

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Session Meeting – August 2, 2006

Closed Session 6:15 P.M.

Regular Session 7:00 P.M.

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

AGENDA

1. CALL TO ORDER

2. CLOSED SESSION

2.1 Update on Labor Negotiations

Employee Organizations:

CUTA

CSEA, Chapter #110

Other Representatives:

Bob Feaster, Assistant Superintendent

Kelly Staley, Assistant Superintendent

Randy Meeker, Assistant Superintendent

Counsel: Greg Einhorn, Attorney at Law

2.2 Conference with Legal Counsel – Pending Litigation per Government Code §54956.9

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

3. CONVENE TO REGULAR SESSION – 7:00 P.M.

3.1 Call to Order

3.2 Closed Session Announcements

3.3 Flag Salute

4. STUDENT REPORTS – No Items

5. SUPERINTENDENT'S REPORT

6. CONSENT CALENDAR

A. GENERAL

1. Consider Approval of Minutes of Regular Meeting of 06/21/06.
2. Consider Acceptance of Items Donated to Chico Unified School District
3. Consider Approval of Certificated Human Resources Actions
4. Consider Approval of Classified Human Resources Actions
5. Consider Approval of Consultant Agreement with Mike Bourassa, funded by ASB, to provide treatment to injured athletes at Chico High for the 06/07 school year.
6. Consider Approval of Consultant Agreement with QSS, Inc., funded by General District Admin Account, to provide modifications to mask employees' SSN's.
7. Consider Approval of Consultant Agreement with Steven Koch, funded by Supt account and SDC programs, for consulting services to students and staff related to student's emotional disturbances.

8. Consider Approval of Consultant Agreement with Ed Logan to redo mural in school gymnasium at Bidwell.
9. Consider Approval of Consultant Agreement with NCBSOA, funded by ASB, to provide officials for Pleasant Valley High School hockey, baseball and softball games for the 06-07 school year.
10. Consider Approval of Consultant Agreement with NCBOA funded by ASB, to provide officials for Pleasant Valley High School basketball games for the 06-07 school year.
11. Consider Approval of Warrants

B. EDUCATIONAL SERVICES

1. Consider clearing the Expulsions of the following students: 19642, 21716, 22200, 22487, 22930, 25986, 26391, 27574, 28433, 28591, 33772, 33917, 34348, 34441, 34447, 35399, 36780, 36887, 37857, 37863, 38470, 54106, 55829, 59047, 59463, and 61619.

C. BUSINESS SERVICES

1. Consider approval to grant authorization to Superintendent to enter into a contract with North Valley Building Systems to reroof Corporation Yard warehouse per Uniform Public Construction Cost Accounting Act.

7. DISCUSSION/ACTION CALENDAR

A. GENERAL

The following first reading of New Board Policies and Procedures. 2000 Series – Administration is for Information/Discussion only:

1. First Reading of New Board Policy 2000, Concepts and Roles
2. First Reading of New Board Policy 2140, Evaluation of the Superintendent
3. First Reading of New Board Policy 2210, Administrative Leeway in Absence of Board Policy
4. First Reading of New Board Policy 2230, Representative and Deliberate Groups.

B. EDUCATIONAL SERVICES

1. Information Only – Development of a K-12 Continuum of Teaching, Learning, Assessment and Support

C. BUSINESS SERVICES

1. Consider approval of Proposed School Meal Price Increases

(Consider approval of the following items #2 through #18 second reading Board Policies & Procedures:)

2. Second Reading of New Board Policy 3111, Deferred Maintenance Funds
3. Second Reading of Revised Board Policy 3250 (formerly 3710), Transportation Fees
4. Second Reading of Revised Administrative Procedure 3250(a) (formerly BP3710 & AP3710.5), Transportation Qualifications and Fees
5. Second Reading of New Board Policy 3511, Energy Conservation
6. Second Reading of New Administrative Procedure 3511, Energy Conservation
7. Second Reading of Revised Board Policy 3514.1 (formerly 3520.1), Hazardous Substances

8. Second Reading of Revised Board Policy 3514.2 (formerly 3519), Integrated Pest Management
9. Second Reading of New Board Policy 3517, Facilities Inspection
10. Second Reading of Revised Board Policy 3518, Elementary Playground Equipment
11. Second Reading of Revised Administrative Procedure 3518.2, Elementary Playground Equipment
12. Second Reading of New Board Policy 3540, Transportation
13. Second Reading of New Administrative Procedure 3540, Transportation
14. Second Reading of Revised Administrative Procedure 3541.1 (formerly 3710.6, 3710.7, 3710.9, Field Trips and Interscholastic Athletic Trip Procedures
15. Second Reading of New Board Policy 3541.2, Transportation of Students with Disabilities
16. Second Reading of Revised Administrative Procedure 3542 (formerly 3710.1, 3710.2, 3710.3, 3710.4), Transportation Safety and Emergencies
17. Second Reading of Revised Board Policy 3311, Uniform Public Construction Cost Accounting System
18. Second Reading of Revised Board Policy 3515.6, Criminal Background Checks for Contractors.

8. ITEMS FROM THE FLOOR

9. ANNOUNCEMENTS

10. ADJOURNMENT

MINUTES

1. CALL TO ORDER

Rick Rees called the June 21, 2006, Closed Session Meeting to order at the Chico City Council Chambers, Conference Room 2, at 421 Main Street, Chico, CA at 6:15 p.m.

Present: Rick Rees, Jann Reed, Scott Huber, Rick Anderson

Absent: Anthony Watts

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

Employee Organizations:

CUTA

CSEA, Chapter #110

Other Representatives:

Bob Feaster, Assistant Superintendent

Kelly Staley, Assistant Superintendent

Randy Meeker, Assistant Superintendent

Counsel: Greg Einhorn, Attorney at Law

2.2 Conference with Legal Counsel – Existing Litigation, Government Code §54956.9(a) Sloan v. CUSD et al

Other Representatives:

Chet Francisco, Superintendent

Bob Feaster, Assistant Superintendent

Kelly Staley, Assistant Superintendent

Randy Meeker, Assistant Superintendent

Counsel: John Kelly, Attorney at Law

2.3 Public Employee Performance Evaluation pursuant to Government Code §54957:

Title: Superintendent

3. CONVENE TO REGULAR SESSION**3.1 Board President Rees called the Regular Session Meeting to Order in the City Council Chambers at 7:05 PM****3.2 Announcements on Closed Session**

Board President Rees announced that Closed Session will resume at the end of the Regular Meeting.

3.3 Board President Rees led the salute to the Flag.**4. STUDENT REPORTS**

None

5. SUPERINTENDENT'S REPORT

Priscilla Burns, PVHS teacher, introduced student Melissa Hirsch. They reported on their trip to NYC for the SAGE Culinary II competition, which resulted in a 3rd Place win.

6. CONSENT CALENDAR

There being no items pulled for discussion, a motion was made by Board Clerk Huber, and seconded by Board Vice President Reed to approve the Consent Agenda, as follows:

A. GENERAL**1. The Board approved Minutes of Regular Meeting of 05/17/06 and Special Meeting of 06/07/06.****2. The Board approved the Donations/Gifts to the District.**

<u>Donor</u>	<u>Item</u>	<u>Recipient</u>
BJHS PTA	Airless Paint Sprayer	Bidwell Jr. High
Ron DeCew	Stained Glass	Chico High - Art Classes
Rich & Pam McGowan	\$100.00	Chico High - Athletics
PG&E Corporation	\$135.00	Chico High - Band/ACT
Don & Loyce Camy	\$200.00	Chico High - Girls' Basketball
Chico High Boosters	\$1,500.00	Chico High - Girls' Basketball
Pat Wismer	Wireless Router	Chico High - Tech Dept.

MINUTES

Dan Fowler	\$100.00	Chico High - WEST
Cohasset PTA	\$429.25	Cohasset - Field Trips
Patricia Steveson	\$200.00	Forest Ranch
Forest Ranch Lions Club	\$150.00	Forest Ranch
Ann Brazil	Guess Where Game	Forest Ranch
Washington Mutual	\$146.35	Little Chico Creek
Baja Fresh	\$76.76	Little Chico Creek
Marigold PTA	\$900.00	Marigold
The Sweet Shoppe	60 Teddy Bears	Marigold
All Wood	Bookcase	Marsh Jr. High - English Dept.
Safeway - Mangrove	Meats, buns, condiments, water	McManus - End of Year BBQ
Kevin Caviress	\$100.00	Neal Dow - McLean Field Trip
Andrea Dempsey	\$50.00	Neal Dow - McLean Field Trip
Lisanne Kelly	\$50 Gift Basket & Book	Neal Dow - McLean Field Trip
PG&E Corporation	\$249.00	Pleasant Valley High
Alysson M. Satterlund	\$400.00	Pleasant Valley High - ASB
CSUC	Panels	Scholarship
CASA	\$300.00	Pleasant Valley High - Art
Hammerhead Tech - Darrell		Department
Pierro	3 Nautilus Machines & Printer Paper	Pleasant Valley High - ASB Friday
Career Assoc	\$435.00	Nite Live
Mary Mansfield	25 Books	Pleasant Valley High - Athletics
Lauren Taylor	42 Books	Pleasant Valley High - AVID
Chico Assoc. of Realtors	Misc. School Supplies	Pleasant Valley High - Library
Ben Pforsich	Paint & Paintbrushes	Pleasant Valley High - Library
Shata PTO	20 Network Switches	Rosedale
Aaron Brothers	Chalk Boards	Shasta
Shasta PTO	\$1,460.00	Shasta
Mark Reaman	Classroom Supplies	Shasta
Anna Platt	Tupperware	Shasta - 2nd Step/Healthy Play/PIP
Cyndi Ting	Green Apple Candle	Sierra View
Christiane Wear	Four Gift Certificates - Massage	Sierra View
Michelle Krause	Necklace & Earring Set	Sierra View
Claire & Mark Johnson	Coffee Gift Basket	Sierra View
Jedidiah's	\$25 Gift Certificate	Sierra View
Peggy & Dave Hawks	Various Gift Cards	Sierra View
Antoinette & Seward Schreder	Various Gift Cards	Sierra View
Walmart	\$25 Gift Card	Sierra View
Enrico's Pizza	Gift Certificates	Sierra View
Smucker's Quality Beverages	5 Cases of Spritzers	Sierra View
Airgas	Helium for Balloons	Sierra View
Hula's	600 Fortune Cookies	Sierra View
La Hacienda	Luncheon for 70	Sierra View
Papa Murphy's	Three \$10 Gift Certificates	Sierra View
Stephanie Mojica	Gift Certificate - Massage	Sierra View
Trader Joe's	Chocolate Bars	Sierra View

3. The Board approved the Certificated Human Resources Actions:

MINUTES

Name	Assignment	Effective	Comment
<u>Administrative Appointment(s)/Change in Assignment(s) 2006/07</u>			
Marchant, Jay	1.0 FTE Assistant Principal, Junior High (107002)	2006/07	Appointment
Spaggiari, Renee	1.0 FTE Assistant Principal, Senior High (102002)	2006/07	Appointment
<u>Full-Time Leave Request(s) for 2006/07</u>			
Manna, Jennifer	Elementary	2006/07	1.0 FTE Leave
Mow, Margaret	Elementary	2006/07	1.0 FTE Leave
O'Donoghue, Ingrid	Elementary	2006/07	1.0 FTE Leave
Snider, Gina	Secondary	2006/07	1.0 FTE Leave
<u>Part-Time Leave Request(s) for 2006/07</u>			
Begault, Beth	School Psychologist	2006/07	0.4 FTE Leave
Connolly, Cheryl	Elementary	2006/07	0.55 FTE Leave
Copeland, Charles	Secondary	2006/07	0.4 FTE Leave (Policy #4475 STRS Reduced Workload)
Finley, Janet	Elementary	2006/07	0.4 FTE Leave
Forrest, Marla	Elementary	2006/07	0.4 FTE Leave
Hoffman, Gina	Secondary	2006/07	0.2 FTE Leave
Kindopp, Heather	Elementary	2006/07	0.6 FTE Leave
Koch, Lynn	School Nurse	2006/07	0.2 FTE Leave
Larson-Cannell, Karen	Secondary	2006/07	0.6 FTE Leave
White, Donna	Secondary	2006/07	0.4 FTE Leave
Williams, Amy	Elementary	2006/07	0.2 FTE Leave
<u>Rescission/Change Leave Request(s) for 2006/07</u>			
Geise, Beth	Elementary	2006/07	Rescind .15 FTE of .40 Leave Request (Will work .75 FTE)
Starkey, Judi	Elementary	2006/07	Rescind .2 FTE Leave Request
<u>Probationary Appointment(s) 2006/07 According to Board Policy</u>			
Becker, Jason	1.0 FTE Secondary (102247)	2006/07	Probationary Appointment
Frain, M. Shannon	0.8 FTE Secondary (101173)	2006/07	Probationary Appointment
Gimbal, Kim	0.1 FTE Elementary Music (157129)	2006/07	Probationary Appointment
Gulbrandsen, Erinn	1.0 FTE Secondary (102122)	2006/07	Probationary Appointment
Peacock, Miles	1.0 FTE Secondary (102117)	2006/07	Probationary Appointment
Rollins, Keith	1.0 FTE Special Education (307005)	2006/07	Probationary Appointment
Sylvester, Carol	1.0 FTE Elementary (121104)	2006/07	Probationary Appointment
<u>Temporary Appointment(s) 2006/07 According to Board Policy</u>			
Allen, Michael	1.0 FTE Secondary (110108)	1 st Sem 2006/07	Temporary Appointment
Armstrong, D. Brad	1.0 FTE Secondary (106181)	1 st Sem 2006/07	Temporary Appointment

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Frain, M. Shannon	0.2 FTE Secondary (101184)	1 st Sem 2006/07	Temporary Appointment
Graber, Julie	0.2 FTE School Nurse (103002)	1 st Sem 2006/07	Temporary Appointment
Hollie, Karen	0.2 FTE Secondary (101174)	1 st Sem 2006/07	Temporary Appointment
La Folette, Corrine	0.8 FTE Secondary (101177)	1 st Sem 2006/07	Temporary Appointment
Ritcher, Nancy	0.4 FTE Secondary (102251)	1 st Sem 2006/07	Temporary Appointment
Sasaki, Joshua	1.0 FTE Secondary (102250)	1 st Sem 2006/07	Temporary Appointment
Triplett, Vickie	0.1 FTE Elementary Music (157119)	1 st Sem 2006/07	Temporary Appointment

Summer Session Appointment(s) 2006**Senior High**

Patterson Tim	Specchierla, Michael	Sunderland, Janice
<u>Retirement(s)/Resignation(s)</u>		
Copeland, Ellen	June 2, 2006	Retirement
Davis, Bradley	June 2, 2006	Resignation
Deromedi, Eddi	June 5, 2006	Resignation (Resigning from .4 FTE Teacher Assignment effective with the 2006/07 School Year)
Koch, Steven	July 1, 2006	Resignation
Kohen, Robert	June 2, 2006	Retirement
Mow, Margaret	June 8, 2007	Retirement (Retirement effective at the end of the 2006/07 School Year)
Nichols-Davis, Correen	June 12, 2006	Resignation
Ramsey, Christie	June 1, 2006	Resignation
Rea, Brian	June 6, 2006	Resignation (Resigning .2 FTE of current full-time Teacher Assignment)

4. The Board approved the Classified Personnel Actions:

<u>NAME</u>	<u>CLASS/LOCATION/HOURS</u>	<u>EFFECTIVE</u>	<u>COMMENTS/ FUND</u>
<u>Appointments – Summer School, Day-to-Day, Contingent Upon Enrollment</u>			
ACUNA, FERNANDO	Instructional Assistant/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
BEAM, DAVID	Instructional Asst-Special Education/ Chico High-ROP/6.0	6/04/2006-7/21/2006	Summer School
BELCHER, BRENDA	Custodian/Chico High/4	6/12/2006-7/7/2006	Summer School
BEVERS, JENNIFER	Sr. Office Assistant/Chico High/7.5	6/12/2006-7/7/2006	Summer School
BINGHAM, DEBERA	Cafeteria Satellite Mgr/Chico Jr High/4.0	6/12/2006-7/7/2006	Summer School

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BOWEN, BARBARA	Computer Technician/AFC/6.0	6/13/2006-6/30/2006	Summer School
BOWEN, BETTY	Instructional Asst-Special Ed/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
CARRIERE, ROBIN	Health Assistant/Chico High/7	6/12/2006-7/7/2006	Summer School
CASTLE, ANN	Custodian/Chico High/4	6/12/2006-7/7/2006	Summer School
CERRATO, DAVID	Campus Supr/Chico High/7	6/12/2006-7/7/2006	Summer School
CONDON, SUSAN	Sr. Library Media Assistant/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
COOGAN, MATTHEW	Campus Supr/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
COOKE, JODIE	Cafeteria Satellite Mgr/Chico High/4.0	6/12/2006-7/7/2006	Summer School
DAVIS, KIM	Instructional Assistant/Chico High/7	6/12/2006-7/7/2006	Summer School
DE GRAAF, JENNY	Instructional Asst-Special Ed/Marigold/4.0	6/12/2006-7/7/2006	Summer School
EVANS, KIM	Cafeteria Satellite Mgr/Loma Vista/4.0	6/12/2006-7/7/2006	Summer School
GILBERT, BECKI	Sr. Office Assistant/Chico Jr High/7.5	6/12/2006-7/7/2006	Summer School
HALVORSON, REYLYNN	School Office Manager/Chico Jr High/7.5	6/12/2006-7/7/2006	Summer School
HAYS, JANICE	Custodian/Chico Jr High/8	6/12/2006-7/7/2006	Summer School
HAZZARD, CHUCK	Instructional Assistant/Chico High/7	6/12/2006-7/7/2006	Summer School
HOSTICK, MARY	Cafeteria Asst/Chico High/1.5	6/12/2006-7/7/2006	Summer School
<u>Appointments – Summer School, Day-to-Day,</u>			
<u>Contingent Upon Enrollment</u>			
HOSTICK, MARY	Custodian/Chico High/4	6/12/2006-7/7/2006	Summer School
JACKSON, JOEL	Campus Supr/AFC/6.8	6/5/2006-6/30/2006	Summer School
JEFFERS, THOMAS	Campus Supr/Chico Jr High/2	6/12/2006-7/7/2006	Summer School
JEFFERS, THOMAS	Custodian/Chico Jr High/4	6/12/2006-7/7/2006	Summer School
JOHNSON, LINDA	Health Assistant/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
KELLER, LESLIE	Sr. Library Media Assistant/Chico High/7	6/12/2006-6/23/2006	Summer School
KOEHLY- OWNBY, KAREN	Heathcare Asst-Specialized/Chico High/1.0	6/12/2006-7/7/2006	Summer School
LAUFFER, PAT	Instructional Assistant/Chico High/7	6/12/2006-7/7/2006	Summer School
LEMONS, MARIO	Custodian/Chico High/8	6/12/2006-7/7/2006	Summer School
MACARTHY, MICHAEL	Campus Supr/Chico High/7	6/12/2006-7/7/2006	Summer School
MAHLING, RHONDA	Instructional Asst-Special Education/ PVHS/7.5	6/12/2006-7/7/2006	Summer School
MALLORY, CHARLOTTE	School Office Manager/AFC/6.5	6/15/2006-6/30/2006	Summer School
MATULICH, NICOLE	Campus Supr/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
MELVIN, PENNY	Sr Library Media Assistant/Chico Jr High/7.0	6/12/2006-7/7/2006	Summer School

MINUTES

MEYER, CATHERINE	Instructional Assistant/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
MONTAGUE, MICHELLE	Sr. Office Assistant/Chico High/7.5	6/12/2006-7/7/2006	Summer School
NEVEL, STEPHEN	Instructional Assistant/Chico Jr High/7	6/12/2006-7/7/2006	Summer School
POGMAN, JENNIFER	Instructional Assistant/AFC/6.5	6/5/2006-6/30/2006	Summer School
SCHULTZ, NATHANIEL	Computer Technician/Chico High/7.0	6/12/2006-7/7/2006	Summer School
SCOTT, SALLY	Instructional Assistant/Chico High/7	6/26/2006-7/7/2006	Summer School
SHAFFER, DEENA	Cafeteria Asst/Chico Jr High/1.5	6/12/2006-7/7/2006	Summer School
SINNOTT, KATHY	Instructional Assistant/Chico High/7	6/12/2006-7/7/2006	Summer School
STANDLEY, PATTY	School Office Manager/Chico High/7.5	6/12/2006-7/7/2006	Summer School

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

TALERICO, LINDA	Instructional Asst-Special Ed/Chico High/7	6/12/2006-7/7/2006	Summer School
TREVITHICK, DAN	Campus Supr/Chico High/7	6/12/2006-7/7/2006	Summer School
WALTERS, GABRIELLE	Instructional Assistant/AFC/6.5	6/5/2006-6/30/2006	Summer School
WRONA, DIANNE	Sr. Library Media Assistant/Chico High/7	6/26/2006-7/7/2006	Summer School

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

ALVAREZ, GEORGIA	Instructional Paraprofessional/Marigold/5	6/12/2006-7/7/2006	Summer School
BERG, KATIE	Instructional Paraprofessional/Loma Vista/5	6/12/2006-7/7/2006	Summer School
BOCK, BIDA	Instructional Paraprofessional/CHICO JR HIGH/5	6/12/2006-7/7/2006	Summer School
BONAR, MORGAN	Instructional Paraprofessional/Citrus/5.0	6/12/2006-7/7/2006	Summer School
BONAR, MORGAN	Instructional Paraprofessional/Extended Day/1.5	6/12/2006-7/7/2006	Summer School
BROWN, JENNA	Instructional Paraprofessional/Extended Day/1.5	6/12/2006-7/7/2006	Summer School
BROWN, JENNA	Instructional Paraprofessional/Loma Vista/5	6/12/2006-7/7/2006	Summer School
CAMPOS, JACQUELINE	Instructional Paraprofessional/Loma Vista/5	6/12/2006-7/7/2006	Summer School
CARTER, TROY	Instructional Paraprofessional/CHS/5	6/12/2006-7/7/2006	Summer School
CHAMBERS, WILLIAM	Instructional Paraprofessional/CHS/5	6/12/2006-7/7/2006	Summer School
CLEMENT, NICOLE	Instructional Paraprofessional/Extended Day/1.5	6/12/2006-7/7/2006	Summer School
CLEMENT, NICOLE	Instructional Paraprofessional/Loma Vista/5	6/12/2006-7/7/2006	Summer School
CROTTI, MARYANNE	Instructional Paraprofessional/Loma Vista/5	6/12/2006-7/7/2006	Summer School
DENNEY, SARA	Instructional Paraprofessional/	6/12/2006-7/7/2006	Summer School

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DENNEY, SARA	Extended Day/1.5 Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
DUTRA, DEBBIE	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
FEINGOLD, ROD	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
FELTMAN, DAWN	Instructional Paraprofessional/ CHICO JR HIGH/5	6/12/2006-7/7/2006	Summer School
FERRIER, JOE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
FERRIER, JOE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
FORBES, STEPHANINE	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
<u>Appointments – Summer School, Day-to-Day, Contingent Upon Enrollment</u>			
FRIESEN, CALAN	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
GALL, SUZANNE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
GALL, SUZANNE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
GORE-ZABALA, CHRISTINE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
GORE-ZABALA, CHRISTINE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
HARRISON, STACEY	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
HEINLY-CULLEN, KAY	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
HERMANN, CHRISTA	Instructional Paraprofessional/ Citrus/5	6/12/2006-7/7/2006	Summer School
HERMANN, KRISTA	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
HERNANDEZ, MARIA	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
HERSHEY- MCCOY, LINDA	Instructional Paraprofessional/ CHS/5	6/12/2006-7/7/2006	Summer School
HOBSON, NICOLE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
HOBSON, NICOLE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
JOLLIFF, CRYSTAL	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
JOLLIFF, CRYSTAL	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
KAMPF, ANNE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
KEENER, JOANN	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
KEMPER, NANCY	Instructional Paraprofessional/ CHICO JR HIGH/5	6/12/2006-7/7/2006	Summer School
KLEIN, JUDY	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
KLINGBEIL, JOSH	Instructional Paraprofessional/	6/12/2006-7/7/2006	Summer School

	Citrus/5		
KLINGBEIL, JOSH	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
KNIGHT, KRISTIN	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
KOCH, AARON	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School

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

KOCH, AARON	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
KOCH, ANNALISA	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
KOCH, ANNALISA	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
LABRADO, MELISSA	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
LANDBERG, ALEX	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
LANDBERG, ALEX	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
MANICCI, KELLY	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
MANICCI, KELLY	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
MARQUEZ, ALIX	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
MARQUEZ, ALIX	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
MARTINO, JUDY	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
MARTINO, JUDY	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
MATLIN, DANA	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
MORALEZ, TERRIE	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
MORRISSEY, MATTHEW	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
NGUYEN, KATHIE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
NGUYEN, KATHIE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
NHAN, JOHNNY	Instructional Paraprofessional/ CHICO JR HIGH/5	6/12/2006-7/7/2006	Summer School
NICOL, AMBER	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
O'KELLEY, MARYANNE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
O'KELLEY, MARYANNE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
O'NEILL, SANDRA	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
O'NEILL, SANDRA	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School

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

MINUTES

PARKER, MARTY	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
PAYNE, KATIE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
PAYNE, KATIE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
PINCKNEY, MONICA	Healthcare Asst/Specialized/ Loma Vista/6.5	6/12/2006-7/7/2006	Summer School
PUTERBAUGH, SKYLAR	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
PUTERBAUGH, SKYLAR	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
QUINTANA, JENNIFER	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
QUINTANA, JENNIFER	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
RAUSCH-CLARK, SHERYL	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
REDDING, MEGAH	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
REDDING, MEGAN	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
REID, SARAH	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
REID, SARAH	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
RIDENOUR, TERRIE	Instructional Paraprofessional/ CHS/5	6/12/2006-7/7/2006	Summer School
ROBINSON, ANNE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
ROBINSON, ANNE	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
SAYRE, MARIA	Instructional Paraprofessional/ CHICO JR HIGH/5	6/12/2006-7/7/2006	Summer School
SCAMMON, MARGUERITE	Instructional Paraprofessional/ Marigold/5	6/12/2006-7/7/2006	Summer School
SCHULZ, DENISE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
SCHUTZ FORT, EMMA	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
SCHUTZ FORT, EMMA	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
SHAPIRO, JOANNA	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
SHERRILL, JULIE	Instructional Paraprofessional/ CHICO JR HIGH/5	6/12/2006-7/7/2006	Summer School
<u>Appointments – Summer School, Day-to-Day, Contingent Upon Enrollment</u>			
SHIPPEN, MARY	Instructional Paraprofessional/ Citrus/5	6/12/2006-7/7/2006	Summer School
SHIPPEN, MARY	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
SILVA, NICOLE	Instructional Paraprofessional/ Extended Day/1.5	6/12/2006-7/7/2006	Summer School
SILVA, NICOLE	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School

MINUTES

SOMMER, CAROL	Instructional Paraprofessional/ Loma Vista/5	6/12/2006-7/7/2006	Summer School
STORY, WANDA	Instructional Paraprofessional/ CHICO JR HIGH/5	6/12/2006-7/7/2006	Summer School
WOODWARD, DONNA	Instructional Paraprofessional/ PVHS/5	6/12/2006-7/7/2006	Summer School
WOOTEN, REBECCA	Instructional Paraprofessional/ CHS/5	6/12/2006-7/7/2006	Summer School
<u>APPOINTMENTS</u>			
Engberg, Cynthia	Temp Health Assistant/Parkview/4.0	06/05-06/30/06	Temporary Summer Work/ Categorical Fund
Fandl, Mary Ann	IPS-Classroom/LCC/3.5	08/15/06	Vacated Position/ Special Education
Frost, Catherine	LT IA-Computers/McManus/3.0	05/15-06/01/06	New LT Position/ Categorical Fund
Griffis, Jason	Custodian/Sierra View/8.0	05/15/06	Vacated Position
Guymon, Diane	Parent Clerical Aide- Restr/Hooker Oak/2.2	08/15/06	Vacated Position/ Categorical Fund
Jackson, Joel	LT Campus Supervisor/CJHS/1.5	05/23-06/01/06	New LT Position/ Categorical Fund
Koehly-Ownby, Karen	Temp Health Assistant/Citrus/4.0	06/05-06/30/06	Temporary Summer Work/ Categorical Fund
McClain, John	Temp Maintenance Worker/M&O/8.0	06/07-08/11/06	Temporary Summer Work
Paugh, Betty	Temp Health Assistant/McManus/4.0	06/05-06/30/06	Temporary Summer Work/ Categorical Fund
Puterbaugh, Skylar	Instructional Assistant/Chapman/1.3	06/01/06	Categorical Fund
Rosales, Debra	LT IPS-Healthcare/Parkview/6.0	05/16-06/01/06	During Absence of Incumbent/Special Education
<u>Increase in Hours</u>			
Jackson, Joel	Campus Supervisor/MJHS/1.0	04/29/06	Existing Position
Kennedy, Diane	Campus Supervisor/CHS/2.0	06/02/06	Vacated Position
Ramos, Tamera	School Bus Driver-Type 2/Transportation 7.8	03/22/06	Existing Position/ Special Education
Tritchler, Stacy	School Bus Driver-Type 2/Transportation/7.1	03/22/06	Existing Position/ Special Education
<u>Voluntary Reduction in Hours</u>			
Buenrostro, Deborah	Parent Classroom Aide- Restr/Shasta/2.0	08/15/06	Existing Position/ Categorical Fund
Martin, Sandra	Parent Computer Lab Aide- Restr/Shasta/2.0	08/15/06	Existing Position/ Categorical Fund
<u>Re-employ from Layoff</u>			
Hall, Kathy	Cafeteria Satellite Manager/Neal Dow/4.0	07/01/06	Vacated Position
Lavin, Shawn	Cafeteria Satellite Manager/Hooker Oak/4.7	07/01/06	Vacated Position
<u>Promotion</u>			
Bervers, Jennifer	Registrar/PVHS/8.0	08/01/06	Vacated Position
<u>RESIGNATIONS</u>			

MINUTES

Resigned Only Position Listed

Bervers, Jennifer	Sr Office Asst/PVHS/8.0	07/31/06	Promotion
Hall, Kathy	Cafeteria Assistant/Chapman/.7	06/30/06	Re-employment
Hall, Kathy	Cafeteria Assistant/CHS/2.0 & 2.0	06/30/06	Re-employment
Kennedy, Diane	Campus Supervisor/CJHS/1.0	06/01/06	Increase in Hours
Lavin, Shawn	Cafeteria Assistant/Chapman/1.3	06/30/06	Re-employment
Phillips, Leslie	Parent Classroom Aide- Restr/Forest Ranch/3.2	06/01/06	Restricted Released

Resignation/Termination

Davis, Michelle	Parent Classroom Aide- Restr/Marigold/3.7	06/01/06	Restricted Released
De Graaf, Jenny	IA-Special Education/FVHS/5.9	08/01/06	Voluntary Resignation
Denney, Sara	IPS-Healthcare/Loma Vista/4.0	08/10/06	Voluntary Resignation
Denney, Sara	IPS-Classroom/Loma Vista/2.0	08/10/06	Voluntary Resignation
Enzi, Lonnie	Custodian/PVHS/8.0	08/15/06	GH Retirement
Fox, Nicole	IPS-Healthcare/Parkview/4.0	06/02/06	Voluntary Resignation
Moua, Ellen	Impacted Language Liaison/CJHS/3.0	06/01/06	Voluntary Resignation
Mull, Jenny	Office Asst-Elementary Attendance/ Rosedale/6.0	07/08/06	GH Retirement
Redding, Megan	IPS-Healthcare/Loma Vista/4.0	07/08/06	Voluntary Resignation
Reid, Sarah	IPS-Classroom/Citrus/3.5	07/07/06	Voluntary Resignation
Reid, Sarah	IPS-Classroom/CJHS/3.0	07/07/06	Voluntary Resignation
Richmond, Peter	IPS-Classroom/Citrus/3.5	05/15/06	Voluntary Resignation
Richmond, Peter	IPS-Classroom/Loma Vista/2.0	05/15/06	Voluntary Resignation
Schulz, Denise	IPS-Classroom/Neal Dow/3.5 & 2.0	07/07/06	Voluntary Resignation
Sciligo, George	Sr Grounds Worker/PVHS/8.0	08/08/06	GH Retirement
Watson, Valya	Parent Computer Lab Aide-Restr/ Emma Wilson/6.0	06/30/06	Restricted Released

5. The Board approved the Consultant Agreements:

<u>Consultant</u>	<u>Amount</u>	<u>Fund</u>	<u>Project</u>	<u>Site</u>
Tolar AVL (DJ)	\$2,200	ASB	Jr./Sr. Prom	PVHS Emma Wilson, Marigold, Shasta, Neal Dow, Little Chico Creek
Generation Yes Corp.	\$20,515	EETT Grant	Teacher Training/Support	
Center for Evaluation & Research	\$8,800	Teaching American History Grant	Develop Evaluation Plan Provide Referees to Girls' Soccer Games	Little Chico Creek and selected schools
GSSRA	\$1,707	ASB – Athletics	Provide Referees to Girls' Soccer Games	CHS
GSSRA	\$1,640	ASB – Athletics	Provide Referees to Girls' Soccer Games	PVHS

6. The Board approved the Warrants for the period May 11, 2006 – June 14, 2006

FUND #:	FUND DESCRIPTION:	WARRANT #'S:	AMOUNT
01	General Fund	336426-336761	\$819,217.86
01	General Fund	336804-337116	\$519,456.65
13	Nutrition Services	336272-336286	\$59,739.25
13	Nutrition Services	336408-336424	\$62,636.11

MINUTES

13	Nutrition Services	336784-336802	\$34,147.02
13	Nutrition Services	336762	\$34.44
14	Deferred Maintenance	337117-337120	\$7,814.84
14	Deferred Maintenance	336763-336764	\$20,281.37
24	BLDG FD - Measure A (P & I)	337121-337124	\$3,342.56
25	Capital Facilities FD - State CAP	336765-336770	\$9,768.91
25	Capital Facilities FD - State CAP	337125-337129	\$4,519.25
29	BLDG FD - 1988 Ser. C - INT	336771-336777	\$28,568.34
29	BLDG FD - 1988 Ser. C - INT	337130-337140	\$17,485.00
35	County School Facility Fund	336778-336779	\$74,328.56
35	County School Facility Fund	337139-337140	\$1,720.00
40	Special Reserve - Parking Lot	336780	\$53,968.00
40	Special Reserve - Parking Lot	337141	\$26,195.00
42	Special Reserve - RDA City Pass Thru	336781-336782	\$1,231.00
42	Special Reserve - RDA City Pass Thru	337142	\$837.00

CURRENT WARRANT TOTAL:

\$1,745,291.16

7. The Board approved Resolution 961-06, Order of Election
8. The Board approved Resolution 962-06, Costs of Candidates Statements
9. The Board approved Resolution 963-06, Procedure in Case of Tie Vote
10. The Board denied Claim #0506-0014 against the District.
11. The Board denied Claim #0506-0015 against the District.

B. EDUCATIONAL SERVICES

1. The Board approved the Expulsions of the following students: 21991, 22875, 23566, 27658, 29334, 34247, 34270, 34373, 35258, 36619, 37420, 37986, 53905, 54387, 57998, 59523 and 60973.
2. The Board approved the Major Field Trip Request by PVHS Students to go to Sacramento, CA, for Yearbook Camp from 7/30/06 – 8/03/06.
3. The Board approved the Fund Raising Request by CHS to raise funds by holding youth & high school football camps for Feather River College Trip by the Varsity football team.
4. The Board approved the Fund Raising Request by CHS to raise funds by Team Sponsorship for the football program.
5. The Board approved the application for Carl Perkins Vocational & Technical Grant.
6. The Board approved the application for Community Based English Tutoring (CBET) Program Grant.
7. The Board approved the application for Agricultural Vocational Education Incentive Grant.

C. HUMAN RESOURCES

1. The Board approved the 1st Amendment to the Superintendent's Contract.

D. BUSINESS SERVICES

1. The Board approved the Notice of Completion for the New Photovoltaic Panels at Little Chico Creek Elementary School.
2. The Board approved the declaration of surplus property pursuant to Ed Code 17545 and 17546 and directed the staff to dispose of the listed property pursuant to the methods set forth in the declaration.
3. The Board approved the authorization for the Assistant Superintendent – Business Services, to approve the

MINUTES

purchase of laptops and carts under the GenYes Grant.

(Consent Agenda Vote)

AYES: Rees, Reed, Huber, Anderson

NOES: None

ABSENT: Watts

7. **DISCUSSION/ACTION CALENDAR**

A. **EDUCATIONAL SERVICES**

1. Charles Copeland, PVHS instructor, reviewed the process in selecting the new textbook, *AP: A Narrative History*. At 7:14 pm Board President Rees opened the floor for public comments. There were no comments and the public hearing was closed. A motion was made by Board Member Anderson and seconded by Board Vice President Reed to approve the new textbook.

AYES: Rees, Reed, Huber, Anderson

NOES: None

ABSENT: Watts

B. **HUMAN RESOURCES**

1. Assistant Superintendent Feaster reviewed the requirement for a Declaration of Need for Fully Qualified Educators to the State. This provides the District with a placeholder should the District require a need for teachers holding emergency permits, for projection assignments and/or for intern programs. At 7:28 pm Board President opened the floor for public comment. A motion was made by Board Vice President Reed and seconded by Board Clerk Huber to adopt the Declaration.

AYES: Rees, Reed, Huber, Anderson

NOES: None

ABSENT: Watts

C. **BUSINESS**

1. Assistant Superintendent Meeker reviewed some minor changes from the Preliminary to the Adopted Budget. At 7:30 pm Board President Rees opened the floor for public comment on the 2006-2007 Adopted Budget. A motion was made by Vice President Reed and seconded by Board Member Anderson to approve the 2006-2007 Adopted Budget, as presented.

AYES: Rees, Reed, Huber, Anderson

NOES: None

ABSENT: Watts

2. Assistant Superintendent Meeker introduced Jonathan Edwards from Government Financial Strategies (GFS), who reviewed the Developer Fee Justification Study prepared by GFS which supported an increase in developer fees to \$2.63, the statutory maximum. Board President Rees opened the Public Hearing at 7:49 pm. There were no comments from the public and the Public Hearing was closed. A motion was made by Board Member Anderson and seconded by Board Vice President Reed to accept the Justification Fee Study and approve Resolution #959-06 to increase developer fees.

AYES: Rees, Reed, Huber, Anderson

NOES: None

ABSENT: Watts

3. Assistant Superintendent Meeker reviewed the City's request for a right-of-way at McManus - Resolution #960-06 for a payment of \$500.00. Board President Rees opened the floor to public comment at 7:56 pm. There being

MINUTES

none, Board Vice President Reed moved and Board Clerk Huber seconded the approval of Resolution #960-06 to provide right-of-way easement to the City at McManus.

AYES: Rees, Reed, Huber, Anderson

NOES: None

ABSENT: Watts

4. – Director of MOT Leary reviewed the need for updating Maintenance, Operations & Transportations Board Policies and Procedures. The following items were for information only (first reading) and will be returned to the Board at a later date for second reading and approval:
- 20.
4. First Reading of New Board Policy 3111, Deferred Maintenance Funds
 5. First Reading of Revised Board Policy 3250 (formerly 3710), Transportation Fees
 6. First Reading of Revised Administrative Procedure 3250(a) (formerly BP3710 & AP3710.5), Transportation Qualifications and Fees
 7. First Reading of New Board Policy 3511, Energy Conservation
 8. First Reading of New Administrative Procedure 3511, Energy Conservation
 9. First Reading of Revised Board Policy 3514.1 (formerly 3520.1), Hazardous Substances
 10. First Reading of Revised Board Policy 3514.2 (formerly 3519), Integrated Pest Management
 11. First Reading of New Board Policy 3517, Facilities Inspection
 12. First Reading of Revised Board Policy 3518, Elementary Playground Equipment
 13. First Reading of Revised Administrative Procedure 3518.2, Elementary Playground Equipment
 14. First Reading of New Board Policy 3540, Transportation
 15. First Reading of New Administrative Procedure 3540, Transportation
 16. First Reading of Revised Administrative Procedure 3541.1 (formerly 3710.6, 3710.7, 3710.9, Field Trips and Interscholastic Athletic Trip Procedures
 17. First Reading of New Board Policy 3541.2, Transportation of Students with Disabilities
 18. First Reading of Revised Administrative Procedure 3542 (formerly 3710.1, 3710.2, 3710.3, 3710.4), Transportation Safety and Emergencies
 19. First Reading of Revised Board Policy 3311, Uniform Public Construction Cost Accounting System
 20. First Reading of Revised Board Policy 3515.6, Criminal Background Checks for Contractors.

8. **ITEMS FROM THE FLOOR**

At 8:00 p.m. Board President Rees opened the public forum. There were no items from the general public and the public forum was closed.

9. **ANNOUNCEMENTS**

There were no announcements.

10. **CLOSED SESSION**

At 8:01 p.m. the Board recessed into closed session for the purpose of resuming conference with legal counsel. Board President Rees announced those who would be attending closed session: Chet Francisco, Superintendent, Kelly Staley, Assistant Superintendent, Bob Feaster, Assistant Superintendent, Randy Meeker, Assistant Superintendent and Counsel Greg Einhorn.

At 8:45 p.m. the Board reconvened.

There were no announcements.

11. **ADJOURNMENT**

There being no further items or announcements, the meeting was adjourned at 8:46 p.m.

ma

NEXT REGULAR MEETING:

Wednesday, July 19, 2006

7:00 p.m., Chico City Council Chambers

MINUTES

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

Ron DeCew	Stained Glass	CHS - Art Classes
Chico High Boosters	\$1,500.00	CHS - Girls' Basketball
Pat Wismer	Wireless Router	CHS - Tech Dept.
Dan Fowler	\$100.00	CHS - WEST
Rich & Pam McGowan	\$100.00	CHS Athletics
Cohasset PTA	\$429.25	Cohasset - Field Trips
Steven Depa, Inc.	\$25.00	Emma Wilson - Bransky
Calif. Newspaper Partnership	\$50.00	Emma Wilson - Bransky
Tri Counties Bank	\$100.00	Emma Wilson - Bransky
Washington Mutual	\$146.35	Little Chico Creek
Baja Fresh	\$76.76	Little Chico Creek
Girl Scout Troup 95 & 312	Two Flag Poles	Little Chico Creek
Azad's Martial Arts	\$180.00	Little Chico Creek
Steve Velasco	\$192.00	Little Chico Creek
LCC - PTA	\$2,558.68	Little Chico Creek
Jill Miranda	\$53.75	Little Chico Creek - Field Trips
Shirley Wright	Sign Language Videos & Books	Little Chico Creek - Ross/Panek
PG&E Corp. Foundation	\$249.00	Loma Vista
Sears Roebuck & Co.	Cabinet & Tools	PVHS
Sandy Dutcher	Book	PVHS - Industrial Tech
Kim Shields	Two Books	PVHS - Library
L. Personett	Two Benches	PVHS - Library
Soroptimist Int'l of Chico	\$200.00	Rosedale
Azad's Martial Arts	\$60.00	Rosedale
Safeway	12 Cases of Water	Rosedale

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

6.A.3(a)

August 2, 2006

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

Name	Assignment	Effective	Comment
<u>Administrative Appointment(s)/Change in Assignment(s) 2006/07</u>			
Ball, Ken	Teaching/Principal (307034)	2006/07 (Effective 8/1/06)	Appointment
Simmons, Sara	Director II (307035)	2006/07 (Effective 8/1/06)	Appointment
<u>Full-Time Leave Request(s) for 2006/07</u>			
Foster, Ann	Elementary	2006/07	1.0 FTE Leave
<u>Part-Time Leave Request(s) for 2006/07</u>			
Allen, Joanna	School Psychologist	2006/07	0.3 FTE Leave
Melton, Thomas	Secondary	2006/07	0.6 FTE Leave
Price, Maya	Secondary	2006/07	0.4 FTE Leave
<u>Rescission/Change Leave Request(s) for 2006/07</u>			
Hian, Nancy	Secondary	1 st Semester 2006/07	Rescind 1.0 FTE Leave Request
<u>Probationary Appointment(s) 2006/07 According to Board Policy</u>			
Calderon, Stacy	1.0 FTE Elementary (307003)	2006/07	Probationary Appointment
Lim, Mary Lou	0.8 FTE Secondary (101154)	2006/07	Probationary Appointment
Montgomery, Anne	1.0 FTE Special Education (126005)	2006/07	Probationary Appointment
Rollins, Rahlna	1.0 FTE Secondary (102144)	2006/07	Probationary Appointment
Sanford, Jessica	1.0 FTE Elementary (124107)	2006/07	Probationary Appointment
<u>Temporary Appointment(s) 2006/07 According to Board Policy</u>			
Burton, Beth	0.2 FTE Secondary (307031)	1 st Semester 2006/07	Temporary Appointment
Bochi-Galli, Christine	0.57 FTE Elementary (126144)	1 st Semester 2006/07	Temporary Appointment
Cawthon, Brandi	0.2 FTE Elementary (112113)	1 st Semester 2006/07	Temporary Appointment
de la Torre-Stuart, Idalia	0.2 FTE Elementary (124104)	1 st Semester 2006/07	Temporary Appointment
Fairon, Wendy	1.0 FTE Elementary (120102)	1 st Semester 2006/07	Temporary Appointment
Friedman, Mark	1.0 FTE Elementary (118102)	1 st Semester 2006/07	Temporary Appointment
Harris, Adelle	1.0 FTE Secondary (101048)	1 st Semester 2006/07	Temporary Appointment
Hilton, Jill	1.0 FTE Special Education (119032)	1 st Semester 2006/07	Temporary Appointment

Page 2 Certificated Human Resources Actions (continued) August 2, 2006

6.A.3(b)

Keene, Kristine	0.4 FTE Elementary (126147)	1 st Semester 2006/07	Temporary Appointment
Kress, Kati	0.15 FTE Elementary (157139)	1 st Semester 2006/07	Temporary Appointment
LaFaix, Leanna	1.0 FTE Elementary (118106)	1 st Semester 2006/07	Temporary Appointment
Lascano, Librado	1.0 FTE Secondary (109006)	1 st Semester 2006/07	Temporary Appointment
Lohse, Angel	1.0 FTE Secondary (107151, 307032)	1 st Semester 2006/07	Temporary Appointment
Moretti, Susan	1.0 FTE Secondary (107106)	1 st Semester 2006/07	Temporary Appointment
Morrison, Jeana	1.0 FTE Special Education (307016)	1 st Semester 2006/07	Temporary Appointment
Netterville, Karen	0.8 FTE Secondary (101073)	1 st Semester 2006/07	Temporary Appointment
Nevens, Gretchan	0.6 FTE Secondary (101191)	1 st Semester 2006/07	Temporary Appointment
Reggi-Bruchler, Gina	0.6 FTE Secondary (101085)	1 st Semester 2006/07	Temporary Appointment
Stoffel, Lauri	0.4 FTE Temporary (127128)	1 st Semester 2006/07	Temporary Appointment
Sullivan, Kelly	1.0 FTE Secondary (107140)	1 st Semester 2006/07	Temporary Appointment
von der Mehden, Alan	0.8 FTE Secondary (102172)	1 st Semester 2006/07	Temporary Appointment
Whittaker, Shelley	0.25 FTE Elementary (116108)	1 st Semester 2006/07	Temporary Appointment
Wolfsberger, Janelle	1.0 FTE Elementary (120122)	1 st Semester 2006/07	Temporary Appointment

Retirement(s)/Resignation(s)

Personett, Elizabeth

July 1, 2006

Retirement

Waddell, Amy

July 26, 2006

Resignation

jm

7/27/06

CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928-5999
August 2, 2006

6.A-4(a)

MEMORANDUM TO: Board Of Education
FROM: Chet Francisco, Superintendent
SUBJECT: Summer School Classified Human Resources Actions

<u>NAME</u>	<u>CLASS/LOCATION/HOURS</u>	<u>EFFECTIVE</u>	<u>COMMENTS/FUND</u>
<u>Appointments - Summer School, Day-to-Day, Contingent Upon Enrollment</u>			
Alstad, Mark	School Bus Driver-Type 2/Transportation/5.4	06/12-07/07/06	Summer School/ Special Education
Bowen, Barbara	Computer Technician/AFC/6.0	06/13-06/26/06	Amend End Date/ Summer School
Bunch, Jimmy	School Bus Driver-Type 2/Transportation/4.9	06/12-07/07/06	Summer School/ Special Education
Cooper, Brenda	School Bus Driver-Type 2/Transportation/5.5	06/12-07/07/06	Summer School/ Special Education
Cushman, Francis	School Bus Driver-Type 1/Transportation/4.5	06/12-07/07/06	Summer School/ Special Education
Hayes, Dennis	School Bus Driver-Type 2/Transportation/5.0	06/12-07/07/06	Summer School/ Special Education
Hunt, Joann	School Bus Driver-Type 2/Transportation/4.6	06/12-07/07/06	Summer School/ Special Education
Lucia, David	School Bus Driver-Type 2/Transportation/5.3	06/12-07/07/06	Summer School/ Special Education
Machado, Mary	Transportation Special Education Aide/ Transportation/3.7	06/12-07/07/06	Summer School/ Special Education
Mallory, Charlotte	School Office Manager/AFC/7.5	06/15-06/30/06	Increase Assigned Time Summer School
O'Kelley, Maryann	Transportation Special Education Aide/ Transportation/1.0	06/12-07/07/06	Summer School/ Special Education
Persaud, Nayaram	School Bus Driver-Type 1/Transportation/5.4	06/12-07/07/06	Summer School/ Special Education
Runnells, Marina	Transportation Special Education Aide/ Transportation/4.3	06/12-07/07/06	Summer School/ Special Education
Scott, Sally	Instructional Assistant/CHS/7.0	06/26-07/07/06	Amend Start Date/ Summer School
Stoner, David	School Bus Driver-Type 1/Transportation/4.5	06/12-07/07/06	Summer School/ Special Education
Tritchler, Stacy	School Bus Driver-Type 2/Transportation/5.0	06/12-07/07/06	Summer School/ Special Education
Young, Kimberly	School Bus Driver-Type 1/Transportation/4.5	06/12-07/07/06	Summer School/ Special Education
<u>RESIGNATIONS</u>			
<u>Resignation/Termination</u>			
Jolliff, Crystal	Instructional Paraprofessional/Extended Day/1.5	06/12/06	Withdrew Acceptance
Jolliff, Crystal	Instructional Paraprofessional/Loma Vista/5.0	06/12/06	Withdrew Acceptance

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

6.A.4(b)

August 2, 2006

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>
<u>APPOINTMENTS</u>			
Carroll, Druscilla	Temp Maintenance Worker/M & O/8.0	06/07-08/11/06	Temp Summer Work
Copper, Joseph	Temp Maintenance Worker/M & O/8.0	06/07-08/11/06	Temp Summer Work
Luce, Daniel	Temp Maintenance Worker/M & O/8.0	06/07-08/11/06	Temp Summer Work
Phillips, Leslie	Instructional Asst/Forest Ranch/2.4	08/15/06	New Position/Categorical Funds
Scammon, Marguerite	IPS-Classroom/Neal Dow/3.5	08/15/06	Vacated Position/Special Education
Shimizu, Kathryn	LT Sr Office Assistant/Nutrition Svcs/8.0	05/03-11/03/06	Extend LT Position
<u>Promotion</u>			
Patterson, William	Sr Custodian/Corp Yard-District Office/8.0	08/14/06	Vacated Position
<u>Increase Assigned Time</u>			
Billingsley, Wendy	Office Asst-Elementary Attendance/McManus/6.0	08/01/06	Vacated Position
Engberg, Cynthia	Sr Office Assistant/PVHS/8.0	08/01/06	Vacated Position
Gillespie, Gaby	Parent Classroom Aide-Restr/McManus/2.6	08/15/06	Existing Position/Categorical Fund
Kniffen, Brian	IA-Special Education/Chapman/3.0	07/01/06	New Position/Special Education
Lopez, Danielle	Parent Clerical Aide-Restr/CHS/4.0	08/15/06	Existing Position/Categorical Fund
McGowan, Pamela	Parent Clerical Aide-Restr/CHS/4.0	08/15/06	Existing Position/Categorical Fund
Nowak, Jill	Parent Classroom Aide-Restr/McManus/4.1	08/15/06	Existing Position/Categorical Fund
Scammon, Marguerite	IPS-Classroom/Neal Dow/3.0	08/15/06	Vacated Position/Special Education
Sinnott, Kathleen	IA-Special Education/FVHS/5.9	08/15/06	Vacated Position/Special Education
<u>Re-employ from Layoff</u>			
Frost, Catherine	IA-Computers/McManus/3.0	07/01/06	New Position/Categorical Fund
<u>Leave of Absence</u>			
Gonzalez, Nelly	IA-Bilingual/Chapman/5.0	08/15-12/18/06	Per CBA 5.12
Mendoza, Daniel	IPS-Healthcare/Loma Vista/3.0 & 3.0	08/15/06-01/12/07	Per CBA 5.12
Ramirez, Maria	IPS-Classroom/Rosedale/6.0	06/19-06/30/06 & 08/15-12/19/06	Per CBA 5.12
Ryan, Patrick	IPS-Classroom/Loma Vista/3.0	08/15/06-01/01/07	Per CBA 5.12

Layoff to Re-employment

Carrell, Kimberley	IA-Elementary Guidance/Citrus/3.0	08/11/06	Lack of Funds
Davis, Melissa	Parent Classroom Aide-Restr/Hooker Oak/2.0	06/12/06	Lack of Funds
Engberg, Cynthia	Child Care Center Asst/FVHS/.8	08/11/06	Lack of Funds
Foster, Carolyn	Parent Classroom Aide-Restr/Hooker Oak/2.0	06/12/06	Lack of Funds
Geerlings, Jennifer	Targeted Case Manager/Chapman/3.0	08/11/06	Lack of Funds
Guymon, Diane	Parent Classroom Aide-Restr/Hooker Oak/2.2	06/12/06	Lack of Funds
Leffler, Nicholas	Computer Technician/Citrus/2.0	08/11/06	Lack of Funds
Newquist, K. Diane	Targeted Case Manager/Chapman/8.0	08/11/06	Lack of Funds
Pacheco, Connie	Child Care Center Asst/FVHS/6.0	08/11/06	Lack of Funds
Pahlka, Carmen	Parent Classroom Aide-Restr/Hooker Oak/2.2	06/12/06	Lack of Funds
Xiong, Bao	Targeted Case Manager/Chapman/3.0	08/11/06	Lack of Funds

RESIGNATIONS**Resigned Only Position Listed**

Billingsley, Wendy	Office Asst-Elementary Attendance/Citrus/4.0	07/31/06	Increase Assigned Time
Brown, Jenna	IPS-Classroom/Loma Vista/1.0	06/07/06	Voluntary Resignation
Engberg, Cynthia	Sr Office Assistant/PVHS/4.0 & Health Assistant/FVHS/2.0	07/31/06	Increase Assigned Time
Kniffen, Brian	IA-Special Education/Chapman/2.0	06/30/06	Increase Assigned Time
Nahalea, Lynsey	IPS-Classroom/Loma Vista/2.0	08/18/06	Voluntary Resignation
Patterson, William	Custodian/CJHS/8.0	08/13/06	Promotion
Scammon, Marguerite	IPS-Classroom/Loma Vista/2.0	08/14/06	Increase Assigned Time
Sinnott, Kathleen	IA-Special Education/PVHS/5.0	08/14/06	Increase Assigned Time
Smallhouse, Hannah	Parent Classroom Aide-Restr/Rosedale/2.4	06/30/06	Restricted Released

Resignation/Termination

Alvarez, Georgia	IA-Alternative Education/CAL/4.0	07/07/06	Voluntary
Axline, Robyn	IPS-Classroom/LCC/6.0	07/01/06	Voluntary
Boyles, Elva	Cafeteria Assistant/CHS/5.0	07/01/06	GH Retirement
Bruce, Susan	Registrar/PVHS/8.0	09/01/06	GH Retirement
Carruth, Kathryn	Parent Classroom Aide-Restr/Citrus/2.0 & 2.0	08/01/06	Voluntary
Crandall, Pamela	IA-Special Education/McManus/5.0	06/02/06	GH Retirement
Ehrhorn, Michael	LT IA-Special Education/Hooker Oak/4.0	06/01/06	End LT Position
Kiser, Marilyn	LT Instructional Assistant/Sierra View/.4	03/31/06	End LT Position
LaLoge, Anne	Registrar/CHS/8.0	09/30/06	GH Retirement
Morrison, Jeana	IPS-Classroom/LCC/4.0	06/30/06	Resign from LOA
Morrison, Jeana	IPS-Classroom/Loma Vista/2.0	06/30/06	Resign from LOA
Philippi, Meghan	IPS-Classroom/Marigold/3.5 & 3.5	06/02/06	Voluntary
Pigg, Roger	Custodian/PVHS/8.0	08/12/06	GH Retirement
Planet, Janet	Custodian/Hooker Oak/8.0	06/17/06	Voluntary
Sommer, Carol	LT Instructional Assistant/Parkview/.3	04/07/06	End LT Position
Strode, Glenda	Registrar/MJHS/8.0	07/10/06	GH Retirement
Wagner, Lora	Healthcare Asst-Specialized/LCC/6.9	06/30/06	Voluntary
Walters, Joan	Office Asst-Elementary Attendance/McManus/6.0	08/02/06	GH Retirement
Wilbur, Linda	Sr Office Assistant/BJHS/8.0	06/10/06	GH Retirement

Agenda Item #: 6.A.5 (a)
(DO Use Only)

PROPOSED AGENDA ITEM: Consultant Agreement - Mike Bourassa

Prepared by: Jim Hanlon



Consent



Information Only



Discussion/Action

Board Date: 08/02/06

Background Information

Provide services as an Athletic Trainer for students at Chico High at times agreed to with the Athletic Department.

Education Implications

Providing services so that athletes with injuries can be most effectively taken care of may lessen absences from school.

Fiscal Implications

None - paid by ASB Athletics account.

Additional Information

DO Recommendation:

Approve Chalen

Mandatory Instructions
(click to view)

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

6.A.5(b)

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

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
☒ On File (click to view) ☐ Attached
2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
☒ On File (click to view) ☐ Attached

ASB

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Mike Bourassa
Street Address/POB: 120 Canyon Highlands
City, State, Zip Code: Oroville, CA 95966
Phone: _____

Taxpayer ID/SSN: _____

This agreement will be in effect from: 08/01/06 to 07/01/07
Location(s) of Services: (site) Chico High

3. Scope of Work to be performed: (attach separate sheet if necessary)
Provide services as an Athletic Trainer for students at Chico High School at times agreed to with the Athletic Department
4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:
Provide services so that athletes with injuries can be most effectively taken care of.

5. Funding/Programs Affected: (corresponding to accounts below)

- 1) Chico High School Associated Students, Athletics
2)
3)

6. Account(s) to be Charged:

Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)						5800	14	
2)						5800	14	
3)						5800	14	

7. Is there an impact to General Fund, Unrestricted funding? ☐ Yes ☒ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ _____ Per Unit, times # Units = \$ 0.00 Total for Services
(Unit: ☐ Per Hour ☐ Per Day ☐ Per Activity)

9. Additional Expenses:

Pay for Fall season of sport, 8/06-11/06	\$ 2,000.00	
Pay for Winter season of sport, 12/06-2/07	\$ 2,000.00	
Pay for Spring season of sport, 3/07-5/07	\$ 2,000.00	
		Total for
	6,000.00	Add'l Expenses

\$ 6,000.00 Grand Total

10. Anticipated SIGNATURE or more require Board Approval: (date to Board)

(to be completed by Business Services)

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

Business Services Use Only

CA# _____

V# _____

RCF# _____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6.1, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.

11. AGREED TO AND ACCEPTED:

(Signature of Consultant)

(Print Name)

(Date)

12. RECOMMENDED:

(Signature of Originating Administrator)

(Print Name)

(Date)

13. APPROVED:(Signature of District Administrator, or
Director of Categorical Programs)

(Print Name)

(Date)

ASB Executive Council
APPROVED:

(Signature of Ass. Supt. – Business Services)

☐ Consultant
 Randy Meeker
 (Print Name)

☒ Contract Employee
 (Date)
14. Authorization for Payment:**(a). CHECK REQUIRED (Invoice to accompany payment request):**

- ☐ Partial Payment thru: _____
 (Date)
- ☐ Full or Final Payment

(b). DISPOSITION OF CHECK by Accounts Payable:
 (check released upon completion of services)

- ☐ Send to Site Administrator: _____
 (Date check required)
- ☐ Mail to Consultant

(c).

\$

(Amount)

(Originating Administrator Signature – Use Blue Ink)

(Date)

Agenda Item #: 6.A.6 (a)
(DO Use Only)

PROPOSED AGENDA ITEM: Consultant Agreement - QSS, Inc.

Prepared by: Scott Jones

- ☒ Consent
☐ Information Only
☐ Discussion/Action

Board Date: 08/02/06

Background Information

Provide software modifications to the Employee Pay/Benefit Fact Sheet in compliance with employee/employer contract agreements and provide SSN masking/protection.

Education Implications

None

Fiscal Implications

General District Administration Account

Additional Information

Approval

DO Recommendation: 

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:

☐ On File (click to view) ☒ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

☒ On File (click to view) ☐ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Quintessential School Systems, Inc.
Street Address/POB: 2121 S. El Camino Real, #d200
City, State, Zip Code: San Mateo, CA 94403
Phone: 650-372-3387
Taxpayer ID/SSN: _____

This agreement will be in effect from: 08/17/06 to 12/31/06

Location(s) of Services: (site) Consultant's Place of Business

3. Scope of Work to be performed: (attach separate sheet if necessary)

Provide software modifications to the Employee Pay/Benefit Fact Sheet in compliance with employee/employer contract agreements and provide SSN masking/protection.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

Financial system software support.

5. Funding/Programs Affected: (corresponding to accounts below)

- 1) General District Administration Account
- 2)
- 3)

6. Account(s) to be Charged:

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	100.00	01	0000	0	0000	7600	5800	14	510
2)							5800	14	
3)							5800	14	

7. Is there an impact to General Fund, Unrestricted funding? ☒ Yes ☐ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ 24.00 Per Unit, times 160.00 # Units = \$ 3,840.00 Total for Services

(Unit: ☒ Per Hour ☐ Per Day ☐ Per Activity)

9. Additional Expenses:

\$
\$
\$

Total for
Addit'l Expenses
0.00

\$ 3,840.00 Grand Total

10. Amounts of \$1,001.00 or more require Board Approval: (date to Board) 08/02/06

(to be completed by Business Services)

CONSULTANT TERMS AND CONDITIONS(Applicable, unless determined to be Contract Employee - Sec BS10a)

Business Services Use Only

CA# _____

V# _____

RCF# _____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6.1, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.

11. AGREED TO AND ACCEPTED:

(Signature of Consultant)

(Print Name)

(Date)

12. RECOMMENDED:

(Signature of Originating Administrator)

(Print Name)

(Date)

13. APPROVED:

(Signature of District Administrator, or Director of Categorical Programs)

(Print Name)

(Date)

APPROVED:

(Signature of Asst. Supt. - Business Services)

(Print Name)

(Date)

☒ Consultant
 Randy Meeker

☐ Contract Employee
14. Authorization for Payment:**(a). CHECK REQUIRED (Invoice to accompany payment request):**
☐ Partial Payment thru: _____

(Date)

☐ Full or Final Payment
(b). DISPOSITION OF CHECK by Accounts Payable:
(check released upon completion of services)
☐ Send to Site Administrator: _____

(Date check required)

☐ Mail to Consultant
(c).

\$

(Amount)

(Originating Administrator Signature - Use Blue Ink)

(Date)

Agenda Item #: 6.A.7 (a)
(DO Use Only)

PROPOSED AGENDA ITEM: Consultant Agreement - Steven Koch

Prepared by: David Scott



Consent



Information Only



Discussion/Action

Board Date: 08/02/06

Background Information

Consultant services to students related to students' emotional disturbance, staff consultation and training and behavioral consultation.

Education Implications

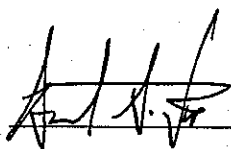
To increase leadership management skills of district staff to support students.
To support implementation of effective programs and practices in the CUSD programs for students with emotional disabilities.

Fiscal Implications

30% Superintendent Office Account
70% Severe Age 5-22 Programs

Additional Information

DO Recommendation:



7/27/06

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:

☐

On File (click to view)

☒

Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

☐

On File (click to view)

☒

Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Steven P. Koch, Ph.D

Street Address/POB: 8470 Sullivan Way

City, State, Zip Code: Durham, CA 95938

Phone: (530) 893-9080

Taxpayer ID/SSN:

This agreement will be in effect from: 07/01/06

to 06/30/07

Location(s) of Services: (site) Various sites

3. Scope of Work to be performed: (attach separate sheet if necessary)

Consultant/services to students related to students' emotional disturbance, staff consultation and training, and behavioral consultation.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

1. To increase leadership/management skills of district staff

2. To support implementation of effective programs and practices in the CUSD programs for students with emotional disabilities

5. Funding/Programs Affected: (corresponding to accounts below)

1) Superintendent Office Account

2) SDC - Severe Age 5-22 Programs

3)

6. Account(s) to be Charged:

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	30.00	01	0000	0	0000	7100	5800	14	500
2)	70.00	01	6501	0	5750	1110	5800	14	510
3)							5800	14	

7. Is there an impact to General Fund, Unrestricted funding? ☒ Yes ☐ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ 125.00 Per Unit, times 80.00 # Units = \$ 10,000.00 Total for Services

(Unit: ☒ Per Hour ☐ Per Day ☐ Per Activity)

9. Additional Expenses:

\$
\$
\$

Total for
Addit'l Expenses
0.00

\$ 10,000.00 Grand Total

10. Amounts of \$1,001.00 or more require Board Approval: (date to Board) 08/02/06

(to be completed by Business Services)

CONSULTANT TERMS AND CONDITIONS

(Applicable, unless determined to be Contract Employee - See BS10a)

6.A.7(c)

Business Services Use Only

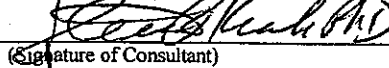
CA# _____

V# _____

RCF# _____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6.1, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.

11. AGREED TO AND ACCEPTED:


(Signature of Consultant)

Steven P. Koch, Ph.D.
(Print Name)

7/16/06
(Date)

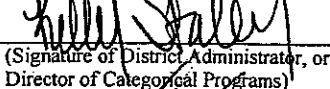
12. RECOMMENDED:


(Signature of Originating Administrator)

David G. Scott
(Print Name)

7/27/06
(Date)

13. APPROVED:


(Signature of District Administrator, or
Director of Categorical Programs)

Kelly Staley
(Print Name)

7-17-06
(Date)

APPROVED:


(Signature of Asst. Supt. - Business Services)

☒ Consultant
Randy Meeker
(Print Name)

☒ Contract Employee
(Date)

7-25-06
(Date)

14. Authorization for Payment:

(a). CHECK REQUIRED (Invoice to accompany payment request):

- ☐ Partial Payment thru: _____
(Date)
- ☐ Full or Final Payment

(b). DISPOSITION OF CHECK by Accounts Payable: (check released upon completion of services)

- ☐ Send to Site Administrator: _____
(Date check required)
- ☐ Mail to Consultant

(c).

\$ _____

(Amount)

(Originating Administrator Signature - Use Blue Ink)

(Date)

Agenda Item #: 6.A.8 (a)
(DO Use Only)

PROPOSED AGENDA ITEM: Consultant Agreement - Ed Logan

Prepared by: Joanne Parsley



Consent



Information Only



Discussion/Action

Board Date: 08/02/06

Background Information

Re-do mural in school gymnasium.

Education Implications

Campus beautification and pride in school.

Fiscal Implications

ASB - Bidwell

Additional Information

DO Recommendation:

Approve - J. Parsley

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:

☒ On File (click to view) ☐ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

☒ On File (click to view) ☐ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: ED LOGAN
Street Address/POB: 646 Shevidan
City, State, Zip Code: CHICO, CA 95926
Phone: 530 895-0317

Taxpayer ID/SSN: _____

This agreement will be in effect from: _____ to _____

Location(s) of Services: (site) BJHS - GYMNASIUM

3. Scope of Work to be performed: (attach separate sheet if necessary)

Re-do mural in school gymnasium

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

campus beautification

5. Funding/Programs Affected: (corresponding to accounts below)

1) ASB BJHS
2) _____
3) _____

6. Account(s) to be Charged:

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	<u>100</u>						<u>5800</u>	<u>14</u>	<u>BJHS</u>
2)							<u>5800</u>	<u>14</u>	
3)							<u>5800</u>	<u>14</u>	

7. Is there an impact to General Fund, Unrestricted funding? ☐ Yes ☒ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ _____ Per Unit, times _____ # Units = \$ 3550⁰⁰ 0.00 Total for Services

(Unit: ☐ Per Hour ☐ Per Day ☒ Per Activity)

9. Additional Expenses:

\$ _____
\$ _____
\$ _____

Total for
Addit'l Expenses
0.00

\$ 3550⁰⁰ 0.00 Grand Total

10. Amounts of \$1,001.00 or more require Board Approval: (date to Board) _____

(to be completed by Business Services)

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

Business Services Use Only

CA# _____

V# _____

RCF# _____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6.1, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.

11. AGREED TO AND ACCEPTED:

(Signature of Consultant)

ED LOGAN
(Print Name)

(Date)

7/19/06

12. RECOMMENDED:

(Signature of Originating Administrator)

JOANNE PARSLEY
(Print Name)

(Date)

7/19/06

13. APPROVED:(Signature of District Administrator, or
Director of Categorical Programs)

(Print Name)

(Date)

Kelly Staley

7-29-06

APPROVED:

(Signature of Asst. Supt. – Business Services)

☒ Consultant
Randy Meeker
(Print Name)☐ Contract Employee

(Date)

7-27-06

14. Authorization for Payment:**(a). CHECK REQUIRED (Invoice to accompany payment request):**☐

Partial Payment thru: _____

(Date)

☐

Full or Final Payment

(b). DISPOSITION OF CHECK by Accounts Payable:
(check released upon completion of services)☐

Send to Site Administrator: _____

(Date check required)

☐

Mail to Consultant

(c).

\$

(Amount)

(Originating Administrator Signature – Use Blue Ink)

(Date)

Agenda Item #: 6.A.9 (a)
(DO Use Only)

PROPOSED AGENDA ITEM: Consultant Agreement - N.C.B.S.O.A.

Prepared by: Randy Gilzean

- ☒ Consent
☐ Information Only
☐ Discussion/Action

Board Date: 08/02/06

Background Information

Consultant's agreement for hockey matches, baseball and softball games.

Education Implications

Provide officials for athletic contests. No educational implications.

Fiscal Implications

Associated Student Body funds. No impact on district funds.

Additional Information

Estimate for officials. Renewal of previous consultant's agreement.

DO Recommendation: _____

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

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:

☒ On File (click to view) ☐ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

☒ On File (click to view) ☐ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: N.C.B.S.O.A.

Street Address/POB: 6020 Skyway

City, State, Zip Code: Paradise, CA 95969

Phone: 530-872-1975

Taxpayer ID/SSN: 68-0341706

This agreement will be in effect from: 08/10/06

to ~~4/4/06~~ 6-5-07 *py*

Location(s) of Services: (site) Pleasant Valley High School fields

3. Scope of Work to be performed: (attach separate sheet if necessary)

Provide officials for Pleasant Valley High School Hockey matches, Baseball and Softball games.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

Allow hockey matches with officials. Allow Baseball and Softball games with umpires. (Same Association)

5. Funding/Programs Affected: (corresponding to accounts below)

- 1) ASB account - Field Hockey
- 2) ASB account - Softball
- 3) ASB account - Baseball

6. Account(s) to be Charged:

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)					1232		5800	14	
2)							5800	14	
3)							5800	14	

7. Is there an impact to General Fund, Unrestricted funding? ☐ Yes ☒ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ *IV/Vari Var.* Per Unit, times 30 # Units = \$ 10,00 0.00 Total for Services

(Unit: ☐ Per Hour ☐ Per Day ☒ Per Activity)

9. Additional Expenses:

\$
\$
\$

Total for
0.00 Addit'l Expenses

\$ 10,00 0.00 Grand Total *Estimate*

10. Amounts of \$1,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)

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

Business Services Use Only

CA# _____

V# _____

RCF# _____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6.1, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.

11. AGREED TO AND ACCEPTED:

David Wallerand
(Signature of Consultant)

David Wallerand
(Print Name)

6/28/06
(Date)

12. RECOMMENDED:

Randy Glizean
(Signature of Originating Administrator)

Randy Glizean
(Print Name)

6-23-06
(Date)

13. APPROVED:

(Signature of District Administrator, or
Director of Categorical Programs)

(Print Name)

(Date)

APPROVED:

Randy Meeker
(Signature of Ass. Supt. – Business Services)

☒ Consultant
Randy Meeker
(Print Name)

☐ Contract Employee

7-25-06
(Date)

14. Authorization for Payment:**(a). CHECK REQUIRED (Invoice to accompany payment request):**

- ☐ Partial Payment thru: _____
(Date)
- ☐ Full or Final Payment

**(b). DISPOSITION OF CHECK by Accounts Payable:
(check released upon completion of services)**

- ☐ Send to Site Administrator: _____
(Date check required)
- ☐ Mail to Consultant

(c).

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

Agenda Item #: 6.A.10 (a)
(DO Use Only)

PROPOSED AGENDA ITEM: Consultant Agreement - N.C.B.O.A.

Prepared by: Randy Gilzean

- ☒ Consent
☐ Information Only
☐ Discussion/Action

Board Date: 08/02/06

Background Information

Consultant's agreement for basketball games and tournaments.

Education Implications

Provide officials for athletic contests. No educational implications.

Fiscal Implications

Associated Student Body funds. No impact on district funds.

Additional Information

Estimate for officials. Renewal of previous consultant's agreement.

DO Recommendation: _____

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:

☒ On File (click to view) ☐ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

☒ On File (click to view) ☐ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: ~~Bill Padula~~ *NCBOA - Northern California Basketball Officials Association*
Street Address/POB: 1702 Spruce Avenue
City, State, Zip Code: Chico, CA 95926
Phone: 530-343-2017
Taxpayer ID/SSN: 68-0349099

This agreement will be in effect from: 10/30/06 to 03/30/07
Location(s) of Services: (site)

3. Scope of Work to be performed: (attach separate sheet if necessary)

Provide officials for Pleasant Valley High School Basketball games and tournaments. (Girls and Boys)

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

Allow basketball games with officials

5. Funding/Programs Affected: (corresponding to accounts below)

1) ASB accounts - paid from gate receipts

2)

3)

6. Account(s) to be Charged:

Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)				1232		5800	14	
2)						5800	14	
3)						5800	14	

7. Is there an impact to General Fund, Unrestricted funding? ☐ Yes ☒ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ *Fr/JV/Var* Per Unit, times *504 tour*, # Units = \$ *12,000.00* Total for Services
(Unit: ☐ Per Hour ☐ Per Day ☒ Per Activity)

9. Additional Expenses:

\$
\$
\$

Total for
0.00 Addit'l Expenses

\$ *12,000.00* Grand Total *Estimate*

10. Amounts of \$1,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)

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

6.A.10(c)


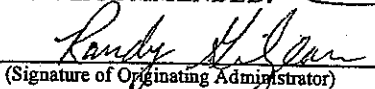
Business Services Use Only

CA# _____

V# _____

RCF# _____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6.1, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.

11. AGREED TO AND ACCEPTED:
(Signature of Consultant)Bill Padula
(Print Name)6-29-06
(Date)**12. RECOMMENDED:**
(Signature of Originating Administrator)Randy Gilzean
(Print Name)6-23-06
(Date)**13. APPROVED:**(Signature of District Administrator, or
Director of Categorical Programs)

(Print Name)

(Date)

APPROVED:
(Signature of Ass. Supt. - Business Services)☒ Consultant
Randy Meeker
(Print Name)☐ Contract Employee7-15-06
(Date)**14. Authorization for Payment:****(a). CHECK REQUIRED (Invoice to accompany payment request):**

- ☐ Partial Payment thru: _____
(Date)
- ☐ Full or Final Payment

(b). DISPOSITION OF CHECK by Accounts Payable:
(check released upon completion of services)

- ☐ Send to Site Administrator: _____
(Date check required)
- ☐ Mail to Consultant

(c).

\$

(Amount)

(Originating Administrator Signature - Use Blue Ink)

(Date)

TITLE: Project Approval – Reroof of Corporation Yard Warehouse

Action _____
Consent X
Information _____

Agenda Item: 6.C.1
August 2, 2006
Page 1 of 1

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

Background information

The Chico Unified School District Warehouse is located at 2455 Carmichael Drive in Chico. The Warehouse roof is 40 years old and is leaking. Repairs must be made to prevent damage to school district supplies.

The job consists of removing the existing metal roof system and replacing it with an equivalent metal roofing and insulation system. The replacement will include new gutter, downspout and appurtenances.

Educational Implications

None

Fiscal Implications

Deferred Maintenance Plan cannot pay for administrative areas, therefore, funding will come from Restricted Maintenance dollars. There is no impact to the General Fund.

Additional Information

Bid packets were sent to the eight (8) roofing contractors on Facilities bid list (*Associated Building Contractors, Butte Roofing Company, Clark Roofing, Four Counties Roofing, George Roofing, Legacy Roofing, North Valley Building Systems and Rick Carter Roofing*). No informal bids were received by 5pm on July 20, 2006.

Per the Uniform Public Construction Cost Accounting Act (Chapter 2, Article 3, 22038c) *"If no bids are received through the formal or informal procedure, the project may be performed by the employees of the public agency by force account, or negotiated contract without further complying with this article."*

The District contacted several of the firms invited to bid on the project to determine what the issues were. North Valley Building Systems believed that their initial quote, used to establish the budget, was their bid. Their quote for reroofing the Corporation Yard Warehouse is \$116,065.00.

Recommendation

It is our recommendation that the Board of Education grant authorization to the Superintendent to enter into a contract with North Valley Building Systems in accordance with the Uniform Public Construction Cost Accounting Act.

POLICIES AND PROCEDURES

Section: 2000 Series
Administration -
(per Exhibit “A”)

First Reading: August 2, 2006
(Information)

Second Reading:
(Action)

Exhibit "A"

Administration

New	Old	Title
BP2000	N/A	Concepts and Roles
BP2140	N/A	Evaluation of the Superintendent
BP2210	N/A	Administrative Leeway in Absence of Board Policy
BP2230	N/A	Representative and Deliberate Groups



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

Board Policy: #2000

Section: Administration
Page 1 of 2

CONCEPTS AND ROLES

The Governing Board recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of district resources and personnel.

The Board expects district administration to provide leadership in developing and implementing the district's vision and goals for the educational program and in evaluating and reporting on the district's progress toward that vision. District administration is expected to help shape the culture and environment of the district in a manner that instills confidence in district schools, encourages positive relationships with the community, and focuses district operations on enhancing student achievement.

The Superintendent is the chief executive officer and educational leader of the district. As a member of the governance team, he/she shall advise and assist the Board in the exercise of its governance responsibilities.

The Superintendent is granted the authority to make decisions concerning district operations within the parameters of law and Board policy. He/she shall be responsible for developing administrative structure and decision-making processes that allow the district to fulfill its responsibilities in an efficient manner. The Superintendent may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

Legal Reference:

EDUCATION CODE

- 35020 Duties of employees fixed by governing board
- 35026 Employment of district superintendent by certain district
- 35028 Qualifications for employment
- 35029 Waiver of credential requirements
- 35031 Term of employment
- 35033 District superintendent for certain districts
- 35034 District superintendent of certain districts
- 35035 Powers and duties of superintendent
- 35160 Authority of governing boards
- 35160.1 Broad authority of school districts
- 35161 Powers and duties generally

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Human Resources, 1996

WEB SITES



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

Board Policy:

#2000

Section:

Administration

Page 2 of 2

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

Association of California School Administrators: <http://www.acsa.org>

American Association of School Administrators: <http://www.aasa.org>

CSBA Review: (7/84 9/89) 7/01



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

Board Policy:

2140

Section: Administration

Page 1 of 2

EVALUATION OF THE SUPERINTENDENT

The Governing Board shall annually conduct a formal evaluation of the Superintendent's performance in order to assess his/her effectiveness in leading the district toward established goals. The Board and Superintendent shall establish an appropriate schedule for the annual evaluation process.

Evaluation criteria shall be based on district goals and success indicators agreed upon by the Board and Superintendent prior to the evaluation. The evaluation shall provide commendations in areas of strength, provide recommendations for improving effectiveness, and serve as a basis for making decisions about salary increases and/or contract extension.

The Board and Superintendent shall annually consider what evaluation method(s) will best serve the district and agree on the specific written instrument to be used.

Prior to the evaluation, the Superintendent shall be responsible for preparing and distributing to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a review of action taken to address any Board recommendations from the previous evaluation. The Board shall also review the Superintendent's current contract and any relevant Board policies.

Each Board member shall independently evaluate the Superintendent's performance. The Board shall determine who will summarize and combine the individual evaluations to create a consensus document and how that consensus document will be formatted. The evaluation shall be a composite of individual Board members' opinions, but there shall be only one final evaluation representing the Board's collective judgment. This final evaluation shall be provided to the Superintendent for his/her response.

The Board shall meet in closed session with the Superintendent to discuss the evaluation. (Government Code 54957)

The Superintendent shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional evidence of his/her performance or district progress.

The Board president and Superintendent shall sign the evaluation as evidence that the evaluation has been discussed. The Superintendent shall place the evaluation in his/her personnel file.

Legal Reference:

GOVERNMENT CODE
54957 Closed session, personnel matters

Management Resources:



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

Board Policy: # 2140

Section: Administration
Page 2 of 2

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Evaluation, 2004

WEB SITES

Association of California School Administrators: <http://www.acsa.org>

CSBA, Single District Governance Services: <http://www.csba.org/sds>

CSBA Review: (10/94 7/01) 7/04

BP 2140 Adopted:

Chico Unified School Board



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

Board Policy:

2210

Section: Administration

Page 1 of 1

ADMINISTRATIVE LEEWAY IN ABSENCE OF BOARD POLICY

Through Governing Board policy, the Board tries to anticipate critical policy issues that may affect district students and operations. However, the Board recognizes that questions may arise in the day-to-day operations of the schools that are not addressed in Board policy or administrative regulations. When resolution of such issues demands timely action, the Superintendent or designee shall have the authority to act on behalf of the district.

If the matter involves a policy decision that is likely to be controversial, or a matter that has a significant impact on student learning or safety, the Superintendent or designee shall notify the Board president as soon as practicable after its occurrence. The Board president shall then inform the Board as appropriate.

If the action indicates the need for additions or revisions in Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

Legal Reference:

EDUCATION CODE

35035 Powers and duties of superintendent

CSBA Review: (7/84 6/87) 7/01

BP 2210 Adopted:

Chico Unified School Board



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

Board Policy:

2230

Section:

Administration

Page 1 of 1

REPRESENTATIVE AND DELIBERATE GROUPS

The Governing Board believes that broad input on district operations and policy from staff, parents/guardians, students and members of the public can provide the district with a diversity of viewpoints and expertise, help build a sense of ownership of the schools, enhance district efficiency and assist district communications. As desired, the Superintendent or designee may establish a management team, administrative councils, task forces, cabinets, committees, etc. in accordance with law.

The membership, composition and responsibilities of these groups shall be defined by the Superintendent or designee. The Superintendent or designee may establish, change or dissolve these groups at his/her discretion.

Groups established by the Superintendent or designee shall act in an advisory capacity unless specifically authorized to act on behalf of the Superintendent or designee. Advisory groups shall submit their recommendations to the Superintendent or designee, who may report the recommendations to the Board as appropriate.

Expenses incurred for consulting services, materials, travel or other related operations shall be approved by the Superintendent or designee in advance.

Legal Reference:

EDUCATION CODE

35160.1 Broad authority of school districts

45100.5 Senior classified management positions

45256.5 Designation of certain senior classified management positions

GOVERNMENT CODE

3540.1 Definitions

54952 Legislative body, definition

CSBA Review: (9/89) 7/01

PROPOSED AGENDA ITEM: Update: Individual Student Achievement via a K-12
Sequence of Teaching, Learning, Assessment and Support

Prepared by: Kelly Staley, Assistant Superintendent, Educational Services

Consent

Information Only

Board Date: 08/02/06

Discussion/Action

Background Information

In May of 2005, Chico Unified School District was notified of its status as a District Program Improvement District. Part of the remediation plan for districts in Program Improvement was to consult with an outside agency to review existing practices, make recommendations, and monitor progress. CUSD contracted with WestEd to serve as our District Program Improvement outside agency. WestEd began work with CUSD in the summer of 2005 and will continue to work with the district throughout the 2006-2007 school year.

Education Implications

CUSD and WestEd are working together to improve the performance of students by clearly identifying and communicating the key essential standards at each grade level and in each subject area. Assessment of student attainment of these standards will provide teachers with the data necessary to target their instruction toward the needs of students.

Fiscal Implications

CUSD has received \$500,000 over two years in District Program Improvement dollars. The annual contract for WestEd is \$50,000. The cost for WestEd as well as the related staff development costs have been paid for out of the District Program Improvement dollars. To date, there has been no impact on the General Fund.

Additional Information

The mission of CUSD is Individual Student Achievement via a K-12 Continuum of Teaching, Learning, Assessment and Support. The work we have accomplished with the assistance of WestEd is just the initial stage of our ongoing commitment to Improving the academic performance of all CUSD students.



Chico Unified School District

ADOPTED LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

ADOPTED LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for PI shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than complete rewrite of your existing LEA Plan, we ask that you instead use this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum via email to: LEAP@cde.ca.gov

The Plan Addendum, which must be submitted to CDE by August 2, 2005, is required to:

Address the fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

The Chico Unified School District Local Educational Agency (LEA) Plan brought about increased student achievement for most, but not all subgroups. The Chico Unified School District was identified for Program Improvement based on 2004 STAR results for the students with disabilities subgroup.

The LEA Plan was based on the district's Strategic Plan and the most effective strategies found in the schools' Single Plan for Student Achievement (school plan). It became the template for the current school plans in order to provide the vehicle for LEA Plan implementation.

The LEA Plan contains too many programs and goals to evaluate the effectiveness of any one strategy. While it contains many scientifically-based instructional and program strategies, a lack of clear focus and specific goals hamper adequate implementation for all students. In addition, lack of specific accountability for monitoring of each component has resulted in an incoherent implementation of the plan.

Based on the results of parent surveys, the Academic Performance Survey from each school, and the District Assistance Survey, the District Leadership Team for Program Improvement found that:

Standards-based Curriculum, Instruction and Assessment

1. The district does not provide the most recent K-8 standards-based State Board-adopted or high school standards-aligned textbooks for all students in:
 - a. Reading **interventions** for all students who are more than two grade levels behind (K-8) and who are unable to demonstrate proficiency in 6th grade reading/language arts standards (9-12)
 - b. Mathematics **interventions** for all students who are more than two grade levels behind (K-8) and high school students who are unable to demonstrate proficiency in 7th grade mathematics standards (9-12)
2. The district does not support the *full implementation* of the most recent K-8 standards-based State Board-adopted or high school standards-aligned textbooks for all students in:
 - a. Reading **interventions** for all students who are more than two grade levels behind (K-8) and who are unable to demonstrate proficiency in 6th grade reading/language arts standards (9-12)
 - b. Mathematics **interventions** for all students who are more than two grade levels behind (K-8) and high school students who are unable to demonstrate proficiency in 7th grade mathematics standards (9-12)
3. The district does not ensure that the expectations for implementing an academic program with aligned curriculum, instruction, and assessment using standards-based SBE-adopted and standards-aligned instructional materials are communicated through publications, professional development sessions, etc. to:
 - a. **Students**
 - b. **Parents**

4. The district does not ensure the aligned use of instructional materials and embedded assessments by supporting school site personnel to effectively **interpret data to modify classroom instruction** (e.g., use of content specialists to support instructional decisions around identifying prerequisite skills and knowledge, re-teaching, etc.)
5. The district does not clearly communicate with all stakeholders, especially teachers, students, and parents, (e.g., by means of publications, parent information nights, internet, mail, etc.) regarding:
 - a. Available **interventions** for K-8 students more than two grade levels behind in reading/language arts and math and high school students unable to demonstrate 6th grade proficiency in reading/language arts standards and 7th grade proficiency in mathematics (9-12)
7. The district does not ensure the use of an assessment system, including **ongoing diagnostic assessment**, to appropriately place students in:
 - a. Interventions in reading/language arts
 - b. Interventions in mathematics
8. The district does not optimize students' opportunities to access grade-level core instruction by ensuring the use of:
 - a. K-8 school schedules which adhere to **instructional time recommendations** in reading/language arts and mathematics and the use of **pacing guides**
 - b. High school master **schedules** that accommodate varied student mastery levels in English/language arts and mathematics (e.g., 2-3 periods a day of reading/language arts instruction is recommended for students in intensive intervention.)
 - c. **Learning opportunities outside of the instructional day** (e.g., before or after school programs, summer school, Saturday Academy, summer academic camps, etc.)

Professional Development

1. The district does not adequately promote and facilitate, for 9th and 10th grade high school teachers, the acquisition of **AB 466 training** in Algebra I, remedial mathematics, and reading intervention programs, with priority given to PI schools
2. The district does not adequately **plan professional development** based on additional factors influencing or impacting **student achievement**, including, but not limited to:
 - a. Individual school needs, as determined by school and district data
 - b. Teacher needs, as determined by data and teacher feedback
 - c. Student needs
3. The district does not adequately **plan systematic professional development** based on:
 - a. A focus on standards-based content knowledge
 - b. Ease of application in classroom activities
 - c. Contact hours, including follow-up sessions, that extend over a period of time (i.e. contact is based on evidence of need and includes classroom support)
 - d. The collective participation of teachers from the same grade, department, or school
 - e. Active engagement of participants
 - f. Coherence with other professional development activities and educational activities
 - g. A review of research-based strategies associated with improved student achievement for sub-groups of students who are not achieving as well as their peers

Human Resources

1. The LEA does not have an effective **support system for new teachers** including mentoring and coaching for reading, math, and instruction of English learners
2. The LEA does not train, support with professional development, and appropriately deploy **paraprofessionals** based upon their credentials.

Data System/Data Analysis/Ongoing Monitoring

1. The district does not support school-level systems for implementing a **curriculum-embedded assessment system** that monitors student achievement every 6 to 8 weeks (e.g., there are agreed-upon common assessments and a timetable; there are common cut points for the proficiency levels, staff are provided with adequate time to review data, schools are provided with software to assist in the data analysis of curriculum-embedded assessments, schools are provided data entry assistance, etc.)
2. The district does not support the use of a **data management system** that includes:

- a. Curriculum-embedded assessments (e.g., 6 to 8 week assessments based on SBE/local board adopted texts, end of course assessments, exit and entry exams, etc.)
- b. The ability to review longitudinal data
3. The district does not have a system in place that ensures district staff, site administrators, and teachers receive the appropriate **professional development and ongoing support on the district data system** (e.g., teachers know how to access, retrieve, interpret, and use data to inform classroom instruction)

Parent and Community

1. The district and schools do not have a system in place with multiple strategies to facilitate **two-way communication with parents and community members on a regular basis**:
 - a. Communications to all parents are not always provided in a timely manner (e.g., parents are notified of meetings and policy changes well in advance, parents with children in Program Improvement schools are notified of their right to school choice and/or supplemental services, phone calls are returned promptly, etc.)
 - b. Not all parents are informed about and understand the standards-based system (e.g., grade-level expectations for proficiency, high school exit exam requirements, data reporting for STAR and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance, etc.)
2. The district does not ensure that all schools have family/parent involvement programs that provide:
 - a. Multiple opportunities for all parents (i.e., representatives from all economic and ethnic backgrounds) to actively and knowledgeably participate in district and school level decision-making processes (e.g., participation in the development of the LEA and school site plans and on school site councils)
 - b. Training for parents to successfully participate in curricular and budgetary decision-making

Fiscal Operations

1. The LEA does not have board-approved fiscal policies that give priority to LEA and school expenditures for full support of implementation of the LEA Plan through:
 - a. **Adequate coaches and specialists**, particularly in reading/language arts, mathematics, and the instruction of English learners
 - b. **Additional classes for strategic and intensive intervention** for students below grade level in reading/language arts and mathematics, as well as English learners
 - c. **Additional support** for students not meeting grade-level standards (e.g., extended school days, summer school, etc.)

Governance and Leadership

1. The LEA does not have support systems in place to promote effective implementation of the LEA Plan:
 - a. A **pacing calendar** for delivering mathematics and reading/language arts instruction, observed and monitored for implementation

We will address these problems through:**Professional Development**

1. Principals and instructional leaders will participate in the three day WestEd – Local Accountability Professional Development Series
Building a Local Accountability System with Standards, Assessments, and Standards-Based Instruction
2. AB 75 – Principal and Assistant Principal Training -
The Principal Training Program administered by the California Department of Education, provides funding for Local Educational Agencies (LEAs) to provide quality professional development for school site administrators. The program is a collaboration among the California Department of Education (CDE), the State Board of Education, the Office of the Secretary of Education, the California County Superintendents Educational Services Association (CCSESA) and the Bill & Melinda Gates Foundation.

Principals and assistant principals will complete the AB 75 training. Follow-up coaching and mentoring will take place at district elementary and secondary administrator meetings.

3. **AB 466 – Mathematics and Reading Professional Development Program**

The AB 466 Institute addresses how to use the newly adopted instruction materials, the content standards, and the state board-approved frameworks for reading/language arts and mathematics. The training focuses on successfully implementing district-adopted instructional materials in mathematics and reading/language arts.

Sixty teachers will receive the five day AB 466 Training. Priority will be given to teachers at Program Improvement schools, special education resource teachers, and English Language Development teachers. The state cap for Chico Unified is 58 teachers. Additional teachers will be trained as funds are available.

Data Analysis

1. A thorough needs assessment and an evaluation of the pilot implementation of Edusoft (an assessment database and data analysis tool) will be conducted. Edusoft serves as a means to view and sort state achievement data and to create, score and analyze local assessments or multiple measures.

If needs and potential use dictate, Edusoft will be implemented district-wide. If not, an alternative program will be implemented to provide detailed assessment information and tools for analyzing and using student achievement data to improve instruction.

2. Cruncher, a Lighthouse product, will be used for viewing and sorting State assessment data and processing pre-identification files for state tests.

Standards-based Curriculum, Instruction and Assessment

1. Collaboration Time – Time at staff meetings or collaboration day meetings will be devoted to the scoring of student work and discussion of effective teaching strategies. Schools will be encouraged to focus on non-fiction writing.
2. Standards charts for the core subjects will be provided to all classroom teachers. This will help ensure that the key standards are addressed adequately.
3. Standards Management System - Teachers will receive access to the Region 2 Standards Management System. This website focuses on closing the achievement gap through Teaching and Learning, Instructional Leadership, Community Partnerships, Professional Development, Accountability and Assessment, and Culture and Communication.
4. Monitoring – WestEd will conduct site visits to ensure implementation of the LEA Plan Addendum. The District Leadership Team for Program Improvement will meet in September, November, January, March and May to discuss progress and any necessary changes.
5. After school programs will focus on standards based instruction and interventions.

Parents and Community

1. The results of the Parent Survey that was mailed to every Chico Unified household will be mailed to parents with the annual state test results. Parents will be encouraged to maintain close contact with the district and schools by use of the CUSD website, regular school newsletters, and attendance at parent and community meetings.
2. Parents and students will receive information regarding academic standards at appropriate grade level(s).
3. A quarterly newspaper will be mailed to every CUSD household and distributed at strategic community locations. This newspaper will contain information about the LEA Plan and implementation, state standards, anecdotal articles about student success, articles by school staff highlighting standards-based activities and strategies that can be implemented at home, etc.
4. School Site Council Training – Principals and school site councils will participate in a workshop about the LEA Plan and the necessary addendum requirements for the site level Single Plan for Student Achievement (school plan).
5. The District English Learner Advisory Committee will be reactivated and will serve as a vehicle for focusing district resources on the needs of English learners.
6. Successful parent and community involvement strategies will be shared at district level administrator meetings.

Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

The achievement goal for all students is to move up one level on the California Standards Test (CST) and for all English learners to move up one level on the California English Language Development Test (CELDT). Students at the advanced level will maintain that level of proficiency. Spring 2005 STAR CST results will be used as the baseline for determining growth targets.

The participation goal for all tests is 95%.

The API (Academic Performance Index) goal for all schools is 800. The yearly target is 10% of the difference between the current API and 800.

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Staff development – AB 466, AB 75, and WestEd's Professional Development Series *Building a Local Accountability System with Standards, Assessments, and Standards-Based Instruction*

Data Analysis – Edusoft or comparable assessment database with analysis tools

Curriculum, Instruction and Assessment – Collaboration time will focus on scoring of student work (Reeves) and sharing of successful instructional strategies. Visible standards charts, frequent assessment of student achievement of standards, and focused use of after school program resources will be implemented.

Parent and community involvement – Two-way communication channels, timely correspondence, and adequate training of parent leaders will enhance student achievement by involving parents as partners in the schools.

Identify actions that have the greatest likelihood of improving the student achievement in meeting state standards.

Collaborative scoring of student work
Focus interventions within the school day and during extended day/year programs
Involving parents as educational partners
Data analysis and grouping of students based on specific academic needs
Professional development on specific core curriculum
Training of educational leaders to supervise and support teaching and learning

Address the professional development needs of the instructional staff.

As previously stated:

1. Principals and instructional leaders will participate in the three day WestEd – Local Accountability Professional Development Series
Building a Local Accountability System with Standards, Assessments, and Standards-Based Instruction
2. AB 75 – Principal and Assistant Principal Training -
The Principal Training Program administered by the California Department of Education, provides funding for Local Educational Agencies (LEAs) to provide quality professional development for school site administrators. The program is a collaboration among the California Department of Education (CDE), the State Board of Education, the Office of the Secretary of Education, the California County Superintendents Educational Services Association (CCSESA) and the Bill & Melinda Gates Foundation.

Principals and assistant principals will complete the AB 75 training. Follow-up coaching and mentoring will take place at district elementary and secondary administrator meetings.
3. AB 466 – Mathematics and Reading Professional Development Program
The AB 466 Institute addresses how to use the newly adopted instruction materials, the content standards, and the state board-approved frameworks for reading/language arts and mathematics. The training focuses on successfully implementing district-adopted instructional materials in mathematics and reading/language arts.

Sixty teachers will receive the five day AB 466 Training. Priority will be given to teachers at Program Improvement schools, special education resource teachers, and English Language Development teachers. The state cap for Chico Unified is 58 teachers. Additional teachers will be trained as funds are available.

Include specific academic achievement and English Language Proficiency goals and targets for English Learner students consistent with Goal 1 and Goal 2 of the Title III Accountability System.

The achievement goal for English learners is to move up one level on the California Standards Test (CST) and to move up one level on the California English Language Development Test (CELDT). Students at the advanced level will maintain that level of proficiency. English learners who qualify for reclassification will be reclassified with annual monitoring of academic progress. Spring 2005 STAR CST and Fall 2005 CELDT results will be used as the baseline for determining growth targets

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Before and after school programs (including state hourly programs for grades 2-12, and the 21st Century Community Learning Centers) and summer school (core, supplementary, and Early Back) will focus on state academic standards. Standards-based supplementary materials and appropriate staff training will be provided for these programs.

Include strategies to promote effective parental involvement in the school.

As previously stated:

1. The results of the Parent Survey that was mailed to every Chico Unified household will be mailed to parents with the annual state test results. Parents will be encouraged to maintain close contact with the district and schools by use of the CUSD website, regular school newsletters, and attendance at parent and community meetings.
2. Parents and students will receive information regarding academic standards at the appropriate grade level(s).
3. A quarterly newspaper will be mailed to every CUSD household and distributed at strategic community locations. This newspaper will contain information about the LEA Plan and implementation, state standards, anecdotal articles about student success, articles by school staff highlighting standards-based activities and strategies that can be implemented at home, etc.
4. School Site Council Training – Principals and school site councils will participate in a workshop about the LEA Plan and the necessary addendum requirements for the site level Single Plan for Student Achievement (school plan).
5. The District English Learner Advisory Committee will be reactivated and will serve as a vehicle for focusing district resources on the needs of English learners.
6. Successful parent and community involvement strategies will be shared at district level administrator meetings.



Chico Unified School District

District Program Improvement Team Members 2005-2006

District Program Improvement Team Members
2005-2006

Name	LEA (District) Plan Team	English Language Arts and Math Standards and Benchmark Assessment Team	History/Social Science and Science Standards and Benchmark Assessment Team	Elem. Report Card Team	Grand Total
Meetings	May and June 2005	October 2005 and January 2006	January and May 2006	June 2006	
Janet Acain				1	1
Connie Adams				1	1
Carolyn Adkisson	1	1		1	3
Debbie Aldred	1				1
Diana Aldridge				1	1
Debra Apel				1	1
Jennifer Arn				1	1
Jenelle Ball			1		1
Ken Ball			1		1
Molly Barnum				1	1
Nancy Barry				1	1
Kim Battaglia		1			1
Karen Baxter				1	1
Mary Beebe				1	1
Barbara Bertapelle			1		1
Bruce Besnard		1			1
Diane Bird		1			1
Greg Bishop				1	1
Sherri Boone			1		1
Susie Bower			1		1
Brian Boyer	1	1	1		3
Janet Brinson	1	1			2
Mark Brown	1				1
Pedro Caldera	1	1			2
Roxane Canfield				1	1
Steve Christiansen				1	1
Michael Christopher			1		1
Travis Chrupola	1				1
Connie Chrysler		1			1
Diane Clark				1	1
Don Collins				1	1
Steve Connolly		1	1		2
Lori Cook		1			1
John Cowan			1		1
Dave Crandall				1	1
Rita Dane				1	1
Heidi Danielson				1	1
Nesto De La Torre	1				1
Wendy Deen	1				1
Susan Delgado	1				1
Rochelle Denney		1			1
Bruce Duncan			1		1
Jeanine Dunsmoor		1			1
Mary Edwards			1		1

District Program Improvement Team Members
2005-2006

Name	LEA (District) Plan Team	English Language Arts and Math Standards and Benchmark Assessment Team	History/Social Science and Science Standards and Benchmark Assessment Team	Elem. Report Card Team	Grand Total
Monica Egbert		1			1
Janet Ellner				1	1
Elaine Ellsmore			1		1
Mike Emmons			1		1
Ann Finney		1			1
Christina Fisher		1			1
Bill Flory			1		1
Jenn Flory		1			1
Mary Flynn		1			1
Holly Ford		1			1
Janet Ford		1		1	2
Jeanne Foreman				1	1
Janet Fournier				1	1
Dr. Chet Francisco		1	1		2
Greg Frank		1			1
Michelle Galli				1	1
Michael Garvey			1		1
Rhonda George		1			1
Tom George			1		1
Katy Gervasi				1	1
Vanessa Godbold				1	1
Sandy Granicher				1	1
Elizabeth Granskog			1		1
Lyla Gregg	1				1
Marcelle Gregoire-Brown		1			1
Lori Gustafson				1	1
Kelly Haight				1	1
Paula Hammond		1			1
Jim Hanlon	1	1	1		3
Cathy Harris				1	1
Michael Harris			1		1
Ann Hayes	1				1
Cindy Heffren				1	1
Monte Hill				1	1
Brian Holderman				1	1
Jean Hollister				1	1
Laura Holman		1			1
Kari Hopper			1		1
Brian Horne		1			1
Pa Houa Lor	1				1
Vallarie Jensen		1			1
Beth Johnson		1			1
Bonnie Johnson				1	1
Janet Johnson			1		1
Dr. Jon Frank		1			1
Kathy Jones			1		1
Cynthia Kampf	1	1	1	1	4

District Program Improvement Team Members
2005-2006

Name	LEA (District) Plan Team	English Language Arts and Math Standards and Benchmark Assessment Team	History/Social Science and Science Standards and Benchmark Assessment Team	Elem. Report Card Team	Grand Total
Eileen Kessler		1		1	2
Debra Kidd			1		1
Borquez Kim				1	1
Zack Kincheloe		1			1
John Klein		1			1
Rudy Lauterio				1	1
Elizabeth Lavezzi				1	1
Dan Linville				1	1
Diane Loustale				1	1
Johnica Love				1	1
Kristin Lower		1			1
Laura Manning				1	1
Carol Masters			1		1
Kathryn McCreary	1				1
Anne McLean				1	1
John Mealley		1			1
Linda Metzger				1	1
Chris Montgomery				1	1
Pris Montgomery				1	1
Kevin Moretti			1		1
Mike Morris	1	1	1		3
Andrea Moseley				1	1
Dave Murgia				1	1
David Murgia		1			1
Eric Nilsson		1			1
Kathleen O'Hara				1	1
Steve Oberlander				1	1
Grant Oliver				1	1
Gayle Olsen	1				1
Karen Olson		1			1
Bart Panek				1	1
Joanne Parsley		1		1	2
Dean Passanisi				1	1
Lynda Paul		1			1
Alice Peake				1	1
Cheryl Peet		1			1
Sheila Penman				1	1
Steve Piluso		1			1
Steve Reinbold		1			1
Antonia Rendall			1	1	2
Lisa Reynolds			1		1
Mike Riley			1		1
Julie Rix		1			1
Kurt Rix		1			1
Mark Rodriguez				1	1
Sonya Ross			1		1
Michael Rupp			1		1

District Program Improvement Team Members
2005-2006

Name	LEA (District) Plan Team	English Language Arts and Math Standards and Benchmark Assessment Team	History/Social Science and Science Standards and Benchmark Assessment Team	Elem. Report Card Team	Grand Total
Mike Rupp		1			1
Beth Sarcona				1	1
Lynn Schmidt				1	1
Mary Schoenthaler			1	1	2
Dave Scott	1	1	1		3
Patty Scully		1			1
Bea Sehorn				1	1
Cris Seid		1			1
April Seig	1				1
Amy Shockley				1	1
Sara Simmons		1	1		2
Nancy Skadal				1	1
Sharon Sloan				1	1
Julia Smith		1			1
Jannelle St. Clair			1		1
Kelly Staley	1	1	1		3
Anne Stephens			1		1
Alan Stephenson		1	1	1	3
Gwyneth Stephenson		1		1	2
Lynda Sterling				1	1
Nancy Stevens		1			1
Ted Sullivan				1	1
Carol Sylvester				1	1
Nancy Teramoto				1	1
Teresa Tindill				1	1
Michael Townzen				1	1
Debbie Travers			1		1
Machell Tucker			1		1
Sharon Tucker	1	1	1		3
Seana Velasco				1	1
Bernard Vigallon		1			1
Kelli Voss				1	1
Andy Wahl			1		1
Valerie White				1	1
Kristen Wiegert		1		1	2
Rob Williams		1			1
Doug Wion		1			1
Marilyn Wolf		1			1
Linda Wren		1			1
Stayce York				1	1
George Young		1			1
Grand Total	22	65	44	79	210



Chico Unified School District

Sample Edusoft Report

Sample Edusoft Report

1004 students took the
Algebra I
Benchmark #3 Assessment
in May 2006

The results and a quick guide
to reading the Item Analysis
report follow.

(For example, the bar graphs show the percent of students who answered an item correctly. The numbers under A, B, C and D show how many students gave each answer. The correct answer is in bold with an asterisk *. Teacher can use this information to inform instruction.)

Creating an Item Analysis report

The Edusoft Item Analysis report uses standard measurements for reliability, difficulty, and discrimination to help you analyze both assessments as a whole and specific items.

To determine the validity of an assessment, Edusoft calculates item difficulty, discrimination, P-Biserial, and KR-20 values. To determine the areas where students are struggling, Edusoft lets you drill down to the list of students who gave each answer for an assessment item. You can evaluate this list against the performance of any demographic group you select.

To create an Item Analysis report:

- 1 Click the **Benchmark Exams** tab. Click the link or icon for **Item Analysis**.
- 2 Click the link or icon for the **Item Analysis Report**.
- 3 Choose a folder and an assessment, and click **Continue**.
- 4 Choose one or more schools (depending on your access). To choose more than one school, click **Multiple** and click **Select Schools**. Click the check boxes for the schools you want to include and click **Continue**.

Tip: To generate this report quickly, simply click **Continue** to view the results for all students who took the exam. You can refine the group of students later if you want.

- 5 Select all or specific periods to include. To select specific periods, click **Specific** and click **Select Periods**. Click check boxes for the periods you want to include and click **Continue**.

- 6 If needed, use the links in the Select Students Based On area to select grades, ethnicities, Ed programs, custom groups, genders, courses, or rosters.

- 7 When you have finished selecting options, click **Continue**.

About Item Analysis reports

The Item Analysis report consists of the options dashboard at the top, and an item analysis section for each type of question (multiple choice, short answer, long answer, and weighted rubric). It also displays values for quality measurements that Edusoft calculates.

Administrators can view item analysis for multiple teachers' classes.

Currently Selected Options			
Exam:	Benchmark #1 Geometry (September)	Roster:	2004-2005 Spring
School Group:	All	Schools:	Oak Hill High School
Grades:	All	Teachers:	All
Ethnicities:	All	Ed Programs:	All
Custom Groups:	All	Genders:	All
Courses:	Geometry		
Periods:	All		

The Kuder-Richardson 20 reliability value for this exam with these student selections is: .74

What do these terms mean?

Group by:

You can use the Options Dashboard to view results for other students.

Click to view definitions of terms used in this report.

This is the number of students in the current sample.

You can sort a section using its **sort by** link.

The correct answers for multiple choice questions are bolded and marked with an asterisk (*).

Item Analysis - Multiple Choice Questions

Item	% Correct	Discrimination	Raw Number	Percent	P-Biserial
Section 1 > 1	72%	0.43	3	3	1
Section 1 > 2	76%	0.14	3	1	19
Section 1 > 3	88%	0.29	37	1	6

Item Analysis - Short Answer Questions

Item	% Correct	Discrimination	Raw Number	Percent
Section 2 > 1	79%	0.50	54	21
Section 2 > 2	84%	0.50	57	18
Section 2 > 3	92%	0.17	50	25

Item Analysis - Long Answer Questions

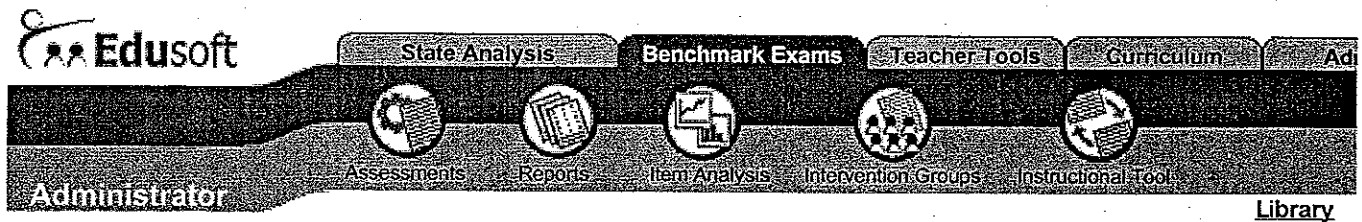
Item	% Correct	Discrimination	Raw Number	Percent
Section 3 > 1	82%	0	0	0

Item Analysis - Long answer - weighted rubric

Item	% Correct	Discrimination	Raw Number	Percent
Section 4 > 1	80%	0	0	0

These answer choices are the possible point values.

These answer choices are the possible rubric scores.

**Currently Selected Options**

Exam:	Math Algebra 1 Benchmark Assessment #3 Revised (Spring 2006)	Roster:	2005-2006 Spring, School Year, Term 6, Term 4
School Group:	All	Schools:	All
Grades:	All	Teachers:	All
Ethnicities:	All	Ed Programs:	All
Custom Groups:	All	Genders:	All
Courses:	All	Clear Options	
Periods:	All		


















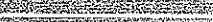

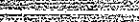



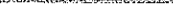
The Kuder-Richardson 20 reliability value for this exam with these student selections is .85

What do these terms mean?

Analyzing 1004 students

Group by:

Item Analysis - Multiple Choice questions				Raw Number Percent P-Biserial			
Item	% Correct	Discrimination	A	B	C	D	OMITTED
sort by	sort by	sort by	sort by	sort by	sort by	sort by	sort by
Section 1 -> 1	75%	0.32	204	758*	31	9	2
Section 1 -> 2	74%	0.36	6	186	745*	64	3
Section 1 -> 3	65%	0.31	160	650*	64	129	1
Section 1 -> 4	48%	0.60	411	484*	36	72	1
Section 1 -> 5	58%	0.51	23	585*	209	183	4
Section 1 -> 6	64%	0.53	638*	141	66	155	4
Section 1 -> 7	70%	0.39	150	699*	52	101	2
Section 1 -> 8	78%	0.32	59	50	106	786*	3
Section 1 -> 9	49%	0.47	491*	429	54	27	3
Section 1 -> 10	49%	0.49	88	109	491*	314	2
Section 1 ->	82%	0.38	66	828*	69	39	2

11							
Section 1 -> 12	79% 	0.47	114	47	791*	49	3
Section 1 -> 13	91% 	0.24	911*	26	46	17	4
Section 1 -> 14	68% 	0.45	107	107	681*	103	6
Section 1 -> 15	42% 	0.28	169	243	420*	166	6
Section 1 -> 16	78% 	0.53	785*	98	83	35	3
Section 1 -> 17	55% 	0.37	258	108	554*	75	9
Section 1 -> 18	57% 	0.59	161	151	574*	111	7
Section 1 -> 19	54% 	0.68	125	99	229	547*	4
Section 1 -> 20	51% 	0.76	151	131	201	514*	7
Section 1 -> 21	66% 	0.61	83	183	665*	69	4
Section 1 -> 22	65% 	0.57	179	654*	129	38	4
Section 1 -> 23	70% 	0.41	56	53	706*	186	3
Section 1 -> 24	50% 	0.59	75	153	499*	272	5
Section 1 -> 25	55% 	0.44	184	188	549*	76	7
Section 1 -> 26	60% 	0.45	598*	321	45	33	7
Section 1 -> 27	65% 	0.54	76	106	654*	160	8
Section 1 -> 28	43% 	0.35	219	150	201	428*	6
Section 1 -> 29	68% 	0.59	687*	101	123	85	8
Section 1 -> 30	65% 	0.60	49	107	189	654*	5
Section 1 -> 31	47% 	0.61	470*	269	191	67	7
Section 1 -> 32	34% 	0.45	338*	214	199	244	9
Section 1 -> 33	39% 	0.48	147	395*	244	209	9
Section 1 -> 34	28% 	0.29	131	188	278*	399	8
Section 1 -> 35	55% 	0.50	98	182	160	552*	12



Chico Unified School District

Key Essential Standards



Standards Based Assessment System

SCHOOLS AND
EDUCATIONAL
SERVICES

Community

Curriculum

District Curriculum

Council

**Standards Based
Assessment System**

Library Program

District and School

Programs

Elementary Report Cards

Forms

Grant Information

Health Services

Safe Schools

Schools

School Locator

Elementary Schools K-6

Elementary Schools K-8

Junior High Schools

High Schools

Special Services School

Alternative Education

Schools

Schools - General

Information

Special Education

Staff Development

State & Federal Programs

Testing Programs

Library Programs

[Key Essential Standards](#)

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[Helpful Links](#)

Key Essential Standards

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CUSD teachers and administrators have worked with WestEd to identify the following Key Essential Standards in English language arts and mathematics that will be taught to all CUSD students.

English Language Arts	Math
Kindergarten	Kindergarten
Grade 1	Grade 1
Grade 2	Grade 2
Grade 3	Grade 3
Grade 4	Grade 4
Grade 5	Grade 5
Grade 6	Grade 6
Grade 7	Grade 7
Grade 8	Algebra I
Grades 9-10	Geometry
Grades 11-12	Algebra II

Newsletter

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- [May 2006](#)

Helpful Links

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Click [here](#) for a link to an article regarding both the progress made and stumbling blocks encountered by a school district in Georgia as they implemented Interim Assessments. Several teachers suggested sharing this article to give some perspective to the work we have already accomplished as well as the road

Site Search:

GO

California English Language Arts Content Standards

The most important standards for ALL of our students.

Kindergarten

Reading

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.14 Produces all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (reads C-V-C words).

Structural Features of Informational Materials

- 2.4 Retell familiar stories identifying characters, settings, and important events.

Writing

- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle.)

Penmanship

- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

California English Language Arts Content Standards

The most important standards for ALL of our students.

Grade 1

Reading

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).
- 1.9 Segment single-syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
- 1.12 Use knowledge of vowel digraphs and r- controlled letter-sound associations to read words.
- 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- 1.15 Read common word families (e.g., -ite, -ate).

Comprehension

- 2.0 Reads and understands grade level text.
- 2.2 Respond to who, what, when, where, and how questions.
- 2.7 Retell the central ideas of simple expository or narrative passages.
- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing Strategies/Content

- 1.1 Select a focus when writing.
- 1.3 Print legibly and space letters, words, and sentences appropriately.
- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

Writing Conventions

- 1.1 Write in complete, coherent sentences.
- 1.5 Uses a period, exclamation point, or question mark at the end of sentences.
- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

California English Language Arts Content Standards
The most important standards for ALL of our students.

Grade 2

Reading

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
- 2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.5 Restate facts and details in the text to clarify and organize ideas.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.

Penmanship

- 1.2 Create readable documents with legible handwriting.

Research

- 2.1 Write brief narratives based on their experiences.
- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Sentence Structure

- 1.1 Distinguish between complete and incomplete sentences.

Punctuation

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
- 1.5 Use quotation marks correctly.
- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., was, were says, said, who, what, why).

Comprehension

- 1.3 Paraphrase information that has been shared orally by others.

Organization and Delivery of Oral Communication

- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 2.2 Report on a topic with facts and details, drawing from several sources of information.

California English Language Arts Content Standards

The most important standards for ALL of our students.

Grade 3

Reading

1.2 Decode regular multisyllabic words.

1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

1.7 Use a dictionary to learn the meaning and other features of unknown words.

1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

Writing

1.1 Create a single paragraph:

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Evaluation and Revision

2.1 Write narratives:

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Grammar

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -les when forming the plural), and common homophones (e.g., hair-hare). 1.9 Arrange words in alphabetic order.

Comprehension

1.3 Respond to questions with appropriate elaboration.

1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

Analysis and Evaluation of Oral and Media Communications

1.11 Distinguish between the speaker's opinions and verifiable facts.

California English Language Arts Content Standards

The most important standards for ALL of our students.

Grade 4

Reading

- 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.6 Distinguish and interpret words with multiple meanings.
- 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

Writing

- 1.2 Create multiple-paragraph compositions:
 - a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.

Research and Technology

- 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
 - 2.1 Write narratives:
 - a. Relate ideas, observations, or recollections of an event or experience.
 - b. Provide a context to enable the reader to imagine the world of the event or experience.
 - c. Use concrete sensory details.
 - d. Provide insight into why the selected event or experience is memorable.
 - 2.2 Write responses to literature:
 - a. Demonstrate an understanding of the literary work.
 - b. Support judgments through references to both the text and prior knowledge.
 - 2.3 Write information reports:
 - a. Frame a central question about an issue or situation.
 - b. Include facts and details for focus.
 - c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
 - 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.
 - 1.0 Written and Oral English Language Conventions
- Students write and speak with a command of standard English conventions appropriate to this grade level.

California English Language Arts Content Standards
The most important standards for ALL of our students.

Grade 5

Reading

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression.
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
- 1.5 Understand and explain the figurative and metaphorical use of words in context.

Structural Features of Informational Materials

- 2.2 Analyze text that is organized in a sequential or chronological order.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- 2.5 Distinguish facts, supported inferences, and opinions in text.

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

Research and Technology

- 2.1 Write narratives.
- 2.2 Write responses to literature.
- 2.4 Write persuasive letters or compositions.

Sentence Structure

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Punctuation

- 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

Spelling

- 1.5 Spell roots, suffixes, prefixes, contractions and syllable constructions correctly.

California English Language Arts Content Standards

The most important standards for ALL of our students.

Grade 6

Reading

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Identify and interpret figurative language and words with multiple meanings.
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- 2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

Structural Features of Literature

- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Writing

- 1.2 Create multiple-paragraph expository compositions:
- 2.3 Write research reports.
- 2.4 Write responses to literature:
- 2.5 Write persuasive compositions:

Sentence Structure

- 1.0 Uses appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Listening and Speaking

- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

California English Language Arts Content Standards

The most important standards for ALL of our students.

Grade 7

Reading

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information by using a variety of consumer, workplace, and public documents.

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

Literary Criticism

Organization and Focus

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Research and Technology

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- 2.1 Write fictional or autobiographical narratives.
- 2.2 Write responses to literature.
- 2.3 Write research reports.
- 2.4 Write persuasive compositions.
- 2.5 Write summaries of reading materials.

Sentence Structure

- 1.1 Place modifiers properly and use the active voice.
- 1.3 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

- 1.6 Use correct capitalization.

California English Language Arts Content Standards
The most important standards for ALL of our students.

Grade 8

Reading

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

Structural Features of Literature

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.
- 2.1 Write biographies, autobiographies, short stories, or narratives:
- 2.2 Write responses to literature:
- 2.3 Write research reports:

Sentence Structure

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.4 Edit written manuscripts to ensure that correct grammar is used.

Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

California English Language Arts Content Standards
The most important standards for ALL of our students.

Grades 9-10

Reading

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Structural Features of Informational Materials

- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Literary Criticism

Organization and Focus

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

California English Language Arts Content Standards
The most important standards for ALL of our students.

Grades 11 and 12

Reading

Structural Features of Informational Materials

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

Literary Criticism

- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Organization and Focus

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Research and Technology

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

California Mathematics Content Standards
The most important standards for ALL of our students.

Kindergarten

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

- 1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).
- 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
- 1.2 Count, recognize, represent, name, and order a number of objects (up to 30) - BM1 to 10; BM2 to 20; BM3 to 30
- 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.
- 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

Algebra and Functions

- 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

Measurement and Geometry

- 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
- 1.3 Name the days of the week.
- 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).
- 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

Statistics, Data Analysis, and Probability

- 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
- 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

California Mathematics Content Standards
The most important standards for ALL of our students.

Grade 1

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Number Sense

- 1.1 Count, read, and write whole numbers to 100. BM2 to 50; BM4 to 100
- 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than ($<$, $=$, $>$).
- 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).
- 1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).
- 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.
- 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts.
- 2.2 Use the inverse relationship between addition and subtraction to solve problems.
- 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.
- 2.4 Count by 5s, and 10s to 100.
- 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

Algebra and Functions

- 1.2 Understand the meaning of the symbols $+$, $-$, $=$.

Measurement and Geometry

- 1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.
- 1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).
- 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.
- 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

Statistics, Data Analysis, and Probability

- 1.1 Sort objects and data by common attributes and describe the categories.
- 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.
- 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

California Mathematics Content Standards
The most important standards for ALL of our students.

Grade 2

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Number Sense

- 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
- 1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.
- 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.
- 2.2 Find the sum or difference of two whole numbers up to three digits long. BM2 w/out regrouping; BM3 w/regrouping
- 3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.
- 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
- 3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.
- 4.1 Recognize, name, and compare unit fractions from $1/12$ to $1/2$.
- 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
- 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
- 5.1 Solve problems using combinations of coins and bills.
- 5.2 Know and use the decimal notation and the dollar and cent symbols for money.

Algebra and Functions

- 1.1 Use the commutative and associative rules to simplify mental calculations and to check results.
- 1.2 Relate problem situations to number sentences involving addition and subtraction.
- 1.3 Solve addition and subtraction problems by using data from simple charts, picture graph, and number sentences.

Measurement and Geometry

- 1.3 Measure the length of an object to the nearest inch and/ or centimeter.
- 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
- 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
- 2.2 Put shapes together and take them apart to form other shapes.

Statistics, Data Analysis, and Probability

- 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
- 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).
- 2.2 Solve problems involving simple number patterns.

California Mathematics Content Standards
The most important standards for ALL of our students.

Grade 3

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Number Sense

1.1, 1.2 Counts, reads, writes, compares and orders numbers to 10,000.

1.3 Identify the place value for each digit in numbers to 10,000.

1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).

2.1 Find the sum or difference of two whole numbers between 0 and 10,000.

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.

2.3 Use the inverse relationship of multiplication and division to compute and check results.

2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).

2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).

2.8 Solve problems that require two or more of the skills mentioned above.

3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $1/2$ of a pizza is the same amount as $2/4$ of another pizza that is the same size; show that $3/8$ is larger than $1/4$).

3.2 Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$).

3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

Algebra and Functions

1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.

2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4.)

Measurement and Geometry

1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

1.3 Find the perimeter of a polygon with integer sides.

1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).

2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).

2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).

California Mathematics Content Standards
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Grade 4

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Number Sense

- 1.1 Read and write whole numbers in the millions.
- 1.2 Order and compare whole numbers and decimals to two decimal places.
- 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.
- 1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.
- 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.
- 1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").
- 1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.
- 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.
- 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.
- 3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers.
- 3.4 Solve problems involving division of multidigit numbers by one-digit numbers.
- 4.0 Students know how to factor small whole numbers:

Algebra and Functions

- 1.2 Interpret and evaluate mathematical expressions that now use parentheses.
- 1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.
- 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.
- 2.1 Know and understand that equals added to equals are equal.
- 2.2 Know and understand that equals multiplied by equals are equal.

Measurement and Geometry

- 1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.
- 2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).
- 2.2 Understand that the length of a horizontal line segment equals the difference of the x- coordinates.
- 2.3 Understand that the length of a vertical line segment equals the difference of the y- coordinates.
- 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:

Statistics, Data Analysis, and Probability

- 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:

California Mathematics Content Standards
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Grade 5

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Number Sense

- 1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.
- 1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.
- 1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
- 1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.
- 2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
- 2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
- 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

Algebra and Functions

- 1.1 Use information taken from a graph or equation to answer questions about a problem situation.
- 1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
- 1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.
- 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Measurement and Geometry

- 1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).
- 1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.
- 1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids.
- 2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
- 2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.

Statistics, Data Analysis, and Probability

- 1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.
- 1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

California Mathematics Content Standards
The most important standards for ALL of our students.

Grade 6

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Number Sense

- 1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.
- 1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.
- 2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.
- 2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$).
- 2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.
- 2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

Algebra and Functions

- 1.1 Write and solve one-step linear equations in one variable
- 1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.
- 2.2 Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.
- 2.3 Solve problems involving rates, average speed, distance, and time.

Measurement and Geometry

- 1.1 Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.
- 1.2 Know common estimates of π (3.14; $22/7$) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.
- 2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.
- 2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.

Statistics, Data Analysis, and Probability

- 2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.
- 2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.
- 3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.
- 3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of an event not occurring.
- 3.5 Understand the difference between independent and dependent events.

California Mathematics Content Standards

The most important standards for ALL of our students.

Grade 7

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense

- 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- 1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
- 1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
- 2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
- 2.2 Add and subtract fractions by using factoring to find common denominators.
- 2.3 Multiply, divide, and simplify rational numbers by using exponent rules.
- 2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.
- 2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions

- 1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
- 1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.
- 1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
- 1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.
- 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.
- 2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.
- 2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.
- 3.3 Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.
- 4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
- 4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

California Mathematics Content Standards

The most important standards for ALL of our students.

Grade 7 (Cont'd)

Measurement and Geometry

- 1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.
- 2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.
- 3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

Statistics, Data Analysis, and Probability

- 1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
- 1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

Mathematical Reasoning

- 2.1 Use estimation to verify the reasonableness of calculated results.
- 2.2 Apply strategies and results from simpler problems to more complex problems.

California Mathematics Content Standards

The most important standards for ALL of our students.

Algebra I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, *(and raising to a fractional power.)* They understand and use the rules of exponents.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). *(They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$.)*

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations *(by using the point-slope formula.)*

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x- intercepts.

California Mathematics Content Standards

The most important standards for ALL of our students.

Geometry

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

4.0 Students prove basic theorems involving congruence and similarity.

5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.

19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles.

California Mathematics Content Standards

The most important standards for ALL of our students.

Algebra II

This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

3.0 Students are adept at operations on polynomials, including long division.

4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a , b , and c vary in the equation $y = a(x-b)^2 + c$.

10.0 Students graph quadratic functions and determine the maxima, minima, and zeros of the function.

11.0 Students prove simple laws of logarithms.

11.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.

12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.

18.0 Students use fundamental counting principles to compute combinations and permutations.

24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.



Chico Unified School District

District Program Improvement Updates and Communication



Standards Based Assessment System

(Model Developed in Conjunction with WestEd)

Chico Unified School District

Educational Services Department

May 2006

Questions: kstaley@chicousd.org

Our Mission

*Individual Student
Academic Success via a
K-12 Sequence of
Teaching, Learning,
Assessment, and
Support*

Important Dates

May 15, 16 and 17, 2006 —
Pilot K-10 benchmark
assessments that have
been created in English
Language Arts and Math

May 17-18, 2006, 8:00-
3:00pm — Module #2 for
Social Science/Science

May 24, 2006, 9:00-12:00pm
— Training on how to
review benchmark data
results and use that
information to drive
instruction will be provided
to Principals and
Educational Services Staff

June 6-7, 2006, 8:00-4:00pm
— Training for all district
and site administrative
staff to review purpose
and desired outcomes for
the benchmark
assessment program

June 21, 2006 — Final draft
of the Essential Standards
presented to the School
Board for Adoption.

What is New?

- The Chico Unified School District was identified as a Program Improvement District in the spring of 2005. Much has happened since that time:
- Over fifty CUSD teachers volunteered to attend the AB466 Professional Development Programs in Mathematics and/or Reading. More are planned for 2006-07.
- A majority of site administrators have participated in the Principal Training Program (AB75).
- The Cruncher data analysis system has made review and analysis of students' state test data as easy as a few mouse clicks. Over 400 teachers have Cruncher accounts (82 at PVHS; 32 at CJHS; 35 at Rosedale and 33 at Emma Wilson, etc.) Email Cynthia Kampf at ckampf@chicousd.org to get your own personal account.
- Edusoft has been purchased for use as an assessment and data analysis tool. Thirty-five Edusoft Teacher Leaders have been trained to use Edusoft and assist colleagues with scanning issues. Edusoft scanners have been installed in all schools and many classrooms. Principals are arranging for staff development with Glenn Pulliam, our teacher trainer. Please contact your principal or Cynthia Kampf for information.
- Many Special Education teachers have been trained to use the SteDeil Standards-Based Online Assessment program. The SteDeil program will also assist with writing standards-based IEPs.
- Secondary teachers have attended CSUC workshops on non-fiction writing through the Northern California Writing Project.
- Teams of elementary teachers from five program improvement schools attended the Butte County Office of Education Literacy Institute in April and May.
- CUSD teachers and administrators have worked with WestEd to identify Essential Standards in English language arts, mathematics, science and social science. These will be the standards that we will guarantee for ALL students. The task forces will continue their work in May and June by creating benchmark assessments.
- May 15, 16 and 17 - Four core subject areas will pilot some of the benchmark assessments that the WestEd task force teams have created. If you are included in the pilot testing, you will receive copies of the tests and scannable answer sheets for your students. You will administer the tests during the testing window and return the packet on May 18th for scanning.

For Your Information:

- Draft Standards are available at www.chicousd.org, What's New and Educational Services.
- Draft Benchmarks are available on Edusoft.

Plans for 2006-2007

1. The final draft of Essential Standards will be presented to the School Board on June 21, 2006, for adoption.
2. CUSD will prepare key essential standards posters for every K-12 English language arts, mathematics, science and social science classroom teacher in student friendly language.
3. CUSD will continue to provide staff development focused on standards-based instruction and assessment.
4. Teachers and Staff will review results of benchmark assessments. Additional training will be provided throughout the year.



Standards Based Assessment System

(Model Developed in Conjunction with WestEd)

Chico Unified School District

Educational Services Department

May 2006

Page 2

THE CUSD MISSION:

*"Individual Student Academic Success
Via a K-12 Sequence of
Teaching, Learning, Assessment and Support"*

Dr. Chet Francisco, Superintendent

The Process:

1. **IDENTIFY THE KEY ESSENTIAL STATE STANDARDS.** Teachers will identify a K-12 continuum so the most important and "guaranteed" standards will be taught to all CUSD students. As it would take 21 years to cover all of the state standards, each individual teacher previously chose which standards would be taught in their class. Teachers have now identified the 15 to 20 standards (at each grade level in core subject areas) that each student will be guaranteed the opportunity to learn.
2. **STUDENT FRIENDLY LANGUAGE.** Teachers will put Key Essential Standards in student friendly language and make this language available to every teacher, parent, and student. Teachers will collect model products of student work to demonstrate mastery of standards.
3. **ASSESS STUDENT MASTERY.** Teachers will develop benchmark assessments to determine if each student has mastered the standard. Teachers and staff will utilize Edusoft to score tests, report the data, and pass the information on electronically.
4. **TEACHER COLLABORATION.** Teachers will engage in conversations about the results of district assessments. These conversations may be informal conversations about a piece of student writing, or a more formal analysis of group and school test results. These conversations will be meaningful, teacher driven, and focused on student work.
5. **INTERVENTIONS.** Teachers and staff will determine what assistance to provide students who do not meet state and local standards. CUSD will continue to offer after school programs for students who need extra help. During the 2006-07 school year, CUSD will provide high quality on-going staff development opportunities focused on standards and train classroom teachers to provide interventions during the school day.
6. **COMMUNICATION.** Teachers and staff will communicate what we are doing so that parents and students are not only informed, but can actively participate as partners in this endeavor.
7. **ALL STUDENTS.** Teachers and staff will include all students in the focus on grade level standards. ALL means ALL!

We understand there are many questions about this process, please submit those questions for the Frequently Asked Questions (FAQ) page to mmclean@chicousd.org

District Program Improvement Update

The Chico Unified School District was identified as a Program Improvement District in the spring of 2005

What is new since August 2005?

- Over seventy CUSD teachers volunteered to attend the AB466 Professional Development Programs in Mathematics and/or Reading. Over sixty more are planning to attend in 2006-07.
- A majority of site administrators have participated in the Principal Training Program (AB75).
- The Cruncher computer data analysis system has made review and analysis of students' state test data as easy as a few mouse clicks.
- Edusoft has been purchased for use as an assessment and data analysis tool. Thirty-five Edusoft Teacher Leaders have been trained to use Edusoft and assist colleagues with scanning issues. Edusoft scanners have been installed in all schools and many classrooms.
- Many Special Education teachers have been trained to use the SteDell Standards-Based Online Assessment program. The SteDell program will also assist with writing standards-based Individualized Education Plans.
- Secondary teachers have attended CSUC workshops on non-fiction writing through the Northern California Writing Project. A focus on non-fiction writing increases student achievement in many areas.
- Teams of elementary teachers from five program improvement schools attended the Butte County Office of Education Literacy Institute in April and May.
- CUSD teachers and administrators have worked with WestEd to identify Essential Standards in English language arts, mathematics, science and social science. These will be the standards that we will guarantee for **ALL** students. The task forces will continue their work by creating benchmark assessments to be given three to five times per year.
- Draft Key Essential Standards are available at www.chicousd.org under What's New.
- Parents, students and staff now have free access to the award winning search engine netTrekker. This subscription is free to you at your home for 2006-07.



"netTrekker d.i. is a parent's friend...it is a real peace of mind because it's safe."

Melinda Taylor, Parent, Ohio

Dear Chico Unified School District Parents and Students:

I wanted to let you know that we've recently purchased a new product that's going to keep our students safe when they're using the Internet and will also help our teachers find resources that match each of our students' learning needs. The product, netTrekker d.i., is an award-winning search engine created just for students, teachers, and parents and delivers only safe, educator-selected websites every time we use the Internet.

Here are just a few reasons why we've chosen netTrekker d.i. for our school community:

- **Searching is fast and easy:** netTrekker d.i. contains over 180,000 educator-selected online resources that are organized around the K-12 curricula and by grade level so searching is logical and easy
- **Makes searching the Internet safe for students:** All netTrekker d.i. websites and images have been selected and evaluated by educators so students receive ONLY safe, relevant results and school-friendly images every time they use the Internet
- **Designed for different learning styles:** netTrekker d.i. provides resources that work for all members of our school community including general-education, ESL/ELL, and gifted students, students working below or above grade level, having reading challenges, special needs, and more
- **Customized resources for English Language Learners:** netTrekker d.i. also includes an entire section devoted to ELL students and to teaching ESL
- **Helps our district integrate technology into every classroom:** netTrekker d.i. is an easy to use technology tool with searching options for beginner and advanced users so all our students and teachers can benefit from the educational resources available on the Internet every day
- **A great resource for homework:** netTrekker is web-based so your child can use it at school and at home on your computer! Dictionaries, many different calculators, photos, famous person search tools, and timelines are some of the many resources for you to use! NetTrekker can help you help your student with homework and research projects.

I am very excited about the learning opportunities that netTrekker provides our students. I encourage you to log onto <http://school.nettrekker.com> to get more familiar with this award-winning product.

Sincerely,
Cynthia Kampf, Ed.D., Director of Testing
Chico Unified School District - ckampf@chicousd.org

TITLE: Proposed Agenda Item- School Meal Price Increase

Action: X
Consent:
Information:

Agenda Item: 7.D.1(a)
August 2, 2006
Page 1

Prepared by: Brenda Padilla, Nutrition Services Director

Background Information: The prices charged for the full priced meals need to be reviewed and updated annually. Meal prices were last reviewed and increased in 2002. Increases in cost of living for utilities, food, equipment, supplies and labor necessitate annual increases in prices charged, when necessary. For the 2006/2007 it is necessary and recommended to increase full price meal charges.

Recommended Increases:

<u>Student</u>	<u>Elementary</u>	<u>Middle</u>	<u>Sr. High</u>
	<u>Proposed/Current</u>	<u>Proposed/Current</u>	<u>Proposed/Current</u>
<u>Lunch</u> -full	2.50/\$1.75	\$2.75 & \$3.00/\$2.00	\$2.75 & \$3.00/\$2.00
<u>Lunch</u> -Reduced	No change/\$0.40	No change/\$0.40	No change/\$0.40
<u>Breakfast</u> -full	\$1.50/\$0.75	\$1.75/\$1.00	\$1.75/\$1.00
<u>Breakfast</u> -Reduced	zero/\$0.25	zero/\$0.25	zero/\$0.25
<hr/>			
<u>Adult</u>			
<u>Lunch</u> -full	\$3.50/\$3.00 ->	Same ->	Same
<u>Breakfast</u> -full	no change/\$2.00 ->	Same ->	Same

Educational Implications - Strategic Plan Reference:

1. Mission - To ensure all students achieve high levels of academic and personal success.
2. Belief - A safe, nurturing ... environment is essential for individuals to thrive.

Studies indicate that good health and proper nutrition are essential components that contribute to optimal academic achievement.

Fiscal Implications - Yes -

Lunches Served by Category

Total	Free	Red	Full
939,242	533,980	117,742	287,520

939,242 lunches were served in 2005-2006. 287,520 were served to full charged meals. Adopting the recommendation to increase the full price meal charge beginning in January 2007 will have the potential to increase revenues by \$107,820.

Additional Information

Recommendation - Approval and implementation effective January 2007.

Nutrition Services
2006-2007 Meal Price Summary

Updated 6-19-2006

District	Chico Proposed	Chico Current	Paradise	Yuba City	Davis	Vacaville	Antioch	Roseville	Durham	Oroville UHSD	Woodland
% Needy Enrolled	40.3	40.3	65	50	17	56	40	23	30	52	45
Enrollment	13,300	13,300	5,258	12,000	8,471	13,680	20,500	8,400	1,200	2,640	11,294
Grades	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-8	K-12	9 to 12	K-12
Lunch - Elem											
Elem Full	\$ 2.50	\$ 1.75	\$ 2.00	\$ 1.75	\$ 3.00	\$ 2.25	\$ 2.25	\$ 2.50	\$ 1.75	n/a	\$ 2.25
Elementary Reduced	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	zero	n/a	n/a	\$ 0.40
Adult	\$ 3.50	\$ 3.00	\$ 3.00	\$ 2.50	\$ 3.75	\$ 3.50	3.00 n/b	\$ 3.50	\$ 2.50	n/a	\$ 3.00
Lunch - Middle											
Middle-Full	\$2.75/3.00	\$ 2.00	\$ 2.25	\$ 2.00	\$ 3.00	\$ 3.00	2.50/3.00	\$ 2.50	\$ 2.25	n/a	\$ 2.50
Middle-Reduced	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	zero	n/a	n/a	\$ 0.40
Adult	\$ 3.50	\$ 3.00	\$ 3.50	\$ 2.50	\$ 3.75	\$ 3.50		\$ 3.50	\$ 2.50	n/a	\$ 3.00
Lunch - H.S.											
H.S. - Full	\$2.75/3.00	\$ 2.00	\$ 2.50	\$ 2.25	\$ 3.00	\$ 3.00	2.50/3.00	n/a	\$ 2.25	\$ 2.50	\$ 2.50
H.S. Reduced	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	n/a	n/a	\$ 0.40	\$ 0.40
Adult	\$ 3.50	\$ 3.00	\$ 3.50	\$ 2.50	\$ 3.75	\$ 3.50	n/a - a la**	n/a	\$ 2.50	\$ 3.75	\$ 3.00
Breakfast											
Elem-Full	\$ 1.50	\$ 0.75	\$ 1.00	\$ 0.75	\$ 1.25	\$ 1.25	\$ 1.00	\$ 1.00	\$ 1.00	n/a	\$ 1.50
Elem-Reduced	zero	\$ 0.25	\$ 0.30	\$ 0.30	\$ 0.30	\$ 0.30	\$ 0.25	n/a	n/a	n/a	\$ 0.30
Adult	\$ 2.00	\$ 1.25	\$ 1.25	\$ 1.00	\$ 1.75	\$ 2.00	n/a a la**		n/a	n/a	\$ 2.00
Middle-full	\$ 1.75	\$ 1.00	\$ 1.00	\$ 1.00	n/a	\$ 1.50	\$ 1.25	\$ 1.00	\$ 1.00	n/a	\$ 1.75
Middle-reduced	zero	\$ 0.25	\$ 0.30	\$ 0.30	n/a	\$ 0.30	\$ 0.25	n/a		n/a	\$ 0.30
H.S. Full	\$ 1.75	\$ 1.00	\$ 1.00	\$ 1.50	n/a	\$ 1.50	\$ 1.25	n/a	\$ 1.00	\$ 1.50	\$ 1.75
H.S. Reduced	zero	\$ 0.25	\$ 0.30	\$ 0.30	n/a	\$ 0.30	\$ 0.25	n/a		\$ 0.30	\$ 0.30
Adult	\$ 2.00	\$ 2.00	\$ 1.25	\$ 2.00	n/a	\$ 3.50	n/a a la**	n/a		\$ 2.50	\$ 2.00

*** includes 1/2 pint milk

* considering inc \$0.25

** no adult meal price.

priced a la carte

n/b = no beverage

7.D.1(b)



School Meals- Pricing

- School Meal Programs-Meal Charge
Increase Recommendation
- Brenda Padilla, Director, Nutrition Services
Chico USD 530/891-3021



School Meal Prices

- Meal prices have not increased in CUSD since 2002.
- Costs for Food, Labor and Benefits have increased dramatically since 2002.
- Meal prices have not kept pace with the increased Costs.

Reimbursement Rates-Lunch 2006-2007

	FREE	REDUCED	FULL
FEDERAL	\$2.40	\$2.00	\$0.23
STATE	\$0.4899	\$0. 4899	ZERO
CHARGE	zero	\$0.40 Maximum	?
Total	\$2.8896	\$2.8896	?

A look at the Meal Reimbursement Rates provides a picture of why the discussion to raise meal prices is needed.

For the 2006-2007 school year the reimbursement rates will be from: Federal, State, and the rate we decide to charge for the full meal. What we will receive from each of these entities will be based on the eligibility of the meal category: Free, Reduced, or Full. Each meal category is reimbursed at a different rate. Every meal, regardless of socioeconomic status of the household, is reimbursed.

For lunch, from USDA, we will receive \$2.40 for Free, \$2.00 for Reduced-priced, and \$0.23 for Full-Priced.

For lunch, from the state, we will receive \$0.4899 for each Free or Reduced qualifying meal. We will receive zero for the Full-Priced meal.

The amount we receive from all sources, for Free & Reduced meals, totals \$2.8896. The amount we receive for the Full-Priced meal is determined by what we charge.

Lunch Charge - Recommendation

	CURRENT	PROPOSED
Elementary Full	\$1.75	\$2.50
Elementary Reduced	\$0.40	\$0.40
Secondary Full	\$2.00	\$2.75/\$3.00*
Secondary Reduced	\$0.40	\$0.40
*With	Bonus Size	Drink-Milk, Juice or Water

The previous table showed that we receive a maximum of \$2.8896 per Free and Reduced meals. The rate we charge for the Full-Priced meal should be about that which we receive for the Free and Reduced-Priced meal. The recommendations on this table are designed with the intent to align the Full-Price charge to what we receive for Free and Reduced.

In your packets was provided a handout with a meal price survey of other districts. This should not be the determining factor in setting the price for CUSD. Many factors need to be considered such as: meal quality, % free and reduced enrolled in the district, % of free and reduced served at lunch, and whether the campuses are open or closed at lunch.

The recommendation includes these factors and is proposed at \$2.50 for the elementary Full-Priced meal. The elementary Reduced-Priced meal is recommended to remain the same. For the secondary sites the proposed charge for the Full-Priced meal is two-tiered at: \$2.75 and \$3.00. No change for the Reduced-Priced is recommended.

The secondary two-tiered pricing is set to provide options for students.

Option 1 - \$2.75: The full Meal Deal which includes a ½ pint of milk.

Option 2 - \$3.00: The full Meal Deal which includes the "bonus" drink. Bonus drinks are larger portions of: Milk -10 oz., 100% Juice, canned – 12 oz., or Bottled water – 16 oz.

Option 2 is designed to encourage students that are going off campus for a big bag of chips and a soda, likely spent with money intended for a balanced meal, to instead choose to participate in the school meal on campus and receive a larger nutritious drink with their meal. The larger drink in the meal is a better value than if purchased priced a la carte.

Meals Need to be Charged Adequately – In Line with Rates

LUNCH	FREE	REDUCED	PAID
FEDERAL	\$2.40	\$2.00	\$0.23
STATE	\$0.4899	\$0. 4899	ZERO
CHARGE	zero	\$0.40 Maximum	<i>\$2.50/2.75 Minimum</i>
Total	\$2.8896	\$2.8896	\$2.73/\$2.98
			Average =\$2.855

With the price increased, our charge for a Full-Priced meal becomes more aligned to the \$2.8896 we receive from all sources for the Free and Reduced-Priced meals. Charging \$2.50 for the elementary meal brings the revenue received for the meal to \$2.73. Charging \$2.75 for the secondary meal brings the revenue received for that meal to \$2.98. The average revenue for both elementary and secondary becomes \$2.855.

The additional revenue is recommended and necessary to cover food cost expenses.

The number of Full-Priced meals served last year was 287,520. The price increase has the potential to generate \$215,640 for each of those meals assuming that we do not have a decline in full meal participation.

A decline in Full meal participation is not anticipated when combined with our plans to expand offerings of quality meals served. The secondary two-tiered pricing is also to prevent participation decline.

Meal Pattern Requirements & Estimated Food Cost/meal 2006-2007

COMPONENT	Elementary	Secondary
Milk	\$0.16	\$0.27
Juice	\$0.12	\$.1497
Fruits/Veggies	\$0.30	\$0.40
Bread/Grains	\$0.15	\$0.20
Protein/Entree	\$0.40	0.48
COST ESTIMATE	\$1.13	\$1.50
PROPOSED CHARGE	2.50	2.855
% Food Cost/Meal	45%	52.5%

Food Cost expenses to cover required Meal Components are rising. The estimated food costs are projected in this table. To continue serving quality meals that maintain participation we must raise prices to cover escalating food costs.

We are required to offer meals through an approved USDA Meal pattern. This table outlines the required components: Milk, fruits or juice and vegetables, bread/grains and proteins, and shows a estimated food cost to provide each component in the meal.

We must offer a variety from these food groups and we must plan our meals to meet federal nutritional guidelines at each grade with nutritional targets averaged over a week of planned menus. Targets include being within: 30% calories from fat, and 10% calories from saturated fat, for example. Targets are also specified for calories, calcium, iron, vitamin A and vitamin C. Our meal plans and menus address these targets by offering: a variety of fruits and vegetables, salads as entrees at the secondary sites, choices of entrees at all sites, and access to a variety of milk flavors. Meals are planned to encourage selection of full meals so students are on target with all the target nutrients we know our students need to achieve academically.

The cost to provide these components has risen since 2002.

Elementary Garden bars

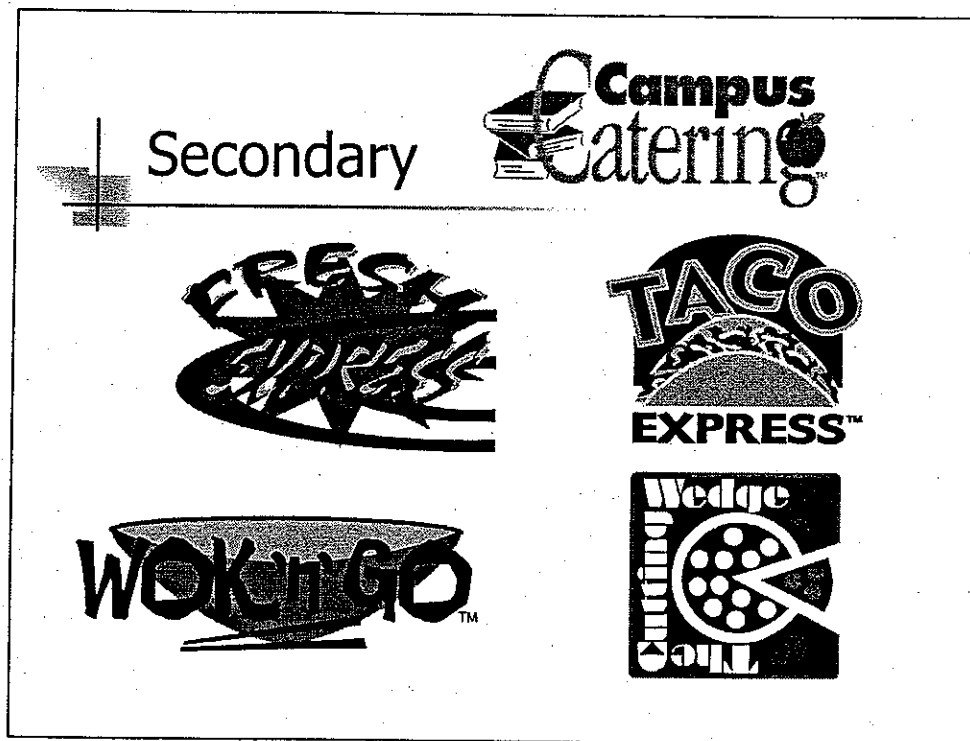


Adequately pricing the meal will help us achieve implementation of plans for this year.

Plans for this coming year will include purchasing more fruits and vegetable, in bulk, to be offered as self serve Garden Bars, and to offer more choices.

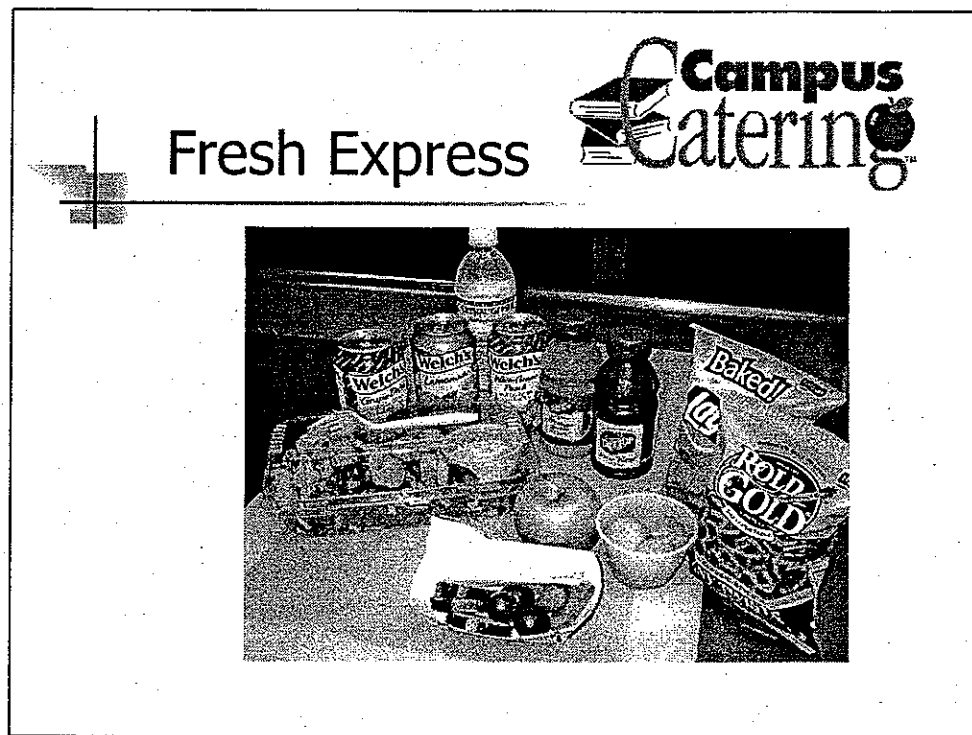
Adequately priced meals will assure that funds for foods needed to serve a quality meal are available.

Adequately priced meals can help to provide the community with access to nutritious meals through our schools, encourage students to participate because they see the value in the quality of the meal provided, and help to ensure that the Nutrition Services Department is being a collaborative partner in education that contributes to the academic success of every child, every day.

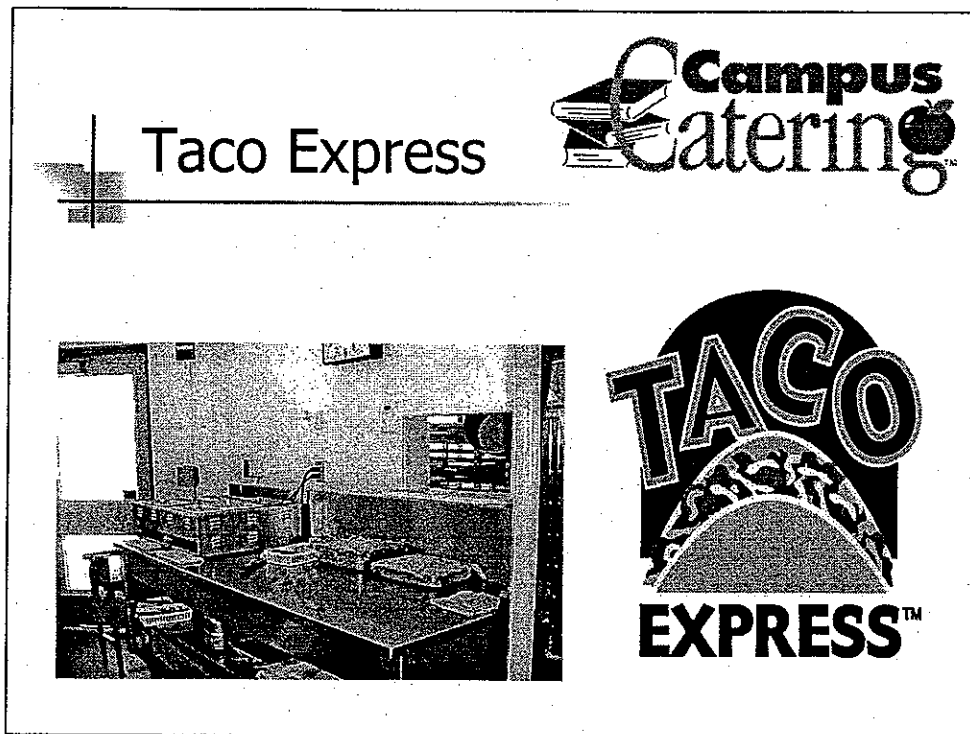


Plans at the secondary sites included rolling out the various menu profiles under the umbrella of Campus Catering.

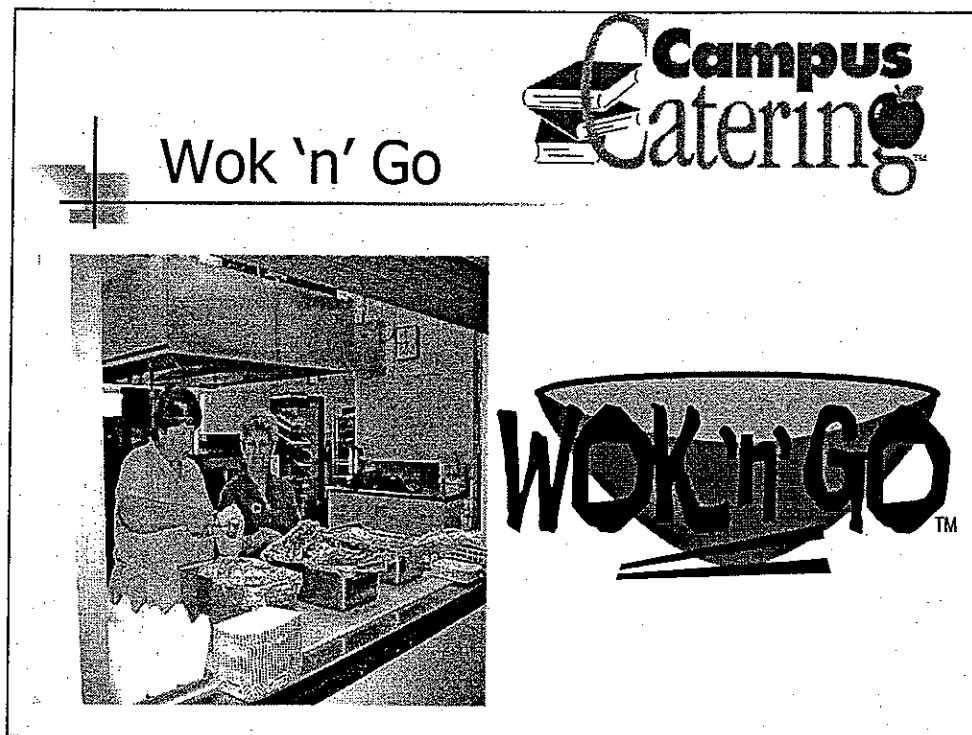
These are some of the concepts under the Campus Catering Umbrella.



We have implemented Fresh Express items and the Big Daddy Cutting Wedge Pizza program.



In the first month of school this school year we will roll out our Taco Express meal concept. Along with the regular fare introduced last year students will have Taco Express meal deals to choose from which include beef tacos, bean & cheese burritos, chicken burritos, combo burritos and the fruit, vegetable and drink sides that go along with the meal deal to complete a balanced meal.



Three rice bowl flavors will be introduced through Wok n Go: Mandarin Orange Chicken, Teriyaki Beef & vegetables, and Spicy Chicken & vegetables.

Are there any questions about the intentions for the recommended price increase for lunch?

Reimbursement Rates- Breakfast – 2006-2007

BREAKFAST (Maximum)	FREE	REDUCED	FULL
FEDERAL	\$1.56	\$1.26	\$0.24
STATE	\$0.1413	\$0.1413	ZERO
STUDENT	ZERO	\$0.30 Maximum	\$1.4613 Minimum
TOTAL	\$1.7013	\$1.7013	\$1.7013

For the breakfast, these are the rates.

Breakfast Charge - Recommendation

	CURRENT	PROPOSED
Elementary- Full	\$0.75	\$1.50
Elementary- Reduced	\$0.25	zero
Secondary- Full	\$1.00	\$1.75
Secondary- Reduced	\$0.25	zero

For Breakfast, these are the recommendations.

One difference in the breakfast recommendation from the lunch recommendation is that we are recommending to eliminate the charge to the reduced child.

With our \$228,000 Breakfast Expansion Grant eliminating the charge for the reduced breakfast may help bring students to the program that are not participating because the charge for the reduced meal may be out of their household budget.

Any questions about the recommendations for breakfast pricing?

POLICIES AND PROCEDURES

Section: 3000 Series
Business Services -
MOT (per Exhibit “A”)

First Reading: June 21, 2006
(Information)

Second Reading: August 2, 2006
(Action)

Exhibit "A"

<u>NEW</u>	<u>OLD</u>	<u>TITLE</u>
BP3111	N/A	Deferred Maintenance Funds
BP3250	BP3710	Transportation Fees
AR3250	BP3710 AR3710.5	Transportation Qualifications and Fees
BP3511	N/A	Energy Conservation
AR3511	N/A	Energy Conservation
BP3514.1	BP3520.1	Hazardous Substances
BP3514.2	BP3519	Integrated Pest Management
BP3517	N/A	Facilities Inspection
BP3518	BP3518	Elementary Playground Equipment
AR3518.2	AR3518.2	Elementary Playground Equipment
BP3540	N/A	Transportation
AR3540	N/A	Transportation
AR3541.1	AR3710.6 AR3710.7 AR3710.9	Field Trips and Interscholastic Athletic Trip Procedures
BP3541.2	N/A	Transportation of Students with Disabilities
AR3542	BP3720	School Bus Drivers
AR3543	AR3710.1 AR3710.2 AR3710.3 AR3710.4	Transportation Safety and Emergencies
BP3311	BP3311	Uniform Public Construction Cost Accounting System
BP3515.6	BP3515.6	Criminal Background Checks for Contractors



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

Board Policy:

#3111

Section:

Business

Page 1 of 1

DEFERRED MAINTENANCE FUNDS

In order to help meet the District's facility maintenance needs, the Governing Board shall discuss proposals and plans for expenditures of deferred maintenance facility funds at a regularly scheduled public hearing.

In any year that the District does not set aside one-half of one percent of its current-year revenue limit average daily attendance for deferred maintenance, the Board shall submit a report, by March 1, to the Legislature, with copies to the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the State Allocation Board.

The report shall include all of the following:

1. A schedule of the complete school facilities deferred maintenance needs of the District for the current year, including a schedule of costs per school site and total costs
2. A detailed description of the District's spending priorities for the current year, and an explanation of why those priorities, or any other considerations, have prevented the district from setting aside sufficient local funds so as to permit it to fully fund its deferred
3. maintenance program and, if eligible, to participate in the state deferred maintenance funding program as set forth in Education Code 17584
4. An explanation of how the Board plans to meet its current-year facilities deferred maintenance needs without setting aside the funds set forth in Education Code 17584

Copies of the report shall be made available at each school site and shall be provided to the public upon request.

Legal References:

EDUCATION CODE

§17565-17591 Property maintenance and control, especially:

§17584 Deferred maintenance

§17584.1 Deferred maintenance reports



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

Board Policy:

#3250

Section:

Business

Page 1 of 1

TRANSPORTATION FEES

Because the cost of providing student transportation exceeds funding provided by the State, the Governing Board finds it necessary to charge fees for home-to-school student transportation.

Fees shall be determined on the basis of operating costs in accordance with law.

No charge shall be made for any transportation of students whose individualized education program requires transportation or whose parents/guardians are determined indigent pursuant to administrative regulations.

Legal References:

EDUCATION CODE

- §10913 Fees for uses of school buses for community recreation purposes
- §35330 Excursions or field trips
- §39800-39860 Transportation, especially:
 - §39801.5 Transportation fees for adults
 - §39807.5 Payment of transportation cost; amount of payment
 - §39809.5 Excess fees; adjustments
 - §39837 Fees for summer employment transportation
- §41850 Home-to-school and special education transportation
- §49557 Applications for free and reduced price meals
- §49558 Confidentiality of applications and records
- §56026 Individuals with exceptional needs

CODE OF REGULATIONS, TITLE 5

- §350 Fees not permitted

CODE OF FEDERAL REGULATIONS, TITLE 7

- §245.8 (a) Nondiscrimination practices for children eligible to receive free and reduced price meals and free milk



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

Administrative
Procedure:

#3250(a)

Section:

Business

Page 1 of 3

TRANSPORTATION QUALIFICATIONS AND FEES

Home-to-School Transportation

Home-to-school transportation services will be made available for a fee to grades K-6 students who reside more than two miles from their schools of attendance and grades 7-12 students who reside more than three miles from their schools of attendance, or if they qualify on a space available basis.

Home-to-school bus runs will be made once in the morning, and school-to-home bus runs will be made once in the afternoon. Early morning, mid-day and/or late afternoon bus runs will not be made to accommodate students who are unable to use the regular morning and afternoon bus runs.

Any student who is not eligible for District transportation services (i.e., residing inside the two/three-mile walking distance, Form 10 student, Form 11 student, etc.) may be allowed to ride the school bus for a fee on a "space-available" basis. If applications for space-available ridership exceed available space on the bus, younger students (as determined by grade level) will be granted transportation services on a priority basis (i.e., kindergarten students are first priority; first grade students are second priority; etc.). When it is necessary, an impartial drawing will be used at a particular grade level to determine ridership.

When a Chico Unified School District student 1) qualifies for transportation services and 2) the parent or guardian submits a written request and signs a written waiver releasing the District from liability, the District staff may allow the student to exit a school bus at a specified school to walk to her/his regular school of attendance in the morning and/or walk from the school of attendance in the afternoon to board the bus at a specified school for the ride home. Such special permission may only be granted for a given student on an ongoing basis for regular home-to-school transportation services.

A non-Chico Unified School District (grades K-12) student 1) who resides outside the Chico urban area and 2) attends a private school in Chico may be transported for a fee, via a school bus, upon District receipt of a written parent request and signed liability waiver. Such transportation will be provided at the discretion of District staff on a "space-available" basis after the transportation needs of public school students in the area have been met. If transportation services are provided, the student will board the school bus at a designated bus stop and exit the bus at a specified school to walk to her/his private school. At the end of the school day, the student will walk to a specified school to board the bus for the ride home and will exit the bus at a designated bus stop.



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Staff is directed to coordinate school schedules and bus routes to meet the needs of students. Further, bus routes and stops will be designed to meet the safety needs of students and enable the District to provide transportation services in an energy and cost-efficient manner.

Fee Schedule and Collection

Transportation fees charged by the district shall not exceed the statewide average non-subsidized cost of providing such transportation to a student on a publicly owned or operated transit system, as determined by the Superintendent of Public Instruction. (Education Code 39807.5)

The total amount received by the district from the state and parent/guardian fees shall not exceed the actual operating cost of home-to-school transportation during the fiscal year. If excess fees are collected due to errors in estimated costs, fees shall be reduced in succeeding years. (Education Code 39809.5)

The Governing Board shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

Bus passes and tickets shall be sold at the Transportation Department Office. No money shall be collected on school buses.

Student Transportation Fees

The annual home-to-school transportation fee schedule for all students (K-12) who ride the bus to or from school and/or to and from school will be reviewed annually and a fee schedule established for the year. Each family must pay for up to two riders per family, but any additional riders from the family will be transported free.

Transportation fees for students who ride the school bus once in the morning or once in the afternoon will be one-half the rate paid by other students. Fees for less than a full year will be prorated by staff based on the proportional part of the year that transportation of the student is approved by the District.

A punch pass may be purchased for the occasional bus rider who may wish to ride the bus on a space-available basis.



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Parents desiring home-to-school transportation services must apply for the service and receive District approval before their child (ren) will be allowed to ride the school bus. Parents who pay a transportation fee and received District approval for their child to ride a school bus will be advised that they must pay any subsequent transportation fee(s) prior to the beginning of a new quarter to retain their transportation service. Parents will also be advised that if transportation fees are not paid prior to the beginning of a new quarter their transportation services will be revoked within five (5) school days after notification of non-payment and the parent assumes full responsibility for the welfare and transport of her/his child.

Exemption from Fees

Students unable to attend their neighborhood school due to overcrowding shall be provided free transportation to another school as assigned by the District until a vacancy occurs in their neighborhood school.

Eligibility for free or reduced transportation based on indigence shall be based on the income eligibility scales used for the free and reduced-price lunch program. Proof of income must be supplied at the time of application.

At the beginning of the school year and whenever a new student is enrolled, parents/guardians shall receive information about free transportation eligibility standards, application procedures and appeal procedures.

All applications and records related to eligibility for free transportation shall be confidential and used only for purposes directly connected with the free transportation program.

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats or any other means. They shall in no way be treated differently from other students nor shall their names be published, posted or announced in any manner or used for any purpose other than the transportation program.



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TRANSPORTATION POLICY

Under California Law, public K-12 school Districts may assist all or some parents in transporting their children to school. To help promote student safety, reduce traffic congestion, conserve energy, reduce air and noise pollution and help meet student and family needs, the District will provide home-to-school transportation services for eligible students. District transportation services may be provided via school District vehicles, contracted services, and/or volunteer services.

The safety of students and staff is a primary goal of the District; therefore, all school buses will comply with applicable laws, regulations and inspection requirements. All school bus drivers will meet both state and school District standards to qualify as bus drivers. Those students transported in a school bus will be under the authority of and responsible to the driver of the bus. All students will conduct themselves in a cooperative manner. Any student who does not conduct herself/himself appropriately will be subject to disciplinary action.

Consistent with available financial resources, the Chico Unified School District will provide safe, energy-efficient and cost-effective transportation services for eligible students residing within Chico Unified School District boundaries. Revenue to fund student transportation services will be provided by the State, received from student fees and allocated from the District General Fund.

Parent Information

Parents or guardians of all pupils not previously transported in a school bus and who are enrolled in grade K-grade 6, shall be provided with a transportation safety plan that includes:

1. A list of school bus stops near each pupil's home.
2. General rules of conduct at school bus loading zones.
3. Red light crossing instructions.
4. School bus danger zone.
5. Walking to and from school bus stops.

Home-to-School Transportation

At least once each school year, all pupils in kindergarten through grade eight who receive home-to-school transportation shall receive safety instruction which includes: proper loading and unloading procedures, including escorting by the driver, proper passenger conduct, bus evacuation and location of emergency equipment.

Prior to departure on a school activity trip, all pupils riding the school bus or school pupil activity bus shall receive safety instruction which includes location of emergency exits and location of emergency equipment.

Home-to-school transportation services will be made available for a fee to grades K-6 students who reside more than two miles from their schools of attendance and grades 7-12 students who reside more than three miles from their schools of attendance, or if they qualify on a space available basis.

Home-to-School transportation services will be provided free of charge to each student in the District with exceptional needs who has transportation services specified in her/his Individual Educational Plan, and to students from indigent families residing outside the referenced two- and three-mile walking distance standards or if they qualify on a space-available basis.

Home-to-school bus runs will be made once in the morning, and school-to-home bus runs will be made once in the afternoon. Early morning, mid-day and/or late afternoon bus runs will not be made to accommodate students who are unable to use the regular morning and afternoon bus runs.

Any student who is not eligible for District transportation services (i.e., residing inside the two/three-mile walking distance, Form 10 student, Form 11 student, etc.) may be allowed to ride the school bus for a fee on a "space-available" basis. If applications for space-available ridership exceeds available space on the bus, younger students (as determined by grade level) will be granted transportation services on a priority basis (i.e., kindergarten students are first priority; first grade students are second priority; etc.). When it is necessary, an impartial drawing will be used at a particular grade level to determine ridership.



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When a Chico Unified School District student 1) qualifies for transportation services and 2) the parent or guardian submits a written request and signs a written waiver releasing the District from liability, the District staff may allow the student to exit a school bus at a specified school to walk to her/his regular school of attendance in the morning and/or walk from the school of attendance in the afternoon to board the bus at a specified school for the ride home. Such special permission may only be granted for a given student on an ongoing basis for regular home-to-school transportation services.

A non-Chico Unified School District (grades K-12) student 1) who resides outside the Chico urban area and 2) attends a private school in Chico may be transported for a fee, via a school bus, upon District receipt of a written parent request and signed liability waiver. Such transportation will be provided at the discretion of District staff on a "space-available" basis after the transportation needs of public school students in the area have been met. If transportation services are provided, the student will board the school bus at a designated bus stop and exit the bus at a specified school to walk to her/his private school. At the end of the school day, the student will walk to a specified school to board the bus for the ride home and will exit the bus at a designated bus stop.

Staff is directed to coordinate school schedules and bus routes to meet the needs of students. Further, bus routes and stops will be designed to meet the safety needs of students and enable the District to provide transportation services in an energy and cost-efficient manner.

Student Transportation Fees

The annual home-to-school transportation fee schedule for all students (K-12) who ride the bus either to or from school and/or to and from school will be reviewed annually and a fee schedule established for the year. Each family must pay for up to two riders per family, but any additional riders from the family will be transported free.

Transportation fees for students who ride the school bus once in the morning or once in the afternoon will be one-half the rate paid by other students. Fees for less than a full year will be prorated by staff based on the proportional part of the year that transportation of the student is approved by the District.

A booklet of bus tickets may be purchased for the occasional bus rider who may wish to ride the bus on a space-available basis. The cost of each ticket in the booklet will be 50 cents.

Parents desiring home-to-school transportation services must apply for the service and receive District approval before their child(ren) will be allowed to ride the school bus; however, exceptions may be made by staff at the beginning of the school year and in emergency situations. Parents who pay a transportation fee and received District approval for their child to ride a school bus will be advised that they must pay any subsequent transportation fee(s) in a timely manner to retain their transportation service. Parents will also be advised that if transportation fees are not paid in a timely manner and transportation services are revoked, the parent assumes full responsibility for the welfare and transport of her/his child.

In-Lieu Transportation Payments

The Superintendent/designee may authorize payments in lieu of transportation services to parents of qualifying Special Education students and indigent families when such authorization is necessary to enable the students to attend school.

School-to-School Transportation

Free interschool transportation services will be provided for each Special Education student whose Individual Educational Plan requires transportation to a school other than the student's school of residence and may be provided by the District when a student(s) is unable to attend the neighborhood school due to school overcrowding.

Field Trips and Special Activities

District transportation services may be provided when funding is available for school field trips, co-curricular and extracurricular activities. (Students will be assessed fees for interscholastic athletic transportation.) Additionally, the staff may, as approved by the principal, utilize private vehicles to transport students for school activities. The owner of a private



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vehicle may provide the service on a volunteer basis or be reimbursed for expenses incurred on a per-mile basis. All field trips and special activity trips will comply with all applicable laws and District policy, procedure and regulations. All trips shall be appropriately supervised.

The Superintendent will develop, implement, monitor, evaluate and modify, on an as-needed basis, transportation procedures to implement this policy.

SELECTED STATUTORY REFERENCES

Education Code § 10900 -	Purposes of chapter
10913 -	Fees for use of school buses
35160 -	Authority of governing boards commencing January 1, 1976
35330 -	Excursions and field trips
35350 -	Transportation of students
39800 -	Powers of governing board to provide transportation for pupils to and from school; definition of "municipally owned transit system"
39807.5 -	Powers of governing board to require payment for transportation
39808 -	Transportation of pupils attending other than public school
39830 -	"School bus"
39831.5 -	Student Safety and Parent Information
39835 -	Use for community recreation
39840 -	Lease of school buses to governmental agencies
39841 -	Agreements; required content
39860 -	Transportation to special activities by District
41850 -	Home-to-school and special education transportation; apportionments; computation of allowances provided to regional occupational centers or programs
51202 -	Instruction in personal and public health and safety
Title 5	§14101 - Definitions
Administrative	14102 - Bus Evacuation Instruction
Code	14103 - Authority of the Driver
Vehicle Code	§2807 - Bus Inspections

RECOMMENDED:

General Administrative Council - May, 1998

RECOMMENDED:

Superintendent - May, 1998

ADOPTED:

Board of Education - July, 1998



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PAYMENT IN LIEU OF TRANSPORTATION PROCEDURE

When a student resides (1) more than five miles from the school of attendance and transportation services are not provided by the District due to excessive travel distance and/or costs, or (2) more than five miles from the nearest school bus stop when transportation services are provided, the parents of the student will be eligible to receive in-lieu payments for transporting the student to the school or bus stop. Such in-lieu payments will be based on one round trip per day that the student is transported.

If there are two or more children in the family that are on two or more different school schedules (i.e., kindergarten and sixth grade) that requires the parents to make an extra trip(s) to the school/bus stop during the day, the parents will be reimbursed for a second round trip each day.

To be eligible to receive expense payments for transportation in lieu of bus service, the parent must make application to the District by completing an "Annual Request for Payment In Lieu of Transportation" form and, if a car pool is involved, an "In-Lieu Transportation Insurance" form.

Payments to parents who provide District-approved in-lieu transportation services will be made in January, April/May and June/July based on the actual attendance of the student.

RECOMMENDED: General Administrative Council - August, 1990
APPROVED: Superintendent - August, 1990
UPDATED: May, 1998



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ENERGY CONSERVATION

During the hours that schools are in session, the Chico Unified School District will endeavor to maintain temperatures inside occupied school facilities that are within specified comfort zones for the season and are conducive to student learning. During non-school hours when school facilities are being occupied by a student or community group(s), depending on the needs of the group(s), the temperature inside the facilities may or may not be maintained in a designated comfort zone. During non-business hours when facilities are not being used by a student and/or community group, the temperatures inside the facilities will not be maintained in designated comfort zones.

Staff members will schedule and use school facilities to meet the needs of student and/or community groups in a cost effective and energy efficient manner. To conserve both energy and financial resources, to the extent that it is reasonable, the District will utilize technologically advanced heating, ventilating and air conditioning systems and complementing energy management systems.

The Superintendent will develop, implement, monitor and evaluate administrative procedures to operationalize his policy.

Only modification is a change in the policy number to coincide with CSBA policy numbers.



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ENERGY CONSERVATION

The school district will provide positive classroom environments for students and staff in an energy efficient and cost effective manner. Some key components of energy efficient and cost effective schools include installation and utilization of technologically advanced heating/ventilating/air conditioning (HVAC) systems, energy management systems that provide optimum utilization and longevity of the HVAC equipment, systematic maintenance service that will allow the HVAC equipment to operate at maximum efficiency and appropriate scheduling of the facilities to minimize the need for energy consumption.

HVAC Equipment

District maintenance staff will systematically evaluate the energy efficiency and cost effectiveness of HVAC equipment in District facilities to determine when the existing equipment is no longer cost effective to operate. When equipment replacement is needed, the fiscal data will be confirmed and an equipment replacement schedule developed. The equipment replacement recommendations will be formulated concurrent with the development of the annual District budget. To supplement District funding, staff will identify and make application for viable non-District equipment replacement and/or energy conservation funding.

Energy Consumption

Energy management systems are designed to monitor and control a wide variety of District operations including, but not limited to, HVAC units, energy consumption, security, irrigation, equipment malfunctions, equipment service, facilities use, etc.; but, this Energy Conservation Procedure governs only HVAC use, control and service. The energy management system not only monitors and controls the operating hours, efficiency and service of the HVAC equipment but can also be programmed to utilize the normal daytime high temperatures and nighttime low temperatures to help control the temperature inside the facilities; therefore, the consumption of electricity and natural gas is reduced.

1. The Operational Hours

The school principal (manager of other District facilities) will notify the District maintenance representative who programs the energy management system of the planned occupancy of each school facility. The maintenance representative is then responsible for maintaining the temperature and air circulation in all District facilities in the "comfort zone" during the hours that the facilities will be occupied. When a special activity is scheduled in a facility during hours that the facility is not scheduled for occupancy, the



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principal will notify the maintenance representative who will then provide appropriate heating/cooling for the special activity.

2. Manual Operation of HVAC Units

Some rooms in District facilities will have manual overrides on the HVAC systems that will provide heating/cooling on demand for short periods of time during hours that the facility is not scheduled for occupancy. The manual override can be activated inside the room by a room occupant for a minimum of twenty minutes and a maximum of one hour. After the operational time (twenty minutes to one hour) has elapsed, the override can again be activated to provide the needed heating/cooling. (Staff is presently researching the option of shutting off the heating/cooling modes in the system to allow the occupant to open windows and use only the ventilating mode for that particular room.)

3. Room Environment

When the HVAC unit is in a heating/cooling mode, open windows and/or doors result in energy waste, HVAC unit inefficiency and excessive operational expenses. Therefore, windows and/or doors to the outside will remain closed. The recommended "comfort zone" for a typical room in the cooling mode is 78°F and in the heating mode is 68°F, but the room occupant will be allowed latitude as follows:

<u>Mode</u>	<u>Standard Room/Office Temperature</u>	<u>Minimum Temperature</u>	<u>Maximum Temperature</u>
Cooling	78	76	None
Heating	68	None	70

4. Scheduling of Facilities

Staff will schedule facilities in an energy efficient and cost effective manner. Consideration will be given to scheduling activities at times that minimize the need to heat or cool the facilities. Additionally, when it is necessary to schedule facilities during days and/or hours that will require heating/cooling services, the activity should be scheduled in a room that can be individually heated/cooled rather than a room that is served by a multi-zone HVAC that will, by design, cool an entire facility and/or wing of classrooms.

Only modification is a change in the procedure number to coincide with CSBA numbers.



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HAZARDOUS SUBSTANCES

The Governing Board recognizes that potentially hazardous substances are used in the daily operations of our schools. The Superintendent/designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner.

Insofar as possible, the Superintendent/designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

The Superintendent/designee shall develop, implement and monitor a written hazard communication plan in accordance with state law. As part of this plan, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

The Superintendent/designee shall be responsible for developing, implementing and monitoring District procedures consistent with this policy.

Legal References:

EDUCATION CODE

§49341 Legislative findings

§49401.5 Legislative intent; consultation services

§49411 Chemical listing; compounds used in school programs; determination of shelf life; disposal life; disposal

FOOD AND AGRICULTURE CODE

§12981 Regulations re: pesticides and worker safety

HEALTH AND SAFETY CODE

§25163 Transportation of hazardous wastes; registration; exemptions; inspection

§25500-25520 Hazardous materials release response plans; inventory

LABOR CODE

§6360-6363 Hazardous Substances Information and Training Act

CODE OF REGULATIONS, TITLE 8

§5194 Hazard Communication

Only modification is a change in the procedure number to coincide with CSBA numbers.



HAZARDOUS SUBSTANCES

The disposal of chemicals may be accomplished in accordance with removal and disposal requirements established by the California Department of Toxic Substance Control and California Environmental Protection Agency.

The written hazard communication program shall be available upon request to all employees and their designated representatives.

The following materials are exempted from the hazard communication program and this district regulation: hazardous wastes; tobacco products; wood and wood products; manufactured articles; food, drugs and cosmetics intended for personal consumption by employees while in the workplace; and substances used in compliance with regulations issued by the Department of Pesticide Regulation pursuant to Food and Agriculture Code 12981.

1. Container Labeling

Except for consumer products which are already labeled in compliance with federal law, no container of hazardous substance shall be accepted by schools or the district unless labeled by the supplier with the following information:

- a. Identify of the hazardous substance(s)
- b. Hazard warning statements
- c. Name and address of the chemical manufacturer or importer

Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement.

2. Material Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent/designee shall ensure that the manufacturer has also furnished a Material Safety Data Sheet (MSDS) as required by law. If the MSDS is missing or obviously incomplete, the Superintendent/designee shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a complete MSDS is not received.



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The Superintendent/designee shall maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees during working hours. He/she shall review each incoming MSDS for new and significant health or safety information and shall disseminate this information to affected employees.

3. Employee Information and Training

Employees shall receive inservice training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. This training shall include but is not limited to (Code of Regulations, Title 8, Section 5194).

- a. An overview of the requirements of California's Hazard Communication Regulation (Code of Regulations, Title 8, Section 5194), including employee rights described therein.
- b. The location, availability and content of the district's written hazard communication program.
- c. Information as to any operations in the employees' work area where hazardous substances are present.
- d. The physical and health effects of the hazardous substances in the work area.
- e. Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area.
- f. Methods by which employees can lessen the prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment and engineering controls.
- g. Steps the district has taken to lessen or prevent exposure to these substances.
- h. Instruction on how to read labels and review the MSDS for appropriate information.
- i. Emergency and first aid procedures to follow if exposed to the hazardous substance(s).

In addition, employees shall receive training on how to operate the computers or fax machines that provide access to MSDS files.



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4. List of Hazardous Substances

For specific information about the hazardous substances known to be present in the district and schools, employees may consult the MSDS.

5. Hazardous Non-Routine Tasks

When employees are required to perform hazardous non-routine tasks, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measure which must be used. They shall also receive information about emergency procedures and the measures the District has taken to lessen the hazards, including ventilation, respirators and the presence of another employee.

6. Hazardous Substances in Unlabeled Pipes

Before starting to work on unlabeled pipes, employees shall contact their supervisors for information as to the hazardous substance(s) contained in the pipes, the potential hazards, and safety precautions which must be taken.

7. Informing Contractors

To ensure that outside contractors and their employees work safely in district buildings and schools, the Superintendent/designee shall inform these contractors of hazardous substances which are present on the site and precautions that employees may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.



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HAZARDOUS SUBSTANCES

The disposal of chemicals may be accomplished in accordance with removal and disposal requirements established by the California Department of Toxic Substance Control and California Environmental Protection Agency.

The written hazard communication program shall be available upon request to all employees and their designated representatives.

The following materials are exempted from the hazard communication program and this district regulation: hazardous wastes; tobacco products; wood and wood products; manufactured articles; food, drugs and cosmetics intended for personal consumption by employees while in the workplace; and substances used in compliance with regulations issued by the Department of Pesticide Regulation pursuant to Food and Agriculture Code 12981.

1. Container Labeling

Except for consumer products which are already labeled in compliance with federal law, no container of hazardous substance shall be accepted by schools or the district unless labeled by the supplier with the following information:

- a) Identify of the hazardous substance(s)
- b) Hazard warning statements
- c) Name and address of the chemical manufacturer or importer

Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement.

2. Material Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent/designee shall ensure that the manufacturer has also furnished a Material Safety Data Sheet (MSDS) as required by law. If the MSDS is missing or obviously incomplete, the Superintendent/designee shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a complete MSDS is not received.

The Superintendent/designee shall maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees during working hours. He/she shall review each incoming MSDS for new and significant health or safety information and shall disseminate this information to affected employees.

3. Employee Information and Training

Employees shall receive inservice training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. This training shall include but is not limited to (Code of Regulations, Title 8, Section 5194).

- a. An overview of the requirements of California's Hazard Communication Regulation (Code of Regulations, Title 8, Section 5194), including employee rights described therein
- b. The location, availability and content of the district's written hazard communication program
- c. Information as to any operations in the employees' work area where hazardous substances are present
- d. The physical and health effects of the hazardous substances in the work area



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- e. Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area
 - f. Methods by which employees can lessen the prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment and engineering controls
 - g. Steps the district has taken to lessen or prevent exposure to these substances
 - h. Instruction on how to read labels and review the MSDS for appropriate information
 - i. Emergency and first aid procedures to follow if exposed to the hazardous substance(s).

In addition, employees shall receive training on how to operate the computers or fax machines that provide access to MSDS files.

4. List of Hazardous Substances

For specific information about the hazardous substances known to be present in the district and schools, employees may consult the MSDS.

5. Hazardous Non-Routine Tasks

When employees are required to perform hazardous non-routine tasks, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measure which must be used. They shall also receive

6. Informing Contractors

To ensure that outside contractors and their employees work safely in district buildings and schools, the Superintendent/designee shall inform these contractors of hazardous substances which are present on the site and precautions that employees may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

RECOMMENDED: General Administrative Council - June, 1998
APPROVED: Superintendent - June, 1998



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INTEGRATED PEST MANAGEMENT

Definition

Integrated Pest Management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds.

Procedures

The Superintendent or designee shall designate a staff person to develop, implement, and coordinate an IPM program that incorporates effective, least toxic pest management practices. The district's program shall include the following elements:

1. Carefully monitoring and identifying the pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazard that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.
4. Considering a full range of possible alternative treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents.
5. Selecting non-chemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that



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chemical methods must be used, giving preference to those chemicals that pose the least hazard to people and the environment.

6. Ensuring that persons applying pesticides follow label precautions and are trained in the principles and practices of IPM.
7. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and label directions registered with the U.S. Environmental Protection Agency (EPA) as well as any disposal requirements indicated on the product label.

Prohibited Pesticides

The IPM Coordinator shall not use a pesticide on a school site if that pesticide has been granted a conditional or interim registration or an experimental use permit by the California Department of Pesticide Regulation (DPR) or if the pesticide is subject to an experimental registration issued by the EPA and either of the following conditions exists:

1. The pesticide contains a new active ingredient.
2. The pesticide is for new use.

In addition, the IPM Coordinator shall not use a pesticide on a school site if DPR cancels or suspends registration or requires that the pesticide be phased out from use.

Notifications

The IPM Coordinator shall annually notify staff and parents/guardians of students enrolled at a school site, in writing, regarding pesticide products expected to be applied at the school facility in the upcoming year. The notification shall include at least the following:

1. The Internet address (<http://www.schoolipm.info>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184.
2. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it.



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3. An opportunity for interested persons to register to receive notification of individual pesticide application at the school site. The IPM Coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application.
4. Other information deemed necessary by the Superintendent or IPM Coordinator.

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM Coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school at least 72 hours prior to the application.

Whenever the IPM Coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide.

Posting of Warning Signs

The IPM Coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and until 72 hours after the application. The warning sign shall display the following information:

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application.

Records

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California



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Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used.

Legal References:

EDUCATION CODE

§17366 Legislative intent (fitness of buildings for occupancy)

§17608-17613 Healthy Schools Act of 2000

§48980 Notice at beginning of term

§48980.3 Notification of pesticides

FOOD AND AGRICULTURAL CODE

§11401-12408 Pest control operations and agricultural chemicals

§13180-13188 Healthy Schools Act of 2000

GOVERNMENT CODE

§3543.2 Scope of representation; right to negotiate safety conditions

§6250-6270 California Public Records Act

CODE OF REGULATIONS, TITLE 8

§340-340.2 Employer's obligation to provide safety information

UNITED STATES CODE, TITLE 7

§136-136y Insecticide, Fungicide and Rodenticide Act



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INTEGRATED PEST MANAGEMENT

Chico Unified School District will control pests adhering to the philosophy and definition of Integrated Pest Management, as define below; and within the guidelines imposed by the *Healthy Schools Act*.

Definitions

Integrated Pest Management (IPM) is a process for achieving long term, environmentally sound pest suppression through the use of a wide variety of technological and management practices. Control strategies in an IPM program extend beyond the application of pesticides to include structural and procedural modifications that reduce the food, water, harborage and access used by pests.

Pests are organisms that cause damage or economical loss, or transmit disease. Pests include insects, weeds, plant diseases, rodents and algae.

Pesticide describes many substances used to control pests. Pesticides include insecticides, herbicides, fungicides and rodenticides.

Pesticide Application

Chico Unified School District will not use any pesticides known to have cancer causing agents, or causing damage to the reproductive or nervous system. This restriction applies to pesticide applications by district staff and contractor alike.

Only those pesticides listed on the authorized list will be utilized to control District pests and then will be applied only when all other less toxic control measures have failed to reach successful results.

When it is deemed necessary to apply a pesticide, every precaution will be taken to avoid making that application anywhere near the typical physical activity of a student, staff member or visitor.

There will be no pesticide applications during regular school hours, unless the presence of that pest is deemed more dangerous than the treatment.

In accordance with the *Healthy Schools Act*, AB 2660, warning signs will be posted 24 hours prior to the application and will remain posted for 72 hours after the application. "The warning sign shall prominently display the term 'Warning/Pesticide Treated Area' and shall include the product name, manufacturer's name, the United State Environmental Protection Agency's product registration number, intended date and areas of application, and reason for the pesticide application."

Procurement/Dispensing of Pesticides

Purchases of pesticides will be made by a Maintenance/Operations Supervisor who is a certified pesticide applicator, or a designee. No purchase of pesticides, intended to be applied on Chico Unified School District property, will be allowed by school sites or individual staff members.

Dispensing of a pesticide, to be used by a staff member, will be at the discretion of the Maintenance/Operations Supervisor, who will provide the necessary training and information to ensure compliance to both the Department of Pesticide Regulations and AB 2260 safety regulations and laws in applying a pesticide.



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District IPM Coordinator

The designated district IPM Coordinator will be the Director of Maintenance/Operations, or designee, who will monitor all pest problems, particularly those that are recurrent in allocation and/or appear to be the result of failure to adhere to integrated pest management control methods as described.

The IPM Coordinator will be responsible for monitoring and/or coordinating the issuance of notification letters, site record keeping of pesticide usage, and maintenance of the registrant list as defined in the *Healthy Schools Act of 2000*.

Record Keeping and Reporting

In compliance with AB 2260, every school site will maintain records of all pesticides applied at that site. Those records must be kept for four years, and are available to any member of the public.

On July 1 of every year, the Director of Maintenance/Operations, or designee, will gather the above data and will provide a collective report detailing the following information site-by-site:

- a. Each and every pesticide application from the previous year;
- b. Date application was made;
- c. Location on campus of application;
- d. Pest problem being treated; and
- e. Summary of all applications for that site.

This report will be submitted to the Superintendent and will be made accessible to the public and staff.

SELECTED STATUTORY REFERENCES

Healthy Schools Act, AB 2260

Education Code Sections 17608 through 17613 – Healthy Schools Act of 2000

Food and Agricultural Code Sections 13180 through 13188 - Healthy Schools Act of 2000

RECOMMENDED: General Administrative Council – 05/01
RECOMMENDED: Superintendent – 05/01
ADOPTED: Board of Education - 06/01



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FACILITIES INSPECTION

The Governing Board recognizes that the condition of school facilities has an impact on student achievement and employee morale and desires to provide school facilities that are safe, clean and functional, as defined in Education Code 17002.

The Superintendent or designee shall develop a facilities inspection and maintenance program to ensure that district schools are maintained in good repair in accordance with law. At a minimum, the inspection program shall determine conditions specified on the State's interim evaluation instrument, including any evidence of:

1. Gas leaks.
2. Problems with heating, ventilation, or air conditioning systems, as applicable.
3. Broken windows, doors, gates and fences that pose a security risk.
4. Unsafe and unclean interior surfaces, such as walls, floors and ceilings.
5. Hazardous materials that may pose an immediate threat to students or staff.
6. Structural damage that has the potential to create hazardous or uninhabitable conditions.
7. Nonfunctioning fire sprinklers and emergency equipment, such as alarms and fire extinguishers.
8. Power failure, electrical hazards and inadequate lighting.
9. Major pest or vermin infestation.
10. Inaccessible and nonfunctioning drinking fountains.
11. Inaccessible, unclean and nonfunctioning restrooms during school hours.
12. Major sewer line stoppage.

The Superintendent or designee shall provide the Board with regular reports regarding the status of District facilities as evidenced by the District's facility inspection program as well as updates as to the status of any visits by the County Superintendent of Schools to District schools.

Legal References:

EDUCATION CODE

§1240 County superintendent of schools, duties

§17002 Definitions

§17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

§17565-17591 Property maintenance and control, especially:

§17584 Deferred maintenance

§17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

§33126 School Accountability Report Card

§35186 Williams uniform complaint procedure



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ELEMENTARY PLAYGROUND EQUIPMENT

The Board of Education places a high priority on safety and the prevention of injury. Playground equipment shall be carefully selected and installed, so that while presenting challenges, it minimizes accidents and presents no unseen hazards. Safety shall receive prime consideration whenever playgrounds are planned or upgraded. The principal/designee shall ensure that playground equipment is regularly inspected and well maintained.

The Superintendent/designee shall be responsible for developing, implementing and monitoring District procedures consistent with this policy.

Legal References:

HEALTH AND SAFETY CODE

§115725 - §115730

ENVIRONMENTAL HEALTH ARTICLE 2

§65730

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The Superintendent/designee shall be responsible for developing, implementing and monitoring District procedures consistent with this policy.

Selected Statutory References

Health and Safety Code §115725 - §115730

RECOMMENDED: General Administrative Council - June, 1998
RECOMMENDED: Superintendent - June, 1998
ADOPTED: Board of Education - August, 1998



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ELEMENTARY PLAYGROUND EQUIPMENT

All playground equipment that is installed on school sites will meet District safety, construction and maintenance standards. A Handbook for Public Playground Safety will be used as a reference when considering installation of new equipment or evaluating existing equipment.

Consistent with available funding, principals will recommend installation and/or replacement of playground equipment. The recommendation will be acted on by the Safety and Loss Control Coordinator following consultation with the Maintenance/Operations Manager.

All playground equipment will be systematically inspected by the school principal or designee. Any equipment that does not meet District standards will be deactivated immediately pending repair, replacement or removal.

All new playground equipment shall be inspected by a Certified Playground Safety Inspector who shall certify upon installation to the operator, in writing, that the equipment is in compliance with the requirements.

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ELEMENTARY PLAYGROUND EQUIPMENT

All playground equipment that is installed on school sites will meet District safety, construction and maintenance standards. A Handbook for Public Playground Safety will be used as a reference when considering installation of new equipment or evaluating existing equipment.

Consistent with available funding, principals will recommend installation and/or replacement of playground equipment. The recommendation will be acted on by the Director of Elementary Education following consultation with the Maintenance/Operations/Transportation Supervisor.

All playground equipment will be systematically inspected by the school principal. Any equipment that does not meet District standards will be deactivated immediately pending repair, replacement or removal.

RECOMMENDED:
APPROVED:

General Administrative Council - November 1985
Superintendent - December 1985



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TRANSPORTATION

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance and reduce tardiness. The extent to which the district provides for transportation services shall depend upon student and community needs and a continuing assessment of financial resources.

The Superintendent or designee shall recommend to the Board the most economical and appropriate means of providing transportation services.

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the District, provide for the maintenance and operation of District-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

Legal Reference:

EDUCATION CODE

§35330 Excursions and field trips

§35350 Authority to transport pupils

§39800-39860 Transportation, especially:

§39800 Powers of governing board to provide transportation for pupils to and from school; definition of "municipally owned transit system"

§39801 Contract with County Superintendent of Schools to provide transportation

§39802-39803 Bids and contracts for transportation services

§39806 Payments to parents in lieu of transportation

§39807 Food and lodging payments in lieu of transportation

§39807.5 Transportation fees

§39808 District transportation of private school students

§41850-41854 Allowances for transportation

§41860-41862 Supplemental allowances for transportation

§45125.1 Criminal background checks for contractors

GOVERNMENT CODE

§3540-3549.3 Educational Employment Relations Act



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CODE OF REGULATIONS, TITLE 5

§14100-14103 Use of school buses and school pupil activity buses

§15240-15343 Allowances for student transportation, especially:

§15253-15272 District records related to transportation

VEHICLE CODE

§2807 School bus inspection

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TRANSPORTATION

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student.

Means of Transportation

To provide transportation services, the Governing Board may purchase, rent or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools.

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts.

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FIELD TRIPS AND INTERSCHOLASTIC ATHLETIC TRIP PROCEDURES

Field Trips and Special Activities

District transportation services may be provided when funding is available for school field trips, co-curricular and extracurricular activities. Additionally, the staff may, as approved by the principal, utilize private vehicles to transport students for school activities. The owner of a private vehicle may provide the service on a volunteer basis or be reimbursed for expenses incurred on a per-mile basis. All field trips and special activity trips will comply with all applicable laws and District policy, procedure and regulations. All trips shall be appropriately supervised.

Expenses for Field Trips

All field trip expenses will be charged to the school/department requesting the service.

The mileage for all trips will be calculated as follows:

Mileage from the bus garage to the requesting school site + mileage from school site to field trip destination + return mileage to the school site + mileage from requesting school to the Bus Garage = Total Mileage

A mileage rate will be established and reviewed on an annual basis. Modifications to the mileage rate will be based on the prior year's actual expenses.

Charges for an overnight trip will be the same as a single day trip. A bus driver will not be paid for the time the driver is relieved of duties in the evening until duties are resumed the following day. The driver is guaranteed a minimum of eight hours per day for an overnight trip. Driver expenses will also include reasonable costs for lodging and a meal(s) if the driver is relieved of duties.

For budgeting purposes, a mileage list to the most common destinations will be provided to all school sites.

Interscholastic Athletic Transportation Trips

Student athletes who use District-provided transportation for away contests will be required to pay an interscholastic athletic transportation fee to help offset the District transportation operational expenses for the team when the team is transported at District expense. The fee will



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not be applicable to the athletes on any interscholastic athletic team that does not utilize District vehicles to transport the athletes.

Students from indigent families who participate in the interscholastic athletic program will be provided transportation to interscholastic athletic events free of charge or on a reduced rate. The identity of students who are not required to pay the fee will be kept confidential. Indigence shall be based on the income eligibility scales used for the free and reduced priced lunch.

Transportation Fees

The interscholastic athletic transportation fee will be calculated per participant per sport and will be reviewed annually.

Athletes who use District-provided transportation must pay the interscholastic athletic transportation fee prior to the team's first contest. Athletes who use District-provided transportation must pay the fee in full by the date set by the individual school.

Fees will be paid to the respective schools' Student Body Account Clerk who will maintain an appropriate District athletic account within the school's student body account. Each school will be responsible for establishing an appropriate internal tracking system for the collection of interscholastic athletic fees.

The schools will be billed for expenses on a monthly basis.

Refunds

Athletic transportation fees will be refunded upon school receipt of a written parent fee refund request as follows:

- | | |
|-------------------------|--|
| FULL REFUND: | If the student is no longer a member of the team for the first team contest |
| ONE-HALF REFUND: | If the student is on the team for the first team contest, but is no longer on the team after one-half of the contests are completed. |
| NO REFUND: | If the student is a member of the team after the mid-point of the season (i.e., more than one-half of the contests completed) but is no longer on the team at the end of the season. |



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The Superintendent will develop, implement, monitor, evaluate and modify, on an as -needed basis, transportation procedures to implement this policy.

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FIELD TRIP/SPECIAL ACTIVITIES PROCEDURE

Students involved in District sponsored and/or sanctioned curricular, co-curricular or extracurricular activities may be transported via school bus, District-owned vans, private vehicles wherein the owner will be paid for mileage expenses, and private vehicles provided at no expense to the District.

School Bus

A school bus may be scheduled by making a telephone call to the Transportation Department to confirm that a bus is available. If a bus is available, the person requesting the bus will submit a completed, duplicate "Bus Reservation" form to the Transportation Department staff. A bus driver will be assigned for the activity, and written confirmation of that assignment will be returned to the person requesting the bus. To facilitate the bus scheduling for athletic contests, school representatives are encouraged to submit transportation requests for each sport for the entire season and bus service will be confirmed by Transportation Department staff. Scheduled bus trips may be canceled by the District on short notice due to the availability of buses and/or drivers.

The person/designee requesting the bus service will assist the driver with supervision during the trip and will be responsible for leaving the bus in a clean condition when the trip is complete. If the bus is not left in a reasonably clean condition, as determined by the Transportation Foreman, a cleanup fee will be paid by the person requesting the bus service.

The person requesting the bus service will be billed for direct expenses incurred by the District to provide the service. These expenses will vary depending on the mileage for the trip, single-day trip, overnight trip, cleanup fee, etc. Also, if a scheduled bus trip is not canceled in a timely manner and the bus driver reports to work causing the District to incur an expense, the person who requested the transportation service will be billed for the driver expenses incurred by the District.

District Van

A District van may be scheduled by making a telephone call to the Transportation Department to confirm that a van is available. If a van is available, the person requesting the van will submit to the Transportation Department staff a written duplicate request to use the van. A van will then be assigned, and written confirmation will be returned to the person requesting the use of the van. To facilitate the van scheduling for athletic contests, school representatives are encouraged to submit transportation requests for each sport for the entire season and van service will be confirmed by Transportation Department staff. Scheduled van trips may be canceled by the District on short notice due to the availability of vans.

Each driver of a van must be approved by a school principal/designee/management representative. The approval is valid for the entire school year. Such approval will be submitted, in writing, to the Transportation Foreman before the van will be released from the Transportation Yard. A list of approved drivers for each school/department will be maintained in the Transportation Department for the entire school year to eliminate the need to approve a driver on a trip-by-trip basis. The principal/designee/management representative will consider the following criteria when approving a driver:

1. 21 years of age or over;
2. valid California driver's license;
3. safe driving record;
4. health history; and
5. driving experience with large vehicles.



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If the potential driver has not had experience with a large vehicle, an appointment can be made with the Transportation Foreman to provide the potential driver with an orientation and opportunity to test drive the vehicle. If the orientation and/or test drive is needed, it will be completed before approval to drive the vehicle is granted by the principal/designee/management representative.

When the trip is completed, the person requesting the van will be billed for expenses incurred by the District to provide the vehicle. Such expenses will include mileage and may include a cleanup fee, damages, etc.

Private Vehicle

District staff may make arrangements to have transportation services provided by private vehicle. The staff member arranging such transportation services will have the owner of the private vehicle complete a "Private Vehicle Requirement Form" wherein the owner confirms that she/he meets all District requirements to provide the services. The completed form will be maintained on file at the originating school/department until the Custodian of Records determines that the record is no longer needed.

**RECOMMENDED:
APPROVED:**

**General Administrative Council - August, 1990
Superintendent - August, 1990**



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EXPENSES FOR FIELD TRIPS PROCEDURE

All field trip expenses will be charged to the school/department requesting the service. The mileage expenses for the buses and vans will be reviewed annually and an expense schedule established for the current year at the beginning of the fiscal year, based on the prior year's actual expenses with an inflationary adjustment. Efforts will be made to maintain the same vehicle mileage expenses for the entire fiscal year, but a subsequent adjustment during the year will be made, if necessary, to reflect actual expenses for the vehicle.

Vehicle Expenses

Mileage expenses for both buses and vans will be based on the actual mileage driven for the field trip or the District-approved standard round trip mileage chart. The standard chart includes ten miles for picking up and returning students in Chico and minimal in-town driving at the destination. If the staff member supervising the field trip directs the driver to drive additional mileage, that mileage may be added to the mileage listed on the standard mileage chart. Any additional mileage expenses incurred due to driver error will be assumed by the Transportation Department.

Standard Round Trip Mileage Chart

Anderson.....	133	Shasta.....	158
Biggs.....	62	Shasta College.....	166
Butte College.....	38	Sacramento.....	194
Central Valley.....	170	Susanville (via Highway 32).....	223
Coming.....	70	(via Highway 36).....	306
Durham.....	24	(round trip both routes).....	265
Enterprise.....	154	West Valley.....	136
Gridley.....	70	Whiskey Town Camp.....	168
Orland.....	54	Willows.....	80
Oroville.....	58	Woodleaf Camp.....	114
(for cross country).....	74	Yreka.....	355
Paradise.....	45	Yuba City/Marysville.....	110
Red Bluff.....	96		

Drivers

Charges for drivers' hours will be based on the current Collective Bargaining Agreement and will include straight time, time and one-half and double time and one-half. Straight time expenses are up to eight hours per day on Monday through Friday, and hours in excess of eight hours on those days are time and one-half. Up to eight hours on Saturday and Sunday will be at time and one-half, and hours in excess of eight will be double time and one-half.

Hours on holidays will be double time and one-half.

During the regular work week, drivers will be assigned in a manner to keep overtime hours to a minimum.

Driver expenses for a trip will include (1) a fifteen minute warm up and inspection time, (2) all on duty hours spent from the time the bus leaves the Corporation Yard until the bus returns to the Corporation Yard and (3) any hours needed to clean the bus for the next days use. Drivers will provide their own meals while they are on duty.

Charges for an overnight trip will be the same as for a single day trip, except that a bus driver will not be paid for the time the driver is relieved of duties in the evening until duties are resumed the following day. The driver is guaranteed a minimum of eight hours per day for an overnight trip. Driver expenses will also include reasonable costs for lodging and a meal(s) if the driver is relieved of duties.

**RECOMMENDED:
APPROVED:**

**General Administrative Council - May, 1995
Superintendent - June, 1995**



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INTERSCHOLASTIC ATHLETIC TRANSPORTATION FEE PROCEDURE

Student athletes who use District-provided transportation for away contests will be required to pay an interscholastic athletic transportation fee to help offset the District transportation operational expenses for the team when the team is transported at District expense. The fee will not be applicable to the athletes on any interscholastic athletic team that does not utilize District vehicles to transport the athletes.

Students from indigent families who participate in the interscholastic athletic program will be provided transportation to interscholastic athletic events free of charge. The identity of students who are not required to pay the fee will be kept confidential. For this interscholastic athletic transportation fee procedure, an indigent family is defined as one family with a monthly income less than:

Family Size	Monthly Gross Income	Family Size	Monthly Gross Income
1	\$707	6	\$2,187
2	\$1,158	7	\$2,401
3	\$1,436	8	\$2,618
4	\$1,708	9	\$2,838
5	\$1,946	10 or more	\$3,082

Transportation Fees

The interscholastic athletic transportation fee will be \$49.00 per participant per sport and will be reviewed annually.

Athletes who use District-provided transportation must pay the interscholastic athletic transportation fee prior to the team's first contest. Athletes who use District-provided transportation must pay the fee in full by the date set by the individual school.

Fees will be paid to the respective schools' Student Body Account Clerk who will maintain an appropriate District athletic account within the school's student body account. Each school will be responsible for establishing an appropriate internal tracking system for the collection of interscholastic athletic fees. The schools will be billed for expenses on a monthly basis.

Refunds

Athletic transportation fees will be refunded upon school receipt of a written parent fee refund request as follows:

- FULL REFUND:** If the student is no longer a member of the team for the first team contest
- ONE-HALF REFUND:** If the student is on the team for the first team contest, but is no longer on the team after one-half of the contests are completed.
- NO REFUND:** If the student is a member of the team after the mid-point of the season (i.e., more than one-half of the contests completed) but is no longer on the team at the end of the season.

RECOMMENDED: Secondary Administrative Council - (01/98) 8/01
APPROVED: Superintendent - (08/98) 8/01



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Board Policy: #3541.2

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TRANSPORTATION OF STUDENTS WITH DISABILITIES

The Governing Board shall ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program (IEP) or accommodation plan. The District shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP.

The Superintendent or designee shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan.

The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.

Legal Reference:

EDUCATION CODE

§39807.5 Payment of transportation cost
§39839 Guide dogs, signal dogs and service dogs on bus
§41850-41854 Allowances for transportation
§48300-48315 Alternative interdistrict attendance program
§48915.5 Expulsion of students with exceptional needs
§56195.8 Adoption of policies
§56327 Assessment for special education and related services
§56345 Individualized education program
§56366 Nonpublic nonsectarian schools or agencies
§56366.1 Waiver of requirements under section 56365 and 56366

CODE OF REGULATIONS, TITLE 5

§15050 Transfer of funds to child development fund and development center for handicapped pupils fund

§15243 Physically handicapped minors

§15271 Exclusion from report

UNITED STATES CODE, TITLE 20

§1400-1487 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

§794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34

§104.4 Equal opportunity under the Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 49

§571.222 Federal requirements for bus securement systems



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SCHOOL BUS DRIVERS

School Bus Driver Authority and Responsibilities

Students transported in a school bus or in a student activity bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road.

A bus driver shall have the authority to discontinue the operation of a school bus whenever he/she determines that it is unsafe to continue.

Administrative regulations related to bus driver authority shall be made available to parents/guardians, students, teachers and other interested parties.

The bus driver is responsible for the safe and orderly conduct of students when they are being escorted across a roadway, loading/unloading the bus and while riding on the bus. When students are to be escorted across a roadway, the driver will first ensure that it is safe to cross the roadway; then the driver will escort all students in Kindergarten through Grade 6 across the roadway. When being escorted across a roadway, students will be directed to cross in front of the bus, between the bus and the driver. The driver will make certain that all students have safely crossed the roadway before moving the bus. The bus driver need not escort students across a roadway when pedestrian traffic is controlled by a traffic signal. Bus drivers shall have the authority to discontinue the operation of school buses whenever the bus driver determines that it is unsafe to continue.

To help ensure the safety and well being of each student, the bus driver will not require a student to leave the bus while in route between home and school or any other destination. Also, the bus driver will not make a bus stop when fog reduces visibility to less than 200 feet in the immediate area of the bus stop.

Drivers shall activate the flashing amber light warning system, if the bus is so equipped beginning 200 feet before any bus stop where students are loading or unloading. They shall operate the flashing red signal lights and stop signal arm at all times when the bus is stopped to load or unload students. The flashing amber warning lights, flashing red signal lights and stop signal arm shall not be operated at any other time, or at any place where traffic is controlled by a traffic officer.



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The use of amber lights, red lights, and stop signal arms will not be required when loading or unloading special education students who are confined to wheelchairs or who are escorted to or from the school bus by a parent, their designee, or by a school official or who may require assistance to load or unload the school bus.

The flashing red signal lights and stop signal arm requirements shall not apply to locations identified by the Superintendent or designee, in consultation with the California Highway Patrol, as presenting a unique traffic hazard due to roadway design or proximity to an intersection.

When the bus is stopped on a highway or private road to load or unload students and a traffic officer or official traffic control signal does not control traffic, the driver shall:

1. Check for approaching traffic in all directions and activate the flashing red light signal system and, if the bus is so equipped, the stop signal arm.
2. Before opening the door, ensure that the flashing red signal lights and stop signal arm are activated and that it is safe to exit the bus.
3. Escort all students who need to cross the highway or private road, using an approved hand-held "STOP" sign while so doing.
4. Require all students to walk in front of the bus as they cross the road or highway.
5. Ensure that all students who need to cross the road or highway have crossed safely and that all other unloaded students and pedestrians are a safe distance from the bus before setting the bus in motion.

The bus driver will make verbal or written reports to the Transportation Foreman under the following circumstances:

1. Recurring and/or serious student misbehavior.
2. Parent and/or student complaints regarding transportation services.
3. Any traffic violation involving the driver's bus.
4. Any accident involving a student or District vehicle.
5. Repeated late school dismissals that cause transportation delays. The driver will also report such late school dismissals to the school principal.
6. Any incident of a bus overload.
7. Mechanical or other problems with buses and equipment.



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Qualifications, Training and Monitoring

All drivers employed to operate school buses or student activity buses shall possess, at a minimum, both of the following documents issued by the State Department of Motor Vehicles:

1. A valid driver's license for the appropriate class of vehicle to be driven
2. A certificate that permits the driver to operate either school buses or student activity buses, as applicable.

School bus drivers shall be subject to drug and alcohol testing in accordance with Governing Board policy and the requirements of federal law.

The Superintendent or designee shall notify the Department of Motor Vehicles within five (5) days whenever any school bus driver has tested positive for drugs or alcohol, is dismissed for a cause related to student transportation safety, or whenever a driver so dismissed has been reinstated.

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AUTHORITY OF SCHOOL BUS DRIVER

The bus driver will maintain a safe, orderly and positive environment for students while on the bus and when being escorted across the roadway or highway. If other District staff members are passengers on the bus, they will assist the driver in maintaining an appropriate environment. Students are expected to assist the driver in maintaining an appropriate environment by conducting themselves in a cooperative and respectful manner.

Any student who does not conduct herself/himself in an appropriate manner will be subject to disciplinary action. Disciplinary action may involve the issuance of a citation or, for repeated citations and/or a severe matter, the student will be denied transportation for a period of time. To help ensure the safety of students, the bus driver will not require any student to leave the bus while the bus is in route between home, school and/or any other destination.

The driver will comply with all Federal, State and District laws and regulations. The driver is responsible to immediately report any accident to the California Highway Patrol and the driver's supervisor.

SELECTED STATUTORY PROVISIONS

Calif. Admin. Code Title V §14103 - Authority of the Driver

Vehicle Code §12517 - Qualifications of Drivers

RECOMMENDED: Superintendent - June, 1990
ADOPTED: Board of Education - June, 1990



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TRANSPORTATION SAFETY AND EMERGENCIES

Transportation Safety Plan

The Superintendent or designee shall develop a transportation safety plan to address student safety that includes all of the following:

1. Procedures for determining if students in Grades k-12 require escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in Grades K-12 to follow as they board and exit the bus at their bus stops
3. Procedures for boarding and exiting a school bus at a school or other trip destination

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol.

Road Standards for School Buses

Bus routes will generally be limited to properly maintained, paved roads with no dead ends. A bus route may include limited travel distances on a gravel road(s) if the gravel road is properly maintained. All roads to be traveled by school buses must provide the driver with good visibility and be sufficiently wide for two vehicles to pass safely.

Bus Stop Standards

District staff will determine the number, location and modification of school bus stops. Major criteria to be based by the staff to select bus stops are as follows:

1. Safety, convenience, efficiency, cost effectiveness;
2. Impact of bus stops on neighborhood;
3. Located on regularly traveled roads whenever possible;
4. .25 mile minimum distance between bus stops;
5. 200 feet minimum visibility for approaching traffic (the California Highway Patrol will be consulted on any exceptions);
6. All bus stops must conform to California Code of Regulations Title 13, Section 1238, School Bus Stops.



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Safe Bus Operations

School buses and school student activity buses shall also not be operated whenever the number of passengers exceeds bus-seating capacity, except when necessary in emergency situations that require that students be moved immediately to ensure their safety.

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization and has intent to commit a crime.

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment that meets the standards specified in law.

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Student Instruction

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety.

1. Each school year, the Superintendent or designee shall provide appropriate instruction in safe riding practices and emergency evacuation drills. Each student who receives home-to-school transportation in a school bus
2. At least once each school year, all students in Grades K-12 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
 - a. Proper loading and unloading procedures, including escorting by the driver.
 - b. How to safely cross the street, highway or private road.
 - c. The use of passenger restraint systems, including but not limited to the proper fastening and release of the Passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use if a passenger restraint system is in place.
 - d. Proper passenger conducts.
 - e. Bus evacuation.
 - f. Location of emergency equipment.



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As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name.
- b. School name and location.
- c. Date of instruction.
- d. Names of supervising adults.
- e. Number of students participating.
- f. Grade levels of students.
- g. Subjects covered in instruction.
- h. Amount of time taken for instruction.
- i. Bus driver's name.
- j. Bus number.
- k. Additional remarks.

This documentation shall be kept on file at the Transportation Department Office for one year and shall be available for inspection by the California Highway Patrol.

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to:
 - a. Location of emergency exits.
 - b. Location and use of emergency equipment.

This instruction also may include responsibilities of passengers seated next to an emergency exit. shall be required to receive this instruction.

Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in Grades K-12 who have not previously been transported in a school bus or student activity bus. This information shall be provided upon registration and shall include.

1. A list of school bus stops near each student's home.



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2. General rules of conduct at school bus loading zones.
 3. Red light crossing instructions.
 4. School bus danger zone.
 5. Walking to and from school bus stops.

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SCHOOL BUS TRANSPORTATION PROCEDURES

The safe transportation of students and staff is a primary goal of the school district. This "School Bus Transportation Procedure" is intended to promote safe, efficient and cost effective transportation services.

Road Standards for School Buses

Bus routes will generally be limited to properly maintained, paved roads with no dead ends. A bus route may include limited travel distances on a gravel road(s) if the gravel road is properly maintained. All roads to be traveled by school buses must provide the driver with good visibility and be sufficiently wide for two vehicles to pass safely.

Bus Stop Standards

The number, location and modification of school bus stops will be determined by District staff. Major criteria to be used by the staff to select bus stops are as follows:

1. safety, convenience, efficiency, cost effectiveness;
2. impact of bus stops on neighborhood;
3. located on regularly traveled roads whenever possible;
4. .25 mile minimum distance between bus stops;
5. 200 feet minimum visibility for approaching traffic (the California Highway Patrol will be consulted on any exceptions);
6. all bus stops must conform to California Code of Regulations Title 13, Section 1238, School Bus Stops.

Student Travel Time

Staff will attempt to limit student riding time to less than one hour on the morning home-to-school bus route and less than one hour on the afternoon school-to-home bus route.

Student Training for Emergency Evacuation

Consistent with existing State law, the principal/designee and District transportation staff will provide annual bus evacuation training for students. The students may either participate directly or observe an evacuation demonstration by other students.

Student Behavior

Students will be provided with a safe, friendly and positive environment on the school bus. While the students are being escorted across a roadway, loading/unloading the bus or riding on the bus, those students will be under the authority of and directly responsible to the bus driver. Each student is expected to treat other students in a respectful and cooperative manner. Any student who does not conduct herself/himself appropriately is potentially jeopardizing the safety and well being of other students on the bus, and that student will be subject to disciplinary action.



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Student discipline will range from a verbal reprimand in less severe cases to suspension of transportation privileges in more severe cases. If a student does not observe the District's "Rules Governing Behavior on School Buses," the offending student will be issued a written citation as follows:

- First Citation -** The first citation during the school year may be a written notice of inappropriate behavior, or, for a very serious infraction, the student's transportation privileges may be suspended by the Transportation Foreman for a period of time.
- Second Citation -** The second citation during the school year may be a written notice of inappropriate behavior; a short suspension of transportation privileges; or, for a very serious infraction, the student's transportation privileges may be suspended by the Transportation Foreman for a lengthy period of time.
- Third Citation -** The third citation during the school year may be a written notice of inappropriate behavior, but will usually result in a suspension of the student's transportation privileges for a lengthy period of time.
- Fourth Citation -** The fourth citation during the school year will result in the automatic suspension of the student's transportation privileges for the remainder of the school year unless the "automatic suspension" is modified by the Transportation Foreman due to extraordinary circumstances.

Parents will be requested to meet with a member(s) of the transportation staff and, when appropriate, a member(s) of the school staff regarding a suspension of the student's transportation privileges. During the conference, the parent will be informed of the offending student's behavior and the seriousness of the offense. The parents will be encouraged to help the student understand the serious nature of her/his behavior.

Bus Driver Authority and Responsibility

The bus driver is responsible for the safe and orderly conduct of students when they are being escorted across a roadway, loading/ unloading the bus and while riding on the bus. When students are to be escorted across a roadway, the driver will first ensure that it is safe to cross the roadway; then the driver will escort all students in Kindergarten through Grade 6 across the roadway. When being escorted across a roadway, students will be directed to cross in front of the bus, between the bus and the driver. The driver will make certain that all students have safely crossed the roadway before moving the bus. The bus driver need not escort students across a roadway when pedestrian traffic is controlled by a traffic signal. Bus drivers shall have the authority to discontinue the operation of school buses whenever the bus driver determines that it is unsafe to continue.

To help ensure the safety and well being of each student, the bus driver will not require a student to leave the bus while in route between home and school or any other destination. Also, the bus driver will not make a bus stop when fog reduces visibility to less than 200 feet in the immediate area of the bus stop.

Drivers shall activate the flashing amber light warning system, if the bus is so equipped beginning 200 feet before any bus stop where students are loading or unloading. They shall operate the flashing red signal lights and stop signal arm at all times when the bus is stopped to load or unload students. The flashing amber warning lights, flashing red signal lights and stop signal arm shall not be operated at any other time, or at any place where traffic is controlled by a traffic officer.



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The use of amber lights, red lights, and stop signal arms will not be required when loading or unloading special education students who are confined to wheelchairs or who are escorted to or from the school bus by a parent, their designee, or by a school official or who may require assistance to load or unload the school bus.

The flashing red signal lights and stop signal arm requirements shall not apply to locations identified by the Superintendent or designee, in consultation with the California Highway Patrol, as presenting a unique traffic hazard due to roadway design or proximity to an intersection.

When the bus is stopped on a highway or private road to load or unload students, and traffic is not controlled by a traffic officer or official traffic control signal, the driver shall:

1. Check for approaching traffic in all directions and activate the flashing red light signal system and, if the bus is so equipped, the stop signal arm.
2. Before opening the door, ensure that the flashing red signal lights and stop signal arm are activated and that it is safe to exit the bus.
3. Escort all students who need to cross the highway or private road, using an approved hand-held "STOP" sign while so doing.
4. Require all students to walk in front of the bus as they cross the road or highway.
5. Ensure that all students who need to cross the road or highway have crossed safely and that all other unloaded students and pedestrians are a safe distance from the bus before setting the bus in motion.

The bus driver will make verbal or written reports to the Transportation Foreman under the following circumstances:

1. recurring and/or serious student misbehavior.
2. parent and/or student complaints regarding transportation services.
3. any traffic violation involving the driver's bus.
4. any accident involving a student or District vehicle.
5. repeated late school dismissals which cause transportation delays. The driver will also report such late school dismissals to the school principal.
6. any incident of a bus overload.
7. mechanical or other problems with buses and equipment.

Student Transportation Fees

The annual home-to-school transportation fee schedule for all students (K-12) who ride the bus either to or from school and/or to and from school will be reviewed annually and a fee schedule established for the year. Each family must pay for up to two riders per family, but any additional riders from the family will be transported free.

Transportation fees for students who ride the school bus once in the morning or once in the afternoon will be one-



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half the rate paid by other students. Fees for less than a full year will be prorated by staff based on the proportional part of the year that transportation of the student is approved by the District.

A booklet of bus tickets may be purchased for the occasional bus rider who may wish to ride the bus on a space-available basis. The cost of each ticket in the booklet will be 50 cents.

Parents desiring home-to-school transportation services must apply for the service and receive District approval before their child(ren) will be allowed to ride the school bus; however, exceptions may be made by staff at the beginning of the school year and in emergency situations. Parents who pay a transportation fee and received District approval for their child to ride a school bus will be advised that they must pay any subsequent transportation fee(s) in a timely manner to retain their transportation service. Parents will also be advised that if transportation fees are not paid in a timely manner and transportation services are revoked, the parent assumes full responsibility for the welfare and transport of her/his child.

For this transportation policy, an indigent family is defined as one family with a monthly income less than:

Family Size	Monthly Income	Staff is authorized, consistent with existing laws, to confirm the family's income as reported by parents on the District application for free transportation services.
1	\$686.00	
2	\$1,125.00	
3	\$1,395.00	
4	\$1,658.00	
5	\$1,854.00	
6	\$2,124.00	
7	\$2,333.00	
8	\$2,542.00	
9	\$2,757.00	
10 or more	\$2,993.00	

RECOMMENDED:
APPROVED:

General Administrative Council - (10/99) 06/00
Superintendent - (10/99) 06/00



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PEDESTRIAN SAFETY PROCEDURES

The Board of Education has determined that students who are not otherwise eligible for home-to-school and school-to-home transportation may be transported by the District if the Board determined that those students should be transported due to extremely hazardous pedestrian conditions. To assess any alleged extremely hazardous pedestrian condition and assist the Board in determining if those conditions exist in a specified area, transportation staff will utilize the following criteria that could impact pedestrian safety:

1. acceptable walkways contiguous to the roadway (sidewalks, shoulders, bike paths, etc.)
2. acceptable vehicular speed controls.
3. acceptable number of vehicles on contiguous roadways.
4. acceptable visibility.
5. acceptable pedestrian/vehicular controls (pedestrian crosswalks, stop signs and/or lights) in appropriate locations.

**RECOMMENDED:
APPROVED:**

General Administrative Council - August, 1990
Superintendent - August, 1990



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SPACE-AVAILABLE TRANSPORTATION SERVICES PROCEDURES

Students who are not otherwise eligible for home-to-school and school-to-home transportation services may be allowed to ride the bus on a space-available basis. To apply for space-available transportation services, the student or parent will complete a "Space-Available Request Form" and return the completed form to the school office or the Transportation Department. The transportation staff will then review all applications and assess the space available on the various bus routes. If available space on a bus exceeds the applications for space-available transportation services for that bus, all applications will be approved. If the applications for space-available transportation services for the bus exceeds the actual available spaces on the bus, only a portion of the applications will be approved via a priority lot drawing.

Conditions for Space-Available Riders

Parents of students with approved applications to ride the bus on a space-available basis will be notified of the approval and the deadline to pick up their "Space-Available Bus Pass." The parent or student receiving a "Space-Available Bus Pass" will be advised that the pass may be revoked at any time during the school year by the District with two days advance notice if space is needed on the bus to transport eligible riders.

Bus Stops

The space-available bus rider must board the bus at a District-approved bus stop. An additional bus stop will not be established for space-available riders.

RECOMMENDED: General Administrative Council - August, 1990
APPROVED: Superintendent - August, 1990



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RULES GOVERNING STUDENT BEHAVIOR ON SCHOOL BUSES

Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. Each student who rides the school bus will comply with directives from the bus driver and/or other District personnel responsible for student conduct, treat other students and the bus driver in a cooperative and respectful manner, and observe the following rules:

1. Students shall pass in front of the bus when it is necessary to cross the roadway.
2. Written permission to board or leave a school bus at a location other than the student's designated bus stop must be signed by the parent/guardian and school principal/designee.
3. When waiting to board the bus, students are to wait until the bus is completely stopped, and then walk toward the bus for boarding.
4. Students are to be at the bus stop when the bus arrives.
5. Students are to go to their seats promptly after boarding the bus.
6. Students will be seated immediately. Seats may be assigned to them by the bus driver.
7. Students are to sit in their seats, facing forward.
8. Students will close bus windows when so directed by the bus driver.
9. The aisles and emergency exits are to be kept clear of hands, feet, books, etc.
10. Students are not to speak to the driver while the bus is in motion unless granted permission by the driver or in case of emergency.
11. Except for registered guide dogs for the blind, students shall not bring animals, reptiles, birds or insects on the bus.
12. Students are to report promptly to the bus driver any damage (including markings, etc.) on seats or any other parts of the bus.
13. Damage to buses occurring as a result of carelessness, willful misconduct, negligence, malicious destruction, etc., shall be the financial responsibility of the parent/guardian of the student causing the damage.
14. Students may not bring glass containers of any kind on the school bus.
15. Behavior deemed inappropriate by the bus driver will not be tolerated.

Each student who rides the school bus will refrain from any behavior that may adversely impact the safety, health or well being of others on the bus and/or any damage to school district property. The student shall not:

1. Talk or laugh in an unusually loud voice;
2. Crowd or push;
3. Scuffle or wrestle;
4. Use profane language or vulgar gestures;
5. Tease, chastise, annoy or make fun of others;
6. Throw articles inside or out of the bus;
7. Put any part of his/her body or any article out of the bus window;
8. Stand while the bus is in motion;
9. Chew gum, eat or drink on the bus (at bus driver discretion, drinking water may be permitted in plastic containers);
10. Possess knives, firearms, explosives or other objects which could harm others;
11. Light matches, lighters or firecrackers;
12. Possess or use tobacco, alcohol or illegal drugs at the bus stop or on the bus;
13. Violate regulations enumerated in Education Code §48900 and/or District Procedure 5050.1.



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Related District Policy/Procedures

Board Policies 3710 and 3720
District Procedures 3710.1, 3710.2, 3710.3, 5040.1 and 5050.1

Selected Statutory References

Education Code §48900 - Grounds for Suspension or Expulsion
California Administrative Code, Title V, 14103 - Authority of the Driver

RECOMMENDED: General Administrative Council - May, 1997
APPROVED: Superintendent - May, 1997



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SCHOOL BUS SAFETY RULES - LOADING/UNLOADING AREAS

Buses are large vehicles and have "blind spots" where the driver has difficulty seeing students. Because of the size and visibility problems inherent with school buses, the following safety precautions are to be adhered to by all students.

When crossing streets to and from school, always use a crosswalk area. Remember to stop, look and listen before crossing. Always try to walk against oncoming traffic and stay on the sidewalks or well away from the road/street.

Plan to arrive at your bus stop about 5 minutes early.

When you arrive at the bus stop stand in an orderly line at least ten feet back from the area the bus stops in. Never get closer than ten feet from a bus unless you are entering or leaving it.

Keep your hands to yourself in all bus loading zones.

When you get off a bus, walk away from it. Never walk in front of or behind the bus.

If you drop something around the bus, do not pick it up. Ask the driver to pick it up for you or to watch you pick it up.

If your bus stop requires you to cross the street you must be escorted by the school bus driver. **STUDENTS WHO NEED TO CROSS THE ROADWAY MUST NOTIFY THE SCHOOL BUS DRIVER PRIOR TO DISEMBARKING FROM THE SCHOOL BUS.** The driver will stop the bus, activate the red flashing lights, and enter the street first to ensure all vehicles have stopped. The driver will then use a hand-held stop sign and escort all students as a group across the street in front of the bus. Never cross the street behind the bus. You may not return to the school bus or re-cross the street at any time after being escorted across the roadway by the school bus driver.

You must always get on and off the school bus at your designated bus stop. Exceptions for special occasions may be made by submitting to the bus driver a note signed and dated by your parent/guardian stating why, when, and where you are requesting to load or unload with the Principal's or designee's signature on the note signifying approval of the request.

RECOMMENDED: General Administrative Council - May, 1998
APPROVED: Superintendent - May, 1998



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UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING SYSTEM

The Chico Unified School District will participate in the Uniform Public Construction Cost Account Act, hereinafter, called "the Act" to allow flexibility in the bidding of minor school construction projects. As a requirement of participation, the following rules and regulations will apply:

Informal Bid Procedures

Public projects, as defined by the Act and in accordance with the limits listed in Section 22032 of the Public Contract Code, will be let to contract by informal procedures as set forth in Section 22032, et seq., of the Public Contract Code.

Contractors List

A list of contractors shall be developed and maintained in accordance with the provisions of Section 22034 of the Public Contract Code and criteria promulgated from time to time by the California Uniform Construction Cost Accounting Commission.

Notice Inviting Informal Bids

Where a public project is to be performed which is subject to the provisions of this Policy, a notice inviting informal bids shall be mailed to all contractors for the category of work to be bid, as shown on the list developed in accordance with the above section entitled "Contractors List", and to all construction trade journals as specified by the California Uniform Construction Cost Accounting Commission in accordance with Section 22036 of the Public Contract Code. Additional contractors and/or construction trade journals may be notified at the discretion of the department/agency soliciting bids; provided however:

1. If there is no list of qualified contractors maintained by the District for the particular category of work to be performed, the notice inviting bids shall be sent only to the construction trade journals specified by the Commission.
2. If the product of service is proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors.

Award of Contracts

The following personnel are authorized to jointly award informal contracts pursuant to this Section:



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1. The Assistant Superintendent, Business Services or the Director, Fiscal Services

AND

2. The Director, Maintenance & Operations/Transportation or Facilities Planning/Construction Manager.

REVISED DRAFT



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UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING SYSTEM

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- (1) If there is no list of qualified contractors maintained by the District for the particular category of work to be performed, the notice inviting bids shall be sent only to the construction trade journals specified by the Commission.
- (2) If the product of service is proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors.

Award of Contracts

The following personnel are authorized to jointly award informal contracts pursuant to this Section:

- (1) The Assistant Superintendent, Personnel Services/Maintenance & Operations or the Director, Fiscal Services

AND

- (2) The Director, Maintenance & Operations/Transportation or Facilities Planning/Construction Manager.

RECOMMENDED:
RECOMMENDED:
ADOPTED:

General Administrative Council - 11/00
Superintendent - 11/00
Board of Education - 11/00



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CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS

Whenever the district contracts for school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, student transportation, and school site food-related services, the Superintendent or designee shall ensure that the contracting entity certifies in writing that any employees who may come into contact with students have not been convicted of a felony as defined in Education Code 45122.1, unless the employee has received a certificate of rehabilitation and a pardon.

On a case-by-case basis, the Superintendent or designee may also require a contracting entity providing school site services, other than those listed above, to comply with these requirements.

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable.

In addition, these requirements shall not apply if the Superintendent or designee determines that the employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors:

1. The length of time the contractors will be on school grounds
2. Whether students will be in proximity with the site where the contractors will be working
3. Whether the contractors will be working by themselves or with others

Upon a determination that an employee shall have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any student who may come in contact with this employee.

These steps may include, but not be limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds and/or providing the employee with a visible means of identification.



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Other Facility Contractors

When the district contracts for construction, reconstruction, rehabilitation or repair of a school facility where the employees of the entity will have contact, other than limited contact with students, the Superintendent or designee shall ensure the safety of students by utilizing one or more of the following methods:

1. The installation of a physical barrier at the worksite to limit contact with students.
2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

The supervising employee may submit his/her fingerprints to the Department of Justice pursuant to Education Code 45125.1.

3. Surveillance of employees of the entity by school personnel.

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing construction, reconstruction, rehabilitation or repair services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable.

Legal Reference:

EDUCATION CODE

§41302.5 School districts, definition

§45122.1 Classified employees, conviction of a violent or serious felony

§45125.1 Criminal background checks for contractors

§45125.2 Criminal background checks for construction

PENAL CODE

§667.5 Prior prison terms, enhancement of prison terms

§1192.7 Plea bargaining limitation



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CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS

Whenever an agency contracts for janitorial, administrative, landscape, transportation, food-related, student/family support services or other similar services, the Superintendent or designee shall ensure that the contracting entity certifies in writing to the District that any employees who may come into contact with students have not been convicted of a violent or serious felony.

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable.

In addition, these requirements shall not apply if the Superintendent or designee determines that the employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors:

- ?? The length of time the contractors will be on school grounds.
- ?? Whether students will be in proximity with the site where the contractors will be working.
- ?? Whether the contractors will be working by themselves or with others.

Upon a determination that an employee shall have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any student who may come in contact with this employee.

These steps may include, but not be limited to, ensuring that the employee is working during non-school hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the contracted employee's access to school grounds, and/or providing the employee with a visible means of identification.

Legal References

EDUCATION CODE

- 41302.5 School districts, definition
- 45122.1 Classified employees, conviction of a violent or serious felony
- 45125.1 Criminal background checks for contractors

PENAL CODE

- 667.5 Prior prison terms, enhancement of prison terms
- 1192.7 Plea bargaining limitation

RECOMMENDED: General Administrative Council - December, 1997
RECOMMENDED: Superintendent - December, 1997
ADOPTED: Board of Education - January, 1998