. No items were pulled. Board Member Kaiser moved to approve the Consent Items; seconded by Board Member Loustale.

9.1. **GENERAL**

9.1.1. Approved the Minutes of Regular Session on January 21, 2015, and Special Session on February 4, 2015

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

<table>
<thead>
<tr>
<th>Donor</th>
<th>Item</th>
<th>Recipient</th>
</tr>
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<tbody>
<tr>
<td>Pamela Wear</td>
<td>$202.86</td>
<td>Citrus Elementary</td>
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<td>Emma Wilson PTSA</td>
<td>$423.86</td>
<td>Emma Wilson Elementary</td>
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<td>Andrew Canales</td>
<td>$1,159.97</td>
<td>McManus Elementary</td>
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<td>Stacey Kettle</td>
<td>Computer Monitor @ $200.00</td>
<td>Sierra View Elementary</td>
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<tr>
<td>Mini &amp; Tad Brothers</td>
<td>$50.06</td>
<td>Sierra View Elementary</td>
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<tr>
<td>Syl Luena</td>
<td>$100.00</td>
<td>Chico High Band</td>
</tr>
<tr>
<td>Aprinda, LLC Training Solutions</td>
<td>$50.00</td>
<td>Chico High Band</td>
</tr>
<tr>
<td>Attila and Jennifer Kasza</td>
<td>$1,500.00</td>
<td>Chico High Choir</td>
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<td>Byron and Cassandra Crossen</td>
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<td>Richard and Leslie Fortier</td>
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<td>Chico High Choir</td>
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<td>River Valley Management LLC</td>
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<tr>
<td>Miller Project Management and</td>
<td>$750.00</td>
<td>Chico High Choir</td>
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<tr>
<td>Engineering</td>
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<td>Century 21 Jeffries Lydon</td>
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<td>Delta Kappa Gamma Society/Alpha</td>
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<td>Chico High Choir</td>
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<tr>
<td>Nu Chapter</td>
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<tr>
<td>Joyce Burdette</td>
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<td>Don and Carolyn Adkisson</td>
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<td>Karoly and Elisabeth Kasza</td>
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<td>Jessica Lundberg</td>
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<td>Glen and Michelle Eaton</td>
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<td>Eileen Kessler Alpha Delta Kappa</td>
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<td>Debra and Bret Jorgensen</td>
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<td>Kevin and Susan Moretti</td>
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<td>Mary Massie Welsh</td>
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<td>The Wolfe Family Trust</td>
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<td>Helen Koehnen</td>
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<td>Judy Henderson</td>
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<td>A &amp; B Hubbard</td>
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<td>Shirley Geddes</td>
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<td>Sarah Anne McNear</td>
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<td>Robert and Sharon Johnson</td>
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<td>Harold and Louise Urness</td>
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<td>Deborah McGarr</td>
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<td>Anne Roseman</td>
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<td>Gregory and Jennifer Roberts</td>
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</table>
Mary Ann Latimer $100.00 Chico High Choir
Trent Sommers DBA Sommers $200.00 Chico High Choir
Architecture
Judith Girimonte $25.00 Chico High Choir
Nancy McGie $20.00 Chico High Choir
Leanna Rawley $20.00 Chico High Choir
Debra Cannon $150.00 Chico High Choir
Loren and Patricia Dunlap $100.00 Chico High Choir
Lynette Frediani $50.00 Chico High Choir
Chelby and Michael Henry $50.00 Chico High Choir
Kelly and Michael Wittermood $25.00 Chico High Choir
Anthony Andrew and Lorena $20.00 Chico High Choir
McCannon
Ray and Bette Narbaitz $100.00 Chico High Choir
Conrad and Kathy Schiech $50.00 Chico High Choir
Vitia Kozielski $300.00 Chico High Choir
Dr. Jess Albert $150.00 Chico High Choir
Timothy Schultz and Ingrid Lundberg $250.00 Chico High Choir
Zots Hot Dogs $72.00 Chico High Choir
Mavis Thompson $20.00 Chico High Choir
Ed and Margaret Ford $25.00 Chico High Choir
Paula and Robert McIay $300.00 Chico High Choir
Jean Ingham $50.00 Chico High Choir
John and Renee McAmis $200.00 Chico High Choir
Paul and Jane Beretz $100.00 Chico High Choir
Greg and Sharon Brislain $100.00 Chico High Choir
Karner and Candy Tretewey $200.00 Chico High Choir
Joanne and Darrel Parsley $100.00 Chico High Choir
Dr. Richard and Janet Houck $250.00 Chico High Choir
Lester and Doris Sites $150.00 Chico High Choir
Michelle and Brian Korte $1,000.00 Chico High Choir
Mary Ann Welsh $20.00 Chico High Choir
Jeff Brown and Angela Tretewey $400.00 Chico High Choir
Julie Agozino and James Radey $200.00 Chico High Choir
Julie and Neil Graber $2,000.00 Chico High Choir
Chico High Sports Boosters $785.00 Chico High Choir
Burkett Family Charitable Fund $5,000.00 Chico High Choir
Daniel and Jamie Iseman $80.00 Chico High Choir
Diane Imhoff $1,000.00 Chico High Choir
North Valley Community Foundation $8,960.00 Pleasant Valley High
/ Pleasant Valley High
Chico Rotary Club Foundation $330.00 Pleasant Valley High
PVHS Sports Boosters $1,120.00 Pleasant Valley High
PG&E Corporation, Your Cause LLC $280.02 Pleasant Valley High
Robert ZdraSkeleton @ $155.00 Pleasant Valley High

9.2. EDUCATIONAL SERVICES

9.2.1. The Board approved the Expulsion of Student with the following ID: 60915
9.2.2. The Board approved the Expulsion Clearance of Student with the following ID: 74701
9.2.3. The Board approved the Field Trip Request for Hooker Oak 5th Graders to Attend CA Model/Call of the Sea Marine Mammal Center in Sausalito, CA from 05/26/15 to 05/27/15
9.2.4. The Board approved the Field Trip Request for MJHS Peer Mediators to Attend a Holocaust Speaker Presentation in Mendocino, CA from 05/02/15 to 05/03/15

9.2.5. The Board approved the Field Trip Requests (4) for BJHS, CJHS, PVHS, and FVHS Club Live Friday Night Live Students to Attend the Reach for the Future Leadership Conference in Richardson Springs from either 03/05/15 to 03/07/15 or 03/26/15 to 03/28/15

9.2.6. The Board approved the Field Trip Request for PVHS Music Department to Participate in Heritage Music Festival and Disneyland 2015 in Anaheim, CA from 04/09/15 to 04/12/15

9.2.7. The Board approved the Field Trip Requests (8) for PVHS Athletic Teams to Attend Overnight Tournaments

9.2.8. The Board approved the Consultant Agreement with Duerr Evaluation Resources

9.2.9. The Board approved the 2015-16 E-Rate Internal Connections Recommendations

9.3 BUSINESS SERVICES

9.3.1. The Board approved the Accounts Payable Warrants

9.3.2. The Board approved the Lease-Leaseback Contract Services for Phase 1E Quick Start Technology Projects

9.3.3. The Board approved the Notice of Completion for Marsh Drainage Project

9.4 HUMAN RESOURCES

9.4.1. The Board approved the Certificated Human Resources Actions

<table>
<thead>
<tr>
<th>Employee</th>
<th>Assignment</th>
<th>Effective</th>
<th>Comment</th>
</tr>
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<tbody>
<tr>
<td>Temporary Appointments 2014/15</td>
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<tr>
<td>Bohannon, Stephanie</td>
<td>Special Education</td>
<td>2/10/15-6/4/15</td>
<td>0.4 FTE (in addition to current 0.48 FTE temporary assignment)</td>
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<tr>
<td>Catomerisios, Frank</td>
<td>Special Education</td>
<td>1/5/15-6/4/15</td>
<td>1.0 FTE</td>
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<tr>
<td>Evans, Nicholas</td>
<td>Elementary</td>
<td>1/29/15-6/4/15</td>
<td>0.8 FTE (in addition to current 0.2 FTE temporary assignment)</td>
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<tr>
<td>Mayfield, Anna</td>
<td>Elementary</td>
<td>1/26/15-6/4/15</td>
<td>0.4 FTE</td>
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<td>Rodgers, Jack</td>
<td>Project Specialist</td>
<td>1/29/15-6/30/15</td>
<td>1.0 FTE</td>
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<td>Story, Kari</td>
<td>Psychologist</td>
<td>1/30/15-6/30/15</td>
<td>0.2 FTE</td>
</tr>
</tbody>
</table>

Probationary Appointments 2014/15

| Gocke, Mary        | Elem Counselor     | 2/5/15-6/4/15  | 0.2 FTE Prob 0 (in addition to current .8 FTE Prob 0 assignment) |
| Stone, Samantha    | Elem Counselor     | 2/5/15-6/4/15  | 0.2 FTE Prob 0 (in addition to current .8 FTE Prob 0 assignment) |

Retirements/Resignations

| Mieske, Susan      | Counselor         | 6/5/15          | Retirement                                     |
| Severe, L. Rhys    | Administration    | 7/1/15          | Retirement                                     |
9.4.2. The Board approved the Classified Human Resources Actions

<table>
<thead>
<tr>
<th>ACTION NAME</th>
<th>CLASS/LOCATION/ASSIGNED HOURS</th>
<th>EFFECTIVE</th>
<th>COMMENTS/PRF#/FUND/RESOURCE</th>
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<tbody>
<tr>
<td><strong>Appointment</strong></td>
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</tr>
<tr>
<td>Bledsoe, Angela</td>
<td>Computer Technician/InfoTech/8.0</td>
<td>2/3/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Dawson, William</td>
<td>Campus Supervisor/BJHS/1.0</td>
<td>1/27/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Farwell, Austin</td>
<td>IPS-Classroom/Chapman/6.0</td>
<td>2/2/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Heaps, Dina</td>
<td>Parent Classroom Aide-Restr/Shasta/4.8</td>
<td>1/13/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Heithecker, Jodi</td>
<td>IA-Special Education/MJHS/5.0</td>
<td>2/2/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Johnson, Sonja</td>
<td>IA-Special Education/CHS/5.0</td>
<td>2/2/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Jones, Kevin</td>
<td>Grounds Worker/M &amp; O/4.0</td>
<td>2/3/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Keen, LaVada</td>
<td>Parent Liaison Aide-Restr/Citrus/2.0</td>
<td>2/3/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>LaMusga, Elizabeth</td>
<td>Campus Supervisor/MJHS/6.0</td>
<td>1/28/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>LaMusga, Elizabeth</td>
<td>Campus Supervisor/MJHS/1.5</td>
<td>1/28/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>LaVigne, Clayton</td>
<td>Custodian/PVHS/8.0</td>
<td>1/16/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Morris, Abbylea</td>
<td>Parent Classroom Aide-Restr/LCC/2.0</td>
<td>1/20/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Morris, Abbylea</td>
<td>Parent Classroom Aide-Restr/LCC/1.0</td>
<td>2/5/2015</td>
<td>New Position</td>
</tr>
<tr>
<td>Newton, Mathilda</td>
<td>IPS-Visually Impaired/CJHS/6.5</td>
<td>1/26/2015</td>
<td>New Position</td>
</tr>
<tr>
<td>O'Malley, Celine</td>
<td>LT IA-Special Education/Wildflower/3.0</td>
<td>2/2/2015-6/4/2015</td>
<td>During Absence of Incumbent</td>
</tr>
<tr>
<td>Parsons, Diana</td>
<td>Instructional Assistant/Parkview/3.0</td>
<td>1/26/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Ravetz, Ariel</td>
<td>IPS-Classroom/Inspire/3.5</td>
<td>12/16/2014</td>
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<tr>
<td>Smith, Matthew</td>
<td>IA-Special Education/BJHS/6.0</td>
<td>1/15/2015</td>
<td>New Position</td>
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<tr>
<td>Wagner, Karen</td>
<td>IA-Computers/ Marigold/4.0</td>
<td>2/2/2015</td>
<td>New Position</td>
</tr>
<tr>
<td>Willman, Richard</td>
<td>IPS-Classroom/Citrus/1.5</td>
<td>1/26/2015</td>
<td>New Position</td>
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<tr>
<td><strong>Re-employment</strong></td>
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<tr>
<td>Clark, Hannah</td>
<td>IA-Special Education/Chapman/3.0</td>
<td>2/9/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Long, Teresa</td>
<td>IA-Bilingual/Emma Wilson/6.0</td>
<td>1/20/2015</td>
<td>New Position</td>
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Resignation/Termination

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<th>Position/Department</th>
<th>Date</th>
<th>Reason</th>
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<tbody>
<tr>
<td>Garcia, Kenneth</td>
<td>Custodian/PVHS/8.0</td>
<td>2/27/2015</td>
<td>PERS Retirement</td>
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<tr>
<td>Gregg, Jason</td>
<td>Director-Information</td>
<td>2/2/2015</td>
<td>Voluntary Resignation</td>
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<td>Technology/Info Tech/8.0</td>
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<td>Guilbault, Karin</td>
<td>LT IA-Computers/CJHS/2.0</td>
<td>1/30/2015</td>
<td>End LT Assignment</td>
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<td>Garcia, Kenneth</td>
<td>Custodian/PVHS/8.0</td>
<td>2/27/2015</td>
<td>PERS Retirement</td>
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Resigned Only Position Listed

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<thead>
<tr>
<th>Name</th>
<th>Position/Department</th>
<th>Date</th>
<th>Reason</th>
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</thead>
<tbody>
<tr>
<td>Covarrubias, Jose</td>
<td>Cafeteria Assistant/</td>
<td>2/1/2015</td>
<td>Promotion</td>
</tr>
<tr>
<td></td>
<td>CJHS/2.0</td>
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<tr>
<td>Farwell, Austin</td>
<td>IPS-Healthcare/LCC/4.0</td>
<td>2/1/2015</td>
<td>Transfer w/Increased Hours</td>
</tr>
<tr>
<td>LaMusga, Elizabeth</td>
<td>Campus Supervisor/MJHS/2.0</td>
<td>1/27/2015</td>
<td>Increase in Hours</td>
</tr>
<tr>
<td>Long, Teresa</td>
<td>IPS-Healthcare/Loma Vista/6.0</td>
<td>1/19/2015</td>
<td>Re-employment</td>
</tr>
<tr>
<td>Mayfield, Anna</td>
<td>IPS-Classroom/McManus/3.5</td>
<td>1/21/2015</td>
<td>Voluntary Resignation</td>
</tr>
<tr>
<td>Wagner, Karen</td>
<td>Library Media Assistant/</td>
<td>2/1/2015</td>
<td>Re-employment</td>
</tr>
<tr>
<td></td>
<td>Hooker Oak/2.5</td>
<td></td>
<td></td>
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<tr>
<td>Willman, Richard</td>
<td>Campus Supervisor/BJHS/1.0</td>
<td>1/22/2015</td>
<td>Voluntary Resignation</td>
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<tr>
<td>Willman, Richard</td>
<td>Campus Supervisor/BJHS/1.0</td>
<td>1/25/2015</td>
<td>Voluntary Resignation</td>
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</table>

(Consent Vote)
AYES: Griffin, Robinson, Hovey, Kaiser, Loustic
NOES: None
ABSENT: None

10. DISCUSSION/ACTION CALENDAR

10.1. HUMAN RESOURCES

10.1.1. Information/Public Hearing: Chico Country Day School Charter Renewal Petition

Public Hearing

At 6:35 p.m. By request of Board Member Kaiser, Director John Bohannon presented an overview of Charter schools for the visiting educators. He then provided background information on charter renewal procedures. Ann Nikoli, Wendy Ferron, and Kelly Clark presented a video of activities at CCSA, then introduced current and former students who described what makes CCSA unique. Suzanne Micheloney was present to address questions, as Principal Megan Neely was attending a conference in San Diego. At 6:50 p.m. the Public Hearing was open. There were no comments. At 6:51 p.m. the Public Hearing was closed. Director John Bohannon noted the Charter School Review Committee would bring forth their recommendation on the renewal at the March 25 Board meeting.

10.2. HUMAN RESOURCES

10.2.1. Discussion/Action: Student Calendars for 2015/16, 2016/17, and 2017/18 School Years

At 6:52 p.m. Assistant Superintendent Bob Feaster presented the student calendar options and explained changes that had been incorporated since the last Board meeting. Board Member Kaiser moved to approve the 2015/16, the 2016/17 (with the March Start Revised Option), and the 2017/18 Calendars as presented; seconded by Board Clerk Hovey.
AYES: Griffin, Robinson, Hovey, Kaiser, Loustale
NOES: None
ABSENT: None

10.2.2. **Discussion/Action:** Resolution 1271-15, Release/Non-Reelection of Temporary (including "Probationary 0") Certificated Employees
   At 7:23 p.m. Assistant Superintendent Bob Feaster presented information on Resolution 1271-15. Board Member Kaiser moved to approve Resolution 1271-15; seconded by Board Vice President Robinson.

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

10.2.3. **Discussion/Action:** Resolution 1272-15, Non-Reelection of Probationary Certificated Employees
   At 7:26 p.m. Assistant Superintendent Bob Feaster noted this Resolution was no longer needed and pulled it from the agenda. No vote was necessary.

10.2.4. **Discussion/Action:** Resolution 1273-15, Release of Administrators for the 2015/2016 School Year
   At 7:27 p.m. Assistant Superintendent Bob Feaster presented information on Resolution 1273-15. Board Vice President Robinson moved to approve Resolution 1273-15; seconded by Board Member Kaiser.

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

10.2.5. **Discussion/Action:** Resolution 1274-15, Reduction in Certificated Staff Due to Reduction or Elimination of Particular Kinds of Service
   At 7:28 p.m. Assistant Superintendent Bob Feaster presented information on Resolution 1274-15. Board Member Kaiser moved to approve Resolution 1274-15; seconded by Board Clerk Hovey.

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

10.3. **BOARD**

10.3.1. **Discussion/Action:** 2015 California School Boards Association (CSBA) Delegate Assembly Election
   At 7:32 p.m. Superintendent Staley presented information on the CSBA Delegate Assembly Election and noted that unless someone on the Board wanted to be nominated, no vote was required. Board Members unanimously agreed no vote was necessary.

10.3.2. **Information:** Review Process for CUSD Board Self Evaluation
   At 7:35 p.m. The Board unanimously agreed to follow the same processes as they had done in previous years and directed staff to schedule a Board Workshop in June for the Board's Self Evaluation.

10.3.3. **Information:** Review Process for CUSD Board Adopted District Wide Goals for 2015-2016
   At 7:37 p.m. Superintendent Staley noted that a review of the Board Adopted Goals usually occurs at the same time as the Board's self evaluation. It was recommended that Board members review the LCAP and send any suggestions for goals to Superintendent Staley before the June Workshop.
10.3.4. Information: Review CUSD Governance Handbook
At 7:40 p.m. It was noted the new election process would need to be added to the CUSD Governance Handbook. It was also noted that the Handbook states review is to begin in January and that date should be changed. Board members are to review the handbook and bring suggestions to the June Workshop.

11. ITEMS FROM THE FLOOR
At 7:42 p.m. PVHS Student Nicholas Kuntzler shared concerns regarding AP Classes and timing of testing and curriculum.

12. ANNOUNCEMENTS
At 7:45 p.m. Board Member Kaiser asked if the CHS Music department had received enough donations to make their trip to New York and was told they had.

13. ADJOURNMENT
At 7:46 p.m. Board President Griffin adjourned the meeting.

:nn

APPROVED:

______________________________
Board of Education

______________________________
Administration
1. **CALL TO ORDER**

   At 5:00 p.m. Board President Griffin called the meeting to order in the Large Conference Room at the Chico Unified District Office at 1163 East 7th Street.

   Present: Griffin, Robinson, Hovey, Kaiser, Loustale (arrived at 5:05 p.m.)

   Absent: None

2. **DISCUSSION/ACTION CALENDAR**

   2.1. **HUMAN RESOURCES**

      2.1.1. **Discussion/Action: Resolutions 1275-15 through 1286-15 Regarding Possible Job Actions**

      1275-15 Discretionary Authority of Superintendent When Concerted Employee Activity Is Imminent and Until the Possibility of Such Activity Has Ceased

      1276-15 Strike or Campus Demonstrations

      1277-15 Protection of School Property During Concerted Employee Activity

      1278-15 Authorized Personnel Only to be on School Premises During Employee Walkout or Strike

      1279-15 Legal Advice, Employment of Legal Counsel, Filing of Legal Claims/Actions Relating to Concerted Employee Activity

      1280-15 Unauthorized Employee Leave Relating to Concerted Employee Activity

      1281-15 Employee Leaves and Attendance During Concerted Employee Activities

      1282-15 Use and Compensation of Short Term or Substitute Classified Employees during Concerted Employee Activity

      1283-15 Use and Compensation of Temporary and/or Substitute Teaching Employees During Concerted Employee Activities

      1284-15 Closing of School Facilities During Concerted Employee Activity

      1285-15 Contract for Services Relating to Concerted Employee Activity

      1286-15 Premium Pay for Employees During Concerted Employee Activity and Other Times of Emergency

      At 5:02 p.m. Assistant Superintendent Bob Feaster provided information on the Resolutions. Board President Griffin asked if anyone would like to pull any Resolution for further discussion. Resolutions 1281-15 and 1286-15 were pulled by CUSD Teacher Sue Christensen, who asked for clarification on employee leave and attendance. Attorney Paul Gant provided information. Board Member Kaiser moved to approve Resolutions 1275-15 through 1286-15; seconded by Board Vice President Robinson.

      2.1.2. **Discussion/Action: Consultant Agreement with James Whitlock**

      Assistant Superintendent Bob Feaster provided information on the Contract with James Whitlock. Board Vice President Robinson moved to approve the Contract with James Whitlock; seconded by Board Member Kaiser.

3. **CLOSED SESSION**

   At 5:13 p.m. Board President Griffin announced the Board was moving into Closed Session and asked for public comment on Closed Session Items.

   3.1. **Public comment on closed session item**

      There were no public comments on Closed Session Items.
3.2. **Update on Labor Negotiations**  
Employee Organizations:  
CUTA  
CSEA, Chapter #110  
Kelly Staley, Superintendent  
Bob Feaster, Asst. Superintendent  
Dave Scott, Asst. Superintendent  
Kevin Bulterma, Asst. Superintendent  
Joanne Parsley, Director  
Jim Hanlon, Principal  
Jay Marchant, Principal  
Ted Sullivan, Principal  
JoAnn Bettencourt, Principal  
David Koll, Director  
Dusty Copper, Supervisor  
Dave McKay, Principal  
JoAnn Bettencourt, Principal  
Erica Sheridan, Asst. Principal  
Damon Whittaker, Asst. Principal  
Paul Gant, Attorney At Law  

4. **RECONVENE TO REGULAR SESSION**  
4.1. **Call to Order**  
At 7:21 p.m. Board President Griffin called the meeting back to order.  

4.2. **Report Action Taken in Closed Session**  
Board President Griffin announced the Board had been in closed session and there was nothing to report.  

5. **ADJOURNMENT**  
At 7:23 p.m. Board President Griffin adjourned the meeting.  

:nn  

APPROVED:  

__________________________  
Board of Education  

__________________________  
Administration
## DONATIONS/GIFTS

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<th>Donor</th>
<th>Item</th>
<th>Recipient</th>
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<tbody>
<tr>
<td>Lois Davis</td>
<td>21 Misc. Items @ $800.00</td>
<td>Loma Vista</td>
</tr>
<tr>
<td>Jane W. Etz</td>
<td>Bus Pass @ $25.00</td>
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<td>Hooker Oak PTO</td>
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<td>License Renewal @ $935.00</td>
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<td>Richard &amp; Krisha Jones</td>
<td>$125.00</td>
<td>Hooker Oak</td>
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<tr>
<td>Kathryn &amp; Thomas Cole</td>
<td>$200.00</td>
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<tr>
<td>Carrie Grossman</td>
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<td>McManus Elementary</td>
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<td>Andrew Canales</td>
<td>$155.38</td>
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<td>Richard Perez</td>
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<td>Bidwell Jr. High</td>
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<tr>
<td>Marilyn W. Warrens</td>
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<td>Chico High</td>
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<tr>
<td>Jerry Ball/Nutrient Concepts</td>
<td>$500.00</td>
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<td>North Valley Community Foundation</td>
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<tr>
<td>Chico BEARD Collective</td>
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<td>Target - Take Charge of Education</td>
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<td>Marilyn Warrens</td>
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<tr>
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<td>Pablo Lana</td>
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<tr>
<td>Arts for All</td>
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Donations: March 25, 2015
AGENDA ITEM: Field Trip Request for Shady Creek Environmental Camp for Emma Wilson Sixth Graders

Prepared by: Kimberly Rodgers

☐ Consent  Board Date  February 18, 2015

☐ Information Only

☐ Discussion/Action

Background Information
Sixth Grade Shady Creek Environmental Camp from April 28-May1, 2015.

Educational Implications
We want our sixth graders to experience science in a hands on environment. Not only will students learn about our environment and the earth, they will also learn about themselves. They will grow and mature with this camp experience.

Fiscal Implications
The money used to finance this trip was generated by fund raising and donations.
CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education  Date: 1/15/2015
FROM: Kimberly Rodgers  School/Dept.: Emma Wilson
SUBJECT: Field Trip Request

Request is for ___6th grade____  (grade/class/group)
Destination: Shardy Creek Outdoor School  Activity: Environmental Camp

from ___April 28, 2015 / 7:45 AM______ to ___May 1, 2015/ 2:10 PM_______
(dates) / (times)

Rationale for Trip: Meets 6th grade Science Standards

Number of Students Attending: _approx 90_  Teachers Attending: _3_  Parents Attending: _0_
Student/Adult Ratio: ___30:1_______
Transportation: Private Cars _______ CUSD Bus ___ X ___ Charter Bus Name _______
Other: ________________________________

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

ESTIMATED EXPENSES:
Fees $203________  Substitute Costs $_________  Meals $500________
Lodging $_________  Transportation $1417.20________  Other Costs $2800____

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name: Shady Creek  Acct. #: 01-9024-0-1110-1000-5800-250-1250  $18,270
Name: Transportation  Acct. #: 01-9024-0-1110-1000-5722-250-1250  $1417.20

Requesting Party
Kimberly Rodgers  1/27/15

Site Principal
Kimberly Rodgers  1/27/15  ☑ Approve/Minor  ☐ Do not Approve/Minor

Director of Transportation  2/2/15

IF MAJOR FIELD TRIP

Director of Educational Services  2-16-15  ☐ Recommend  ☐ Not Recommended

Board Action  Date

☐ Approved  ☐ Not Approved
AGENDA ITEM: Field Trip Request for Hooker Oak 6th Grade Year End Trip

Prepared by: Denise Findlay, Adrienne Jimmerson

☐ Consent Board Date March 25, 2015

☐ Information Only

☐ Discussion/Action

Background Information
6th graders from Hooker Oak Elementary School will be attending this trip to the Mendocino Coast and Manchester Beach KOA. This trip relates to science and social studies curriculum. Students from Hooker Oak have taken this particular trip before in 2009 and 2011.

Educational Implications
- Academically, the main focus of this trip is related to the life/earth science curricula for the 6th grade program. For specific details related to the California State Standards, see the attached documents.
- In science at Hooker Oak, we have focused instruction on the earth science/history of the earth cycle. 6th grade state standards include geology, ecology/ecosystems, and history of the Earth. The California Coast is one of the most geologically active regions in the world. It is the perfect outdoor laboratory to gain visual and hands-on experiences for students who are studying these content areas.
- In social studies, students will visit Fort Ross, which was founded and settled by Russian people that crossed and used the same route as early humans (post Homo erectus). The route from Siberia to the North America used by the Russian settlers is used in discussion and connection with social studies topics of early humans in 6th grade social studies.

Fiscal Implications
The field trip will be funded through fundraisers and donations from parents.
FIELD TRIP REQUEST

TO: CUSD Board of Education  
FROM: Findlay, Jimmerson  
Date: February 11, 2015  
School/Dept.: Hooker Oak

SUBJECT: Field Trip Request

Request is for _6th_ grade  
(grade/class/group)

Destination: _Manchester Beach KOA, Fort Ross, Point Arena_ Activity: Overnight field trip

from May 12, 2015 / 8:00 a.m. to May 15, 2015 / 4:00 p.m.  
(dates) / (times)

Rationale for Trip: Science: Geology/Earth’s History in terms of change over time; tidepools-classification of organisms, social studies-land routes of early humans; Russian settlers

Number of Students Attending: _47_ students  Teachers Attending: _2_  Parents Attending: _10_

Student/Adult Ratio: 1:4ish

Transportation: Private Cars X  CUSD Bus _________  CharterBus Name _________

Other: _____________

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

ESTIMATED EXPENSES:

Fees $200.00 per student  Substitute Costs $____0____  Meals $ included

Lodging $7851  Transportation $____0____  Other Costs $_____0_____

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

Name Donation  Acct. #: 01-9024-0-1110-1000-5800-160-1160  $8,091.00

Name Acct. #: __________________ ____________________

Findlay/Jimmerson  
Requesting Party  
2/11/15 Date

Site Principal  
2/15/15 Date  
Approve/Minor  
Recommend/Major  
Do not Approve/Minor  
Not Recommended/Major

(If transporting by bus or Charter)

Director of Transportation  
Date

IF MAJOR FIELD TRIP

Director of Educational Services  
2-17-15 Date  
Recommend  
Not Recommended

Board Action  
Date  
Approved  
Not Approved
AGENDA ITEM:  Field Trip Request for CHS AG/FFA Students to Attend CA State FFA Conference in Fresno, CA

Prepared by:  Sheena Sloan

X  Consent  Board Date  March 25, 2015

☐ Information Only

☒ Discussion/Action

Background Information
The State FFA Conference is the highlight of an FFA members' school year. Delegates from each chapter conduct the business of the state association and elect officers to represent them during the coming year. A major part of the FFA State Convention is the presentation of the State FFA degrees' and recognition of individual and chapter achievements in FFA career development events and awards.

Education Implications
Attending the conference is an honor. All members of the CHS FFA chapter may apply to attend and are selected by a group of CHS administrators. They are scored on a rubric scale that is based on GPA, FFA/Ag commitment, good standing in discipline and attendance and a well written application.

Fiscal Implications
ASB FFA, Ag Incentive, and FFA Parent Boosters will assist in various ways to pay for this trip but this year due to lower funds in all accounts, the CHS FFA will pay for the two voting delegates and the remaining members will pay $200.00 to cover conference and hotel costs.
TO: CUSD Board of Education       Date: 2/5/2015
FROM: Sheena Sloan                School/Dept.: Chico High/Ag/FFA
SUBJECT: Field Trip Request

Request is for: CHS AG/FFA

Destination: Fresno, California   Activity: FFA State Conference

From: 4/18/2015 10 a.m. to 4/21/2015 6:00 p.m.

Rationale for Trip: CA State Leadership Conference

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

Student/Adult Ratio: 10:2

Transportation: Private Cars  CUSD Bus  Charter Bus Name  

Other: X AG truck and Enterprise Rental

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

ESTIMATED EXPENSES:

Fees $1,500.00  Substitute Costs $100.00  Meals $

Lodging $2,100.00  Transportation $350.00  Other Costs $70.00

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

Name ASB FFA  Acct. #: $2,100.00

Name Ag Incentive Acct. #: $2,020.00

Requesting Party: 

Site Principal: 2/18/15  

Date: □ Approve/Minor or □ Do not Approve/Minor or 

Recommend/Major or Not Recommended/Major (If transporting by bus or Charter)

Director of Transportation: Date

IF MAJOR FIELD TRIP

Director of Educational Services: 3/10/15  

Date: □ Recommend  □ Not Recommended

□ Approved  □ Not Approved

Board Action: Date
AGENDA ITEM: Field Trip Request for PVHS I-Tech & Video Production Students to Attend the SkillsUSA State Leadership Conference/State Finals

Prepared by: Matt Joiner and Mike Peck

☐ Consent
☐ Information Only
☐ Discussion/Action

Board Date March 25, 2015

Background Information
SkillsUSA is a partnership of students, teachers and industry working together to help ensure America has a skilled workforce. SkillsUSA helps each student excel in leadership and specific content areas. Our PV/ROP students who competed at our Regional Leadership Conference on Feb 7th, 2015 and placed high enough in that competition have the opportunity to transfer and compete at State Conference on April 8th-12th, 2015 in San Diego, CA.

Education Implications
All contests and leadership materials are aligned with industry and curricular state standards. Students attending this conference/competing in the contests will be better prepared for career and college by the knowledge and experience they will gain. Additionally, scholarships are awarded to top winners in certain curricular contests.

Fiscal Implications
As in past years, funding will be a number of resources. Butte County ROP will be providing transportation and associated costs. Carl D. Perkins funds can be used to pay for conference registration. Students will incur some costs (hotel, food) which could be offset by fundraising.
FIELD TRIP REQUEST

TO: CUSD Board of Education
FROM: Matt Joiner, Mike Peck
SUBJECT: Field Trip Request

Date: March 4th, 2015
School/Dept: PVHS I-Tech & Video Production

Request is for Members of Skills USA students and advisors
(grade/class/group)
Destination: San Diego, CA
Activity: Participation in Skills USA Leadership Conference
from April 8th, 2015, 7:00am
(dates) / (times)
to
April 12, 2015, 11:00 pm
(dates) / (times)

Rationale for Trip: Participation in Skills USA Leadership and Skills Conference Professional Development and Career Exploration

Number of Students Attending: 14
Teachers Attending: 2
Parents Attending:
Student/Adult Ratio: 7:1
Transportation: Private Cars X
CUSD Bus ________
Charter Bus Name ________
Other: ROP vans

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

ESTIMATED EXPENSES:

Registration $1800
Substitute Costs $ ROP
Lodging $2800
Transportation $ - ROP
Meals $580
Other Costs $200.00

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

Name Supplemental Acct. #: BUTTE COUNTY ROP
Name Perkins Acct. #: 01-3550-0-3812-1000-020 - 2015

Matt Joiner & Mike Peck
Requesting Party
3/07/2014
Date

Site Principal
Date

Director of Transportation
Date

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

IF MAJOR FIELD TRIP

Director of Educational Services
3/10/15
Date

☑ Recommend ☐ Not Recommended

Board Action
Date

☐ Approved ☐ Not Approved

ES-7
Revised 8/04
AGENDA ITEM: New Course Proposal – Digital Arts 1

Prepared by: Jim Hanlon and Pennie Baxter

Consent

Board Date March 25, 2015

Information Only

Discussion/Action

**Background Information**

The Fine Arts Department is in the process of re-configuring its course offerings in the model of the CTE Pathways. This includes 3-4 year sequences of courses that build skill levels. **Digital Arts 1** is a combination class of the previously offered Photography 1, Computer Art 1 and Introduction to Video classes. Next year a **Digital Arts 2** class will be submitted to the board and offered to students.

**Education Implications**

The pathways model is intended to more clearly define introductory classes with mid-level and advanced coursework. The merging of Photography 1, Computer Art 1 and Introduction to Video classes is more indicative of the current blurring and overlap of these areas in the word of graphic arts. This more real world approach will better prepare students for post-secondary study or work in this area. **Digital Arts** will be open to all 10-12 grade students.

**Fiscal Implications**

None.
NEW COURSE PROPOSAL OUTLINE

Course Title: Digital Arts 1
Grade Level: 10-12
Required/Elective: Elective
Length/Credits: Yearlong/5 credits per semester
Prerequisites: None
Course Number: (To be completed by District)

I. Course Rationale and Description:

Description:
To create a more holistic and modern approach to Digital Arts education we will be combining our current classes in Photography 1, Computer Art 1, and Intro to Video into a streamlined course called Digital Arts 1. The second year will be called Digital Arts 2.

Rationale:
As the computer age has grown over time, the lines between digital photography, video and computer-generated art have become very blurred and overlap greatly. We need to offer digital classes that are a universal approach, more closely matching the current state of the digital arts.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Programs:
Adobe Photoshop; Adobe Premier
Bryce
Moviemaker

Textbooks:
Adobe CS6 Photoshop Pro in a Book
Adobe CS6 Premier Pro in a Book

Supplemental Materials:
Adobe TV, YouTube, online tutorials
### III. Course Outline/Standards/ Instructional Methods/Assessments:
Prepare a course outline that indicates the following: 1) name of unit; 2) time allocated for the unit; 3) standards addressed in each unit (please use Content Standards Framework numbering system and write out each standard); 4) Instructional strategies used in each unit; 5) Assessments utilized. (Use additional pages as needed.)

<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>Computer generated typography as art.</td>
<td>1.1: Identify and use principles of design 2.1: Solve a visual arts problem 2.3 Develop and refine skill in the manipulation of digital imagery</td>
<td>2 weeks</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
<td>Rubrics, studio work habits, critiques</td>
</tr>
<tr>
<td>Introduction to Bryce</td>
<td>1.1: Identify and use principles of design 2.1: Solve a visual arts problem 2.3 Develop and refine skill in the manipulation of digital imagery</td>
<td>2 weeks</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
<td>Rubrics, studio work habits, critiques</td>
</tr>
<tr>
<td>Advanced Bryce, creating scenes</td>
<td>1.1: Identify and use principles of design 2.1: Solve a visual arts problem 2.3 Develop and refine skill in the manipulation of digital imagery 2.5: Create an expressive composition</td>
<td>2 weeks</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
<td>Rubrics, studio work habits, critiques</td>
</tr>
<tr>
<td>Advanced Bryce, creating terrain and textures</td>
<td>1.1: Identify and use principles of design 2.1: Solve a visual arts problem 2.3 Develop and refine skill in the manipulation of digital imagery 2.5: Create an expressive composition</td>
<td>2 weeks</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
<td>Rubrics, studio work habits, critiques</td>
</tr>
<tr>
<td>Creating digital art with a message/social meaning</td>
<td>1.1: Identify and use principles of design 2.1: Solve a visual arts problem 2.3 Develop and refine skill in the manipulation of digital imagery 2.5: Create an expressive composition 2.6: Create a work that addresses a social issue</td>
<td>4 weeks</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
<td>Rubrics, studio work habits, critiques</td>
</tr>
<tr>
<td>Introduction to digital cameras</td>
<td>2.3 Develop and refine skill in the manipulation of digital imagery</td>
<td>2 weeks</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
<td>Rubrics, studio work habits, critiques</td>
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</tbody>
</table>
| Understanding color            | 1.1: Identify and use principles of design  
2.1: Solve a visual arts problem  
2.3 Develop and refine skill in the manipulation of digital imagery | 2 weeks | Visual aids, examples, brainstorming, practice, demonstration | Rubrics, studio work habits, critiques |
| Capturing emotion through photography | 1.1: Identify and use principles of design  
2.1: Solve a visual arts problem  
2.3 Develop and refine skill in the manipulation of digital imagery  
2.5: Create an expressive composition  
4.5: Employ the conventions of art criticism | 2 weeks | Visual aids, examples, brainstorming, practice, demonstration | Rubrics, studio work habits, critiques |
| Self-portrait photography      | 1.1: Identify and use principles of design  
2.1: Solve a visual arts problem  
2.3 Develop and refine skill in the manipulation of digital imagery  
2.5: Create an expressive composition  
4.1: Articulate meaning or message in a work  
4.5: Employ the conventions of art criticism | 2 weeks | Visual aids, examples, brainstorming, practice, demonstration | Rubrics, studio work habits, critiques |
| Landscape and nature photography | 1.1: Identify and use principles of design  
2.1: Solve a visual arts problem  
2.3 Develop and refine skill in the manipulation of digital imagery  
2.5: Create an expressive composition | 2 weeks | Visual aids, examples, brainstorming, practice, demonstration | Rubrics, studio work habits, critiques |
| Photo restoration              | 2.3 Develop and refine skill in the manipulation of digital imagery | 2 weeks | Visual aids, examples, brainstorming, practice, demonstration | Rubrics, studio work habits, critiques |
| Intro to tripods and stop motion videos | 2.1: Solve a visual arts problem  
2.3 Develop and refine skill in the manipulation of digital imagery | 2 weeks | Visual aids, examples, brainstorming, practice, demonstration | Rubrics, studio work habits, critiques |
<table>
<thead>
<tr>
<th></th>
<th>of digital imagery</th>
<th>brainstorming, practice, demonstration</th>
<th>habits, critiques</th>
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</thead>
<tbody>
<tr>
<td>Perfect shot video</td>
<td>2.1: Solve a visual arts problem</td>
<td>2 weeks</td>
<td>Rubrics, studio work habits, critiques</td>
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<td></td>
<td>2.3 Develop and refine skill in the manipulation of digital imagery</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
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<tr>
<td>A Day in the life video</td>
<td>2.1: Solve a visual arts problem</td>
<td>2 weeks</td>
<td>Rubrics, studio work habits, critiques</td>
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<td>2.3 Develop and refine skill in the manipulation of digital imagery</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
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<td></td>
<td>2.5: Create an expressive composition</td>
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<td></td>
<td>4.5: Employ the conventions of art criticism</td>
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<tr>
<td>Bringing written folk</td>
<td>2.1: Solve a visual arts problem</td>
<td>2 weeks</td>
<td>Rubrics, studio work habits, critiques</td>
</tr>
<tr>
<td>tales and stories to</td>
<td>2.3 Develop and refine skill in the manipulation of digital imagery</td>
<td>Visual aids, examples, brainstorming, practice, demonstration</td>
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<td>video</td>
<td>2.5: Create an expressive composition</td>
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<td>4.5: Employ the conventions of art criticism</td>
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<td>5.2 Create a work that communicates a theme taken from literature or history</td>
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<tr>
<td>Music video</td>
<td>2.1: Solve a visual arts problem</td>
<td>2 weeks</td>
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<td></td>
<td>4.5: Employ the conventions of art criticism</td>
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<tr>
<td>Final video</td>
<td>2.1: Solve a visual arts problem</td>
<td>2 weeks</td>
<td>Rubrics, studio work habits, critiques</td>
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<td></td>
<td>2.3 Develop and refine skill in the manipulation of digital imagery</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.

Special education and English language learners will have an incredible amount of visual examples at their fingertips. Each unit of study includes a great deal of visual examples and PowerPoints of step-by-step instruction that relies less on words and more on images and pictures. All instruction is in the K-Drive which allows students to access the work from any room on campus, including their resource classes and ELD classes.

Honors and advanced students will have the opportunity to explore on a higher level by looking at and exploring exemplary examples of work for each unit. These students can also take units of study farther by taking advantage of the multitude of online tutorials for each software program.

V. **Grading Policy:**

Grades are based on meeting assignment requirements, originality, craftsmanship, effort and use of artistic skills. All images and artwork be school appropriate, and original to the student.

Projects must be turned in on time, but students are always welcome to rework an assignment for a better grade before the end of the grading period. Each assignment is given feedback so students can improve their grade if they chose. Art is a process and oftentimes becomes better the second time around.

Late Projects/Assignments: Students can turn in a late project or assignment for a full grade for the previous unit of study only.

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Aligned with State Frameworks: (X) Yes  ( ) No
CSU/UC Requirement: (X) Yes  PENDING
Sites offered: CHS, possibly PV and Inspire
Chico Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Digital Arts 1
Submitted by: Pennie Baxter
Department: Art
School: Chico High School
Planned Start Date: August 2015

Approvals (Signature & Date):

Dept. Chair (High Schools)

CHS
PVHS
Alt. Ed.
Inspire

Dept. Rep (Jr. High)

Bidwell Jr.
Chico Jr.
Marsh Jr.
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
AGENDA ITEM: Approval of Two New Courses: Online Medical Terminology and Biotechnology

Prepared by: Barbara Bertapelle

☐ Consent  Board Date  March 25, 2015

☐ Information Only

☐ Discussion/Action

Background Information
Pleasant Valley High School is currently developing a Medical Careers and Biotechnology Pathway. Currently, PVHS offers two ROP classes: Medical and Hospital Careers and Sports Medicine. To aid with the development of skills needed to succeed in the medical field, we would like to offer Online Medical Terminology, a semester class. This class would allow Sophomores and Juniors to learn the valuable language used by medical professionals. Online Medical Terminology will be articulated with Butte College to enable students to obtain 2 + 2 credit. We would also like to offer Biotechnology for those students wishing to gain experience before pursuing a career in forensics, DNA typing, or genetic research. This class would be available to Juniors and Seniors after successful completion of Biology and Chemistry.

Educational Implications
The Online Medical Terminology is not a science class and could not be used to fulfill any science requirements for high school graduation or college entrance. It would help students get ahead of the requirements for entrance into Butte College’s Allied Health Career Pathways. This class would also help students see if the medical field is what they want to pursue.
We will apply for UC “D” lab science credit for the Biotechnology class. This class will help with college entrance requirements.

Fiscal Implications
Both classes would involve the purchase of new textbooks approximately $7,000-10,000 from Pathway grant money.
NEW COURSE PROPOSAL OUTLINE

Course Title: Online Medical Terminology
Grade Level: 10-12
Required/Elective: Elective
Length/Credits: Semester/5.0
Prerequisites: Biology or Life Science with a grade of C or better
Course Number: (To be completed by District)

I. Course Rationale and Description:

This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and spelling of medical terms with focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:


Supplemental Materials:


III. Course Outline/Standards/Instructional Methods/Assessments:
Prepare a course outline that indicates the following: 1) name of unit; 2) time allocated for the unit; 3) standards addressed in each unit (please use Content Standards Framework numbering system and write out each standard); 4) Instructional strategies used in each unit; 5) Assessments utilized. (Use additional pages as needed.)

OBJECTIVES

Upon successful completion of this course, the student will be able to:

A. interpret the meaning of medical terms by analyzing the basic elements of the terms.
B. explain medical terms in relation to basic anatomy, physiology, and pathology of body systems.
C. identify medical terms correctly.
D. pronounce medical terms correctly.
<table>
<thead>
<tr>
<th>Unit Name and time allotted</th>
<th>Standards Addressed</th>
</tr>
</thead>
</table>
| Introduction of Medical Terminology 2 week | CTE  
10.1 Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.  
B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.  
B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.  
B2.2 Describe basic stages of growth and development.  
B2.3 Recognize common disease and disorders of the human body.  
B2.4 Compare normal function  
B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.  
B5.1 Use medical terminology in patient care appropriate to communicate information and observations.  
B5.2 Accurately spell and define occupationally specific terms related to health care.  
B5.3 Use roots, prefixes, and suffixes to communicate information.  
B5.4 Use medical abbreviations to communicate information.  
B5.5 Know the basic structure of medical terms.  
B5.6 Demonstrate the correct pronunciation of medical terms.  
B5.7 Practice word building medical terminology skills.  
**Physiology**  
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:  
a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.  
b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.  
c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.  
d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.  
e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.  
f. Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.  
g. Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.  
h. Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, C₆H₂O₆, and ATP.  
i. Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.  
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:  
a. Students know the role of the skin in providing nonspecific defenses against infection.  
b. Students know the role of antibodies in the body's response to infection.  
c. Students know how vaccination protects an individual from infectious diseases.  
d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.  
e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.  
f. Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system. |
| Integumentary (Skin and associated Structures) 1 week |  |
| Body Structure 1 week |  |
| Muscular System 1 week |  |
| Skeletal System 1 week |  |
| Cardiovascular System 1 week |  |
| Blood, Lymphatic and Immune System 1 week |  |
| Respiratory System 1 week |  |
| Digestive System 1 week |  |
| Urinary System 1 week |  |
| Reproductive System 1 week |  |
| Endocrine System 1 week |  |
| Special Senses 1 week |  |
| Special Topics 1 week |  |
Online Methods of Instruction will include:
A. Screencasts of lectures.
B. Reading Assignments
C. Multi-media Presentations
D. Handouts

Methods of Evaluation
A. Exams
B. Multi-media Presentations
C. Homework Assignments

IV. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

Online instruction will include the use of powerpoints and screencasts. Students will need to come in for exams and the final. Students will also need to be able to produce and record short presentations that will be submitted online. To meet the needs of all students and the populations listed above, teachers will use Specially Designed Academic Instruction in English (SDAIE) techniques such as: frontloading vocabulary, building on prior knowledge, use of manipulatives, and modeling to aid in instruction. In addition, the teacher will collaborate with the resource instructor so students with special needs can work toward specific goals listed in the student’s IEP.

V. Grading Policy:

Default grading policy for PVHS.

__________________________________________
Aligned with State Frameworks: ( ) Yes (X ) No
CSU/UC Requirement: ( ) Yes ( X ) No
Sites offered: Pleasant Valley High School
Chic Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Online Medical Terminology
Submitted by: Barbara Bertapelle
Department: Science
School: Pleasant Valley High School
Planned Start Date: Fall 2015

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
NEW COURSE PROPOSAL OUTLINE

Course Title: Biotechnology
Grade Level: 11-12
Required/Elective: Elective
Length/Credits: Year/10 credits
Prerequisites: Passed Biology and Chemistry with a C.
Course Number: (To be completed by District)

I. Course Rationale and Description:
This course introduces students to the fundamental scientific principals of biotechnology, bioethics, the variety of careers in biosciences, as well as the commercial and regulatory characteristics of the biosciences. The Introduction to Biotechnology course emphasizes how key concepts from biology and chemistry apply to modern applications within the biological sciences. The knowledge and skills gained in this course provide students with a broad understanding of biotechnology and the impact it makes on society. As students work to master the content, they mirror what scientists and technicians are doing in scientific laboratories. A significant part of the course involves actual and simulated research being done in actual laboratories world-wide, which gives students the unique opportunity to carry out the world changing experiments about which they are learning. To accomplish this goal, the course is especially laboratory intensive, and students spend approximately 50% of class time carrying out actual experiments. This focus on working knowledge allows students to learn and practice the skills that they would actually use in the field of biotechnology and build up the practical skill set of each student. Ultimately, the content and skills covered offers all students the opportunity to acquire basic competencies required for an entry-level position in any biotechnology company. The target audience includes all students interested in attending any college or technical schools by providing foundational concepts and established laboratory procedures in a broad spectrum of disciplines such as biology, chemistry, biochemistry, molecular biology, microbiology, genetics, and immunology.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:


Supplemental Materials:

III. Course Outline/Standards/Instructional Methods/Assessments:
Prepare a course outline that indicates the following: 1) name of unit; 2) time allocated for the unit; 3) standards addressed in each unit (please use Content Standards Framework numbering system and write out each standard); 4) Instructional strategies used in each unit; 5) Assessments utilized. (Use additional pages as needed.)
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| Characteristics of Science and   | California State Standards – Biology 1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism’s cells. As a basis for understanding this concept:  
  a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.  
  b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.  
  c. Students know how procaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.  
  d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.  
  e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.  
  f. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:  
  a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.  
  b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.  
  c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.  
  d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.  
  e. Students know proteins can differ from one another in the number and sequence of amino acids.  
  f. Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.  
  g. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:  
  a. Students know the general structures and functions of DNA, RNA, and protein.  
  b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.  
  c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.  
  d. Students know how basic DNA technology                                                                                                                                                                                                                                                                 |
| Careers in Biotechnology          | Students will analyze careers in research and development, human health and diagnostics, biomanufacturing, environmental applications, and agriculture that utilize biotechnology.  
  a. Describe the educational requirements and responsibilities for various positions within the biotechnology industry.  
  b. Compare and contrast careers within academic, government, and private sectors.  
  c. Develop a portfolio documenting education, experiences, and acquired skills for specific careers.  
  d. Demonstrate understanding of the career development planning process and the process of life-long learning.  
  e. Describe the role of Student Organizations (e.g., HOSA, FBLA, Key Club, and BETA) and their importance in leadership development.  
  f. Demonstrate an understanding of the nature of employer-employee relationships.  
| Time: Ongoing                     |                                                                                                                                                                                                                                                                                                                                                      |
| Development of Biotechnology      | Students will understand the basis for biotechnology products and how such products affect the quality of life.  
  a. Describe the major scientific discoveries that lead to development of recombinant DNA technology, including those in the fields of biology, chemistry, genetics, and microbiology, and explain how these advances in DNA technology are used today.  
  b. Identify past and current discoveries and developments in fields such as, agriculture, diagnostics, medical devices, pharmaceuticals, and research and development.  
  c. Justify the steps in production and delivery of a product made using recombinant DNA technology.  
  d. Discuss the implications of the genomics and proteomics on biotechnology and current healthcare.  
| Products                          |                                                                                                                                                                                                                                                                                                                                                      |
| Chapter 1                         | Students will analyze economic, social, ethical, and legal issues related to the use of biotechnology.  
  a. Differentiate between moral, ethical, and legal biotechnology issues.  
  b. Research ethical issues presented by evolving science, including genetically modified foods, cloning, bioterrorism, gene therapy, and stem cells.  
  c. Compare and contrast attitudes about the use of biotechnology regionally, nationally, and internationally.  
  d. Evaluate the regulatory policies impacting biotechnology research - e.g., use of animals in research and applications of recombinant DNA.  
| Time: 1-3 weeks                    |                                                                                                                                                                                                                                                                                                                                                      |
| Bioethics                          | Students will demonstrate understanding of required safety practices and procedures in the classroom and laboratory environment.  
  a. Define health and safety regulations, including Occupational Health and Safety Administration (OSHA), Environmental Protection Agency (EPA), and Right to Know and demonstrate procedures for documenting and reporting hazards and compliance e.g., CFR1910.1450.  
  b. Demonstrate health and safety practices, including use of Material Safety Data Sheets (MSDS), appropriate personal protective equipment (PPE) for the situation.  
| Chapter 1                          |                                                                                                                                                                                                                                                                                                                                                      |
| Week 4 and ongoing.               |                                                                                                                                                                                                                                                                                                                                                      |
| Laboratory Procedures and         | Students will analyze careers in research and development, human health and diagnostics, biomanufacturing, environmental applications, and agriculture that utilize biotechnology.  
  a. Describe the educational requirements and responsibilities for various positions within the biotechnology industry.  
  b. Compare and contrast careers within academic, government, and private sectors.  
  c. Develop a portfolio documenting education, experiences, and acquired skills for specific careers.  
  d. Demonstrate understanding of the career development planning process and the process of life-long learning.  
  e. Describe the role of Student Organizations (e.g., HOSA, FBLA, Key Club, and BETA) and their importance in leadership development.  
  f. Demonstrate an understanding of the nature of employer-employee relationships.  
| Safety                             | Students will understand the basis for biotechnology products and how such products affect the quality of life.  
  a. Describe the major scientific discoveries that lead to development of recombinant DNA technology, including those in the fields of biology, chemistry, genetics, and microbiology, and explain how these advances in DNA technology are used today.  
  b. Identify past and current discoveries and developments in fields such as, agriculture, diagnostics, medical devices, pharmaceuticals, and research and development.  
  c. Justify the steps in production and delivery of a product made using recombinant DNA technology.  
  d. Discuss the implications of the genomics and proteomics on biotechnology and current healthcare.  
| Biotechniques and Applications     | Students will analyze economic, social, ethical, and legal issues related to the use of biotechnology.  
  a. Differentiate between moral, ethical, and legal biotechnology issues.  
  b. Research ethical issues presented by evolving science, including genetically modified foods, cloning, bioterrorism, gene therapy, and stem cells.  
  c. Compare and contrast attitudes about the use of biotechnology regionally, nationally, and internationally.  
  d. Evaluate the regulatory policies impacting biotechnology research - e.g., use of animals in research and applications of recombinant DNA.  
| Chapter 3                          | Students will demonstrate understanding of required safety practices and procedures in the classroom and laboratory environment.  
  a. Define health and safety regulations, including Occupational Health and Safety Administration (OSHA), Environmental Protection Agency (EPA), and Right to Know and demonstrate procedures for documenting and reporting hazards and compliance e.g., CFR1910.1450.  
  b. Demonstrate health and safety practices, including use of Material Safety Data Sheets (MSDS), appropriate personal protective equipment (PPE) for the situation.  
| Week 5-12                          |                                                                                                                                                                                                                                                                                                                                                      |
### Genetics

**Engineering**

- **Chapters 2, 4, 5**
- **Weeks 13-18**

- Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

### Chemistry

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:

   a. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
   
   b. Students know one mole equals $6.02 \times 10^{23}$ particles (atoms or molecules).
   
   c. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:

   a. Students know the observable properties of acids, bases, and salt solutions.
   
   b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
   
   c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.

### Genetic Engineering and DNA Manipulation

- **Chapters 2, 4, 5, & 14**
- **Weeks 19-23**

- Students will demonstrate how concepts of physical science connect to biochemical applications and techniques.

   a. Calculate and prepare buffers, stock solutions, and reagents.
   
   b. Analyze and apply the concepts of homeostasis and molar relationships to biochemical reactions.

### Organisms in Biotechnology

- **Chapters 7,8,9**
- **Weeks 24-36**

- Students will demonstrate how manipulation of nucleic acids through genetic engineering (recombinant DNA and RNA technologies) alters the function of proteins and subsequent cellular processes.

   a. Describe the function of DNA, RNA, and protein in living cells and the Central Dogma.
   
   b. Demonstrate how the structure of DNA influences its function, analysis, and manipulation.

### Students will demonstrate how manipulation of nucleic acids through genetic engineering (recombinant DNA and RNA technologies) alters the function of proteins and subsequent cellular processes.

   a. Describe the function of DNA, RNA, and protein in living cells and the Central Dogma.
   
   b. Demonstrate how the structure of DNA influences its function, analysis, and manipulation.

### Students will demonstrate the ability to follow Standard Operating Procedures (SOP).

   a. Utilize electrophoresis, chromatography, microscopy, and spectrophotometry to identify, separate and to draw conclusions about molecular biologicals.

### Students will demonstrate how manipulation of nucleic acids through genetic engineering (recombinant DNA and RNA technologies) alters the function of proteins and subsequent cellular processes.

   a. Explain the role of enzymes (e.g., restriction enzymes, DNA polymerases, and nuclease) in the production and manipulation of DNA molecules.

   b. Determine and analyze the effect of qualitative and quantitative changes of specific proteins on cell function.

### Students will compare and contrast common organisms used in biotechnology and relate the manipulation of living organisms to product and procedure development.

   a. Distinguish between prokaryotic cells, eukaryotic cells, and non-living entities such as viruses.
   
   b. Describe the characteristics and life cycles of model organisms used in biotechnology, including bacteria (e.g., E. coli), fungi (e.g., yeasts and Aspergillus), and animals (e.g., C. elegans, fruit flies, and rodents).

   c. Monitor how environmental factors affect the growth of cells and model organisms in the laboratory.

   d. Apply the basic concepts of cell growth to manipulate cultures under aseptic conditions in the laboratory.

   e. Perform transformations, including competency, selection, antibiotic resistance, and analysis of
IV. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

Instruction will include the use of powerpoints, handout, videos, simulations, and laboratory experiments. To meet the needs of all students and the populations listed above, teachers will use Specially Designed Academic Instruction in English (SDAIE) techniques such as: frontloading vocabulary, building on prior knowledge, use of manipulatives, and modeling to aid in instruction. In addition, the teacher will collaborate with the resource instructor so students with special needs can work toward specific goals listed in the student's IEP.

V. Grading Policy:

See PVHS default grading policy.

Aligned with State Frameworks: (X) Yes  ( ) No

CSU/UC Requirement: ( ) Yes  (X) No
Chic Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Biotechnology
Submitted by: Barbara Bertapelle
Department: Science
School: Pleasant Valley High School
Planned Start Date: Aug. 2014

**Approvals (Signature & Date):**

<table>
<thead>
<tr>
<th>Dept. Chair (High Schools)</th>
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</thead>
<tbody>
<tr>
<td>Chico High</td>
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<tr>
<td>Jemelle L Ball</td>
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<tr>
<td>PVHS</td>
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<tr>
<td>Barbara Bertapelle</td>
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<td>John L. Cannell</td>
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<th>Dept. Rep (Jr. High)</th>
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<td>Bidwell</td>
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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
B. Course Objectives

California Science Content Standards
(B=Biology/Life Science, C=Chemistry, IE=Investigation and Experimentation)

Biotechnology

A. Introduction to Biotechnology, Past and Present
The student will be able to:
1. Describe major historic developments in biotechnology fields such as pharmaceuticals, agriculture, diagnostics, industrial products, instrumentation and research and development.
2. Identify the major scientific discoveries that lead to recombinant DNA technology, including those in chemistry, genetics, microbiology, and fermentation technology, and explain how those discoveries are used in industry today.
3. Outline the steps in production and delivery of a product made through recombinant DNA technology. (B-5c)
4. Use the scientific method to conduct a valid experiment, including hypothesis formation, data collection, and data analysis. (IE-1f)
5. Develop scientific questions, hypotheses, and experimental plans. (IE-1f)
6. Create data tables and graphs using Excel® for the purpose of collecting and analyzing data. (IE-1e)
7. Interpret and critically analyze quantitative and qualitative data.
8. Compose a thorough concluding statement outlining the results of an experiment with evidence, explanations, error analysis, and practical applications. (IE-1b, 1c)
9. Organize and communicate scientific findings both orally and in written form and produce clear, concise written and oral reports. (IE-1d)
10. Evaluate the validity of results obtained during experimentation and product development. Evaluate scientific reports with well-supported, clearly presented opinions. (IE-1n)
11. Use the Internet and World Wide Web to collect and share scientific information.
12. Use a variety of methods including literature searches, in libraries, in computer databases, and on-line, for gathering background information, making observations, and collecting and organizing data. (IE-1m)
13. Work effectively individually and within a team.

B. The Characteristics of Common Organisms Used in Biotechnology
The student will be able to:
1. Distinguish between prokaryotic cells, eukaryotic cells, and viruses. (B-1c)
2. Outline the life cycle and characteristics of model organisms used in the biotechnology industry, including various bacteria (E. coli) and fungi (yeasts and Aspergillus. (B-1d)
3. Use various methods to monitor the growth of cell cultures.
4. Describe conditions that promote cell growth under aseptic conditions in the laboratory and workplace.
5. Explain how environmental factors affect the growth of model organisms in the laboratory.
6. List and describe the structure and function of cellular organelles. (B-1a, B-1e, B-1f, B-1g)
7. Discuss the structure and function of the macromolecules that compose cells, including carbohydrates, lipids, DNA, RNA, and protein molecules. (C-10a, C-10b, C-10c, C-10f)
8. Conduct indicator tests (Benedict's, iodine, Biuret) for the common macromolecules of the cell.
9. Explain the basic concepts of cell growth and reproduction, DNA replication, mitosis, meiosis, and protein synthesis.

C. Standard Laboratory Operating Procedures
The student will be able to:
1. Set-up and maintain a legal scientific notebook that includes an account of all laboratory procedures, data, and reflections.
2. Recognize laboratory safety hazards and avoid them. Identify the location and use of emergency equipment.
3. Properly and safely use and monitor a variety of scientific equipment, including pH meters, microscopes, spectrophotometers, pipets, micropipets, balances, etc.
4. Measure mass using electronic and analytical balances.
5. Measure volume using graduated cylinders, pipets, and micropipets.
6. Calculate how to prepare solutions based on mass/volume, % mass/volume, and molar concentrations. (C-3b, C-3c, C-3d, C-6a)
7. Prepare solutions of any volume and concentration. (C-3b, C-3c, C-3d, C-6a)
8. Prepare dilutions of concentrated solutions.
9. Outline the steps in cell culture, sterile technique, and media preparation.
10. Prepare and maintain plate and broth cultures of bacteria.
11. Determine which equipment is appropriate to use for a given task and what units of measurement are used. Use laboratory apparatus, materials, and technology in an appropriate and safe manner.
12. Follow written protocols and oral directions to perform a variety of laboratory and technical tasks.
13. Perform a variety of biological tests and chemical assays, collect data, perform calculations and statistical analysis.
14. Prepare and aliquot samples, reagents and buffers. Perform chemical reactions and purification procedures similar to those used in product development, testing, and manufacture.
15. Perform specimen collection, label samples, and prepare samples for testing. Handle, transport, and store samples.

D. DNA Structure, Function, Isolation and Analysis
The student will be able to:
1. Describe the relationship between nitrogen bases, nucleotides, and nucleic acids. (B-5a)
2. Recognize nucleotides on a DNA double helix model.
3. Explain how the structure of DNA affects its function.
4. Describe the role of DNA, RNA, and ribosomes in protein synthesis (The Central Dogma). (B-1d, B-4a, B-4b, B-5a))
5. Explain how the structure of DNA affects its isolation from cells and solutions.
6. Isolate genomic DNA from cells and analyze its purity and concentration.
7. Isolate plasmid DNA from cells (mini-preparation) and analyze its purity and concentration.
8. Explain the principles involved in agarose gel electrophoresis.
9. Prepare, load, run, visualize, and analyze DNA samples on an agarose gel.
10. Describe the differences in samples of eukaryotic and prokaryotic DNA samples on a gel.

E. Protein Structure, Function, Isolation and Analysis
The student will be able to:
1. Identify eight groups of protein based on their functions, citing specific examples of proteins in each group. (B-1b, B-10b)
2. Explain the relationship between amino acids, peptides and proteins. (B-4e, B-4f)
3. Describe primary, secondary, tertiary, and quaternary structure in proteins.
4. Use the Internet to find information about the structure and function of specific proteins. (B-10b)
5. Prepare protein solutions and dilutions at specific concentrations and pH.
6. Use protein indicator solutions to identify the presence and concentration of protein in solution.
7. Explain the principles involved in polyacrylamide gel electrophoresis.
8. Prepare, load, run, visualize, and analyze protein samples on a polyacrylamide gel.
9. Describe the meaning in differences in peptide band seen on polyacrylamide gels. (B-4e, B-4f)
10. Explain the function of enzymes and how their activity is affected by temperature and pH. (B-1b)
11. Perform enzyme activity assays.

F. The Products and Applications of Modern Biotechnology
The student will be able to:
1. Compare and contrast pure and applied scientific research in the field of biotechnology. (B-5c)
2. Identify several local biotechnology companies specializing in the production of pharmaceuticals, agricultural products, industrial products, and research instruments and reagents. (B-5c)
3. Describe the major steps in a product’s move through a company’s product pipeline. (B-5c)
4. Explain how companies decide on the research and development targets and potential products.
5. Identify several products obtained through recombinant DNA technology. (B-5c)
6. Cite examples of plant parts or extracts used as pharmaceuticals.
7. Use the Internet to find information about herbal remedies, traditional pharmaceuticals, and recombinant pharmaceuticals.
8. Produce and test plant extracts for anti-microbial activity.
9. Collect and test native bacteria for amylase production.

G. Assays and Assay Development
The student will be able to:
1. Design an assay that shows the presence and activity of an enzyme.
2. Compare and contrast the use of different assays used in research and production of protein products.
3. Explain how Benedict’s Solution and Lugol’s Iodine are used in glucose and starch testing.
4. Describe how assays for reactants or products can indicate the presence or activity of an enzyme.
5. Illustrate how an ELISA assay works, the role of antibodies in an ELISA, and how it may be used in industry. (B-10b)
6. Conduct and ELISA assay to test for the presence of a specific protein.
7. Identify the common parts found on visible spectrophotometers and describe their function.
8. Elucidate the relationship between wavelength and the color of light.
9. Cite the colors of different wavelengths of light.
10. Outline the steps of using a visible spectrophotometer.
11. Describe the relationship between light transmittance and light absorbance in a sample.
12. Use a visible spectrophotometer to produce absorbance spectra.
13. Discuss the difference between acids, bases, and neutral solutions. (C-5a, C-5b, C-5c)
14. Use pH paper and pH meters to measure and adjust pH. (C-5d)
15. Define the function of a buffer and give examples of buffers used in a biotechnology lab.
16. Make several buffers at various volumes, concentrations, and pH.
17. Describe how pH affects protein structure and function. (B-1b)
18. Prepare a serial dilution of protein and measure their absorbance at a given wavelength.
19. Use a standard curve to determine the concentration of an unknown protein solution. (IE-1a)
20. Using Excel®, do a linear regression to calculate protein concentration. (IE-1a)
21. Use statistical analysis including the standard deviation, to determine the validity of data. (IE-1b, IE-1c)

H. Recombinant DNA and Genetic Engineering

The student will be able to:
1. Discuss methods to isolate DNA and specific genes for engineering purposes. (B-Sc, B-5d)
2. Enumerate the activities and uses of restriction enzymes. (B-5d)
3. Conduct a restriction digestion of a plasmid. (B-5d)
4. List the steps in the production of a recombinant DNA molecule. (B-5c)
5. Cite examples of vectors used in transformation, transduction, and transfection. (B-5d, B-5e)
6. Describe the steps in a bacterial transformation including competency, recovery, and selection. (B-5c, B-5e)
7. Conduct a bacterial transformation and select for transformants. (B-5e)
8. Describe methods by which transformants may be selected including antibiotic resistance, GFP and GUS activity. (B-5e)
9. Conduct a mini-prep to retrieve plasmids from transformed cells.

I. Bringing the Products of Biotechnology to Market

The student will be able to:
1. Outline the steps in product production, recovery, and purification.
2. Describe the characteristics of proteins that allow for their purification after cloning transformed cells.
3. Compare and contrast the processes of paper, thin-layer, and column chromatography. (C-6f)
4. Explain how PAGE is used with column chromatography to monitor protein product.
5. Describe the steps in harvesting protein product from fermentation cell culture.
6. Test for the presence and concentration of proteins in processed samples.
7. Cite the steps in buffer exchange and dialysis as used in protein processing.
8. Compare and contrast the mechanism of gel filtration, ion exchange and affinity chromatography.
9. Conduct an ion exchange chromatography to isolate proteins of different charge.
10. Explain the function and use of FPLC and HPLC in research and production.
11. Confirm the results of a column chromatography using spectrophotometry and PAGE.
12. Summarize the steps in clinical testing and FDA approval for new drugs produced through genetic engineering.
13. Inspect and verify inventory and integrity of products.
14. Discuss techniques of product packaging and distribution.
15. Record and report protocols, procedures, results, conclusions, manuals, reports and write memos and letters utilizing computer processing.
16. Interact with colleagues and supervisors and coordinate tasks.

J. Bioethics, Communication and Decision Making in the Biotechnology Industry

The student will be able to:
1. Cite specific examples of how and where biotechnology is used in medical, agricultural, environmental, and industrial applications as well as social or political situations, including criminal investigations, lawsuits, evolutionary studies, etc. (IE-1m)
2. Illustrate examples of how biotechnology has lead to benefits and risks to society and how biotechnical advances affects human lives on a personal level. (IE-1m)
3. Identify the rights, interests, and responsibilities of people involved in bioethical issues.
4. Describe the need for and function of regulatory agencies such as those in government, industry, and society.
5. Analyze policy-making procedures for products and techniques of biotechnology.
6. Formulate opinions about engineered organisms and products based on current scientific evidence.

K. Careers in Biotechnology

The student will be able to:
1. Elaborate the opportunities for careers in biotechnology in health, medicine, genetics, agriculture, etc.
2. Present arguments for pursuing careers in biotechnology at differing entry-levels.
3. Develop a portfolio that demonstrates proficiency in specific tasks including writing samples and performance-based skills.
4. Create an appropriate resume for use in applying for laboratory positions at a biotechnology company.
5. Demonstrate knowledge of the vast variety of departments and positions, scientific and nonscientific, at a typical biotechnology company.
### HS-LS1 From Molecules to Organisms: Structures and Processes

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<thead>
<tr>
<th>HS-LS1</th>
<th>From Molecules to Organisms: Structures and Processes</th>
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<tr>
<td>Students who demonstrate understanding can:</td>
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<tr>
<td><strong>HS-LS1.1.</strong></td>
<td>Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. [Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.]</td>
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<tr>
<td><strong>HS-LS1.2.</strong></td>
<td>Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. [Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.] [Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.]</td>
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<tr>
<td><strong>HS-LS1.3.</strong></td>
<td>Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]</td>
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<tr>
<td><strong>HS-LS1.4.</strong></td>
<td>Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. [Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.]</td>
</tr>
<tr>
<td><strong>HS-LS1.6.</strong></td>
<td>Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. [Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations.] [Assessment Boundary: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.]</td>
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### HS-LS3 Heredity: Inheritance and Variation of Traits

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<th>HS-LS3</th>
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<tr>
<td>Students who demonstrate understanding can:</td>
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<tr>
<td><strong>HS-LS3.1.</strong></td>
<td>Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]</td>
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<tr>
<td><strong>HS-LS3.2.</strong></td>
<td>Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]</td>
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<tr>
<td><strong>HS-LS3.3.</strong></td>
<td>Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. [Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits.] [Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.]</td>
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## HS-LS4 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

**HS-LS4.1.** Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]

**HS-LS4.3.** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. [Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.] [Assessment Boundary: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.]

## HS-PS1 Matter and Its Interactions

Students who demonstrate understanding can:

**HS-PS1.1.** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]

**HS-PS1.2.** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]

**HS-PS1.3.** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. [Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.] [Assessment Boundary: Assessment does not include Raoult’s law calculations of vapor pressure.]

**HS-PS1.6.** Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.* [Clarification Statement: Emphasis is on the application of Le Chatelier’s Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.] [Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.]

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*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.*
Proposed California’s Next Generation Science Standards (NGSS) for K-12
Grades Nine through Twelve

**HS-PS2  Motion and Stability: Forces and Interactions**

Students who demonstrate understanding can:

**HS-PS2-5.** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]

**HS-PS2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

**HS-PS3  Energy**

Students who demonstrate understanding can:

**HS-PS3-1.** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] [Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.]

**HS-PS3-2.** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields. [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]

**HS-PS3-3.** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]

**HS-PS3-5.** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. [Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other, including an explanation of how the change in energy of the objects is related to the change in energy of the field.] [Assessment Boundary: Assessment is limited to systems containing two objects.]

---

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.
| HS-PS4-1. | Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. [Clarification Statement: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.] [Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.]

| HS-PS4-3. | Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. [Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.] [Assessment Boundary: Assessment does not include using quantum theory.]

| HS-PS4-4. | Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. [Clarification Statement: Emphasis is on the idea that different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.] [Assessment Boundary: Assessment is limited to qualitative descriptions.]

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.*
Proposed California’s Next Generation Science Standards (NGSS) for K-12
Grades Nine through Twelve

<table>
<thead>
<tr>
<th>HS-ETS1 Engineering Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td><strong>HS-ETS1-1.</strong> Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</td>
</tr>
<tr>
<td><strong>HS-ETS1-2.</strong> Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</td>
</tr>
<tr>
<td><strong>HS-ETS1-3.</strong> Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</td>
</tr>
<tr>
<td><strong>HS-ETS1-4.</strong> Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</td>
</tr>
</tbody>
</table>

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.*
**AGENDA ITEM:** Warrant Authorization

**Prepared by:** Jaclyn Kruger, Director Fiscal Services

**Consent** Board Date March 25, 2015

**Information Only** Discussion/Action

**Background Information**
Warrants in the amount of $1,628,869.52 for the period of February 11, 2015 through March 9, 2015, 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.

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund Object</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th></th>
<th>Count</th>
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<tr>
<td>Cancel</td>
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<td>1,569.47</td>
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<tr>
<td>Net Issue</td>
<td></td>
<td>1,628,869.52</td>
</tr>
</tbody>
</table>

**Total Number of Checks** 452 1,630,437.99

Includes checks for only Bank Account COUNTY

**Fund Summary**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
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<td>General Fund</td>
<td>366</td>
<td>659,006.29</td>
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<tr>
<td>09</td>
<td>Charter Sch Spec Rev 3412</td>
<td>26</td>
<td>11,058.00</td>
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<tr>
<td>13</td>
<td>Cafeteria (3401)</td>
<td>35</td>
<td>100,946.65</td>
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<tr>
<td>22</td>
<td>Measure E (3429) 21 Cap Proj</td>
<td>10</td>
<td>264,159.03</td>
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<td>25</td>
<td>Cap Fac State Cap (3408) 25-26</td>
<td>7</td>
<td>305,867.16</td>
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<tr>
<td>35</td>
<td>Cnty Sch Fac (3435)</td>
<td>3</td>
<td>13,873.29</td>
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<tr>
<td>42</td>
<td>sp Res Rda-Cp thru (3427)40-43</td>
<td>1</td>
<td>217.00</td>
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<tr>
<td>76</td>
<td>Payroll Warrants</td>
<td>3</td>
<td>275,927.07</td>
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</table>

**Total Number of Checks** 451 1,631,054.49

Less Unpaid Sales Tax Liability 2,184.97

**Net (Check Amount)** 1,628,869.52
AGENDA ITEM: District Architect Selection

Prepared by: Julia Kistle, Director of Facilities & Construction
               John Carver, Director of Maintenance & Operations, Transportation

☐ Consent  Board Date  March 25, 2015

☐ Information Only

☐ Discussion/Action

Background Information
The District has the need for architectural services for major maintenance projects and other miscellaneous projects. These projects are smaller than the major new construction or modernization projects, but still require the services of a licensed architect.

On February 4, the Board of Education authorized a Request for Proposals for District Architect. We received five impressive proposals from architectural firms. The Facilities Committee (Dr. Kathleen Kaiser, Board Member, Eileen Robinson, Board Vice-President, Kevin Bultema, Assistant Superintendent, and Julia Kistle, Director Facilities & Construction) met on March 13, 2015, to review the proposals. After careful consideration, the Facilities Committee recommends Third Shoe, Inc. to provide architectural services for the District.

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

Fiscal Implications
The projects identified as major maintenance or small renovation projects will be funded through the Routine Restricted Maintenance Account (RRMA). All available State reimbursement will be pursued.

Recommendation
It is requested that the Board of Education authorize the Superintendent or designee to enter into an agreement with Third Shoe, Inc. for Architectural Services.
AGENDA ITEM:  Chico High School Structural Roof Repair- Bid Approval  
Prepared by:  Julia Kistle, Director Facilities & Construction

X  Consent    Board Date  March 25, 2015

☐  Information Only
☐  Discussion/Action

Background Information
District staff has been aware of two roof structure issues on the Chico High School Campus and has actively monitored these issues for several years. On March 26, 2014, the Board authorized Nichols Melburg and Rosetto Architects & Engineers to develop project plans to correct these structural issues. These plans were approved by the Division of the State Architect (DSA) on August 15, 2014. Due to the late approval date, the project was postponed until the summer of 2015.

Staff issued an informal bid notice to contractors on February 10, 2015. We received two bids for this project. They are as follows:

- Ginno Construction, Inc.  $66,827.00
- United Building Contractors  $94,802.00

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

Fiscal Implications
The source of funding for these Architectural services is Routine Restricted Maintenance Funds, Fund 41.

Recommendation
It is requested that the Board of Education authorize the Assistant Superintendent, Business Services to enter into an agreement with Ginno Construction, Inc. for the Structural Roof Repair at Chico High School.
AGENDA ITEM: Measure E Bond Oversight Committee Annual Report for 2013-14

Prepared by: Kevin Bultema, Assistant Superintendent

Consent

Information Only

Discussion/Action

Board Date March 25, 2015

Background Information

The Chico Unified School District (CUSD) was successful at the election conducted on November 6, 2012 in obtaining authorization from the District’s voters to issue up to $78,000,000 in general obligation bonds (Measure E). The election was conducted under Proposition 39, being chaptered as the Strict Accountability in Local School Construction bonds Act of 2000, at Section 15264 of the Education Code. Pursuant to Section 15278 of the Education Code, CUSD implemented a Bond Oversight Committee (Committee) for Measure E. The Committee has the following duties:

Inform the Public. The Committee shall inform the public concerning the District’s expenditure of bond proceeds.

Review Expenditures. The Committee shall review expenditure reports produced by the District to ensure that (a) bond proceeds were expended only for the purposes set forth in the Measure E; and (b) no bond proceeds were used for teacher or administrative salaries or other operating expenses.

Annual Report. The Committee shall present to the Board, in public session an annual written report which shall include a statement indicating whether the District is in compliance with the requirement of Article XIII A. Section 1(b)(3) of the California Constitution and a summary of the Committee’s proceeds and activities for the preceding year.

This report represents the Bond Oversight Committee’s annual report for 2013-14.

Educational Implications

Measure E dollars will be used to implement the district’s facility master plan to provide a safe, healthy, and engaging environment for learning to take place at CUSD.

Fiscal Implications

Measure E bonds are paid through local property taxes. The district maintains fund 21 – Building Fund to account for expenditures of bond funds for facilities and Fund 51- Bond Interest and Redemption Fund to account for bond principal and interest payments.
I. Introduction
This is the 2013-2014 Annual Report of Citizens’ Bond Oversight Committee (CBOC) for Measure E of the Chico Unified School District. This report is prepared, in conformance with California law, to summarize the work of the Bond Oversight Committee and review the past year of activity.

II. History and Overview of the Citizens’ Bond Oversight Committee
On November 6, 2012, the Chico Unified School District (District) submitted for voter approval Measure E, a bond measure to authorize the sale of $78 million in bonds for needed repairs, upgrades and new construction projects for the District’s schools and other facilities. This measure was submitted to voters under the terms and conditions of Proposition 39 (Article XIII of the California State Constitution), which requires a 55 percent affirmative vote for passage. Measure E passed with a 63.32 percent affirmative vote.

Because Measure E passed pursuant to Proposition 39, the District was required to establish a citizen’s oversight committee and to conduct two independent audits. The first audit is a financial audit included in the District’s annual financial audit. The second audit is a performance audit.

III. Committee Membership
California Education Code, Sections 15278-15282 established the duties of school districts and their duly formed citizens oversight committee with respect to Proposition 39 bond measures. This code requires that the governing board establish and appoint members to an independent citizens’ oversight committee within 60 days of the date that election results are certified.

The committee must consist of at least seven members to serve a term of two years without compensation and for no more than two consecutive terms. The committee must include:
a. One member who is active in a business organization representing the business community located within the school district.
b. One member active in a senior citizens’ organization.
c. One member who is a parent or guardian of a child enrolled in the school district.
d. One member who is both a parent or guardian of a child enrolled in the school district, and active in a parent-teacher organization.
e. One member who is active in a bona fide taxpayers’ organization.

A seven-member Citizens’ Bond Oversight Committee was appointed by the Board in March 2013, to provide oversight of all bonds passed under Proposition 39, as required by law.

Current Committee membership includes:

Seth Derish - Member  
Mark Francis – Vice Chair  
Sean Greenwald - Member  
Les Heringer, Jr. - Member  
Gary Louise - Chair - Resigned December, 2014  
Peter Milbury - Member  
Tino Nava - Member  
Todd Sturgis - Chair

The CUSD Citizens’ Bond Oversight Committee met on the following dates:

- February 5, 2015 (No quorum was present)
  A tour of current American’s with Disabilities Act (ADA) and Safety & Security Projects was provided by the CUSD Facilities Department. The Committee was pleased to observe the progress on the following work:

1) **Sierra View Elementary:** new fencing, repaired sidewalk transition at street and added drain, new speed bumps, asphalt seal coat and new striping for safety, new compliant ADA parking stalls, new compliant fire traffic lane, new compliant concrete from ADA parking stalls to front of school, new direction path of travel signage.

2) **Chico High School:** relocation of old ADA stalls to front of school, removal of old ADA ramp, new ADA compliant ramp, new ADA compliant drinking fountains with bottle fillers, removal of old non-working drinking fountain, and new direction path of travel signage.

3) **Hooker Oak Elementary:** new ADA parking at front of school (much closer to main entrance), new compliant sidewalk and front entry concrete, new kindergarten fencing, fixed fence at play area, added gate at back per safety plan, new striping in both pick up and drop off locations for safety visibility, and new direction path of travel signage.
4) **Corporation Yard**: new paved path of travel to provide access from the public street to main buildings, new ADA gate to provide access to site without having to cross through drive gates, and new direction path of travel signage.

5) **Chapman Elementary**: new safety fencing for kindergarten and field area, new fence barrier between neighbor’s house and school yard, new slatted fence to block noise and visibility between park activities and school, new speed bumps and striping to slow traffic and improve visibility, new ADA compliant stalls, new ADA compliant concrete for sidewalk at path of travel to front office, and new truncated domes and directional path of travel signage.

6) **Parkview Elementary**: upgraded existing ADA stalls in both parking lots to be ADA compliant, repaired large gaps in path of travel, new compliant path of travel concrete sidewalk, new safety fencing at bike racks and kindergarten area, new asphalt seal coat and striping plan to improve drop off and pick up visibility and safety, and new direction path of travel signage, including signage warning motorists about bike path in front of entrance/exit of parking lots.

- **February 26, 2015**
  An update on the implementation of phases 1 and 2 of the District’s Facilities Master Plan was provided to the Committee at this meeting. The Committee expressed satisfaction on the carefully planned implementation of the District’s Facilities Master Plan and the proposed use of Measure E funds.

The District will be spending approximately $35M dollars on the implementation of master plan projects phases 1 and 2 in the next two years. A combination of sources (Measure E Proceeds, Developer Fees, State Facility Funds, and Redevelopment Funds) will be utilized for these projects. These projects include:

1. Marsh Jr. High drainage improvements, which is completed
2. Marsh Jr. High new Multipurpose Building, which will break ground in March of 2015
4. Bidwell Jr. High select modernization, which will begin in the spring of 2015
5. Americans with Disabilities Act barrier removal projects (districtwide), technology infrastructure upgrades (districtwide) and safety & security projects (districtwide), which are all currently under construction

- **March 5, 2015**
  The Committee met to finalize the Annual Report to the Board of Education, which will be presented at the March 25, 2015 meeting.

**IV. CBOC Actions**
Measure E expenditures for fiscal year 2013-14 were reviewed by the Committee and accepted at the meeting held on February 26, 2015.

**V. Performance and Financial Audit Reports**
In accordance with the California State Constitution, the District will continue to have a performance audit completed annually until all Measure E funds have been expended. These reports are designed to meet the requirements of Article XIII of the California State Constitution; to inform the community of the appropriate use of funds generated through the sale of bonds authorized by Measure E; and to help the District improve its overall bond program.

The June 30, 2014 annual independent financial audit was conducted by Matson & Isom. Their report, dated December 15, 2014, states that in their opinion the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of Chico Unified School District as of June 30, 2013, and the respective changes in financial position, for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

The annual independent performance audit was conducted by Matson & Isom. Their report dated June 30, 2014 states that the results of their procedures indicated that the Chico Unified School District complied, in all material respects, in accordance with the requirements of Proposition 39, as specified by Section1(b)(3)(C) of Article XIIA of the California Constitution.

VI. Communications with the Public
A CBOC website page, as required by law, exists, and the information that is posted includes CBOC meeting agendas and minutes and committee by-laws. Copies of the Bond Performance Audit have been posted, as a link for community members interested in becoming a member of the CBOC.

VII. Expenditures

Chico Unified School District
Bond Expenditures

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Expenses</td>
<td>$ 1,880</td>
</tr>
<tr>
<td>Measure E Master Plan</td>
<td>552,143</td>
</tr>
<tr>
<td>Canopy Replacement CJHS &amp; Rosedale</td>
<td>248,277</td>
</tr>
<tr>
<td>CHS HVAC Replacement</td>
<td>260,180</td>
</tr>
<tr>
<td>PV Athletic Facility Planning</td>
<td>20,478</td>
</tr>
<tr>
<td>CHS Athletic Facility Planning</td>
<td>20,478</td>
</tr>
</tbody>
</table>
VIII. Conclusions

As stated in the 2012/13 Annual Report, the Committee continues to be concerned that the District may not be in compliance with the requirements of Article 13A, Section 1(b)(3) of the California Constitution as amended by Proposition 39 related to the use of “premium” sale proceeds to pay interest.

The Committee continues to be concerned that interest may not be an acceptable use of Bond proceeds as it was not included in the full ballot proposition as a use of proceeds and the use was not properly disclosed to voters. This will be a concern through 2016, when the premium is exhausted. The Committee recognizes that nothing can be done about this as California state law requires the premium portion of Bond sale proceeds to be used only to pay interest and for no other purpose.

The Committee does appreciate the work of District staff in gathering additional information and understanding the concern. Further, the Board of Trustees held a Board Workshop dedicated solely to this topic that included bond counsel, independent bond advisors, and the county treasurer to further discuss the expressed concern. The Trustees and District staff are to be commended for their response to the Citizen’s Bond Oversight Committee’s concerns. The Committee is confident that prior to any additional Measure E bond sales this topic will be discussed in detail by District staff and the Trustees, and the Committee will have an opportunity to provide input.

The Citizen’s Bond Oversight Committee, based on its review of the annual financial and performance audit reports and information received from District staff, consultants and others, for expenditures through June 30, 2014 agrees the balance of the bond proceeds maintained in the building fund were used in compliance of the California Constitution.
AGENDA ITEM: Request For Proposal (RFP) Approval: Auditing Services for Fiscal Years 2014-15, 2015-16, and 2016-17

Prepared by: Kevin Bullema, Assistant Superintendent, Business Services

Consent

Information Only

Discussion/Action

Board Date March 25, 2015

Background Information

The District is required to undergo an annual financial audit. The audit must be performed in accordance with generally accepted auditing standards for financial compliance audits, as promulgated by the U.S. General Accounting Office (GAO) in the standards for audit of governmental organizations, programs, activities, and functions as well as meeting the standards issued by the Office of the State Controller.

External auditors express an opinion on whether the school district’s financial statements are presented fairly in accordance with financial reporting framework. The auditors perform tests designed to provide reasonable assurance in the presented financial statements. Each audit firm’s process for proving reasonable assurance is slightly different. CUSD would like multiple CPA firms to review our financial statements to ensure fair representation.

On February 20, 2015, request for proposals for auditing services were received from 4 professional CPA firms.

Educational Implications

N/A

Fiscal Implications

See attached Proposal Results.

Recommendation:

Administration recommends the Board authorize the Superintendent to enter into an agreement with the local firm, Tittle & Company LLP, for auditing services for the 2014-15, 2015-16, and 2016-17 fiscal years.
## Proposal Results

<table>
<thead>
<tr>
<th>Audit Firm Name</th>
<th>Date Received</th>
<th>Location</th>
<th>K-12 &amp; COE Audits</th>
<th>FY 2014-15</th>
<th>FY 2015-16</th>
<th>FY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosaka, Rotherham &amp; Company</td>
<td>2/20/2015</td>
<td>San Diego</td>
<td>Many audits listed - all examples were charter schools</td>
<td>$16,995+</td>
<td>$16,995+</td>
<td>$16,995+</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>$2,300 for travel</td>
<td>$2,300 for</td>
<td>$2,300 for</td>
<td>$2,300 for</td>
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<tr>
<td>James Marta &amp; Co</td>
<td>2/17/2015</td>
<td>Sacramento</td>
<td>30 listed - examples include: Butte COE, Sacramento City Unified, Elk Grove</td>
<td>$44,800+</td>
<td>$46,400+</td>
<td>$48,000+</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Unified, &amp; Woodland travel</td>
<td>$3,600 for</td>
<td>$3,700 for</td>
<td>$3,800 for</td>
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<tr>
<td>Kcoe Isom, LLP</td>
<td>2/18/2015</td>
<td>Chico</td>
<td>Many audits listed - examples include: Anderson Union High, Thermalito Elementary, &amp; Shasta Union High</td>
<td>$43,000</td>
<td>$44,700</td>
<td>$46,500</td>
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<tr>
<td>Tittle &amp; Company, LLP</td>
<td>2/19/2015</td>
<td>Chico</td>
<td>11 listed - examples include: Corning High, Durham Unified, &amp; Paradise Unified</td>
<td>$45,000</td>
<td>$46,400</td>
<td>$47,800</td>
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</tbody>
</table>
DATE: March 25, 2015
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Certificated Human Resources Actions

### Leave Requests 2014/15

<table>
<thead>
<tr>
<th>Employee</th>
<th>Assignment</th>
<th>Effective</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Holt, Tiffany</td>
<td>Special Education</td>
<td>3/4/15-4/3/15</td>
<td>1.0 FTE Child Care</td>
</tr>
<tr>
<td>Maples, Michelle</td>
<td>Special Education</td>
<td>3/16/15-4/30/15</td>
<td>1.0 FTE Child Care</td>
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</tbody>
</table>

### Retirements/Resignations

<table>
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<th>Employee</th>
<th>Assignment</th>
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<th>Comment</th>
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<tr>
<td>Resendez, Roland</td>
<td>Elem Fine Arts</td>
<td>6/5/15</td>
<td>Retirement</td>
</tr>
</tbody>
</table>
**CHICO UNIFIED SCHOOL DISTRICT**  
**1163 E. 7th STREET**  
**CHICO, CA 95928-5999**

**DATE:** March 25, 2015  
**MEMORANDUM TO:** Board of Education  
**FROM:** Kelly Staley, Superintendent  
**SUBJECT:** Classified Human Resources Actions

<table>
<thead>
<tr>
<th>ACTION NAME</th>
<th>CLASS/LOCATION/ASSIGNED HOURS</th>
<th>EFFECTIVE</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>Alexander, Maria</td>
<td>IA-Bilingual/Shasta/1.5</td>
<td>2/11/2015</td>
<td>New Position</td>
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<tr>
<td>Baker, Iris</td>
<td>Trans Special Ed Aide/Transportation/2.3</td>
<td>2/12/2015</td>
<td>New Position</td>
</tr>
<tr>
<td>Berenno, Jill</td>
<td>Elementary Guidance Spec/Hooker Oak/3.5</td>
<td>3/11/2015</td>
<td>Existing Position</td>
</tr>
<tr>
<td>Bywater, Maritzi</td>
<td>Elementary Guidance Spec/McManus/2.5</td>
<td>3/13/2015</td>
<td>New Position</td>
</tr>
<tr>
<td>Carroll, Kimberley</td>
<td>IA-Elementary Guidance/Shasta/2.5</td>
<td>3/11/2015</td>
<td>Existing Position</td>
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<td>Christophersen, Judy</td>
<td>Library Media Assistant/Chapman/2.5</td>
<td>2/19/2015</td>
<td>Increase in Work Year</td>
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<tr>
<td>Dean, Geri</td>
<td>Elementary Guidance Spec/Emma Wilson/2.5</td>
<td>3/11/2015</td>
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<td>Donner, Katherine</td>
<td>School Bus Driver-Type 2/Transportation/6.2</td>
<td>2/6/2015</td>
<td>Vacated Position</td>
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<td>German, Eric</td>
<td>LT M &amp; O Supervisor/M &amp; O/8.0</td>
<td>3/9/2015-7/1/2015</td>
<td>During absence of incumbent</td>
</tr>
<tr>
<td>Gonsalves, Maria</td>
<td>LT Parent Classroom Aide-Restr/MJHS/4.0</td>
<td>3/12/2015-5/10/2015</td>
<td>New LT Position</td>
</tr>
<tr>
<td>Hambrock, Rachal</td>
<td>LT IPS-Healthcare/Loma Vista/6.0</td>
<td>2/19/2015-6/5/2015</td>
<td>During absence of incumbent</td>
</tr>
<tr>
<td>Hitson, Denise</td>
<td>Custodian/PVHS/8.0</td>
<td>3/9/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Holt, Kacie</td>
<td>Elementary Guidance Spec Neal Dow/4.0</td>
<td>3/11/2015</td>
<td>Existing Position</td>
</tr>
<tr>
<td>Imhoff, Joan</td>
<td>IA-Elementary Guidance/LCC/3.5</td>
<td>3/11/2015</td>
<td>Existing Position</td>
</tr>
<tr>
<td>Jaradeh, Ikhlas</td>
<td>LT Cafeteria Assistant/CHS/2.0</td>
<td>2/9/2015-2/18/2015</td>
<td>During absence of incumbent</td>
</tr>
<tr>
<td>Jaradeh, Ikhlas</td>
<td>Cafeteria Assistant/Emma Wilson/2.5</td>
<td>3/9/2015</td>
<td>Vacated Position</td>
</tr>
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</table>
### Classified Human Resources Actions, con't

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Start Date/End Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maida, Faten</td>
<td>LT Instructional Assistant/Chapman/3.3</td>
<td>2/19/2015-6/4/2015</td>
<td>During absence of incumbent</td>
</tr>
<tr>
<td>Molina, Emma</td>
<td>IA-Special Education/Marigold/2.5</td>
<td>3/23/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Nemat-Nasser, David</td>
<td>LT Sr Custodian/Chapman/8.0</td>
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<tr>
<td>Pegg, Andrew</td>
<td>LT IPS-Classroom/PVHS/6.0</td>
<td>2/19/2015-3/22/2015</td>
<td>During absence of incumbent</td>
</tr>
<tr>
<td>Pegg, Andrew</td>
<td>IPS-Classroom/Emma Wilson/6.0</td>
<td>3/23/2015</td>
<td>New Position</td>
</tr>
<tr>
<td>Rosales Garcia, Edgar</td>
<td>Baker Assistant/Bakery/3.0</td>
<td>3/10/2015</td>
<td>Vacated Position</td>
</tr>
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<td>Slocomb, Jeanne</td>
<td>Sr Account Clerk/Business Office/8.0</td>
<td>3/11/2015</td>
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<tr>
<td>Smallhouse, Caius</td>
<td>IPS-Classroom/Hooker Oak/3.0</td>
<td>2/19/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Stimac, Kotie</td>
<td>Campus Supervisor/BJHS/1.8</td>
<td>3/12/2015</td>
<td>Vacated Position</td>
</tr>
<tr>
<td>Stimac, Kotie</td>
<td>Campus Supervisor/BJHS/2.3</td>
<td>3/23/2015</td>
<td>Vacated Position</td>
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<tr>
<td>Triplett, Vicki</td>
<td>Elementary Guidance Spec/Rosedale/1.5</td>
<td>3/11/2015</td>
<td>Existing Position</td>
</tr>
<tr>
<td>Wagner, Patricia</td>
<td>Cafeteria Assistant/CJHS/2.0</td>
<td>3/4/2015</td>
<td>Vacated Position</td>
</tr>
</tbody>
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### LEAVE OF ABSENCE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Reason</th>
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</thead>
<tbody>
<tr>
<td>Cheal, Jyl</td>
<td>Licensed Vocational Nurse/Loma Vista/6.0 &amp; .5</td>
<td>2/17/2015-3/16/2015</td>
<td>Per CBA 5.12</td>
</tr>
<tr>
<td>Findlay, Janette</td>
<td>IPS-Healthcare/Loma Vista/4.0</td>
<td>2/18/2015</td>
<td>Early end to LOA</td>
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<tr>
<td>Findlay, Janette</td>
<td>IPS-Healthcare/Loma Vista/1.5</td>
<td>2/19/2015-6/4/2015</td>
<td>Part-time LOA per CBA 5.2.9</td>
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<tr>
<td>Forbes, Stephanie</td>
<td>IPS-Classroom/McManus/6.0</td>
<td>2/17/2015-6/4/2015</td>
<td>Per CBA 5.3.3</td>
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<tr>
<td>Iles, Jodie</td>
<td>IPS-Visually Impaired/Loma Vista/4.0</td>
<td>2/19/2015-8/6/2015</td>
<td>Per CBA 5.3.3</td>
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<tr>
<td>Main, Kimberly</td>
<td>IPS-Classroom/BJHS/6.0</td>
<td>3/16/2015-4/29/2015</td>
<td>Per CBA 5.11</td>
</tr>
<tr>
<td>Oates, Ashley</td>
<td>Instructional Assistant/Chapman/3.3</td>
<td>2/19/2015-6/4/2015</td>
<td>Per CBA 5.12</td>
</tr>
<tr>
<td>Parker, Roxanna</td>
<td>IA-Special Education/CHS/5.0</td>
<td>3/3/2015-6/4/2015</td>
<td>Per CBA 5.3.3</td>
</tr>
<tr>
<td>Wilson, Corine</td>
<td>Registrar/BJHS/8.0</td>
<td>2/17/2015-5/17/2015</td>
<td>Per CBA 5.3.3</td>
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### PROMOTION

<table>
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<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Alexander, Maria</td>
<td>IA-Bilingual/Shasta/4.0</td>
<td>2/11/2015</td>
<td>New Position</td>
</tr>
<tr>
<td>Bolduc, Stephanie</td>
<td>Cafeteria Satellite Manager/CCDS/6.0</td>
<td>2/6/2015</td>
<td>Vacated Position</td>
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### RESIGNATION/TERMINATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Amezquita-Perez, Angelica</td>
<td>Cafeteria Assistant/CHS/2.0</td>
<td>2/18/2015</td>
<td>39-mo Re-employment List</td>
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<tr>
<td>Boelens, Nicholas</td>
<td>IPS-Classroom/Emma Wilson/3.0 &amp; 3.0</td>
<td>3/31/2015</td>
<td>Voluntary Resignation</td>
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<tr>
<td>Employee #10334</td>
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<td>2/24/2015</td>
<td>Released During Probation</td>
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<tr>
<td>Hamlyn-Burton, Shannon</td>
<td>IPS-Healthcare/LCC/6.0</td>
<td>3/6/2015</td>
<td>Voluntary Resignation</td>
</tr>
<tr>
<td>Jeffries, Jeana</td>
<td>Administrative Assistant/Business Office/8.0</td>
<td>2/20/2015</td>
<td>Voluntary Resignation</td>
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<tr>
<td>Johnson, Payton</td>
<td>Computer Technician/Info Tech/8.0</td>
<td>2/28/2015</td>
<td>Voluntary Resignation</td>
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<tr>
<td>Sherwin, Adrian</td>
<td>IPS-Healthcare/MJHS/6.0</td>
<td>4/7/2015</td>
<td>Voluntary Resignation</td>
</tr>
<tr>
<td>Walls, William</td>
<td>Custodian/CJHS/8.0</td>
<td>2/27/2015</td>
<td>Voluntary Resignation</td>
</tr>
<tr>
<td>Webber, Jeffery</td>
<td>SMW-HVAC/M &amp; O/8.0</td>
<td>3/6/2015</td>
<td>Voluntary Resignation</td>
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</tbody>
</table>

### RESIGNED ONLY POSITION LISTED

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Maria</td>
<td>IPS-Healthcare/Shasta/5.5</td>
<td>2/10/2015</td>
<td>Promotion</td>
</tr>
<tr>
<td>Bolduc, Stephanie</td>
<td>Cafeteria Assistant/BJHS/2.0</td>
<td>2/5/2015</td>
<td>Promotion</td>
</tr>
<tr>
<td>Molina, Emma</td>
<td>IA-Special Education/Shasta/1.0</td>
<td>3/22/2015</td>
<td>Increase in Hours</td>
</tr>
<tr>
<td>Parsons, Diana</td>
<td>Instructional Assistant/Parkview/3.0</td>
<td>2/27/2015</td>
<td>Voluntary Resignation</td>
</tr>
<tr>
<td>Stimac, Kotie</td>
<td>Campus Supervisor/BJHS/1.8</td>
<td>3/22/2015</td>
<td>Increase in Hours</td>
</tr>
<tr>
<td>Wagner, Patricia</td>
<td>Cafeteria Assistant/CJHS/1.5</td>
<td>3/3/2015</td>
<td>Increase in Hours</td>
</tr>
<tr>
<td>Wheeler, Helen</td>
<td>Office Assistant/PVHS/4.0</td>
<td>4/10/2015</td>
<td>Voluntary Resignation</td>
</tr>
</tbody>
</table>
AGENDA ITEM: 2014-15 2nd Interim Budget

Prepared by: Kevin Bultema – Assistant Superintendent, Business Services

Consent

Information Only

Discussion/Action

Board Date March 25, 2015

Background Information

Chico Unified School District (CUSD) is required to submit two interim budget reports during the fiscal 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 2nd Interim Budget represents adjustments to the 2014-15 original budget including carryover funds from the prior year. It also represents actual revenues and expenditures received or incurred from July 1, 2014 through January 31, 2015.

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 2014-15 2nd Interim Budget estimates a positive change in fund balance of $1,706,979 for unrestricted programs and a negative change of -$3,126,110 in restricted programs. CUSD’s ending general fund balance for both unrestricted and restricted programs is projected to be $12,656,944 as of June 30, 2015. The unrestricted ending balance is estimated to be $10,487,889 and the restricted ending fund balance estimated is $2,169,055. The 2nd Interim report does not include any compensation increases for 2014-15 as negotiations with labor groups is on-going.

The Multi-Year Projection (MYP) currently shows the district will meet its economic reserve requirement in the current and subsequent two years. Thus, the 2nd Interim Budget meets the definition of a “Positive” certification in that the district will meet its financial obligations through 2016-17.

*A detailed report of the 2014-15 2nd Interim Budget will be presented at the board meeting.
AGENDA ITEM: Bid Approval for Safety and Security Window Coverings at Fair View High School and the J&K Building at Chico High School

Prepared by: Julia Kistle, Director Facilities & Construction

☐ Consent  Board Date  March 25, 2015

☐ Information Only

☒ Discussion/Action

Background Information
On December 11, 2013, the CUSD Board of Education directed Staff to proceed with Phase 1 Quickstart Safety and Security Projects identified in the Facilities Master Plan (FMP). The Facilities and Construction Department issued an informal bid notice on March 3, 2015, for new window coverings and installation at Fair View High School and the J&K building at Chico High School.

Bids were received on March 20, 2015. The lowest responsive bidder for this project will be announced at tonight’s Board meeting.

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

Fiscal Implications
Facilities Master Plan Projects identified by the Board of Education will be funded with Measure E Bond funds. The use of these funds may facilitate leverage to gain additional funding from the State of California.

The proposed projects qualify as projects defined in the voter approved Measure E ballot language.

Recommendation
It is recommended that the Board of Education authorize the Superintendent or designee to enter into an agreement with the lowest responsive bidder for window coverings and installation at Fair View High School and the J&K building at Chico High School.
AGENDA ITEM: Phase II Jr. High Conversions -- Facilities Master Plan Update

Prepared by: Julia Kistle, Director Facilities & Construction

☐ Consent  Board Date  March 25, 2015

☐ Information Only

☒ Discussion/Action

Background Information
The purpose of this item is to update the Board of Education on the Facilities Master Plan Phase II Jr. High Conversion projects. The architect and contractor for each project were selected previously and approved by the Board of Education as indicated in the table below:

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>ARCHITECT</th>
<th>CONTRACTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bidwell Jr. High Modernization</td>
<td>Lionakis</td>
<td>United Building Contractors</td>
</tr>
<tr>
<td>Board approved: 10/23/13</td>
<td>Board approved: 2/5/14</td>
<td>Board approved: 4/14/14</td>
</tr>
<tr>
<td>Schematic design approved: 10/15/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chico Jr. High New Science Building &amp;</td>
<td>Darden Architects</td>
<td>Clark &amp; Sullivan Construction</td>
</tr>
<tr>
<td>Modernization</td>
<td>Board approved: 2/5/14</td>
<td>Board approved: 4/14/14</td>
</tr>
<tr>
<td>Board approved: 10/23/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schematic design approved: 10/15/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marsh Jr. High New Multipurpose Building</td>
<td>Rainforth Grau Architects</td>
<td>Modern Building Company</td>
</tr>
<tr>
<td>Board approved: 10/23/13</td>
<td>Board approved: 11/20/13</td>
<td>Board approved: 4/14/14</td>
</tr>
<tr>
<td>Schematic design approved: 10/16/13</td>
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<td></td>
</tr>
<tr>
<td>Board approved: 10/23/13</td>
<td>Board approved: 2/5/14</td>
<td>Board approved: 4/14/14</td>
</tr>
<tr>
<td>Schematic design approved: 10/15/14</td>
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</tr>
</tbody>
</table>

- **BIDWELL JUNIOR HIGH SCHOOL**: The Administration, Library, Dining Area (MPR) and Gymnasium at Bidwell Jr. High will be modernized. This project will be divided into two construction phases. Increment 1 is planned to begin on March 30 and includes the demolition and abatement of the administrative office and front lobby/corridor area. The Administrative offices have been temporarily relocated to existing classrooms. This will enable construction to commence immediately upon approval of the plans by the Division of the State Architect (DSA). Plans were submitted to DSA on December 5, 2014, and are currently being reviewed for approval. Approval is anticipated by mid-April 2015.

- **CHICO JUNIOR HIGH SCHOOL**: A new science building with three laboratories and a teacher prep room will be constructed on the Chico Jr. High campus. Existing science classrooms will be made larger and reconstructed to meet district science program requirements and an engineering alcove will be constructed. The campus will also receive select modernization to include renovated restrooms, American's with Disabilities Act improvements, a reconfigured parking lot with new drop-off/pick-up lanes on the gym side of the campus, exterior paint and a new fire alarm system. Plans were submitted to DSA on January 28, 2015, and are currently being reviewed for approval. Approval is anticipated by the beginning of June 2015.

- **MARSH JUNIOR HIGH SCHOOL**: A permanent multipurpose room is being added to the Marsh Jr. High campus to replace the aging portable buildings used for food preparation and student dining since 1999. These portable buildings have reached the end of their useful life for students. The addition of this building was approved by the Board of Education in 2013 prior to the adoption of the Facilities Master Plan. The Marsh Jr. High Multipurpose Building has been reviewed and approved by DSA. This project is ready to commence pending Board approval tonight. A new science building with four laboratories will also be constructed on this campus. Plans were submitted to DSA on February 4, 2015 and are currently being reviewed for approval. Approval is anticipated by the beginning of June 2015.
Educational Implications
The District’s Strategic Plan states: “A safe, nurturing and inspiring environment is essential for individuals to thrive.”

Fiscal Implications
Facilities Master Plan Projects identified by the Board of Education will be funded with a combination of Measure E Bond funds, developer fees and state school facility program funds. The use of these funds may facilitate leverage to gain additional funding from the State of California as shown in the table below. The proposed projects qualify as projects defined in the voter approved Measure E ballot language.

PROJECTED EXPENSES

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Construction Budget</th>
<th>Soft Cost Budget</th>
<th>Contingency Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marsh New Multipurpose Building</td>
<td>6,800,000.00</td>
<td>1,317,000.00</td>
<td>340,000.00</td>
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<tr>
<td>Marsh New Science Building</td>
<td>4,000,000.00</td>
<td>990,000.00</td>
<td>200,000.00</td>
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<tr>
<td>Chico New Construction/Renovation/Modernization</td>
<td>6,400,000.00</td>
<td>1,676,000.00</td>
<td>320,000.00</td>
</tr>
<tr>
<td>Bidwell Modernization</td>
<td>4,200,000.00</td>
<td>1,330,500.00</td>
<td>210,000.00</td>
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Subtotals 21,400,000.00 5,313,500.00 1,070,000.00
TOTAL EXPENSES: $27,783,500.00

SOURCES OF FUNDING

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Funding Amount</th>
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</thead>
<tbody>
<tr>
<td>Measure E Series A (Fund 22)</td>
<td>8,050,000.00</td>
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<tr>
<td>Developer Fees (Fund 25)</td>
<td>13,586,000.00</td>
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<tr>
<td>SFP Reimbursements (Fund 35)</td>
<td>6,147,500.00</td>
</tr>
</tbody>
</table>

TOTAL SOURCES: $27,783,500.00

*POTENTIAL SFP FUNDING

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marsh New MPB</td>
<td>267,867.00</td>
</tr>
<tr>
<td>Marsh New Science</td>
<td>1,071,468.00</td>
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<tr>
<td>Chico New Construction/Renovation/Modernization</td>
<td>803,601.00</td>
</tr>
<tr>
<td>Bidwell Modernization</td>
<td>499,500.00</td>
</tr>
</tbody>
</table>

TOTAL SFP: $2,642,436.00

* These estimates are conservative. Applications for New Construction and Modernization will be filed with the Office of Public School Construction, for all projects, as if a state funding program is in place. The State is not currently funding these programs. If a state school facilities bond is passed in the future, the programs may be different.

Recommendation
It is requested that the Board of Education authorize the Superintendent or designee, to enter into the following appropriate agreements to keep the projects moving ahead:

1) Lease-Leaseback agreements with United Building Company for Increment 1 and 2 of the Modernization project at Bidwell Jr. High;

2) A Lease-Leaseback agreement with Clark and Sullivan Construction for the New Science Building and Modernization at Chico Jr. High;

3) A Lease-Leaseback agreement with Modern Building for the New Multipurpose Building at Marsh Jr. High; and

AGENDA ITEM: California Energy Commission (CEC) 0% Interest Loan

Prepared by: Kevin Bultema, Assistant Superintendent

☐ Consent  Board Date  March 25, 2015

☐ Information Only  

☒ Discussion/Action

Background Information
Chico Unified School District (CUSD) has received approval to receive a 0% loan in the amount of $3,000,000 from the California Energy Commission to install solar photovoltaic (PV) panels at five of our school sites. The following school sites will have solar systems installed with these funds:

- Emma Wilson Elementary School
- Neal Dow Elementary School
- Rosedale Elementary School
- Sierra View Elementary School
- Bidwell Jr. High School

As a reminder, financing options were presented to the board April 16, 2014 and the board decided to wait to see if our CEC loan would be approved and funded. The 0% CEC is the most economical financing option for these projects.

Educational Implications
N/A

Fiscal Implications
The CEC loan has a debt payment schedule of 12 years with no interest costs. The annual principal repayment is $250,000 per year. A portion of this cost will be offset with energy savings however CUSD will need to increase its budgeted operating expense related to the debt payment.

Also, this loan is a reimbursement loan and CUSD will need to pay for the construction from available cash reserves and then submit invoices to the CEC to receive the loan amount. CUSD has sufficient cash reserves to pay for the initial construction costs.

Additional Information
Administration recommends approval of the CEC loan authorizing district staff to sign the loan agreement. Construction would begin on these projects this summer.
The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- **Exhibit A** – Energy Conservation Assistance Act Loan Agreement
- **Exhibit A** – Attachment 1 – Budget Detail/Project Cost and Savings
- **Exhibit B** – Promissory Note
- **Exhibit B** – Attachment 1 – Estimated Amortization Schedule
- **Exhibit C** – Tax Certificate
- **Exhibit D** – Federal Provisions
- **Exhibit D** – Attachments
- **Exhibit E** – Special Terms and Conditions
- **Exhibit F** – Prop 39 Terms and Conditions
- **Exhibit G** – Contacts

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The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

### CALIFORNIA ENERGY COMMISSION

<table>
<thead>
<tr>
<th>AUTHORIZED SIGNATURE</th>
<th>DATE</th>
<th>AUTHORIZED SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel L. Grant Kiley</td>
<td>(916) 654-4379</td>
<td>NAME</td>
<td>PHONE</td>
</tr>
</tbody>
</table>

**Title**: Contracts, Grants and Loans Office Manager

**Address**: 1516 9th Street, MS-18, Sacramento, CA 95814
EXHIBIT A

ENERGY CONSERVATION ASSISTANCE ACT LOAN AGREEMENT

This Loan Agreement (the “Agreement”) is entered into as of the date it is executed by both parties hereto, between the California Energy Resources Conservation and Development Commission (the “Energy Commission”) and the Chico Unified School District (the “Borrower”) located in Butte County, CA.

1. STATUTORY AUTHORITY AND LOAN

   A. Pursuant to the purposes authorized by section 25410, et seq., of the California Public Resources Code (the “Energy Conservation Assistance Act”), the Energy Commission has approved the Borrower’s loan application dated December 30, 2013, which is not attached but is expressly incorporated by reference herein.

   B. Subject to the terms, covenants, conditions, and including Special Conditions (if applicable) contained herein, and the Budget Detail/Summary of Project Cost and Savings attached as Exhibit A, Attachment 1 hereto to the extent it modifies the Borrower’s loan application, the Energy Commission shall make a loan to the Borrower (the “Loan”) in the amount of three million dollars ($3,000,000) evidenced by a Promissory Note (the “Promissory Note”) for loan number 020-14-ECG attached hereto as Exhibit B.

2. PURPOSE

The Borrower agrees to expend all funds disbursed pursuant to this Agreement only for the purposes and in the amounts set forth in Exhibit A, Attachment 1 (the “Project”). Any other use of funds disbursed hereunder shall require prior written approval by the Energy Commission.

3. LOAN DISBURSEMENT SCHEDULE

   A. The Energy Commission agrees to disburse funds to the Borrower upon the Borrower’s execution of the attached Promissory Note and required supplemental documents, including invoices as required in Section 3.B below.

   B. Loan funds shall be disbursed on a reimbursement basis based on invoices submitted by Borrower in a form approved by the Energy Commission. Backup documentation for actual expenditures (such as timecards, vendor invoices, etc) and proof of payment must be provided to substantiate the request. Energy Commission staff will approve invoices
only after verifying requested amounts against backup billings and determining that expenses are appropriate and used for the authorized purposes of this Loan. For executed Agreements, invoices for expenses incurred during the Agreement Term are eligible for reimbursement.

C. All invoices must be submitted within sixty (60) days after Project completion.

D. The final ten percent (10%) of the Loan amount will be withheld as retention until the final report is received from the Borrower and the Commission’s Project Manager determines the Project has been satisfactorily completed.

4. **LOAN REPAYMENT AND INTEREST**

All funds disbursed hereunder, together with all interest payable thereon, shall be repaid to the Energy Commission in accordance with the terms of the Promissory Note. The Loan shall bear simple interest at the annual rate set forth in the attached Promissory Note on the principal balance of Loan funds disbursed to the Borrower. Payment of said interest shall be due at the time of semiannual scheduled Loan repayment installments to the Energy Commission, and interest shall accrue from the time of disbursal of funds to the Borrower until receipt of full Loan repayment to the Energy Commission.

5. **TERM**

A. The effective date of this Agreement shall be the date on which it has been executed by both parties hereto. No work is authorized, or shall begin until the Energy Commission signs the Agreement.

B. The Borrower agrees to complete performance of its obligations under this Agreement within the applicable periods stated in this Agreement.

6. **PREPAYMENT**

The Borrower shall have the right to prepay all or any part of the amount of this Loan at any time without penalty.

7. **PROMISSORY NOTE**

In order to evidence its debt to the Energy Commission hereunder, the Borrower agrees to, contemporaneously with the execution of this Agreement, execute and deliver to the Energy Commission the Promissory Note (attached as Exhibit B hereto).
8. **ACCOUNTS, AUDITS, AND RECORDS**

A. The Borrower agrees to establish on its books a separate account for this Loan. This account shall be maintained as long as the Loan obligation remains unsatisfied.

B. The Borrower further agrees to maintain records that accurately and fully show the date, amount, purpose, and payee of all expenditures drawn on said account for three (3) years after this Loan is repaid in full unless the Energy Commission requests a longer retention period.

C. The Borrower further agrees to utilize a voucher system by which all expenditures from said account will be authorized and authenticated.

D. The Borrower further agrees to allow the Energy Commission or any other agency of the State of California (the “State”) or their designated representatives, on written request, to have reasonable access to, and the right of inspection of, all records that pertain to said account or the Project. The Borrower also agrees to submit to an independent audit, if requested by the Energy Commission, at the expense of the Borrower. Borrower agrees to maintain all such records for a minimum of three years after this Loan is repaid in full unless the Energy Commission notifies the Borrower, prior to the expiration of such three-year period, that a longer period of record retention is necessary.

9. **SOURCE OF REPAYMENT; OPERATION OF PROJECT**

A. Semiannual payments due to the Energy Commission under this Agreement shall be made from savings in energy costs or other legally available funds as the Borrower chooses. If the Borrower is a county, city, town, township, board of education, or school district, the Borrower agrees that the amount of the semiannual Loan repayment shall not be raised by the levy of additional taxes and shall not be an obligation against tax revenues, but shall be obtained either from savings in energy costs resulting from the subject energy conservation projects or other legally available funds as the Borrower chooses.

B. Energy cost savings as determined by the Energy Commission are based on energy usage and serving utility rate schedules at the time of the issuance of this Loan, except as specified in Special Conditions, if any, as detailed in this Agreement, and the information and data contained in the Borrower’s loan application and technical study. The following will not affect the Energy Commission’s initial finding of energy cost savings, and are not a basis for claiming a lack of energy savings: a) changes in energy use and/or rate schedules which occur after issuance of the Loan,
except as specified in Special Conditions, if any, as detailed in this Agreement, b) deviations in the Project work scope from what was approved by the Energy Commission, c) changes in the Borrower’s facility and/or equipment which occur after the issuance of the Loan, including, but not limited to maintenance, operations, schedules, employees and facility alterations and expansions, d) deviations, omissions or errors found in the loan application and technical study after the Loan award. The Borrower is responsible for ensuring the accuracy of the information contained in its loan application and technical study. In the event annual energy cost savings resulting from the Project, as determined by the Energy Commission, fail to equal or exceed the amount due under this Agreement, this Agreement may be renegotiated to assure that the repayment amount does not exceed the actual energy savings or avoided costs resulting from the Project, and the Promissory Note will be revised accordingly. In no event, however, will the number of semiannual installments payable hereunder and under the Promissory Note exceed forty.

C. The Borrower shall obtain and maintain in its records any and all permits and licenses required to install or operate the Project and shall comply with all local, state, and federal laws, rules and codes concerning the Project. The Borrower shall maintain the Project in good working order for the duration of the Loan and shall insure that staff members are provided appropriate training on the operation and maintenance of the Project. The Borrower shall maintain insurance on the Project and, in the event of any casualty loss covered by such insurance policy, apply the proceeds to the repair of the Project or, with the approval of the Energy Commission, may use the insurance proceeds to install alternate projects to generate alternative energy cost savings to repay the Loan.

D. The Borrower agrees to provide the Energy Commission with the following information for three years following completion of the Project, unless the Energy Commission requests a longer period: (1) the annual computation, required by Section 25414 of the Energy Conservation Assistance Act, of energy cost savings for the most recent fiscal year, calculated in the manner and provided in the format prescribed by the Energy Commission; and (2) any information or change in assumptions or operations which might affect the Energy Commission’s initial determination of energy savings.

E. The Borrower authorizes any official or agent of the Energy Commission or the State to conduct physical inspections of the Project before the commencement; during construction, installation and implementation of the Project; and at any time prior to the complete repayment of the Loan. In each contract entered into with suppliers of goods and services to
install, conduct, or operate the Project, including management services, the Borrower shall include terms which allow any officer or agent of the Energy Commission or the State access to the Project site and to any books, documents, or records directly relevant to the Project.

F. If, prior to final repayment of the Loan, the Borrower sells the equipment or material installed with the proceeds of the Loan or sells the building, facility or system in which the Project has been implemented, then the Borrower shall apply the sale proceeds to repay any remaining balance due under this Agreement in full at the time of such sale. The Borrower shall notify the Energy Commission within five business days of the date on which the Borrower enters into an agreement to effect such transaction. The Borrower shall repay the Energy Commission within 30 calendar days of receiving an invoice from the Energy Commission for the balance due.

G. In accordance with Section 25415 of the Energy Conservation Assistance Act, the Borrower covenants to take such action as may be necessary to include all payments due hereunder in its annual budget and to make the necessary annual appropriations for all such payments. The obligation of the Borrower to make such payments shall be limited to the savings realized by the Borrower as a result of implementing the Project funded by the Loan.

10. **DEFAULT**

A. The Borrower’s failure to comply with any of the terms of this Agreement shall constitute a breach of this Agreement and an event of default. In such case, the Energy Commission may declare this Agreement to have been breached and be released from any further performance hereunder.

B. In the event of any default or breach of this Agreement by the Borrower, the Energy Commission, without limiting any of its other legal rights or remedies, may, to the extent permitted by law, declare the Promissory Note evidencing this Loan to be immediately due and payable from Borrower’s savings realized by Borrower as a result of implementing the Project funded by this Loan or Borrower’s other sources, but in no event from revenue raised by the levy of additional taxes.

11. **TERMINATION**

A. **With Cause**

The Energy Commission may, at its option, terminate this Agreement with cause in whole or in part, at any time prior to the funding of the Loan, upon
giving five (5) days advance notice in writing to the Borrower. "Cause" includes without limitation:

1) Failure to perform or breach of any of the terms or covenants at the time and in the manner provided in this Agreement; or

2) Significant change in Energy Commission or State policy such that the work or product being funded would not be supported by the Energy Commission; or

3) Reorganization to a business entity unsatisfactory to the Energy Commission.

B. Without Cause

The Energy Commission may, at its option, terminate this Agreement without cause in whole or in part, at any time prior to the funding of the Loan, upon giving thirty (30) days advance notice in writing to the Borrower.

12. REPORTING

A. Progress reports are due each calendar quarter until Project completion. At a minimum, Borrower shall submit progress reports in accordance with the following schedule:

<table>
<thead>
<tr>
<th>PROGRESS REPORT SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the Period Covering</td>
</tr>
<tr>
<td>January 1 through March 31</td>
</tr>
<tr>
<td>April 1 through June 30</td>
</tr>
<tr>
<td>July 1 through September 30</td>
</tr>
<tr>
<td>October 1 through December 31</td>
</tr>
</tbody>
</table>

B. A final report is due no later than (sixty) 60 days after Project completion.

C. The Energy Commission will not process an invoice unless the Borrower’s report submittals are up to date.

D. If requested by the Energy Commission, Borrower shall submit, within ten (10) days after the Energy Commission’s written request, a status report on its activities to date, pursuant to this Agreement.

E. Reports shall be in a format as determined by the Energy Commission.

F. The Borrower shall submit reports regarding energy savings as described in Section 9.D above.
13. **GENERAL TERMS**

A. **Indemnification by the Borrower.** The Borrower agrees to indemnify, defend, and save harmless the Energy Commission, the State, and their officers, agents, and employees from any and all claims, losses, or costs (including reasonable attorney fees) arising out of, resulting from, or in any way connected with the Loan or this Agreement, or the financing or the operation of the facilities financed with the Loan.

B. **Ownership of Equipment and Material.** All equipment and material acquired under this Agreement shall become the property of the Borrower at time of purchase. The Borrower shall obtain and maintain in its records a written waiver of all claims, other than those previously made in writing and still unsettled, from each contractor who supplies goods and services, including management services, in connection with the Project.

C. **Independent Capacity.** The Borrower, and the agents and employees of the Borrower, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the Energy Commission or the State of California.

D. **Assignment.** Without the written consent of the Energy Commission, this Agreement is not assignable or transferable by the Borrower either in whole or in part. The Energy Commission may assign its rights under this Agreement for security purposes, and in such event the assignee of this Loan Agreement, including the bond trustee of any bonds which may be secured by repayment of this Loan, shall be entitled to enforce the provisions hereof and shall be a third party beneficiary of this Agreement.

E. **Time of the Essence.** Time is of the essence in this Agreement. Borrower is required to take timely actions which, taken collectively, move to completion of the purpose for which this Loan was awarded. The Commission Project Manager will periodically evaluate the progress toward completion. If the Commission Project Manager determines that the Borrower is not progressing toward completion within one (1) year after the effective date of this Agreement, the Commission Project Manager may, without penalty or prejudice to any of the Energy Commission's other remedies, terminate this Agreement.

F. **Amendment.** No amendment or variation of the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.
G. **Severability.** In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

H. **Governing Law and Venue.** This Agreement is governed by and shall be interpreted in accordance with the laws of the State of California. Venue shall be in Sacramento County.

I. **Non-discrimination.** During the performance of this Agreement, the Borrower and its contractors and subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and family care leave. The Borrower and its contractors and subcontractors shall insure the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. The Borrower and its contractors and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this agreement by reference and made a part hereof as if set forth in full. The Borrower and its contractors and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement. The Borrower and its contractors shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under this Agreement.

J. **Incorporation of Energy Conservation Assistance Act.** The Energy Conservation Assistance Act, together with any applicable rules, regulations or procedures authorized by such statute, is incorporated by reference in this Agreement.

K. **Borrower Authorization.** The Borrower certifies it has full power and authority to enter into this Agreement, and this Agreement has been duly authorized, executed and delivered by the Borrower. The Borrower acknowledges the resolution of its governing body or other official action authorizing it to enter into this Agreement. The Borrower also authorizes
such further acts as are necessary, including execution of the Promissory Note, to implement and further the intent of this Agreement.

L. **Prevailing Wage.** The Borrower shall comply with Chapter 1 (commencing with Section 1720) of Part 7 of Division 2 of the Labor Code relating to the payment of prevailing wage for work performed on the Project financed in whole or in part with the proceeds of the Loan.

M. **Funding Eligibility.** By signing this Agreement, Borrower certifies it is eligible to receive state funding under all applicable laws, including but not limited to Chapter 2.8 "Project Labor Agreements", of Part 1, of Division 2 of the Public Contract Code.

14. **NOTICE**

Any notice required to be given to the Energy Commission hereunder shall be sent to the person and address listed under Legal Notices in Exhibit G, Contacts, or at such other address as the Energy Commission may designate in writing to the Borrower. Any notice required to be given to the Borrower hereunder shall be sent to the address shown for Borrower in this Agreement, or at such other address as the Borrower shall designate in writing to the Energy Commission. Notice to either party may be given using the following delivery methods: U.S. mail, overnight mail, or personal delivery, providing evidence of receipt, to the respective parties identified in this Agreement. Delivery by fax or e-mail is not considered notice for the purposes of this Agreement. Notice shall be effective when received, unless a legal holiday for the State commences on the date of the attempted delivery in which case the effective date shall be postponed 24 hours, or whenever the next business day occurs.
EXHIBIT A
ATTACHMENT 1
BUDGET DETAIL/PROJECT COST AND SAVINGS

This loan is made to the Chico Unified School District ("Borrower") for an energy savings Project. The Project consists of the installation of 910 kW-dc solar photovoltaic (PV) panels at five campuses within the District located in Butte County, CA.

The Table below summarizes the estimated Project cost(s), saving(s) and simple payback(s) for the Project.

TABLE 1: Summary of Project Cost and Savings:

<table>
<thead>
<tr>
<th>Energy Projects</th>
<th>Estimated Total Project Cost</th>
<th>Energy Commission Loan</th>
<th>Estimated Annual Energy Cost Savings</th>
<th>Simple Payback* (Years)</th>
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</thead>
<tbody>
<tr>
<td>910 kW-dc Solar PV Panel Installation</td>
<td>$3,608,598</td>
<td>$255,407</td>
<td>11.7</td>
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<tr>
<td>TOTALS:</td>
<td>$3,608,598</td>
<td>$3,000,000</td>
<td>$255,407</td>
<td>11.7</td>
</tr>
</tbody>
</table>

* The simple payback is based on the loan amount.

The Borrower shall implement each measure listed in Table 1.

If Borrower does not complete one or more of the measures or deviates from the quantities and specifications listed in Table 1, the Energy Commission will calculate the maximum loan amount supported by the Project. The loan amount will be determined by the lesser of: (1) multiplying the annual energy cost savings by 20; (2) total Project costs; or (3) approved loan amount.

A letter of agreement or loan amendment may be necessary to document these changes, at the discretion of the Energy Commission. If the Borrower has received disbursements exceeding the maximum loan amount supported by the Project, the Borrower shall refund the difference to the Energy Commission within 30 days of notification.
EXHIBIT B
PROMISSORY NOTE

LOAN NUMBER: 020-14-ECG
PRINCIPAL AMOUNT: $3,000,000
INTEREST RATE: 0%

1. For value received, the undersigned, (hereinafter referred to as the “Borrower”), promises to pay to the order of the State of California, Energy Resources Conservation and Development Commission (hereinafter referred to as the “Energy Commission”), at its principal place of business at 1516 Ninth Street, Sacramento, California 95814, or at such other place as the Energy Commission may designate the principal sum of three million dollars ($3,000,000) or such lesser amount as shall equal the aggregate amount disbursed to the Borrower by the Energy Commission pursuant to the above-referenced Energy Conservation Assistance Act Loan Agreement (the “Loan Agreement”) between the Borrower and the Energy Commission, together with interest thereon at the rate of 0% percent per annum on the unpaid principal, computed from the date of each disbursement to the Borrower. Principal, together with interest thereon, is due and payable in semiannual installments as specified in the Estimated Amortization Schedule, attached hereto as Exhibit B, Attachment 1 and as amended in the Final Amortization Schedule, beginning on or before December 22 of the fiscal year following the year in which the Project is completed and continuing thereafter on each June 22 and December 22 until said principal and interest shall be paid in full. The Final Amortization Schedule, and any amended Final Amortization Schedule(s), are not attached but are expressly incorporated by reference herein.

2. Payments received will be first applied to billed interest, if any, and the balance, if any, to principal. If all principal is repaid, the balance is applied to accrued interest.

3. Payment of any scheduled installment received within thirty (30) days of the due date shall be considered to have been received on the due date. Interest on the principal portion of the payment accrues through the due date.

4. Payment of any scheduled installment received more than thirty (30) days after the due date shall be considered late. Interest on the principal portion of the payment accrues through the actual date payment is received.

5. The Borrower may prepay this Promissory Note in full or in part, without penalty.

6. In accordance with Section 25415 of the Energy Conservation Assistance Act, the Borrower covenants to take such action as may be necessary to include all payments due hereunder in its annual budget and to make the necessary annual appropriations for all such payments. The obligation of the Borrower to make such payments shall be limited to the savings realized by the Borrower as a
result of implementing the Project funded by the Loan or Borrower’s other sources, but in no event from Borrower’s revenue raised by the levy of additional taxes. In the event of any default or breach of the Loan Agreement by the Borrower, the Energy Commission, without limiting any of its other legal rights or remedies, may, to the extent permitted by law, declare this Promissory Note to be immediately due and payable from Borrower’s savings in energy costs or Borrower’s other sources, but in no event from revenue raised by the levy of additional taxes.

7. If any installment is not paid within thirty (30) days after its due date, the Energy Commission, at its option, may require the Borrower to pay a late charge equal to five percent (5%) of the amount of the installment or Five Dollars ($5.00), whichever is greater.

8. On the occurrence of any event of default, the Energy Commission, at its sole election and without limiting any of its other legal rights or remedies, may, to the extent permitted by law, declare all or any portion of the principal and accrued interest on this Promissory Note to be immediately due and payable and may proceed at once without further notice to enforce this Promissory Note according to law.

9. Each of the following occurrences shall constitute an event of default:

A. Failure of the Borrower to repay any principal or interest when due under the terms of this Promissory Note;

B. Termination of the Loan Agreement pursuant to the terms thereof or breach by the Borrower of any terms of said Loan Agreement;

C. Failure of the Borrower to undertake in a timely way the express and implied activities for which said Loan Agreement has been executed;

D. Failure of the Borrower to obtain prior written Energy Commission approval before undertaking a change in the scope of the activities for which said Loan Agreement has been executed; or

E. Occurrence of: (1) the Borrower becoming insolvent or bankrupt or being unable or admitting in writing its inability to pay its debts as they mature or making a general assignment for the benefit of or entering into any composition or arrangement with creditors; (2) proceedings for the appointment of a receiver, trustee, or liquidator of the assets of the Borrower or a substantial part thereof, being authorized or instituted by or against the Borrower; or (3) proceedings under any bankruptcy, reorganization, readjustment of debt, insolvency, dissolution, liquidation or other similar law, or any jurisdiction being authorized or instituted against the Borrower.
10. No delay or failure of the Energy Commission in the exercise of any right or remedy hereunder or under any other agreement which secures or is related hereto shall affect any such right or remedy, and no single or partial exercise of any such right or remedy shall preclude any further exercise thereof, and no action taken or omitted by the Energy Commission shall be deemed a waiver of any such right or remedy.

11. Any notice to the Borrower provided for in this Promissory Note shall be given by mailing such notice by certified mail, return receipt requested, addressed to the Borrower at the address stated in the Loan Agreement, or to such other address as the Borrower may designate by notice to the Energy Commission. Any notice to the Energy Commission shall be given by mailing such notice by certified mail, return receipt requested, to the Energy Commission at the address stated in the Loan Agreement, or at such other address as may have been designated by notice to the Borrower.

12. If suit is brought to collect any part of this Promissory Note, the Energy Commission shall be entitled to collect all reasonable costs and expenses of said suit and any appeal therefrom, including reasonable attorney's fees.

13. This Promissory Note shall be binding upon the Borrower and its permitted successors and assigns and upon the Energy Commission and its permitted successors and assigns. Without the written consent of the Energy Commission, this Promissory Note is not assignable or transferable by the Borrower either in whole or in part. The Energy Commission may assign its rights under this Promissory Note for security purposes, and in such event the assignee of this Promissory Note, including the bond trustee of any bonds which may be secured by repayments of this Promissory Note, shall be entitled to enforce the provisions hereof and shall be a third party beneficiary of this Promissory Note.

14. This Promissory Note shall be construed and enforced in accordance with the laws of the State of California.

_________________________
Chico Unified School District
BORROWER

_________________________
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

_________________________
AUTHORIZED SIGNATURE

_________________________
TITLE

_________________________
DATE
Exhibit B - Attachment 1 - Estimated Amortization Schedule

| Loan Number: 020-14-ECG | Number of Payments: 24 |
| Recipient: Chico Unified School District | Estimated Disbursement Date: 7/8/2015 |
| Loan Amount: $3,000,000.00 | Estimated Project Completion Date: 12/31/2015 |
| Interest Rate: 0.00 % | Annual Energy Savings: $255,407.00 |

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<tr>
<th>Transaction Date</th>
<th>Payment Number</th>
<th>Invoice Number</th>
<th>Receipt Number</th>
<th>Disbursement Amount</th>
<th>Billing Invoice Amount</th>
<th>Repay Principal Amount</th>
<th>Repay Interest Amount</th>
<th>Unscheduled Principal Amount</th>
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EXHIBIT C

TAX CERTIFICATE

Not applicable.
EXHIBIT D

FEDERAL PROVISIONS

Not Applicable.
EXHIBIT E

SPECIAL TERMS AND CONDITIONS

Not Applicable.
EXHIBIT F

CLEAN ENERGY JOB CREATION FUND TERMS AND CONDITIONS

1. CLEAN ENERGY JOB CREATION FUND

This Loan is funded in whole or in part from the Energy Conservation Assistance Act - Education (ECAA-Ed) Subaccount, transferred from the Clean Energy Job Creation Fund established in Public Resources Code section 26205.

This ECAA-Ed Loan is subject to and Borrower shall comply with the provisions of Public Resources Code Division 16.3, the California Clean Energy Jobs Act.


2. REPORTING

A. During Construction/Before Project Completion

The Borrower shall comply with the reporting requirements in the Loan Agreement section 12.

B. After Project Completion

The following reporting requirements apply to this Loan Agreement, and replace the requirements in the Loan Agreement Section 9.D.

Between 12-15 months after Project completion, Borrower shall submit a report of its Project expenditures to the Citizens Oversight Board created pursuant to Public Resources Code section 26210, containing the information in this section with a copy to the Commission Project Manager. The Energy Commission will post a format and data collection method for the report on its Proposition 39 Web page. Public Resources Code section 26240(b) & (d).

1. The total final gross Project cost before deducting any incentives or other grants and the percentage of total Project cost derived from the Clean Energy Job Creation Fund.

2. The estimated amount of energy saved, accompanied by specified energy consumption and utility bill cost data for the individual facility where the
Project is located, in a format to be specified by the Commission Project Manager.

3. The nameplate rating of new clean energy generation installed.

4. The number of trainees.

5. The number of direct full-time equivalent employees and the average number of months or years of utilization of each of these employees.

6. The amount of time between awarding of the Loan and the completion of the Project.

7. Borrower’s energy intensity before and after Project completion, as determined from an energy rating or benchmark system, to be determined by the Energy Commission.

3. AUDIT

The following audit requirements apply, in addition to the auditing requirements in the Loan Agreement section 8.

*Public Resources Code section 26206(e).*

*Public Resources Code section 26240(g).*

A. Funding provided to a school district, county office of education, charter school or state special school is subject to annual audits required by Section 41020 of the Education Code.

B. Funding provided to community college districts is subject to annual audits required by Section 84040 of the Education Code.

4. ELECTRIC & GAS USAGE/BILLING DATA

Pursuant to Public Resources Code section 26240(a), Borrower must provide ongoing usage and billing records at the site of the Project installation.

A. For School Districts, County Offices of Education, Charter Schools and State Special Schools, this is done through the Proposition 39 energy expenditure plan submittal process.

B. For Community Colleges and Community College Districts, this is done through the Proposition 39 project plan process with the Chancellor's Office.
5. **CONTRACTS**

Contracts funded by Loan proceeds shall identify the project specifications, costs and projected energy savings. *Public Resources Code section 26206(d).*

6. **ENERGY SAVINGS, EVALUATION, ENERGY AUDIT, MEASUREMENT AND VERIFICATION**

Borrower shall:

A. Compute energy saved as a result of implementing the Project using a method and format provided by the Commission Project Manager. *Public Resources Code section 26235(a)(1).*

B. Evaluate the Project effectiveness using the method and factors provided by the Commission Project Manager. *Public Resources Code section 26235(a)(3).*

C. Employ energy audit, measurement and verification procedures to ensure energy savings and greenhouse gas emissions reductions occur as a result of the Project. *Public Resources Code section 26235(a)(4).*

7. **CHARTER SCHOOLS**

Borrower shall maintain an active valid charter until the Loan is repaid in full. If Borrower operates as a non-profit corporation, Borrower shall remain as a corporation in good standing with the California Secretary of State until the Loan is repaid in full.

8. **LEASED FACILITIES**

A. If the Project is located in a leased facility, the lease must be in effect until the Loan is repaid in full.

B. In addition, if Borrower leases a privately-owned facility or building that does not have a separate meter, or Borrower leases a privately-owned facility or building, and the lease payment includes the utility cost, then: Borrower shall provide to the Energy Commission, a certificate from the building owner before signing the Loan Agreement, indicating that building owner has committed to transferring the cost savings of the energy improvements to Borrower, either through a reduced lease payment, or other form of monetary reimbursement.
9. **REPAYMENT OF INCENTIVES**

If after the Project is completed and Borrower draws down Loan proceeds, Borrower receives a state, federal or local incentive (not including a utility rebate/incentive) for all or a portion of the Project costs that have been funded by this Loan, then Borrower must submit principal repayment to the Energy Commission in the amount of the incentive within 10 working days of receipt of the incentive. This repayment will be considered an unscheduled principal repayment.

10. **SOURCE OF LOAN REPAYMENT**

The Loan must be repaid with energy savings or other legally available sources, but shall not be repaid with Proposition 39 award funds (money Borrower is allocated pursuant to Public Resources Code section 26233, the California Clean Energy Jobs Act).
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Commission Project Manager:</strong></td>
<td><strong>Borrower Project Manager:</strong></td>
</tr>
<tr>
<td>Laura Zaninovich</td>
<td>Lalanya Rothenberger</td>
</tr>
<tr>
<td>California Energy Commission</td>
<td>Construction Manager</td>
</tr>
<tr>
<td>1516 Ninth Street, MS - 23</td>
<td>1163 East 7th Street</td>
</tr>
<tr>
<td>Sacramento, CA 95814</td>
<td>Chico, CA 95928</td>
</tr>
<tr>
<td>Phone: (916) 651-6196</td>
<td>Phone: (530) 891-3199</td>
</tr>
<tr>
<td>Fax: (916) 654-4304</td>
<td>Fax: (530) 891-3190</td>
</tr>
<tr>
<td>e-mail: <a href="mailto:Laura.Zaninovich@energy.ca.gov">Laura.Zaninovich@energy.ca.gov</a></td>
<td>e-mail: <a href="mailto:lrothenberger@chicousd.org">lrothenberger@chicousd.org</a></td>
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<tr>
<td><strong>Commission Grant's Officer:</strong></td>
<td><strong>Borrower Administrator:</strong></td>
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<tr>
<td>Cory Irish</td>
<td>Kevin J. Bultema</td>
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<tr>
<td>California Energy Commission</td>
<td>Assistant Superintendent Business</td>
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<td>Sacramento, CA 95814</td>
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<tr>
<td>Phone: (916) 654-4739</td>
<td>Phone: (530) 891-3000 x112</td>
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<td>Fax: (916) 654-4423</td>
<td>Fax: (530) 891-3190</td>
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<tr>
<td>e-mail: <a href="mailto:Cory.Irish@energy.ca.gov">Cory.Irish@energy.ca.gov</a></td>
<td>e-mail: <a href="mailto:kbultema@chicousd.org">kbultema@chicousd.org</a></td>
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<td>Fax: (916) 653-1435</td>
<td>Fax: (530) 891-3190</td>
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<tr>
<td>e-mail: <a href="mailto:Molly.Zhong@energy.ca.gov">Molly.Zhong@energy.ca.gov</a></td>
<td>e-mail: <a href="mailto:kbultema@chicousd.org">kbultema@chicousd.org</a></td>
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<tr>
<td><strong>Commission Legal Notice:</strong></td>
<td><strong>Borrower's Legal Officer:</strong></td>
</tr>
<tr>
<td>Rachel Grant Kiley, Manager</td>
<td>Greg Einhorn</td>
</tr>
<tr>
<td>Contract, Grants &amp; Loans Office</td>
<td>Law Offices of Gregory P. Einhorn</td>
</tr>
<tr>
<td>1516 9th Street, MS-1</td>
<td>854 Manzanita Court, #110</td>
</tr>
<tr>
<td>Sacramento, CA 95814</td>
<td>Chico, CA 95926</td>
</tr>
<tr>
<td>Phone: (916) 654-4379</td>
<td>Phone: (530) 898-0228</td>
</tr>
<tr>
<td>Fax: (916) 654-4076</td>
<td>Fax: (530) 898-0877</td>
</tr>
<tr>
<td>e-mail: <a href="mailto:Rachel.Grant-Kiley@energy.ca.gov">Rachel.Grant-Kiley@energy.ca.gov</a></td>
<td>e-mail: <a href="mailto:greg@einhornlawoffice.com">greg@einhornlawoffice.com</a></td>
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AGENDA ITEM:  School Site Security Patrol Discussion

Prepared by: Kevin Bulrema – Assistant Superintendent, Business Services

☐ Consent  Board Date  March 25, 2015

☐ Information Only

☒ Discussion/Action

Background Information

Chico Unified School District has experienced several incidents of vandalism and burglary at various school sites during the 2014-15 school year. Many classrooms and other facilities were damaged due these incidents. In addition, computers and other district-owned items were stolen.

In response to the break-ins, the district hired Armed Guard Private Protection to patrol school sites at night. CUSD required security patrol be **unarmed** when on our school sites. Based on data regarding the number of contacts of unauthorized people at night on school sites and the number of individuals known to have prior arrest records contacted, allowing armed security patrol on our school sites at hours when students are not present should be considered. Administration and a representative from Armed Guard Private Protection will provide a brief report on actions taken to address campus security and get direction from the board on possible use of future security patrols.

Educational Implications

Vandalized classrooms, office areas and other school site facilities disrupt the educational process for students and staff.

Fiscal Implications

Chico Unified School District contracted with Armed Guard Private Protection for the month of March 2015. The company provided two patrol checks per day at each of our school sites, at a cost of $2,860.00 for the month.

Recommendation

Administration recommends utilizing armed security patrols during non-student hours as deemed necessary. Any contract over $5,000 would be brought forward in the future for board approval per board policy.
AGENDA ITEM: Charter Review Committee Recommendation—Chico Country Day School

Prepared by: John Bohannon, Director

☐ Consent  Board Date  March 25, 2015
☐ Information Only
☒ Discussion/Action

Background Information
Chico Country Day School (CCDS) was founded in 1996. The CCDS charter was most recently renewed for a five-year term in 2010. The current charter will expire June 2015.

CUSD received a charter renewal petition for Chico Country Day School on January 25, 2015. Pursuant to California Education code, the CUSD Board of Directors held a public hearing regarding the renewal on February 18, 2015.

The CUSD Charter School Review Committee met to review the CCDS Renewal petition and is ready to make a recommendation to the Board.

Educational Implications
CCDS offers students in grades K-8 another educational option.

Fiscal Implications
CCDS is a direct funded charter, which means any ADA generated flows to the school and will not come to CUSD.

Additional Information
When a charter petition is renewed, Education Code mandates the term of the renewal is for five years.
To: Board of Education

From: John Bohannon, Director Alternative and Secondary Education

Date: March 25, 2015

RE: Chico Country Day School Renewal Request

Action Requested: Approve Chico Country Day School renewal because the charter school has met the standards and expectations set forth in the Charter Schools Act, Education Code 47605(b)(5), which governs charter school renewals.

Summary: Staff recommends approval based on the following factors:

1. Chico Country Day School’s academic achievement is comparable to similar CUSD schools.
2. Chico Country Day School’s governance and finance support the schools vision and function.
3. The Chico Country Day Charter Petition meets the 16 required elements of a charter petition and neither the school or petition display any of the reasons necessary for denial of a charter petition.

Governing Law: Under the California Charters Schools Act, authorizers are required to apply the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act:

A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.

The governing board of the school district shall not deny a petition for the establishment (or renewal) of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one of more of the following findings:

(1) The charter is presents an unsound educational program for the pupils to be enrolled in the charter school.
(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
(3) The petition does not contain the number of signatures required by subdivision (a). (not a requirement for renewal).
(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
(5) The petition does not contain reasonably comprehensive descriptions of all of the required charter elements.
**Academic Performance:** Pursuant to Education Code 47607(a)(3)(A) the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the charter school.

In absence of testing and achievement data for the 13-14 school year, CUSD utilized the following language to make this determination:

“The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, considering the composition of the pupil population that is served at the charter school.”

Comparison of CCDS with similar CUSD schools is attached.

**Procedural Background:**

1. CCDS submitted the Chico Country Day renewal petition on January 21, 2015 at the regularly scheduled Board of Education Meeting.
2. CUSD Charter Committee met for first discussion of the submission on Feb. 25.
3. A public hearing was held on February 18, 2015. Representatives from the petitioning group presented.
4. CUSD Charter Committee completed matrix of the 16 required elements of a charter petition between Jan. 21 and March 6
API comparison - low-SES subgroup

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<td>Sierra View</td>
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<td>816</td>
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API Comparison - low-SES Subgroup

- Sierra View
- Shasta
- Hooker Oak
- Chico Country Day
AGENDA ITEM: Initial Bargaining Proposal from California School Employees Association (CSEA), Chapter 110 to Chico Unified School District (CUSD)

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

☐ Consent

☐ Information Only

☐ Discussion/Action

Board Date March 25, 2015

Background Information:
Article 19 of the Collective Bargaining Agreement (CBA) between CSEA, Chapter 110 and CUSD states that “Annually, if either party desires to alter, modify or amend this agreement, either party may submit a written initial proposal to the other party...prior to March 15.”

CSEA, Chapter 110 recently provided the District with a copy of their initial proposal for the 2015/16 school year. That proposal is now ready to come forward to the Board of Education for information and for comment both from the Board and the public.

Articles 2 (Wages) and 7 (Health and Welfare Benefits) are automatically reopened each year. Given that the term of the current CBA expires in November 2015, the teams will be bargaining a successor agreement; all articles opened by either party will be the subject of bargaining for 2015/16. CSEA, Chapter 110 has identified several areas to discuss in bargaining including;

Article 1: Preamble
Article 2: Wages
Article 3: Hours of Employment
Article 5: Leaves
Article 7: Health and Welfare Benefits
Article 9: Training
Article 11: Procedures for Processing Grievances
Article 15: Transportation
Article 17: Early Retirement Pursuant to Government Code 20904
Article 19: Negotiations/Duration

Educational Implications:
None based on this proposal alone.

Fiscal Implications:
Undermined at this point.
AGENDA ITEM: Initial Bargaining Proposal from Chico Unified School District to Chapter 110 of the California School Employees Association for 2015/2016

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

Consent □ Information Only X Discussion/Action

Board Date March 25, 2015

Background Information
Article 19 of the Collective Bargaining Agreement (CBA) between California School Employees Association (CSEA), Chapter 110 and CUSD states that “Annually, if either party desire to alter, modify or amend this agreement, either party may submit a written initial proposal to the other party...prior to March 15.”

The District provided a copy of their initial proposal for the 2015/16 school year to CSEA, Chapter 110. That proposal is now ready to come forward to the Board of Education for information and comment both from the Board and the public.

Articles 2 (Wages) and 7 (Health and Welfare Benefits) are automatically reopened each year. Given that the term of the current CBA expires in November 2015, the teams will be bargaining a successor agreement; all articles opened by either party will be the subject of bargaining for 2015/16. The District has identified the following areas to discuss in bargaining:

- Article 2: Wages
- Article 3: Hours of Employment
- Article 7: Health and Welfare Benefits
- Article 5: Leaves
- Article 14: Disciplinary Procedure
- Article 16: Year-Round Education

Educational Implications
None based on this proposal alone.

Fiscal Implications
Undetermined at this point.
AGENDA ITEM: Resolution 1287-15, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2014-2015 School Year

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

☐ Consent Board Date March 25, 2015

☐ Information Only

☒ Discussion/Action

Background Information
The District no longer needs or no longer has the funds to support the positions noted in the Resolution.

Educational Implications
None.

Fiscal Implications
The District will save the cost of these positions.
RESOLUTION 1287-15
RESOLUTION OF THE GOVERNING BOARD
OF THE CHICO UNIFIED SCHOOL DISTRICT

ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2014-2015 SCHOOL YEAR

WHEREAS Education Code section 45258 provides for the layoff and reemployment of classified employees due to a lack of work and/or lack of funds, and,

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

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<th>Classification</th>
<th>Full-Time Equivalent</th>
<th>Site/Program</th>
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</thead>
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<td>Baker Assistant</td>
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<td>Bakery/Nutrition</td>
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<td>Marigold/Grant</td>
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<td>McManus/Grant</td>
</tr>
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<td>Marigold/Grant</td>
</tr>
<tr>
<td>IA-Elementary Guidance</td>
<td>0.2500</td>
<td>Sierra View/Grant</td>
</tr>
</tbody>
</table>

WHEREAS the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) effective July 1, 2012, through November 15, 2015. The CSEA's covered unit members, as defined in the Agreement, include those holding the positions described herein.

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

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

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

NOW, therefore, be it resolved the Board has this date adopted the Superintendent's recommendations and ordered a reduction of classified services, and it appears to the Board that due to a lack of funds it is necessary to eliminate certain classified position(s) and to layoff affected employee(s) hereinabove set forth.
BE IT FURTHER RESOLVED that the Board authorizes the District Superintendent to give notice to the affected classified employee(s) of the layoff in accordance with Education Code Sections 45117 and 45308 and pursuant to Article 4 of the current collective bargaining agreement and pursuant to Merit System rules, such notice to be given at least forty-five (45) working days prior to the effective date of each layoff as set forth above.

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

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

PASSED AND ADOPTED at a meeting of the Governing Board of the Chico Unified School District of Butte County on March 25, 2015.

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED this 25th day of March, 2015.

Clerk of the Governing Board of the
Chico Unified School District
AGENDA ITEM: Resolution 1288-15: Approval of a Variable Term Waiver Request for 30-Day Substitute Basic Skills Requirement

Prepared by: Bob Feaster-Assistant Superintendent, Human Resources

☐ Consent

Board Date March 25, 2015

☐ Information Only

☒ Discussion/Action

Background Information

In the event of a strike by the Chico Unified Teachers Association (CUTA), the District will need to hire substitutes as authorized by previously approved Board resolutions. Many of the substitutes will be currently credentialed teachers while some substitute will be individuals who qualify for the 30-Day Substitute Teacher Permit. One of the qualifications for the Substitute Teacher Permit is passing the California Basic Education Skills Test (CBEST). The California Commission on Teacher Credentialing will issue a one-year CBEST Waiver in order to recruit for the needed substitutes. This applies to substitute applicants who have a minimum of a bachelor’s degree and have passed TB and fingerprint clearance.

Educational Implications

In order to provide a viable and enriched learning environment in the event of a strike by CUTA the District will need to hire qualified substitutes.

Fiscal Implications

While the District plans to pay substitute teachers $280/day in the event of a strike by CUTA, this cost will be more than covered by the savings from not paying teachers who choose to not work during a strike.
Resolution No. 1288-15

BEFORE THE BOARD OF EDUCATION
of the
CHICO UNIFIED SCHOOL DISTRICT

Recruit and Hire Day-to-Day Substitute Teachers

WHEREAS, the California Commission on Teacher Credentialing allows school districts to temporarily waive the CBEST exam requirement for day-to-day substitute teachers.

WHEREAS, the districtwide waiver would be for a maximum of one year. Substitute teachers would have one calendar year to take and pass the CBEST, rather than having to pass prior to beginning work. The Commission has developed and recommended that the following statement be submitted to the Board for approval.

NOW, THEREFORE, BE IT RESOLVED THAT AS FOLLOWS:

The Board declares that the District has been unable to recruit enough day-to-day substitutes who have met the basic skills requirement. The District anticipates employing up to 150 substitutes on variable term CBEST waivers for the 2014-15 school year.

THE FOREGOING RESOLUTION was duly passed and adopted by the Board of Education of the Chico Unified School District at a regular meeting held on this 25th day of March, 2015, by the following roll call vote:

AYES:

NOES:

ABSENT:

Signed and approved by me after its passage.

ATTEST:

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President of the Board of Education

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Clerk of the Board of Education