

# **CUSD Board of Education**

**Regular Meeting Agenda  
Chico City Council Chambers  
April 18, 2007**

**CLOSED SESSION – 6:15 P.M.  
REGULAR BOARD MEETING – 7:00 P.M.**



## **Board Members**

**Rick Rees, President  
Jann Reed, Vice President  
Dr. Kathleen Kaiser, Clerk  
Rick Anderson, Member  
Dr. Andrea L. Thompson, Member**

**Dr. Chet M. Francisco, Superintendent**

**This Agenda is Available at:  
Chico Unified School District  
1163 E. 7<sup>th</sup> Street  
Chico, CA 95928  
(530) 891-3000  
Or Online at:  
[www.chicousd.org](http://www.chicousd.org)**

**Posted: 04/13/07**

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 PARTICIPATON FOR ITEMS ON THE AGENDA**

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

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

#### **PUBLIC PARTICIPATON FOR ITEMS NOT ON THE AGENDA**

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

- Public comments for items not on the agenda will be limited to one hour in duration.
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given five (5) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3<sup>rd</sup> 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](http://www.chicousd.org)
- Available for inspection in the Superintendent's Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

#### **AMERICANS WITH DISABILITIES ACT**

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

**CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

**Regular Session Meeting – April 18, 2007**

**Closed Session 6:15 P.M.**

**Regular Session 7:00 P.M.**

**Chico City Council Chambers**

**421 Main Street, Chico, CA 95928**

**AGENDA**

**1. CLOSED SESSION – 6:15 P.M.**

**1.1 Update on Labor Negotiations**

Employee Organizations:

CUTA

CSEA, Chapter #110

Other Representatives:

Chet Francisco, Superintendent

Bob Feaster, Assistant Superintendent

Kelly Staley, Assistant Superintendent

Randy Meeker, Assistant Superintendent

**1.2 Public Employee Performance Evaluation pursuant to Government Code §54957**

Title: Superintendent

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

**2. REGULAR SESSION – City Council Chambers - 7:00 P.M.**

2.1 Call to Order

2.2 Closed Session Announcements

2.3 Flag Salute

**3. STUDENT REPORTS**

**4. SUPERINTENDENT'S REPORT**

**5. CONSENT CALENDAR**

**A. GENERAL**

1. Consider approval of Minutes of 3/21/07.

2. Consider acceptance of Donations.

**B. EDUCATIONAL SERVICES**

1. Consider approval of expulsions of students with ID's: 28708, 30146, 34368, 34477, 35089, 38987, 39016, 39221, 41681 and 63968.

2. Consider approval of clearance of expulsions of students with ID's: 23566, 28792, 28973, 37926, 59057, 60843 and 63422.

3. Consider approval of Field Trip Request by PVHS I.Tech to attend SkillsUSA State Competition at Riverside, CA, from 4/19/07 – 04/22/07.

4. Consider approval of Field Trip Request by CJHS 7<sup>th</sup> graders to attend Shakespeare Festival in Ashland, OR, from 4/21/07 – 4/22/07.
5. Consider approval of Field Trip Request from PVHS FHA/HERO students to attend State Leadership Convention in Fresno, CA, from 04/28/07 – 05/01/07.
6. Consider approval of Fund Raising Request by CHS Jr. Varsity & Varsity Baseball on 09/08/07.
7. Consider approval of Field Trip Request from CJHS 6<sup>th</sup> graders to attend Woodleaf from 05/07/07 – 05/12/07.
8. Consider approval of Fund Raising Request from Neal Dow to hold the annual Wog-A-Thon on 05/18/07.
9. Consider approval of Field Trip Request from PVHS ACE-LIFE to visit San Jose, CA, on 05/10/07.
10. Consider approval of Field Trip Request from CHS MESA to visit San Francisco, CA, from 05/09/07 – 09/10/07.
11. Consider approval of application for funding of Career Technology Education equipment and supplies.
12. Consider approval of spending plan for Discretionary Block Grant.
13. Consider approval of final Categorical Budgets.
14. Consider approval of Field Trip Request for Parkview 6<sup>th</sup> graders to attend Butte Meadows Science Camp from 05/29/07 – 06/01/07.

**C. HUMAN RESOURCES**

1. Consider approval of Certificated Human Resources actions.
2. Consider approval of Classified Human Resources actions.

**D. BUSINESS SERVICES**

1. Consider purchase approval of relocatable restroom at Nord Country School.
2. Consider purchase approval of relocatable classroom for Hooker Oak.
3. Consider bid approval for new HVAC units and reroof at Chico Country Day School.
4. Consider bid approval for HVAC replacement at the Bidwell Jr. High School Library.
5. Consider bid approval for HVAC replacement of Unit H, I at Chico Jr. High School.
6. Consider acceptance of Notice of Completion – Chico High School Elevator.
7. Consider approval of the declaration of surplus property pursuant to Education Code Sections 17545 and 17546 and direct staff to dispose of said property pursuant to the methods set forth in the Declaration, as staff deems most appropriate.

**6. INFORMATION/ACTION CALENDAR**

**A. EDUCATIONAL SERVICES**

1. Action: Consider approval of New Course Proposal from CHS – *Electronic Music Composition* (MaryLou Lim)



2. Action: Consider approval of New Course Proposal from PVHS – *Art Studio 1*. (Reta Rickmers)
3. Action: Consider approval of New Course Proposal from CHS – *ELD Study Skills*. (Beth Johnson)
4. Action: Consider adoption of new textbooks for Science 9 -12 (Alan Stephenson)
5. Action: Consider adoption of new textbooks for Science K-8 (Alan Stephenson)
6. Information: CUSD K-12 Sequence “Assessment”, update. (Mike Morris, Brian Mullins, Tina Keen, Connie Chrysler-Anderson)
7. Information: CHS and PVHS Smaller Learning Communities Grant Update. (Liz Metzger, Eric Nilsson)
8. Action: Consider approval of MOU between CUSD and BCOE. (Vikki Gillett)
9. Action: Update regarding CUSD’s Online Education course in United States History. (Sara Simmons)
10. Action: Consider acceptance of annual Site Visit Reports on Nord Country School and Chico Country Day School. (Sara Simmons)
11. Information: Prop 1D. (Sara Simmons)
12. Information: 1<sup>st</sup> Reading of Board Policies 6000 Series – Instruction. (Kelly Staley)
  - 6000 – Concepts & Roles
  - 6011 – Academic Standards
  - 6020 – Parent Involvement
  - 6030 – Integrated Academic & Vocational Instruction
  - 6111 – School Calendar
  - 6112 – School Day
  - 6115 – Ceremonies & Observations
  - 6116 – Classroom Interruptions
  - 6141 – Curriculum Development & Evaluation
  - 6141.2 – Recognition of Religious Beliefs & Customs
  - 6141.5 – Advanced Placement
  - 6141.6 – Multicultural Education
  - 6142.1 – Sexual Health & HIV/AIDS Prevention Instruction
  - 6142.3 – Civic Education
  - 6142.6 – Visual & Performing Arts Education
  - 6142.7 – Physical Education
  - 6142.8 – Comprehensive Health Education
  - 6142.91 – Reading/Language Arts Instruction
  - 6142.92 – Mathematics Instruction
  - 6142.93 – Science Instruction
  - 6143 – Courses of Study
  - 6144 – Controversial Issues
  - 6145 – Extracurricular & Cocurricular Activities
  - 6145.2 – Athletic Competition
  - 6145.5 – Student Organizations & Equal Access
  - 6145.6 – International Exchange
  - 6145.8 – Assemblies & Special Events
  - 6146.1 – High School Graduation Requirements

- 6146.11 – Alternative Credits Toward Graduation
- 6146.2 – Certificate of Proficiency/High School Equivalency
- 6146.3 – Reciprocity of Academic Credit
- 6146.5 – CUSD Junior High School Promotional Requirements
- 6151 – Class Size
- 6152 – Class Assignment
- 6153 – School-Sponsored Trips
- 6154 – Homework/Makeup Work
- 6158 – Independent Study
- 6159 – Individualized Education Program
- 6159.1 – Procedural Safeguards & Complaints for Special Education
- 6159.2 – Nonpublic, Nonsectarian School & Agency Services for Special Education
- 6159.3 – Appointment of Surrogate Parent for Special Education Students
- 6161 – Equipment, Books & Materials
- 6161.1 – Selection & Evaluation of Instructional Materials
- 6161.11 – Supplementary Instructional Materials
- 6161.2 – Damaged or Lost Instructional Materials
- 6161.3 – Toxic Art Supplies
- 6162.5 – Student Assessment
- 6162.51 – Standardized Testing & Reporting Program
- 6162.52 – High School Exit Examination
- 6162.54 – Test Integrity/Test Preparation
- 6162.6 – Use of Copyrighted Material
- 6162.7 – Use of Technology in Instruction
- 6162.8 – Research
- 6163.1 – Library Media Centers
- 6163.2 – Animals at School
- 6163.4 – Student Use of Technology
- 6164.2 – Guidance/Counseling Services
- 6164.4 – Identification of Individuals for Special Education
- 6164.5 – Student Success Teams
- 6164.6 – Identification & Education Under Section 504
- 6171 – Title 1 Programs
- 6172 – Gifted & Talented Student Program
- 6173 – Education for Homeless Children
- 6173.1 – Education for Foster Youth
- 6174 – Education for English Language Learners
- 6176 – Weekend/Saturday Classes
- 6177 – Summer School
- 6178 – Vocational Education
- 6178.1 – Work Experience Education
- 6179 – Supplemental Instruction
- 6181 – Alternative Academic Programs
- 6182 – Opportunity School/Class/Program
- 6184 – Continuation Education
- 6185 – Community Day School
- 6190 – Evaluation of the Instructional Program

13. Information: Self Funded Sports. (Kelly Staley)

**B. HUMAN RESOURCES**

1. Resolution #985-07 Teacher Appreciation

- 7. ITEMS FROM THE FLOOR**
- 8. ANNOUNCEMENTS**
- 9. ADJOURNMENT**

Next Regular Board Meeting: May 16, 2007

**MINUTES****1. CLOSED SESSION****1.1 Public Employee Performance Evaluation pursuant to Government Code §54957**

Title: Superintendent

**1.2 Conference with Legal Counsel: Existing Litigation per Government Code §54956.9(a) Sloan v. CUSD**

Representatives:

Chet Francisco, Superintendent

Kelly Staley, Assistant Superintendent

Randy Meeker, Assistant Superintendent

Counsel: Kristin Lindgren, Attorney at Law

**2. REGULAR SESSION – 7:00 P.M.**

2.1 Board President Rees called the Regular Session Meeting to Order in the City Council Chambers at 7:07 p.m.

**2.2 Announcements on Closed Session**

Board President Rees stated that the Board had been in closed session since 6:15 p.m. regarding items 1.1 and 1.2 above and there were no announcements.

2.3 Board President Rees led the salute to the Flag.

**3. STUDENT REPORTS**

Chico High School Rally Commissioner, Serene Goodman, presented activities at CHS.

Pleasant Valley High School's Carlie Ernenwein, Jr. Class Secretary, and David Hernandez. ASB Vice President, gave a presentation on events at PVHS.

**4. SUPERINTENDENT'S REPORT**

Jerry Joiner and Miles Peacock presented the SkillsUSA team of John Darms, Kyle Dominguez, Carl Jordan, John Smith, Leroy Ross, Alex Guerra and Courtney Hersh. The student team had placed in the Regional's and was planning on participating in the State competition at Riverside.

Superintendent Francisco introduced Tami Ramos, a CUSD bus driver, who received a round of applause for her actions in preventing a serious accident while on her route.

**5. CONSENT CALENDAR**

At 7:25 p.m., Board President Rees asked if there were any public comments on any consent items or any items to be removed for further discussion. None being made, a motion was made by Board Clerk Kaiser and seconded by Board Member Thompson to approve the Consent Agenda, as follows:

**A. GENERAL**

1. The Board approved Minutes of Regular Meeting held 02/21/07.

2. The Board accepted the Donations/Gifts to the District.

<b>Donor</b>	<b>Item</b>	<b>Recipient</b>
Chris Curtis	Video Production	AFC - Student Presentations
Sherwin-Williams	3 Gallons of Paint	Chapman
Robert McSpadden	8 Bulletin Board & Misc. Items	Chapman
Roland & Carol Chell	\$100.00	CHS - ACT
K/D Lieberman	\$300.00	CHS - ACT
Kandi & Randy Cummings	\$200.00	CHS - ACT
Sara Fike	\$100.00	CHS - ACT
Ken Rorie	\$52.00	Emma Wilson
Margaret & Dan Tebo	\$100.00	Emma Wilson - Field Trip
N.Michelle Borg, DDS	\$100.00	Emma Wilson - Kellogg's Class
		Emma Wilson - Roy/McCormack
PG&E	\$60.00	Classes
PG&E (E.Johnson Donor)	\$160.00	Emma Wilson - Roy/McCormack

## MINUTES

		Classes
PG&E (Lia White Donor)	\$45.00	MJHS - Art
PG&E (Don Chambers Donor)	\$117.00	MJHS - Home Ec
Louis Nevins	Bundy Oboe	MJHS - Music
PG&E (Lia White Donor)	\$45.00	MJHS - Science
PG&E (Don Chambers Donor)	\$117.00	MJHS - Science
Walter Mazen, Sr. Estate	17 Ref Books & 2 Videos	Neal Dow
Margaret Ricketts	101 CTP, Books in Spanish	Parkview - Immersion
Kim Scobee	20 Books	Parkview - Library
PG&E (R.Leppard/J.Walther Donors)\	\$249.00	PVHS
PG&E (R.Leppard/J.Walther Donors)	\$249.00	PVHS
Global Impact (N.Overton Donor)	\$200.00	PVHS
Golden Valley Bank	\$50.00	PVHS - Academic Decathlon
John & Eleanor Gavazza	\$200.00	PVHS - Academic Decathlon
Karen McCarthy	\$100.00	PVHS - Academic Decathlon
Diane Wilkinson	\$50.00	PVHS - Academic Decathlon
The Graphic Fox	\$25.00	PVHS - Academic Decathlon
Karen & Kirby White	\$100.00	PVHS - ASB/FHA-Hero/Culinary
Soroptimist International	\$300.00	PVHS - Foreign Language
Tony Carlisle	300 Papa Murphy's Pizza Cards	PVHS - Girls Basketball
Linda Elliott	15 books	PVHS - Library
Cherish Razenbach	2 Mass Market Books	PVHS - Library
Gloria Harris	One Hardbound Book	PVHS - Library
Linda Rolls	13 Books	PVHS - Library
Linda Rolls	35 Books	PVHS - Library
Jean Delgado	TV & VCR	PVHS - Library
Shasta PTO	\$1,500.00	Shasta
Dave & Suzi Maloney	HP Desktop Printer	Shasta - Room 16
Washington Mutual	\$108.44	Sierra View

## B. EDUCATIONAL SERVICES

1. The Board approved the expulsion of students with the following ID's: 24978, 28222, 53780, 54653, 56236, 59100, 59303, 61399, and 64157.
2. The Board approved the Field Trip Request by MJHS 6<sup>th</sup> graders to attend Woodleaf Environmental Camp from 05/06/07 – 05/11/07.
3. The Board approved the Field Trip Request by Cohasset 6<sup>th</sup> graders to visit San Francisco, CA, on 05/04/07.
4. The Board approved the Field Trip Request by CHS FFA to attend State Leadership Conference in Fresno, CA, from 04/14/07 – 04/17/07.
5. The Board approved the Fund Raising Request by Little Chico Creek PTA to hold a jog-a-thon from 04/13/07 – 05/03/07.
6. The Board approved the Field Trip Request by MJHS Advance Band/Choir to attend a musical festival in San Jose/Santa Clara, CA, from 5/12/07 – 05/13/07.
7. The Board approved the Field Trip Request by Neal Dow 6<sup>th</sup> graders to visit Yosemite National Park from 05/30/07 – 06/01/07.
8. The Board approved the waivers for students with disabilities who took one or both portions of the CAHSEE with modification and attained the equivalent of a passing score.
9. The Board approved the Quality Education Investment Act (QEIA) grant application.
10. The Board approved the Field Trip Request from Marigold 6<sup>th</sup> graders to attend Woodleaf Environmental

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11. Camp from 04/10/07 – 04/13/07.  
The Board approved the Fund Raising Request from CHS Class for 2007 by building items to auction to the public from 04/17/07 – 04/18/07.

## C. HUMAN RESOURCES

1. The Board approved the Certificated Human Resources Actions:

Name	Assignment	Effective	Comment
<u>Administrative Appointment(s) – Summer Session 2007</u>			
Besnard, Bruce	Principal (3 weeks plus planning time)		
Dion, Dave	Teacher-in-Charge/Principal (3 weeks plus planning time)		
Shepherd, John	Principal (3 weeks plus planning time)		
<u>Part-Time Leave Request(s) for 2006/07</u>			
Cross, Deidra	Secondary	2nd Semester 2006/07 (Effective 3/5/07)	0.8 FTE Leave (increase leave for remainder of 2006/07)
<u>Rescission/Change Leave Request(s) for 2006/07</u>			
Cook, Lori	Secondary	2nd Semester 2006/07 (Effective 3/5/07)	Rescind .2 FTE of Leave (Work .6 FTE/remainder of 2006/07)
<u>Full-Time Leave Request(s) for 2007/08</u>			
Lower, Kristin	Secondary	1st Semester 2007/08	1.0 FTE Leave
<u>Part-Time Leave Request(s) for 2007/08</u>			
Albert, Karla	Elementary	2007/08	0.2 FTE Leave
Aldrin, Mary	Elementary	2007/08	0.6 FTE Leave
Anderson-Nilsson	Elementary	2007/08	0.5 FTE Leave
Beaton, Patricia	Elementary	2007/08	0.2 FTE Leave (Policy #4475 STRS Reduced Workload)
Barsuglia, Elizabeth	Secondary	2007/08	0.4 FTE Leave (Policy #4475 STRS Reduced Workload)
Borquez, Kim	Elementary	2007/08	0.2 FTE Leave
Bunch, Michelle	Elementary	2007/08	0.4 FTE Leave
Cardinet, Julie	Elementary	2007/08	0.2 FTE Leave
Connolly, Cheryl	Elementary	2007/05	0.2 FTE Leave
Cross, Deidra	Secondary	2007/08	0.8 FTE Leave
Early, Katy	Elementary	2007/08	0.5 FTE Leave
Fanucchi, Gary	Elementary	2007/08	0.25 FTE Leave (Policy #4475 STRS Reduced Workload)
Forrest, Marla	Elementary	2007/08	0.4 FTE Leave
Galli, Michele	Elementary	2007/08	0.2 FTE Leave
Geise, Beth	Elementary	2007/08	0.25 FTE Leave
Glick, Melanie	Elementary	2007/08	0.2 FTE Leave
Hian, Nancy	Secondary	2007/08	0.5 FTE Leave

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Hoffman, Gina	Secondary	2007/08	0.2 FTE Leave
Imes, Mary	Elementary	2007/08	0.2 FTE Leave
Kendall, Colleen	Speech Therapist	2007/08	0.5 FTE Leave (Policy #4475 STRS Reduced Workload)
Kindopp, Heather	Elementary	2007/08	0.6 FTE Leave
Knippen, Audrey	Psychologist	2007/08	0.2 FTE Leave
Koch, Lynn	School Nurse	2007/08	0.2 FTE Leave
Larson, Gayle	Elementary	2007/08	0.2 FTE Leave
Larson, Kristina	Secondary	2007/08	0.4 FTE Leave
Lieberman, Kim	Elementary	2007/08	0.2 FTE Leave
Loustale, Diane	Elementary	2007/08	0.2 FTE Leave
Malnar, Peggy	Elementary	2007/08	0.2 FTE Leave (Policy #4475 STRS Reduced Workload)
Manna, Jennifer	Elementary	2007/08	0.6 FTE Leave
Martin, Michelle	Secondary	2007/08	0.4 FTE Leave
Mathews, Craig	Secondary	2007/08	0.4 FTE Leave
Miller, Karen	Secondary	2007/08	0.4 FTE Leave
Morrissey, Stacie	Secondary	2007/08	0.4 FTE Leave
Nichols, Janelle	Elementary	2007/08	0.6 FTE Leave
Noble, Kelly	Elementary	2007/08	0.4 FTE Leave
Oster, Penny	Elementary	2007/08	0.2 FTE Leave
Parkin, Bonnie	Elementary	2007/08	0.35 FTE Leave
Pitsker, Richard	Secondary	2007/08	0.2 FTE Leave (Policy #4475 STRS Reduced Workload)
Rosenow, Deborah	Secondary	2007/08	0.2 FTE Leave
Schulz, Kathleen	Secondary	2007/08	0.2 FTE Leave (Policy #4475 STRS Reduced Workload)
Sehorn, Beatriz	Elementary	2007/08	0.2 FTE Leave
Snider, Gina	Secondary	2007/08	0.6 FTE Leave
Southam, Kirsten	Elementary	2007/08	0.8 FTE Leave
Travers, Deborah	Secondary	2007/08	0.2 FTE Leave
Vickers, Lark	Elementary	2007/08	0.2 FTE Leave
Watson, Carrie	Secondary	2007/08	0.4 FTE Leave
Williams, Amy	Elementary	2007/08	0.2 FTE Leave

Retirement(s)/Resignation(s)

Beveridge, Merrieta	June 8, 2007	Retirement
Boone, Jamie	February 20, 2007	Resignation from Leave
Brodsky, Thomas	June 8, 2007	Retirement
Carlson, Mary	June 8, 2007	Retirement
Circo, Jill	June 8, 2007	Retirement
Daley, Maureen	June 8, 2007	Retirement
Delgado, Jean	June 8, 2007	Retirement
Delgado, Sharon	June 8, 2007	Retirement
Dobbs, Timothy	June 8, 2007	Retirement

## MINUTES

Fellner, Craig	June 8, 2007	Retirement
Fellner, Diane	June 8, 2007	Retirement
Ferrera, Norma	June 8, 2007	Retirement
Fisher, Elizabeth	June 8, 2007	Retirement
Gattuccio-Collins, Judy	June 8, 2007	Retirement
Goodes, Janice	June 8, 2007	Retirement
Greenwald, Donna	June 8, 2007	Retirement
Hampton, Teresa	March 13, 2007	Resignation from Leave
Hanlon, Krista	February 9, 2007	Resignation from Leave
Haynes, David	June 8, 2007	Retirement
Holterhaus, William	June 8, 2007	Retirement
Iddings, Roxanne	June 8, 2007	Retirement
Janosz, Gary	June 8, 2007	Retirement
Klassy, Michele	June 8, 2007	Retirement
LaGrandeur, Mary	June 8, 2007	Retirement
Lindeman, Vicki	June 8, 2007	Retirement
Mahon-Russo, Leslie	June 8, 2007	Retirement
Milbury, Peter	June 8, 2007	Retirement
Montgomery, Priscilla	June 8, 2007	Retirement
Mullins, Brian	June 8, 2007	Retirement
Nichols, Christina	June 8, 2007	Retirement
O'Hara, Kathleen	June 8, 2007	Retirement
Paul, Dewey	June 8, 2007	Retirement
Paul, Lynda	June 8, 2007	Retirement
Personett, Stephen	June 8, 2007	Retirement
Posey, Pamela	June 8, 2007	Retirement
Puelicher, Rita	June 8, 2007	Retirement
Rea, Brian	June 8, 2007	Retirement
Rupp, Michael	June 8, 2007	Retirement
Shinn, Cheryl	June 8, 2007	Retirement
Slankard, Russell	June 8, 2007	Retirement
Smith, Jeff	June 8, 2007	Retirement
Stephenson, Gwyneth	June 8, 2007	Retirement
Stephenson, W. Alan	June 30, 2007	Retirement
Tharpe, Barbara	June 8, 2007	Retirement
Wasinger, Elizabeth	June 8, 2007	Retirement
Wemp, David	June 8, 2007	Retirement
White, Donna	June 8, 2007	Retirement
White, Valerie	June 8, 2007	Retirement

## 2. The Board approved the Classified Human Resources Actions:

<u>Name</u>	<u>Class/Location/Assigned Hours</u>	<u>Effective</u>	<u>Comments/Fund</u>
<u>Appointments</u>			
Bhojak, Deborah	LT IA-Special Education/CHS/6.5	02/16/07- 06/07/07	Extend LT Position/ Special Education
Crotti, Maryanne	IA-Special Education/BJHS/5.0	02/23/07	Vacated Position/ Special Education
Jaramillo, Timothy	IA-Special Education/MJHS/5.0	03/06/07	Vacated Position/ Special Education
Kennedy, Sean	IPS-Healthcare/Loma Vista/3.0	02/22/07	Vacated Position/ Special Education



## MINUTES

Levine, Susan	Library Media Assistant/Citrus/2.0	02/20/07	New Position/ Grant Fund
Meldrum, Tiffany	IPS-Classroom/Citrus/3.0	02/05/07	Vacated Position/ Special Education
Phillips, Mark	IPS-Classroom/Hooker Oak/2.0	02/21/07	New Position/ Special Education
Ryan, Patrick	IPS-Classroom/Loma Vista/2.0	02/20/07	New Position/ Special Education
Shannon, Jocelyn	IPS-Healthcare/Citrus/3.5	02/20/07	Vacated Position/ Special Education
Snyder, Robin	Instructional Assistant/Rosedale/2.0	03/12/07	Vacated Position/ Categorical Fund
Tatom, Judy	IPS-Classroom/Loma Vista/2.0	03/09/07	Vacated Position/ Special Education
Welch, David	IA-Computers/Neal Dow/5.0	03/05/07	Vacated Position/ Categorical Fund
Xiong, Lee	Impacted Language Liaison-Hmong/ McManus/3.0	02/06/07	Vacated Position/ Categorical Fund
<u>Increase in Hours</u>			
Alstad, Mark	School Bus Driver 2/Transportation/7.9	02/20/07	Existing Position
Budgett, Cheryl	School Bus Driver 1/Transportation/7.7	02/20/07	Existing Position
Day, Doris	School Bus Driver 2/Transportation/7.1	02/20/07	Existing Position
Gudgeon, Richard	School Bus Driver 1/Transportation/6.2	02/20/07	Existing Position
Hayes, Dennis	School Bus Driver 2/Transportation/7.7	02/20/07	Existing Position
Leckenby-Sanborn, Dian	School Bus Driver 2/Transportation/7.5	02/20/07	Existing Position
Leffler, Nicholas	Computer Technician/Neal Dow/3.0	02/26/07	Vacated Position/ Categorical Fund
Miller, Andrea	Library Media Asst/McManus/4.1	04/10/07	Vacated Position/ Categorical Fund
Persaud, Nayaram	School Bus Driver 1/Transportation/6.7	02/20/07	Existing Position
Tatom, Judy	IPS-Classroom/Loma Vista/4.0	02/20/07	New Position/ Special Education
Tritchler, Stacy	School Bus Driver 2/Transportation/7.6	02/20/07	Existing Position
Weber, Glenys	Healthcare Asst-Specialized/Loma Vista/6.0	03/07/07	Vacated Position/ Special Education
<u>Voluntary Reduction in Hours</u>			
Apalit, Jr., Victor	Campus Supervisor/MJHS/1.0	1/29/07	Existing Position
Kennedy, Sean	IPS-Healthcare/Loma Vista/3.0	2/22/07	Vacated Position/ Special Education
<u>Re-employ from Layoff</u>			
Denora, George	Cafeteria Assistant/CHS/2.0	02/26/07	Vacated Position
Leave of Absence			
Brown, Deborah	Cafeteria Assistant/Marigold/4.9	03/15/07- 08/13/07	Per CBA 5.12
Feulner, Carla	IPS-Healthcare/PVHS/5.0	02/22/07- 06/07/07	Per CBA 5.12
Feulner, Carla	IPS-Classroom/Loma Vista/2.0	02/22/07- 06/07/07	Per CBA 5.12
Kokinos, Diane	School Office Manager/Parkview/8.0	02/27/07- 03/13/07	Per CBA 5.3.3
Kokinos, Diane	School Office Manager/Parkview/8.0	03/14/07- 09/16/07	Per CBA 5.3.3
Maxwell, Keri	IPS-Classroom/Citrus/1.5	01/22/07- 06/01/07	Per CBA 5.12

## MINUTES

Tracy, Jeffrey	IPS-Healthcare/PVHS/1.2	01/23/07- 05/24/07	Per CBA 5.12
<b>RESIGNATIONS</b>			
<u>Resigned Only Position Listed</u>			
Alstad, Mark	School Bus Driver 2/Transportation/7.6	02/19/07	Increase in Hours
Budgett, Cheryl	School Bus Driver 1/Transportation/6.0	02/19/07	Increase in Hours
Day, Doris	School Bus Driver 2/Transportation/7.0	02/19/07	Increase in Hours
Gudgeon, Richard	School Bus Driver 1/Transportation/5.9	02/19/07	Increase in Hours
Hayes, Dennis	School Bus Driver 2/Transportation/7.1	02/19/07	Increase in Hours
Kennedy, Sean	IPS-Healthcare/Loma Vista/4.0	02/21/07	Voluntary Reduction in Hours
Leckenby-Sanborn, Dian	School Bus Driver 2/Transportation/7.3	02/19/07	Increase in Hours
Leffler, Nicholas	Computer Technician/Sierra View/1.0	02/25/07	Increase in Hours
Miller, Andrea	Library Media Assistant/Hooker Oak/2.5	04/09/07	Increase in Hours
Miller, Andrea	Library Media Assistant/Shasta/1.6	04/09/07	Voluntary Resignation
Persaud, Nayaram	School Bus Driver 1/Transportation/6.5	02/19/07	Increase in Hours
Shannon, Jocelyn	IPS-Classroom/Citrus/3.5	02/19/07	Lateral Transfer
Tatom, Judy	IPS-Classroom/Loma Vista/3.0	02/19/07	Increase in Hours
Tritchler, Stacy	School Bus Driver 2/Transportation/7.5	02/19/07	Increase in Hours
Weber, Glenys	Healthcare Asst-Specialized/Loma Vista/5.0	03/06/07	Increase in Hours
<u>Resignation/Termination</u>			
George, Jodi	Passenger Van Driver/Transportation/7.8	02/20/07	Voluntary Resignation
Gillespie, Gaby	Parent Classroom Aide- Restr/McManus/2.6	03/05/07	Voluntary Resignation
Homesley, Brett	IPS-Classroom/BJHS/6.0	02/10/07	Voluntary Resignation
Nhan, Johnny	IPS-Classroom/MJHS/6.0	03/09/07	Voluntary Resignation
Schutz Fort, Emma	IPS-Healthcare/Loma Vista/3.0	03/09/07	Voluntary Resignation

3. The Board approved the Certification of Athletic Coaches per Title 5, §5594.

C. BUSINESS SERVICES

1. The Board the payment of Warrants from February 15, 2007 – March 14, 2007.

FUND #:	FUND DESCRIPTION:	WARRANT #S:	AMOUNT
01	General Fund	343673-343915	\$391,277.36
01	General Fund	343925-344221	\$642,033.39
12	Child Development	344222	\$74.23
13	Nutrition Services	343349-343363	\$20,190.22
13	Nutrition Services	343916-343918	\$283.54
14	Deferred Maintenance	344223-34224	\$24,560.75
24	Bldg Fund Measure A (P & I)	343919	\$583.00
25	Capital Facilities FD - State CAP	344225	\$17,889.36
29	Bldg Fund 1988 Ser. C - INT	34226	\$950.00
35	County School Facility Fund	343920-343921	\$129,967.41
42	Special Reserve - RDA City Pass Thru	343922-343923	\$2,973.52
42	Special Reserve - RDA City Pass Thru	344227-344228	\$96,353.13
<b>TOTAL WARRANTS TO BE APPROVED:</b>			<b>\$1,327,135.91</b>

2. The Board approved the consultant agreement with Technical Consultants International for \$67,347.08 to provide conversion of archival files.
3. The Board approved the consultant agreement with the Center for Evaluation and Research, Inc. for \$25,000.00 to evaluate Teaching American History Grant as required.

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MINUTES

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(Consent Agenda Vote)

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

**6. DISCUSSION/ACTION CALENDAR**

**A. GENERAL**

1. Sara Simmons, Director, presented the Charter Review Committee's recommendation on the George Washington Carver Charter School petition. The recommendation was to deny the petition based on the following findings of Education Code §47605: (b) (1) the charter school presented an unsound educational program; (b)(2) the petitioners were demonstrably unlikely to successfully implement the program set forth in the petition; (b)(3) the petition did not contain the number of signatures required; and (b)(5) the petition did not contain reasonably comprehensive descriptions of the charter provisions in Education Code §47605(b), Components of Charter Petition. At 7:37 p.m. Board President Rees asked for public comment. There being none, a motion to accept the recommendation and deny the charter petition was made by Board Clerk Kaiser and seconded by Board Vice President Reed.

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

A second motion was made by Board Member Anderson to include the Staff Report presented by Sara Simmons as the basis for the rejection. Board Clerk Kaiser seconded the motion.

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

*At 8:10 p.m. Board President Rees stated that an Emergency Action Item would be added to the Agenda – the recommendation to appoint a new 1.0 FTE principal for Pleasant Valley High School, based on the results of recent interviews which occurred after the Agenda was posted. A motion to accept the Emergency Item was made by Board Clerk Kaiser and seconded by Board Vice President Reed.*

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

*Superintendent Francisco recommended that Steve Connolly be appointed in the position of Principal at PVHS. A motion was made by Board Member Anderson to appoint Steve Connolly as principal and seconded by Board Clerk Kaiser.*

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

**B. EDUCATIONAL SERVICES**

1. Assistant Superintendent Staley reviewed the 2<sup>nd</sup> reading of Board Policy 5148.2. At 8:15 p.m. Board President Rees asked if there was any public comment. There being none, a motion was made by Board Clerk Kaiser and seconded by Board Member Thompson to approve Board Policy 5148.2 – Before and After School Programs.

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

2. At 8:15 p.m. Dr. Cynthia Kampf presented an update on the State and Federal Testing programs.

3. At 8:51 p.m. Coordinator Mike Morris gave a presentation of the Assessment programs.

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MINUTES

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## C. HUMAN RESOURCES

1. Assistant Superintendent Staley presented Resolution 983-07: Elimination of Classified Services. This was a 2.5 hour vacant position which was no longer needed. Board Member Anderson moved to adopt Resolution 983-07, seconded by Board Clerk Kaiser. At 9:25 p.m. Board President Rees asked for public input. There was none.

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

2. Assistant Superintendent Staley presented Resolution 984-07: Extension of deadline to April 30, 2007, for CUTA notification to the District to participate in the STRS Golden Handshake. At 9:26 p.m. Board President Rees asked for public comment. There was none. A motion was made by Board Vice President Reed and seconded by Board Member Thompson to approve Resolution 984-07.

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

3. Assistant Superintendent Staley presented in this PUBLIC HEARING the Chico Unified Teachers Association (CUTA) proposal to the District to introduce modification to Article 6 (Hours of Employment) and Article 9 (Benefits). This was an information item only and no action was required.
4. Assistant Superintendent Staley presented in this PUBLIC HEARING Chico Unified School District's proposal to CUTA. At this time the District proposed to open no articles for bargaining and would negotiate with CUTA on Articles 6 and 9. This was an information item only and no action was required.

## D. BUSINESS SERVICES

1. Facilities Planning/Construction Supervisor Mike Weissenborn gave a brief overview laying out the steps necessary to replace the relocatables at the Chico High School campus. He requested that the Board grant authorization to send out Requests for Proposals (RFP's) to architectural groups to submit proposals on this project for CUSD review. At 9:35 p.m. Board President Rees asked for any public input. There being none, a motion was made by Board Clerk Kaiser and seconded by Board Member Anderson to grant authorization to Facilities to send out RFP's to replace relocatables at the CHS campus.

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

2. Assistant Superintendent Meeker reviewed the 2006-2007 2<sup>nd</sup> Interim Budget. At 9:50 p.m. Board President Rees asked if there was any public comment. There was none. A motion to approve the 2<sup>nd</sup> Interim Budget was made by Board Vice President Reed and seconded by Board Clerk Kaiser.

AYES: Rees, Reed, Kaiser, Anderson, Thompson

NOES: None

**7. ITEMS FROM THE FLOOR**

At 9:51 p.m., Board President Rees opened the public forum. Anthony Watts spoke about transportation.

**8. ANNOUNCEMENTS**

Debi Stalions announced that the PTA Honorary Service Awards and the Wells Fargo Teacher Awards event would be April 25 at California Park. Also coming up, the Chico High School Bird House auction event April 17-18 to earn money for the Senior's safe and sober grad night.

**9. ADJOURNMENT**

There being no further items or announcements, the meeting was adjourned at 9:54 p.m.

**MINUTES**

:mga

APPROVED:

\_\_\_\_\_  
Board of Education

\_\_\_\_\_  
Administration

## DONATIONS/GIFTS

Donor	Item	Recipient
Ben Levin - In Memory of Maurice Levin	Violin	Chapman
Washington Mutual	\$645.52	Chapman
Lifetouch	\$334.00	Chapman
Thomas Masterson	22 Framed Pictures	CHS
Orient & Flume	Mini Vase	CHS - Band Auction
Dan & Karen Irving	\$325.00	CHS - Boys' Volleyball Program
Dan Dietz	\$500.00	CHS - Boys' Volleyball Program
Susan Janosz	\$200.00	CHS - Boys' Volleyball Program
Deanna Alexich	\$20.00	CJHS - Art Dept.
Washington Mutual	\$667.98	Cohasset
Target	\$40.34	Cohasset
Cohasset PTA	Books	Cohasset - Library
Washington Mutual	\$134.24	Emma Wilson
Little Chico Creek PTA	\$92.40	LCC - 5th grade field trips
Little Red Hen	\$500.00	LCC - Mr. Martini's Class
Little Chico Creek PTA	2 Microphones & Repair Work	Little Chico Creek
M/M F.J. Lewis	\$75.00	Little Chico Creek - Ms. Wren's Class
Tri-Counties Bank	\$500.00	McManus - 5th grade trips
Thomas Masterson	10 Textbooks	MJHS
Thomas Masterson	4 Boxes of Books	MJHS
Leannee Ulvang	Sewing Notions	MJHS - Home Ec
Thomas Masterson	Nordic Track Gym	MJHS - PE
Gina & Aaron Chatfield	\$40.00	Neal Dow - 6th grade trips
Kathi Wilson	\$80.00	Neal Dow - Shasta Caverns Trip
Butte Community Bank	\$100.00	Neal Dow - Yosemite Trip
Jahmineh Farboud	\$300.00	Neal Dow - Yosemite Trip
Barnhard Heating & Air	\$100.00	Neal Dow - Yosemite Trip
Washington Mutual	\$384.54	PVHS - Administration
Tom Irvine	\$60.00	PVHS - Athletics - Boys' Basketball
Kevin Spellman	\$30.00	PVHS - Athletics - Boys' Basketball
Nick Regas	\$25.00	PVHS - Athletics - Boys' Basketball
Blue Shield	\$100.00	PVHS - Athletics - Boys' Golf
B. Munson	\$25.00	PVHS - FHA
North Valley Volleyball	\$1,000.00	PVHS - Girls Volleyball Team
Anthony Maples	13 Hardbound Books	PVHS - Library
Cherish Razenbach	1 Hardbound Book	PVHS - Library
Lash's Glass	25 Sq.Ft. Mirror	PVHS - Weight Room
Karen & Kirby White	\$100.00	PVPHS - FHA
Target	\$268.52	Sierra View
Albertsons	\$14.00	Sierra View
Chico Horticultural Society	\$175.00	Sierra View
Sierra View PTA	\$1,836.00	Sierra View - 6th Gr Outdoor School
Sierra View PTA	\$1,702.81	Sierra View - 6th Gr Outdoor School
Sierra Nevada Brewing Co.	\$50.00	Sierra View - 6th Gr Outdoor School
Sierra View PTA	\$10,711.38	Sierra View - Classroom
Carmen Padilla	\$50.00	Sierra View - Room 15
Mark & Wendy Hansen	\$50.00	Sierra View - Room 15

Title: FIELD TRIP REQUEST - PVHS SKILLSUSA

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

April 18, 2007

Prepared by: Miles Peacock  
Pleasant Valley High School

### **Background Information**

PVHS ROP welding students earned 1<sup>st</sup> place medals in the Regional Skills USA competition held on February 3, 2007. This placing earned them a spot to the California State Skills USA competition. The competition will be held April 19-22, 2007 in Riverside, CA.

### **Educational Implications**

Students will be able to compete with other top welding students throughout the state of California, with the chance to earn a spot to the national competition, in Kansas City, Missouri. Students will also be attending professional seminars, and leadership workshops.

### **Fiscal Implications**

No fiscal implications on general fund. Carl Perkins funding will provide for substitute teacher, registration and meals for one instructor. Butte County Office of Education will cover all other costs (hotel, travel, etc.).

### **Additional Information**

### **Recommendation**

I recommend approval of the field trip.

## CHICO UNIFIED SCHOOL DISTRICT

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

5.B.3

Page 2 of 2

## FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 02/14/07

FROM: Miles Peacock/Jerry Joiner

School/Dept.: Pleasant Valley HS

SUBJECT: Field Trip Request

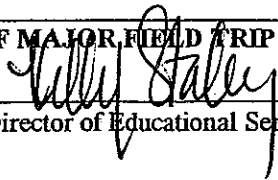
Request is for <u>SkillsUSA State Competition</u> (BCOE ROP/PVHS I.Tech (grade/class/group))	
Destination: <u>Riverside, CA</u>	Activity: <u>State Competition</u>
from <u>04/19/07</u> / <u>5:30 am</u> (dates) / (times)	to <u>04/22/07</u> / <u>10:00 pm</u> (dates) / (times)
Rationale for Trip: <u>CA State Skills USA Competition furthering the students'</u> <u>career pathway</u>	
Number of Students Attending: <u>5</u> Teachers Attending: <u>2</u> Parents Attending: <u>0</u>	
Student/Adult Ratio: <u>5:2</u>	
Transportation: Private Cars _____ CUSD Bus _____ Charter Bus Name _____ Other: <u>BCOE ROP van</u>	
All requests for transportation must go through the transportation department including Charter requests - NO EXCEPTIONS.	

## ESTIMATED EXPENSES:

Fees \$ 150.00 Substitute Costs \$ 176.00 Meals \$ 100.00  
Lodging \$ BCOE Transportation \$ BCOE Other Costs \$ 0

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

Name Perkins Acct. #: 01-3550-0-1110-1000-020 \$ 326.00  
Name BCOE Acct. #: \_\_\_\_\_ \$ \_\_\_\_\_

/s/ Miles Peacock & Jerry Joiner 20/20/07	
Requesting Party	Date
Director of Transportation _____ Date _____	
/s/ Michael Rupp	03/06/07
Site Principal	Date
<input checked="" type="checkbox"/> Approve/Minor <input type="checkbox"/> Do not Approve/Minor or Recommend/Major Not Recommended/Major	
IF MAJOR FIELD TRIP	
	3-7-07
Director of Educational Services	Date
<input checked="" type="checkbox"/> Recommend <input type="checkbox"/> Not Recommended <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Board Action	Date



Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: Field trip to Ashland, OR

Prepared by: Bruce Duncan CJHS

- ☒ Consent  
☐ Information Only  
☐ Discussion/Action

Board Date: 04/18/07

#### Background Information

This trip is to Ashland, OR to see the play "As You Like It" by William Shakespeare. We will leave on April 21 and return on April 22. The students will not miss school and will be home in time to do any homework.

I will be preparing all my student to understand Renaissance theater. Those students who wish to make this trip will have the necessary background to understand what they are experiencing.

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

#### Education Implications

As part of my Renaissance Unit in our 7th grade history class, we discuss Shakespeare's plays and how they affected the culture of their time and ours. Taking a group of students to see this play introduces them to history, culture, literature, and the language of the theater. This is an opportunity to experience a play as it should be experienced, live on the stage rather than just read in a classroom.

#### Fiscal Implications

No cost to the district. ASB will fund.

#### Additional Information

Students will be riding in parent provided vehicles, with all appropriate insurance information and paperwork. We will spend Saturday night at a motel in Ashland. Boys and girls will be in separate parts of the motel, and chaperones of an appropriate gender will be in the rooms.

DO Recommendation: \_\_\_\_\_

RECEIVED

FEB 28 2007

EDUCATIONAL  
SERVICES

## CHICO UNIFIED SCHOOL DISTRICT

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

5.B.4

Page 2 of 2

## FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: Feb. 26, 2007

FROM: Bruce Duncan

School/Dept.: CJHS

SUBJECT: Field Trip Request

Request is for History 7th grade

(grade/class/group)

Destination: Ashland, Oregon

Activity: Shakespeare Festival

from April 21, 2007 / 7:00 am

to April 22, 2007 / 3:00pm

(dates) / (times)

(dates) / (times)

Rationale for Trip: To see Shakespeare's play "As You Like It"

Number of Students Attending: 60 Teachers Attending: 1 Parents Attending: 19

Student/Adult Ratio: 3 to 1

Transportation: Private Cars ☒ CUSD Bus ☐ Charter Bus Name ☐  
Other: ☐

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

ESTIMATED EXPENSES: No cost to the District or School. ASB Ashland Account will fund this trip.

Fees \$ N/A Substitute Costs \$ Meals \$

Lodging \$ Transportation \$ Other Costs \$

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

Name Ashland Theater Club Acct. #: ASB # 476 \$ approx. \$4,000.00

Name ☐ Acct. #: ☐ \$ ☐Requesting Party  
*Bruce Duncan*Date  
2-27-07Site Principal  
*Joyce Burdette*Date  
2-27-07 ☒Approve/Minor ☐ Do not Approve/Minor ☐  
or  
Recommend/Major Not Recommended/Major  
(If transporting by bus or Charter)

Director of Transportation

Date

IF MAJOR FIELD TRIP

Director of Educational Services  
*Vally Haley*Date  
3-8-07☐ Recommend ☐ Not Recommended☐ Approved ☐ Not Approved

Board Action

Date

Title: FIELD TRIP REQUEST - PVHS FHA-HERO

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

April 18, 2007

Prepared by: Priscilla Burns  
Pleasant Valley High School

### **Background Information**

FHA-HERO is a pre-professional student organization associated career and college preparation, leadership development, community service and life skills development. Students will be attending the state leadership convention. The students have qualified for the state level finals in a several competitive areas. FHA-HERO is not an acronym for anything. It was approved in 1999 as the name of the student organization.

### **Educational Implications**

FHA-HERO in an inter-curricular student organization and standards relating to FHA-HERO are included in the CTE framework.

### **Fiscal Implications**

Students have raised the money in the student FHA-HERO account. Perkins will pay for the staff.

### **Additional Information**

Scholarships and Awards at state finals last year totaled over \$90,000. This event is coordinated by the CDE Home Economics Careers and Technology State Staff. It is an outstanding leadership experience.

### **Recommendation**

I recommend approval.

**RECEIVED**

MAR 21 2007

EDUCATIONAL

TO: CUSD Board of Education

**CHICO UNIFIED SCHOOL DISTRICT**

1163 East Seventh Street

Chico, CA 95928-5999

(530) 891-3000

5.B.5

Page 2 of 2

**FIELD TRIP REQUEST**FROM: Priscilla BurnsDate: March 18, 2007School/Dept.: PVHS/FHA/HERO/HECTSUBJECT: **Field Trip Request**Request is for FHA-HERO Grades 9-12/  
PVHS

(grade/class/group)

Destination: Fresno, CA Activity: FHA-HERO State Leadership Conventionfrom Saturday, April 28 to 7:00 am / Tuesday, May 1 6:00 pm  
(dates) / (times) (dates) / (times)Rationale for Trip: State Leadership Convention and Competitive Events State  
FinalsNumber of Students Attending: 6 Teachers Attending: 1 Parents Attending:

Student/Adult Ratio: \_\_\_\_\_

Transportation: Private Cars \_\_\_\_\_ CUSD Bus \_\_\_\_\_ Charter Bus Name \_\_\_\_\_  
Other: ROP Van**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.****ESTIMATED EXPENSES:**Fees \$ 200 X 7 = \$1400 Substitute Costs \$ 150 Meals \$ Students bring \$Lodging \$ 1200 Transportation \$ 0 from ROP Other Costs \$ \_\_\_\_\_**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**Name PVHS FHA-HERO Acct. #: 249 \$ 2000Name Perkins Acct. #: 1000 \$ 750

Priscilla Burns

Requesting Party

March 20 '07

Date

Site Principal

3/21/07

Date

☐

Approve/Minor

☐

Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

Director of Transportation

Date

**IF MAJOR FIELD TRIP**

Director of Educational Services

3/22/07

Date

☒

Recommend

☐

Not Recommended

☐

Approved

☐

Not Approved

Board Action

Date

**TITLE:** FUND RAISING REQUEST - CHS

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

April 18, 2007

Prepared by: Chip Carton

### **Background Information**

The Chico High Baseball program would like to begin an annual Homecoming Dinner Dance to coincide with the Homecoming Football Game on Friday September 7, 2007. The dinner dance would be held the Saturday night, September 8, 2007. This dinner dance would be open to faculty, staff, Chico High parents, alumni and the Chico community. It is our hope that this will become an annual event during Homecoming weekend.

### **Educational Implications**

Our goal in having this dinner dance would be to eventually offer "scholarships" to graduating baseball players. This "scholarship" would be a stipend to all graduating players to help offset post high school educational costs.

### **Fiscal Implications**

This dinner dance would be funded entirely by the proceeds of the event. Standard ASB policies would be followed.

### **Additional Information**

Funds raised by this dinner dance would also be directed to continuing improvement of the baseball facilities and purchasing any needed equipment.

This entire process will be organized and implemented by our baseball staff and parent volunteers. Students will not be part of the entire process.

### **Recommendation**

I recommend this fundraiser.

RECEIVED

MAR 22 2007

## CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street  
Chico, CA 95928-5999

5, B. 6

Page 2 of 2

## FUND RAISING REQUEST

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

SCHOOL Chico High SchoolCLUB OR ORGANIZATION Jr.Varsity and Varsity BaseballADVISOR Chip Carton

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY Raising funds for baseball program and hopefully giving scholarships to graduating baseball players.

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

[ ] Minor: Estimated Gross \$ \_\_\_\_\_ [X] Major: Estimated Gross \$ unknown  
Estimated Net \$ \_\_\_\_\_ Estimated Net \$8-10,000

NATURE OF PROJECT/ACTIVITY (i.e., car wash) Homecoming Dinner Dance for faculty, staff, alumni, and parents of Chico High students and members of the community.

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

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

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

BEGINNING 9/8/07ENDING 9/8/07LOCATION To Be Announced

NUMBER OF STUDENTS TO BE INVOLVED \_\_\_\_\_

RECOMMENDEDApproved by ASB  
Executive Council:
03/21/07  
Date of Minutes

[Signature]  
Secretary

Date

3/16/07

Student Officer's Signature (if applicable)

Chip Carton

Date

3/17/07

Advisor's Signature

[Signature]

Date

3/16/07

Director of Activity Signature (if applicable)

[Signature]

Date

3-22-07

Principal's Signature

[Signature]

Date

Assistant Superintendent's/Director's Signature

Approval Recommend

Minor Major

Yes No Yes

[ ] [ ] [X]

[Signature]

Date - Approved by Board of Education \_\_\_\_\_

cc: Advisor  
Principal

Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: Field Trip - CJHS

Prepared by: Brad Armstrong

- ☒ Consent  
☐ Information Only  
☐ Discussion/Action

Board Date: April 18, 2007

Background Information

Sixth grade students from Chico Junior High School will be attending Woodleaf Outdoor Environmental Camp for 5 days and 4 nights. This field trip is part of the Science and Language Arts Curriculum. Participation in the Environmental Camp program has been part of the program at Chico Junior High for the past several years.

Education Implications

The program is consistent with our educational goals and objectives. The program focuses on key Earth Science components and matches the California State Science Standards for 6th grade.

Fiscal Implications

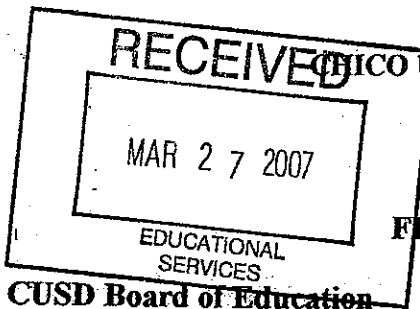
The camper fee is \$182.50. Money has been raised through fund-raising, ASB, PTSA, and school site council.

Additional Information

Our students will attend May 7 - 11, 2007. Room and board are provided at the facility. High school students will serve as counselors in a 10:1 student/counselor ratio. Woodleaf naturalists will be teaching content, with our teaching staff assisting.

DO Recommendation: \_\_\_\_\_

*Approved WAZ*



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

5.B.7  
Page 2 of 2

### FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: March 21, 2007

FROM: Douglas Armstrong

School/Dept.: CJHS

SUBJECT: Field Trip Request

Request is for 6th Graders - Chico Junior High School

(grade/class/group)

Destination: Woodleaf Environmental School Activity: Outdoor Education

from Mon. May 7 / 8:05 am to Fri. May 12 / 1:00 pm  
(dates) / (times) (dates) / (times)

Rationale for Trip: California State Standards  
6th grade Science and Language Arts Curriculum

Number of Students Attending: 60 Teachers Attending: 2 Parents Attending: 0

Student/Adult Ratio: 10:1 Counselors and Naturalists

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 \$ 182.50 Substitute Costs \$ Meals \$

Lodging \$ Transportation \$ Other Costs \$

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

Name Acct. #: \$

Name Acct. #: \$

*Douglas Armstrong*

Requesting Party

3/21/07

Date

*Joyce Bendette*

Site/Principal

3-21-07

Date



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

*Douglas Armstrong*

Director of Transportation

3/26/07

Date

#### IF MAJOR FIELD TRIP

*W. Alan Johnson*

Director of Educational Services

3-27-07

Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date



# **Chico Unified School District**

5.B.8  
Page 1 of 2

**Educational Services - Elementary Education**  
(530) 891-3000 x137

**TITLE:** FUND RAISING REQUEST - Neal Dow

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

April 18, 2007

Prepared by: MARILYN WOLF

## **Background Information**

Annual Neal Dow "Wog-a-thon" (Walk- or Jog-a-thon) sponsored by the Neal Dow PTA.

## **Educational Implications**

The funds raised will purchase necessary items for technology. Neal Dow's technology includes student and teacher use of classroom computers, the use of Accelerated Math and Reading Counts, Broadcasting, and Edusoft. All of these support the standards in all curriculum areas, especially math and language arts. Both regular students and the 21st Century Program use the computer lab.

## **Fiscal Implications**

The expected gross amount is \$10,000.00, with approximately \$200 being spent on prizes for students participating in the event. The money is deposited into the PTA account. When all bookkeeping is completed, PTA will write a check to Neal Dow to be deposited in their site technology account to be used to purchase, replace, upgrade, and maintain technology at the school.

## **Additional Information**

Students will be a part of the fundraiser in the following ways:

1. They will collect pledges or donations from family and friends.
2. They will walk or jog during their scheduled time of participation.
3. They will collect the pledge money.
4. They will turn the funds in to the office for PTA.
5. They will earn prizes.

## **Recommendation**

I recommend approval of the proposed major fundraiser.

## CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street  
Chico, CA 95928-59995.B.8  
Page 2 of 2

## FUND RAISING REQUEST

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

SCHOOL NEAL DOWCLUB OR ORGANIZATION PTAADVISOR PATTY WILLIS, PRESIDENTPURPOSE OF THE FUND RAISING PROJECT/ACTIVITY RAISE MONEY TO PURCHASE, UPGRADE, AND MAINTAIN TECHNOLOGICAL EQUIPMENT

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

[ ] Minor: Estimated Gross \$ \_\_\_\_\_ [X] Major: Estimated Gross \$10,000.00  
Estimated Net \$ \_\_\_\_\_ Estimated Net \$ 9,800.00

NATURE OF PROJECT/ACTIVITY (i.e., car wash) WOG-A-THON (WALK-OR-JOG-ATHON)

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

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

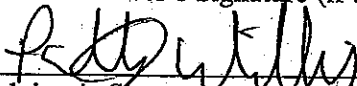
BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):

BEGINNING 5/18/07 ENDING 5/18/07LOCATION NEAL DOW SCHOOLNUMBER OF STUDENTS TO BE INVOLVED 466RECOMMENDED

Date

3/16/07

Student Officer's Signature (if applicable)



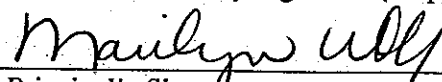
Date

Advisor's Signature PATTY WILLIS

Date

3/30/07

Director of Activity Signature (if applicable)



Date

Principal's Signature MARILYN WOLF

Date

3-30-07

Assistant Superintendent's/Director's Signature

Approval Recommend

MinorMajor

Yes No

[ ] [ ]

Yes

[X]

Date - Approved by Board of Education

cc: Advisor  
Principal

Title: Proposed Agenda Item

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

Agenda Item:

Page

Prepared by: Priscilla Burns  
Pleasant Valley High School

### **Background Information**

The ACE-LIFE Academy Freshman and Sophomore team would like to tour the Tech, Museum of Innovation and San Diego Exploratory Museum for "hands-on" applications related to 4 subject areas within our academy. Students will have entrance and tours, a purchased "lab activity" and an IMAX presentation on brain/thought and motivation (applied kinesiology).

### **Educational Implications**

Meets framework standards in English, science, and CTE.  
Rich cultural and educational experiences.

### **Fiscal Implications**

Students have fund raised a portion of the \$ for their food (ASB funds).  
Otherwise the ACE-LIFE Academy will cover transportation, tickets and sub costs.

### **Additional Information**

No other museums are quite like the 3 that sit in this 2 block radius. It is a unique experience. Also they are letting us in FREE at the Museum of Innovation, tickets are usually \$7.00 each for a group field trip.

### **Recommendation**

Approval

**RECEIVED**

APR 3 2007

EDUCATIONAL  
SERVICES**CHICO UNIFIED SCHOOL DISTRICT**1163 East Seventh Street  
Chico, CA 95928-5999  
(530) 891-3000

5.B.9

Page 2 of 2

**FIELD TRIP REQUEST****TO:** CUSD Board of Education**Date:** March 22, 2007**FROM:** Priscilla Burns**School/Dept.:** PVHS/FHA/HERO/HECT**SUBJECT:** Field Trip Request

Request is for ACE-LIFE Grades 9-10/ PVHS

(grade/class/group)

Destination: San Jose, CA

Activity: Museum of Innovation, Tech and Exploration in San Jose

from Thursday May 10 to 6:00 am to Thursday, May 10 8:00PM

(dates) / (times)

(dates) / (times)

Rationale for Trip: Meets Curriculum Standards and end of year culminating event

Number of Students Attending: 54 Teachers Attending: 4 Parents Attending: 4

Student/Adult Ratio: 8:1

Transportation: Private Cars CUSD Bus Charter Bus Name Mt. Lassen  
Transit  
Other:**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.****ESTIMATED EXPENSES:**

Fees \$10X 60 = \$600

Substitute Costs \$ 300

Meals \$ Bag Lunches

Lodging \$ none

Transportation \$ 4000

Other Costs \$

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

Name ACE-LIFE Academy Acct. #: 7220 \$ 4900

Name Acct. #: \$

Priscilla Burns  
Requesting Party

Date

Date

Site Principal



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

Director of Transportation

Date

**IF MAJOR FIELD TRIP**

Director of Educational Services

Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

# **Chico Unified School District**

**Educational Services - Elementary Education**  
(530) 891-3000 x137

**TITLE:** Field Trip Request - CHS MESA

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

April 18, 2007

Prepared by

## **Background Information**

Every year MESA students raise money for an end-of-year field trip. Students raise all the money for the trip. Students are eligible to go on the trip if they maintain a 2.7GPA, actively participate in MESA throughout the year and fulfill MESA course requirements. Each year we try to go to someplace unique to the students. We always have an enrichment/educational focus for the trip.

## **Educational Implications**

For the 06-07 trip, we are going to San Francisco, CA. We will spend 1 day at Yerba Buena Gardens. The focus of the day will be the Zeum, a multimedia art and technology museum. While there we will tour the Zeum and then students will participate in one of 3 activities. The activities they can choose from are:

### **Clay Animation**

Design your own clay characters and produce a short animated film using multimedia tools.

### **News Broadcast**

Work together to create your own news broadcast, learning the basics of the production process.

### **Music Video**

Produce music videos featuring your own original poetry and digitally composed music.

We will spend the 2-3 weeks before the trip preparing for these activities by creating story boards, writing lyrics, choreographing dances, etc.

Our other day will be spent touring Alcatraz Island, a tall sailing ship and the toy museum at Fisherman's Wharf.

## **Fiscal Implications**

# ***Chico Unified School District***

---

5.B.10  
Page 2



***Educational Services – Elementary Education***  
(530) 891-3000 x137

The students have raised over \$4000 for the trip and are still raising money. I expect the total cost of the trip for approx 30 students to be between \$3500 and \$4000 but more money cannot hurt.

## **Additional Information**

## **Recommendation**

I recommend approval of the proposed field trip.

## CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street

Chico, CA 95928-5999

(530) 891-3000

5.B.10

Page 3 of 3

## FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 3.22.07FROM: Beth JohnsonSchool/Dept.: Chico HS

SUBJECT: Field Trip Request

Request is for MESA

(grade/class/group)

Destination: San FranciscoActivity: see attachedfrom May 9, 2007 depart ~ 7:00a to May 10, 2007 Return ~ 5:30p  
(dates) / (times) (dates) / (times)Rationale for Trip: Enrichment + Incentive for MESA studentsNumber of Students Attending: 30 +/- Teachers Attending: 2 Parents Attending: 1-2Student/Adult Ratio: 10-1Transportation: Private Cars \_\_\_\_\_ CUSD Bus \_\_\_\_\_ Charter Bus Name Mt Lassen  
Other: \_\_\_\_\_ Transit

## ESTIMATED EXPENSES:

Fees \$ 30 ea Substitute Costs \$ \_\_\_\_\_ Meals \$ \_\_\_\_\_Lodging \$ 900 (80-100/room) Transportation \$ 2600 Other Costs \$ \_\_\_\_\_

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

Name MESA Acct. #: 557 \$ 4000.00

Name \_\_\_\_\_ Acct. #: \_\_\_\_\_ \$ \_\_\_\_\_

Beth Johnson

Requesting Party

3/29/07

Date

Judi Roth

Site Principal

3-30-07

Date

☐

Approve/Minor

☐

Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

Director of Transportation

Date

## IF MAJOR FIELD TRIP

Willy Bailey

Director of Educational Services

4-10-07

Date

☒

Recommend

☐

Not Recommended

☐

Approved

☐

Not Approved

Board Action

Date

Agenda Item: \_\_\_\_\_

**PROPOSED AGENDA ITEM:** Application for Equipment/Supplies (DO Use Only)  
CTE Expenditure Plan

- ☒ Consent
- ☐ Information Only
- ☐ Discussion/Action

Board Date: April 18, 2007

**Background Information**

The Budget Act of 2006 for Equipment and Supplies for Career Technical Education Programs Grades Seven to Twelve provides a one-time appropriation to local educational agencies for the sole purposes of funding Career Technical Education (CTE) equipment and supplies and minor facility reconfigurations.

**Educational Implications**

The funds provide an important one-time opportunity to increase investments in Career Technical Education equipment, supplies and minor facility reconfigurations for courses in grades seven to twelve. Funds may only be spent on CTE equipment, supplies, and necessary minor facility reconfigurations. The funds must be used to sustain and expand attendance in CTE programs. Equipment purchased with this funding must be for classroom instructional purposes.



**Fiscal Implications**

Costs would be covered in the grant. No impact on general fund.

**Additional Information**

**Recommendation**

Recommended for approval



# California Department of Education Application Cover Sheet

5.B.11  
Page 2 of 8

This application is for:   ✓ Equipment   ✓ Supplies  
  ✓ Minor Facility Reconfigurations

<b>CDS#</b>	<b>04-64124</b>
-------------	-----------------

## District/County Office of Education (COE)/Regional Occupational Center and Program (ROCP) Information

*(Please print or type information except for the signature line)*

<b>Name of District/COE/ROCP</b> <div style="text-align: center; font-weight: bold;">Chico Unified School District</div>			
<b>District/COE/ROCP Mailing Address</b> 1163 East 7 <sup>th</sup> Street		<b>City</b> Chico	<b>Zip Code</b> 95928
<b>District/COE/ROCP Contact Person</b> Janet Brinson		<b>Title</b> Director, Educational Services	
<b>Telephone</b> ( 530 ) 891-3000 ext. 105	<b>Fax</b> ( 530 ) 891-3220	<b>E-mail Address</b> jbrinson@chicousd.org	
<b>Name of District/COE/ROCP Superintendent</b> Chet Francisco, Ed. D.			
<b>Signature of District/COE/ROCP Superintendent or Designee</b>   			
<b>Allocation Amount:</b>		\$46,821	
<b>Date of Approval by Governing Board:</b>		April 18, 2007	
<b>Date of Consultation with CTE Advisory Committee:</b>		April 16, 2007	

Name of school(s), or ROP facilities that will receive CTE equipment, supplies, or minor facility reconfigurations:

1. <b>Chico High School</b>
2. <b>Pleasant Valley High School</b>
3.
4.
5.
6.
7.
8.
9.
10.

Additional schools that will receive CTE equipment, supplies, or minor facility reconfigurations may be listed on a blank sheet of paper.

# California Department of Education 2006-07 CTE Expenditure Plan

## Section I

(Separate plan required for each school site)

Name of Local Educational Agency: <b>Chico Unified School District</b>		Telephone: <b>(530) 891-3026</b>	
Name of School Site Receiving Funds: <b>Chico High School</b>			
Contact Person (Please Print): <b>Jim Hanlon</b>			
Separately describe each (1) piece of equipment to be purchased, (2) supplies to be purchased, (3) minor facility reconfigurations to occur, (4) improvement to remove old equipment or make improvements to utilize the new equipment			
<b>Academy of Communications and Technology (ACT)</b> Computer-based Video editing stations (3 @ \$2,163)		CTE course or program to be supported by purchases	Equipment \$
		Computer Technology Foundations Intro to Media Technology Advanced Media Project Studio Production Online US History Technology	6,489
<b>Industrial Technology</b> Dimension SST 768 3D Printer (partial funding support)		Engineering Design Architecture Design Manufacturing Design ROP Welding ROP CAD Design	10,000
<b>Agriculture/Welding</b> Teaching Microscope with built-in digital camera		Agriculture / Plant Science Ornamental Horticulture	1,500
Green House cool cells and heating units		Agriculture / Plant Science Ornamental Horticulture	2,000
Belt/Disc sander		Welding 1A/1B	850
Vertical Band Saw		Welding Project Construction	3,600
Safety Equipment (welding helmets, gloves, face shields, safety glasses, ear plugs, welding curtains)		Welding Project Construction	750
Welding electrodes, filler rod, and wire		Welding 1A/1B	300
Saw blades, grinding wheels, and finishing supplies		Welding Project Construction	1,000
		Welding 1A/1B	
		Welding Project Construction	
		Total	\$22,439
			\$2,050
			\$2,000

Of 8

# California Department of Education 2006-07 CTE Expenditure Plan Section I

(Separate plan required for each school site)

Name of Local Educational Agency: Chico Unified School District		Telephone: (530) 879-5100	
Name of School Site Receiving Funds: Pleasant Valley High School			
Contact Person (Please Print): Mike Rupp			
Separately describe each (1) piece of equipment to be purchased, (2) supplies to be purchased, (3) minor facility reconfigurations to occur, (4) improvement to remove old equipment or make improvements to utilize the new equipment			
<b>Food Service and Hospitality</b>			
2 Demonstration Tables and 2 viewing set ups	Culinary Art I and II Nutrition Science Life Management	\$6,850	
35 Industry Caliber Chef Knives and 6 Knife Holders, 6 Chefs Rolls	Culinary Art I and II Nutrition Science Life Management	\$1,482	
10 CPR and First Aide Mannequins and support materials	Life Management Human Development HERO in Human Service Careers with Kids	\$2,000	
<b>Industrial Technology</b>			
Dimension SST 768 3D Printer (partial funding support)	Engineering Design Architecture Design Manufacturing Design ROP Welding ROP CAD Design	10,000	
Total		\$20,332	

## General Assurances (Aug-2005 to Jan-2007)

California Department of Education general assurances required for grants supported by state or federal funds.

**Note:** By signing the grant application and including a copy of this document with it, the authorized official agrees to the assurances presented here. No signature should be placed on this page.

### Discrimination

As the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 *United States Code* [USC] sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, *et seq.*) prohibiting discrimination on the basis of age.

### Costs

As the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 *Code of Federal Regulations* (CFR) Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.

I further certify that the applicant will comply with the expenditure requirements set forth in the federal Education Department Guidelines Administrative Regulations (EDGAR) contained in Title 34 of the CFR.

### Records

As the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.

### Applicable Law

As the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

## Special Assurances

Additional assurances for the 2006-07 Equipment Supplies for CTE Programs, Grades Seven to Twelve.

1. All state statutes, applications, regulations, and program plans applicable to each program, under which state funds are made available through this application, will be met by the applicant agency in its administration of each program, and the undersigned is authorized to file these assurances for such applicant agency.
2. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state funds paid to that agency under each program.
3. The LEA shall make reports to the California Department of Education as may be reasonably necessary to enable the State Board of Education and the State Superintendent of Public Instruction to perform their duties and will maintain such records and provide access to those records as the aforementioned deem necessary. Such records shall include, but not be limited to, records that fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used.
4. All approved project funds must be applied for within the dates designated and for the amount stated in the 2006-07 Equipment and supplies for CTE Programs Grades Seven to Twelve Allocation Award. Encumbrances may be made at any time after the approval indicated. Approved funds must be spent solely on purchasing CTE equipment, purchasing CTE supplies, making necessary minor facility reconfigurations, or on making improvements to remove old CTE equipment or utilize the new CTE equipment.
5. Expenditures shall comply with all applicable provisions of state and local rules, regulations, and policies relating to administration, use, and accounting for public school funds, including but not limited to the *Education Code* of the State of California.

**Chico Unified School**

NAME OF APPLICANT

**Carl Perkins Vocational and Technology Program**

NAME OF PROGRAM

**Chet Francisco, Ed. D., Superintendent**

PRINTED NAME AND TITLE OF SUPERINTENDENT OR DESIGNEE

SIGNATURE

**April 18, 2007**

DATE

## Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

### Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    - 1. The dangers of drug abuse in the workplace
    - 2. The grantee's policy of maintaining a drug-free workplace
    - 3. Any available drug counseling, rehabilitation, and employee assistance programs
    - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    - 1. Abide by the terms of the statement
    - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
  - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
  - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Chico High School

Pleasant Valley High School

Check ☐ if there are workplaces on file that are not identified here.

#### Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: **Chico Unified School District**

Name of Program: **Carl Perkins Vocational and Technical Program**

Printed Name and Title of Authorized Representative: **Chet Francisco, Ed. D., Superintendent**

Signature: \_\_\_\_\_ Date: **April 18, 2007**

Agenda Item: \_\_\_\_\_  
(DO Use Only)

**PROPOSED AGENDA ITEM:** Plan to Expend Discretionary Block Grant

- ☒ Consent  
☐ Information Only  
☐ Discussion/Action

Board Date: April 18, 2007

**Background Information**

SB 1802 authorized one-time funds to each site to be expended for instructional materials, classroom and laboratory supplies and materials, school and classroom library materials, educational technology, professional development, one-time expenditures designed to close the achievement gap.

**Educational Implications**


This funding source will provide school sites with additional monies to support student learning based on individual site needs.

**Fiscal Implications**

No impact on the general fund.

**Additional Information**

**Recommendation**

Recommended for approval 



Agenda Item: \_\_\_\_\_  
(DO Use Only)

**PROPOSED AGENDA ITEM:** Final Categorical Budgets

- ☒ Consent
- ☐ Information Only
- ☐ Discussion/Action

Board Date: April 18, 2007

**Background Information**

Final categorical funding allocations have been made and the formal detailed site budgets have been approved by the appropriate site councils for the 2006-2007 school year.

**Educational Implications**



Funding allows principals to plan for supplementary staffing needs and supplementary materials purchases and expense coverage.

**Fiscal Implications**

No impact on the general fund. All expenditures of categorical program funds have been described and budgeted in each school's *Single Plan for Student Achievement*. These plans have been presented to and approved by the *School Site Council*.

**Additional Information**

**Recommendation**

Recommended for approval.   


Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: 6th Grade Science Camp

Prepared by: Dave Dion

- ☒ Consent  
☐ Information Only  
☐ Discussion/Action

Board Date: 04/18/07

Background Information

Historically, sixth grade students have attended environmental camp as part of the science curriculum. We will be renting the Camp Lassen facility in Butte Meadows and providing our own program and curriculum. This will be our third year providing this activity for Parkview students.

Education Implications

The science curriculum will be greatly enhanced by teaching concepts in an outdoor setting. Instructional time will be spent on activities what address science content standards. We will be using the Butte Meadows Outdoor School curriculum developed by CUSD

Fiscal Implications

None. This event is self-funded. Money comes from fundraisers and family donations. Every child will attend camp regardless of their ability to contribute financially. We provide this experience at Camp Lassen for approximately one-half the cost of attending Woodleaf of Whiskeytown

Additional Information

Parent volunteers will serve as cabin counselors. All adults in camp will have had background checks and be cleared by CUSD. We will have a parent volunteer as a nurse for the time we are at camp. Parkview teachers will provide curriculum with the help of Marilyn Gamette.

DO Recommendation: Approve R

**CHICO UNIFIED SCHOOL DISTRICT**

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

6.B.14  
Page 2 of 3

**FIELD TRIP REQUEST****TO: CUSD Board of Education****Date:** 3/07/07**FROM:** Dave Dion**School/Dept.:** Parkview School**SUBJECT: Field Trip Request**Request is for Parkview Sixth Graders

(grade/class/group)

Destination: Butte MeadowsActivity: Science Camp

from 5/29/07 / 8:00 am to 6/1/07 / 12:00 pm  
(dates) / (times) (dates) / (times)

Rationale for Trip: 6th Grade Science CampNumber of Students Attending: 70 Teachers Attending: 4 Parents Attending: 10Student/Adult Ratio: 5:1

Transportation: Private Cars \_\_\_\_\_ CUSD Bus XX Charter Bus Name \_\_\_\_\_  
Other: \_\_\_\_\_

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

**ESTIMATED EXPENSES:**

Fees \$ \_\_\_\_\_ Substitute Costs \$ 560.00 Meals \$ 2295.00  
Lodging \$ 2160.00 Transportation \$ 325.00 Other Costs \$ 2000.00

**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**Name Environmental Educ Acct. #: 01-0000-0-1300-4900-240 \$ 7,340.00

Name \_\_\_\_\_ Acct. #: \_\_\_\_\_ \$ \_\_\_\_\_

Dave Dion/Don Collins/Adan Mota 3/7/07

Requesting Party

Date

Liz Capen  
Site/Principal4-12-07

Date

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

Director of Transportation

Date

**IF MAJOR FIELD TRIP**Kelly Gully  
Director of Educational Services4-12-07

Date

☒ Recommend ☐ Not Recommended  
☐ Approved ☐ Not Approved

Board Action

Date

**BUS FIELD TRIP REQUEST**

10/2/06

Please submit both copies at least 10 days in advance of trip.

The yellow copy will be returned to you with the response to your request.

School Parkview Requested 2007  
Date of Trip 5/29 and 6/1

Destination Butte Meadows

Purpose of Trip 6<sup>th</sup> Grade Science Camp

	<u>Tues 5/29</u>	<u>Fri 6/1 (Return)</u>
Specific Pick-up Location	<u>Parkview Circle</u>	
Number of Passengers	<u>75</u>	Grades <u>6</u>

Bus arrive at school 5/29 8:00 AM

Bus leave school 8:30 AM

Bus arrive at destination 9:30 AM

10:00 AM 6/1/07

Bus leave destination 9:45 AM

11:00 AM

Bus arrive at school

12:00 PM

☒ DISTRICT: Account Code # 01-0000-0-1300-  
(full 18 digit number) 4900-240

☐ NON DISTRICT: Billing Name/Address/Contact Person/Phone

Person in Charge Dave Dion

Daytime Phone 891-3114

Ext. 321

Signature of Principal/Designee/Management Representative

L. Capen

Date Submitted 9/26/06

Marcia K. Otto

Signature of Transportation Staff



Approved



Denied

CHICO UNIFIED SCHOOL DISTRICT  
1163 EAST SEVENTH STREET  
CHICO, CALIFORNIA 95928

5.E.1  
Page 1 of 1

April 18, 2007

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

Name	Assignment	Effective	Comment
<b><u>Administrative Appointment(s) - Summer Session 2007</u></b>			
Kassel, Jeaner	Principal-Loma Vista School		
<b><u>Part-Time Leave Request(s) for 2006/07</u></b>			
LaFollette, Corrine	Secondary	2 <sup>nd</sup> Semester 2006/07 (Effective 3/15-6/7/07)	0.8 FTE Leave
<b><u>Part-Time Leave Request(s) for 2007/08</u></b>			
Callahan, Meghan	Elementary	2007/08	0.2 FTE Leave
Kidd, Debra	Secondary	2007/08	0.2 FTE Leave
McGettrick-Kirkland, Peggy	Speech Therapist	2007/08	0.4 FTE Leave
Regall, Darcie	Elementary	2007/08	0.2 FTE Leave (Policy #4475 STRS Reduced Workload)
<b><u>Retirement(s)/Resignation(s)</u></b>			
Kress, Kati		March 28, 2007	Resignation
Nichols, Christina jm-4/12/07		June 9, 2007	Retirement (adjust date)

**CHICO UNIFIED SCHOOL DISTRICT  
1163 EAST SEVENTH STREET  
CHICO, CA 95928-5999**

5.C.2  
Page 1 of 2

April 18, 2007

MEMORANDUM TO: Board of Education  
FROM: Chet Francisco, Superintendent  
SUBJECT: Classified Human Resources Actions

<u>NAME</u>	<u>CLASS/LOCATION/ASSIGNED HOURS</u>	<u>EFFECTIVE</u>	<u>COMMENTS/FUND</u>
<b><u>APPOINTMENTS</u></b>			
Armstrong, Christina	IA-Special Education/Rosedale/2.5	03/15/07	Vacated Position/ Special Education
Boelens, Nicholas	IPS-Healthcare/Parkview/3.0	03/26/07	Vacated Position/ Special Education
Boelens, Nicholas	IPS-Healthcare/Chapman/3.5	03/26/07	Vacated Position/ Special Education
Cheal, Jyl	Health Care Assistant Specialized/Pupil Personnel Services/6.0	04/10/07	Vacated Position/ Special Education
Consigliari, Rosemarie	LT Instructional Assistant/Parkview/.8	03/26/07- 04/30/07	New LT Position/ Grant Fund
Davis, Melissa	IPS-Healthcare/Loma Vista/3.0	03/26/07	Vacated Position/ Special Education
Elliott, III, Marshall	Custodian/CJHS/8.0	03/19/07	Vacated Position
Greminger, Lucretia	LT Instructional Assistant/Parkview/1.0	03/26/07- 04/30/07	New LT Position/ Grant Fund
Harwick, Karen	Office Assistant Elementary Attendance/Neal Dow/4.0	04/10/07	Vacated Position
Henderson, Karen	IPS-Healthcare/BJHS/3.0	04/16/07	Vacated Position/ Special Education
Henderson, Karen	IPS-Healthcare/Chapman/3.0	04/16/07	Vacated Position/ Special Education
Lauterio, Tami	LT Instructional Assistant/Parkview/.8	03/26/07- 04/30/07	New LT Position/ Grant Fund
Maxwell, Justin	IPS-Classroom/Hooker Oak/2.0	03/14/07	New Position/ Special Education
Schmidt, Lisa	Cafeteria Assistant/CHS/2.0	03/19/07	Vacated Position
Smith, Annie	IPS-Healthcare/Loma Vista/4.0	03/26/07	Vacated Position/ Special Education
Snyder, Robin	Instructional Assistant/Rosedale/1.7	03/12/07	Corrected Hours/Day
Story, Wanda	Instructional Assistant/Chapman/1.3	03/19/07	Vacated Position/ Grant Fund
Thomas, Kristen	Parent Liaison Aide-Restr/Sierra View/1.0	03/27/07	Vacated Position/ Categorical Fund
Vang, Zoua	LT Impacted Language Liaison-Hmong/Citrus/.8	01/08/07- 03/05/07	Extend LT Position/ Grant Fund
Varicelli, Anthony	IPS-Classroom/Rosedale/3.0	03/14/07	Vacated Position/ Special Education
Watson, Valya	LT Parent Classroom Aide-Restr/CJHS/3.0	03/14/07- 06/07/07	New LT Position/ Categorical Fund

Increase in Hours

Buenrostro, Deborah	Parent Classroom Aide-Restr/Shasta/3.6	03/16/07	Existing Position/ Categorical Fund
Cooper, Brenda	School Bus Driver-Type 2/Transportation/7.5	02/20/07	Existing Position

Reinstatement

Stoner, Wendee	Parent Liaison Aide-Restr/Sierra View/1.0	01/23/07	Existing Position/ Categorical Program
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Leave of Absence

Swifka, Cosima	Cafeteria Satellite Manager/Sierra View/5.5	04/16/07- 06/07/07	Per CBA 5.12
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RESIGNATIONS

Resigned Only Position  
Listed

Buenrostro, Deborah	Parent Classroom Aide-Restr/Shasta/2.0	03/15/07	Increase in Hours
Stoner, Wendee	Parent Liaison Aide-Restr/Sierra View/1.0	03/26/07	Voluntary Resignation

Resignation/Termination

Ferrier, Joseph	IPS-Classroom/Loma Vista/6.0	04/30/07	Voluntary Resignation
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**TITLE: Purchase Approval - Relocatable Restroom Nord Country School**

Action \_\_\_\_\_  
Consent   X    
Information \_\_\_\_\_

Agenda Item  
April 18, 2007  
Page 1 of 1

Prepared by: *Michael Weissenborn, Facilities Planner/Construction Manager*

**Background information**

At the February 21, 2007 Board of Education meeting, the Board approved the Student Housing Committee Recommendations. One of these recommendations was the placement of a relocatable restroom at Nord Country School. The Nord campus currently has 1 water closet for the girls, 1 water closet for the boys and 1 for staff. This is below District standards. The District is proposing to purchase this building from Design Mobile Systems, Inc. (DMSI)

The California Public Contract Code contains specific provisions which allow public entities to procure certain goods by "piggybacking" onto public bids released by other similar public entities. This process brings great efficiency to the procurement of relocatable buildings. The District has employed this process for the last 16 years. The particular bid which we are "piggybacking" is a recent bid issued by the Santa Ynez Valley Union High School District, which was awarded on March 13, 2007 to DMSI. The District has a great working relationship with DMSI and utilizing this bid ensures that the District is receiving a very competitive price.

Relocatable Restroom for Nord Country School - \$82,125.00

**Educational Implications**

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

**Fiscal Implications**

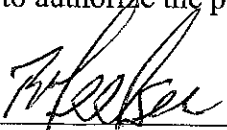
This project is funded by Developer Fees. There is no impact on the General Fund.

**Additional Information**

**Recommendation**

It is requested that the Board of Education grant authorization to the Superintendent or his designee to authorize the purchase of this relocatable building.

Reviewed: \_\_\_\_\_

  
Randy Meeker

Assistant Superintendent-Business Services



**TITLE: Purchase Approval - Relocatable Classroom for Hooker Oak School**

Action \_\_\_\_\_  
Consent   X    
Information \_\_\_\_\_

Agenda Item  
April 18, 2007  
Page 1 of 1

Prepared by: *Michael Weissenborn, Facilities Planner/Construction Manager*

**Background information**

At the February 21, 2007 Board of Education meeting, the Board approved the Student Housing Committee Recommendations. One of these recommendations was the placement of a relocatable classroom at Hooker Oak School. The District is proposing to purchase this building from Design Mobile Systems, Inc. (DMSI)

The California Public Contract Code contains specific provisions which allow public entities to procure certain goods by "piggybacking" onto public bids released by other similar public entities. This process brings great efficiency to the procurement of relocatable buildings. The District has employed this process for the last 16 years. The particular bid which we are "piggybacking" is a recent bid issued by the Santa Ynez Valley Union High School District, which was awarded on March 13, 2007 to DMSI. The District has a great working relationship with DMSI and utilizing this bid ensures that the District is receiving a very competitive price.

Relocatable Classroom for Hooker Oak School - \$58,903.00

**Educational Implications**

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

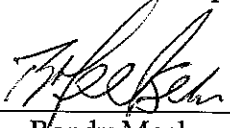
**Fiscal Implications**

This project is funded by Developer Fees. There is no impact on the General Fund.

**Additional Information**

**Recommendation**

It is requested that the Board of Education grant authorization to the Superintendent or his designee to authorize the purchase of this relocatable building.

Reviewed:   
Randy Meeker  
Assistant Superintendent-Business Services

**TITLE:**        **Bid Approval – New HVAC units & Reroof at the Chico Country Day School**

Action \_\_\_\_\_  
Consent          X    
Information \_\_\_\_\_

Agenda Item  
April 18, 2007  
Page 1 of 1

Prepared by: *Mary Leary, Director Maintenance & Operations/Transportation*

**Background information**

This project is on the District's Deferred Maintenance List. Formal bids for the New HVAC units & Reroof at the Chico Country Day School will be opened on 4/17/07 at 2pm.

**Educational Implications**

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

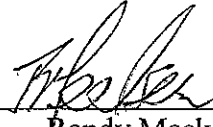
**Fiscal Implications**

This project will be paid for out of the Deferred Maintenance Fund. No general fund dollars will be used.

**Additional Information**

**Recommendation**

It is requested that the Board of Education grant authorization to the Superintendent or his designee to award the project to the lowest responsive bidder.

Reviewed:   
Randy Meeker  
Assistant Superintendent-Business Services

**TITLE: Bid Approval – HVAC Replacement at the Bidwell Junior High School Library**

Action \_\_\_\_\_  
Consent   X    
Information \_\_\_\_\_

Agenda Item  
April 18, 2007  
Page 1 of 1

Prepared by: *Mary Leary, Director Maintenance & Operations/Transportation*

**Background information**

This project is on the District's Deferred Maintenance List. Formal bids for the HVAC Replacement at the Bidwell Junior High School Library will be opened on 4/24/07 at 2pm.

**Educational Implications**

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

**Fiscal Implications**

This project will be paid for out of the Deferred Maintenance Fund. No general fund dollars will be used.

**Additional Information**

**Recommendation**

It is requested that the Board of Education grant authorization to the Superintendent or his designee to award the project to the lowest responsive bidder.

Reviewed: \_\_\_\_\_

  
Randy Meeker

Assistant Superintendent-Business Services

**TITLE: Bid Approval – HVAC Replacement/Reroof of Unit H, I at Chico Junior High School**

Action \_\_\_\_\_  
Consent   X    
Information \_\_\_\_\_

Agenda Item  
April 18, 2007  
Page 1 of 1

Prepared by: *Mary Leary, Director Maintenance & Operations/Transportation*

**Background information**

This project is on the District's Deferred Maintenance List. Formal bids for the HVAC Replacement/Reroof of Unit H, I at Chico Junior High School were opened on April 10, 2007. A bid summary is attached.

**Educational Implications**

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

**Fiscal Implications**

This project will be paid for out of the Deferred Maintenance Fund. No general fund dollars will be used.

**Additional Information**

**Recommendation**

It is requested that the Board of Education grant authorization to the Superintendent or his designee to award the project to the lowest responsive bidder, United Building Contractors.

Reviewed: \_\_\_\_\_



Randy Meeker  
Assistant Superintendent-Business Services

# **BID RESULTS**

5.D.5  
Page 2 of 2

HVAC & REROOFING AT THE  
CHICO JR. HIGH SCHOOL FOR THE  
CHICO UNIFIED SCHOOL DISTRICT  
PROJECT NUMBER: 25058

BID DATE: April 10, 2007  
BIDS ACCEPTED UNTIL: 2:00 PM

25058 Bid Results.xls

CONTRACTOR	BASE PROPOSAL
George Roofing aka Associated Building Contractors 1875 Wyandotte Avenue Oroville, CA 95965 (530) 671-5234	\$197,851.00
Efficient Energy Concepts 7 Three Sevens Lane Chico, CA 95973 (530) 879-3030	\$196,354.00
United Building Contractors 275 Fairchild Avenue, #106 Chico, CA 95973 (530) 345-8455	<b>\$162,724.00</b>
Azevedo Construction 48 Bellarmine Court, #40 Chico, CA 95928 (530) 894-2360	\$182,979.00
REM Construction 5788 Bonnie Lane Paradise, CA 95969 (530) 876-1363	\$183,227.00
SGC Construction 1740 Corsica Drive Yuba City, CA 95993 (530) 671-4738	N/A
L&H Airco 1376 Lead Hill Blvd., #100 Roseville, CA 95661 (916) 991-2486	N/A

BOARD TO ACT ON AWARD OF BID ON: \_\_\_\_\_ April 18, 2007

**TITLE: Notice of Completion- Modernization (New Elevator) at Chico Senior High School**

Action \_\_\_\_\_  
Consent   X    
Information \_\_\_\_\_

Agenda Item  
April 18, 2007  
Page 1 of 1

Prepared by: *Michael Weissenborn, Facilities Planner/Construction Manager*

**Background information**

Chico Senior High School Unit A is a two story building consisting of administration and classrooms. A number of these classrooms are located on the second floor. Provision needed to be made to provide disabled access to the second floor. Previously, the strategy for meeting the need for these individuals has been to relocate a class to the ground floor as required. The installation of an elevator provides the means for the District to fully utilize the facility.

**Educational Implications**

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

**Fiscal Implications**

This project was funded with capital improvement dollars generated by the District's agreement with the Greater Chico Urban Area Revitalization Project. These funds are restricted for use only on capital improvement projects.

**Additional Information**

The filing of Notices of Completion (NOC) begins a thirty-five day lien period during which unpaid subcontractors, suppliers and other vendors can file a mechanics lien. If the NOC is not filed the lien period becomes 90 days.

**Recommendation**

It is requested that the Board of Education authorize the Assistant Superintendent, Business Services to approve and execute the Notices of Completion for the Modernization (New Elevator) at Chico Senior High School.

Reviewed by:   
Randy Meeker, Assistant Superintendent, Business Services

WHEN RECORDED MAIL TO:

Randy Meeker  
Assistant Superintendent, Business Services  
Chico Unified School District  
1163 East Seventh Street  
Chico, California 95928-5999

SPACE ABOVE THIS LINE IS FOR RECORDER'S USE

DSA FILE NO: 4-H2  
DSA APPL NO: 02-102617  
PROJECT NO: 9916.15

NOTICE OF COMPLETION

1. The undersigned is OWNER or agent of the OWNER of the interest or estate stated below in the property hereinafter described.
2. The FULL NAME of the OWNER is **CHICO UNIFIED SCHOOL DISTRICT.**
3. The FULL ADDRESS of the OWNER is **1163 EAST SEVENTH STREET, CHICO, CALIFORNIA, 95928-5999.**
4. The NATURE OF THE INTEREST or ESTATE of the undersigned is: **IN FEE**
5. A work of improvement on the property hereinafter described was COMPLETED on **April 11, 2007** and accepted by the Chico Unified School District on **April 18, 2007.**
6. The work of improvement completed is described as follows: **MODERNIZATION (NEW ELEVATOR) AT CHICO SENIOR HIGH SCHOOL FOR THE CHICO UNIFIED SCHOOL DISTRICT, CHICO, BUTTE COUNTY, CALIFORNIA.**
7. The NAME OF THE ORIGINAL CONTRACTOR for such work of improvement is **United Building Contractors, PO Box 6039, Chico, CA 95926.**
8. The street address of said property is:  
  
**901 The Esplanade, Chico, CA 95926**
9. The property on which said improvement was completed in the **CITY OF CHICO, COUNTY OF BUTTE, STATE OF CALIFORNIA,** and described as follows:

**ASSESSORS PARCEL NUMBERS: 003-177-001 003-175-004 003-180-014 003-180-017**

Chico Unified School District

Date: \_\_\_\_\_ Signature of Owner or agent of owner \_\_\_\_\_  
Randy Meeker, Agent

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

\_\_\_\_\_  
Date and Place

\_\_\_\_\_  
Randy Meeker, Assistant Superintendent, Business Services

Agenda Item #: \_\_\_\_\_  
(DO Use Only)

**PROPOSED AGENDA ITEM:** DECLARATION OF SURPLUS PROPERTY

Prepared by: SCOTT JONES, DIRECTOR, FISCAL SERVICES

X Consent

\_\_\_\_\_ Information Only

Board Date: 4/18/07

\_\_\_\_\_ Discussion/Action

**Background Information**

QUARTERLY DISPOSAL OF SURPLUS PROPERTY

**Education Implications**

NONE

**Fiscal Implications**

NONE

**Additional Information**

**Recommendation:**

Recommend consent to dispose of surplus property


Reviewed: 

Randy Meeker  
Assistant Superintendent, Business Services



# MEMORANDUM

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To: CHICO UNIFIED SCHOOL BOARD  
From: SCOTT JONES, DIRECTOR, FISCAL SERVICES   
Date: 4/18/07  
Re: DECLARATION OF SURPLUS PROPERTY

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

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

## Useable Surplus Property 4/18/07

BO#	Description	Cond.	Transfer/ Sold	Rec'd From	Value	Universal Waste
5832	GATEWAY 2000 MONITOR	1	trade-in	CHS	50	Y
5833	SONY MONITOR	1	trade-in	CHS	50	Y
5834	ARCHER TRI-POD STAND	1	WHSE	ROSEDALE	5	N
5834	2 VIEWLEX FILMSTRIP SLIDE PROJECTORS	1	WHSE	ROSEDALE	5	Y
5839	OVERHEAD PROJECTOR	2	WHSE	CHS	25	Y
5841	LASER DISC PLAYER	2	WHSE	BJHS	5	Y
5841	REEL -TO- REEL	2	WHSE	BJHS	5	Y
5841	MOVIE PROJECTOR	2	WHSE	BJHS	5	Y
5841	TYPEWRITER	2	WHSE	BJHS	5	Y
5845	OFFICE CHAIR	1	WHSE	D.O.	30	N
5849	MICROWAVE	1	WHSE	NEAL DOW	25	Y
5855	COMPU FOCUS TV (CABINET STYLE)	1	WHSE	PVHS	25	Y
5865	2 COMPUTER COUNTER TOPS	1	WHSE	BJHS	100	N
5865	16 ASST. TABLES	1	WHSE	BJHS	20	N
5865	12 STUDENT DESKS	1	WHSE	BJHS	20	N
5865	5 ROLLING CARTS	1	WHSE	BJHS	20	N
5865	3 FILE CABINETS	2	WHSE	BJHS	10	N
5865	LG. PICTURE MAP	2	WHSE	BJHS	1	N
5865	10 STOOLS	2	WHSE	BJHS	5	N
5865	4 BOOKCASES	2	WHSE	BJHS	10	N
5865	COMPUTER DESK	2	WHSE	BJHS	20	N
5876	SONY 19" TRINITRON COLOR TV	1	WHSE	CHS	50	Y
5876	13" SONY COLOR TV	1	WHSE	CHS	50	Y
5876	PANASONIC VCR	1	WHSE	CHS	25	Y
5876	ONKYO DUAL CASSETTE TAPE DECK	1	WHSE	CHS	50	Y
5876	OVERHEAD PROJECTOR	2	WHSE	CHS	20	Y
5877	METAL DESK ORGANIZERS (58" LONG)	1	WHSE	D.O.	10	N
5878	SMALL TABLE	1	WHSE	NEAL DOW	5	N
5878	BIG TABLE	1	WHSE	NEAL DOW	5	N
5878	10 SMALL KINDERGARTEN CHAIRS	1	WHSE	NEAL DOW	2	N
5878	12 BIG VINYL CHAIRS	1	WHSE	NEAL DOW	2	N
5878	2 METAL CHAIRS	1	WHSE	NEAL DOW	2	N
5878	1 RICOH COPIER	1	WHSE	NEAL DOW	50	Y
5878	1 DESK	2	WHSE	NEAL DOW	5	N
5881	GRAY DESK CHAIR	1	WHSE	FACILITIES	10	N
5894	EQUIPMENT TUG TRACTOR	1	WHSE	PVHS	1000	Y

Condition:

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

## Unreparable Surplus Property 4/18/07

BO#	Description	Cond.	Transfer /Sold	Rec'd From	Value	Universal Waste
5831	APOLLO OVERHEAD PROJECTOR	3	WHSE	PVHS	N/A	Y
5831	THERMO FAX MACHINE	3	WHSE	PVHS	N/A	Y
5831	OVERHEAD PROJECTOR	3	WHSE	PVHS	N/A	Y
5831	DITTO MAKER	3	WHSE	PVHS	N/A	Y
5831	TECHNICS SPEAKERS	3	WHSE	PVHS	N/A	Y
5831	PORTA SCRIBE OVERHEAD	3	WHSE	PVHS	N/A	Y
5831	BELL HOWELL OVERHEAD PROJECTOR	3	WHSE	PVHS	N/A	Y
5834	AUDIOTRONICS TAPE RECORDER	3	WHSE	ROSEDALE	N/A	Y
5834	RADIO SHACK TAPE RECORDER	3	WHSE	ROSEDALE	N/A	Y
5834	HP DESKJET PRINTER	3	WHSE	ROSEDALE	N/A	Y
5834	SHARP TAPE RECORDER	3	WHSE	ROSEDALE	N/A	Y
5834	QUASAR VCR	3	WHSE	ROSEDALE	N/A	Y
5834	PIONEER LASER DISC	3	WHSE	ROSEDALE	N/A	Y
5834	SW INTEC 1146 CM COPIER	3	WHSE	ROSEDALE	N/A	Y
5834	HP DESKJET PRINTER	3	WHSE	ROSEDALE	N/A	Y
5834	HP LASERJET III RESOLUTION ENHA.	3	WHSE	ROSEDALE	N/A	Y
5838	SINGLE LINE TELEPHONES	3	WHSE	M & O	N/A	Y
5838	2 MICRON MILLENIUM COMPUTERS	3	WHSE	M & O	N/A	Y
5838	2 GATEWAY 2000 COMPUTERS	3	WHSE	M & O	N/A	Y
5838	DIGITAL PC COMPUTER	3	WHSE	M & O	N/A	Y
5838	APC BATTERY BACK-UPS	3	WHSE	M & O	N/A	Y
5838	COMPAQ KEYBOARD	3	WHSE	M & O	N/A	Y
5838	ULTRA KEYBOARD	3	WHSE	M & O	N/A	Y
5838	TRIPLETT BATTERY BACKUP	3	WHSE	M & O	N/A	Y
5838	LINE TAMEER UPS BACKUP	3	WHSE	M & O	N/A	Y
5842	QUASAR VCR	3	WHSE	PVHS	N/A	Y
5843	GATEWAY MONITOR	3	WHSE	PVHS	N/A	Y
5855	ZENITH VCR	3	WHSE	PVHS	N/A	Y
5855	MAGNAVOX VCR	3	WHSE	PVHS	N/A	Y
5855	PIONEER CD PLAYER	3	WHSE	PVHS	N/A	Y
5860	LASER DISC	3	WHSE	E.W.E.	N/A	Y
5860	VHS	3	WHSE	E.W.E.	N/A	Y
5860	TV	3	WHSE	E.W.E.	N/A	Y
5861	ELMO OVERHEAD PROJECTOR	3	WHSE	SIERRA VIEW	N/A	Y
5862	QUASAR VCR	3	WHSE	SIERRA VIEW	N/A	Y
5864	MONITOR	3	WHSE	ROSEDALE	N/A	Y
5864	OVERHEAD PROJECTOR	3	WHSE	ROSEDALE	N/A	Y
5865	2 TEACHER DESKS	3	WHSE	BJHS	N/A	N
5867	3 OVERHEAD PROJECTORS	3	WHSE	PVHS	N/A	Y
5870	CANON TABLETOP COPIER	3	WHSE	MJHS	N/A	Y
5870	YAMAHA KEYBOARD	3	WHSE	MJHS	N/A	Y
5871	ALLEN DIAGNOSTIC CENTER	3	WHSE	M & O	N/A	Y

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BO#	Description	Cond.	Rec'd From
5827	4 MONITORS	3	CHAPMAN
5827	CPU	3	CHAPMAN
5828	2 COMPAQ MONITORS	1	CHAPMAN
5828	2 COMPUTERS PLUS PC'S	1	CHAPMAN
5828	2 DELL OPTIPLEX PC'S	1	CHAPMAN
5828	3 IBM PC'S	1	CHAPMAN
5828	7 COMPAQ DESKPROS	1	CHAPMAN
5828	7 HP VECTRA PC'S	1	CHAPMAN
5828	CD TOWER	1	CHAPMAN
5828	COMPAQ 1024 MONITOR	1	CHAPMAN
5828	COMPAQ MONITOR	1	CHAPMAN
5828	COMPUTER TOWER PC	1	CHAPMAN
5828	COMPUTERS PLUS PC	1	CHAPMAN
5828	DELL OPTIPLEX PC	1	CHAPMAN
5828	DELL TRINITRON MONITOR	1	CHAPMAN
5828	GATEWAY E-3110	1	CHAPMAN
5828	GATEWAY E-3200 PC	1	CHAPMAN
5828	GATEWAY EV700 MONITOR	1	CHAPMAN
5828	GATEWAY VX700 MONITOR	1	CHAPMAN
5828	GRAY MATTER PC	1	CHAPMAN
5828	HP LASERJET III PRINTER	1	CHAPMAN
5828	HP LASERJET III PRINTER	1	CHAPMAN
5828	HP MONITOR	1	CHAPMAN
5828	HP VECTRA PC	1	CHAPMAN
5828	NEC MULTISYNC MONITOR	1	CHAPMAN
5828	ORCHESTRA MONITOR	1	CHAPMAN
5828	PENTIUM I PC	1	CHAPMAN
5828	PENTIUM II 450 PC	1	CHAPMAN
5828	SONY TRINITRON MONITOR	1	CHAPMAN
5828	TATUNG MONITOR	1	CHAPMAN
5828	TOSHIBA INFANIA PENTIUM I PC	1	CHAPMAN
5828	TOSHIBA V3100 PC	1	CHAPMAN
5829	2 ACEVIEW MONITORS	3	PVHS
5829	2 APPLE IIE	3	PVHS
5829	3 740 EPSON PRINTERS	3	PVHS
5829	9 APPLE MONITORS	3	PVHS
5829	ADTECH TOWER	3	PVHS
5829	APPLE IMAGE WRITER II	3	PVHS
5829	APPLE LASER WRITER	3	PVHS
5829	AUDIO VISION MONITOR	3	PVHS
5829	CTX MONITOR	3	PVHS
5829	HP DESKJET 870C	3	PVHS
5829	IMAGEWRITER II	3	PVHS
5829	MAC MONITOR	3	PVHS
5829	2 POWER PC MONITORS	3	PVHS
5829	SHINHO MONITOR	3	PVHS
5829	VIEW SONIC MONITOR	3	PVHS
5837	COMPUTER HARD DRIVE	1	CHS

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BO#	Description	Cond.	Rec'd From
5840	COMPAQ DESKPRO WINDOWS 2000	2	CHS
5840	CTX MONITOR	3	CHS
5840	TANGENT MONITOR	3	CHS
5846	12 PANASONIC CF25 COMPUTERS	3	PARKVIEW
5848	GATEWAY E-4200	3	LOMA VISTA
5850	20 MONITORS	2	BJHS
5850	20 CPU'S	2	BJHS
5851	20 COMPUTERS	3	E.W.E.
5851	16 MONITORS	3	E.W.E.
5851	PRINTER	3	E.W.E.
5852	LINK VGA MONITOR	1	CITRUS
5852	2 COMPUTERS PLUS PIII COMPUTERS	1	CITRUS
5852	GATEWAY 2000 E3000 COMPUTER	1	CITRUS
5852	AT COMPUTER	1	CITRUS
5853	FUTURA VGA MONITOR	1	HOOKE OAK
5853	7 NEC CROMACLEAR VGA MONITORS	1	HOOKE OAK
5853	2 GATEWAY EV700 VGA MONITORS	1	HOOKE OAK
5853	IBM 17C VGA MONITRO	1	HOOKE OAK
5853	12 COMPAQ DESKPRO PII COMPUTERS	1	HOOKE OAK
5853	MITSUBISHI 17FS VGA MONITOR	1	HOOKE OAK
5853	2 DELL DIMENSION PIII COMPUTERS	1	HOOKE OAK
5853	TANGENT PI COMPUTER	1	HOOKE OAK
5853	IBM 300 PC PII COMPUTER	1	HOOKE OAK
5853	VIEWMATE LV556 VGA MONITOR	1	HOOKE OAK
5853	2 GATEWAY E3220 PIII COMPUTERS	1	HOOKE OAK
5853	GATEWAY 2000 VGA MONITOR	1	HOOKE OAK
5854	COMPUTER TOWER	2	MJHS
5856	RICO FT 3013 PRINTER	3	SHASTA
5857	2 TANGENT MONITORS	2	CHS
5857	PHILLIPS COMPUTER MONITOR	2	CHS
5857	22 COMPAC COMPUTERS	1	CHS
5857	PIII COMPUTER	1	CHS
5857	COMPUTERS PLUS COMPUTER	1	CHS
5857	COMPAQ PENGUIN	1	CHS
5857	4 HP COMPUTERS	1	CHS
5858	7 COMPAQ DESKPROS	2	LCC
5858	6 COMPUTERS PLUS CLONES	2	LCC
5858	GATEWAY 450	2	LCC
5858	GATEWAY 2000 E-3110	2	LCC
5858	APPLE MULTISCAN DISPLAY	2	LCC
5858	POWERMACH G3	2	LCC
5858	NEC MULTISYNC 4FG	2	LCC
5858	POWERMACH G3	2	LCC
5859	3 COMPAQ DESKPRO'S	1	MARIGOLD
5859	ZEBRA COMPUTER	1	MARIGOLD
5859	3 DELL OPTIPLEX COMPUTERS	1	MARIGOLD
5859	2 COMPUTER PLUS COMPUTERS	1	MARIGOLD
5859	SHINHO MONITOR	1	MARIGOLD

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BO#	Description	Cond.	Rec'd From
5859	HP VECTRA PC	1	MARIGOLD
5859	IBM MONITOR	1	MARIGOLD
5859	GATEWAY MONITOR	1	MARIGOLD
5863	6 MACINTOSH MONITORS	2	SIERRA VIEW
5863	3 MACINTOSH PC'S	3	SIERRA VIEW
5863	4 DELL DCM PC'S	3	SIERRA VIEW
5863	2 GATEWAY E4200 PC'S	3	SIERRA VIEW
5863	3 HP VECTRA VL PC'S	3	SIERRA VIEW
5863	E-MACHINE PC	3	SIERRA VIEW
5863	3 NOW TECHNOLOGY PC	3	SIERRA VIEW
5863	COMPUTERS PLUS	2	SIERRA VIEW
5863	DELL OPTIPLEX GX1 PC	2	SIERRA VIEW
5863	HP PC	3	SIERRA VIEW
5863	GATEWAY MINITOWER PC	3	SIERRA VIEW
5863	PROGENRIC MONITOR	3	SIERRA VIEW
5863	COMPAQ MONITOR	2	SIERRA VIEW
5863	HP DESKJET PRINTER	3	SIERRA VIEW
5868	GATEWAY E-4400 CPU	3	PVHS
5866	APPLE LAPTOP	1	PVHS
5869	2 EPSON STYLUS COLOR PRINTERS	3	PVHS
5869	EPSON STYLUS COLOR PRINTER	2	PVHS
5872	MAC MONITOR	1	MJHS
5872	DELL TRINITRON MONITOR	1	MJHS
5873	APPLE IMAC COMPUTER	1	MJHS
5874	6 DELL OPTIPLEX COMPUTERS	1	LCC
5874	4 POWERMAC 5260/120 COMPUTERS	1	LCC
5874	8 COMPAQ DESKPRO COMPUTERS	1	LCC
5874	HP DESKJET PRINTER	1	LCC
5874	ATX COMPUTER	1	LCC
5874	HP VECTRA VL PI COMPUTER	1	LCC
5874	TOSHIBA CELERON COMPUTER	1	LCC
5874	GATEWAY E-4200 COMPUTER	1	LCC
5874	POWER MAC G3 COMPUTER	1	LCC
5874	NEC MULTISYNC MONITOR	1	LCC
5874	DIGITAL VGA MONITOR	1	LCC
5874	ATX COMPUTER	1	LCC
5847	16 COMPAQ DESKPRO HARD DRIVES	1	NEAL DOW
5847	COMPUTER BEYOND 2000 PLUS HARD DRIVE	3	NEAL DOW
5847	2 DELL OPTIPLEX GX1 HARD DRIVES	2	NEAL DOW
5847	2 GATEWAY 2000 MONITORS	1	NEAL DOW
5847	COMPUTERS PLUS HARD DRIVE	1	NEAL DOW
5847	DELL MONITOR	2	NEAL DOW
5847	VIEW SONIC MONITOR	2	NEAL DOW
5847	2 APPLE MONITORS	2	NEAL DOW
5847	2 COMPAQ MONITORS	2	NEAL DOW
5847	MITSUBISHI DIAMOND PRO17TX MONITOR	2	NEAL DOW
5847	5 SONY MONITORS	2	NEAL DOW
5847	NEC MULTISYNC MONITOR	2	NEAL DOW

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BO#	Description	Cond.	Rec'd From
5847	NEXSTAR HARD DRIVE	1	NEAL DOW
5847	SONY MULTISCAN MONITOR	1	NEAL DOW
5847	VIEWMATE MONITOR	1	NEAL DOW
5847	HARD DRIVE	1	NEAL DOW
5847	6 DELL OPTIPLEX HARD DRIVES	1	NEAL DOW
5847	NOW TECHNOLOGY HARD DRIVE	1	NEAL DOW
5847	3 CREATIVE 52X HARD DRIVES	1	NEAL DOW
5847	HEWLETT PACKARD HARD DRIVE	1	NEAL DOW
5879	HP VECTRA PC	3	PARKVIEW
5879	MUSTEK SCANNER	3	PARKVIEW
5879	GATEWAY 2000	3	PARKVIEW
5879	2 COMPAQ EN COMPUTERS	3	PARKVIEW
5879	2 IBM 6563 COMPUTERS	3	PARKVIEW
5879	3 IBM 6562 COMPUTERS	3	PARKVIEW
5879	TOSHIBA COMPUTER	3	PARKVIEW
5879	5 DELL OPTIPLEX COMPUTERS	3	PARKVIEW
5879	2 DELL DIMENSIONS	3	PARKVIEW
5879	5 MONITORS	3	PARKVIEW
5882	5 COMPAQ DESKPRO PIII COMPUTERS	1	SIERRA VIEW
5882	4 COMPAQ DESKPRO PII COMPUTERS	1	SIERRA VIEW
5882	GATEWAY GP6-450 PII COMPUTER	1	SIERRA VIEW
5882	GATEWAY MONITOR	1	SIERRA VIEW
5882	12 DELL OPTIPLEX PII GXI COMPUTERS	1	SIERRA VIEW
5882	5 DELL OPTIPLEX PIII COMPUTERS	1	SIERRA VIEW
5882	SONY MULTISCAN 100SX MONITOR	1	SIERRA VIEW
5882	GATEWAY E-3400 PIII COMPUTER	1	SIERRA VIEW
5883	7 NEC CRT COMPUTERS	3	MJHS
5883	SONY CPU	3	MJHS
5883	MITSUBISHI 19" TV	3	MJHS
5883	15 CPU'S	3	MJHS
5883	2 COMPAQ CRT COMPUTERS	3	MJHS
5885	TOWER PS-133	2	CHS
5885	2 COMPAQ PROLIANTS	2	CHS
5885	COMPUTERS PLUS TOWER	2	CHS
5885	DELL PRECISION 420 SERVER	2	CHS
5885	2 GATEWAY E-3200 TOWERS	2	CHS
5885	GATEWAY E-3400 PIII COMPUTER	2	CHS
5885	NETSAVER LH3 SERVER	2	CHS
5888	HP PRINTER DESK JET 600C	3	NEAL DOW
5888	POWERMATTE PRO HARD DRIVES	1	NEAL DOW
5888	APPLE HIGH RESOLUTION	1	NEAL DOW
5888	IBM COMPUTER	1	NEAL DOW
5888	MULTI SCAN COLOR MONITOR	1	NEAL DOW
5888	HP PRINTER DESKJET 932C	1	NEAL DOW
5888	APPLE MAC HARD DRIVES	1	NEAL DOW
5888	5 GATEWAY COMPUTERS	1	NEAL DOW
5888	NEC COMPUTER	1	NEAL DOW
5888	2 MAGNAVOX VHS	3	NEAL DOW

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BO#	Description	Cond.	Rec'd From
5888	NEC MULTI SYNC	2	NEAL DOW
5888	HARD DRIVE COMPAQ	1	NEAL DOW
5888	HP DESK JET 895C PRINT3ER	3	NEAL DOW
5888	GATEWAY KEYBOARD	1	NEAL DOW
5888	COMPAQ KEYBOARD	1	NEAL DOW
5888	RELISYS TE772B	1	NEAL DOW
5888	APPLE IIGS	1	NEAL DOW
5888	HP PRINTER DESKJET 1000C	1	NEAL DOW
5888	MAC SE HARD DRIVE	1	NEAL DOW
5888	HP LASER JET PRINTER	1	NEAL DOW
5888	GATEWAY 2000 HARD DRIVES	1	NEAL DOW
5888	TELEX CAPAMATE	1	NEAL DOW
5888	APPLE RGB MONITOR	3	NEAL DOW
5888	2 MAC IICI'S	3	NEAL DOW
5888	APPLE HIGH RESOLUTION	3	NEAL DOW
5888	KEYBOARD	3	NEAL DOW
5887	EPSON PRINTER STYLUS	2	ROSEDALE
5887	DELL HARDRIVE	3	ROSEDALE
5887	COMPUTER TOWER	2	ROSEDALE
5887	HEWLETT PACKARD LASERJET PRINTER	3	ROSEDALE
5887	EPSON STYLUS COLOR 600 PRINTER	3	ROSEDALE
5887	2 COMPUTERS BEYOND 2000 PLUS TOWERS	3	ROSEDALE
5887	COMPAQ DESK PRO COMPUTER	3	ROSEDALE
5887	COMPUTER DIGITAL PENTIUM SYSTEM	3	ROSEDALE
5887	DELL POWER EDGE	3	ROSEDALE
5887	TOWER 1300	3	ROSEDALE
5889	6 COMPAQ DESKPRO'S	3	NEAL DOW
5889	2 VIEWSONIC VP150M'S	3	NEAL DOW
5889	3 IMAC'S	3	NEAL DOW
5890	HP LASERJET 5L PRINTER	1	PVHS
5890	SUPER STACK APC BACK UP	2	PVHS
5890	TOSHIBA TECRA LAPTOP	1	PVHS
5890	2 GATEWAY VX700 MONITOR'S	2	PVHS
5890	EPSON STYLUS COLOR PRINTER 740	3	PVHS
5891	GATEWAY MONITOR	1	D.O.
5892	2 DELL TRINITRON MONITORS	1	MJHS
5892	DELL PC	1	MJHS
5893	DELL LAPTOP COMPUTER	2	CHS

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Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: Electronic Music Composition Class

Prepared by: Elizabeth Johnson

☐ Consent

☐ Information Only

Board Date: 4-18-07

☒ Discussion/Action

### **Background Information**

As I began to teach my piano class this year, I watched many of the older boys explore the keyboards we use, and start to create their own compositions. I started thinking about teaching a class in electronic music composition so we could capture the interest and talent of these students and teach them music theory, computer/music technology, composition techniques, and keyboarding skills all at the same time. This is a primary area of study and interest for me, personally, and I know that it particularly appeals to boys who often are turned off to regular classes, yet have a strong desire to create their own music. I began to ask them if they would be interested in learning to use Pro Tools and Finale on their own music, and their eyes lit up and they got excited. One boy said he'd rather stay in high school than graduate so he could take this class. Another boy is a pianist, and a serious composer, and he is very excited about learning to put his songs into notation with the computer. All of these students have real potential in the field of recording arts and electronic music composition, and this class will prepare them to go into careers in these fields, if they so choose. This is a newer area of music education that is vital to students today. Adding it to the high school curriculum will be a definite asset for the students in our district.

### **Education Implications**

According to the state standards for music, this class will meet many requirements, at many levels. Students will learn music theory, notation, various musical styles, computer skills, how to use leading music industry software, and studio recording skills—all as they learn to take the music that is inside of them and develop it and reproduce it through notation and instrumental/vocal composition and recording. Focus will be on using the keyboard and the computer to develop competency in a very broad scope of music skills and knowledge. Another note of interest: The Recording Arts major at CSUC is ranked in the top three in the nation. I will work with the professors at Chico State as I develop the course of study so our students will be prepared to enter this program.

### **Fiscal Implications**


In order to teach this class, we will need to purchase basic full size keyboards, and Pro Tools and Finale music software. The computers can be basic, but they will need sufficient memory and processing speed to run the graphics and the more complex needs of the music software. The cost breakdown sheet is included in this package. We can build this music lab in various ways, depending on the resources

available to us. NOTE: The keyboards are very needed in our piano classes, as well, and the lab will be used immediately for at least three classes each day. There is potential for more use, as we develop this part of the music program at CHS.

### **Additional Information**

This course will combine the personal creativity of the musician with the technology of computers and the science of music study. It will validate our students who are musicians, and will give them experience and training in potential career areas. It will open an area of interest and success to many of these students, who often are turned off to traditional classes, and provide motivation for success in all areas of study. My son was such a student, and in his senior year he came from PVHS over to CHS to study music theory, band and choir with Mr. Leonard Duarte. He also learned music composition and the basics of the notation software, Finale. It was a critical time in his life, and I believe he was able to finish high school successfully because he had this opportunity. CHS has a tradition and reputation for musical excellence, and for stepping out ahead in music education. I would like to revive this area of study that Mr. Duarte began, and add to it through a fully developed computer lab dedicated to music. It will be very worth it for many students.

DO Recommendation:

Approve - VS 



## NEW COURSE PROPOSAL OUTLINE

Course Title:	Electronic Music Composition
Grade Level:	11/12 (except by special arrangement)
Elective /Required:	Elective
Length/Credits:	1 year
Prerequisites:	None, however Piano 1 is advised
Course Number:	(To be completed by District)
Replaces:	

I. **Course Rationale and Description:** This course is important because many students are very interested in computers and the ability to use them for recording and notating music. The students in my piano class are often trying out various sounds and experimenting with their own musical ideas. It is an area that is missing in the music curriculum that is important to fill. It will be an introductory course that will integrate learning basic piano skills with the use of the computer and electronic keyboard for sequencing, notation, and live recording using Pro Tools LE and Finale. This course will explore the use of real and synthesized instruments in composing various kinds of music. It will integrate music with other areas of the arts through projects that invite individual creativity.

II. **Instructional and Supplemental Materials:** I do not know what materials are approved for this kind of course, and would like to do more research into possibilities before I answer this question. I do have some materials that may possibly be usable.

III. **Course Outline:** *The following will be taught in an integrated manner:* 1. Piano skills—chords, scales, basic theory. 3. The basics of computers and music—how it all works. 2. Pro Tools software for sequencing and live recording. 3. Finale for notating music on the computer. 4. Real and virtual synthesizers, interfacing the computer with a keyboard controller. 5. Music composition and songwriting.

### IV. Expectations for Student Learning:

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

	Course Objective	Content Standards	Graduate Attributes	ESLR's*
1.	The students will be able to play chords, scales and simple melodies on the keyboard by note reading and by ear, and know the theory behind what they are playing.			
2.	The students will become proficient in the use of Pro Tools LE and Finale for basic compositions and songwriting, and in notating their compositions.			
	The students will be able to use their knowledge of			

3.	music and computer software to compose music and write songs with sequenced and live instrumentals and vocals. They will be challenged and led to use their technical knowledge in creative ways. They will write music in various styles.			
4.	The students will learn the basics of live recording and be able to combine live and electronic instruments in a piece of music.			
5.	The students will culminate their learning and creative work with a concert of their music, and a CD that they will put together of their own work.			
6.	The students will collaborate on projects, as well as work individually. Opportunities will be offered to collaborate with students in other areas of the arts, as well.			
7.	The students will be prepared to enter a recording arts program at a CSUC campus.			
8.	The students will explore writing music to enhance visual art, pictures, film, poetry, and dance.			

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

**NOTES:** Pro Tools and Finale are standard software used in the music industry. Students who are knowledgeable in the use of this software, as well as in basic music and composition techniques will gain entrance into college recording arts programs much more easily. I believe we could write a course that would meet UC requirements.

This course will begin with basic piano and music theory, simultaneously using computer software and the electronic keyboard to stimulate students to use the basics to create something new, i.e. songs and musical compositions. The students will have a whole orchestra of real and synthesized instruments at their fingertips, and will learn how to structure and compose a piece of music using any real or virtual instrument they desire. They will learn to put instruments and notes together in new ways, and reproduce their new music onto CD's.

This is a technical course that will develop advanced computer skills in the music field.

This is a music course that will teach music theory, basic piano skills, and expect the students to take this knowledge and apply it to their own musical compositions. They will also use their ability to play other instruments, as well as to sing.

This is a fine arts course that will encourage integration of computer art, film, still pictures, stories, poetry and the visual arts with music.

**V. Instructional Methods:** The course will be taught in an electronic music lab consisting of computers and simple controller keyboards that will interface with virtual computer keyboards that have the sounds. The students will each have their own computer and keyboard, and will work on projects individually and in collaboration with other students. There will be many different assignments designed to move them sequentially from very simple skills and understanding through progressively more demanding projects. There will be lecture sessions with hand-on experimentation of what is being taught. Students will also research and teach the class how to do various things in the software. An important part of the class will be listening to and analyzing each other's work to build knowledge and skills and confidence. The students will also listen to and analyzing professional work to build knowledge, as well as to stimulate new ideas.

There will be a required number of projects that must be completed, and the students will also be able to work on other projects as they have time and motivation. Much of the objective will be to teach them to problem solve in the use of the software, to read and follow instructions, and to challenge them to think of new ways to use what they know.

Projects will include composing music that will require them to use various aspects of the software as they learn it. Some projects will include composing music based on word pictures from poetry and stories, as well as visual art. There will also be music notation projects, using melodies and simple orchestrating techniques, as well as guitar tabs and lead sheets for pop music.

There will be a lot of time spent working on the projects, each focusing on an area of learning. Teacher time will be spent with individuals as they need help, teaching the class how to do various things in the software, and coaching the students in their creative efforts. Much of this will grow and develop as the course is experienced. Outside of class time will be spent studying how to do various things, so that class time can be spent on the actual doing. The students will have access to the lab during some out of school time, but most of their work time will be during class.

**VI. Assessment and Evaluations:** Assessments will be made as they work from day to day, based on their ability to stay on task, how grow in their ability to independently problem-solve, and how they pursue their projects both individually and with one another. Evaluations of their projects will be done individually at their work stations, through the CD's of their work they will turn in, the written notation projects, and through playing their music for the class and having class evaluations. A final goal for the class will be a concert of the music they have composed in the course of the year. This concert will use recorded and live music and musicians, with the potential of using dancers, film, art, pictures...they will be asked to be as creative as possible with what they know how to do.

**VII. Grading Policy:** Grading will be based on a predetermined set of assignments and projects, with certain standards that must be met in each one...for example, a notation project could require that they write 8 bars of music with a melody and guitar tabs and chord symbols, and be able to play it. The grade would be based on the completion of the task, rather than on the quality of the music produced.

**VIII. Honors Instructions:** This class could easily meet honors requirements, by giving added challenge to the projects through incorporating more higher level thinking skills, and giving the students more time to do more complex work. Many students who excel in this field are gifted students, and the class would necessarily need to be taught to meet their needs. The less advanced students can also succeed because the work is individual and everyone can do it at their own level.

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## **ELECTRONIC MUSIC COMPOSITION**

**UNIT NAME:** Learning to use Pro Tools sequencing software

**TIME:** 4 weeks

**STANDARDS ADDRESSED:** **Proficient** 2.7 Compose music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.

**INSTRUCTIONAL METHODS:** We will mainly use tutorials included with the Pro Tools manual, combined with several projects that focus on various aspects of the software the students need to be comfortable knowing and using.

**ASSESSMENT:** A hands-on test of their ability to use the software will be done through timed projects throughout the unit, and their ability to successfully complete the projects in the time given.

**UNIT NAME:** Exploring Electronic Orchestration Part I

**TIME:** 3 weeks

**STANDARDS ADDRESSED:** **Proficient** 2.7 Compose music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound. 2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written. **Advanced** 2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.

**INSTRUCTIONAL METHODS:** 1.) The students will explore the instruments available to them on their computers and keyboards through playing them and keeping a list of the ones that inspire them in some way. 2.) As a class, we will explore and talk about the role of various types of electronic sounds, as well as traditional instruments, in compositions. We will listen to examples of how many of these sounds are used in traditional and nontraditional orchestrations. 3.) We will talk about the basic functions of various instruments in relation to each other. 4.) The students will compose short sequences using a variety of these instruments, both in the ways they are usually used, and in some new ways. 5.) The students will take a piece written for 4 part voice or instruments and orchestrate it for a different set of instruments, rearranging the voices as needed to fit the new sounds.

**ASSESSMENT:** The musical sequences will demonstrate the students' grasp of how various instruments function in various orchestrational roles, and their ability to use them to orchestrate their own music, both traditional and nontraditional.

**NOTE:** This unit will be presented again in more depth, in conjunction with more complex composition projects, and taught from the aspect of a deeper knowledge and understanding of how to use the various sounds to more effectively express your music.

**UNIT NAME:** Create Your Own Melodies

**TIME:** 2 weeks

**STANDARDS ADDRESSED:** **Proficient** 2.10 Improvise original melodies over given chord progressions. **Advanced** 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture.

**INSTRUCTIONAL METHODS:** (A Music Theory Prerequisite to this unit will be taught if students don't have prior knowledge of scales and chords.) 1.) Students will review and play scales in various keys, and select a key in which to improvise melodies. They will learn how to construct a melody based on the key and scale it is built upon. 2.) Students will record chord progressions in the key(s) they select, using appropriate keyboard sounds. 3.) Students will choose a sound they enjoy and improvise melodies with the chord progression they recorded. They will be able to change sounds and record as many melodies as they want. This will give them practice in key orientation, choosing instruments, and improvising and recording. 4.) We will listen to each other's favorite melodies and sounds. 5.) We will talk about what makes the melodies be good or need improvement. 6.) We will listen to well known melodies in various genres of music, and talk about why they work, or don't work. This is fairly subjective, which will require the students to support their opinions. 7.) We will examine the similarities and differences between these melodies.

**ASSESSMENT:** The students will compose melodies and evaluate them, based on the criteria we discover as we listen to well known melodies. The students will have to support their evaluations with factual information about the melodies, using musical terms and demonstrate an understanding of the musical content of the melodies. The students will also be assessed on their understanding of music theory and building chord progressions as they go through the process of learning new progressions. Learning to play them on a keyboard will be a part of the learning and assessment.

**UNIT NAME:** Learning to use Finale Notation Software for Melody Note Entry

**TIME:** 2-3 weeks

**STANDARDS ADDRESSED:** **Proficient:** 1.2 Transcribe simple songs when presented aurally. (We will also read and transcribe songs into Finale).

**INSTRUCTIONAL METHODS:** 1.) The students will go through various Finale tutorials to learn the different methods of note entry. They will copy written music to learn the basic functions of the software. 2.) The students will listen to melodies and play them into Finale. (This is a higher level rhythmic and melodic lesson that will involve more instruction in rhythmic and melodic notation. It will be broken up into lessons that will be taught throughout the year at growing levels of difficulty.)

**ASSESSMENT:** The students will be tested on their ability to copy a piece of music accurately using specified note entry methods. The students will also be tested on their aural rhythmic and melodic comprehension and transcription using simple to more complex note and rhythm patterns.



**UNIT NAME:** Notating Your Melodies and Chords

**TIME:** 4 weeks

**STANDARDS ADDRESSED:** **Proficient and Advanced** 1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (at a growing level of difficulty). 1.3 Sightread music accurately and expressively (at a growing level of difficulty).

**INSTRUCTIONAL METHODS:** 1.) Go through the Finale Tutorial on lead sheets and entering chord symbols over melodies. 2.) Refer to the melodies the students improvised and recorded using Pro Tools in the previous unit. They will take these same melodies recorded aurally and enter them into Finale, producing written music they can read and play. 3.) They will enter the chords used to harmonize these melodies and make lead sheets.

**ASSESSMENT:** The students will be assessed through the work they do in class and the notated melodies and harmonies they turn in. They will show achievement in aural and rhythmic recognition through their ability to notate their own melodies as they listen to them and notate them into Finale.

**UNIT NAME:** Improvising and Notating Harmonies

**TIME:** In conjunction with the unit on Notating Melodies

**STANDARDS ADDRESSED:** **Proficient** 2.9 Improvise harmonizing parts, using an appropriate style.

**INSTRUCTIONAL METHODS:** Students will use the melodies they previously composed and notated, and use both Pro Tools and Finale to improvise harmonies and notate them. They will also explore appropriate instrumental sounds for these harmony parts. (This is a building block process of learning to use the software and hardware, and learning to compose, at the same time.)

**ASSESSMENT:** The students will be assessed through the work they do in class and the notated melodies and harmonies they turn in. They will be given simple aural dictation and demonstrate what they hear through entering the notes into Finale correctly, and harmonizing them.

**UNIT NAME:** How Do You Write Music that Makes People See and Feel Things?

**TIME:** 4 weeks

**STANDARDS ADDRESSED:** **Proficient** 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures. 4.2 Evaluate a composition by comparing with an exemplary model. **Advanced** 4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures. 4.1 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

**INSTRUCTIONAL METHODS:** 1.) Listen to a variety of music from various musical periods and cultures and determine what images and emotions are evoked through the music. 2.) Identify as a class and individually through listening assignments what musical/instrumental/vocal means are used to evoke the images and emotions found in

the music. 3.) Do short (1 minute) composition projects that use instrumentation and musical techniques to evoke a variety of emotions 5.) Choose a picture that evokes emotion in you, and compose a short piece that expresses what you see and feel in the picture. 6.) As a class, listen to each other's pieces and evaluate the compositions based on two criteria: 1. What means does the composer use to achieve his goals? 2. Do they "work"? 7.)

**ASSESSMENT:** The students' work will be evaluated through class projects and evaluations, as well as by a set of criteria that is established by the teacher and the class, derived from listening to professional/master composers. The students will also listen to musical samples and identify the similarities and differences in how various cultures express themselves through music.

**NOTE:** This unit will probably be divided up into smaller sections dealing with more specific kinds of composition: Composing Music that Tells a Story, Capturing a Visual Image with Music.

**UNIT NAME:** Exploring Filmmaking

**TIME:** 4 weeks

**STANDARDS ADDRESSED:** **Advanced:** 5.2 Analyze the process for arranging, underscoring and composing music for film and video productions.

**INSTRUCTIONAL METHODS:** 1.) Listen to filmscores from a variety of movies. 2.) Focusing on the music of E.W. Korngold and John Williams, identify through listening assignments as a class and individually what musical/instrumental/vocal means are used to evoke the images and emotions found in the music. Compile a list of methods used. 3.) Watch clips from the films that show in pictures what the same music is expressing and determine why the musical compositional methods work. 4.) Using some of these methods, compose music to go with a short film clip using Pro Tools sequencing and filmmaking capabilities. 5.) Listen to/watch each other's filmscores and determine whether or not the compositional methods used are appropriate and effective.

**ASSESSMENT:** The students' work will be evaluated through class projects and evaluations, as well as by a set of criteria that is established by the teacher and the class, derived from evaluating professional filmscores.

**UNIT NAME:** Do I Want a Career in Music Media?

**TIME:** 1 to 1 1/2 weeks

**STANDARDS ADDRESSED:** **Proficient:** 5.2 Analyze the role and function of music in radio, television and advertising. 5.3 Research musical careers in radio, television, and advertising. **Advanced:** 5.3 Identify and explain the various factors involved in pursuing careers in music.

**INSTRUCTIONAL METHODS:** Students will write reports about a musical career, based on a real person who has or has had that career. These should include interviews with a person in that area, online research into the person or the area of music concerned, and a sketch of a typical job that person would be asked to do.

**ASSESSMENT:** The students will listen to the reports on the various careers and will be asked to choose the one they would enjoy the most and the least, and write about it, and discuss the reasons for their choices.

**NOTE:** There will be other units taught in this yearlong course dealing more with the notation software and its use in combination with the sequencing software. Some compositions will have to be notated, while others will remain as aural compositions, only.

The students will learn to finalize their compositions, mix them down, and master them, producing music that will be recorded to CD.

At the end of the year, the students will have a concert of their own compositions. Some of these compositions will include live and sequenced music, with the potential of collaborating with other students to include dance, film, and other visual media with their music.

This course will give a basic introduction to many areas of electronic music composition, opening the way for the students to go farther on their own as they learn to use the software and gain skill in composing their own music.

This course will prepare the interested student to pursue college studies in music technology, composition, film scoring and other related areas.

## New Course Proposal Signature Page

**Course Title:** Electronic Music Composition  
**Submitted by:** Mary Lou Lim  
**Department:** Music **Campus:** Chico High School

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

Chico High School	<u>Mary Lou Lim</u>	Date <u>4-12-07</u>
Pleasant Valley High School		Date _____
Fair View High School		Date _____
Oakdale School		Date _____
<hr style="border-top: 1px dashed black;"/>		
Bidwell Jr. High School		Date _____
Chico Jr. High School		Date _____
Marsh Jr. High School		Date _____
CAL		Date _____
Oakdale School		Date _____

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

Chico High School	<u>[Signature]</u>	Date <u>4/12/07</u>
Pleasant Valley High School		Date <u>4/12/07</u>
Fair View High School		Date _____
Oakdale School		Date _____
<hr style="border-top: 1px dashed black;"/>		
Bidwell Jr. High School		Date _____
Chico Jr. High School		Date _____
Marsh Jr. High School		Date _____
CAL		Date _____
Oakdale School		Date _____

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

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

[Signature] Date 3-8-07

**CUSD Educational Services Approval:**

Kelly Staley Date 4-12-07

**Governing Board Approval:**

Date \_\_\_\_\_

Title: Proposed Agenda Item  
New Class Proposal  
Art Studio 1 (Year one of The Art Studio @ PVHS)

Action: X  
Consent: \_\_\_\_\_  
Information: \_\_\_\_\_

Agenda Item:  
April 18, 2007  
Page 1

Prepared by: Reta Rickmers  
Pleasant Valley High School

**Background Information:**

**Course Description:** This is the first year of a two-year intermediate/advanced level course in The Art Studio @ PV. *It is linked to junior level English through common themes and curriculum that supports specific English standards.* 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 public artwork. The junior year will focus on campus-wide art projects. Students will learn art history, visual literacy and the connections between public art and the dominant culture. Technology integration will include the development of an e-portfolio and graphic design. Service learning and mentorship's will be components of this course.

**Educational Implications:** This program has several specific educational goals.

- Goal 1: Improve student literacy skills, and narrow the achievement gap.
- Goal 2: Develop a career pathway program in the arts
- Goal 3: Develop connections to adults at school and to the community

**Fiscal Implications:**

The development of this course is funded by a four year SSP (Secondary Specialized Program) Grant from the California Department of Education. We are funded at \$290,000 for a four year period. This year is the planning year and we received \$40,000. The second year we will receive \$125,000, the third year \$75,000, and, the last year, \$50,000. At the end of the grant, we will have the opportunity to apply for an Academy Grant, which funds at about \$80,000 a year on-going.

**Additional Information:** The first class to go through this program will be next years' juniors. We hoping to enroll 32 students for one section the first year and 32 additional students the second year to create two ongoing sections. The same teacher will teacher students for two years to allow teachers to form a closer relationship with the students.

**Projected number of students:**

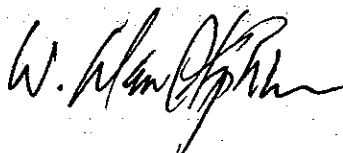
Year	# Juniors	# Seniors	Total SSP Students
Planning Year	0	0	0
Implementation Year 1	32-35	0	35
Implementation Year 2	32-35	35	70

**Application:**

Open to all; application process will be determined during planning year.

**Recommendation**

I recommend that you approve.



6.A.2  
Page 2 of 8

# Chico Unified School District

## NEW COURSE PROPOSAL OUTLINE

**Course Title:** Art Studio 1  
**Grade Level:** 11  
**Elective/Required:** Elective/ Fine Arts credit  
**Length/Credits:** Year/10 Credits  
**Prerequisites:** Fine arts foundation course or portfolio, plus approved application  
**Course Number:**  
**Replaces:** (none)

**I. Course Description:** This is the first year of a two-year intermediate/advanced level course in The Art Studio @ PV. It is linked to junior level English through common themes and curriculum that supports specific English standards. 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 public artwork. The junior year will focus on campus-wide art projects. Students will learn art history, visual literacy and the connections between public art and the dominant culture. Technology integration will include the development of an e-portfolio and graphic design. Service learning and mentorships will be components of this course.

**II. Instructional and Supplemental Materials:** *The Visual Experience*. Hobbs & Salome. Davis Publications, Inc. (approved). Art slides, videos, and posters. *Discovering Art History* (Davis Publications), Art and general reference books.

### Approved Core Literature:

**III. Course Outline:**

1. Overview of the Elements of Art and the Principles of Design
2. Color Theory
3. Principles of 3D Design
4. Figure Drawing
5. Basics of Graphic Design/various media
6. Mural Design
7. Portfolio development
8. Website design
9. Art Careers/Job Shadows
10. Art History & Visual Literacy
11. Art Criticism
12. Descriptive Writing
13. Art Exhibition

**IV. Expectations for Student Learning:**

### ARTISTIC PERCEPTION

1.0 Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

### CREATIVE EXPRESSION

2.0 Students use a variety of media and techniques to communicate meaning and intent through original works of art.

2.2 Prepare portfolios of their original works of art that reflect refined craftsmanship and technical skills

### HISTORICAL AND CULTURAL CONTEXT

3.0 Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

### AESTHETIC VALUING

4.0 Students analyze, assess, and derive meaning from works of art, including their own.

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the view of others.

### 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.

5.2 Create works of art that communicate a cross-cultural or universal theme taken from literature, history, popular culture

5.4 Prepare portfolios of their original works of art for a variety of purposes

**V. Instructional Methods:** 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

**VI. Assessment and Evaluations:** A rubric of general criteria for assessing visual art along with specific project criteria will be used for assessing artwork. Student self- and peer-assessment, rubric scoring, quizzes, tests, and portfolio assessment will be used for product assessment. Performance and student self-assessment will be used for process assessment. Assessments and evaluations will be adapted to modified assignments for special needs students, as appropriate.

**VII. 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.

**VIII. Honors Instructions:** AP Studio Art students will receive differentiated instruction in order to prepare them to pass the AP Studio Art exam.

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## **The Art Studio@PV Grant Summary**

**Purpose:** To provide students with a rigorous, standards-based academic foundation that will ready them for postsecondary study or a variety of careers in the visual arts.

### **Features:**

- Initially designed as an 11<sup>th</sup>/12<sup>th</sup> grade program; may drop to 10<sup>th</sup> grade (will look at during planning year). Career-pathway sequence linked to English courses/curriculum.
- Three-part emphasis: studio work, art exhibition, and public artwork.
- Strong and ongoing connections to IHE (Butte College) and to working artists.
- Mentorships, job shadowing, and internships for students.
- Service-learning is a key part of both new art classes to be created

### **Needs to be addressed through this program:**

- Persistent gap in student achievement in ELA, especially among English learners and special ed students
- Student-expressed need for a program to prepare them for a career in the arts
  - *Survey data: 19% of all students surveyed--are interested in art careers, but there is no career pathway program.*
- Lack of connection among students to adults at the school
  - Again based on survey data

### **Grant Goals and Outcomes:**

#### **Goal 1: Improve student literacy skills, and narrow the achievement gap:**

- **Outcome 1.1:** Increase academic performance each year for all students, as measured by each subgroup meeting or exceeding state growth targets for the Academic Performance Indicator (API).
- **Outcome 1.2:** Increase literacy skills each year for students as measured by each subgroup, showing an increase of at least 2% on the ELA content standards test.
- **Outcome 1.3:** By the end of the planning year, in conjunction with the English Department at PV, develop units that integrate English with art courses.

#### **Goal 2: Develop a career pathway program in the arts**

- **Outcome 2.1:** By spring of 2007, a plan will be developed so that each SSP student will be connected on an ongoing basis with a mentor at the college or in the community, and/or will be engaged in a community classroom setting or another internship or apprenticeship that provides the student an art-job related experience.
- **Outcome 2.2:** Each year of implementation, each SSP student will demonstrate competency in SCANS skills, as assessed by mentor evaluations and/or portfolios.
- **Outcome 2.3:** By the end of the planning year, convene an advisory committee, consisting of art professionals, IHE representatives, parents, students, administration, community representatives, and SSP staff to assist in ongoing program development and articulation with postsecondary and community options.

#### **Goal 3: Develop connections to adults at school and to the community**

- **Outcome 3.1:** Each year of implementation, create community art projects that are collaborative and cooperative between the Chico community, educational community, professional community, and PV students.
- **Outcome 3.2:** By the end of the planning year, develop a summer project in connection with Butte College whereby Art Studio @ PV students utilize the Multimedia Studies state of the art labs and tools to produce art.

### **Activities to accomplish goals:**

- Create two new courses: Campus Art (11<sup>th</sup> grade) and Community Art (12<sup>th</sup> grade)
- Investigate options to free up student schedules and allow them to take an art elective sequence.



- Online US history (will be piloted at CHS in fall of 06) or health
- Zero or seventh period
- Pair each new art course with an English course, so that a single cohort of students will have English and art consecutively. Teachers will have back-to-back preps to allow blocking in either course where appropriate.
  - Courses can be thematically linked, and reinforce each other
  - Connected units or projects will be developed during planning year
  - (Possible issues: not all kids at same English level; scheduling)
- Integrate technology as a tool to enhance teaching and learning
  - Design and maintain websites for the Art Studio@PV and for public art in Chico
  - Students create e-portfolios of artwork
  - Students document school site and public artwork digitally
  - Students engage in digital storytelling
  - Students apply graphic design principles to designing letterheads, logos, etc. for nonprofits.
- Bring in working artists as mentors
- Provide job shadowing and mentorship opportunities for students
- Incorporate service-learning in community and campus art courses
- Incorporate innovative instructional strategies
  - Looping
  - Flexible scheduling options (online history, 0/7 period, reopening consensus)
- Provide academic support to students in the program
  - Designated counselor—will monitor grades and attendance (along with program coordinator), and refer SSP students to support services as necessary (afterschool tutorial, etc.)
  - Looping (among art teachers) and academic teaming (art/English teachers) will allow teachers to know their students better, and better help them academically and personally.

#### Partnerships to support the work:

Partner Organization	Specific Commitment to our Program
<ul style="list-style-type: none"> <li>▪ Butte College, Dept. of Graphic Design</li> <li>▪ Local Artists</li> <li>▪ Chico Art Center</li> <li>▪ City of Chico Arts Commission</li> <li>▪ PV English Dept.</li> <li>▪ University Art Gallery (CSUC)</li> <li>▪ City of Chico</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of multimedia labs at Butte College; college student mentors; web design training and instruction</li> <li>▪ Opportunities to create public art, including murals, disk golf course targets, digital art; mentoring; job shadowing</li> <li>▪ Providing classes by local artists for SSP students; displays of student artwork; internships; job shadows; opportunities to curate art shows</li> <li>▪ Mentoring and job shadowing (arts and city govt); involvement in public art projects</li> <li>▪ Collaboration between English and art classes</li> <li>▪ Gallery exhibition opportunities (preparation, design, installation, gallery sitting)</li> <li>▪ Funding to enable students to work with the City of Chico in specific art projects</li> </ul>

#### Marketing and Recruiting

**Projected number of students:**

SSP staff will discuss capacity during the planning and implementation years, and may consider adding some pre-Art Studio experiences (job shadowing, focused art classes) for sophomores in subsequent years

Year	# Juniors	# Seniors	Total SSP Students
Planning Year	0	0	0
Implementation Year 1	35	0	35
Implementation Year 2	35	35	70
Implementation Year 3	70	35	105
Post-Grant	70	70	140

**Application:**

Open to all; application process will be determined during planning year.  
(See also Arcata High's application for their SSP—online).

**Timeline (see attached)**

**Grant abstract (see attached)**

The Art Studio 1 (11) year-long:

Something brand new at PV for art students! Join our two-year art program, The Art Studio @ PVHS! In this innovative program, students will be guided to find their own style of art while developing their skills and talents as you prepare for the world of work, an art career or higher education.

Technology will be integrated with students learning about graphic arts, plus creating and maintaining a website about our program and an e-portfolio of their own artwork.

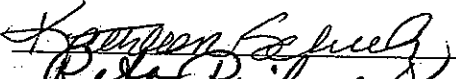
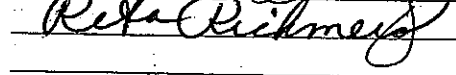
Students will also have an opportunity to create sculptures, mosaics, and murals (and to restore murals) for the PV campus. Other highlights include art-related field trips, learning about art careers through guest artists, job shadowing and working with art experts from the community.

The goals of the course are to provide students advanced learning in the fine arts and the chance to determine the course of their own learning.

## New Course Proposal Signature Page

Course Title: \_\_\_\_\_  
Submitted by: \_\_\_\_\_  
Department: \_\_\_\_\_ Campus: \_\_\_\_\_

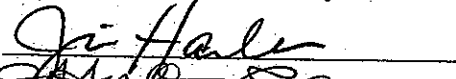
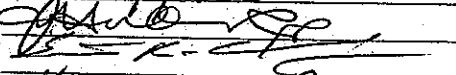
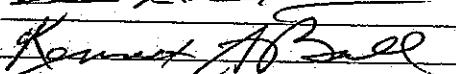
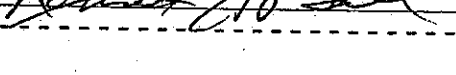
### STEP 1 - Same Grade Level Department Chairperson Approval

Chico High School		Date	1-25-07
Pleasant Valley High School		Date	1/30/07
Fair View High School	_____	Date	_____
Oakdale School	_____	Date	_____

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

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

Chico High School		Date	1/29/07
Pleasant Valley High School		Date	1/29/07
Fair View High School		Date	1/30/07
Oakdale School		Date	1-30-07

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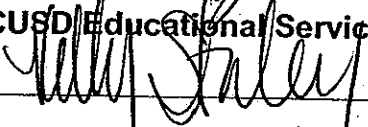
Bidwell Jr. High School		Date	_____
Chico Jr. High School	_____	Date	_____
Marsh Jr. High School	_____	Date	_____
CAL	_____	Date	_____
Oakdale School	_____	Date	_____

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

Content Area Task Force Approval (if appropriate):

 Date 3-26-07

CUSD Educational Services Approval:

 Date 3-30-07

Governing Board Approval:

\_\_\_\_\_ Date \_\_\_\_\_

Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: ELD Academic Support Class

Prepared by: Mary Lou Lim

☐ Consent

☐ Information Only

Board Date: 4-18-07

☒ Discussion/Action

### **Background Information**

High school ELD students are in a profound time crunch. It takes 5-7 years to attain academic proficiency in a language. EL's entering at the high school level don't have that much time. Further, they have to fulfill graduation requirements without academic English proficiency. This class provides needed support for these students.

### **Education Implications**

Successfully implemented, this course would increase the graduation rate for EL's entering school at the high school level, increase the level of English acquired by the students and decrease the time needed to acquire academic fluency. It should also, by extension, bring up test scores for one of our educational subgroups.

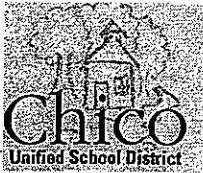
### **Fiscal Implications**

This class would be most successful with a lower than 35 to 1 staffing ratio. Also, it will take the place of a traditional elective. However, the students affected would lose that elective later if they need HSEE remediation in the 12<sup>th</sup> grade and, hopefully, there won't be as much need for the remediation.

### **Additional Information**

DO Recommendation: Approve

W. [Signature]



## NEW COURSE PROPOSAL OUTLINE

Course Title:	ELD Academic Support Class
Grade Level:	7-12
Required/Elective:	Elective but may be required depending on individual student needs
Length/Credits:	Semester class usually taken for the whole year – 5 credits/semester
Prerequisites:	Either enrolled in 1 or more Sheltered Core classes or currently an ELD student in mainstream academic classes
Course Number:	(To be completed by District)

### I. Course Rationale and Description:

This is a proposal for an academic support class for ELD students in order that they may access content area curriculum. This class is also intended to be an intervention for EL and re-designated students who are failing classes. They can check into the class at any time and move back into the dropped electives at the semester.

### II. Instructional and Supplemental Materials:

*Approved Core Instructional Materials:*

Materials will include content class texts.

*Supplemental Materials:*

**Some or all of the following:**

Science, Social Studies, Reading and Language Arts and Mathematics Glossaries in English and in Spanish/English where available (New Leaf Education is a possible source)

Oxford Press Content Area Picture Dictionary Program

National Geographic Windows on Literacy and Reading Expeditions materials

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

- a) Provide study skills instruction and a guided framework that students use throughout the year in all core academic classes based on the AVID model.
- b) Provide instructed practice in reading and writing using supplemental materials directly related to current core academic curriculum.
- c) Support core academic classes by developing and reinforcing foundational vocabulary.
- d) Support core academic classes by developing and reinforcing critical foundational concepts.

	Course Objective	Content Standards
1.	Students will review and expand understanding of core content vocabulary as measured in pre/post tests and direct usage in reading and writing and other applications of the vocabulary.	See Social Studies, Science and Mathematics below.
2.	Students will read and respond in writing to supplemental reading selections related to content in Sheltered Core classes.	See ELA below.
3.	Students will learn and use Cornell note taking and study strategies in core academic content classes.	
4.	Students will review and expand understanding of core content area concepts as measured in pre/post tests and direct usage in reading and writing and other reinforcement applications.	

**Assessment** will include performance-based assessment, pre and post testing, peer evaluation and monitoring of participation, effort and growth over time.

#### Content Standards Addressed by Course Objectives:

##### Social Science:

##### Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

##### Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.

2. Students identify bias and prejudice in historical interpretations.

### Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Source: Grades 9-12 History and Social Sciences Analysis Skills on the CDE web site

## Science:

### Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in *sheltered core science classes*\*, students should develop their own questions and perform investigations. Students will:

- a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
- c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
- d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
- e. Communicate the steps and results from an investigation in written reports and oral presentations.

\* Italicized words are paraphrased from the 7<sup>th</sup> grade science standards to apply to the sheltered core science classes that EL students take.

Source: Science Grade 7 standards on the CDE web site

## ELA

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

### Writing

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.



Source: ELA Grades 9-10 standards on the CDE web site

## **Mathematics**

### **Mathematical Reasoning**

**1.0 Students make decisions about how to approach problems:**

**2.0 Students use strategies, skills, and concepts in finding solutions:**

**3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:**

Source: Mathematics Grade 7 standards on the CDE web site

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

**All students will be special needs students.** Instructional methods will incorporate all learning modalities, visual, auditory, and kinesthetic, in whole group, small group and individual vocabulary and concept development, reading and writing activities.

**V. Grading Policy:**

Class will be graded using the district approved A-F system.

---

## New Course Proposal Signature Page

Course Title: ELD Academic Support Class  
Submitted by: Beth Johnson  
Department: English Language Development Campus: Chico High School

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

Chico High School	<u>B. Johnson</u>	Date	<u>4.12.07</u>
Pleasant Valley High School		Date	
Fair View High School		Date	
Oakdale School		Date	
-----			
Bidwell Jr. High School		Date	
Chico Jr. High School		Date	
Marsh Jr. High School		Date	
CAL		Date	
Oakdale School		Date	

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

Chico High School	<u>J. Hamlin</u>	Date	<u>4/12/07</u>
Pleasant Valley High School	<u>[Signature]</u>	Date	<u>4/12/07</u>
Fair View High School		Date	
Oakdale School		Date	
-----			
Bidwell Jr. High School		Date	
Chico Jr. High School		Date	
Marsh Jr. High School		Date	
CAL		Date	
Oakdale School		Date	

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

Content Area Task Force Approval (if appropriate):

Date \_\_\_\_\_

CUSD Educational Services Approval:

Kelly Staley

Date 4-12-07

CUSD Curriculum Council Approval:

[Signature]

Date 4-9-07

**TITLE: 9-12<sup>TH</sup> GRADE SCIENCE TEXTBOOK RECOMMENDATIONS**

Action: \_\_\_\_\_  
Consent:   X    
Information: \_\_\_\_\_

**Background Information**

The District Curriculum Council authorized the formation of a sub-committee, one co-chaired by Mary Anne Pella-Donnelly and Robert Preston to direct the selection of science textbooks for K12. The selection of science textbooks for the high schools involved each school (Chico High, Pleasant Valley High, and Fair View) reviewing a wide selection of books and then choosing one text for each course taught. The science departments then met to compare texts. A final choice was made for each course by all three schools. These texts were then presented to the District Curriculum Council for approval.

**Educational Implications**

The District is moving toward unified textbooks for each course regardless of the school which a child attends.

**Fiscal Implications**

The approximate prices and number of textbooks needed are attached.

**Recommendation**

The District Curriculum Council recommends the adoption of the textbooks in the attached list.

  
\_\_\_\_\_

Science Textbook Adoption Recommendations:

PVHS Science Classes	CHS Science Classes	Fair View HS	Book Selection	# of texts x \$/book = \$ total
AP/IB Biology	AP Biology		Biology by Campbell(7 <sup>th</sup> edition)	140 x \$120 = \$16,800
Anatomy/Physiology	Anatomy/Physiology		Hole's Human Anatomy & Physiology(11 <sup>th</sup> edition - college level)	140 x \$160 = \$22,400
Physics	Physics		Conceptual Physics by Hewitt(10 <sup>th</sup> edition - college level)	210 x \$85 = \$17,850
AP/IB Chemistry	AP Chemistry			175 x \$166 = \$29,050
Chemistry	Chemistry		Chemistry (Prentice Hall - CA edition)	600 x \$70 = \$42,000
College Prep Earth Science			Earth Science by Tarbuck & Lutgens (Prentice Hall - CA edition)	165 x \$64 = \$10,560
Global Physical Science	Earth Science (non-cp)		Earth Science(Holt- CA edition)	420 x \$60 = \$25,200
Global Life Science	Life Science		Life Science(Prentice Hall)	400 x \$64 = \$25,600
9 <sup>th</sup> Grade College Prep Science			Spectrum Physical Science(Holt 2006 ed)	140 x \$60 = \$8,400
	Introductory Chemistry		Conceptual Chemistry by Suchocki(3 <sup>rd</sup> ed - Pearson)	105 x \$76 = \$7,980
Biology/Honors Biology	Biology			1200 x \$70 = \$84,000
	Sheltered Core Life Science	Life Science	Concepts and Challenges Life Sciences (Globe Fearon)	105 x \$50 = \$5,250
	Sheltered Core Physical Science	Physical Science	Concepts and Challenges Physical Sciences (Globe Fearon)	105 x \$50 = \$5,250
	Sheltered Core Earth Science	Earth Science	Concepts and Challenges Earth Science(Globe Fearon)	105 x \$50 = \$5,250
				Total = \$305,590 + supplemental materials

Total cost is approximate. True cost will be based on the number of sections of each class needed next year and the cost of supplemental materials.

# Chico Unified School District

6.A.5  
Page 1 of 5

*Educational Services - Elementary Education*  
(530) 891-3000 x137

**Title:** K - 8 Science Textbook Recommendation

Action:   X    
Consent:         
Information:       

## **Background Information**

The District Curriculum Council authorized the formation of a sub-committee, one co-chaired by Mary Anne Pella-Donnelly and Robert Preston. Elementary site-level teacher pairs were recruited, with one partner lacking science expertise, as well as junior high science teachers. Guided by the results of a general science survey completed by district staff, the committee initially reviewed and narrowed the field of 11 state adopted science texts to 6. Subsequent meetings identified the K - 5 and the 6 - 8 programs deemed to be the best. Pilots were arranged and publisher presentations were scheduled. After the pilot process, one final meeting was held where the superior programs were identified, a purchase recommendation was developed for all of the agreed upon grade level bands and a recommendation was written for Curriculum Council approval.

## **Educational Implications**

The attached descriptions highlight the educational reasons these textbook programs are being recommended for adoption by the Chico Unified School District.

## **Fiscal Implications**

Macmillan McGraw-Hill (pending)

Prentice Hall 6<sup>th</sup> - \$62.03/ student 7<sup>th</sup> & 8<sup>th</sup> - \$65.77/ student

## **Additional Information**

See attached pages

## **Recommendation**

The District Curriculum Council recommends the adoption of Macmillan CA science for grades K- 5 and Prentice Hall Science for grades 6 - 8.

Approve - W. Alan Hyslop

*Educational Services - Elementary Education*  
(530) 891-3000 x137

## Science Adoption Committee

K – 5 Recommendation:

Macmillan California Science

Some specific input from pilot teachers:

- Students liked the depth of information
- Interactive text is an effective additional component
- Activities are linked to text and were easy for students to perform
- Activities were more experiential/ concrete
- Powerpoints were easy to use
- Easy integration into history and language arts
- Language arts connections support reading and writing in science
- CST practice questions right in text
- Free replacement of consumable materials in kits
- More logically sequenced
- Content delivery was superior
- Visuals were explained better
- Approachable for all reading levels
- Summaries (lesson and chapter) were clear; makes for good closure
- Supplemental trade books are well written
- TE is very teacher friendly
- Foldables
- Superior Big Book
- Songs K – 3
- Great pictures, many of which highlight CA

## Science Adoption Committee

### 6 – 8 Recommendation:

#### Prentice Hall Focus on California Science

#### Some specific input from pilot teachers:

- Text begins by addressing the Investigation & Experimentation strand
- Text has fewer chapters, yet are more focused
- Students preferred the text (2:1 w/ sample size of 85)
- Existing activities integrate nicely into new text
- Curriculum designed to bring science “back to the students”
- Universal Access for ELs and students with special needs
- In-depth connections with social studies and language arts
- Rubrics included for evaluating a student’s science writing
- Layout is sophisticated but designed for ease of use
- Technology components and other ancillaries are superior
- Powerpoints include language builder for science vocabulary: prefixes, suffixes, & roots defined
- Powerpoints include pictures and video and are editable
- Online interactive text as well as downloadable MP3 audio files of the actual text
- Links to *Discovery School* videos
- Supplemental texts (*Reading and Note Taking Guide*) come in two versions and are free for life of adoption
- *California Success Tracker* helps students assess their understanding and provides individualized remediation prescription
- Multi-lingual glossary
- Nearly all components available in Spanish

# Chico Unified School District

6.A.5  
Page 4 of 5

## Educational Services - Elementary Education

(530) 891-3000 x137

March 26, 2007

To Whom It May Concern,

I would like to thank Harcourt for providing Chico Unified the opportunity to pilot your science textbook program. We found the text to be far superior to our current program, however your program was not our final selection.

While the children found the text easy to read and noticed the California connections (loved the relief map on back cover), they felt the text was "babyish" when compared with our other piloted series. Children also loved your picture glossary and index, and found the text better suited for research they did in class, but that would be where the positive student comments end.

Pilot teachers unanimously agreed that Harcourt was the clear second choice. They felt that the content, while focused, seemed dry and workbook like. Pictures in the text looked faded and the K teacher found the Big Book difficult to assemble. The K teacher also found the matter activity, one where his students pushed pictures of matter around to sort them was too abstract and did not lead to discovery. One 5<sup>th</sup> grade teacher could not get the simple motor activity in your program to work, while the similar activity in series we did select was much easier for both teacher and student to be successful.

During the publisher presentation, which was very professional, Kerry Lindenburg showed a slide of a concept explanation from the Harcourt text, one where an analogy was used, and compared with that of the competition. While we did find this to be true, a 5<sup>th</sup> grade pilot teacher wished you had gone further. Explaining current flow, the teacher's edition had a great analogy using traffic and the number of lanes. The teacher wished that had been in the student text. Many of the pilot teachers wished they had a class set of your *Interactive Science Content Readers* for their pilot, as many found that their students like the similar support material provided by the other program.

I would once again like to thank you for the opportunity to pilot your new CA science program and hope that the input our adoption committee has provided you is helpful. If you have any further questions you would like addressed, please feel free to contact me at 530-891-3285.

Sincerely,

Robert D. Preston  
Mary Anne Pella- Donnelly  
Science Committee Co-Chairs  
Chico Unified School District



# Chico Unified School District

*Educational Services - Elementary Education*

(530) 891-3000 x137

March 26, 2007

To Whom It May Concern,

I would like to thank Holt for providing Chico Unified the opportunity to pilot your new CA science textbook program. While we found your text to be far superior to our current program, your program was not our final selection.

Our adoption committee closely analyzed your program against Prentice Hall and found that your program came up short. Everyone liked how the new Holt text was set up, specifically frontloading the I & E strand in the beginning of the text. One 8<sup>th</sup> grade teacher even preferred the chapter sequence in the physical science text, also mentioning the key vocabulary and definitions in the margins. Another pilot teacher felt your text had better graphics, with more colorful backgrounds to grab the reader's attention. They also liked the Holt *Interactive Reader and Study Guide*, saying it is student friendly, but that is where the positive comments stopped.

The technology piece and other ancillaries is where your program is lacking when compared with Prentice Hall. Many teachers' found internet dead-ends when using your program with their students. In one instance, a 6<sup>th</sup> grade teacher was doing a salt marsh activity involving birds with her students (designed for 1 class period), yet the links to the birds were time consuming and difficult to navigate; she had to abandon this activity because it was taking too long. While the program is still in development, we can only judge what we are able to see now, and not predict what the future may hold. The powerpoints in Holt were wordy, and while you may have had more slides in a given area, they actually delivered less content.

The presentation our district received by your company representatives at the start of the process was the best out of the four we sat through. We are, however, compelled to make our instructional material decision based on the hard evidence we gathered. I would once again like to thank you for the opportunity to pilot your new CA science program and hope that the input our adoption committee has provided you is helpful. If you have any further questions you would like addressed, please feel free to contact me at 530-891-3285.

Sincerely,

Robert D. Preston  
Mary Anne Pella-Donnelly  
Science Committee Co-Chairs  
Chico Unified School District

Agenda Item #: \_\_\_\_\_

PROPOSED AGENDA ITEM: Consider Approval of MOU between CUSD & BCOE

☒ Consent  
☐ Information Only  
☐ Discussion/Action

Board Date: April 18, 2007

Background Information

The FCC established a Universal Service Fund (also known as E-rate), which provides 20-90% discounts to schools and libraries for telecommunication services, Internet access, and internal connections. The program is now in the Year 10 funding cycle (starting 7/1/07). Because erate funding approval may take two+ years from the application date and because some bids require Board approval, the contracts may need to be signed on short notice in order to qualify and stay in line for funding. So that we may proceed with the application process, we are asking for pre-approval to enter into E-rate contract(s).

While most applications are for routine voice/data and infrastructure upgrades (wiring, electronics), the most significant project presented at this time is the Backbone/Core and local fiber optic internet access system that will provide up to Gigabit bandwidth (network speed). The attached MOU agreement allows our Internet Service Provider (ISP), Butte County Office of Education, to provide Gigabit connectivity to 88% of schools within CUSD, at a discounted rate of more than 50%. This project is possible because all schools in Butte County have agreed to participate in the Erate program to increase "backbone" bandwidth through the Butte Education Network (BEN).

Education Implications

With Gigabit Internet speed, CUSD classrooms will be able to access online educational materials at a very high speed. In addition to providing routine access to Internet resources, this project will allow top-quality video conferencing directly to the classroom.

Fiscal Implications

The ISP/fiber project timeline will span three more years, and our local non-Erate "match" for the project will come from Redevelopment Funds. Because this project fiscally commits BCOE for the 3-4 year construction period, the MOU is a cost-sharing agreement to cover expenses if for some reason Erate funds are not available. Another aspect of the fiscal impact is that by utilizing a local, dedicated internet access system, there is a potential for substantial long term savings by decreasing fees normally paid to telecommunications companies on a month-to-month basis.

Recommendation

The requested recommendation is that the Assistant Superintendent for Business Services, be authorized to sign the MOU between BCOE and CUSD, and approve various Erate technology projects during the application process and/or sign contracts as funding becomes available.

Prepared by: Vikki Gillett

## **MEMORANDUM OF UNDERSTANDING BETWEEN**

### **The Butte County Office of Education, and the Chico Unified School District**

This Memorandum of Understanding (MOU) is made and entered into by the **Butte County Office of Education (BCOE)** and the **Chico Unified School District (CUSD)**. BCOE and CUSD agree to the following:

1. This MOU will not supersede any existing agreement with districts relative to E-rate, etc. The intent of this Memorandum of Understanding is to ensure clarification of expectations and reconfirmation of costs starting in 2006-2007.
2. BCOE will implement a high speed internet access at the district locations identified on the attachment. In the event that USAC does not fund your internet access services for any reason, the district will be responsible for all costs BCOE has assumed relative to meeting the district's internet access needs.
3. This MOU does not change the scope or costs relative to what was presented to your district for your ITEM 21 services in your original Form 471 application for internet services.
4. The CUSD agrees to reimburse BCOE the specified amount below and any costs relative to financial fees that BCOE has incurred relative to the cost of this project.
5. Upon completion and return of this MOU, BCOE will provide the district with up to 1 Gig of internet access services where applicable.
6. This MOU is for internet services up to 2009-2010 for a four-year term.
7. BCOE will work to define any non E-rate portion of your traffic and remove it from the cost of the E-rate billing. (Note: Voice, Video, and Data Services are not eligible under Internet Access Services).
8. BCOE will implement, manage, and pay for all costs relative to enabling the internet services for your district; the district is paying for internet services ONLY. This is not an infrastructure cost to the district.
9. BCOE will inform and coordinate with district regarding any on-site premise issues relative to the work needed at school sites.
10. This agreement may be amended at any time through mutual agreement. All communication shall be through the following contact persons:

#### **BCOE**

(Name) Robert Wilcox  
(Address) 1859 Bird Street  
(City, State, Zip) Oroville, CA 95965  
(Phone) 530-532-5774

#### **CUSD**

Vikki Gillett  
1163 East Seventh Street  
Chico, CA 95928-5903  
530-891-3000 x150

In witness thereof, this \_\_\_\_ day of \_\_\_\_\_ 2007

**For ISP Site Services in the amount of \$183,448.40/year**

Butte County Office of Education

Chico Unified School District

By: (signature) \_\_\_\_\_

Name (type) Robert Wilcox

Name Randy Meeker

Title (type) Network Operations Manager

Title Asst. Supt. – Business Services

In witness thereof, this \_\_\_\_ day of \_\_\_\_\_ 2007

**For ISP Core Services in the amount of \$201,600.00/year**

Butte County Office of Education

Chico Unified School District

By: (signature) \_\_\_\_\_

Name (type) Robert Wilcox

Name Randy Meeker

Title (type) Network Operations Manager

Title Asst. Supt. – Business Services

**Chico Unified School District sites**

Chico District Office

Bidwell Jr. High

Chapman Elem.

Chico Jr. High

Chico High

Citrus Elem.

Emma Wilson Elem.

Marsh Jr. High

Hooker Oak Elem.

Fair View High

Little Chico Creek Elem.

Marigold Elem.

McManus Elem.

Neal Dow Elem.

Parkview Elem.

Pleasant Valley High

Rosedale Elem.

Shasta Elem.

Sierra View Elem.

CUSD Corp Yard

Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: Online Pilot—Update

Prepared by: Sara Simmons

- ☐ Consent  
☐ Information Only  
☒ Discussion/Action

Board Date: 4/18/07  
\_\_\_\_\_

### **Background Information**

Chico Unified implemented a hybrid online course in US History through the ACT program at Chico High School this year. Instruction is provided with a combination of online and face-to-face instruction.

We would like to expand the program, including students from the general school populations of 11<sup>th</sup> graders. Our aim is to move the US History course into a model that better represents the true online experience, in order to evaluate the feasibility of offering additional courses in the future.

### **Educational Implications**

Preliminary data demonstrates that the students enrolled in the on-line US History course are doing as well as their peers who are enrolled in daily attendance US History courses with regard to academic achievement as measured by benchmark assessments.

### **Fiscal Implications**

The cost to renew our contract for content with Florida Virtual School is \$750. The cost to renew our Learning Management System, which hosts the course, with UCompass is \$8,000.

### **Additional Information**

We have signed an extension of the MOU with CUTA in order to pilot this course again next year.

DO Recommendation: Approve 

Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: Charter Schools-Annual Site Visit Report

Prepared by: Sara Simmons

- ☐ Consent  
☐ Information Only  
☒ Discussion/Action

Board Date: 4/18/07  
\_\_\_\_\_

**Background Information**

Per Education Code, the chartering agency of approved charter schools must exercise oversight authority. One of the components of oversight is an annual Site Visit. The Charter School Site Visitation Committee went to Chico Country Day on February 28, 2007 and to Nord Country School on March 2, 2007. Attached is the report from the committee.

**Educational Implications**

Committee members who have district responsibilities for aspects of the educational program were asked to examine each school's practice and verify that each school was staying true to the terms of its' charter.

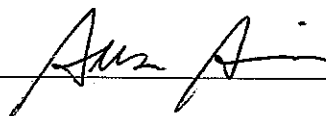
**Fiscal Implications**

Committee members who have district responsibilities for fiscal issues were asked to examine each school's practice with regard to financial viability.

**Additional Information**

We have visited Chico Country Day school annually for the past several years. This was our second annual visit to Nord Country School.

DO Recommendation: Approve \_\_\_\_\_





**Administrative Offices**  
1163 E. Seventh Street  
Chico, CA 95928-5999

6.A.10  
Page 2 of 20

530/891-3000  
fax 891-3220  
[www.ChicoUSD.org](http://www.ChicoUSD.org)

DATE: April 18, 2007  
TO: CUSD Board Members  
FROM: CUSD Site Visit Team: Alan Stephenson, Dave Scott, Bernard Vigallon,  
Bob Feaster, Sara Simmons, Scott Jones and Janet Brinson  
RE: Recommendations/Findings following Site Visit Team to Chico Country Day School on  
February 28, 2007

<b><u>Chico Country Day School Site Visit</u></b>	<b>Page</b>
<b>Mission/Recruitment, Enrollment/Governance Structure</b>	
Sara Simmons	2-3
Director, Innovative Educational Programs	
<b>Academic Goals/Professional Development</b>	
W. Alan Stephenson	4
Director, Elementary Education, Curriculum & Assessment	
<b>Special Education</b>	
Dave Scott	5-6
Director, Pupil Personnel Services	
<b>School Safety/Discipline</b>	
Bernard Vigallon	7
Director, Alternative Education	
<b>Personnel/Staff Performance</b>	
Bob Feaster	8
Assistant Superintendent, Human Resources	
<b>Categorical Programs</b>	
Janet Brinson	9
Director, Categorical Programs	
<b>Financial Viability</b>	
Scott Jones	10
Director, Fiscal Services	

**Sara Simmons, Director II, Innovative Educational Programs:**  
**Mission/Recruitment, Enrollment/Governance Structure**

The following are my observations from the visit to Chico Country Day School on February 28, 2007. I focused my attention on three areas; mission, recruiting and enrollment, and the governance structure.

**Mission**

The mission of Chico Country Day School is "to grow responsible citizens who are guided by the core values of respect, responsibility and compassion, and to establish a community dedicated to the pursuit of academic excellence". It is clear that CCDS focuses on the academic, social and emotional development of their students.

**Commendations:**

- The campus of CCDS projects a positive, supportive environment for students.
- Test scores for Chico Country Day school have continued to improve, with a 2006 API score of 864.
- Staff has initiated a process for school accreditation from the Western Association of Schools and Colleges

**Recommendations:**

- Continue to promote academic excellence while expanding the diversity of the student population.

**Recruitment/Enrollment**

Chico Country Day practices an ongoing recruitment campaign of students similar to their current population, which is reflected in their growing student numbers. The system for tracking enrollment and attendance seems to be efficient. The school submits copies of state attendance reports to the district.

However, as stated in 2004-2005 and 2005-2006 reports, there remains a concern regarding the lack of subgroups reflective of the district (i.e. Asian, African Americans, Latinos, English Learners and Students with disabilities). As per the 2006-2007 CBEDS reporting period, there are no English Learners enrolled in the school.

**Commendations:**

- Communication to parents of current students remains active and ongoing.

**Recommendations:**

- Immediately translate promotional materials into Spanish and Hmong to maximize communication to underrepresented student populations.
- Immediately implement a campaign to disseminate translated material into neighborhoods of underrepresented student populations. Hire translators to bridge the divide for non-English speaking parents of prospective students.
- Set a target goal for the 2007-2008 school year to have the student population of CCDS reflect more accurately the ethnic diversity of CUSD.



**Governance Structure**

Chico Country Day School is governed by a Board of Directors whose members include representatives from parents, community and staff. Day to day responsibility for academic issues is assumed by the Principal, while responsibility for business services is that of the Executive Director.

**Commendations:**

- The composition of the Board of Directors is varied and diversified. Directors have many different areas of expertise, providing a built-in knowledge base for the school.

**Recommendations:**

- The governance structure of the school is heavily dependent on volunteers. Due to the changing nature of public education and the complexity of legal issues in the educational system, it is imperative that officers of the school receive training in various aspects of legal compliance prior to assuming positions on the governing board.

I enjoyed my visit to Chico Country Day School on February 27, 2007. I managed to stop into most classrooms to observe students learning. I spoke at length with Principal, Paul Webber regarding changes since my last visit. I focused on professional development and curriculum.

**Commendations:**

- I saw a great deal of evidence that teachers are designing integrated lessons to focus on academic standards through more than one curricular area. The study of cloud formations integrated with poetry, walking tours of Chico murals integrated with the study of perimeter and area are only two examples.
- Interventions for students that are struggling is moving toward a school-wide systemic program. Currently Read Naturally groups have been organized for students in more than one classroom and appear to be having an impact on student learning. Finding the time for interventions within the school day is difficult, but progress is being made.
- Assessments are a regular part of the instructional program, but are not developed collaboratively. Individual teachers discuss results of assessments with the principal, but not with their peers. Assessments are guiding instruction for the classroom teacher.

**Recommendations:**

- Consideration should be given to establishing a system of common assessments that are standards-based and developed by teachers. Professional Learning Communities make good use of the time they devote to discussing the results of these assessments. Assessments can also serve to assist in the identification of students with needs in specific standards across several classrooms at a grade level and are more timely than the California Standards Tests.

Members of the District's Charter Review Committee met with Chico Country Day School (CCDS) staff and parents on Wednesday, February 28, 2007. Paul Weber, Principal of Chico Country Day School, provided the Committee with an update of significant changes in the areas of curriculum, instruction, facilities, personnel and finance since the Committee's previous visit on February 16, 2006. During the visit, I had the opportunity to converse with CCDS staff members and visit several classrooms including the recently renovated kindergarten classroom and library building.

**Special Education Services:**

The Chico Country Day School currently operates as a school of the District with respect to special education services. The District provides the following services to CCDS:

0.50 FTE Resource Specialist Teacher (2.5 days per week)  
0.20 FTE Speech Therapist (1 day per week)  
0.15 FTE School Nurse (0.75 day per week)  
0.36 FTE Instructional Aide – Special Education (1.825 days per week or approximately 2.9 hours per day)

CCDS students needing more intensive special education services (e.g. a Special Day Class placement) are transferred to other programs in the District or SELPA.

As of this date, there are twenty-three students at CCDS with Individualized Education Programs (IEPs). The primary disabilities for these students are clustered in three of the fourteen federal disability categories as follows:

Specific Learning Disability -	8 students
Speech or Language Impairment -	14 students
Orthopedic Impairment –	<u>1 student</u>
<b>Total</b>	<b>23 students</b>

The student enrollment at CCDS is 361 students. The percentage of students with disabilities at CCDS is 6.37. As reported in the 2006 CBEDS report, the percentage for the District is 11.89.

In January 2007, the Chico Country Day School filed a petition with the Butte County Special Education Local Plan Area to apply for Local Educational Agency status. The petition was approved by the SELPA Governing Board at its March 19, 2007 meeting. The approval of the petition by the SELPA Governing Board permits CCDS to operate its own special education programs beginning July 1, 2008. The impacts on District are as follows:

<b>Staff:</b>	The CUSD staff listed above will no longer be assigned to CCDS
<b>Program:</b>	CCDS will be responsible for the provision of special education services as well as nursing and health services to its students in accordance with all federal and state laws and regulations.
<b>Fiscal:</b>	A reduction of \$293,144 (AB 602 funds + the CCDS share of special education encroachment costs) to the CUSD budget

**Recommendation:**

1. The CCDS Administration has previously reported that its staff is "reaching out" to students and families of under represented groups in order to foster a student body that more accurately reflects the diversity of the K-7 student population of the District. At the time of the visit, CCDS did not have any English Learner students enrolled. The English Learner population of the district is approximately 11.6 percent or 1,506 of 12,990 students. It is strongly recommended that the CCDS Administration arrange for the translation of the school's program information and enrollment materials in Spanish and Hmong by June 30, 2007 in order to assist with facilitating the school's stated goal of having a student population that more closely matches the student population of the District.

**Commendation:**

1. The CCDS staff is commended for initiating the process for school accreditation from the Western Association of Schools and Colleges in February 2007.

**School Safety**

I participated in the February visitation at the Chico Country Day Charter School. Present were Principal Paul Weber, Executive Director, Margaret Reece-Garza and other representative/stakeholders.

We held a discussion regarding the safety of the school as it related to their most recent move to 11<sup>th</sup> and Park Ave. The responses from the committee and stakeholders were very positive. They felt that both the neighborhood and City Officials have responded in support of CCDS. Mr. Weber and Ms Garza spoke well of the transition. "The school community is much happier and feels the site provides a safer environment than the previous site."

All building and grounds allow for visual supervision.

Mr. Weber stated that CCDS adheres to the requirements of the Earthquake, Fire and Code Red drills.

**Recommendations**

CCDS develop a school wide Medical Emergency Response and that CCDS include the Fire Station that services the area

Develop Plans and Practice for Evacuation and Relocation and Reunification

**Discipline**

Little discussion was held regarding Discipline. Previous visits indicate CCDS deals with discipline in a fair, firm and consistent manner

**Recommendation**

CCDS provide the Office of Suspension and Expulsion Review monthly information, to include student data, Ed Code violation(s), days of suspension and specific information regarding any Expulsions.

The District's visitation team met with administrators and parent representatives. No significant personnel issues were apparent from that meeting or a review of the documents available at that time.

Unrelated to personnel issues, I was struck by the lack of tangible progress with respect to diversification of the student body. We heard of efforts that were planned for the future. Many of these planned activities are those that were planned and discussed some time ago. It appears that Chico Country Day School did canvas the neighborhood in an effort to have more of those residents attend. Beyond that, they have conducted some cultural awareness days so that the students of CCDS can be more ready to be with a more diverse population.

The following are my observations from the visit to Chico County Day School on February 28, 2007. CUSD team members visited with CCDS staff and parent representatives. Chico Country Day currently combines their categorical State Block Grant funds with their general fund expenditures. The areas of focus for this portion of the visit were in the areas of Categorical Programs/services and student interventions.

**Commendations:**

Chico County Day School has established some supports for meeting individual student needs. They have focused a portion of their funding to support the Read Naturally program. CCDS has strong cadre of parents, volunteers and support staff in place to assist teachers with student learning. Many of the parents/volunteers and support staff not only provide intervention support for students who need the assistance, but also, enrichment opportunities for students. They have established and maintained after-school support programs for a portion of their student population.

**Recommendations:**

During the 2005-06 site visit to CCDS, the topic of outreach to minority and English Learner populations was discussed. The proximity of the school itself is in a multicultural neighborhood. The CUSD team was interested in the steps that Chico County Day was taking in order to share information about the school to these populations. Discussions at that meeting indicated that CCDS was preparing information to be translated into Hmong and Spanish to distribute to parents regarding Chico Country Day as an option for their students to attend.

The above mentioned topic was discussed again this year. During the discussion, it was indicated that Chico Country Day is still in the process of translating information for distribution. It is clear that CCDS has made very little progress in the area of outreach to minority and English Learner populations. It would be prudent for staff to begin to initiate their outreach plan as soon as possible.

The following information pertaining to Chico Country Day School was reviewed with the assistance of CCDS Executive Director, Margaret Reece. Information was both provided in advance of the site visit as well as reviewed on site.

- **Financial Status:**  
CCDS ended the 05/06 year with a \$18,165 negative fund balance. In June, 2006 the CCDS revised budget anticipated a small surplus of about \$25,000. The difference from the expected ending fund balance was due largely to the Services & Operating Expenses category that ended the year exceeding budget by about \$62,000. At the end of 05/06 CCDS proactively secured a loan commitment of \$100,000 to see them through the year when expenses can exceed revenue in a particular month. According to the school's cash flow analysis the months of January, May, and June estimate negative cash therefore the \$100,000 loan will bridge the gap until the year's final revenues are received.

The CCDS adopted budget anticipated a positive fund balance for the 06/07 year to be \$162,331 including reserves with ADA of 336. The school's 2<sup>nd</sup> Interim report shows a positive fund balance currently projected to be \$92,450 and ADA at P1 is about 346. Combining the two positive facets of the increase in student population and the school's administrative staff carefully watching the budget has resulted in a vast positive turn around for the finances of CCDS.

- CCDS is not operating a Petty Cash fund which can be a difficult fund to control and document expenditures.

The CCDS files were examined and questions asked about the documentation used to back up revenue and expenditures. A small sample of invoices was reviewed along with a discussion with Ms. Reece and Office Manager Kate Holmes. CCDS is maintaining their files in an appropriate manner.

- CCDS uses a third party firm called Edtec for limited budgeting and bank account reconciliation. The school is moving toward more in house accounting resulting in the savings of significant contract services fees for the school. One checking account and one money market account are maintained by CCDS. Dual signatures for checks written over \$5,000 are required.
- **05/06 Audit**  
The CCDS annual audit report was performed by Hosaka, Nagel & Company. The audit showed no irregularities in the internal controls or record keeping of the school and did not make any Findings or Recommendations.

The CCDS staff were very helpful in answering my questions and are to be commended for turning the school around with an anticipated healthy fund balance at year end.





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DATE: April 18, 2005  
TO: CUSD Board Members  
FROM: CUSD Site Visit Team: Kelly Staley, Alan Stephenson, Dave Scott,  
Bob Feaster, Sara Simmons, Scott Jones and Janet Brinson  
RE: Recommendations/Findings following Site Visit Team Nord School on  
March 2, 2007

<b><u>Nord Country School Site Visit</u></b>	<b>Page</b>
<b>Mission, Goals and Objectives</b>	
Kelly Staley	2
Assistant Superintendent, Educational Services	
<b>Recruitment, Enrollment/Governance Structure</b>	
Sara Simmons	3
Director II, Innovative Educational Programs	
<b>Academic Goals/Professional Development</b>	
W. Alan Stephenson	4
Director, Elementary Education, Curriculum & Assessment	
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Bernard Vigallon	6
Director, Alternative Education	
<b>Personnel/Staff Performance</b>	
Bob Feaster	7
Assistant Superintendent, Human Resources	
<b>Categorical Programs</b>	
Janet Brinson	8
Director, Categorical Programs	
<b>Financial Viability</b>	
Scott Jones	9
Director, Fiscal Services	

The mission of Nord Country School is to "educate students in a small school environment where they are in close association with caring teachers, staff, parents and community members". The school relies upon the community for the support, and the community in turn not only provides that support, but takes tremendous pride in its school. The school places value in being a small country school, and there is certainly a feeling of family among the school community.

Nord Country School has done a commendable job in achieving their goal of increased enrollment without losing the family feel of their small, country school. Nord, as with all schools in the state, will need to continue to research and implement ways to provide interventions to help all students meet academic proficiency. Further, the school will need to address growing facility challenges, including both additional facilities and the need to renovate existing facilities to meet the changing needs of the school.

The Visiting Committee was impressed with the warmth demonstrated not only to the visiting committee and the several other visitors on campus that day for the Dr. Seuss Reading Day, but to the students and community as a whole. Again this year, each CUSD review team member was provided with a host who showed them around the school and answered specific questions as needed. It is clear that the school is run in an effective and organized manner and it continues to be equally evident that the school takes pride in itself and is anxious to show that pride to others outside their community. The Nord community and Nord Country School may be small in size, but it is big in warmth, love, care, and compassion.

**Commendations:**

- As a visitor to the school, it is clear that this small school both gives and receives much love.
- The community is an active, integral and visible part of the school.
- While diverse in its socio-economic and racial make-up, the school sees this diversity as its' strength.
- There is a communicated desire on the part of the adult community to improve the life of each student attending Nord School.
- The school utilizes State approved, standards aligned textbooks.
- The school is constantly striving to improve itself and does not hesitate to ask for help in such endeavors.

**Recommendations:**

- Continue to develop and implement both formative and summative standards based assessments.
- Continue to work collaboratively with other educators to seek answers to the difficult issues facing the school in the upcoming years.

The following are my observations from the visit to Nord Country School on March 2, 2007. I focused my attention on two areas; enrollment and the governance structure.

**Recruitment/Enrollment/Attendance**

Nord Country School practices an ongoing and aggressive recruitment campaign, which is reflected in their growing student population. The school welcomes all age appropriate students and their parents.

The system for tracking enrollment and attendance seems to be efficient. The school submits copies of state attendance reports to the district.

Nord Country School is developing a Strategic Plan to better prepare for future growth.

**Commendations:**

- The student population of Nord Country School is diverse and reflects both the community of Nord and the surrounding area.
- The Nord community continues to actively support the school. The level of community dedication and commitment is impressive.
- Nord Country School continues to play to its' strengths, advertising itself as a safe, supportive, small school.
- Communication to stakeholders in both English and Spanish is visible and ongoing.

**Recommendations:**

- Continue ongoing strategic planning with regard to future enrollment, retention of the 'small school' feeling, and optimum growth of the school.

**Governance Structure**

Nord Country School is governed by a Board of Directors whose members include representatives from parents, community and staff. Day to day responsibility for academic as well as business issues is assumed by the Principal, who also shares some responsibility with other board members.

**Commendations:**

- The composition of the Board of Directors is varied and diversified. Directors have many different areas of expertise, providing a built-in knowledge base for the school.
- The Board of Nord Country School continues to communicate with district staff in an open and professional manner.

**Recommendations:**

- The governance structure of the school is heavily dependent on volunteers. Due to the changing nature of public education and the complexity of legal issues in the educational system, it is imperative that officers of the school receive training in various aspects of legal compliance prior to assuming positions on the governing board.

I thoroughly enjoyed my visit to Nord Country School on March 2, 2007. I focused my visit on professional development and curriculum. Many best teaching practices were observed.

**Commendations:**

- It was apparent that efforts are continually made to provide learning activities that have real world meaning for the students.
- Instructional programs have been selected to meet the needs of students rather than to match the preferences of teachers. The SRA program in operation in the kindergarten is reflective of this practice. Students that are English learners have a greater need for a structured reading program that focuses on phonics than fluent English speakers. I will be excited to hear the results you obtain from this program when these students reach STAR test grade levels.
- A true family atmosphere surrounds students, teachers, staff, parents and board members.

**Recommendations:**

- Continue to place students first, recognizing that schools exist for the children and not for the adults. You folks are a success story.

The members of the District's Charter Review Committee were warmly welcomed by members of the Nord Country School (NCS) staff, parents and community members on Friday, March 2, 2007. Ms. Cathy Oviedo, Principal of Chico Country Day School, as well as members of the Nord community provided the Committee with an update of significant changes in the areas of curriculum, instruction, and personnel since the Committee's previous visit on February 6, 2006. During the visit, I had the opportunity to converse with NCS staff and community members, visit several classrooms and tour the campus.

**Special Education Services:**

Nord Country School is a school of the District with respect to special education services. The District provides the following services to NCS:

0.25 FTE Resource Specialist Teacher (1.5 days per week)  
0.10 FTE Speech Therapist (0.5 day per week)  
0.10 FTE School Nurse (0.125 day per week or approximately 4 hours per month)  
0.11 FTE Instructional Aide – Special Education (0.56 days per week or approximately 4.5 hours per week)

NCS students needing more intensive special education services (e.g. a Special Day Class placement) are referred to other programs in the District or SELPA.

As of this date, there are ten (10) students at NCS with Individualized Education Programs (IEPs). The primary disabilities for these students are in five of the fourteen federal disability categories as follows:

Specific Learning Disability	2 students
Speech or Language Impairment	5 students
Other Health Impairment	1 student
Autism	1 student
Hard of Hearing	<u>1 student</u>
<b>Total</b>	<b>10 students</b>

The student enrollment at NCS is 81 students. The percentage of students with disabilities at NCS is 12.34. As reported in the 2006 CBEDS Report, the average for the District is 11.89.

**Commendation:**

1. The NCS staff is commended for their efforts in serving a diverse group of students, including students from the Nord community, English Learner students, students with disabilities, economically disadvantaged students and students from the Esplanade House.
2. The NCS staff is commended for their efforts in providing an evidenced based, effective reading instruction program (i.e. Reading Mastery) to students in the primary grades.

**Recommendation:**

1. The Resource Specialist Teacher (RST) currently meets with students in a room that previously served as a custodial storage area. The NCS Administration is encouraged to find another location for the RST and other itinerant specialists to provide their services to students. The room behind the school office is suggested for consideration.
2. The NCS Administration may want to consider contacting North Valley Catholic Social Services or Victor Youth Services for more information regarding school-based clinical counseling services.

**School Safety**

I participated in the Nord Country Charter School January visitation. I was greeted by a small committee of knowledgeable individuals. They provided me with an open access to adults, students and facilities. It is apparent that the leadership of Mrs. Oviedo has provided the school with information and training as it relates to School Safety.

**Recommendation**

NCCS develop a school wide Medical Emergency Response and that NCCS include the CDF Fire Station that services the area

Develop Plans and Practice for Evacuation and Relocation and Reunification

**Discipline**

Earlier during the 2006-07 I met with Catherine Oviedo, Administrator, of the Nord Country Charter School on several occasions. During our visits she was eager for assistance regarding alignment of all aspects of School Safety and Discipline to Chico USD current practices and procedures. Mrs. Oviedo provided a final completed text demonstrating a dedicated approach to the task.

All Nord Country Day School documents regarding discipline (Ed Code 48900 and 48915 (suspension and expulsion) were carefully aligned and presented to appropriate members of the Nord County Charter governing body and eventually the Chico Unified School District Board of Education

NCCS provide the Office of Suspension and Expulsion Review monthly information, to include student data, Ed Code violation(s), days of suspension and specific information regarding any Expulsions.

During the site visitation the District team met with community members, the site administrator and parents. We were assigned to a site ambassador who took us to all of the classrooms for observations. We toured the facility and were given an update regarding future facility needs and plans. The tenor of the visit was engaging and accepting. NCS seems to serve the local community very well and appears to be proactive in meeting the needs of the students who attend.

There do not appear to be any significant personnel issues that need to be addressed at this time. An "Employee Handbook" appears to be a work in progress that needs further attention.

The following are my observations from conversations with principal, Catherine Oviedo, in lieu of the site visit to Nord County School on March 2, 2007. The discussions focused on Categorical Programs/Services and Student Interventions.

**Commendations:**

Nord County School has established and maintained a well-designed support program to meet student needs. Community members, consisting of retired teachers and others, continue to volunteer their time and expertise to support student learning. They provide small and individual instruction to students using a variety of interventions, based on student need. Volunteers work in tandem with classroom teachers to discuss the needs of the students and to determine the appropriate intervention strategies to be utilized. Nord's before-and after-school programs continue to flourish.

Principal, Catherine Oviedo, indicated that this was their first year of receiving Title I funding. They have begun to utilize that funding to provide additional support for student learning. She is aware that this Title I funding stream must supplement and not supplant the core curriculum.

**Recommendations:**

Nord Country School has a large number of second language learners at their school site. In discussions with Mrs. Oviedo regarding English Language Development support for their EL population, she indicated that the services were not well-defined. There are several aspects EL services that still need to be fully addressed:

- All English Learners need to be assessed in their primary language, based on the Home Language Survey.
- EL students need to have a minimum of 30 minutes of English Language Development instruction on a daily basis.
- English Learners need to be monitored for progress and reclassified once they meet the appropriate criteria.
- English Learners, once reclassified, need to have follow-up assessments to ensure that they are maintaining their English skills and working at a consistent level with that of their English only counterparts.
- Reclassified students, who are not maintaining a consistent performance level, need to have an intervention plan in place in order to assist them in maintaining those levels.

Nord does not have an established ELD program in place, nor are they maintaining records on the progress of their ELD students. CUSD has provided Nord with all of the appropriate record-keeping data, required by law, for English Learners. It would be in their best interest to schedule a time to meet with CUSD personnel to discuss the procedures for implementing this process at the school.



The following information pertaining to Nord Country School was reviewed with the assistance of several members of the NCS staff (Roy Roney-Treasurer, Cathy Oveido-Director/Principal, and Junell Lawrence-Office Manager) either by information provided for in advance or discussions with staff on the day of the site visit of 3/02/07.

- **Financial Status:**  
NCS ended the 05/06 year with a \$63,271 positive fund balance largely due to enrollment exceeding expectations and a diligent staff staying within budget. NCS budgeted ADA of 74.4 has increased to 78.4 at 2<sup>nd</sup> interim which contributes to the school anticipating an increase in fund balance to \$119,829 at 06/07 year end.  
The remaining loan balance of \$70,000 from 05/06 was paid off and no additional borrowing is anticipated during the 06/07 year to meet cash flow needs.
- NCS is operating a petty cash fund worth \$2,000. A discussion followed to insure that receipts were attached that came back to the \$2,000 imprest amount of the fund and that a full reimbursement of the \$2,000 would occur on June 30 of each year to coincide with the timing of the annual audit.
- The school is participating in the Medicare reimbursement program (MAA) worth about \$40,000 to NCS which also adds to the overall stability of their budget.
- **Purchasing Procedures and Filing:**  
The NCS filing system is well organized with improvements occurring as the office staff has time to implement. Internal Purchase Request Forms are used by staff to request items which require the principal's approval before ordering. Purchases require a 2<sup>nd</sup> signature of a Board member when the amount exceeds \$4,500.

A few documents were tested in the files to verify that the appropriate backup documentation was present when making expenditures and incoming funds to the site.  
Various documents were reviewed pertaining to Food storage and Handling Procedures, Payroll Processing Checklist, STRS/PERS processing, Paid Lunch Procedure, and Accounts Receivable Procedures.

- NCS uses Quick Books for their accounting system. Quick Books is widely used by charter schools and is a relatively easy program to use with user friendly reports. Fil Guzman of School Support Services provides expertise in the area of budgeting and reporting and provides NCS with the required budget documents (Adopted, 1<sup>st</sup> and 2<sup>nd</sup> Interims, and Unaudited Actuals) during the year. NCS now uses the SACS (Standardized Account Code Structure) reporting method within the State software which is also the same reporting system that Chico Unified uses.
- **05/06 Audit**  
The NCS annual audit report was performed by Hosaka, Nagel & Company. The audit showed no irregularities in the internal controls or record keeping of the school and did not make any Findings or Recommendations.

The staff were very helpful in answering my questions and are to be commended for keeping a watchful eye on the financial state of the school with a healthy reserve.

Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: Proposition 1D

Prepared by: Sara Simmons

- ☐ Consent  
☐ Information Only  
☒ Discussion/Action

Board Date: 4/18/07  
\_\_\_\_\_

**Background Information**

Proposition 1D was passed by the voters of California in November 2006. One of the provisions was a \$500 million allocation for charter school facilities. Interested charter schools may apply for money in two ways:

Rehabilitation money—Charter school partners with district and rehabs an existing district property. In so doing, the district agrees the site will remain a charter school in perpetuity. CCDS has stated that rehab of current site is preferred, but they intend to apply for new construction money in the event CUSD does not wish to partner with them.

New Construction money—Charter school can apply independently for money to purchase land and build a new school.

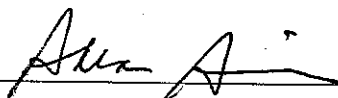
**Educational Implications**

In the case of rehabbing the existing facility, student housing flexibility for the future would be diminished due to the removal of one site.

**Fiscal Implications**

In the event of insolvency on the part of CCDS, CUSD would be responsible for assuming fiscal responsibility, whether the application was for rehabilitation or new construction.

**Additional Information**

DO Recommendation: Deny 

**TITLE: Board Policy Series 6000 (Instruction)**

Action:

Consent:

Information: X

Prepared by: Kelly Staley, Assistant Superintendent for Educational Services

**Background Information**

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

**Educational Implications**

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

**Fiscal Implications**

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

**Recommendation**

Adopt the CSBA recommended Board Policies Series 6000

6000	BP	Concepts And Roles
6011	BP	Academic Standards
6020	BP	Parent Involvement
6030	BP	Integrated Academic and Vocational Instruction
6111	BP	School Calendar
6112	BP	School Day
6115	BP	Ceremonies and Observances
6116	BP	Classroom Interruptions
6141	BP	Curriculum Development and Evaluation
6141.2	BP	Recognition Of Religious Beliefs And Customs
6141.5	BP	Advanced Placement
6141.6	BP	Multicultural Education
6142.1	BP	Health And HIV/AIDS Prevention Instruction
6142.3	BP	Civic Education
6142.6	BP	Visual And Performing Arts Education
6142.7	BP	Physical Education
6142.8	BP	Comprehensive Health Education
6142.91	BP	Reading/Language Arts Instruction
6142.92	BP	Mathematics Instruction
6142.93	BP	Science Instruction
6143	BP	Courses Of Study
6144	BP	Controversial Issues
6145	BP	Extracurricular and Cocurricular Activities
6145.2	BP	Athletic Competition
6145.5	BP	Student Organizations And Equal Access
6145.6	BP	International Exchange
6145.8	BP	Assemblies And Special Events
6146.1	BP	High School Graduation Requirements
6146.11	BP	Alternative Credits Toward Graduation
6146.2	BP	Certificate Of Proficiency/High School Equivalency
6146.3	BP	Reciprocity Of Academic Credit
6146.5	BP	CUSD Junior High School Promotional Requirements
6151	BP	Class Size
6152	BP	Class Assignment
6153	BP	School-Sponsored Trips
6154	BP	Homework/Makeup Work
6158	BP	Independent Study
6159	BP	Individualized Education Program
6159.1	BP	Procedural Safeguards And Complaints For Special Education
6159.2	BP	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	BP	Appointment of Surrogate Parent For Special Education Students
6161	BP	Equipment, Books And Materials

6161.1	BP	Selection And Evaluation Of Instructional Materials
6161.11	BP	Supplementary Instructional Materials
6161.2	BP	Damaged Or Lost Instructional Materials
6161.3	BP	Toxic Art Supplies
6162.5	BP	Student Assessment
6162.51	BP	Standardized Testing and Reporting Program
6162.52	BP	High School Exit Examination
6162.54	BP	Test Integrity/Test Preparation
6162.6	BP	Use of Copyrighted Materials
6162.7	BP	Use of Technology in Instruction
6162.8	BP	Research
6163.1	BP	Library Media Centers
6163.2	BP	Animals at School
6163.4	BP	Student Use of Technology
6164.2	BP	Guidance/Counseling Services
6164.4	BP	Identification of Individuals for Special Education
6164.5	BP	Student Study Teams
6164.6	BP	Identification and Education Under Section 504
6171	BP	Title I Programs
6172	BP	Gifted And Talented Student Program
6173	BP	Education For Homeless Children
6173.1	BP	Education For Foster Youth
6174	BP	Education For English Language Learners
6176	BP	Weekend/Saturday Classes
6177	BP	Summer School
6178	BP	Vocational Education
6178.1	BP	Work Experience Education
6179	BP	Supplemental Instruction
6181	BP	Alternative Academic Programs
6182	BP	Opportunity School/Class/Program
6184	BP	Continuation Education
6185	BP	Community Day School
6190	BP	Evaluation Of The Instructional Program



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## CONCEPTS AND ROLES

The Governing Board desires to provide a comprehensive, research-based curriculum that motivates every student to succeed. The district's educational program shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school and develop to their full potential.

(cf. 9000 - Role of the Board)

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement.

- (cf. 0520 - Intervention for Underperforming Schools)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 6158 - Independent Study)
- (cf. 6159 - Individualized Education Program)
- (cf. 6164.5 - Student Success Teams)
- (cf. 6164.6 - Identification and Education Under Section 504)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6176 - Weekend/Saturday Classes)
- (cf. 6177 - Summer School)
- (cf. 6179 - Supplemental Instruction)
- (cf. 6181 - Alternative Schools)
- (cf. 6183 - Home and Hospital Instruction)
- (cf. 6184 - Continuation Education)
- (cf. 6185 - Community Day School)

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 6020 - Parent Involvement)

The Board shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with the district's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources.

- (cf. 0100 - Philosophy)
- (cf. 0200 - Goals for the School District)
- (cf. 5123 - Promotion/Acceleration/Retention)
- (cf. 6011 - Academic Standards)

2. Establish graduation requirements.

- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)

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3. Ensure that a process is in place for the development and review of the district's curriculum.

(cf. 6141 - Curriculum Development and Evaluation)

4. Adopt the district curriculum and courses of study to be offered

(cf. 6143 - Courses of Study)

5. Adopt textbooks and other instructional materials

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, recognizing staff accomplishments, and including reasonable annual goals related to student learning.

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3100 - Budget)

(cf. 4143 - Negotiations/Consultation)

(cf. 9310 - Board Policies)

7. Provide a continuing program of professional development to keep instructional staff, administrators, and Board members updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment.

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Development)

8. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

9. Communicate clear information about district instructional goals, programs, and progress in student achievement to the community and media.

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

The Superintendent or designee shall:

1. Review research related to curriculum issues

2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum

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development and review process

3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and for the workplace

(cf. 1700 - Relations between Private Industry and the Schools)  
(cf. 6030 - Integrated Academic and Vocational Instruction)

4. Determine the general methods of instruction to be used

5. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)  
(cf. 6112 - School Day)  
(cf. 6117 - Year-Round Schedules)

6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment

(cf. 3310 - Expenditures and Purchases)

7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

### **Comparability in Instruction**

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by categorical programs shall supplement, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 6171 - Title I Programs)

#### **Legal Reference:**

##### **EDUCATION CODE**

51000-51007 Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

#### **Management Resources:**

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy Adopted:





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## ACADEMIC STANDARDS

The Governing Board recognizes that content and performance standards are necessary to clarify for students, parents/guardians, and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards for student achievement that meet or exceed statewide standards and challenge all students to reach their full potential.

District standards shall be determined through a collaborative process. Standards shall be based on a review of state model standards and an assessment of the skills that students will need in order to be successful in the workplace and in higher education, including basic skills, problem-solving abilities and conceptual thinking. Special care shall be taken to ensure the proper articulation of standards among district schools.

(cf. 6010 - Goals and Objectives)

Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program.

(cf. 4115 - Evaluation/Supervision)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6177 - Summer School)

(cf. 6190 - Evaluation of the Instructional Program)

While desiring district standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. Staff shall have sufficient time and flexibility to provide instruction that supplements the standards.

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary.

### Legal Reference:

#### EDUCATION CODE

44662 Evaluation of certificated employees

51003 Statewide academic standards

60605-60605.5 Adoption of statewide academically rigorous content and performance standards

### Management Resources:

#### WEB SITES

CDE: <http://www.cde.ca.gov>



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## PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)  
(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0420.5 - School-Based Decision Making)  
(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 1230 - School-Connected Organizations)  
(cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5145.6 - Parental Notifications)

### Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations.  
(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

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**Legal Reference:**

**EDUCATION CODE**

11500-11506 Programs to encourage parent involvement  
48985 Notices in languages other than English  
51101 Parent rights and responsibilities  
64001 Single plan for student achievement

**LABOR CODE**

230.8 Time off to visit child's school

**UNITED STATES CODE, TITLE 20**

6311 Parental notice of teacher qualifications and student achievement  
6312 Local educational agency plan  
6314 Schoolwide programs  
6316 School improvement  
6318 Parent involvement

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.104 Definitions, auxiliary aids and services  
35.160 Communications

**Management Resources:**

**CSBA PUBLICATIONS**

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

**STATE BOARD OF EDUCATION POLICIES**

89-01 Parent Involvement in the Education of Their Children, rev. 1994

**U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE**

Parental Involvement: Title I, Part A, April 23, 2004

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/fs/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsteachers.org>

U.S. Department of Education: <http://www.ed.gov>



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**INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION**

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In order to maximize the learning and application of skills that will allow students to succeed in life, the Governing Board believes that the instruction of academic and vocational subjects should be combined and fully integrated during all their years of schooling. The Board is confident that achievement will rise when students are routinely called upon to apply their classroom learning to real life and workplace situations.

The Board recognizes that integrated academic/vocational instruction will require new forms of community involvement and a new level of collaboration among schools and staff members. Representatives of all disciplines and grade levels will need to collaborate in developing a curriculum that offers school-based and work-based learning experiences in well-articulated sequences. Career awareness, exploration and guidance should be an integral part of this curriculum.

(cf. 4131 - Staff Development)

(cf. 6010 - Goals and Objectives)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6164.2 - Guidance/Counseling Services)

**Legal Reference:**

**EDUCATION CODE**

51041 Evaluation of educational program

52336-52336.5 Career preparatory programs

**UNITED STATES CODE, TITLE 20**

5801-6084 National Education Reform, Goals 2000

6101-6251 School-to-Work Opportunities Act of 1994

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

Policy Adopted:



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## SCHOOL CALENDAR

The Superintendent or designee shall recommend to the Board of Education a calendar for the district that will meet the requirements of law.

(cf. 4143/4243 - Negotiations/Consultation)

The district calendar shall show the beginning and ending school dates, legal and local holidays, minimum days, vacation periods and other pertinent dates.

(cf. 6112 - School Day)  
(cf. 6115 - Ceremonies and Observances)  
(cf. 6117 - Year-Round Schedules)  
(cf. 6177 - Summer School)

The district shall offer a minimum of 180 days of instruction per school year.

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)

Notifications of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible before the scheduled minimum day. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

### Legal Reference:

#### EDUCATION CODE

37200-37202 School calendar  
37220-37223 Holidays  
37252-37253.5 Summer school  
37300-37307 Year-Round School Demonstration Project  
37600-37672 Continuous school programs: year-round schools, especially:  
37618 School calendar  
37700-37707 Four-day week  
41422 Schools not maintained for 175 days  
44579-44579.5 Instructional Time and Staff Development Reform Program  
46200-46205 Incentives for longer instructional day and year  
46206 Waiver

48980 Notice at beginning of term

#### ELECTIONS CODE

12283 School closures, election days

### Management Resources:

#### WEB SITES

CDE: <http://www.cde.ca.gov>

Secretary of State's Office: <http://www.ss.ca.gov>



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## SCHOOL DAY

The Board of Education shall fix the length of the school day subject to the provisions of law. (Education Code 46100)

(cf. 6111 - School Calendar)

The Superintendent or designee shall schedule class periods giving consideration to course requirements and curricular demands, availability of school facilities, the age and attention span of students, and legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning; provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

(cf. 4131 - Staff Development)

### Legal Reference:

#### EDUCATION CODE

- 8970-8974 Early primary program, including extended-day kindergarten
- 37202 Equal time in all schools
- 37670 Year-round schools
- 46010 Total days of attendance
- 46100 Length of schoolday
- 46110-46119 Kindergarten and elementary schools (day of attendance)
- 46140-46147 Junior high school and high school (day of attendance)
- 46160-46162 Alternative schedule - junior high and high school
- 46170 Minimum day - continuation schools
- 46180 Opportunity schools (minimum day)
- 46190-46192 Adult school (day of attendance)
- 46200-46206 Incentives for longer instructional day and year
- 52326 Minimum school day for regional occupational center and programs

### Management Resources:

#### CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Kindergarten Information, June 7, 2002

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

The Uses of Time for Teaching and Learning, October 1996

Extending Learning Time for Disadvantaged Students, August 1995

#### NATIONAL EDUCATION COMMISSION ON TIME AND LEARNING PUBLICATIONS

Prisoners of Time, April 1994

#### WEB SITES

U.S. Department of Education: <http://www.ed.gov>



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## CEREMONIES AND OBSERVANCES

The Board of Education recognizes the importance of having students join together to celebrate events of cultural or historical significance or to acknowledge the contributions of outstanding individuals. Besides helping students to appreciate their pluralistic heritage, holidays, ceremonies and observances can enhance their sense of community, instill pride in our country, and contribute to a positive school climate.

(cf. 6141.6 - Multicultural Education)

### Legal Reference:

#### EDUCATION CODE

37220-37223 Saturdays and holidays  
44015.1 Week of the school administrator  
45203 Paid holidays  
45460 Classified employee week  
52720 Daily performance of patriotic exercises in public schools

#### GOVERNMENT CODE

430-439 Display of flags  
3540-3549.3 Meeting and negotiating

#### UNITED STATES CODE, TITLE 36

174 Time and occasion for display of flag  
175 Position and manner of display of flag

#### COURT DECISIONS

West Virginia State Board of Education et al v. Barnette et al, 319 U.S. 624 (1943)

### Management Resources:

#### WEB SITES

CDE: <http://www.cde.ca.gov>



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## CLASSROOM INTERRUPTIONS

The Board of Education recognizes that class time should be dedicated to student learning. The Board believes that classroom interruptions which are not related to the educational program should be kept at an absolute minimum.

The Superintendent or designee shall establish administrative regulations to govern classroom interruptions.

Legal Reference:

EDUCATION CODE

32212 Classroom interruptions





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## **CURRICULUM DEVELOPMENT AND EVALUATION**

The Board of Education accepts responsibility for establishing what students should learn. The Board shall adopt a district curriculum which reflects district philosophy, responds to student needs and abilities, and is consistent with the requirements of law. Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

The Board considers curriculum improvement to be a priority for the district. Curriculum development and evaluation will therefore be an ongoing process in the district, routinely supported by planned allocations of resources and staff time.

The Board will establish a curriculum adoption cycle consistent with the state adoption cycle.

(cf. 6178 - Vocational Education)

The Superintendent or designee shall establish procedures which ensure that the curriculum development and evaluation process includes input from a variety of grade levels, disciplines, schools, and special programs. The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

### **Legal Reference:**

#### **EDUCATION CODE**

221.5 Equal opportunity without regard to sex  
35160 Authority of governing boards  
35160.1 Broad authority of school districts  
51050-51057 Enforcement of courses of study  
51200-51263 Required courses of study, especially  
51225.3 Requirements for high school graduation  
51500-51540 Prohibited instruction  
51720-51879.9 Authorized classes and courses of instruction  
52001-52049 Improvement of elementary and secondary education  
52060-52067 American Indian Early Childhood Education Program  
52160-52178 Bilingual-Bicultural Act  
52200-52212 Mentally gifted and talented pupil program  
52300-52414 Vocational education  
54000-54041 Programs for disadvantaged pupils  
54100-54145 Miller-Unruh Act of 1965  
56000-56865 Special education programs

#### **GOVERNMENT CODE**

3543.2 Scope of representation

#### **CODE OF REGULATIONS, TITLE 5**

4000-4091 School improvement programs  
4304-4320 Bilingual education programs  
4400-4426 Improvement of elementary and secondary education

### **Management Resources:**

#### **CDE PROGRAM ADVISORIES**

123.87 Curriculum Review, Improvement and Implementation, CIL:87/8-9

Policy Adopted:



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## RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Board of Education recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the diversity of religions and customs in the world.

(cf. 6143 - Courses of Study)

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the public schools. Instruction about religion shall not promote or denigrate the beliefs or customs of any particular religion or sect, nor should a preference be shown for one religious viewpoint over another. Staff members shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1330 - Use of School Facilities)

(cf. 1325 - Advertising and Promotion)

(cf. 5113 - Absences and Excuses)

(cf. 6145.5 - Student Organizations and Equal Access)

Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students during class time. As part of their official duties, staff shall not lead students in prayer or other religious activities. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

(cf. 5127 - Graduation Ceremony and Activities)

Students may express their beliefs about religion in their homework, artwork and other class work if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6154 - Homework/Make-up Work)

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the public schools. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature.

Music, art, literature or drama programs having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and are temporary in nature.



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**Legal Reference:**

EDUCATION CODE

38130-38138 Civic Center Act

46014 Absences for religious purposes

51511 Religious matters properly included in courses of study

51938 Right of parent/guardian to excuse from sexual health instruction

UNITED STATES CODE, TITLE 20

4071-4074 Equal Access Act

6061 School prayer

7904 School prayer

COURT DECISIONS

Lassonde v. Pleasanton Unified School District, (2003, 9<sup>th</sup> Cir.) 320 F.3d 979

Cole v. Oroville Union High School District, (2000, 9<sup>th</sup> Cir.) 228 F.3d 1092

Lemon v. Kurtzman, (1971) 403 U.S. 602

**Management Resources:**

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, February 2003

Religion in the Public Schools: A Joint Statement of Current Law, April 1995

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

CSBA: <http://www.csba.org>



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## ADVANCED PLACEMENT

To encourage students to challenge themselves academically and to enable students to be more competitive when applying for admission to postsecondary institutions, the Board of Education shall provide opportunities for college-level coursework that will prepare interested high school students to pass Advanced Placement examinations.

To increase the capacity of the school to offer these courses, the Superintendent or designee shall provide opportunities for staff development for Advanced Placement teachers and shall explore alternative methods of delivering Advanced Placement courses, including online courses.

(cf. 4111 - Recruitment and Selection)

(cf. 4113 - Assignment)

(cf. 4131 - Staff Development)

The Superintendent or designee shall ensure that the district's curriculum provides opportunities for students to acquire the skills necessary to successfully undertake Advanced Placement coursework.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

All students who meet course prerequisites shall have equal access to Advanced Placement courses.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Grades for Advanced Placement courses shall be assigned in accordance with Board policy and administrative regulation.

(cf. 5121 - Grades/Evaluation of Student Achievement)

### Legal Reference:

#### EDUCATION CODE

48980 Parental notifications

52240-52247 Advanced Placement program

#### CODE OF REGULATIONS, TITLE 5

3840 Advanced Placement as program option for gifted and talented students

### Management Resources:

#### WEB SITES

CDE: <http://www.cde.ca.gov>

AP Challenge Project: <http://www.apchallenge.net>

College Entrance Examination Board: <http://www.collegeboard.org/ap>

Advancement Via Individual Determination: <http://www.avidcenter.org>



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## MULTICULTURAL EDUCATION

To foster intercultural understanding, communication and respect in an increasingly diverse society, curriculum and instruction at all grade levels should reflect the perspective and experiences of various cultural, ethnic, racial and social groups. The Board of Education desires that multicultural education be integrated across the curriculum into as many subjects as possible rather than providing isolated lessons on different cultures. It may include but not be limited to instruction about the languages, cultural characteristics, significant events and individuals, and social, political and economic conditions of various ethnic groups.

While recognizing the unique aspects of different cultures and peoples, multicultural education should also emphasize commonalities and challenge the stereotypes and biases that inhibit intergroup understanding. Multicultural education also should be designed to contribute to the personal development of students through greater self-understanding and positive self-concept.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5137 - Positive School Climate)
- (cf. 6115 - Ceremonies and Observances)
- (cf. 6141.2 - Recognition of Religious Beliefs and Customs)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

### Legal Reference:

#### EDUCATION CODE

44560 Inservice preparation in ethnic backgrounds

60040 Portrayal of cultural and racial diversity

### Management Resources:

#### WEB SITES

California Arts Project: [www.ucop.edu/tcap](http://www.ucop.edu/tcap)



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## HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Board of Education recognizes that accurate information about family life and human sexuality may contribute to a decreased risk for sexually transmitted diseases or unintended pregnancies. The Board also recognizes that Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis and that education is a necessary component for helping to slow the spread of this disease. The Board therefore desires to provide well-planned instruction on health and HIV/AIDS prevention.

(cf. 6142.8 - Comprehensive Health Education)

The district's curriculum shall be based on medically accurate and factual information and shall help students understand human sexuality. The district's program shall comply with the requirements of law and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

### Parent/Guardian Notification and Excuse

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in health education and HIV/AIDS prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in health and HIV/AIDS prevention education are available for inspection
2. Whether the health or HIV/AIDS prevention education will be taught by district personnel or outside consultants
3. That parents/guardians have a right to request a copy of Education Code 51930-51938
4. That parents/guardians may request in writing that their child not receive health or HIV/AIDS prevention education

(cf. 5145.6 - Parental Notifications)

The district may administer to students in grades 7-12 anonymous, voluntary and confidential research instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Prior to administering such a survey or questionnaire, parents/guardians shall receive written notice that the survey is to be administered. Parents/guardians shall be given an opportunity to review the material and to request in writing that their child not participate. (Education Code 51938)

(cf. 5022 - Student and Family Privacy Rights)

Parents/guardians shall be asked to sign and return to the school an acknowledgment that they have received the notification.

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Upon a written request from his/her parent/guardian, a student shall be excused from participating in health or HIV/AIDS prevention education or from participating in questionnaires or surveys regarding health behaviors and risks. While the instruction is being delivered or the survey instrument is being administered, an alternative educational activity shall be made available to the student. (Education Code 51939)

A student shall not be subject to disciplinary action, academic penalty or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

**Legal Reference:**

EDUCATION CODE

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of Student Rights

7906 Sex education

**Management Resources:**

CDE PUBLICATIONS

Health Framework for California Public Schools, 2003

CSBA PUBLICATIONS

Saving Lives: AIDS Issues for California Schools, 1994

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Health Services: <http://www.dhs.ca.gov>

California Department of Social Services: <http://www.dss.cahwnet.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

California Healthy Kids Resource Center: <http://www.hkresources.org>

California Safe Schools Coalition: <http://www.casafeschools.org>



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## **CIVIC EDUCATION**

The Governing Board recognizes that citizen involvement in civic and political institutions is essential to a democratic government and desires to provide a comprehensive civic education program to help students acquire the knowledge, skills, and principles essential for informed, responsible citizenship.

The Board shall approve, upon the recommendation of the Superintendent or designee, academic standards and curriculum in government that are aligned with state academic standards and curriculum frameworks.

(cf. 6000 - Concepts and Roles)  
(cf. 6011 - Academic Standards)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 9000 - Role of the Board)

The district's civic education program shall provide students with an understanding of the rights and responsibilities of citizens in American democracy and the workings of federal, state, and local governments. As appropriate, instruction should include an examination of fundamental American documents, including, but not limited to, the Declaration of Independence, the United States Constitution, the Federalist Papers, and other significant writings and speeches.

To develop a sense of political effectiveness, instruction should develop students' understanding of the importance of civic participation in a democratic society. Service learning, extracurricular and cocurricular activities, class and school elections, and observation of local government processes may be used to reinforce classroom instruction by linking civic knowledge to practical experience and encouraging civic involvement.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 6142.4 - Learning Through Community Service)  
(cf. 6145 - Extracurricular and Cocurricular Activities)

Instruction also should promote a student's understanding of shared democratic principles and values, such as personal responsibility, justice, equality, respect for others, civic-mindedness, and patriotism, and enable students to make their own commitment to these civic values.

### **Legal Reference:**

#### **EDUCATION CODE**

233.5 Teaching of principles

33540 Standards for government and civics instruction

37221 Commemorative exercises including anniversary of U.S. Constitution

48205 Absence from school for jury duty or precinct board service

51210 Courses of study, grades 1-6

51220 Courses of study, grades 7-12

#### **ELECTIONS CODE**

12302 Precinct boards, appointment of students

#### **UNITED STATES CODE, TITLE 20**

6711-6716 Education for Democracy Act

#### **UNITED STATES CODE, TITLE 36**

101-144 Patriotic observances

### **Management Resources:**

#### **CSBA PUBLICATIONS**

School Board Leadership: The Role and Function of California's School Boards, 1996

#### **FEDERAL REGISTER**

70 Fed. Reg. 9929727 Constitution Day and Citizenship Day

Policy Adopted:





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### **AMERICAN BAR ASSOCIATION PUBLICATIONS**

*Essentials of Law-Related Education*, rev. 2003

### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*History-Social Science Content Standards*

### **CENTER FOR CIVIC EDUCATION PUBLICATIONS**

*Education for Democracy: California Civic Education Scope & Sequence*, 2003

*National Standards for Civics and Government*, 1994

### **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) PUBLICATIONS**

*1998 Civics Report Card for the Nation*, November 18, 1999

### **WEB SITES**

CSBA: <http://www.csba.org>

American Bar Association, Law-Related Education Projects: <http://www.abanet.org/publiced/lre>

American Political Science Association: <http://www.apsanet.org>

Bill of Rights Institute: <http://www.billofrightsinstitute.org>

California Association of Student Leaders: <http://www.casl1.org>

California Council for the Social Studies: <http://www.ccss.org>

Center for California Studies: <http://www.csus.edu/calst>

Center for Civic Education: <http://www.civiced.org>

Center for Information and Research on Civic Learning and Engagement: <http://www.civicyouth.org>

Center for Youth Citizenship: <http://www.youthcitizenship.org>

Constitutional Rights Foundation: <http://www.crf-usa.org>

National Assessment of Educational Progress (NAEP), Civics Assessment:  
<http://nces.ed.gov/nationsreportcard/civics>

National Council for the Social Studies: <http://www.ncss.org>



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### **VISUAL AND PERFORMING ARTS EDUCATION**

The Governing Board recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades. The Board encourages all teachers to use the arts to facilitate learning in the subjects they teach.

The district's arts education program may include curriculum in dance, music, theater and the visual arts. Students shall have the opportunity to improve artistic skills, perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

In addition, the Superintendent or designee shall encourage the integration of community arts resources into the school program. Students shall have opportunities to attend musical and theatrical performances and observe the work of accomplished artists.

#### **Legal Reference:**

##### **EDUCATION CODE**

8810-8819.5 Arts education

8820-8830 Arts Work Visual and Performing Arts Education Program

8950-8957 California summer school of the arts

51204 Course of study designed for students' needs

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

99200-99205 Subject matter projects

#### **Management Resources:**

##### **CDE PUBLICATIONS**

*The Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1996*

*Literature for the Visual and Performing Arts, Kindergarten Through Grade Twelve*

*Prelude to Performance Assessments in the Arts, K-12, 1994*

*The Arts: Partnerships as a Catalyst for Educational Reform, 1994*

*Arts Work: A Call for Arts Education for All California Students, 1997*

##### **WEB SITES:**

CDE: <http://www.cde.ca.gov>

TCAP: <http://www.ucop.edu/tcap>

California Arts Council: <http://www.cac.ca.gov>



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## PHYSICAL EDUCATION

The Board of Education recognizes the positive benefits of physical activity for student health and academic achievement. The Board desires to provide a physical education program that builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6190 - Evaluation of the Instructional Program)

The district's program shall be taught in a co-educational environment and shall include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance.

(cf. 6143 - Courses of Study)

An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion.

(cf. 6164.6 - Identification and Education Under Section 504)

Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather or other inclement conditions.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

### Exemptions

The Superintendent or designee may grant temporary exemption from physical education under any of the following conditions:

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided. (Education Code 51241)
2. The student is enrolled for one-half time or less. (Education Code 51241)

The Superintendent or designee may exempt students, with their consent, from any two years of physical education courses during grades 10-12. (Education Code 51241)

The Superintendent or designee may excuse any student in grades 10-12 who attends a regional occupational center/program from attending physical education courses if such attendance results in hardship because of the travel time involved. (Education Code 52316)

(cf. 6145.2 - Athletic Competition)  
(cf. 6146.11 - Alternative Credits Toward Graduation)

### Legal Reference:

#### EDUCATION CODE

33350 CDE responsibilities re: physical education  
49066 Grades; physical education class

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51210 Course of study, grades 1-6  
51220 Course of study, grades 7-12  
51222 Physical education  
51223 Physical education, elementary schools  
51241 Temporary or permanent exemption from physical education  
51242 Exemption from physical education for athletic program participants  
52316 Excuse from attending physical education classes  
60800 Physical performance test  
CODE OF REGULATIONS, TITLE 5  
1041-1046 Physical performance test  
3051.5 Adapted physical education for individuals with exceptional needs  
10060 Criteria for high school physical education programs  
UNITED STATES CODE, TITLE 29  
794 Rehabilitation Act of 1973, Section 504  
ATTORNEY GENERAL OPINIONS  
53 Ops.Cal.Atty.Gen. 230 (1970)

### Management Resources:

#### CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

#### CDE PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 1996

#### CDE PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

#### CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

#### CDC PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000

#### NASBE PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

#### WEB SITES

CSBA: <http://www.csba.org>

CDE, Nutrition Services Division/SHAPE California: <http://www.cde.ca.gov/nsd>

CDHS, School Health Connections: <http://www.mch.dhs.ca.gov/programs/shc/shc.htm>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

National School Boards Association: <http://www.schoolhealth@nsba.org>

National Association of State Boards of Education (NASBE): <http://www.boards@nasbe.org>

Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>



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## COMPREHENSIVE HEALTH EDUCATION

The Governing Board believes that health education should foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district's health education program shall teach personal responsibility for one's own lifelong health, respect for and promotion of the health of others, the process of growth and development, and informed use of health-related information, products, and services.

Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, goals for nutrition education and physical activity.

(cf. 5030 - Student Wellness)  
(cf. 6011 - Academic Standards)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)  
(cf. 6142.7 - Physical Education)

### Legal Reference:

#### EDUCATION CODE

8850.5 Family relationships and parenting education  
35183.5 Sun protection  
49413 First aid training  
49430-49436 Pupil Nutrition, Health and Achievement Act of 2001  
49490-49493 School breakfast and lunch programs  
49500-49505 School meals  
51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and dangerous drugs  
51210 Areas of study  
51220.5 Parenting skills; areas of instruction  
51260-51269 Drug education  
51265 Gang violence and drug and alcohol abuse prevention inservice  
51513 Personal beliefs  
51890-51891 Comprehensive health education programs  
51913 District health education plan  
51920 Inservice training, health education  
51930-51939 Comprehensive sexual health and HIV/AIDS prevention education  
CODE OF REGULATIONS, TITLE 5  
11800-11801 District health education plan

### Management Resources:

#### CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003  
CALIFORNIA DEPARTMENT OF HEALTH PUBLICATIONS  
Jump Start Teens, 1997

#### WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education, Health Education: <http://www.cde.ca.gov/ci/he>  
California Department of Health, School Health Connections: <http://www.mch.dhs.ca.gov/programs/shc/shc.htm>  
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>  
California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>  
Centers for Disease Control and Prevention: <http://www.cdc.gov>  
National Hearing Conservation Association: <http://www.hearingconservation.org>

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## READING/LANGUAGE ARTS INSTRUCTION

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

(cf. 6143 - Courses of Study)

The Board desires to offer a reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking, and listening activities in order to build effective communication skills.

For each grade level, the Board shall adopt academic standards in reading, speaking, and writing, including spelling and grammar, that meet or exceed state standards. The district's program also shall be aligned with the state framework for reading/language arts instruction.

(cf. 6011 - Academic Standards)

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers.

The Superintendent or designee shall provide professional development opportunities to ensure that instructional staff is knowledgeable about how students develop language skills, is able to analyze students' developing literacy, and is able to draw from a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

The Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to textbooks and other instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.1 - Library Media Centers)

### Grades K-3

The goal of the district's early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a reading/language arts program with the following components:

1. Skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills
2. A strong literature, language, and comprehension program that includes a balance of oral and written language

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3. Ongoing assesment of students' skills
4. An early intervention program that provides assistance to students at risk of reading failure

### **Grades 4-12.**

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-12.

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

### **Supplementary Reading Instruction**

When state funding is available, the Board may offer students in grades K-4 increased instructional opportunities before or after school and/or outside the regular school session to assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students.

(cf. 0420 - School Plans/Site Councils)  
(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer School)  
(cf. 6179 - Supplemental Instruction)

### **Legal Reference:**

#### **EDUCATION CODE**

41505-41508 Pupil Retention Block Grant  
41530-41532 Professional Development Block Grant  
44277 Professional growth requirements; professional development in reading  
44755-44757.5 Teacher reading instruction development program, K-3 (AB 466 trainings)  
44830 Employment of certificated persons  
44831 Certification qualifications  
51210 Areas of study, grades 1 through 6  
51220 Areas of study, grades 7 through 12  
51700-51702 Reading First  
53000-53006 Comprehensive reading leadership program  
60119 Sufficiency of textbooks and instructional materials  
60200.4 Fundamental skills  
60350-60352 Core reading program instructional materials  
60605 State-adopted content and performance standards in core curricular areas  
99220-99221 California Reading Professional Development Institutes  
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)

#### **REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS**

53025-53032 Intensive reading program for grades K-4

#### **CODE OF REGULATIONS, TITLE 5**

9535 Purchase of nonadopted core reading program instructional materials  
11980-11986 Mathematics and Reading Professional Development Program (AB 466 trainings)

#### **UNITED STATES CODE, TITLE 20**

6361-6368 Reading First Program  
6371-6376 Early Reading First Program  
6381-6381k Even Start Family Literacy Program

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**6383 Improving literacy through school libraries**

**Management Resources:**

**CSBA PUBLICATIONS**

*Maximizing School Board Governance: Student Learning and Achievement*

*Every Student Can Read, Every Student Will Read, Report of the CSBA Reading Task Force, May 1995*

**CDE PUBLICATIONS**

*Every Child a Reader, 1995*

*English-Language Arts Framework for California Public Schools*

*English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*

*Recommended Literature: Kindergarten Through Grade Twelve*

**U.S. DEPARTMENT OF EDUCATION GUIDANCE**

*Guidance for the Reading First Program, April 2002*

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/pd/ca/rl>

U.S. Department of Education: <http://www.ed.gov>





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## MATHEMATICS INSTRUCTION

The Governing Board desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Superintendent or designee shall adopt grade-level curricula that offer a balanced instructional program, including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots
2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms
3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.

The Superintendent or designee shall ensure that all students have opportunities to take the full range of mathematics course options. Students at risk of failing to meet standards shall receive additional assistance and intervention.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131 - Staff Development)

Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.7 - Use of Technology in Instruction)

### Legal Reference:

#### EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

### Management Resources:

#### CDE PUBLICATIONS

Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force, 1995  
Mathematics Framework for California Public Schools, 1992

Policy Adopted:



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## SCIENCE INSTRUCTION

The Governing Board believes that science education should focus on giving students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and the interrelation of science, mathematics and technology. As part of their science instruction, students should learn how to apply scientific knowledge and ways of thinking for individual and social purposes.

(cf. 6142.92 - Mathematics Instruction)  
(cf. 6143 - Courses of Study)  
(cf. 6162.7 - Use of Technology in Instruction)

As a matter of principle, science teachers are professionally bound to limit their teaching to content that meets the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences. A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)  
(cf. 6142.91 - Reading/Language Arts Instruction)

### Legal Reference:

#### EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

### Management Resources:

#### CDE PUBLICATIONS

Science Framework for California Public Schools, 1990

#### SBE POLICIES

Policy Statement on the Teaching of Natural Sciences, January 13, 1989



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**COURSES OF STUDY**

The Board of Education recognizes that a well-articulated sequence of courses fosters academic progress and makes for the best possible use of instructional time.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels.

Courses of study for secondary grades shall prepare students to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry upon graduation from high school. (Education Code 51228)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6178 - Vocational Education)

The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51228)

In addition, the course of study for high school students shall include instruction in skills and knowledge for adult life and career technical training. (Education Code 51224)

(cf. 6030 - Integrated Academic and Vocational Instruction)

The Superintendent or designee shall develop a process by which courses are submitted to the University of California for review and certification in order to meet university admission criteria, and shall maintain an accurate list of all current high school courses that have been so certified.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141.5 - Advanced Placement)

Guidance services shall be available to help students select courses relevant to their academic needs and future goals.

(cf. 6164.2 - Counseling/Guidance Services)

**Legal Reference:**

**EDUCATION CODE**

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51204 Course of study designed for student's needs

51204.5 History of California; contributions of men, women and ethnic groups to development of state and nations

51210-51212 Areas of study for grades 1-6

51220-51230 Course of study for grades 7-12

51241 Exemption from physical education

51911-51921 Comprehensive health educational plans

51934 Instruction on AIDS and AIDS prevention

51940 Curriculum for brain and spinal cord injury prevention

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66204 Certification of high school courses as meeting university admission criteria

GOVERNMENT CODE

3543.2 Scope of representation

HEALTH AND SAFETY CODE

11032 Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

10020 Driver education

10060 Physical education program

UNITED STATES CODE, TITLE 20

6101-6251 School-to-Work Opportunities Act of 1994

**Management Resources:**

WEB SITES

CDE: <http://www.cde.ca.gov>

University of California, College Prep Online Courses and Services: <http://www.uccp.org>

Policy Adopted:



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## CONTROVERSIAL ISSUES

The Board of Education believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions and respect the opinions of others.

The Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Teachers should not spend class time on any topic which they feel is not suitable for the class or related to the established course of study.

The Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.

Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic or social views or shall take active steps to neutralize whatever bias has been presented.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.2 - Complaints Concerning Instructional Materials)  
(cf. 5145.2 - Freedom of Speech/Expression)

### Legal Reference:

#### EDUCATION CODE

51510 Prohibited study or supplemental materials  
51511 Religious matters properly included in courses of study  
51530 Prohibition and definition re advocating or teaching communism with intent to indoctrinate  
51933 Sex education courses  
60040 Portrayal of cultural and racial diversity  
60044 Prohibited instructional materials  
60045 Required to be accurate, objective, current, and suited to needs and comprehension at respective grade levels

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## **EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

The Board of Education recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

### **Eligibility Requirements**

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

(cf. 6164.5 - Student Success Teams)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer School)  
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

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**Legal Reference:**

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

48930-48938 Student organizations

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

**Management Resources:**

CDE LEGAL ADVISORIES

001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0

409.87 Requirements for Pupil Participation in Extracurricular and Cocurricular activities, AB 2613, CIL: 86/87-11

WEB SITES

California Association of Directors of Activities: <http://www.cada1.org>

Policy Adopted:



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## **ATHLETIC COMPETITION**

The Board of Education recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social and emotional well-being of participating students, and provides them with an opportunity to learn beneficial character development skills. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.

(cf. 3530 - Risk Management/Insurance)  
(cf. 3541.1 - Transportation for School-Related Trips)  
(cf. 5137 - Positive School Climate)  
(cf. 6142.7 - Physical Education)  
(cf. 7110 - Facilities Master Plan)

### **Nondiscrimination and Equivalent Opportunities in the Athletic Program**

The district's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent opportunities are provided for both genders.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

### **Sportsmanship**

The Board supports the ideals of good sportsmanship, ethical conduct and fair play, and expects student athletes, coaches, spectators and others to demonstrate these principles during all athletic competitions.

In preparing for and participating in athletic competitions, students and staff shall abide by the core principles of trustworthiness, respect, responsibility, fairness, caring and citizenship, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

Students and staff may be subject to disciplinary action for improper conduct.

(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5131.4 - Campus Disturbances)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)

### **California Interscholastic Federation**

The Board maintains membership in CIF and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation and CIF rules. The Superintendent or designee shall have responsibility for the district interscholastic athletic program while the principal or designee at each participating school shall be responsible for the site-level decisions as appropriate.

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The Board shall annually approve an employee from each comprehensive high school to serve as a representative to the local CIF league. CIF representatives shall represent the district in performing all duties required by the CIF league.

### **Student Eligibility**

Eligibility requirements for participation in the district's interscholastic athletic program are the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 5111.1 - District Residency)  
(cf. 5118 - Transfers)  
(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6162.52 - High School Exit Examination)

In addition, the Superintendent or designee shall ensure that students participating in CIF league athletics satisfy any additional CIF eligibility requirements.

### **Health and Safety**

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. Universal precautions shall be observed when injuries occur.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)  
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)  
(cf. 5141.1 - Accidents)  
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)  
(cf. 5141.23 - Infectious Disease Prevention)

Students shall have a medical clearance before participating in the interscholastic athletic program. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

(cf. 5131.61 - Drug Testing)  
(cf. 5131.63 - Anabolic Steroids)  
(cf. 5141.3 - Health Examinations)  
(cf. 5143 - Insurance)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition.

### **Supervision**

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training and preparation for competition. Athletic events shall be officiated by qualified personnel.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

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### **Legal Reference:**

#### EDUCATION CODE

200-261 Prohibition of discrimination on the basis of sex

17580-17581 Football equipment

33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program

33354 CDE authority over interscholastic athletics

35160.5 District policies; rules and regulations

35161 Powers and duties generally

35179 Interscholastic athletics

48930-48938 Student organizations

49020-49023 Athletic programs; legislative intent, equal opportunity, apportionment, prohibited sex discrimination

60850-60856 High School Exit Examination

#### CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

5590-5596 Employment of noncertificated coaches

#### UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

#### COURT DECISIONS

*Hartzell v. Connell*, (1984) 35 Cal. 3d 899

### **Management Resources:**

#### CSBA PUBLICATIONS

*A School Board Member's Guide to CIF and Interscholastic Sports*, 1997

#### CIF PUBLICATIONS

*Pursuing Victory with Honor*, November 1999

*California Interscholastic Federation Constitution and Bylaws*, 1996-97

#### WEB SITES

CSBA: <http://www.csba.org>

CIF: <http://www.cifstate.org>

NOCSAE: <http://www.nocsae.org>

National Federation of State High School Associations: <http://www.nfhs.org>



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### STUDENT ORGANIZATIONS AND EQUAL ACCESS

The Board of Education believes that student organizations reinforce the instructional program, give students practice in democratic self-government and provide social and recreational activities. Student organizations also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1325 - Advertising and Promotion)

(cf. 3452 - Student Activity Funds)

The Superintendent or designee shall establish criteria and a process for school sponsorship of student clubs.

All student-initiated groups at secondary schools shall be given equal access to meet on school premises during noninstructional times without regard to their religious, political, philosophical or other speech content. (20 USC 4071)

(cf. 1330 - Use of School Facilities)

(cf. 3515.2 - Disruptions)

(cf. 5145.2 - Freedom of Speech/Expression)

All student clubs or groups shall have equal access to the school media, including the public address system, the school newspaper, and the school bulletin board, to announce meetings. The Superintendent or designee may inform students that certain groups are not school-sponsored.

No school shall deny equal access or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 USC 7905)

#### Legal Reference:

##### EDUCATION CODE

52 Designation of secondary schools

53 Designation of high schools

200-262.3 Prohibition of discrimination on the basis of sex

32050-32051 Hazing

48930-48938 Student organizations

48950 Freedom of speech

49020 Athletic programs: Legislative intent

49021 Equal opportunity for male and female students

49022 Apportionment of funds for male and female students

49023 Expenditure of public funds; prohibited sex discrimination

##### CODE OF REGULATIONS, TITLE 5

##### 2 Definitions

5531 Supervision of extracurricular activities of pupils

##### PENAL CODE

627-627.10 Access to school premises

##### UNITED STATES CODE, TITLE 20

4071-4074 The Equal Access Act

7904 School prayer

7905 Boy Scouts equal access

##### UNITED STATES CODE, TITLE 36

20101-240112 Patriotic organizations

##### COURT DECISIONS

Culbertson et al. v. Oakridge School District, (2001) 258 F.3d 1061

Good News Club et al. v. Milford Central School, (2001) 121 S.Ct. 2093

Policy Adopted:



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*Ceniceros v. Board of Trustees of the San Diego Unified School District*, (1995) 66 F. 3d 1535  
*Board of Education of Westside Community School District v. Mergens By and Through Mergens* (1989, 8th Cir.) 867  
*F.2d 1076, affd. (1990) 496 U.S. 226*  
*Perumal et al v. Saddleback Valley Unified School District*, (1988) 198 Cal. App. 3d 64  
*Student Coalition for Peace v. Lower Merion School District Board of Directors*, (1985) 776 F.2d. 431  
*Hartzell v. Connell*, (1984) 35 Cal. 3d 899

### **Management Resources:**

**U.S. DEPARTMENT OF EDUCATION**

*Religious Expression in Public Schools: Statement of Principles*, Richard W. Riley, 1995, rev. 1999

**WEB SITES**

U.S. Department of Education: <http://www.ed.gov>



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## INTERNATIONAL EXCHANGE

The Board of Education recognizes that personal interaction between students of different countries promotes global awareness and international understanding. Letters, computer links, visits and student exchange programs all can benefit students and the community at large.

With Board approval, a district school may establish a sister-school relationship with a school in another country.

### Student Exchange Programs

The Board welcomes the enrollment of foreign exchange students participating in programs that meet criteria established by the United States Information Agency for teenager exchange visitor programs. The Board further encourages district students to take any opportunities they may have to participate in such programs and study in another country.

To ensure that district facilities will not be overcrowded, the Superintendent or designee may limit the number of foreign exchange students to be accepted at any district high school during any school year.

The district shall incur no financial obligations when sending or receiving foreign exchange students. Program sponsors shall provide assurance of their responsibility for health, accident and liability insurance, the student's home placement, and the resolution of any related personal difficulties which may arise.

The Superintendent or designee shall establish district criteria for issuing regular or honorary diplomas to foreign exchange students. The principal or designee may refer to these criteria when helping foreign exchange students select classes, academic goals and cocurricular activities which correspond with their individual qualifications, needs and interests.

(cf. 5127 - Graduation Ceremonies and Activities)

District staff shall provide relevant counseling to district students who wish to study in a foreign country. Students seeking district graduation credit for courses successfully completed in the foreign country must provide evidence of academic progress.

(cf. 6146.11 - Alternative Credits Toward Graduation)

#### Legal Reference:

##### EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51225.5 Honorary diplomas; foreign exchange students

#### Management Resources:

##### CIF PUBLICATIONS

California Interscholastic Federation Bylaws: Article 2, Section 212

Policy Adopted:



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## ASSEMBLIES AND SPECIAL EVENTS

The Governing Board believes that assemblies and special events should promote a positive school climate and be related to the district's educational program. Assemblies may provide information that supplements the district's curriculum or may showcase student achievement in academics, athletics, music, art, drama, or other extracurricular or cocurricular activities.

(cf. 5137 - Positive School Climate)  
(cf. 6000 - Concepts and Roles)  
(cf. 6115 - Ceremonies and Observances)  
(cf. 6142.6 - Visual and Performing Arts Education)  
(cf. 6143 - Courses of Study)

The principal shall ensure that speakers and community resources featured in school assemblies and special events are carefully selected and represent a balanced viewpoint. Prospective speakers shall agree to present material of educational relevance that is appropriate to the maturity of the audience, with no statements that are obscene, vulgar, or that incite violence.

(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
(cf. 6144 - Controversial Issues)

The principal shall schedule assemblies and special events so as to maximize the effectiveness of instructional time and to satisfy the requirements of law and negotiated agreements.

(cf. 6111 - School Calendar)  
(cf. 6112 - School Day)

During the assembly, students shall show respect to all performers and speakers. Students who disrupt the program shall lose the privilege of attending the assembly and may be subject to disciplinary action.

(cf. 5131.4 - Student Disturbances)  
(cf. 5131 - Conduct)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)

### Legal Reference:

#### EDUCATION CODE

37200-37202 School calendar  
37220-37223 Holidays  
46010 Total days of attendance  
46100 Length of schoolday  
48980 Notice at beginning of term  
51202 Instruction in personal and public health and safety  
51240 Excuse from instruction due to religious beliefs  
51513 Materials containing questions about beliefs or practices  
51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act



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## **HIGH SCHOOL GRADUATION REQUIREMENTS**

Consistent with the District philosophy and goals, high school principals will issue a diploma certifying high school graduation to each student who meets the District required course of study. In addition, beginning with the Class of 2004, students must pass 10 credits of coursework that meets or exceeds the academic content standards for Algebra I and, commencing with the Class of 2006, pass the State of California High School Exit Exam. Those students who have met all District graduation requirements prior to the Commencement Ceremony qualify to participate in the Commencement Ceremony.

Students not passing the California High School Exit Exam and/or the Algebra requirement and/or the Computer Competency, but meeting all other graduation requirements will receive a Certificate of Completion. Those students who have met the requirements for a Certificate of Completion prior to the Commencement Ceremony qualify to participate in the Commencement Ceremony.

Identified special education students with an approved Individual Educational Plan who do not meet diploma requirements will qualify for a Certificate of Attendance by meeting the standards specified in his/her Plan. The Plan may include differential standards specifically designed for the student. If differential standards are specified on the Plan, those standards should be attainable by the student, yet represent a reasonable level of proficiency, which will enable the student to become a self-sufficient citizen. Those students who have met the requirements for a Certificate of Attendance prior to the Commencement Ceremony qualify to participate in the Commencement Ceremony.

Since individual students learn and achieve at varying rates, it is understood that students will not all meet graduation standards within the same time frame. The District will provide students with the opportunity to receive a diploma or certificate at the end of each semester of the regular school year and at the end of the summer session.

If a student is unable to pass the computer competency, a course in Algebra, and/or the High School Exit Exam for English language arts or mathematics, school personnel will place the student in class(es) or program(s) where remediation will be provided.

The Superintendent and/or designee will be responsible for developing, implementing, and monitoring any necessary administrative procedures to implement this policy.

### **COURSE OF STUDY**

The student will, during grades 9 through 12, successfully complete the course and credit requirements listed below.



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**1. REQUIRED COURSE OF STUDY TO RECEIVE A CUSD DIPLOMA**

Mathematics	20	credits and the pupil must meet or exceed 10 credits of coursework that meets or exceeds the academic content standards for Algebra I in any of grades 7 to 12. Regardless of when the Algebra I content standards requirement is met, students must earn 20 credits in mathematics during grades 9-12.
English	40	credits and be continuously enrolled in English classes throughout grades 9, 10, 11 and 12.
Science	10	credits in biological/life science.
	10	credits in physical/earth science.
Health Science	5	credits.
Physical Education	20	credits - 9th grade required in addition to 1 PE course to be completed in any grade 10 through 12 (these units are not required to meet the continuation high school course of study).
History/Social Science	10	credits in world history, culture and geography to be taken during the 10th grade year.
	10	credits including U. S. history and geography to be taken in the 11 <sup>th</sup> grade year.
	5	credits in American Government and civics and
	5	credits in economics to be taken in the 12th grade year.
Fine Arts/Foreign Language	10	credits in Fine Arts or Foreign Language (a course in American sign language shall be deemed a course in foreign language).
Electives		Adequate number of credits to attain a total of 225 credits. A maximum of 20 credits in work experience may be used toward graduation.
High School Exit Exam		Student will successfully pass the California High School Exit Exam.
Computer Skills		The student will demonstrate proficiency in computer skills by attaining a passing grade on six of twelve assessments as specified by the district.
	225	Total credits required for diploma plus other course, proficiency, and test requirements stated above.





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## 2. REQUIRED COURSE OF STUDY TO RECEIVE A CUSD CERTIFICATE OF COMPLETION

Mathematics	20	credits in mathematics during grades 9-12.
English	40	credits and be continuously enrolled in English classes throughout grades 9, 10, 11 and 12.
Science	10	credits in biological/life science.
	10	credits in physical/earth science.
Health Science	5	credits.
Physical Education	20	credits - 9th grade required in addition to 1 PE course to be completed in any grade 10 through 12 (these units are not required to meet the continuation high school course of study).
History/Social Science	10	credits in world history, culture and geography to be completed during the 10th grade year.
	10	credits including U. S. history and geography to be completed in the 11th grade year.
	5	credits in American Government and civics and
	5	credits in economics to be completed in the 12th grade year.
Fine Arts/Foreign Language	10	credits in Fine Arts or Foreign Language (a course in American sign language shall be deemed a course in foreign language).
Electives		Adequate number of credits to attain a total of 225 credits. A maximum of 20 credits in work experience may be used to satisfy this requirement.

**225** Total credits required for Certificate of Completion.

## 3. REQUIRED COURSE OF STUDY TO RECEIVE A CUSD CERTIFICATE OF ATTENDANCE

- a. Successfully complete requirements as specified by IEP.

### SELECTED STATUTORY REFERENCE(S)

Education Code §	49066	-	Grades; finalization; physical education
	49067	-	Regulations regarding pupil achievement
	51014	-	Course of study
	51055	-	Preparation of courses for continuation high schools
	51056	-	Preparation of courses for adult schools
	51057	-	Course of study requirements; exemptions
	51200	-	General coverage of chapter
	51201	-	Additional courses or activities which may be included
	51203	-	Instruction on alcohol, narcotics and restricted dangerous drugs

Policy Adopted: General Administrative Council - (08/97) 05/05; Superintendent - (08/97) 08/05;  
Board of Education - (09/97) (06/01) 08/05



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- 51210 - Areas of study
  - 51213 - Instruction in social sciences
  - 51215 - Adoption of standards of proficiency in basic skills
  - 51216 - Assessment of pupil proficiency
  - 51217 - Withholding of diploma of graduation
  - 51220 - Areas of study; grades 7 to 12
  - 51221 - Instruction in social sciences
  - 51222 - Physical education
  - 51223 - Minimum instruction in elementary school district
  - 51224 - Prescribing courses for adult life
  - 51224.5 - Algebra graduation requirement
  - 51225.3 - Requirements for graduation
  - 51226 - Examples of minimum standards for high school graduation
  - 51227 - Instruction in social sciences
  - 51228 - Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence
  - 51240 - Excuse from health instruction and family life and sex education due to religious beliefs
  - 51241 - Temporary or permanent exemption from physical education
  - 51242 - Exemption from physical education for athletic program participants
  - 51246 - Exemption from physical education courses for certain pupils in grade 12
  - 51420 - Requirements for eligibility
  - 60611 - Construction of act

**Administrative Code, Title 5, § 1600 - Definitions**

- 1630 - Credit for College Courses
- 1631 - Credit for Private Instruction
- 1632 - Credit for Private School Foreign Language Instruction
- 1633 - Credit for Correspondence Instruction
- 1634 - Credit to Present or Past Members of the Armed Services
- 1635 - Credit for Work Experience Education
- 1650 - Time of Granting Diploma
- 1651 - Time of Granting Diploma Upon Evaluation (Veterans)



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## ALTERNATIVE CREDITS TOWARD GRADUATION

In order to meet individual student needs and encourage all students to complete their high school education, the Governing Board desires to provide flexibility in the completion of prescribed courses in accordance with law.

(cf. 6143 - Courses of Study)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.3 - Reciprocity of Academic Credit)  
(cf. 6200 - Adult Education)

The Board shall actively involve parents/guardians, administrators, teachers, and students in helping the district develop alternative means for students to complete the prescribed course of study required for graduation. (Education Code 51225.3)

As an alternative to completing the course requirements for high school graduation, students may fulfill one or more of the course requirements through the following:

1. Supervised work experience or other outside school experience in accordance with Education Code 51760.3 and 5 CCR 1635 (Education Code 51225.3)

(cf. 6178.1 - Work Experience Education)

2. Career technical education classes offered in high schools (Education Code 51225.3)

(cf. 6178 - Vocational Education)

3. Courses offered by regional occupational centers or programs (Education Code 51225.3)

4. Interdisciplinary study (Education Code 51225.3)

5. Independent study (Education Code 51225.3)

(cf. 6158 - Independent Study)

6. Credit earned at a postsecondary institution (Education Code 48800, 51225.3)

(cf. 6172 - Gifted and Talented Student Program)

7. Instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1633 (Education Code 51740-51741)

8. To satisfy the district's driver education and training requirement, a program approved by the Department of Motor Vehicles which offers driver education and behind-the-wheel instruction through a driving school or licensed independent driving instructor in accordance with Vehicle Code 12814.6

(cf. 6143 - Courses of Study)

9. For credit toward the district's foreign language requirement, foreign language studies successfully completed in a private school in accordance with 5 CCR 1632 (Education Code 51243)

The Superintendent or designee shall determine whether a student has satisfactorily met course requirements through any of the above alternative means.

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**Legal Reference:**

**EDUCATION CODE**

35160 Authority of governing boards  
35160.1 Broad authority of school districts  
48645.5 Course credit, juvenile court schools  
48800-48802 Attendance at community college; advanced education  
51220 Areas of study; grades 7-12  
51225.3 Requirements for graduation  
51241-51246 Exemptions from requirements  
51440 Veterans' education, evaluation and credit toward high school graduation  
51740-51741 Authority to provide instruction by correspondence  
51760-51769.5 Work experience education

**VEHICLE CODE**

12814.6 Teen driver's act

**CODE OF REGULATIONS, TITLE 5**

1600-1635 Alternative credit

**Management Resources:**

**WEB SITES**

California Department of Education: <http://www.cde.ca.gov>



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## CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

The Board of Education desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows him/her to obtain an equivalent certificate.

(cf. 5147 - Dropout Prevention)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6162.52 - High School Exit Examination)  
(cf. 6200 - Adult Education)

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy and administrative regulation.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

(cf. 6164.2 - Guidance/Counseling Services)

### Legal Reference:

#### EDUCATION CODE

48400-48403 Persons subject to compulsory continuation education  
48410 Persons exempt from continuation classes  
48412 Certificate of proficiency; examination fees  
48413 Enrollment in continuation classes  
48414 Reenrollment in district

51420-51427 High school equivalency certificate

#### CODE OF REGULATIONS, TITLE 5

11520-11523 Proficiency examination and certificate  
11530-11532 High school equivalency certificate (GED)

### Management Resources:

#### CDE PUBLICATIONS

Adult Education Handbook for California, 1997

#### WEB SITES

CDE, GED Office: <http://www.cde.ca.gov/ged>

CDE, High School Proficiency: <http://www.cde.ca.gov/statetests/chspe>



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## RECIPROCITY OF ACADEMIC CREDIT

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.

Transferring students shall be subject to the same standards and assessments required of other students in the district.

- (cf. 5118 - Transfers)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 6011 - Academic Standards)
- (cf. 6143 - Courses of Study)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.11 - Alternative Credits Toward Graduation)
- (cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)

### Legal Reference:

#### EDUCATION CODE

- 35160 Authority of governing boards
- 35160.1 Broad authority of school districts
- 47612.5 Charter schools operations, general requirements
- 51003 Statewide academic standards
- 51225.3 Requirements for graduation
- 51228 Minimum curriculum standards
- 52017 Additional elements for secondary school plan
- 60605 Academic content and performance standards; assessments
- 60641-60647 Standardized Testing and Reporting Program
- CODE OF CALIFORNIA REGULATIONS, TITLE 5
- 3070 Graduation



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### **CUSD JUNIOR HIGH SCHOOL PROMOTIONAL REQUIREMENTS**

Junior High School students will complete District approved junior high school promotional requirements or, for students with exceptional needs (students enrolled in special education), complete an alternate course of study approved by school personnel.

Students must meet all curricular requirements in order to participate in promotional exercises. Any student failing to meet curricular requirements may be enrolled in a class(es) in the deficient curricular area(s) during the school year or during summer school. If a student has not met all curricular requirements by the end of the eighth grade, the Counselor in consultation with a student's teachers will consider promotion and/or retention for the student.

The Superintendent and/or designee will be responsible for developing, implementing, and monitoring any necessary administrative procedures to implement this policy.



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## CLASS SIZE

The Board of Education recognizes that the number of students in a class may affect the extent to which teachers can identify and respond to individual student needs.

In establishing class size reduction programs for designated grade levels and courses, the Superintendent or designee shall determine the potential impact of class size reduction on staffing and school facilities needs.

(cf. 1431 - Waivers)  
(cf. 6117 - Year-Round Schedules)  
(cf. 7111 - Evaluating Existing Buildings)

### Class Size Reduction in Grades K-3

The Board believes that small class size is beneficial to students in the elementary grades as they acquire the basic skills that serve as the foundation for their subsequent learning. The Superintendent or designee shall ensure that classes in designated elementary grades meet Class Size Reduction requirements as long as it remains financially feasible for the district.

Full-time mainstreamed special education students shall not be included in determining class size for purposes of the class size reduction program.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall ensure that the teachers of these classes receive training which will help them to maximize the educational advantages of class size reduction.

(cf. 4131 - Staff Development)





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## CLASS ASSIGNMENT

The Governing Board believes students should be assigned to classes and/or grouped in a manner that provides the most effective learning environment for all students.

When assigning students to specific classes, the principal or designee may consider the following criteria:

1. Staff recommendation, including, but not limited to, the recommendations of teachers and counselors
2. Skills and classroom management style of individual teachers
3. Student skill level as indicated by achievement and testing data

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.51 - Standardized Testing and Reporting Program)

4. Balance of high, medium, and low academic achievers
5. Student interests, readiness, behavior, and motivation
6. Student/teacher ratios and, if relevant, class size reduction considerations

(cf. 6151 - Class Size)

The principal or designee may accept from parents/guardians any information which would be helpful in making placement decisions. However, a parent/guardian who provides such information shall be informed that a request for a specific teacher shall be one of many factors which may be taken into account when determining his/her child's placement.

During the school year, the principal or designee may make any adjustments in class placement which he/she considers beneficial to the student or the educational program.

### Legal Reference:

#### EDUCATION CODE

35020 Duties of employees fixed by governing board

35160 Authority of the board

### Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elementary Makes the Grade!, 2000

### WEB SITES

California Department of Education, Curriculum and Instruction: <http://www.cde.ca.gov/ci>

National Association for the Education of Young Children: <http://www.naeyc.org>



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## SCHOOL-SPONSORED TRIPS

The Governing Board recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study.

(cf. 6143 - Courses of Study)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)

Requests for school-sponsored trips involving out-of-state, out-of-country or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other school-sponsored trips shall be approved in advance by the principal.

(cf. 3312.2 - Educational Travel Program Contracts)

The principal shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

(cf. 3530 - Risk Management/Insurance)  
(cf. 3541.1 - Transportation for School-Related Trips)  
(cf. 5142 - Safety)  
(cf. 5143 - Insurance)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

(cf. 1230 - School-Connected Organizations)  
(cf. 1321 - Solicitation of Funds from and by Students)  
(cf. 1700 - Relations Between Private Industry and the Schools)

District funds shall not be used to pay student expenses for out-of-state or out-of-country field trips or excursions. However, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

### Legal Reference:

#### EDUCATION CODE

8760 Authorization of outdoor science and conservation programs  
32040-32044 First aid equipment: field trips  
35330 Excursions and field trips  
35331 Provision for medical or hospital service for pupils (on field trips)  
35332 Transportation by chartered airline  
35350 Transportation of students

Policy Adopted:



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44808 Liability when pupils not on school property  
48908 Duties of pupils; authority of teachers  
BUSINESS AND PROFESSIONS CODE  
17540 Travel promoters  
17550-17550.9 Sellers of travel  
17552-17556.5 Educational travel organizations

**Management Resources:**

**WEB SITES**

American Red Cross: <http://www.redcross.org>

California Association of Directors of Activities: <http://www.cada1.org>

U.S. Department of Homeland Security: <http://www.dhs.gov>



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## **HOMEWORK/MAKEUP WORK**

The Board of Education recognizes that homework can contribute toward building responsibility, self-discipline, life-long learning habits, and students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a part of student learning.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall ensure that each school site develop and implement an effective homework plan. As needed, teachers may receive training in designing relevant and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

### **Makeup Work**

Students who miss school work because of an absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205) Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. 5113 - Absences and Excuses)

### **Legal Reference:**

#### EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

### **Management Resources:**

#### SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

Policy Adopted:



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## INDEPENDENT STUDY

The governing board recognizes its responsibility for the education of all students in the school system. The board authorizes the superintendent to establish independent study as an optional alternative instructional strategy by which all enrolled students may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom.

The primary purpose of independent study is to offer a means of learning for students whose needs may be met best through individual study outside the regular classroom setting. Independent study may be used by all students who are motivated to achieve educationally as well as or better than they would in the regular classroom. Pupils and parents/guardians requesting independent study at the elementary level should recognize that there must be a commitment on the part of the pupil's parent/guardian if it is to be a successful experience. At the secondary level, the major commitment must be made by the pupil, assisted or supported as necessary by parents and others who may assist directly with instruction.

1. Independent study is a voluntary optional alternative and all students shall have the option of classroom instruction available at all times. In the case of suspended expulsion students, a classroom option has been offered and will always be available. [Education Code §51747©(7), 52500.1, 11700(d)(2)]
2. No course required for high school graduation shall be offered exclusively through independent study. [Education Code §51745 (e)]
3. The curriculum offered in independent study shall be substantially equivalent in quality and quantity to classroom instruction within the district. [Education Code §11701.5]
4. No individual with exceptional needs as defined in Education Code §56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation. [Education Code §51745(c)]
5. No temporarily disabled student may receive individual instruction pursuant to Education Code §48206.3 through independent study. However, if the temporarily disabled student's parent or guardian and the district agree, the student may receive instruction through independent study instead of receiving the "home and hospital" instruction provided pursuant to Education Code §48206.3.
6. The district shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure that the independent study student has the same access to all existing services and resources of the school district. When appropriate and on a space available basis, independent study students shall be eligible to take concurrent classes not offered in the independent study on the host campus within the district, or at a postsecondary educational institution. [Education Code §41746, 51746, Title 5, CCR 11701.5]
7. No provisions shall be made for funds or things of value to students or parents/guardians that are not provided for students engaged in regular classroom-based instruction. [Education Code §46300.6, 51747.3(a)]
8. Only students who reside in the local or adjoining county may enroll in Chico Unified School District's independent study. [Education Code §460300.2, 51747.3(b)]
9. Independent study shall not be available to K-6 students whose residence status is based solely on



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their parent/guardian's employment within district boundaries. [Education Code §48204(f), 51747.3(c)]

10. Only 10% of ADA of Continuation school and 10% of ADA of Opportunity school may enroll in independent study. [Education Code §51745(b)]
11. Students must be enrolled in independent study a minimum of five school days to be eligible for K-12 apportionment. [Education Code §46300(e)(1)]

#### Written Agreement and Contracts

1. The superintendent or designee shall ensure that the district executes a written independent study agreement with each participating pupil as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the district's adopted course of study.
2. The superintendent or designee shall establish appropriate screening procedures to ensure that the necessary levels of understanding and preparation exist to meet the conditions of the independent study agreement before its approval by the designated certificated representative of the district.
3. For pupils in all types of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be four weeks or 20 school days. When special or extenuating circumstances justify a longer time for individual pupils, the superintendent or designee may approve a longer period, pursuant to a written request with justification. [Education Code §51747]
4. When any pupil fails to complete three independent study assignments during any period of 30 school days, or misses two appointments without valid reasons, the superintendent or designee shall conduct an evaluation to determine whether the pupil should be allowed to continue in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the pupil's permanent record.
5. The superintendent or designee shall report to the board the number of pupils in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of pupils, by typical categories, who graduate or successfully complete their studies.

The superintendent or designee shall establish procedures to coordinate the independent study.

#### Education Code:

- 39149.1 Exemptions for facilities
- 44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment
- 46300 (e) Authority for independent study ADA
- 46300.1 Restrictions affecting adults on independent study
- 46300.3 Restriction on concurrent enrollment in adult education
- 46300.4 Eligible adult education coursework
- 48206.3 Pupils with temporary disabilities
- 48340 Improvement of student attendance
- 51225.3 Requirements for high school graduation
- 51745 Independent Study (Article 5.5) 51749.5
- 51746 Services
- 51747 Written Policies
- 52000(e) Improvement of elementary and secondary education legislative intent

Policy Adopted: (04/99) 06/00



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52015	School improvement plans: components of plan
52017	Secondary schools: additional plan components
52206	GATE
56026	Individuals with exceptional needs
Code of Regulations, Title 5	
11700	Definitions (Independent Study)
11701	District responsibilities
11702	Standards for independent study; agreements
11703	Records



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## INDIVIDUALIZED EDUCATION PROGRAM

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6164.4 - Identification of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055).

### Legal Reference:

#### EDUCATION CODE

- 51225.3 Requirements for high school graduation and diploma
- 56055 Rights of foster parents pertaining to foster child's education
- 56136 Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record
- 56340.1-56347 Instructional planning and individualized education program
- 56350-56352 IEP for visually impaired students
- 56380 IEP reviews; notice of right to request
- 56390-56392 Certificate of completion, special education
- 56500-56509 Procedural safeguards
- 60640-60649 Standardized Testing and Reporting Program
- 60850 High school exit examination, students with disabilities
- 60852.3 High school exit examination, exemption for the class of 2006

#### FAMILY CODE

- 6500-6502 Age of majority

#### GOVERNMENT CODE

- 7572.5 Seriously emotionally disturbed child, expanded IEP team

#### WELFARE AND INSTITUTIONS CODE

- 300 Children subject to jurisdiction
- 601 Minors habitually disobedient
- 602 Minors violating law defined as crime

#### CODE OF REGULATIONS, TITLE 5

- 853-853.5 Standardized Testing and Reporting Program, accommodations
- 1215.5-1218 High School Exit Examination, accommodations for students with disabilities
- 3021-3029 Identification, referral and assessment
- 3040-3043 Instructional planning and the individualized education program

#### UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act of 1974

Policy Adopted:





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1400-1482 Individuals with Disabilities Education Act  
CODE OF FEDERAL REGULATIONS, TITLE 34  
300.1-300.756 Individuals with Disabilities Education Act  
ATTORNEY GENERAL OPINIONS  
85 Ops.Cal.Atty.Gen. 157 (2002)  
COURT DECISIONS  
Schaffer v. Weast (2005) 125 S. Ct. 528  
Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072  
Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

**Management Resources:**

**FEDERAL REGISTER**

34 CFR 300.a Appendix A to Part 300 - Questions and Answers  
34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

**WEB SITES**

California Department of Education: <http://www.cde.ca.gov>  
U.S. Department of Education, Office of Special Education and Rehabilitative Services:  
<http://www.ed.gov/about/offices/list/osers/osep>



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## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**

### **Procedural Safeguards/Due Process Hearings**

In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.

(cf. 5145.6 - Parental Notifications)  
(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students.

### **Complaints for Special Education**

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

#### **Legal Reference:**

##### EDUCATION CODE

56000 Education for individuals with exceptional needs  
56001 Provision of the special education programs  
56020-56035 Definitions  
56195.7 Written agreements  
56195.8 Adoption of policies for programs and services  
56300-56381 Identification and referral, assessment, instructional planning, implementation, and review  
56440-56447.1 Programs for individuals between the ages of three and five years  
56500-56507 Procedural safeguards, including due process rights  
56600-56606 Evaluation, audits and information

##### CODE OF REGULATIONS, TITLE 5

3000-3089 Regulations governing special education  
4600-4671 Uniform complaint procedures

##### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act  
1400-1491 Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

##### CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records  
104.36 Procedural safeguards  
300.500-300.517 Due process procedures for parents and children

#### **Management Resources:**

##### WEB SITES

CDE: <http://www.cde.ca.gov>

Policy Adopted:



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## NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Board of Education may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available.

(cf. 0430 - Comprehensive Local Plan for Special Education)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 3541.2 - Transportation for Students with Disabilities)  
(cf. 4112.23 - Special Education Staff)  
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)  
(cf. 6159 - Individualized Education Program)  
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)  
(cf. 6164.4 - Identification of Individuals for Special Education)

When entering into agreements with nonpublic, nonsectarian schools or agencies, the district shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

### Legal References:

#### EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency  
56042 Placement not to be recommended by attorney with conflict of interest  
56101 Waivers  
56163 Certification  
56168 Responsibility for education of student in hospital or health facility school  
56195.8 Adoption of policies  
56360-56369 Implementation of special education  
56711 Computation of state aid  
56740-56743 Apportionments and reports  
56760 Annual budget plan; service proportions  
56775.5 Reimbursement of assessment and identification costs

#### GOVERNMENT CODE

7570-7588 Interagency responsibilities for providing services to children with disabilities, especially:  
7572.55 Seriously emotionally disturbed child; out-of-state placement

#### FAMILY CODE

7911-7912 Interstate compact on placement of children

#### WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP  
727.1 Out-of-state placement of wards of court

#### CODE OF REGULATIONS, TITLE 5

3001 Definitions  
3061-3069 Nonpublic, nonsectarian school and agency services

#### UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

#### CODE OF FEDERAL REGULATIONS, TITLE 34

300.400-300.487 Children with disabilities in private schools

#### COURT DECISIONS

*Agostini v. Felton*, (1997) 521 U.S. 203, 117 S.Ct. 1997

### Management Resources:

#### CDE LEGAL ADVISORIES

0317.99 Nonpublic School/Agency Waivers and Reimbursement to Parents

#### FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers  
34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

Policy Adopted:



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WEB SITES

CDE: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/offices/OSERS>

Policy Adopted:



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### APPOINTMENT OF SURROGATE PARENT FOR SPECIAL EDUCATION STUDENTS

In order to protect the rights of students with disabilities, the Superintendent or designee shall appoint a surrogate parent to represent a child with disabilities as necessary in accordance with law. He/she shall develop procedures for recruiting, training and assigning adults to serve as surrogate parents.

Before individuals are appointed as surrogate parents, the Superintendent or designee shall ensure that they have passed a criminal background screening and have demonstrated interest and skill in working with children with disabilities, sensitivity to ethnic and cultural factors, and ability to work cooperatively with others.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3515.6 - Criminal Background Checks for Contractors)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
- (cf. 6159 - Individualized Education Program)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6164.4 - Identification of Individuals for Special Education)

#### Legal Reference:

##### EDUCATION CODE

56028 Parent

56050 Surrogate parents

##### GOVERNMENT CODE

7570-7588 Interagency responsibilities for providing services to disabled children, especially:

7579.5 Surrogate parent; appointment; qualifications; liability

##### WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient or truant

602 Minors violating laws

##### UNITED STATES CODE, TITLE 20

1414-1487 Individuals with Disabilities Education Act

##### CODE OF FEDERAL REGULATIONS, TITLE 34

300.20 Definition "parent"

300.515 Surrogate parents

#### Management Resources:

##### FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

##### WEB SITES

CDE: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:  
<http://www.ed.gov/offices/OSERS>



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## EQUIPMENT, BOOKS AND MATERIALS

The Board of Education recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment and other instructional materials for the subjects they are studying.

The Superintendent or designee shall develop procedures for determining the sufficiency of district instructional materials in providing accurate, current information and ensuring that students have access to standards-based materials. When new instructional materials have been chosen in accordance with the district's selection and evaluation policy, the Board will approve the final selection regarding their purchase.

(cf. 0440 - District Technology Plan)  
(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 6163.1 - Library Media Centers)

### Legal Reference:

#### EDUCATION CODE

60010 Definitions  
60040-60047 Instructional requirements and materials  
60119 Public hearing on sufficiency of materials  
60200-60206 Elementary school materials  
60240-60252 State Instructional Materials Fund  
60400-60411 High school textbooks  
60420-60424 Instructional Materials Funding Realignment Program  
CALIFORNIA CODE OF REGULATIONS, TITLE 5  
9505-9550 Instructional materials  
9531-9532 Instructional Materials Funding Realignment Program

### Management Resources:

#### WEB SITES

CDE, Curriculum Frameworks and Instructional Resources Division: <http://www.cde.ca.gov/cfir>



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## SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Board of Education desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of instructional materials shall be based on a determination that such materials meet criteria specified in law and are an effective learning resource to help students achieve grade-level competency.

(cf. 6000 - Concepts and Roles)  
(cf. 9000 - Role of the Board)

To ensure that instructional materials effectively support the district's adopted courses of study, meet curricular goals and support student achievement, the selection of textbooks, technology-based materials, other educational materials and tests shall be aligned with the district's curriculum.

(cf. 0440 - District Technology Plan)  
(cf. 6010 - Goals and Objectives)  
(cf. 6011 - Academic Standards)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6143 - Courses of Study)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6161 - Equipment, Books and Materials)  
(cf. 6161.11 - Supplementary Instructional Materials)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.7 - Use of Technology in Instruction)  
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's academic standards. Feedback from teachers shall be made available to the Board before the materials are adopted.

All recommended instructional materials shall be available for public inspection at the district office.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed.

(cf. 3315 - Relations with Vendors)  
(cf. 9270 - Conflict of Interest)

Complaints concerning instructional materials shall be handled in accordance with Board policy and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

### Instructional Materials Funding Realignment Program

In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science and history/social science.

Policy Adopted:



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The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. (Education Code 60119, 60422).

At these hearings, the Board shall determine, through a resolution, whether each student in each school has, or will have before the end of that fiscal year, sufficient textbooks and/or instructional materials in each subject that are consistent with the content and cycles of the state curriculum frameworks. (Education Code 60119, 60422)

The Board shall encourage participation by parents/guardians, teachers, interested community members and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place and purpose of the hearing. (Education Code 60119)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide classroom teachers and the public the reasons for the insufficiency and take action to ensure that the insufficiency is corrected within two years. (Education Code 60119)

When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district.

**Legal Reference:**

**EDUCATION CODE**

35272 Education and athletic materials  
44805 Enforcement of course of studies; use of textbooks, rules and regulations  
49415 Maximum textbook weight  
51501 Subject matter reflecting on race, color, etc.  
60000-60005 Instructional materials, legislative intent  
60010 Definitions  
60040-60048 Instructional requirements and materials  
60060-60062 Requirements for publishers and manufacturers  
60070-60076 Prohibited acts (re instructional materials)  
60110-60111 Instructional materials on drug education  
60119 Public hearing on sufficiency of materials  
60200-60206 Elementary school materials  
60226 Requirements for publishers and manufacturers  
60240-60252 State Instructional Materials Fund  
60350-60352 Core reading program instructional materials  
60400-60411 High school textbooks  
60420-60424 Instructional Materials Funding Realignment Program  
60451 Publishers' standards maps  
60605 State content standards  
**CODE OF REGULATIONS, TITLE 5**  
9505-9550 Instructional materials, especially:  
9531-9532 Instructional Materials Funding Realignment Program

**Management Resources:**

**CDE PROGRAM ADVISORIES**

1002.90 Selection of Instructional Materials, CIL: 90/91-02

**CDE PUBLICATIONS**

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2001

**SBE POLICY**

01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001

**CSBA PUBLICATIONS**

Maximizing School Board Leadership: Curriculum, 1996

Policy Adopted:





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WEB SITES

CDE: <http://www.cde.ca.gov>

Association of American Publishers: <http://www.publishers.org>



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## SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Board of Education encourages teachers to use supplementary instructional materials which are relevant to curriculum objectives and compatible with district adopted content standards. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

Teachers shall carefully preview all supplementary instructional materials in order to ensure that, in their professional judgment, the materials are:

1. Directly related to the course of study in which they are being used
2. Appropriate for students' ages and maturity levels

Supplementary instructional materials must also be consistent with criteria developed for the selection and evaluation of other instructional materials. If the teacher believes that the materials may be in conflict with district criteria, the teacher shall confer with the principal or designee before using them.

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

When using supplementary materials, teachers shall provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of basic texts or teaching activities.

All materials must be used within legal copyright limits.

*(cf. 6162.6 - Use of Copyrighted Materials)*

### Films

It is the policy of the Chico Unified School District to provide visual materials for students which are appropriate for student viewing, relevant to and support the instructional program and curriculum and compatible with District goals and objectives.

Teachers shall select film, videos, prints and other visual media pursuant to the District's instructional materials selection and evaluation criteria.

Teachers shall carefully preview all films, videos, prints and other visual media to ensure that, in their professional judgment, the materials:

1. Are directly related to and enrich the course of study in which they are being used
2. Are appropriate for the students' ages and maturity levels
3. Do not supplant the use of basic texts or teaching activities
4. Are used within legal copyright limits

The Superintendent and/or designee will be responsible for developing, implementing, and monitoring any necessary administrative procedures to implement this policy.

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**Legal Reference:**

**EDUCATION CODE**

233.5 Duty re instruction in morals, manners and citizenship

18111 Exclusion of books by governing board

51510 Prohibited study or supplemental materials

51511 Religious matters properly included

51933 Sex education materials

60010 Definitions

**COURT DECISIONS**

McCarthy v. Fletcher, (1989) 207 Cal. App. 3d 130



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## DAMAGED OR LOST INSTRUCTIONAL MATERIALS

The Board of Education recognizes that instructional materials are an expensive resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/ guardian, the district may initiate due process procedures to withhold the student's grades, diploma and transcripts.

(cf. 5125.2- Withholding Grades, Diploma or Transcripts)  
(cf. 5131.5 - Vandalism, Theft and Graffiti)

### Legal Reference:

#### EDUCATION CODE

48904 Willful misconduct; limit of liability of parent or guardian

48904.3 Withholding grades, diplomas or transcripts of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold

60411 Purchase and use; property of district

#### CODE OF REGULATIONS, TITLE 5

305 Pupil responsible for care of property



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## TOXIC ART SUPPLIES

The Board of Education recognizes its responsibility to protect the health and safety of students in the selection of materials used for instruction in arts and crafts activities.

The Superintendent or designee shall develop procedures for the purchase, use and proper disposal of arts and crafts materials which ensure that the health and safety of students is protected from harmful exposure to toxic substances in accordance with Education Code 32064 and established health standards.

The Superintendent or designee shall ensure that arts and crafts material purchased for use by students in grades K-6 will not contain toxic substances or cause chronic illness as determined by the State Department of Health Services.

Students in grades 7-12 are considered able to read and understand product labels and to take adequate precautions to use products which are prohibited for use in grades K-6. The Superintendent or designee shall ensure that arts and crafts materials purchased for use in grades 7-12 meet the requirements of Education Code 32065. The products must be properly labeled to identify toxic ingredients, warn of potential adverse health effects and describe procedures for safe use and storage.

(cf. 3514 - Environmental Safety)  
(cf. 3514.1 - Hazardous Substances)  
(cf. 5142 - Safety)

### Legal Reference:

#### EDUCATION CODE

32060 Legislative findings and declarations  
32061 Art or craft material; definition  
32062 Human carcinogen; definition  
32063 Toxic substance causing chronic illness; definition  
32064 Restrictions on purchases of arts and crafts materials  
32065 Warning labels  
32066 List of toxic art supplies; preparation and distribution

#### HEALTH AND SAFETY CODE

108500-108515 Labeling of arts and crafts materials

#### PENAL CODE

594.1 Aerosol containers of paint

### Management Resources:

#### CDE PROGRAM ADVISORIES:

0712.94 Toxic Art Supplies List of Approved Products CIL :94/95-01

Policy Adopted:



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## STUDENT ASSESSMENT

The Governing Board believes that the primary goal of student assessments should be to help students, parents/guardians and teachers identify individual student's academic accomplishments, progress and areas needing improvement in order to enhance teaching and learning.

The Superintendent or designee shall ensure that assessments are conducted for purposes of determining students' eligibility for and appropriate placement in district programs, need for supplemental instruction and eligibility for graduation.

- (cf. 5123 - Promotion/Acceleration/Retention)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)
- (cf. 6164.4 - Identification of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education under Section 504)
- (cf. 6171 - Title I Programs)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6177 - Summer School)

The Board desires to use a variety of evaluation measures to reach the above-stated goal. To have validity, tests must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 6011 - Academic Standards)
- (cf. 6142.7 - Physical Education)
- (cf. 6162.51 - Standardized Testing and Reporting Program)
- (cf. 6162.52 - High School Exit Examination)
- (cf. 6162.54 - Test Integrity/Test Preparation)

When districtwide and school-level results of student assessments are published, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

- (cf. 0510 - School Accountability Report Card)

### Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the results of the achievement test administered under the Standardized Testing and Reporting program pursuant to Education Code 60640-60647

#### Legal Reference:

##### EDUCATION CODE

- 51041 Evaluation of educational program
- 51450-51455 Golden State Seal Merit Diploma
- 60600-60649 Assessment of academic achievement
- 60800 Physical fitness testing
- 60810 Assessment of language development
- 60850-60856 Exit examination

Policy Adopted:



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**CODE OF REGULATIONS, TITLE 5**

850-870 Standardized Testing and Reporting program

880-901 Designated primary language test

1200-1216 High School Exit Examination

**Management Resources:**

**CDE PROGRAM ADVISORIES**

*Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program*

0327.86 Reporting norm-referenced standardized achievement test scores to parents

**CSBA ADVISORIES**

0306.01 California Assessment Update

0313.00 Districts must ensure that all required student data is submitted to the publisher, or face financial penalty #00-01

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS**

*The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers,*  
December 2000

**WEB SITES**

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

Policy Adopted:



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## STANDARDIZED TESTING AND REPORTING PROGRAM

The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) program as required by law and in accordance with Board of Education policy and administrative regulation.

(cf. 6162.5 - Student Assessment)  
(cf. 6162.54 - Test Integrity/Test Preparation)

The Board desires to use the results of the achievement tests to evaluate the performance of district students against the state's academic standards, the performance of students in other districts across the state, and national norms.

(cf. 0500 - Accountability)  
(cf. 0520 - Intervention for Underperforming Schools)  
(cf. 0530 - Awards for School Performance)  
(cf. 6011 - Academic Standards)

To ensure maximum student participation, the Superintendent or designee shall notify students and parents/guardians of the importance of these achievement tests.

### Legal Reference:

#### EDUCATION CODE

51041 Evaluation of educational program  
52057 Governor's Performance Award Program  
60600-60649 Assessment of academic achievement  
60810 Assessment of language development

#### CODE OF REGULATIONS, TITLE 5

850-870 Standardized Testing and Reporting program  
880-901 Designated primary language test  
1031-1039 State performance awards programs

### Management Resources:

#### CDE PROGRAM ADVISORIES

Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program  
0327.86 Reporting norm-referenced standardized achievement test scores to parents

#### CSBA ADVISORIES

0306.01 California Assessment Update  
0313.00 Districts must ensure that all required student data is submitted to the publisher, or face financial penalty #00-01

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

#### WEB SITES

CDE: <http://www.cde.ca.gov>  
CSBA: <http://www.csba.org>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

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## HIGH SCHOOL EXIT EXAMINATION

The Board of Education desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination.

The Superintendent or designee shall ensure that district programs and services, including but not limited to instructional materials, staff development and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the exit exam as required by law for high school graduation. (Education Code 60850)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)

Students who do not demonstrate sufficient progress toward passing the exit exam shall be provided necessary supplemental instruction necessary to assist the students to succeed on the exam. (Education Code 60851)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

### Accommodations for Students with Disabilities

A student with a disability shall be permitted to take the exit exam with any accommodations or modifications provided for testing as specified in his/her individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan adopted pursuant to the Rehabilitation Act of 1973. (Education Code 60850, 60851)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

At the parent/guardian's request, the principal shall submit to the Board a request for a waiver of the requirement to successfully pass the exit exam for a student with a disability who has taken the exit exam with modifications that alter what the test measures and has received the equivalent of a passing score on one or more subject matter parts of the exam. The Board may waive the requirement for such a student if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report for the student showing that the student has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

Upon receiving the certification from the principal, the Board shall consider the waiver request in a timely manner, generally at the next scheduled regular Board meeting.

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In order to protect the student's privacy rights, the waiver shall be considered in closed session. Final Board action on the waiver shall be taken in open session and shall be a matter of public record. (Education Code 35146)

(cf. 9321 - Closed Session Purposes and Agendas)  
(cf. 9321.1 - Closed Session Actions and Reports)

### **Accommodations for English Language Learners**

English language learners may be allowed accommodations on the exam that are necessary and appropriate to afford access to the test consistent with federal law, as long as the accommodations do not fundamentally alter what the exam is designed to measure, including additional time as provided for all students in 5 CCR 1215. (5 CCR 1216, 1217.5)

The Superintendent or designee shall ensure that English language learners are evaluated to determine if they possess sufficient English language skills at the time of the exam to be assessed with the test. (5 CCR 1217.5)

If a student does not possess sufficient English language skills to be assessed on the exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing and comprehension in the English language. (Education Code 60852)

#### **Legal Reference:**

##### EDUCATION CODE

35146 Closed sessions

37252 Summer school

51041 Evaluation of educational program

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit examination

##### CODE OF REGULATIONS, TITLE 5

1200-1220 High School Exit Examination

##### UNITED STATE CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

##### COURT DECISIONS

Chapman v. California Department of Education, (2002, Northern Dist. of CA) No. C-01-1780 CRB

#### **Management Resources:**

##### STATE BOARD OF EDUCATION POLICY

#01-07 California High School Exit Examination: Waiver of Test Passage for Specific Special Education Students, December 2001

##### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2001

##### WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

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## TEST INTEGRITY/TEST PREPARATION

The Board of Education desires to protect the integrity of student assessment processes in order to obtain an accurate assessment of student achievement in the district and maintain accountability to the community and state. Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

(cf. 0500 - Accountability)  
(cf. 0520 - Intervention for Underperforming Schools)  
(cf. 0530 - Awards for School Performance)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 5131 - Conduct)  
(cf. 5131.9 - Academic Honesty)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

### Test Integrity

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures
3. Provide inappropriate assistance to students during test administration
4. Change or fill in answers on student answer sheets
5. Provide inaccurate data on student header sheets
6. Discourage or exclude certain students from taking the test
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement

### Preparation for State Tests

Staff may prepare students for assessments by providing instruction in the content specified in state and district academic standards and teaching general test-taking skills that are applicable to any test or test format.

(cf. 6011 - Academic Standards)

The Superintendent or designee, principals and teachers shall not implement any program of specific preparation for the statewide student assessment program or a particular test used within that program. (Education Code 60611)

Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scanable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)

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Staff shall not conduct reviews or drills that use actual test items or identical format items of state assessments, use copies of tests from previous years, or review test-specific curriculum content with students before administration of the test. In addition, test preparation materials or strategies developed for a specific test, including but not limited to published materials, materials available on the Internet, and materials developed by schools, districts, county offices of education or outside consultants, are prohibited.

#### **Investigation and Consequences of Testing Irregularities**

Reports of student cheating on assessments shall be submitted to the principal or designee for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

(cf. 5144 - Discipline)

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Board policy and administrative regulations.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

#### **Legal Reference:**

##### EDUCATION CODE

60600-60649 California Assessment of Academic Achievement, especially:

60611 Inappropriate test preparation

##### GOVERNMENT CODE

54957 Complaints against employees, closed session

##### CODE OF REGULATIONS, TITLE 5

854 Advance preparation for test

857 STAR Program District Coordinator

1032 Testing irregularities, ineligibility for state awards program, as proposed 11/21/00

1215 Cheating on the high school exit examination, as proposed 11/21/00

#### **Management Resources:**

##### STATE BOARD OF EDUCATION POLICIES

Policy and Guidelines on Preparation for State Tests, September 2001

##### WEB SITES:

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>



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## USE OF COPYRIGHTED MATERIALS

All district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The Board of Education recognizes that computer software piracy contributes to higher costs and decreases commercial incentives for the development of quality educational computer software. In circumstances where the interpretation of the copyright law is ambiguous, the district shall determine appropriate use of computer software by referring to the license agreement and/or policy statements contained in the software packages used in the district. Computer-related instruction for students and staff shall address the ethical and practical problems caused by software piracy.

The Director of Technology shall be the only individual who may sign license agreements for software for district schools. Each school using licensed software shall have a certified copy of the software agreement.

The Superintendent or designee shall maintain regulations to discourage violation of all copyright laws and prevent illegal copying activities.

### *Legal Reference:*

EDUCATION CODE

35182 Computer Software

UNITED STATES CODE, TITLE 17



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## USE OF TECHNOLOGY IN INSTRUCTION

The Governing Board encourages the instructional use of computers, videotapes, distance learning, cable television and other technologies. The Board perceives that these technologies:

- Give students new ways to access information and practice skills
- Help teachers meet a wide range of learning styles
- Enable teachers to move from whole-class instruction to a mixture of small-group and individualized instruction
- Help students develop reasoning and problem-solving abilities
- Will be a part of students' everyday lives

The Board recognizes that trained teachers are needed to make the best use of the district's technology. Staff may receive training in using the technologies available to them. All district schools shall have the opportunity to obtain computers, software and other equipment.

The district's educational software shall be carefully selected and evaluated so as to meet the teachers' and students' needs and conform with district policy and regulations.

(cf. 3512 - Equipment)  
(cf. 4132 - Publication or Creation of Materials)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 6161.11 - Supplementary Instructional Materials)  
(cf. 6162.6 - Use of Copyrighted Materials)

Legal Reference:  
EDUCATION CODE  
51865  
51870-51874 Educational Technology

Management Resources:  
CDE PUBLICATIONS  
The California Master Plan For Educational Technology, April 1992



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### **RESEARCH**

The Board of Education recognizes the value of academic research to improve educational programs and practices. Researchers shall respect the privacy rights of students, including their right to refrain from participation in research projects in accordance with law, Board policy and administrative regulation.

The Superintendent or designee may authorize research projects within the district by outside groups or persons when such research is aligned with district goals and objectives and is likely to benefit the district without disrupting the school program.

(cf. 0000 - Vision)  
(cf. 0100 - Philosophy)  
(cf. 0200 - Goals for the School District)

The Superintendent or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

(cf. 5022 - Student and Family Privacy Rights)  
(cf. 5125 - Student Records)  
(cf. 5145.6 - Parental Notifications)

#### **Legal Reference:**

EDUCATION CODE  
51513 Personal beliefs  
UNITED STATES CODE, TITLE 20  
1232h Protection of pupil rights

#### **Management Resources:**

WEB SITES  
CSBA: <http://www.csba.org>  
CDE: <http://www.cde.ca.gov>  
USDOE, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpc/>

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## **LIBRARY MEDIA CENTERS**

The Governing Board recognizes that school library media centers support the educational program by providing access to a variety of informational resources. The Board desires to provide library media centers with up-to-date books, reference materials, and electronic information resources necessary to promote literacy, support students in achieving academic standards, and encourage students to become lifelong learners.

(cf. 0440 - District Technology Plan)  
(cf. 6000 - Concepts and Roles)  
(cf. 6011 - Academic Standards)  
(cf. 6161 - Equipment, Books and Materials)  
(cf. 6163.4 - Student Use of Technology)

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

The district's school libraries may provide: (5 CCR 16040)

1. Library instruction to students that enables them to become proficient users of library resources
2. Information to teachers and administrators concerning sources and availability of instructional materials that will aid in the development of school curriculum, and, in cooperation with classroom teachers, the development of instructional units and activities using library resources

(cf. 6141 - Curriculum Development and Evaluation)

3. Assistance to teachers and students in the evaluation, selection, production, and uses of instructional materials
4. A collection of materials and resources that support the curriculum and are appropriate for user needs
5. Assistance to teachers, administrators, and other school staff members in becoming knowledgeable about appropriate uses of library media services, materials, and equipment

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)

The Superintendent or designee shall develop procedures for the selection and evaluation of library materials.

### **Library Plans**

Whenever a school receives state funding for school and library improvement pursuant to Education Code 41570-41573, the school site council shall develop a single plan for student achievement which incorporates a districtwide plan for school libraries. (Education Code 41572)

(cf. 0420 - School Plans/Site Councils)

In developing the districtwide plan, the Superintendent or designee is encouraged to consult with school library media teachers, classroom teachers, administrators, parents/guardians, and students as appropriate in the development of the plan.

### **Classroom Libraries for Grades K-4**

When state funding is available for library materials in grades K-4 classrooms, the Superintendent or designee  
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shall develop, for certification by the Board, a districtwide classroom library plan grades K-4. The plan shall include a means of preventing loss, damage, or destruction of the materials. (Education Code 60242, 60422)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

### **Selection and Evaluation of School Library Materials**

Responsibility for the selection of library materials is delegated to the professional library staff through the principal. School librarians shall evaluate materials, using professional selection aids and standards, in accordance with law, Board policy, and administrative regulation. The selection process shall invite recommendations from administrators, teachers, other staff, and students as appropriate.

(cf. 6144 - Controversial Issues)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain obsolete subject matter or are no longer appropriate shall be removed, and lost or worn materials may be replaced if possible.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

### **Fees**

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

(cf. 3260 - Fees and Charges)

No charge shall be assessed for the late return of materials.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

### **Legal Reference:**

#### **EDUCATION CODE**

1703 Coordination of district library services by county superintendent

1770-1775 Provision of library services by county superintendent

18100-18203 School libraries

18300-18571 Union high school district/unified school district library district

19335-19336 Reading Initiative Program; recommended books

41570-41573 School and Library Improvement Block Grant

44868-44869 Qualifications and employment of library media teachers

45340-45349 Instructional aides

60119 Sufficiency of textbooks and instructional materials; public hearing

60240-60251.5 State Instructional Materials Fund, purchase of classroom library materials

60420-60424 Instructional Materials Funding Realignment Program

#### **REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS**

18181 Districtwide library plan

52012 Establishment of school site council

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52014-52015 School plans  
CODE OF REGULATIONS, TITLE 5  
16040-16043 School libraries  
80053 Library media service teaching credential  
UNITED STATES CODE, TITLE 20  
6383 Improving Literacy Through School Libraries grant program

**Management Resources:**

**CDE PUBLICATIONS**

Check It Out! Assessing School Library Media Programs, 1998  
Recommended Literature: Kindergarten Through Grade Twelve  
CALIFORNIA SCHOOL LIBRARY ASSOCIATION PUBLICATIONS  
Standards and Guidelines for Strong School Libraries, 2004

**WEB SITES**

American Library Association: <http://www.ala.org>  
American Association of School Librarians: <http://www.ala.org/aasi>  
California Department of Education, School Libraries: <http://www.cde.ca.gov/ci/cr/lb>  
California Library Association: <http://www.cla-net.org>  
California School Library Association: <http://www.csla.net>



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## **ANIMALS AT SCHOOL**

The Board of Education recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

Animals may be brought to school for educational purposes, subject to rules and precautions specified in administrative regulations related to health, safety and sanitation. Teachers shall ensure that these rules and precautions are observed so as to protect both the students and animals.

Seeing-eye dogs and service dogs may accompany students and staff at school as needed.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The district assumes no liability for the safety of animals voluntarily brought to school.

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.1 - Accidents)

(cf. 5141.23 - Infectious Disease Prevention)

### **Legal Reference:**

#### **EDUCATION CODE**

233.5 Instruction in kindness to pets and humane treatment of living creatures

51202 Instruction in personal and public health and safety

51540 Safe and humane treatment of animals at school

#### **GOVERNMENT CODE**

810-996.6 California Tort Claims Act, especially:

815 Liability for injuries generally; immunity of public entity

835 Conditions of liability

### **Management Resources:**

**HUMANE SOCIETY OF THE UNITED STATES**

Catalogue of Publications, 1996

Guidelines for the Study of Animals in Elementary and Secondary School Biology, HE 1079



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## STUDENT USE OF TECHNOLOGY

The Board of Education intends that technological resources provided by the district be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)  
(cf. 1113 - District and School Web Sites)  
(cf. 4040 - Employee Use of Technology)  
(cf. 6010 - Goals and Objectives)  
(cf. 6162.7 - Use of Technology in Instruction)  
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers and consequences for unauthorized use and/or unlawful activities.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process: Students with Disabilities)  
(cf. 5145.12 - Search and Seizure)

### On-Line Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

The Board desires to protect students from access to harmful matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communication.

Disclosure, use and dissemination of personal identification information regarding students is prohibited.

Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision.

The student and his/her parent/guardian shall agree to not hold the district responsible and shall agree to indemnify and hold harmless the district and all district personnel for the failure of any technology protection measures, violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.

(cf. 6162.6 - Use of Copyrighted Materials)

In order to help ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, the accompanying administrative regulation and other procedures. He/she shall also monitor the district's filtering software to help ensure its effectiveness.

#### Legal Reference:

##### EDUCATION CODE

48980 Required notification at beginning of term  
51006 Computer education and resources  
51007 Programs to strengthen technological skills  
51870-51874 Education Technology  
51870.5 Student Internet access

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60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's online privacy protection

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

**Management Resources:**

CDE PUBLICATIONS

K-12 Network Technology Planning Guide: Building the Future, 1994

CDE PROGRAM ADVISORIES

1223.94 Acceptable Use of Electronic Information Resources

WEB SITES

Federal Communications Commission: <http://www.fcc.gov>

U.S. Department of Education: <http://www.ed.gov>

Commission on Online Child Protection: <http://www.copacommission.org>

CDE: <http://www.cde.ca.gov>

American Library Association: <http://www.ala.org>

CSBA: <http://www.csba.org>



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### **GUIDANCE/COUNSELING SERVICES**

The Board of Education recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of district students. Students shall be encouraged to arrange a meeting with counseling staff to discuss academic, social or personal problems and other issues that may impact student learning.

#### **Academic and Career Counseling**

The Board expects academic counseling to help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 6011 - Academic Standards)  
(cf. 6162.52 - High School Exit Examination)

Counseling staff shall help students plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.

(cf. 6010 - Goals and Objectives)  
(cf. 6030 - Integrated Academic and Vocational Instruction)  
(cf. 6141.5 - Advanced Placement)  
(cf. 6143 - Courses of Study)

The Superintendent or designee shall establish and maintain a program of guidance, placement and follow-up for all district minors subject to compulsory continuation education. (Education Code 48431)

(cf. 6184 - Continuation Education)

The Superintendent or designee shall establish a specialized academic counseling program for students in the 10th grade.

#### **Personal Counseling**

Counseling staff shall assist and work with students whose personal problems may prevent them from functioning up to their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Truancy)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5137 - Positive School Climate)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5141.4 - Child Abuse Reporting Procedures)  
(cf. 5145.9 - Hate-Motivated Behavior)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6164.5 - Student Success Teams)

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Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee whenever unsure of how to respond to a student's personal problem. Parental consultation and consent shall be obtained as appropriate.

(cf. 5125 - Student Records)  
(cf. 5022 - Student and Family Privacy Rights)

### **Crisis Counseling**

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors may assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

#### **Legal Reference:**

##### EDUCATION CODE

221.5 Prohibited sex discrimination  
48431 Establishing and maintaining high school guidance and placement program  
48431.6 Academic progress and counseling review program  
49600-49604 Educational counseling  
51513 Personal beliefs

##### PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse

##### CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

##### CODE OF REGULATIONS, TITLE 10

503 Military recruiter access to directory information

##### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

##### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

#### **Management Resources:**

##### WEB SITES

United States Department of Education: <http://www.ed.gov>  
CDE: <http://www.cde.ca.gov>  
California Association of School Counselors: <http://www.schoolcounselor-ca.org>  
American School Counseling Association: <http://www.schoolcounselor.org>



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## IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)  
(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301)

The Superintendent or designee shall develop a practical method to ensure that all eligible individuals residing within the district are currently receiving needed special education and related services. The district's process shall ensure that private school children with disabilities residing within the district are accurately counted and are able to participate equitably in the district's program. The Superintendent or designee shall consult with appropriate representatives of private school students with disabilities on how to identify, locate, and evaluate these students. (Education Code 56301; 20 USC 1412(a)(3))

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual's abilities in accordance with Education Code 56320.

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 3541.2 - Transportation for Students with Disabilities)  
(cf. 4112.23 - Special Education Staff)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.6 - Parental Notifications)  
(cf. 6159 - Individualized Education Program)  
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)  
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)  
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

### Legal Reference:

#### EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students  
56000-56885 Special education programs, especially:  
56026 Individuals with disabilities  
56170-56177 Children in private schools  
56195.8 Adoption of policies  
56300-56304 Identification of individuals with disabilities

Policy Adopted:





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56320-56331 Assessment

56340-56347 Instructional planning and individualized education program

56381 Reassessment of students

56425-56432 Early education for individuals with disabilities

56441.11 Eligibility criteria, children 3 to 5 years old

56445 Transition to grade school; reassessment

56500-56509 Procedural safeguards

### **GOVERNMENT CODE**

95000-95029.5 California Early Intervention Services Act

### **CODE OF REGULATIONS, TITLE 5**

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

### **UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

### **CODE OF FEDERAL REGULATIONS, TITLE 34**

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.756 Assistance to states for the education of students with disabilities

### **COURT DECISIONS**

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

### **FEDERAL REGISTER**

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

### **WEB SITES**

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education Programs: <http://www.ed.gov/about/offices/list/osep>



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## STUDENT STUDY TEAMS

The Board of Education encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish student study teams as needed to address individual students' needs.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)  
(cf. 5113.1 - Truancy)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)

The Superintendent or designee shall establish a process for initiating referrals of students to the student study team.

Each student study team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.6 - Student Health and Social Services)  
(cf. 5144 - Discipline)  
(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 6020 - Parent Involvement)  
(cf. 6158 - Independent Study)  
(cf. 6159 - Individualized Education Program)  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6171 - Title I Programs)  
(cf. 6172 - Gifted and Talented Student Program)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6175 - Migrant Education Program)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer School)  
(cf. 6178 - Vocational Education)  
(cf. 6178.1 - Work Experience Education)  
(cf. 6179 - Supplemental Instruction)  
(cf. 6181 - Alternative Schools)  
(cf. 6182 - Opportunity School/Class/Program)  
(cf. 6183 - Home and Hospital Instruction)  
(cf. 6184 - Continuation Education)  
(cf. 6185 - Community Day School)

The student study team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

### Legal Reference:

#### EDUCATION CODE

8800-8807 Healthy Start support services for children  
48260-48273 Truancy  
48400-48454 Continuation education  
48630-48644.5 Opportunity schools  
49600-49604 Educational counseling

Policy Adopted:



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51745-51749.3 Independent study programs  
52200-52212 Gifted and talented student programs  
54400-54425 Programs for disadvantaged children  
54440-54445 Migrant children  
54660-54669 Dropout prevention programs  
54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act  
WELFARE AND INSTITUTIONS CODE  
4343-4352.5 Primary interventions program, mental health  
18986.40-18986.46 Interagency children's services.

### **Management Resources:**

#### CDE PUBLICATIONS

SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000

Student Success Teams: Supporting Teachers in General Education, 1997

#### CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

SST: Student Success Teams, 2000

#### WEB SITES

California Department of Education: <http://www.cde.ca.gov/spbranch/ssp>

California Dropout Prevention Network: <http://www.edualliance.org/cdpn>

National Dropout Prevention Center: <http://www.dropoutprevention.org>



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### IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Board of Education recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Under Section 504 of the federal Rehabilitation Act of 1973, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

The Superintendent or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school.

To evaluate the student's eligibility under Section 504, the Superintendent or designee shall convene a school site committee of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. The student's parent/guardian shall be invited to participate on this committee.

If the student is found to have a disability that requires services under Section 504, the school site committee may develop a written accommodation plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the committee shall determine what modifications and/or special services and aids are needed. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs.

The school site committee shall provide the parent/guardian with a notice of procedural safeguards guaranteed by law and a copy of the written accommodation plan.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### Legal Reference:

##### EDUCATION CODE

49423.5 Specialized physical health care services

##### CODE OF REGULATIONS, TITLE 5

3051.12 Health and Nursing Services

##### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1487 Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

701-795a Rehabilitation Act

794 Rehabilitation Act of 1973, Section 504

##### CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.33 Free appropriate public education

104.35 Evaluation and placement

104.36 Procedural safeguards

Policy Adopted:



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## **TITLE I PROGRAMS**

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

(cf. 0420 - School Plans/Site Councils)

The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

### **Local Educational Agency Plan**

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

### **Comparability of Services**

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.

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4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

### **Program Evaluation**

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6190 - Evaluation of the Instructional Program)

### **Legal Reference:**

#### **EDUCATION CODE**

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

#### **UNITED STATES CODE, TITLE 20**

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

#### **CODE OF FEDERAL REGULATIONS, TITLE 34**

200.1-200.79 Improving basic programs for disadvantaged students

### **Management Resources:**

#### **CSBA PUBLICATIONS**

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

LEA Plan, rev. May 17, 2006

Policy Adopted:



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*Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005*

**U.S. DEPARTMENT OF EDUCATION GUIDANCE**

*Title I Fiscal Issues, May 26, 2006*

*Designing Schoolwide Programs, March 22, 2006*

*Supplemental Educational Services, June 13, 2005*

*The Impact of the New Title I Requirements on Charter Schools, July 2004*

*Parental Involvement: Title I, Part A, April 23, 2004*

*Serving Preschool Children Under Title I, March 4, 2004*

*Title I Services to Eligible Private School Students, October 17, 2003*

*Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003*

### **WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

No Child Left Behind: <http://www.ed.gov/nclb>

U.S. Department of Education: <http://www.ed.gov>



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## **GIFTED AND TALENTED STUDENT PROGRAM**

The Board of Education believes that all students deserve an education that challenges them to meet their full potential. The Board shall provide gifted and talented students opportunities for learning commensurate with their particular abilities and talents.

Programs for gifted and talented students may include self contained classes, pull-out classes and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. These programs may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, postsecondary education, and enrichment. (Education Code 52206)

(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 6141.5 - Advanced Placement)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6158 - Independent Study)  
(cf. 6177 - Summer School)

The Board shall determine the most appropriate curricular components for participating students. Each participating student's program shall include an academic component and, as appropriate, instruction in basic skills. (Education Code 52206)

The Superintendent or designee shall encourage the full participation of eligible students regardless of their ethnic, cultural, linguistic or economic background.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 6174 - Education for English Language Learners)

Staff development shall be provided to support teachers of gifted and talented students in understanding the unique learning styles and abilities of these students and in developing appropriate instructional strategies.

(cf. 4131 - Staff Development)

The Board shall regularly evaluate the effectiveness of the district's program in meeting the needs of gifted and talented students.

(cf. 0500 - Accountability)  
(cf. 6190 - Evaluation of the Instructional Program)

Program planning, implementation and evaluation shall involve parents/guardians, staff, and students as appropriate.

(cf. 6020 - Parent Involvement)

### **Legal Reference:**

EDUCATION CODE  
48800-48802 Enrollment of gifted students in community college  
51740 Instruction by correspondence  
51745-51749.3 Independent study programs  
52200-52212 Gifted and Talented Pupil Program  
76001 Enrollment in community college  
76002 Community college courses

Policy Adopted:





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CODE OF REGULATIONS, TITLE 5  
1633 Instruction by correspondence  
3820-3870 Gifted and Talented Pupil Program

**Management Resources:**

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association for the Gifted: <http://www.cagifted.org>

National Association for Gifted Children: <http://www.nagc.org>

Policy Adopted:



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## EDUCATION FOR HOMELESS CHILDREN

The Board of Education recognizes its obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf. 5111.13 - Residency for Homeless Children)

### Transportation

The district shall provide transportation for a homeless student to and from a district school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries but continues to attend this district's school of origin, the Superintendent or designee shall consult with the Superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

### Legal Reference:

#### EDUCATION CODE

1980-1986 County community schools

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

#### UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

### Management Resources:

#### CDE PUBLICATIONS

Enrolling Students in Homeless Situations, 1999

#### FEDERAL REGISTER

U.S. Department of Education: Notice of school enrollment guidelines, 67 Fed. Reg. 10698

#### WEB SITES

CDE: <http://www.cde.ca.gov/cilbranch/homeless/homelessstoc.html>

U.S. Department of Education: <http://www.ed.gov/offices/OESE/CEP/htmlsprogresp.html>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

Policy Adopted:



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## EDUCATION FOR FOSTER YOUTH

The Board of Education recognizes its obligation to ensure that foster youth have access to the academic resources, services and extracurricular and enrichment activities that are available to district students. The district shall provide students in foster care within the district with access to educational opportunities and other services necessary to help such students achieve the district's performance standards.

(cf. 6011- Academic Standards)

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation.

### Legal Reference:

#### EDUCATION CODE

42920-42925 Foster children educational services

48645.1 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

49061 Student records

49069.5 Foster care students transfer of records

49076 Access to student records

56055 Rights of foster parents in special education

#### WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

#### UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

### Management Resources:

#### WEB SITES

California Department of Education, Foster Youth Services Program:

<http://www.cde.ca.gov/spbranch/sssp/fysprfa/fysrfa.htm>

California Department of Social Services, Foster Youth Ombudsman Office: <http://www.fosteryouthhelp.ca.gov>

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## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Board of Education intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.

### Type of Instruction

Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period not normally intended to exceed one year. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

The district has defined the term "nearly all" as follows:

No less than 80% of instruction shall be delivered in English. Primary language support may be utilized to support student understanding and promote student success in the curriculum.

When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)

An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

- Intermediate level on the CELDT in listening and speaking
- Early intermediate level on CELDT in reading and writing

(cf. 6011 - Academic Standards)  
(cf. 6162.5 - Student Assessment)  
(cf. 6171 - Title I Programs)

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)

### Parental Exception Waivers

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program.

Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.

Policy Adopted:



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If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

### **Legal Reference:**

#### **EDUCATION CODE**

300-340 English language education for immigrant children  
430-446 English Learner and Immigrant Pupil Federal Conformity Act  
33308.5 CDE guidelines not binding  
44253.5-44253.10 Certification for bilingual-cross-cultural competence  
48985 Notices to parents in language other than English  
51101 Rights of parents to information  
51101.1 Rights for parents of English learners  
52015 Components of school improvement plan  
52130-52135 Impacted languages act of 1984  
52160-52178 Bilingual Bicultural Act  
52180-52186 Bilingual teacher training assistance program  
54000-54041 Programs for disadvantaged children  
60810-60812 Assessment of language development  
62001-62005.5 Evaluation and sunset of programs

#### **CODE OF REGULATIONS, TITLE 5**

4320 Determination of funding to support program to overcome the linguistic difficulties of English learners  
11300-11316 English Language Learner Education  
11510-11517 California English Language Development Test

#### **UNITED STATES CODE, TITLE 20**

1701-1705 Equal Educational Opportunities Act  
6312 Local education agency plans  
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

#### **COURT DECISIONS**

*Valeria G. v. Wilson*, (9<sup>th</sup> Circuit) 2002 U.S. App. Lexis 20956  
*California Teachers Association et al. v. State Board of Education et al.*, (9<sup>th</sup> Circuit, 2001) 271 F.3d 1141  
*McLaughlin v. State Board of Education*, (1999) 75 Cal.App.4<sup>th</sup> 196  
*Teresa P. et al v. Berkeley Unified School District et al.*, (1989) 724 F.Supp. 698  
*Casteneda v. Pickard*, (5<sup>th</sup> Cir. 1981) 648 F.2d 989

#### **ATTORNEY GENERAL OPINIONS**

83 *Ops.Cal.Atty.Gen.* 40 (2000)

### **Management Resources:**

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Guidelines for Reclassification of English Learners*, September 2002

*Accommodations for the California English Language Development Test*, Revised 8/13/01

#### **WEB SITES**

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>



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**WEEKEND/SATURDAY CLASSES**

The Board of Education may provide classes on Saturday and/or Sunday in order to meet the academic needs of students.

(cf. 6111 - School Calendar)

Weekend classes may include but are not limited to: (Education Code 37223)

1. Continuation classes

(cf. 6184 - Continuation Education)

2. Special day classes for mentally gifted minors

(cf. 6172 - Gifted and Talented Student Program)

3. Makeup classes for unexcused absences occurring during the week

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 6154 - Homework/Makeup Work)

4. The programs of a regional occupational center or regional occupational program

Saturday classes also may be used to provide supplemental instruction for students who are failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy and administrative regulation. (Education Code 423, 37252, 37252.5, 37252.6, 37253, 53029, 53093)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6179 - Supplemental Instruction)

**Legal Reference:**

**EDUCATION CODE**

423 Conditions for offering intensive English language and literacy instruction on Saturdays

37223 Weekend classes

37252-37253 Supplemental instruction

41601 Reports of average daily attendance

42239 Summer school attendance computation

44824 Weekend classes, assignment of certificated employees

48070-48070.5 Promotion and retention, supplemental instruction

48205 Excused absence for personal reasons

48260 Truants, definition

51000-52706 General instructional programs, especially

51002 Development of local programs within guidelines

53029 Conditions for offering intensive reading instruction on Saturdays

53093 Conditions for offering intensive algebra instruction on Saturdays

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## SUMMER SCHOOL

The Board of Education recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes for purposes of remediation, enrichment or acceleration.

The district shall offer summer instructional programs for high school seniors who need courses for graduation prior to September. (Education Code 41976.5)

(cf. 6146.1 - High School Graduation Requirements)

The district's summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 53029, 53093; 5 CCR 11472)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

### Enrollment Priorities

Priority to enroll in summer programs shall be given to district students who:

1. Need course credits in order to graduate from high school by September
2. Are eligible for supplemental instruction on the basis of retention, recommendation for retention, or insufficient progress toward the state high school exit examination pursuant to Education Code 37252 and 37252.2

The remaining openings shall be offered to district students on a first-come first-serve basis.

To the extent that space is available after district students have enrolled, remaining openings in high school summer classes for core academic subjects may be open to private school students.

### Attendance

Because summer courses cover extensive instructional content in a relatively short time period, consistent class attendance is crucial.

#### Legal Reference:

##### EDUCATION CODE

37252-37253.5 Supplemental instructional programs

41976.5 Summer school programs, substantially disabled persons or graduating high school seniors

42239-42239.2 Summer school apportionments

48070-48070.5 Promotion and retention

51210 Areas of study for elementary schools

51220 Areas of study for grades 7-12

51730-51732 Powers of governing boards (authorization for elementary summer school classes)

Policy Adopted:



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53025-53031 Intensive reading instruction, summer school  
53091-53094 Intensive algebra instruction, summer school  
58700-58702 Credit towards summer school apportionments for tutoring and homework assistance program  
58806 Summer school apportionments  
60851 Supplemental instruction toward exit examination  
CODE OF REGULATIONS, TITLE 5  
3043 Extended school year  
11470-11472 Summer schools  
ATTORNEY GENERAL OPINIONS  
70 Ops.Cal.Atty.Gen. 282 (1987)

Policy Adopted:





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## VOCATIONAL EDUCATION

The Board of Education desires to provide a quality, expanded and modernized vocational and technical education program which provides services and activities that are of sufficient size, scope and quality to be effective. The goal of the program is to provide for an integration of academic and vocational components through a coherent sequence of courses. The program shall also provide curriculum and program strategies reflecting workplace needs.

The district's program shall provide linkages between secondary and postsecondary vocational and technical education, including the implementation of tech-prep programs. Students shall also be given a strong experience and understanding of industry.

(cf. 1700 - Relations Between Private Industry and the Schools)  
(cf. 4131 - Staff Development)  
(cf. 6010 - Goals and Objectives)  
(cf. 6030 - Integrated Academic and Vocational Instruction)  
(cf. 6141 - Curriculum Development and Evaluation)

The district's program shall provide equal access to students who are members of special populations. Students who are members of special populations shall not be unlawfully discriminated against on the basis of their status as a member of a special population. (20 USC 2354)

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.3 - Uniform Complaint Procedures)

### Expenditures of Supplemental Funding

The Superintendent or designee shall determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation.

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6181 - Alternative Schools)

### Advisory Committee

The Board shall appoint a career technical advisory committee as required by law to develop recommendations on the career technical education program and provide liaison between the district and potential employers. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

#### Legal Reference:

##### EDUCATION CODE

8070 Appointment of vocational education advisory committee  
48430 Legislative intent; continuation education schools and classes  
51225.3 Requirements for graduation commencing with 1988-89 school year  
51226 Model curriculum standards  
51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence  
52300-52499.6 Career technical education  
54728 Funds allocated pursuant to the School-Based Motivation and Maintenance Program  
54761 Calculation; base funding; deposit; use

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UNITED STATES CODE, TITLE 20

2301-2415 Carl D. Perkins Vocational and Technical Act of 1998

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

**Management Resources:**

WEB SITES

CDE, Secondary Education, Academic and Career Integration: <http://www.cde.ca.gov/shsd/aci>

USDE, Office of Vocational and Adult Education: <http://www.ed.gov/offices/OVAE>

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## WORK EXPERIENCE EDUCATION

In order to provide students with valuable instruction in the skills, attitudes and understandings necessary for successful employment, the Board of Education shall offer a program of work experience education. Students enrolled in this program shall receive guidance and supervision designed to ensure maximum educational benefit from placement in suitable work experience education courses.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)  
(cf. 5147 - Dropout Prevention)  
(cf. 6030 - Integrated Academic and Vocational Education)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6178 - Vocational Education)

Work experience education shall include the part-time employment of students in jobs which are selected or approved as having educational value for the employed students and which are coordinated by school employees. (Education Code 51764)

### Legal Reference:

#### EDUCATION CODE

46144 Minimum school day for vocational training and work experience program  
46300 Method of computing ADA  
48402 Enrollment in continuation education, minors not regularly employed  
49110-49119 Permits to work  
51760-51769.5 Work experience education  
54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

#### LABOR CODE

3070-3099 Apprenticeship  
3200-6002 Workers' compensation and insurance

#### CODE OF REGULATIONS, TITLE 5

10070-10075 Work experience education

### Management Resources:

#### WEB SITES

CDE: [www.cde.ca.gov](http://www.cde.ca.gov)

Policy Adopted:



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## SUPPLEMENTAL INSTRUCTION

The Board of Education shall provide supplemental instructional programs to motivate and support students to overcome academic deficiencies, attain grade-level academic standards or enhance critical skills.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)  
(cf. 5113.1 - Truancy)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)  
(cf. 6164.5 - Student Study Teams)

Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)

(cf. 6111 - School Calendar)  
(cf. 6112 - School Day)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer School)

The Board shall offer direct, systematic and intensive supplemental instruction for students in grades 2-9 who have been retained or recommended for retention pursuant to Education Code 48070.5. (Education Code 37252.2)

(cf. 5123 - Promotion/Acceleration/Retention)

The Board shall offer direct, systematic and intensive supplemental instruction for students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation. (Education Code 37252, 60851)

(cf. 6162.52 - High School Exit Examination)

For purposes of determining students' eligibility for supplemental instruction, "sufficient progress" toward passing the high school exit examination shall be determined by students' results on the state Standardized Testing and Reporting assessments and the minimum levels of proficiency recommended by the State Board of Education, students' grades and other indicators of academic achievement designated by the Board.

(cf. 6162.51 - Standardized Testing and Reporting Program)

Whenever a school receiving federal Title I funds fails to make adequate yearly progress, as defined by the State Board of Education, for three or more consecutive school years, supplemental educational services shall be provided outside the regular school day to eligible students from low-income families. Services shall be selected by parents/guardians from an approved list of service providers and shall specifically be designed to increase eligible students' achievement on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

As funding, facilities and staffing permit, supplemental instruction may be offered to:

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1. Students in grades 2-6 who have been identified as being at risk of retention pursuant to Education Code 48070.5 (Education Code 37252.8)
2. Students in grades 2-6 who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the Standardized Testing and Reporting Program (Education Code 37252.8)
3. Students in grades K-12 who seek enrichment in mathematics, science or other core academic areas designated by the Superintendent of Public Instruction (Education Code 37253; 5 CCR 11472)

(cf. 6143 - Courses of Study)

4. Students in grades K-12, including English language learners, who need or desire intensive English language and literacy instruction (Education Code 422-424)

(cf. 6174 - Education for English Language Learners)

The programs described above may be offered during summer school, before school, after school, on Saturday and/or during intersessions. (Education Code 423, 53029, 53093)

**Legal Reference:**

EDUCATION CODE

420-428 Intensive English language and literacy grants  
37200-37202 School calendar  
37223 Weekend classes  
37252-37253.5 Supplemental instruction  
42239-42239.2 Supplemental instruction, apportionments  
44259 Comprehensive reading program  
46100 Length of school day  
48070-48070.5 Promotion and retention  
51210 Courses of study, elementary schools  
51220 Courses of study, secondary schools  
53025-53031 Intensive reading instruction  
53091-53094 Intensive algebra instruction  
60640-60648 Standardized Testing and Reporting Program  
60850-60856 High school exit examination  
99223 Algebra Academies Professional Development Institutes  
CODE OF REGULATIONS, TITLE 5  
11470-11472 Summer school  
UNITED STATES CODE, TITLE 20  
6316 Program improvement schools

**Management Resources:**

U.S. DEPARTMENT OF EDUCATION GUIDANCE  
Supplemental Educational Services, December 12, 2002  
WEB SITES  
CDE: <http://www.cde.ca.gov>  
CSBA: <http://www.csba.org>



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## ALTERNATIVE ACADEMIC PROGRAMS

The Board may establish and maintain alternative academic programs or separate class groups within a school in order to fulfill the objectives specified in Education Code 58500.

The Superintendent or designee may establish an advisory committee to evaluate proposals for alternative academic programs. The Board shall approve or disapprove proposals after considering the recommendation of the committee and the Superintendent or designee.

Alternative academic programs shall offer the Board-adopted core curriculum. With Board approval, the programs may differ from ongoing programs in other ways that include, but are not limited to, the following:

1. They may emphasize a specific element of the approved curriculum.
2. They may present the approved curriculum in a sequence different from that used in other district programs.
3. Their staff may emphasize specific instructional strategies.

Alternative academic programs shall comply with state and federal law and Board policy regarding nondiscrimination in district programs.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall annually evaluate alternative academic programs in accordance with law. (Education Code 58510)

### Legal Reference:

#### EDUCATION CODE

35160.5 Intradistrict open enrollment

52900-52904 Alternative education and work centers for school dropouts

58500-58512 Alternative schools

60850-60856 High school exit examination

#### CODE OF REGULATIONS, TITLE 5

11705 Charter schools as alternative schools

### Management Resources:

#### WEB SITES

CDE: [www.cde.ca.gov](http://www.cde.ca.gov)

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## **OPPORTUNITY SCHOOL/CLASS/PROGRAM**

The Board of Education shall maintain an opportunity school, class or program to assist students who are, or who are in danger of becoming, insubordinate or disorderly, irregular in attendance, or habitual truants. The purpose of the opportunity school, class or program shall be to help such students resolve their problems in order to be maintained in regular classes or returned to regular classes or schools as soon as practicable.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)  
(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Truancy)  
(cf. 5131 - Conduct)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6181 - Alternative Schools)  
(cf. 6184 - Continuation Education)

Students in grades 1 through 12 may be assigned to an opportunity school, class or program in accordance with law.

The opportunity school, class or program shall provide instruction and services designed to meet the needs of enrolled students.

(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.5 - Student Success Teams)

Students who have satisfactorily completed the district's prescribed high school course of study in the district's opportunity school and have passed the state high school exit examination shall be awarded a diploma.

(cf. 5127 - Graduation Ceremonies and Activities)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

### **Legal Reference:**

#### **EDUCATION CODE**

48630-48641 Opportunity schools, classes and programs  
48643-48644.5 Reimbursement for opportunity school students in grades 7-9  
60850-60856 High school exit examination

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## CONTINUATION EDUCATION

The Board of Education shall provide a continuation education program to meet the educational needs of district students who are not attending a high school or other appropriate educational institution and who are not legally exempted from compulsory continuation school attendance.

(cf. 0420.4 - Charter Schools)  
(cf. 5112.1 - Exemptions from Attendance)  
(cf. 6030 - Integrated Academic and Vocational Instruction)  
(cf. 6158 - Independent Study)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6178 - Vocational Education)  
(cf. 6178.1 - Work Experience Education)  
(cf. 6181 - Alternative Schools)  
(cf. 6182 - Opportunity School/Class/Program)  
(cf. 6183 - Home and Hospital Instruction)  
(cf. 6185 - Community Day School)

The Board shall establish a plan to coordinate instruction and training in the school with the home, employment and other agencies and shall designate one or more persons as coordinators. (5 CCR 11003)

The Superintendent or designee shall develop administrative regulations governing the involuntary transfer of students into the continuation education program. (Education Code 48432.5)

The Superintendent or designee may allow the voluntary enrollment of students in the continuation education program as space permits and when it is determined to be in the best interests of the student.

Minors otherwise subject to compulsory attendance in continuation education classes may be exempted if they meet any of the conditions specified in Education Code 48410.

(cf. 5112.1 - Exemptions from Attendance)

The Board may maintain continuation classes during the district's regular school hours, during special school hours for these classes established by the Board, or during such hours and for such length of time during the day or evening that adult education classes are maintained. (Education Code 48434)

(cf. 6112 - School Day)  
(cf. 6200 - Adult Education)

### Legal Reference:

#### EDUCATION CODE

48400-48454 Compulsory continuation education in general, especially:  
48401 Weekly minimum attendance requirement  
48402 Minors not regularly employed  
48410-48416 Compulsory continuation education  
48430-48438 Continuation classes  
48450-48454 Violation  
48900 Grounds for suspension and expulsion  
48903 Limitations on days of suspension  
51224 Courses of study  
51225.3 Requirements for graduation  
60850-60856 High school exit examination

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**FAMILY CODE**

7000-7002 Emancipation of minors law

7050 Purposes for which emancipated minor considered an adult

**CODE OF REGULATIONS, TITLE 5**

11000-11010 Continuation education

**Management Resources:**

**WEB SITES**

CDE: [www.cde.ca.gov](http://www.cde.ca.gov)



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## COMMUNITY DAY SCHOOL

The Board of Education recognizes the need to provide an appropriate alternative educational program for expelled students who are prohibited from attending regular schools in the district and for certain students referred by probation, district processes or SARB. The district shall operate one or more community day schools designed to meet the needs of these students. The Superintendent or designee shall ensure that any such school is operated in accordance with legal requirements related to enrollment, instructional time and facilities.

The Board perceives the community day school as a flexible component of a comprehensive effort to meet the needs of expelled and other at-risk students throughout the district.

In order to foster positive attitudes and academic progress, the Board recognizes that community day schools must give students substantial individual help with their problems. Community day school staff shall collaborate with district counselors, psychologists, and other support staff and with the county office of education, law enforcement, probation, and human services agency staff who work with at-risk youth. To the extent possible, community day school programs shall provide a low student-teacher ratio as well as individualized instruction and assessment.

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall establish procedures for the involuntary transfer of students to a community day school in accordance with law and administrative regulation.

(cf. 5113 - Absences and Excuses)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee may require community day school students to attend school for up to seven days each week in a directed program designed to provide students with the skills and attitudes necessary for success when they are returned to a regular school environment.

### Legal Reference:

#### EDUCATION CODE

1980-1986 County community schools

17085-17096 Emergency portable facilities

17280-17316 Field Act, approvals

17365-17374 Field Act, fitness of occupancy

48660-48666 Community day schools

48900-48926 Suspension or expulsion

#### WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction

602 Minors violating laws defining crime; ward of court

#### UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

### Management Resources:

#### CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Expulsion Placements, SPB: 95/96-04

#### WEB SITES

CDE, Educational Options Office: <http://www.cde.ca.gov/spbranch/essdiv/edoptshome.html>

Policy Adopted:



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## EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for conducting a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

(cf. 0500 - Accountability)  
(cf. 6000 - Concepts and Roles)  
(cf. 6010 - Goals and Objectives)  
(cf. 9000 - Role of the Board)

The Superintendent or designee shall review the effectiveness of district programs in meeting goals for student learning. He/she shall provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for each district school and for every numerically significant subgroup of the student population, including but not limited to school and subgroup performance on statewide achievement indicators.

(cf. 0510 - School Accountability Report Card)  
(cf. 0520 - Intervention for Underperforming Schools)  
(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 6011 - Academic Standards)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and, as needed, to improve the quality of education that district students receive.

### Categorical Program Monitoring

The Superintendent or designee shall cooperate with the California Department of Education (CDE) in the conduct of on-site monitoring to ensure that district categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall report to the Board regarding the results of these reviews.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 1312.4 - Williams Uniform Complaint Procedures)  
(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5148 - Child Care and Development Programs)  
(cf. 5148.1 - Child Care Services for Parenting Students)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
(cf. 6142.7 - Physical Education)  
(cf. 6171 - Title I Programs)  
(cf. 6172 - Gifted and Talented Student Program)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6175 - Migrant Education Program)  
(cf. 6178 - Vocational Education)  
(cf. 6178.1 - Work Experience Education)  
(cf. 6200 - Adult Education)

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On an ongoing basis, the Superintendent or designee shall conduct a district self-evaluation which may utilize tools developed by the district or the CDE to ensure compliance of district categorical programs with legal requirements.

### **Evaluation of Consolidated Categorical Programs**

The Superintendent or designee and the Board shall annually determine whether the district's categorical programs funded through the state's consolidated application are supportive of the core curriculum and are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria shall include, but not necessarily be limited to, progress toward goals contained in the school's single plan for student achievement and progress of the total student population and each numerically significant subgroup toward growth targets on the statewide Academic Performance Index.

(cf. 0420 - School Plans/Site Councils)

### **Western Association of Schools and Colleges (WASC) Accreditation**

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. (Education Code 35178.4)

(cf. 5145.6 - Parental Notifications)

#### **Legal Reference:**

##### **EDUCATION CODE**

33400-33407 Educational evaluations

35178.4 Notice of loss of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

51041 Education program, evaluation and revisions

51226 Model curriculum standards

52050-52059 Public Schools Accountability Act

54650-54659 Education Improvement Incentive Program

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

##### **CODE OF REGULATIONS, TITLE 5**

3930-3937 Program requirements

3942 Continuity of funding

Policy Adopted:



**Chico Unified School District**  
1163 East Seventh Street, Chico, CA 95928-5999  
(530) 891-3000

6.A.12  
Page 123 of 123

Board Policy: #6190

Section: 6000 Instruction  
Page 3 of 3

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UNITED STATES CODE, TITLE 20  
6311 Adequate yearly progress

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Ongoing Program Self-Evaluation Tool (OPSET)

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools: <http://www.acswasc.org>

Policy Adopted:

Agenda Item #: \_\_\_\_\_  
(DO Use Only)

PROPOSED AGENDA ITEM: Self Funded Sports

Prepared by: Kelly Staley

☐ Consent

☒ Information Only

☐ Discussion/Action

Board Date April 18, 2007

**Background Information**

Self Funded Sports are those sports in which students are required to either pay or fundraise for the costs associated with the sport. In CUSD, the following sports are considered self-funded: Boys & Girls Ski/Snowboarding; Boys Volleyball; Girls Golf.

Based on California Constitution (Article IX, Section 5), and California Code of Regulations (Title 5, Section 350), students cannot be charged or required to fundraise as a prerequisite for participation in an educational activity (except those specifically authorized by statute).

To be in compliance with the law, CUSD will not be able to offer any sport that it does not fully fund.

**Fiscal Implications**

For CUSD to assume all costs associated with the existing self funded sports (coaching stipends, equipment, transportation, officials), the district will need to identify a minimum of \$40,000 general fund dollars.

**Additional Information**

On September 26, 2006, CUSD administrators and athletic directors met with student, parent and coaching representatives of the three self funded sports to share the legal issues and to discuss possible options. The three options allowable by law are as follows:

1. The district fully fund those sports that are currently considered "self-funded"
2. The district not offer the sports currently considered "self-funded"
3. The community, prior July 1 of the school year in which the sport is to be offered, deposit into a district account the full costs of the fully fund the costs of the sport.

PROPOSED AGENDA ITEM: **Resolution # 985-07 / Teacher Appreciation Day**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

- ☐ Consent  
☐ Information Only  
☒ Discussion/Action

Board Date: April 18, 2007

**Background Information:**

May 9, 2007 has been designated as Teacher Appreciation Day throughout California. We in Chico Unified School District are blessed to have an excellent teaching staff that is committed to student support and achievement. This resolution designates that day as Teacher Appreciation Day in CUSD as well and reminds all of us to continue to pay tribute to public school teachers.

**Educational Implications:**

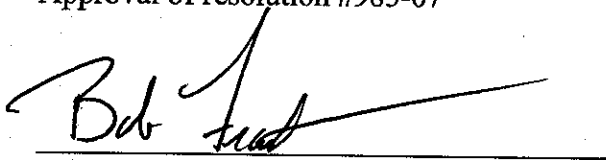
None.

**Fiscal Implications:**

None.

**Recommendation:**

Approval of resolution #985-07



Bob Feaster  
Assistant Superintendent  
Human Resources

**RESOLUTION #985-07**

**The Chico Unified School District Board of Education for Teacher Appreciation**

**WHEREAS**, a strong effective system of free public school education for all children and youth is essential to our democratic system of government; and

**WHEREAS**, the United States has made considerable progress in the social, technological, and scientific fields due to our system of free and universal public education; and

**WHEREAS**, much of this progress can be attributed to the qualified and dedicated teachers entrusted with the educational development of our children to their full potential; and

**WHEREAS**, teachers should be accorded high public esteem, reflecting the value the community places on public education; and

**WHEREAS**, the Chico Unified School District is keenly aware of the importance and impact of teachers on children; and

**WHEREAS**, it is appropriate that teachers be recognized for this dedication and commitment to educating their students;

**WHEREAS**, it is appropriate that teachers be recognized for this dedication and commitment to educating students;

**THEREFORE, BE IT RESOLVED** that May 9<sup>th</sup>, 2007, be proclaimed Teacher Appreciation Day in the Chico Unified School District and urge all citizens to pay tribute to our public school teachers.

Passed and adopted by the Chico Unified School District Board of Education at a regular meeting, hereof, held on the 18th day of April, 2007.

\_\_\_\_\_  
Rick Rees, Board President

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Jann Reed, Vice President

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Dr. Kathleen Kaiser, Clerk

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Rick Anderson, Member

\_\_\_\_\_  
Dr. Andrea Lerner Thompson, Member

\_\_\_\_\_  
Dr. Chet M. Francisco, Secretary