CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Board Workshop
Wednesday, May 6, 2015
5:00 p.m. Closed / 6:00 p.m. Open
Pleasant Valley High School, Library
1475 East Avenue, Chico, CA 95926

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
            CUMA
            CSEA, Chapter #110
            Kelly Staley, Superintendent
            Bob Feaster, Asst. Superintendent
            Dave Scott, Asst. Superintendent
            Kevin Bulterm, Asst. Superintendent
            Joanne Parsley, Director
            Jim Hanlon, Principal
            Jay Marchant, Principal
            Ted Sullivan, Principal
            JoAnn Bettencourt, Principal
            Bob Kingsley, Attorney at Law

   2.2. Public Employee Performance Evaluation
        Per Government Code §54957
        Title: Superintendent

   2.3. Public Employment: Terms of Contracts
        Per Government Code §54957
        Title: Superintendent
        Title: Asst. Superintendent, Business Services

   2.4. Conference with Legal Counsel – Anticipated Litigation
        Per Subdivision (b) of Government Code §54956.9 (two cases)
        Present:
        Kelly Staley, Superintendent
        Bob Feaster, Asst. Superintendent
        Dave Scott, Asst. Superintendent
        Kevin Bulterm, Asst. Superintendent
        Eric Snedeker, Director
        Paul Gant, Attorney at Law

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

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

4. CONSENT CALENDAR
   4.1. EDUCATIONAL SERVICES
       4.1.1. Consider Expulsion of Students with the following IDs: 59811, 61732,
                        62030, 64793, 66144, 79336
       4.1.2. Consider Approval of the New Course Proposal: Art Studio 3
5. **DISCUSSION/ACTION CALENDAR**

5.1. **BUSINESS SERVICES**

5.1.1. **Discussion/Action**: Bid Approval for Safety and Security Window Coverings at Marigold, Loma Vista, Inspire and the J&K Building at Chico High School (Julie Kistie)

5.2. **EDUCATIONAL SERVICES**

5.2.1. **Information**: Common Core Instruction and California Assessment of Student Performance and Progress (CAASPP) (Michael Morris)

6. **ADJOURNMENT**

Elizabeth Griffin, President
Board of Education
Chico Unified School District

Posted: 5/1/15
:mm
The Chico Unified School District Board of Education welcomes you to this meeting and invites you to participate in matters before the Board.

INFORMATION, PROCEDURES AND CONDUCT
OF CUSD BOARD OF EDUCATION MEETINGS

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

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

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

PUBLIC PARTICIPATION FOR ITEMS ON THE AGENDA (Regular and Special Board Meetings)
The Board shall give members of the public an opportunity to address the Board either before or during the Board’s consideration of each item of business to be discussed at regular or special meetings.
- Speakers will identify themselves and will direct their comments to the Board.
- Each speaker will be allowed three (3) minutes to address the Board.
- In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item.

PUBLIC PARTICIPATION FOR ITEMS NOT ON THE AGENDA (Regular Board Meetings only)
The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. (Government Code 54954.2) Items brought forth at this part of the meeting may be referred to the Superintendent or designee or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.
- Public comments for items not on the agenda will be limited to one hour in duration (15 minutes at the beginning of the meeting and 45 minutes at the end of the meeting).
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given three (3) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3rd speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

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

COPIES OF AGENDAS AND RELATED MATERIALS:
- Available at the meeting
- Available on the website: www.chicousd.org
- Available for inspection in the Superintendent’s Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

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

Pursuant to Government Code 54957.5, If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the Chico Unified School District, Superintendent’s Office located at 1163 East Seventh Street, Chico, CA 95928 or may be viewed on the website: www.chicousd.org.
AGENDA ITEM: New Course Proposal: Art Studio 3

Prepared by: Reta Rickmers, PVHS Teacher

X Consent  Board Date  May 6, 2015

☐ Information Only

☐ Discussion/Action

Background Information
This is the third year of an intermediate/advanced level program in The Art Studio @ PV. Visual Art theory and application in the areas of drawing, design, painting, sculpture, digital art, and color theory will be focused in a three-part emphasis: studio work, art exhibition, and Art Service Learning. The third year student Art Studio will focus on art projects to further develop their own style and to create an advanced portfolio of their art. Technology integration will include the development of an e-portfolio and graphic design. Learning about art careers will be a component of this course.

Education Implications
This course will allow students interested in art or an art related career to further develop their art skills and to produce an extensive portfolio by allowing them to take Art Studio a third year.

Fiscal Implications
No fiscal implications. Art Studio 3 will be part of Art Studio 1 and 2.

Additional Information
Due to on-line PE, we now have more sophomores able to take Art Studio 1. Some of these students would like to take Art Studio 2 their junior year, and Art Studio 3 their senior year. Right now they are allowed to take Art 2 twice for credit. This new course description would reflect on their transcript that they are continuing on to a more advanced level of art.
**Chico Unified School District**
**NEW COURSE PROPOSAL OUTLINE**

**Course Title:** Art Studio 3  
**Grade Level:** 12  
**Elective/Required:** Elective; Fine Arts credit  
**Length/Credits:** Year/10 Credits  
**Prerequisites:** Art Studio 2  
**Course Number:**

I. **Course Rationale and Description:** This is the third year of an intermediate/advanced level program in The Art Studio @ PV. Visual Art theory and application in the areas of drawing, design, painting, sculpture, digital art, and color theory will be focused in a three-part emphasis: studio work, art exhibition, and Art Service Learning. The third year student Art Studio will focus on art projects to further develop their own style and to create an advanced portfolio of their art. Technology integration will include the development of an e-portfolio and graphic design. Learning about art careers will be a component of this course.


**Approved Core Literature:**

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>Creative Thinking and concept development/Sketchbook practices</td>
<td>CREATIVE EXPRESSION 2.0 Students use a variety of media and techniques to communicate meaning and intent through original works of art.</td>
<td>2 weeks</td>
<td>Brainstorming, visual Mapping, research</td>
<td>Performance and student self-assessment will be used for process assessment</td>
</tr>
<tr>
<td>Portfolio Development: 2-D Acrylic and</td>
<td>2.2 Prepare portfolios of their original works of art that reflect refined</td>
<td>On-going</td>
<td>Problem-based learning, Individual Discovery, Inquiry, Direct Instruction,</td>
<td>A rubric of general criteria for assessing visual art along</td>
</tr>
<tr>
<td>Life Drawing Unit: Portraiture and Figure Drawing</td>
<td>2.4 Review and refine observational drawing skills.</td>
<td>4 weeks</td>
<td>Direct Instruction, Project based learning</td>
<td>Rubric scoring and portfolio assessment</td>
</tr>
<tr>
<td>Art Criticism Unit (Including Art History with an emphasis on the contemporary) And Visual Literacy</td>
<td>4.0 Students analyze, assess, and derive meaning from works of art, including their own. 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. 3.4 Discuss the purposes of art in selected contemporary cultures.</td>
<td>On-going</td>
<td>Direct Instruction, Critique, Lecture, Write-to-Learn, Group Discussion, Visual Aids/Overhead, Videos</td>
<td>Student self- and peer-assessment, rubric scoring, and portfolio assessment will be used for product assessment.</td>
</tr>
<tr>
<td>Art Series Unit (students create a body of works of art that are related both conceptually and visually)</td>
<td>CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS 5.0 Students develop skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills related to the visual arts.</td>
<td>6 weeks</td>
<td>Problem-based learning, Individual and Group Discovery, Inquiry, Direct Instruction, Write-to-Learn, Group Discussion</td>
<td>Student self- and peer-assessment, rubric scoring</td>
</tr>
<tr>
<td>Cross-Curricular</td>
<td>5.2 Create works of art that</td>
<td>3 weeks</td>
<td>Problem-based learning, Individual</td>
<td>Rubric and self-assessment</td>
</tr>
<tr>
<td>Unit</td>
<td>5.4 Prepare portfolios of their original works of art for a variety of purposes</td>
<td>On-going</td>
<td>Collaborative Learning, Guest Speakers and Artists, Demonstration, Critique</td>
<td>Rubric and self-assessment</td>
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<tr>
<td>E-Portfolio Design</td>
<td>2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).</td>
<td>On-going throughout the semester</td>
<td>Collaborative Learning, Guest Speakers, Demonstration, Critique</td>
<td>Rubric and self-assessment</td>
</tr>
<tr>
<td>Service Learning Art Project</td>
<td>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</td>
<td>On-going</td>
<td>Service Learning, Differentiated Instruction, community involvement, strength-based learning</td>
<td>Rubric and self-assessment, collaborative learning</td>
</tr>
<tr>
<td>Art Careers Unit</td>
<td>5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).</td>
<td>On-going</td>
<td>Visual Aids/Overhead, Videos</td>
<td>Class discussion, writing to learn</td>
</tr>
</tbody>
</table>
V. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

Problem-based learning, Individual and Group Discovery, Inquiry, Direct Instruction, Lecture, Write-to-Learn, Group Discussion, Visual Aids/Overhead, Videos, Collaborative Learning, Guest Speakers and Artists, Demonstration, Critique, Realia, Service Learning, Differentiated Instruction.

Honors Instructions: AP Studio Art students (when the class is offered and combined with Art Studio 3) will receive differentiated instruction in order to prepare them to pass the AP Studio Art exam.

V. Grading Policy:
Student progress will be reported in accordance with CUSD Board Policy. Grades will reflect assessments of each student’s art production and art processes as determined by the stated assessments and evaluations.

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Aligned with State Frameworks: (X) Yes ( ) No
CSU/UC Requirement: ( ) Yes ( ) No

Sites offered:

Chico Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Art Studio III
Submitted by: Reta Pridgen
Department: V.A.A.
School: PVAS.
Planned Start Date: 8/2016

Approvals (Signature & Date):

Dept. Chair (High Schools)

<table>
<thead>
<tr>
<th>School</th>
<th>Signature</th>
<th>Approve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chico High</td>
<td>[Signature]</td>
<td>☑ Approve</td>
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<tr>
<td>PVHS</td>
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<tr>
<td>Alt. Ed.</td>
<td>[Signature]</td>
<td>☑ Approve</td>
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<tr>
<td>Inspire</td>
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<td>☑ Approve</td>
</tr>
</tbody>
</table>

Reject
Dept. Rep (Jr. High)

Bidwell  □ Reject  □ Approve

Chico Jr.  □ Approve  □
Reject

Marsh  □ Approve  □
Reject

Alt. Ed.  □ Approve  □
Reject

Secondary Admin. Council  □ Approve  □
Reject

Educational Services  □ Approve  □
Approve  □ Reject

- 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: Bid Approval for Safety and Security Window Coverings at Marigold, Loma Vista, Inspire and the J&K Building at Chico High School

Prepared by: Julia Kistle, Director Facilities & Construction

☐ Consent
☐ Information Only
☒ Discussion/Action

Board Date May 6, 2015

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 April 23, 2015, for new window coverings and installation at Marigold, Loma Vista, Inspire and the J&K building at Chico High School.

Bids were received on May 5, 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 Marigold, Loma Vista, Inspire and the J&K building at Chico High School.
Background Information
This board workshop agenda item is an informational update and discussion about current implementation efforts and issues related to instruction and assessment of the California Common Core State Standards in English Language Arts/Literacy and Mathematics. Instructional shifts to support student success in the Common Core are currently in progress.

New computer-based assessments designed to measure student knowledge of the California Common Core State Standards are underway across the state. Spring 2015 is the baseline year of the fully operational Smarter Balanced Assessment Consortium (SBAC) assessment system. These computer based assessments are part of the new state assessment system established in 2014. The California Assessment of Student Performance and Progress (CAASPP) system replaced the Standardized Testing & Reporting Program (STAR). Additionally, the state has implemented a spring 2015 Field Test, the California Alternate Assessment (CAA), designed for students with severe cognitive difficulties. This test will be fully operational in spring 2016.

Educational Implications
The California Common Core State Standards in English Language Arts/Literacy and Mathematics represent higher and deeper expectations. Instruction and assessment practices will require continual refinement in order to assist our students in meeting these expectations.

Fiscal Implications
Implementation of Common Core Standards has ongoing fiscal implications for instructional materials, professional development, technology, and resources to support curriculum, instruction and assessment.