

CUSD Board of Education

Regular Meeting Agenda

Chico City Council Chambers

January 28, 2009

CLOSED SESSION – 4:15 P.M.

REGULAR BOARD MEETING – 6:00 P.M.



Board Members

Jann Reed, President

Dr. Kathy Kaiser, Vice President

Elizabeth Griffin, Clerk

Dr. Andrea Lerner Thompson, Member

Rick Rees, Member

Kelly Staley, Superintendent

This Agenda is Available at:
Chico Unified School District
1163 E. 7th Street
Chico, CA 95928
(530) 891-3000
Or Online at:
www.chicousd.org

Posted: 1/23/09

The Chico Unified School District Board of Education welcomes you to this meeting and invites you to participate in matters before the Board.

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

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

CONSENT CALENDAR

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

STUDENT PARTICIPATION

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

PUBLIC PARTICIPATON FOR ITEMS ON THE AGENDA

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

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

PUBLIC PARTICIPATON FOR ITEMS NOT ON THE AGENDA

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

- Public comments for items not on the agenda will be limited to one hour in duration.
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given five (5) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3rd speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

WRITTEN MATERIAL:

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

COPIES OF AGENDAS AND RELATED MATERIALS:

- Available at the meeting
- Available on the website: www.chicousd.org
- Available for inspection in the Superintendent's Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

AMERICANS WITH DISABILITIES ACT

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

Pursuant to Government Code 54957.5, If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the Chico Unified School District, Superintendent's Office located at 1163 East Seventh Street, Chico, CA 95928.

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting – January 28, 2009

Closed Session – 4:15 p.m.

Regular Session - 6:00 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:

Representatives:

CUTA

CSEA, Chapter #110

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

Sheila Vickers, Fiscal Advisor

2.2 Public Employee Performance Evaluation

Per Government Code §54957

Title: Superintendent

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

3. RECONVENE TO REGULAR SESSION

3.1 Call to Order

3.2 Report Action Taken in Closed Session

3.3 Flag Salute

4. STUDENT REPORTS

5. SUPERINTENDENT'S REPORT

6. CONSENT CALENDAR

6.1 GENERAL

1. Consider approval of minutes of regular session on December 17, 2008, and special session on January 14, 2009
2. Consider approval of Items donated to Chico Unified School District

6.2 EDUCATIONAL SERVICES

1. Consider expulsion of students with the following IDs: 28206, 29482, 35521, 43183, 43786, 44082, 50449, 50927, 56406, 57063, 58606, 60978, and 66090
2. Consider approval of the Field Trip Request for Bidwell Jr. 8th grade English and Math Resource Class to go to Disneyland in Anaheim, CA from 04/29/09-05/03/09
3. Consider approval of the Field Trip Request for the PVHS ROP Culinary II/Prostart Management Team to attend the state finals for Prostart Management and Gourmet at CSU, Pomona from 03/05/09-03/08/09
4. Consider approval of the Field Trip Request for PVHS Varsity Baseball team to participate in baseball tournament in Tucson, Arizona from 03/05/09-03/08/09
5. Consider approval of the Consultant Agreement for BCOE-CTAP/EETT Services
6. Consider approval of the School Accountability Report Cards (SARCs). Copies are available at the District Office or they can be viewed on our website at www.chicousd.org
7. Consider approval of School Site Plans for 2008-09. Copies are available at the District Office or they can be viewed on our website at www.chicousd.org

6.3 HUMAN RESOURCES

1. Consider approval of Certificated Human Resources Actions
2. Consider approval of Classified Human Resources Actions
3. Consider approval of a Subsequent Variable Term Waiver Request for a Designated Subject Special Services: Driver Education and Driver Training Credential for Certificated Employee Steven S. Sheridan
4. Consider approval of the Personnel Commission Annual Report

6.4 BUSINESS SERVICES

1. Consider approval of the 2007-08 Independent Audit Report. Copies of the audit report are available in the Business Office (Scott Jones)
2. Consider approval of Accounts Payable Warrants

7. DISCUSSION/ACTION CALENDAR

7.1 GENERAL

1. Information: Budget Update 2008-09 Mid-Year Cuts, Pending 2009-10 Governor's Proposed Budget (Jan Combes)
2. Information: Overview of Employee Layoffs for 2009-10 (Bob Feaster)
3. Discussion/Action: Consider approval of the Findings and Statement of Reasons regarding the Proposition 39 Regulations on the Charter School Requests for Use of District Facilities by Chico Country Day School and Nord Country School (Mary Leary)
4. Information: 2009-10 Housing Recommendation: Revised Proposal (Carolyn Adkisson)
5. Information: Draft 2009-10, 2010-11, and 2011-12 Student Calendars (Bob Feaster)

7.2 EDUCATIONAL SERVICES

1. Discussion/Action: Consider approval of the New Course Proposal, Global Culinary and Hospitality, from PVHS for the 2009-10 School Year (Priscilla Burns)
2. Discussion/Action: Consider approval of Resolution 1055-09, Approval of Behavioral Intervention Plans (Hughes Bill) Mandated Cost Claim Settlement and Agreement to Waive Future Claims (David Scott)

7.3 BUSINESS SERVICES

1. Discussion/Action: Consider approval of Resolution No. 1053-09, Accounting of Developer Fees for the Prior Fiscal Year (2007-08) (Jan Combes)

8. ITEMS FROM THE FLOOR

9. ANNOUNCEMENTS

10. ADJOURNMENT

MINUTES**1. CALL TO ORDER**

At 6:00 p.m. the Board convened.

Present: Jann Reed, Dr. Kathy Kaiser, Elizabeth Griffin, Dr. Andrea Lerner Thompson, Rick Rees

2. OFFICIAL SWEARING IN CEREMONY

At 6:01 p.m. BCOE Superintendent, Don McNelis, administered the Oath of Office to newly elected Board Members, Jann Reed and Elizabeth Griffin. The board then recessed into closed session to discuss Item 3.1., Update on Labor Negotiations

3. CLOSED SESSION**3.1 Update on Labor Negotiations**

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

4. RECONVENE TO REGULAR SESSION

Present: Jann Reed, Dr. Kathy Kaiser, Elizabeth Griffin, Dr. Andrea L. Thompson, Rick Rees

Absent: None

4.1 Call to Order

At 7:01 p.m. Board President Reed called the Regular Session Meeting to Order in the City Council Chambers.

4.2 Closed Session Announcements

Board President Reed announced the Board had been in closed session to discuss Item 3.1, Update on Labor Negotiations and there was nothing to report.

4.3 Flag Salute

Board President Reed led the salute to the Flag.

5. CEREMONIAL SWEARING IN CEREMONY

5.1 At 7:03 p.m. BCOE Superintendent, Don McNelis administered the Oath of Office to newly elected Board Members, Jann Reed and Elizabeth Griffin.

6. ORGANIZATIONAL MEETING

6.1 Jann Reed was elected President.

6.2 Dr. Kathleen Kaiser was elected Vice President.

6.3 Elizabeth Griffin was elected Clerk.

6.4 Kelly Staley was appointed Secretary to the Board.

6.5 After discussing several options, Board Vice President Kaiser made a motion to hold board meetings on the fourth Wednesday of every month, starting at 6:00 p.m. in the Chico City Council Chambers, with Closed Session starting at 5:00 p.m. or held after the regular meeting, if necessary. The motion was seconded by Board Member Rick Rees.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

7. STUDENT REPORTS

At 7:22 p.m. Anthony Thomas reported on Chico High School events. Mayra Fajardo and Briana Christie reported on Fair View High School events. Jose Flores said farewell to Mr. Rios, math teacher, who had worked at FVHS for twenty years. FVHS buttons were distributed to Board members. Kelsey Willman, ASB treasurer, and Gabriella Lacroix, Sophomore Class Secretary, reported on Pleasant Valley High School events.

MINUTES

8. SUPERINTENDENT'S REPORT

At 7:28 p.m. Assistant Superintendent Bob Feaster recognized Ken Fisher, retiring CSEA President, with a plaque to thank him for his years of service and welcomed Suzie Cox, new CSEA President. Superintendent Staley introduced Ag teachers, Quinn Mendez and Sheena Zwiegle, and Sarah Butterfield, FFA Vice President, who presented an update on FFA activities. One of the co-founders of the Friends of Ag, Les Heringer, presented an update on the activities and donations of funds and time the Friends of Ag had completed and contributed to the Ag program. Rick Cinquini, another co-founder, was introduced from the audience. Superintendent Staley and the Board thanked the Friends of Ag for their time, work, and donations and for creating a successful partnership. President Jann Reed recognized CUSD's Primary Intervention Program (PIP), which received the Golden Bell Award from the California School Board Association. Scott Lindstrom, the coordinator for PIP, gave a brief overview of the award winning program and introduced the staff involved.

9. CONSENT CALENDAR

At 7:50 p.m. Board President Reed asked if there were any Consent items that Board members or the audience would like to pull. Board Vice President Kaiser publically recognized donations from ____ and thanked the community for their continuing support. Board President Reed pulled Item 9.2.5., Consultant Agreement with CSUC Research Foundation for the EETT grant. Board Member Rees motioned to approve the remaining Consent Items; seconded by Board Vice President Kaiser.

9.1. GENERAL

1. The minutes of the Regular Meeting on November 19, 2008, were approved.
2. The Board accepted the items donated to Chico Unified School District.

| Donor | Item | Recipient |
|----------------------------------|-----------------------------|-------------------------|
| Parkview PTO | \$200.00 | Chico Reads |
| McManus PTA | \$150.00 | Chico Reads |
| Sue Warwick | 5 books @ \$65.00 | Chapman Library |
| Moretown Rancheria | \$100.00 | Emma Wilson |
| Gina Chatfield | \$25.00 | Neal Dow |
| | 80 Nutcracker Tickets @ | |
| J. Miranda | \$240.00 | LCC |
| Long's Drug Store | Gift Cards @ \$500.00 | McManus |
| Walgreens | \$140.00 | Rosedale |
| Shasta PTO | \$1,500.00 | Shasta |
| Ranjan Tejas Patel | \$82.00 | Shasta |
| Tanya LeDonne | Misc. Items @ \$250.00 | Shasta Health Office |
| Erica Higgins | \$50.00 | Sierra View |
| Chico Cemetary | Topsoil @ \$200.00 | Chico Jr. High |
| Franklin Construction | 26 tons Crushed Gravel | Chico Jr. High |
| Chico Design Center | 20 Granite Tiles @ \$100.00 | Chico Jr. High |
| Daltile | 60 Tiles @ \$120.00 | Chico Jr. High |
| Tile City | Tiles and Grout @ \$100.00 | Chico Jr. High |
| Bruce Dillman | Misc. Items @ \$1,258.88 | Chico High |
| Luke Selby | \$250.00 | Chico High Football |
| Harvey Disney | 1935 CHS Yearbook | Chico High |
| | Wurlitzer Piano @ | |
| Terri Milton | \$5,700.00 | Pleasant Valley High |
| U.S. Screenprinting & Embroidery | \$882.00 | Pleasant Valley High |
| Dan & Natalie Thomas | \$200.00 | Pleasant Valley High |
| PVHS PTSA | \$500.00 | Pleasant Valley High/TB |
| PVHS PTSA | \$6,180.00 | Pleasant Valley High |
| | Markers and Pencils @ | |
| Rhonda Zisle | \$10.00 | Fair View High |
| Art etc. | Frame Molding @ \$500.00 | Fair View High |

MINUTES

Soroptimist Int'l of Bidwell Rancho
Frank Harmon, DDS

\$1,595.00
\$75.00

Fair View High
Loma Vista Speech

9.2 EDUCATIONAL SERVICES

1. The Board approved the expulsion of students with the following IDs: 37618, 39074, 39269, 39915, 41187, 42614, 42888, 57974, 61499, 61871, 66060
2. The Board approved the Field Trip Request for Little Chico Creek 6th Grade Students to attend Whiskeytown Environmental School from 05/04/09-05/08/09
3. The Board approved the Field Trip Request for CHS Friday Night Live Club to attend the Leadership Conference at Richardson Springs from 03/12/09-03/14/09
4. The Board approved the Field Trip Request for CHS Academy of Communications & Technology Leadership Team to attend the annual conference in Palm Desert, CA from 03/25/09-03/28/09
5. This item was pulled for further discussion.
6. The Board approved the Consultant Agreement with CSUC Research Foundation for the Education for the Future Initiative/Smaller Learning Communities Grant

9.3 HUMAN RESOURCES

1. The Board approved the Certificated Human Resources Actions

| Name/Employee # | Assignment | Effective | Comment |
|---|--|--|---|
| <u>Administrative Appointment(s) 2008/09 According to Board Policy</u> | | | |
| Nilsson, Eric | 1.0 FTE Interim Assistant Principal- Senior High | 2 nd Semester 2008/09 | Appointment |
| Shepherd, John | 1.0 FTE Interim Principal-Senior High | 2 nd Semester 2008/09 | Appointment |
| <u>Temporary Appointment(s) 2008/09 According to Board Policy</u> | | | |
| delaTorre-Escobedo, Marysol | Secondary | 2 nd Semester 2008/09 | 0.2 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| Eller, Alisha | Secondary | 2 nd Semester 2008/09 | 0.2 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| Hightower, Jennifer | Counselor | 1 st Semester 2008/09 (Effective 12/01/08) | 0.4 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| Reggi-Bruchler, Gina | Secondary | 2 nd Semester 2008/09 | 0.2 FTE Temporary Appointment (in addition to current .40 FTE assignment) |
| <u>Temporary Re-Appointment(s) 2nd Semester 2008/09 According to Board Policy</u> | | | |
| Aguilar, Juan | Elementary | 2 nd Semester 2008/09 | .70 FTE Temporary Re- Appointment |
| Anderson, Kim | Speech Therapist | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| Armstrong, D. Brad | Secondary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Barnum, Andrew | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Becker, Jason | Secondary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .80 FTE assignment) |
| Black, Ashley | Secondary | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment |
| Bochi-Galli, Christine | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment |
| Brown, M. Sharon | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |

MINUTES

| | | | |
|-----------------------------|------------------|----------------------------------|--|
| Brunemeyer, Angie | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Burton, Beth | Secondary | 2 nd Semester 2008/09 | .80 FTE Temporary Re-Appointment (in addition to current .20 FTE assignment) |
| Campfield, L. Brent | Counselor | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Campos, Deborah | School Nurse | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment |
| Carter, Tammara | Secondary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| Cawthon, Brandi | Elementary | 2 nd Semester 2008/09 | .95 FTE Temporary Re-Appointment |
| Coombe, Kelly | Secondary | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment (in addition to current .40 FTE assignment) |
| Coons, Emily | Elementary | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment |
| Coppage, Denise | Secondary | 2 nd Semester 2008/09 | .80 FTE Temporary Re-Appointment |
| Correa, Jada | Counselor | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Curiel, Daisy | Elementary | 2 nd Semester 2008/09 | .70 FTE Temporary Re-Appointment |
| delaTorre-Escobedo, Marysol | Secondary | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| Eller, Alisha | Secondary | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| Elsen, Renee | Counselor | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| Fairon, Wendy | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Ford, Greg | Secondary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| Ford, Karen | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Gehrman, Scott | Counselor | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Hankins, Elizabeth | Secondary | 2 nd Semester 2008/09 | .50 FTE Temporary Re-Appointment |
| Hansen, Annalisa | Secondary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| Happ, Jaime | Secondary | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| Harris, Caty | Elementary | 2 nd Semester 2008/09 | .90 FTE Temporary Re-Appointment |
| Hightower, Jennifer | Counselor | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Holman, Melissa | Elementary | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| Jackson, Jennie | Elementary | 2 nd Semester 2008/09 | .30 FTE Temporary Re-Appointment (in addition to current .30 FTE assignment) |
| Joiner, Gerald | Secondary | 2 nd Semester 2008/09 | .80 FTE Temporary Re-Appointment (in addition to current .20 FTE assignment) |
| Kamrar, Susan | Secondary | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| King, Kelly | Elementary | 2 nd Semester 2008/09 | .65 FTE Temporary Re-Appointment |
| Knox, Marlo | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Lowe, Korissa | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment |
| Mayr, Martha | Secondary | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| McKenna, Annina | Secondary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Millar, Megan | Speech Therapist | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |

MINUTES

| | | | |
|----------------------|------------|----------------------------------|--|
| Mintzer, Katie | Secondary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| Morgan, Patricia | Elementary | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| Myers, Carie | Secondary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Netherton, Danielle | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment |
| O'Laughlin, Paula | Counselor | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| O'Laughlin, Zane | Secondary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Palmer, James | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment |
| Payne, Shanon | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Presnall, Deann | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Ramey, Kathleen | Elementary | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment |
| Reggi-Bruchler, Gina | Secondary | 2 nd Semester 2008/09 | .40 FTE Temporary Re-Appointment |
| Reginelli, Peter | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Sasaki, Joshua | Secondary | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| Schwarz, Gwen | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Sheldon, Amy | Elementary | 2 nd Semester 2008/09 | .70 FTE Temporary Re-Appointment |
| Simmons, Abraham | Secondary | 2 nd Semester 2008/09 | .80 FTE Temporary Re-Appointment |
| Smyth, M. Lynn | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment |
| Snyder, Charles | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Stoffel, Lauri | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .60 FTE assignment) |
| Sunderland, Janice | Secondary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Telegan, Jessica | Elementary | 2 nd Semester 2008/09 | .90 FTE Temporary Re-Appointment |
| Thayer, Kathyleen | Secondary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .80 FTE assignment) |
| Umpleby, Abby | Elementary | 2 nd Semester 2008/09 | .70 FTE Temporary Re-Appointment |
| Vang, Sheng | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment |
| Vang, Shoua | Elementary | 2 nd Semester 2008/09 | .70 FTE Temporary Re-Appointment |
| Waddell, Amy | Secondary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| West, Dana | Elementary | 2 nd Semester 2008/09 | .20 FTE Temporary Re-Appointment (in addition to current .20 FTE assignment) |
| Whipple, Bonnie | Elementary | 2 nd Semester 2008/09 | .60 FTE Temporary Re-Appointment |
| Whittaker, Shelley | Elementary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Xiong, Ja Pao | Counselor | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |
| Zweigle, Sheena | Secondary | 2 nd Semester 2008/09 | 1.0 FTE Temporary Re-Appointment |

Part-Time Leave Request(s) 2008/09

| | | | |
|------------------|------------|-----------------------------------|--|
| Capen, Elizabeth | Principal | 2008/09 | .10 FTE Leave (Policy #4475 STRS Reduced Workload) |
| Crum, Julie | Elementary | 2008/09 (Effective 1/5/09-6/4/09) | .20 FTE Leave |

MINUTES**Retirement(s)/Resignation(s)**

| | | |
|-------------------|-------------------|------------|
| Diamond, Monica | December 20, 2008 | Retirement |
| McCreary, Kathryn | December 20, 2008 | Retirement |

2. The Board approved the Classified Human Resources Actions

| <u>ACTION</u> | <u>NAME</u> | <u>CLASS/LOCATION/ ASSIGNED HOURS</u> | <u>EFFECTIVE</u> | <u>COMMENTS/PRF #/ FUND/RESOURCE</u> |
|-------------------|----------------------|---|---------------------------|--|
| APPOINTMENT | ACUNA, FERNANDO | IA-BILINGUAL/ MJHS-BJHS/4.0 | 11/17/2008 | VACATED POSITION/55/ CATEGORICAL/7250 |
| APPOINTMENT | COOTS, LORRAINE | INSTRUCTIONAL ASST/ CITRUS/1.5 | 11/17/2008 | VACATED POSITION/165/ CATEGORICAL/6010 |
| APPOINTMENT | DICKENSON, JEFFREY | IA-SR ELEMENTARY GUIDANCE/NEAL DOW/3.0 | 11/12/2008 | VACATED POSITION/111/ GRANT/7828 |
| APPOINTMENT | GIBBS, DEBORAH | HEALTH ASST/ SHASTA/4.0 | 11/19/2008 | VACATED POSITION/260/ GENERAL/1105 |
| APPOINTMENT | GREENLEAF, AMARI | IA-SPECIAL EDUCATION/ MARIGOLD/2.5 | 12/1/2008 | VACATED POSITION/107/ SPECIAL ED/6500 |
| APPOINTMENT | HASKINS, KELLY | PARENT CLASSROOM AIDE- RESTR/MCMANUS/1.3 | 12/8/2008 | NEW POSITION/176/ CATEGORICAL/6010 |
| APPOINTMENT | HASSETT, DEBRA | LT CAFETERIA ASST/ CHS/1.2 | 11/24/2008 - 5/3/2009 | NEW LT POSITION/197/ CATEGORICAL/4124 |
| APPOINTMENT | HOY, ELIZABETH | IPS-HEALTHCARE/ CHAPMAN/3.5 | 11/18/2008 | VACATED POSITION/98/ SPECIAL ED/6501 |
| APPOINTMENT | HUNTER, DEBRA | IPS-HEALTHCARE/ LOMA VISTA/3.0 | 11/17/2008 | VACATED POSITION/93/ SPECIAL ED/6501 |
| APPOINTMENT | MICALIZIO, CLIFFORD | LT PARENT CLASSROOM AIDE- RESTR/NEAL DOW/3.0 | 12/9/2008 – 6/4/2009 | NEW POSITION/181/ CATEGORICAL/3010 |
| APPOINTMENT | PAYANO, TARA | IA-BILINGUAL/ PVHS/4.0 | 12/2/2008 | VACATED POSITION/51/ CATEGORICAL/7250 |
| APPOINTMENT | POLI, TINA | HEALTH ASST/ CHAPMAN/4.0 | 12/9/2008 | VACATED POSITION/38/ GENERAL/1105 |
| APPOINTMENT | RASH, JUDITH | CAMPUS SUPERVISOR/ CJHS/5 | 12/1/2008 | VACATED POSITION/233/ GENERAL/0000 |
| APPOINTMENT | RAUSCH-CLARK, SHERYL | INSTRUCTIONAL ASST/ ROSEDALE/2.5 | 1/5/2009 | NEW POSITION/135/ CATEGORICAL/6010 |
| APPOINTMENT | SMITH, ALICE | LT IA-SPECIAL ED/ NEAL DOW/3.0 | 10/7/2008 - 12/23/2008 | EXISTING POSITION/206 & 254/SPECIAL ED/6500 |
| APPOINTMENT | VARGAS, KRISTINE | IPS-HEALTHCARE/ CHAPMAN/4.0 | 11/17/2008 | NEW POSITION/9/ SPECIAL ED/6501 |
| APPOINTMENT | WONG, MARLIA | IA-BILINGUAL/ MCMANUS/2.4 | 11/17/2008 | NEW POSITION/174/ CATEGORICAL/6010 |
| APPOINTMENT | WYCOFF, LARISSA | IPS-CLASSROOM/ LOMA VISTA/4.0 | 11/17/2008 | VACATED POSITION/201/ SPECIAL ED/6501 |
| INCREASE IN HOURS | BROWN, DEBORAH | CAFETERIA ASST/ PVHS/3.1 | 12/8/2008 | VACATED POSITION/226/ NUTRITION/0000 |
| INCREASE IN HOURS | COLENZO, CYNTHIA | CAFETERIA ASST/ PVHS/3.0 | 12/5/2008 | VACATED POSITION/225/ NUTRITION/0000 |
| INCREASE IN | GUILBAULT, KARIN | IA-COMPUTERS/ | 12/1/2008 | NEW POSITION/175/ |

MINUTES

| | | | | |
|-------------------------------|--------------------|-------------------------------------|---------------------------|--|
| HOURS | | MCMANUS/3.5 | | CATEGORICAL/6010 |
| INCREASE IN HOURS | JONES, POLLY | CAFETERIA ASST/ MJHS/3.6 | 12/8/2008 | VACATED POSITION/227/ NUTRITION/0000 |
| INCREASE IN HOURS | OLSON, KATHRYN | IPS-HEALTHCARE/ CHAPMAN/6.0 | 1/5/2009 | VACATED POSITION/94/ SPECIAL ED/6501 |
| INCREASE IN HOURS | SEIG, APRIL | INSTRUCTIONAL ASST/ CHAPMAN/1.5 | 11/17/2008 | EXISTING POSITION/235/ CATEGORICAL/6010 |
| INCREASE IN HOURS & WORK YEAR | SCHMIDT, LISA | CAFETERIA ASST/ SIERRA VIEW/2.0 | 11/10/2008 | VACATED POSITION/187/ NUTRITION/0000 |
| VOLUNTARY REDUCTION IN HOURS | COOTS, LORRAINE | INSTRUCTIONAL ASST/ CITRUS/2.4 | 11/17/2008 | VACATED POSITION/39/ CATEGORICAL/3010 |
| LEAVE OF ABSENCE | FORBES, STEPHANINE | IPS-CLASSROOM/ LOMA VISTA/2.0 | 11/10/2008 - 2/13/2009 | PART-TIME PER CBA 5.2.9 |
| LEAVE OF ABSENCE | SWORD, DIANE | CAFETERIA ASST/ HOOKER OAK/2.0 | 9/12/2008 - 3/12/2009 | PER CBA 5.3.3 |
| RE-EMPLOYMENT | ADAMS, MOLLY | INSTRUCTIONAL ASST/ NEAL DOW/4.0 | 11/17/2008 | VACATED POSITION/180/ CATEGORICAL/6010 |
| RE-EMPLOYMENT | GILBERT, JAMES | SR CUSTODIAN/ M & O/8.0 | 12/15/2008 | VACATED POSITION/193/ GENERAL/0000 |
| RE-EMPLOYMENT | KELLY, MARY | INSTRUCTIONAL ASST/ MCMANUS/3.0 | 11/14/2008 | VACATED POSITION/106/ CATEGORICAL/7250 |
| RESIGNED ONLY POSITION LISTED | BROWN, DEBORAH | CAFETERIA ASST/ PVHS/2.0 | 12/7/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | COLENZO, CYNTHIA | CAFETERIA ASST/ BJHS/2.5 | 12/4/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | COOTS, LORRAINE | INSTRUCTIONAL ASST/ NEAL DOW/4.0 | 11/16/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | GILBERT, JAMES | CUSTODIAN/ MJHS/8.0 | 12/14/2008 | RE-EMPLOYMENT |
| RESIGNED ONLY POSITION LISTED | GUILBAULT, KARIN | IA-COMPUTERS/ NEAL DOW/3.0 | 11/30/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | JONES, POLLY | CAFETERIA ASST/ CHAPMAN/3.3 | 12/7/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | OLSON, KATHRYN | IPS-HEALTHCARE/ SIERRA VIEW/3.5 | 1/4/2009 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | OLSON, KATHRYN | IPS-HEALTHCARE/ LOMA VISTA/2.0 | 1/4/2009 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | SCHMIDT, LISA | CAFETERIA ASST/ CCDS/1.6 | 11/9/2008 | INCREASE IN HOURS & WORK YEAR |
| RESIGNED ONLY POSITION LISTED | SEIG, APRIL | INSTRUCTIONAL ASST/ CHAPMAN/1.3 | 11/16/2008 | INCREASE IN HOURS |
| RESIGNATION/ TERMINATION | HYDE, ALICIA | IPS-HEALTHCARE/ CHAPMAN/6.0 | 12/3/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | KOKINOS, DIANE | SCHOOL OFFICE MGR/ PARKVIEW/8.0 | 11/28/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | PUTERBAUGH, SKYLAR | IPS-HEALTHCARE/ LOMA VISTA/4.0 | 11/21/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | PUTERBAUGH, SKYLAR | IPS-CLASSROOM/ CHAPMAN/2.0 | 11/21/2008 | VOLUNTARY RESIGNATION |

MINUTES

9.4 BUSINESS SERVICES

1. The Board approved the Erate Participation/Contracts
2. The Board approved the Accounts Payable Warrants

(Consent Vote)

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

10. DISCUSSION/ACTION CALENDAR**ITEMS REMOVED FROM CONSENT FOR FURTHER DISCUSSION:**

Item 9.2.5, Consider approval of the Consultant Agreement with CSUC Research Foundation for the Enhancing Education Through Technology Grant Round 7. Michael Specchierla, Elementary Librarian, addressed questions regarding the grant. Board President Reed made a motion to approve the Consultant Agreement; seconded by Board Vice President Kaiser.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

10.1 EDUCATIONAL SERVICES

1. Information: 2009-10 Housing Recommendation; Initial Proposal

At 7:53 p.m. Board President Reed noted the Housing Recommendation Initial Proposal was for information only and in order to facilitate conversation, staff would present the initial proposal, the Board would have time for questions and then the floor would be open for 30 minutes for public comment. In addition, Special meetings for public input are scheduled for January 6 at Parkview, January 8 at Rosedale, January 13 at Marigold, and January 14. At 7:58 p.m. Director Carolyn Adkisson presented the Housing Recommendation Initial Proposal. At 8:47 p.m. Board President Reed asked for questions from the Board. At 8:58 p.m. twenty-two speakers addressed the Board with their concerns. Superintendent Staley said the proposal and additional information would be posted on the district's website.

At 10:12 p.m. Board President Reed announced the Board would take a break.

2. Discussion/Action: Chico Junior High School Review of Intervention Programs; Proposal for Fencing Project

At 10:22 p.m. John Bohannon presented an overview of the CJHS in-school suspension and lunch time intervention programs. He also shared information about why additional fencing is needed at CJHS as part of a comprehensive safety plan. Options for fencing were discussed. Board Member Griffin made a motion to allow Principal Bohannon to utilize stored fencing for safeguarding the fire lane and further explore fencing options (i.e., receiving bids, checking with the Ag Dept.) for the larger project in front of school; seconded by Board Member Thompson.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

10.2 BUSINESS SERVICES

1. Discussion/Action: Consider approval of Board Policy 3511.1, Integrated Waste Management

At 11:00 p.m. Mary Leary presented Board Policy 3511.1, Integrated Waste Management for approval. Board Vice President Kaiser made a motion to approve Board Policy 3511.1; seconded by Board Member Rees.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

2. Discussion/Action: Restructuring Proposal: Technology, Student Information and After School Programs, to accommodate CALPADS and CSIS Projects

MINUTES

At 11:04 p.m. Assistant Superintendent Combes presented a restructuring proposal for the Technology department. Fiscal Advisor Sheila Vickers addressed funding questions. Board Member Rees made a motion to approve the restructuring proposal; seconded by Board Vice President Kaiser.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

3. Discussion/Action: 2008-09 First Period Interim Budget Report

At 11:16 p.m. Assistant Superintendent Combes presented the 2008-09 First Period Interim Budget Report. Fiscal Advisor Sheila Vickers answered questions regarding negative certification. Board Vice President Kaiser made a motion to approve the First Period Interim Budget Report; seconded by Board Member Rees.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

10.3 HUMAN RESOURCES

1. Discussion/Action: Acceptance of CSEA, Chapter 110 Appointee to the District's Personnel Commission

At 11:40 p.m. Assistant Superintendent Feaster explained that William Patton was accepted as CSEA Chapter 110's appointee to the Personnel Commission to fill the remainder of a term which expires this month and the Chapter would like to appoint Mr. Patton for the new term of December 2008-December 2011. Board Vice President Kaiser made a motion to accept the appointee, William Patton; seconded by Board Member Thompson.

AYES: Reed, Kaiser, Griffin, Thompson, Rees

NOES: None

2. Information: Personnel Commission Annual Report

This agenda item will be presented at the January Board meeting.

3. Information: Initial Proposal for Collective Bargaining from CUSD

At 11:42 p.m. Assistant Superintendent Feaster presented the initial proposal of the Chico Unified School District to the Chico Unified Teachers' Association (CUTA) for information only.

11. ITEMS FROM THE FLOOR

At 11:44 p.m. Ms. Lyla Gregg said concerns were addressed in a letter submitted to the Board.

12. ANNOUNCEMENTS

At 11:45 p.m. Superintendent Staley stated how wonderful the band and choir concert was at CJHS last night and invited Board members to Chapman Elementary tomorrow at 1:00 p.m. when Wal-Mart will present a coat to every student.

13. ADJOURNMENT

At 11:46 p.m. Board President Reed adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

MINUTES

1. CALL TO ORDER

Board Vice President Kaiser called the January 14, 2009, Special Meeting to order at Chico High School, Williams Theatre, at 901 Esplanade at 6:00 p.m. and led the flag salute. She informed the audience the meeting was scheduled for public input on the housing recommendation and there would be no action. The process for submitting comments was explained for both written comments and those wishing to speak. In order to accommodate as many speakers as possible, comments would be limited to three (3) minutes each and each category would be limited to 30 minutes.

Present: Dr. Kathleen Kaiser, Liz Griffin, Rick Rees and Andrea Lerner Thompson

Absent: Jann Reed

2. INFORMATION**2.1 2009-10 Housing Recommendation Proposal**

At 6:07 p.m. Superintendent Staley thanked everyone for their passion about the schools and programs and for their communication and encouraged continued communication and support of the schools. She reviewed the proposal and explained the process and rationale for the housing recommendation. She stated the Board would consider a revised timetable, pushing potential approval to February with a revised plan to be introduced at the Board's January 28 meeting. Board Vice President Kaiser welcomed everyone and encouraged respectful dialogue.

At 6:23 p.m. Public Comment began. Categories and number of speakers included:

- **TWI – Rosedale:** three speakers.
- **TWI – Parkview:** ten speakers.
- **Neighborhood:** seven speakers
- **GATE:** six speakers

Speakers shared concerns about the special programs continuing, the importance of neighborhood schools, how the changes would improve schools, and the importance of involving parents and teachers in the process. Board member Rees explained the Board was responsible for the process of releasing the draft simultaneously to the public, parents and the Board. At 7:58 p.m. time was allowed for questions from the Board and additional public input.

7. ADJOURNMENT

At 9:09 p.m. Board Vice President Kaiser adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

6.1.2.
Page 1 of 1

| Donor | Item | Recipient |
|--------------------------------------|--------------------------------------|-------------------------|
| Wal-Mart | 350 Student Jackets @ \$5,700.00 | Chapman |
| Maggie Ricketts | \$75.00 | Chapman/6th Grade Camp |
| Bidwell Presbyterian Church | Various Items @ \$14,764.43 | Citrus |
| John Geiger | \$321.00 | Parkview/6th Grade Camp |
| Jason and Elizabeth Parks | Digital Camera @ \$100.00 | Parkview |
| Shane Collins | Toys @ \$58.88 | Parkview/Room 2 |
| Farshad Azad | School Supplies @ \$1,000.00 | Rosedale |
| Louise Gaedicke | \$100.00 | Shasta |
| Shasta PTO | \$18,000.00 | Shasta |
| Tom & Lori Walsh | Musical Items @ \$90.00 | Chico Jr. High |
| Bruce Dillman | Misc. Items @ \$245.36 | Chico High |
| Denice Gustafson | Saxaphone @ \$500.00 | Chico High/Music |
| Longs Drug #760 | Heat Factory/Hand Warner @ \$74.75 | Pleasant Valley |
| The Home Depot/Jennifer Pearson | \$15.00 | Pleasant Valley |
| Nona Nahalea | Chevron Gift Card @ \$25.00 | Pleasant Valley |
| PG&E Corp./Randy Leppard | \$204.00 | Pleasant Valley |
| Gentry & Michelle Power/Bidwell Perk | Gift Basket @ \$20.00 | Pleasant Valley |
| Dan and Natalie Thomas | \$200.00 | PVHS/Honors Biology |
| Barnes & Noble Booksellers | \$1,093.63 | PVHS/Academic Decathlon |
| Mary Helen Hughes | \$100.00 | PVHS/Visions |
| Dubois Equipment Co./Jim Arvin | Misc. Steel & Aluminum @ \$14,400.00 | PVHS/Welding |
| | Racks, Desks, etc. @ \$2,500.00 | |
| Jean Delgado | 1 Paperback @ \$9.00 | PVHS/Library |
| Michelle Martin | Books @ \$306.00 | PVHS/Library |
| Ann Dempsey | Books, CDs, Video @ \$61.00 | PVHS/Library |
| Kaela Martin | Books @ \$38.00 | PVHS/Library |
| Jay Bhakta | Books @ \$9.00 | PVHS/Library |
| Goodsearch | \$90.13 | PVHS/Library |
| Jason Judy | Book @ \$4.00 | PVHS/Library |
| Natalie Thomas | Books @ \$95.50 | PVHS/Library |
| Sabrina Martin | Paperback @ \$12.00 | PVHS/Library |
| AAA Properties | \$1,000.00 | PVHS/Wrestling |
| Timothy & Beth O'Shea | \$20.00 | PVHS/Football |
| Anonymous | \$20.00 | PVHS/Football |
| Anonymous | \$20.00 | PVHS/Girls Tennis |
| Anonymous | \$20.00 | PVHS/Softball |
| Jose & Casandra Bravo | \$20.00 | PVHS/Swim Team |
| Rebecca Dawson | \$20.00 | PVHS/Swim Team |
| Marc & Lauri Vollmer | \$20.00 | PVHS/Cross Country |
| Velda Steffensen | \$20.00 | PVHS/Cross Country |
| Donald & Lisa Dickenson | \$5,000.00 | CUSD/Special Education |
| Ray & Bette Narbaitz | CDs, tapes, videos, books @ \$725.00 | CUSD/Fine Arts |
| Terri Milton | Health Items @ \$35.00 | Loma Vista/PVHS |
| Kirk & Ruth Granlund | \$100.00 | Loma Vista/Speech |
| Cherie Johnson | \$50.00 | Loma Vista/Speech |
| Kristina Wong | \$200.00 | Loma Vista/Speech |

TITLE: Field Trip Request

Action: _____
Consent: X
Information: _____

January 28, 2009

Prepared by: Joanne Parsley

Background Information

We are proposing to take our group of approximately ten RSP (learning disabled) 8th graders to Disneyland. While there, we are hoping to attend the educational tour of Medieval Times Restaurant in Buena Park (\$25 per attendee).

We are planning to leave April 29th and return May 3rd. Students will miss 3 days of school. Students who earn this trip will have received good citizenship grades (S or O), and C grades or better. Their attendance is expected to be excellent.

We will have a ratio of 3 adults to 10 students (2 females and 1 male).

It is hoped that this trip might become an annual event whereby students know from the beginning of the year what is expected of them throughout the year as they work towards the goal of earning this trip.

Educational Implications

Math, research through books and the internet, and computer competencies will be the primary focus in planning for this trip, but this will be educational standards in action – putting learned concepts to use! Through researching our trip, students will become familiar with google earth and map search engines to plot our route. They will be reading maps, totaling mileage, and estimating gas usage and cost. They will map out our destination and become familiar with our destination point before we even arrive.

Students will use spreadsheets to organize needed financial information for our trip such as cost of food, rooms, gas, ticket prices and keep up-to-date account information needed for our trip.

Using various search engines, students will research Walt Disney, his learning disability and his rise to fame through art. We will be reading the book *Walt Disney: Young Movie Maker (Childhood of Famous Americans Series)* They will also research the history of Disneyland.

As well as computer competencies, students will be learning and strengthening their knowledge of the standards listed below:

Algebra & Functions 1.0; Mathematical Reasoning 1.0, 2.0, 3.0; Language Arts & Writing Applications; Visual & Performing Arts 4.0; Social Science 7.6

Fiscal Implications

We propose to do 2 fund raisers (math-a-thon and sell Papa Murphy's pizza cards). We also hope to put in a request to the Annie B Foundation. The cost per student will be approximately \$407. This includes transportation (2 rental vehicles rented privately in teachers' names), the hotel cost, gas, Disneyland tickets and meals. Parents will be asked to supplement if possible.

Additional Information

We will leave on April 29 at approximately 6 am and plan on arriving at the hotel at approximately 3:00 pm. We will leave for home on May 3 in the am and plan on arriving home approximately 5:00 pm.

RECEIVED

JAN 20 2009

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

6.2.2.
Page 3 of 3

SUPERINTENDENT'S OFFICE
CHICO UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 1/5/09

FROM: Cathy Jenswold

School/Dept.: BIDWELL JR. / RSP SpEd.

SUBJECT: Field Trip Request

Request is for 8th grade/ English & Math/ Resource class
(grade/class/group)
Destination: Disneyland/Medieval Times Activity: 5 day trip - Anaheim, CA
from 4/29/09 6 am to 5/03/09 5 pm
(dates) / (times) (dates) / (times)
Rationale for Trip: * see attached

Number of Students Attending: 10 Teachers Attending: 2 Parents Attending: 0

Student/Adult Ratio: 5:1

Transportation: Private Cars _____ CUSD Bus _____ Charter Bus Name _____
Other: Rental cars

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

ESTIMATED EXPENSES:

Fees \$ _____ Substitute Costs \$ 150 Meals \$ 850
Lodging \$ 1048 Transportation \$ 687 Other Costs \$ 1490
(0-land tickets)

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

Name ASB Acct. #: 01-0000-01232-1000-050 \$ 4225.00
Name _____ Acct. #: _____ \$ _____

Requesting Party

1/16/09
Date

Site Principal

1-16-09
Date



Approve/Minor



Do not Approve/Minor

or

Recommend/Major

or

Not Recommended/Major

(If transporting by bus or Charter)

Director of Transportation

Date

IF MAJOR FIELD TRIP

Director of Educational Services

Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

Title: Field Trip Request

Action:

Consent: X

Information:

Date: January 28, 2009

Prepared by: Priscilla Burns
Pleasant Valley High School

Background Information

The ROP Culinary II course competes on March 5-8, 2009 in the California finals of the Prostart Management and culinary gourmet cooking competitions. Students have accrued the finances to attend and are goal-setting toward this elite competition all year.

Educational Implications

Meets and exceeds standards for food service and hospitality pathway students.... Shows mastery in subject area learning targets

Students will have opportunities to meet peers, network and be judged by many of the best chefs and managers in the nation.

Fiscal Implications

Perkins and ASB FHA-HERO culinary acct. already has funds for this expenditure.

Additional Information

Last year the Management team won 1st in the state!!

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

6.2.3.
Page 2 of 2

SUBJECT: Field Trip Request

| | | |
|--|--|--|
| <u>Priscilla Burns</u> Requesting Party <u>[Signature]</u> Site Principal <u>[Signature]</u> Director of Transportation | <u>1/20/09</u> Date <u>1/20/09</u> Date <u>1/21/09</u> Date | <input checked="" type="checkbox"/> Approve/Minor Or <input type="checkbox"/> Do not Approve/Minor Not Recommended/Major (If transporting by bus or Charter) |
| IF MAJOR FIELD TRIP <u>[Signature]</u> Director of Educational Services Board Action | <u>1-22-09</u> Date Date | <input checked="" type="checkbox"/> Recommend <input type="checkbox"/> Not Recommended <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved |

PROPOSED AGENDA ITEM: Field Trip Request

Prepared by: Ron Souza, Pleasant Valley High School

☒ Consent

Board Date January 28, 2009

☐ Information Only

☐ Discussion/Action

Background Information

The PVHS baseball team has traveled to Arizona to play in a tournament and visited Arizona State University campus three times in the past. This will be our fourth trip to Arizona.

Educational Implications

This trip will allow students the opportunity to experience:

- Guided tour at a Major University
- Professional coaching and instruction from a major league baseball staff
- Tour an Aztec Indian museum
- Participate in a highly competitive baseball tournament with teams from Arizona and as far away as Arkansas

Fiscal Implications

No Fiscal Impact to the General Fund. Students and parents have been fund raising all year. The expenses will be paid out of the Dugout Club, sports boosters.

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

6.2.4.
Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 11/15/09

FROM: Ron Souza, Varsity Baseball Coach

School/Dept.: Pleasant Valley High School

SUBJECT: Field Trip Request

Request is for PVHS Varsity Baseball team to participate in Baseball Tournament
(grade/class/group)
Destination: Tucson, Arizona Activity: Play in Baseball Tournament
from 03/05/09 / to 3/8/09 /
(dates) / (times) (dates) / (times)
Rationale for Trip: Allow Varsity Baseball team to participate in a prep Baseball Tournament in Tucson, Arizona. Team will also tour University of Arizona campus, Tucson Aviation Museum, Arizona Diamondback Baseball facility; attend Arizona Diamondback game & Univ. of Arizona/ UNLV game.
Number of Students Attending: 20 Teachers Attending: 4 Parents Attending: 10
Student/Adult Ratio: 1:1.4
Transportation: Private Cars X CUSD Bus Charter Bus Name
Other: airlines
All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:
Fees \$ 0 Substitute Costs \$ 0 Meals \$ 0
Lodging \$ 0 Transportation \$ 0 Other Costs \$ 0
ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name No expenses to district Acct. #: \$
Name Acct. #: \$

Ronald Souza 11/15/09
Requesting Party Date
12/2/08 ☒ Approve/Minor ☐ Do not Approve/Minor
Site Principal Date or
Recommend Major Not Recommended/Major
(If transporting by bus or Charter)
Director of Transportation Date
IF MAJOR FIELD TRIP
Stacy 12-12-08 ☒ Recommend ☐ Not Recommended
Director of Educational Services Date
☐ Approved ☐ Not Approved
Board Action Date

PROPOSED AGENDA ITEM: Consultant Agreement for BCOE-CTAP/EETT services

☒ Consent

☐ Information Only

Board Date: January 28, 2009

☐ Discussion/Action

Prepared by: Janet Brinson, Director

Background Information

Enhancing Education Through Technology (EETT) for two+ competitive grants and the formula grant awards -- Part of No Child Left Behind

Through the Butte County Office of Education (BCOE), the Calif. Technology Assistance Program (CTAP) coordinator assists in implementation of the grants, provides & facilitates staff development, gathers data for assessment, and assists with completion of state reports and program modifications where necessary. The District also needs assistance in developing a state-required technology plan.

Education Implications

These grants provide staff development for technology integration into the curriculum, and include components for assessing/corrective effectiveness of student achievement of standards.

Fiscal Implications

No impact on General Fund. Paid 100% with Federal grant funds and Calif. Microsoft Settlement funds.

Mandatory Instructions

(click to view)

CHICO UNIFIED SCHOOL DISTRICT
Business Services
1163 E. 7th Street, Chico, CA 95928
(530) 891-3060

Business Services Use Only

CA# _____

V# _____

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: Butte County Office of Education (BCOE) California Technology Assistant Project (CTAP)
Street Address/POB: 1858 Bird Street
City, State, Zip Code: Oroville, CA 95966
Phone: _____
Taxpayer ID/SSN: _____

This agreement will be in effect from: 01/28/09

to 05/30/09

Location(s) of Services: (site) District

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

Nancy Silva will support coordination/implementation of EETT-Q/EETT-F grants including: tracking/evaluating student achievement, developing/facilitating professional development goals, monitoring progress, and planning/coordinating technical support. Tech Plan coordination includes: research/implementation, facilitating stakeholder meetings, and writing the CUSD Tech Plan.

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

EETT formula and competitive grant requirements
Technology Plan/Erate requirements

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

- 1) CTAP support for tech plan, inservice, CLRN, assessment profile & other resources, etc. (3 days @ \$-0-)
- 2) General purpose voucher funding & EETT-c Rd 4, Yr3 funding (lines 2&3 below) (47 days @ \$475/day)
- 3) Summary: 47 days paid by CUSD + 3 days paid by BCOE = 50 total contract days

6. Account(s) to be Charged:

| Pct (%) | Fund | Resource | Proj/Yr | Goal | Function | Object | Expense | Sch/Dept |
|----------|------|----------|---------|------|----------|--------|---------|----------|
| 1) 0.00 | -- | -- | -- | -- | -- | 5800 | 14 | -- |
| 2) 76.00 | 01 | 9076 | 0 | 0000 | 2420 | 5800 | 14 | 741 |
| 3) 24.00 | 01 | 4045 | 0 | 0000 | 2420 | 5800 | 14 | 741 |

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)

\$ 475.00 Per Unit, times 47.00 #Units = \$ 22,325.00 Total for Services

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

9. Additional Expenses:

\$
\$
\$

Total for
Addit'l Expenses
0.00

\$ 22,325.00 Grand Total

10. Amounts of \$5,001.00 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)

Page 3 of 3

003

Business Services Use Only

CA#

V#

Consultant Name: **BCOE**

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, that criminal background checks have been completed as per Board Policy #3513.6 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.
9. The District will determine whether the Consultant will be paid by vendor check as a Consultant or payroll check as a Contract Employee (with taxes withheld) by reviewing the completed Certificate of Independent Consultant Agreement (a blank sample may be viewed at http://www.chicond.org/_dept/business/documents/Consultant_Agreement.pdf). IRS publication SWK 40 and IRS Ruling 87-41 will assist the District in determining the payment method applied to this Consultant Agreement.

11. AGREED TO AND ACCEPTED: (If determined to be a Contract Employee, a payroll check will be issued with applicable taxes withheld.)*Carolyn Olsen*
(Signature of Consultant)

Carolyn Olsen

(Print Name)

1-20-09

(Date)

12. RECOMMENDED:*Janel Erinson*
(Signature of Originating Administrator)

Janel Erinson, Director

(Print Name)

1-20-09

(Date)

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

Janel Erinson, Director

(Print Name)

1-20-09

(Date)

APPROVED:*Scott Jones*
(Signature of District Admin - Business Services)

Consultant



Contract Employee

Scott Jones

(Print Name)

1/21/09

(Date)

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

Partial Payment thru:

(Date)



Full or Final Payment

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

Send to Site Administrator:

(Date check required)



Mail to Consultant

\$

(Amount)

(Originating Administrator Signature - Use Blue Ink)

(Date)

PROPOSED AGENDA ITEM: School Accountability Report Cards (SARCs)

Prepared by: Kelly Staley

☒ Consent

☐ Information Only

☐ Discussion/Action

Board Date January 28, 2009

Background Information

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

Educational Implications

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

Fiscal Implications

None

Additional Information

SARCs will be available to the public at individual school sites and via the CUSD website by February 1, 2009. In addition, the SARCs can be obtained at the California Department of Education website: www.cde.ca.gov/oep/sarc/

PROPOSED AGENDA ITEM: School Site Plans for 2008-09

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

Board Date: January 28, 2009

Prepared by: Janet Brinson, Director

Background Information

Final categorical funding allocations have been made and the formal detailed site budgets have been approved by the appropriate site councils for the 2008-09 school year.

Educational Implications

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

Fiscal Implications

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

Additional Information

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

6.3.1.
Page 1 of 1

January 28, 2009

MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Certificated Human Resources Actions

| Name/Employee # | Assignment | Effective | Comment |
|---|---|---|--|
| <u>Administrative Appointment(s) 2008/09 According to Board Policy</u> | | | |
| McKay, David | 1.0 FTE Assistant Principal, Alt Education | 2008/09 | Appointment |
| Quinto, Terry J. | .0308 FTE School Psychologist | 2008/09 | Appointment (in addition to current .4750 FTE assignment) |
| Tadeo, Rachel | .20 FTE Elementary Principal | 2008/09 (Effective 1/9/09-6/30/09) | Appointment (in addition to current .80 FTE assignment) |
| <u>Temporary Appointment(s) 2008/09 According to Board Policy</u> | | | |
| Aguilar, Juan | Elementary | 2 nd Semester 2008/09 | .14 FTE Temporary Appointment (in addition to current .70 FTE assignment) |
| Carter, Tamara | Secondary | 2 nd Semester 2008/09 (Effective 1/06/09) | .20 FTE Temporary Appointment (in addition to current .80 FTE assignment) |
| Hart, Joan | Speech Therapist | 2 nd Semester 2008/09 (Effective 1/5-5/1/09) | 1.0 FTE Temporary Appointment |
| Moll, Andrew | Counselor | 2 nd Semester 2008/09 (Effective 1/21/09) | 1.0 FTE Temporary Appointment |
| Reggi-Bruchler, Gina | Secondary | 2 nd Semester 2008/09 (Effective 1/14/09) | .10 FTE Temporary Appointment (Revised from .20 FTE - this .10 FTE is in addition to current .40 FTE assignment) |
| Sasaki, Joshua | Secondary | 2 nd Semester 2008/09 (Effective 1/14/09) | .10 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| <u>Change in Employment Status</u> | | | |
| Zweigle, Sheena | .60 FTE Secondary | 2008/09 | Change to Probationary Status (in addition to .40 FTE Temporary assignment) |
| <u>Full-Time Leave Request(s) 2008/09</u> | | | |
| Stephens, Anne | Secondary | 2 nd Semester 2008/09 (Effective 2/9/09-6/4/09) | 1.0 FTE Leave |
| <u>Retirement(s)/Resignation(s)</u> | | | |
| Black, Ashley | | December 20, 2008 | Resignation |

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

January 28, 2009

MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Classified Human Resources Actions

| <u>ACTION</u> | <u>NAME</u> | <u>CLASS/LOCATION/ ASSIGNED HOURS</u> | <u>EFFECTIVE</u> | <u>COMMENTS/PRF #/ FUND/RESOURCE</u> |
|-------------------|---------------------|---|----------------------------|--|
| APPOINTMENT | ADAMS, MOLLY | LT IA-ELEMENTARY GUIDANCE/NEAL DOW/2.0 | 2/1/2009 - 5/28/2009 | EXTEND LT POSITION/274/ GENERAL/0000 |
| APPOINTMENT | CASEY, LETITIA | IA-SR ELEMENTARY GUIDANCE/MCMANUS/2.0 | 1/5/2009 | NEW POSITION/271/ CATEGORICAL/6010 |
| APPOINTMENT | GREMINGER, LUCRETIA | LT INSTRUCTIONAL ASST/PARKVIEW/8 | 12/17/2008 - 2/8/2009 | NEW LT POSITION/126/ CATEGORICAL/0020 |
| APPOINTMENT | HAYES, ANN | LT IA-SPECIAL ED/ BJHS/1.0 | 12/18/2008 - 04/06/2009 | NEW LT POSITION/163/ SPECIAL ED/6500 |
| APPOINTMENT | HUNTER, DEBRA | LT IA-SPECIAL ED/ MARIGOLD/3.4 | 1/5/2009 - 4/13/2009 | NEW LT POSITION/189/ SPECIAL ED/6500 |
| APPOINTMENT | JOHNSON, JANET | INSTRUCTIONAL ASST/ CITRUS/1.0 | 12/18/2008 | NEW POSITION/60/ CATEGORICAL/6010 |
| APPOINTMENT | MAGPUSAO, SHANNON | CAMPUS SUPERVISOR/ MJHS/1.0 | 1/13/2009 | VACATED POSITION/70/ GENERAL/0000 |
| APPOINTMENT | NELSON, JAY | CAMPUS SUPERVISOR/ CJHS/1.0 | 1/13/2009 | VACATED POSITION/234/ GENERAL/0000 |
| APPOINTMENT | O'BRIEN, CASEY | LT CAMPUS SUPERVISOR/CJHS/5 | 12/12/2008 - 6/3/2009 | NEW POSITION/247/ CATEGORICAL/4124 |
| APPOINTMENT | RORIVE, MARGARET | PARENT CLASSROOM AIDE-RESTR/ MARIGOLD/1.4 | 1/13/2009 | NEW POSITION/88/ CATEGORICAL/7250 |
| APPOINTMENT | STEIN, APRIL | LT PARENT CLASSROOM AIDE-RESTR/SHASTA/2.0 | 1/13/2009 - 6/3/2009 | NEW LT POSITION/248/ CATEGORICAL/7250 |
| APPOINTMENT | TALERICO, LYNDIA | IA-SPECIAL ED/MCMANUS/1.6 | 12/18/2008 | NEW POSITION/178/ CATEGORICAL/6010 |
| APPOINTMENT | TRIMBLE, CRYSTAL | PARENT CLASSROOM AIDE-RESTR/ MARIGOLD/1.4 | 1/5/2009 | NEW POSITION/89/ CATEGORICAL/7250 |
| INCREASE IN HOURS | BARNETT, PATRICIA | IPS-CLASSROOM/EMMA WILSON/4.5 | 1/5/2009 | NEW POSITION/210/ SPECIAL ED/6501 |
| INCREASE IN HOURS | BROWN, DEBORAH | CAFETERIA ASST/CHAPMAN/3.3 | 1/6/2009 | VACATED POSITION/260/ NUTRITION/0000 |
| INCREASE IN HOURS | COLLADO, JOSH | CAMPUS SUPERVISOR/ CJHS/1.0 | 12/15/2008 | VACATED POSITION/104/ GENERAL/0000 |
| INCREASE IN HOURS | CRLJENICA, CAROL | CAFETERIA COOK MGR 1/ AFC/6.0 | 1/5/2009 | EXISTING POSITION/232/ NUTRITION/0000 |
| INCREASE IN HOURS | DELEY, THORA | IPS-CLASSROOM/ ROSEDALE/3.0 | 1/5/2009 | VACATED POSITION/209/ SPECIAL ED/6501 |
| INCREASE IN HOURS | GEDNEY, FRANCES | CAFETERIA ASST/CHS/4.0 | 12/12/2008 | NEW POSITION/230/ NUTRITION/0000 |

Classified Human Resources Actions, con't

| | | | | |
|----------------------------------|----------------------------|--|---------------------------|---|
| INCREASE IN HOURS | SANDS, JEREMIAH | CAFETERIA ASST/CHS/2.0 | 12/15/2008 | NEW POSITION/229/ NUTRITION/0000 |
| INCREASE IN HOURS | SANDS, JEREMIAH | CAFETERIA ASST/ BJHS/2.5 | 1/12/2009 | VACATED POSITION/262/ NUTRITION/0000 |
| TRANSFER W/INCREASED HOURS | JONES, BRETT | IA-SPECIAL ED/CITRUS/5.0 | 1/23/2008 | IN LIEU OF LAYOFF/ SPECIAL ED/6500 |
| VOLUNTARY REDUCTION IN HOURS | JACKSON, MARK | IA-SPECIAL ED/CJHS/4.0 | 1/13/2009 | IN LIEU OF LAYOFF/268/ SPECIAL ED/6500 |
| VOLUNTARY REDUCTION IN HOURS | JACKSON, MARK | IA-SPECIAL ED/NORD/0.8 | 1/13/2009 | IN LIEU OF LAYOFF/99/ SPECIAL ED/6500 |
| VOLUNTARY REDUCTION IN HOURS | JOHNSON, GLEN | IA-SPECIAL ED/CHS/5.0 | 1/13/2009 | IN LIEU OF LAYOFF/ SPECIAL ED/6500 |
| PROMOTION | MELVIN, PENNY | REGISTRAR/PVHS/8.0 | 12/18/2008 | VACATED POSITION/243/ GENERAL/0000 |
| PROMOTION | STARNES, SANDRA | SCHOOL OFFICE MGR/ PARKVIEW/8.0 | 1/20/2009 | VACATED POSITION/15/ GENERAL/0000 |
| RE-EMPLOYMENT | HOSTICK, MARY | CUSTODIAN/M & O/8.0 | 12/11/2008 | VACATED POSITION/246/ GENERAL/0000 |
| RE-EMPLOYMENT | NELSON, LINDSEY | IPS-CLASSROOM/ LOMA VISTA/3.0 | 1/7/2009 | VACATED POSITION/218/ SPECIAL ED/6501 |
| RE-EMPLOYMENT | NELSON, LINDSEY | IPS-CLASSROOM/ HOOKER OAK/2.0 | 1/7/2009 | NEW POSITION/215/ SPECIAL ED/6501 |
| RE-EMPLOYMENT | SMITH, AARON | CUSTODIAN/M & O/8.0 | 1/15/2009 | VACATED POSITION/266/ GENERAL/0000 |
| LEAVE OF ABSENCE | HOFMANN, JANICE | SR LIBRARY MEDIA ASST/ CJHS/6.0 | 1/5/2009 | EARLY RETURN FROM LOA |
| LEAVE OF ABSENCE | KOEHLI-OWNBY, KAREN | HEALTH CARE ASST- SPEC/LOMA VISTA/6.5 | 12/8/2008 - 6/1/2009 | PART-TIME PER CBA 5.2.9 |
| LEAVE OF ABSENCE | PADILLA, BRENDA | DIRECTOR-NUTRITION SERVICES/NUTRITION/8.0 | 7/24/2008 - 1/23/2009 | PER BOARD OF EDUCATION |
| LEAVE OF ABSENCE | STEWART-REIBLEIN, KATHERIN | IPS-HEALTHCARE/ CITRUS/3.5 | 1/26/2009 - 5/26/2009 | PART-TIME PER CBA 5.12 |
| LEAVE OF ABSENCE | WILCOX, JESSICA | IPS-HEALTHCARE/ LOMA VISTA/4.0 | 12/20/2008 - 1/23/2009 | PER CBA 5.12 |
| RESIGNED ONLY POSITION LISTED | BARNETT, PATRICIA | IPS-CLASSROOM/LOMA VISTA/2.0 | 1/4/2009 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | BROWN, DEBORAH | CAFETERIA ASST/PVHS/3.1 | 1/5/2009 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | COLLADO, JOSH | CAMPUS SUPERVISOR/CJHS/2 | 12/14/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | CRLJENICA, CAROL | CAFETERIA COOK MGR 1/AFC/5.5 | 1/4/2009 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | DELEY, THORA | IPS-CLASSROOM/LOMA VISTA/2.0 | 1/4/2009 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | GEDNEY, FRANCES | CAFETERIA ASST/CJHS/3.0 | 12/11/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | JONES, BRETT | LT INSTRUCTIONAL ASST/PARKVIEW/8 | 1/22/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | JONES, BRETT | LT INSTRUCTIONAL ASST/MCMANUS/3.5 | 1/22/2008 | TRANSFER W/INCREASED HOURS |

Classified Human Resources Actions, con't

| | | | | |
|----------------------------------|--------------------|--|------------|-----------------------|
| RESIGNED ONLY POSITION LISTED | MELVIN, PENNY | SCHOOL OFFICE MANAGER/MARIGOLD/8.0 | 12/17/2008 | PROMOTION |
| RESIGNED ONLY POSITION LISTED | SANDS, JEREMIAH | CAFETERIA ASST/ CJHS/1.5 | 12/14/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | SANDS, JEREMIAH | CAFETERIA ASST/CHS/2.0 | 1/11/2009 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | STARNES, SANDRA | SR OFFICE ASST/MJHS/8.0 | 1/19/2009 | PROMOTION |
| RESIGNATION/ TERMINATION | DICKENSON, JEFFREY | IA-SR ELEMENTARY GUIDANCE/NEAL DOW/3.0 | 1/8/2009 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | ELLIOTT, LAUREN | IPS-HEALTHCARE/ MARIGOLD/3.5 | 1/23/2009 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | GREER, MICHAEL | INFORMATION SYSTEMS ANALYST/INFORMATION SERVICES/8.0 | 1/20/2009 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | GRIFFIS, JASON | CUSTODIAN/M & O/8.0 | 12/8/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | NAHALEA, LYNSEY | IPS-HEALTHCARE/ LOMA VISTA/4.0 | 12/19/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | XIONG, BAO | IA-ELEMENTARY GUIDANCE/NEAL DOW/2.0 | 12/15/2008 | VOLUNTARY RESIGNATION |

TITLE: Approval of a subsequent Variable Term Waiver Request for a Designated Subject Special Services: Driver Education and Driver Training Credential for Certificated Employee Steven S. Sheridan

Action:

Consent: ☒

Information:

January 28, 2009

Prepared by: Bob Feaster, Assistant Superintendent-Human Resources

Background Information

Request approval of a subsequent Variable Term Waiver Request for a Designated Subject Special Services: Driver Education and Driver Training credential to cover the assignment of Certificated Employee (Steven S. Sheridan) to teach a Driver Education class during the 2008/09 school year beginning 10/01/08 (BLAST After School Program and Summer Session-if needed).

Educational Implications

Approval of this subsequent Variable Term Waiver Request will allow Mr. Sheridan to teach while completing the requirements for the credential.

Fiscal Implications

None

Additional Information



State Of California
Commission On Teacher Credentialing
Certification, Assignment and Waivers Division
Box 1559
Sacramento, CA 95812-1559

Telephone: (916) 323-7136
E-mail: waivers@ctc.ca.gov

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be clear enough to photocopy.

| | | |
|--|--|---|
| 1. EMPLOYING AGENCY (include mailing address) Chico Unified School District 1163 E. 7th Street, Chico CA 95928 NPS/NPA (list county code) | County/District CDS Code 04/61424 | Contact Person: Heather Deaver Telephone #: 530-891-3000 E-Mail: hdeaver@chicousd.org |
|--|--|---|

2. APPLICANT INFORMATION

Social Security Number

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed LiveScan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name **Sheridan, Steven S.**

Last

First

Middle

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

Credential Needed for Waiver **Desg. Subjects: Driver's Education & Training**

(List specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment **Year Round BLAST Program & Summer Session Driver Ed**

Indicate specific position and grade level (e.g. *chemistry teacher, grades 11-12*)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? ☐ Yes ☒ No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) after school
- Is this a subsequent waiver? (see #9 for additional information) ☒ Yes ☐ No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: **44260.4**

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): **11 / 03 / 2008** to **07 / 30 / 2009**

Ending date of school term, track, or year: **06 / 30 / 2009**

(justification to extend expiration date attached)

Justification to Extend the Expiration Date beyond the Ending Date of School Term, Track, or Year.

CUSD requests to extend the ending date of this waiver request for Steven Sheridan to teach Driver's Education to July 30, 2009. Mr. Sheridan will be teaching Driver's Education during the Summer Session of the 2008/09 school year (if needed). The summer session 2008/09 ends July 30, 2009.

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE HIGH INCIDENCE AREA FOR THE ASSIGNMENT

- ☐ Special Education
- ☐ Clinical or Rehabilitative Services
- ☐ Speech-Language Pathology Services
- ☒ Driver Education and Training
- ☐ 30-Day Substitute

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- ☐ Advertised in local/national newspapers
- ☐ Advertised in professional journals
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted IHE placement centers
- ☐ Distributed job announcements
- ☐ Internet
- ☒ Other

Driver's Education is a recognized statewide high incidence area

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

N/A - This is a subsequent waiver request for Mr. Sheridan to teacher Driver Education

6. NON STATEWIDE LOW INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- ☐ Administrative Services
- ☐ Single Subject Teaching (all subject areas)
- ☐ Designated Subjects – except driver education and training
- ☐ Library Media Services
- ☐ Multiple Subject Teaching
- ☐ Pupil Personnel Services: Counseling, Psychology, Social Work
- ☐ Reading Specialist/Certificate
- ☐ Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify all of the following:

- ☐ Distributed job announcements
- ☐ Contacted IHE placement centers
- ☐ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- ☐ Advertised in local/national newspaper
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Advertised in professional journals
- ☐ Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? _____

How many individuals credentialed in the authorization of the waiver request were interviewed? _____

What were the results of those interviews? (Please indicate answers in numbers)

- _____ Applicant(s) withdrew
- _____ Candidate(s) declined job offer
- _____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

Section 6a., b., c., d., and e. are not applicable to Driver Education. Driver Education is a statewide High Incidence Area Waiver request covered under Section 5.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the document named above as the credential goal and a target date by which he or she plans to complete those requirements.

| PROGRAM, COURSE, EXAMINATION, EXPERIENCE | TARGET COMPLETION DATE |
|---|------------------------|
| Driver Education Certification | TBD |
| Will complete when program becomes available | |
| within a reasonable Geographical area | |
| | |

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Jim Hanlon Position Principal - Chico High

9. SUBSEQUENT WAIVER REQUESTS

- ☒ Attached is a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

- ☒ Yes ☐ No ☐ Not applicable (program completion is not a requirement)



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

6.3.3.

Page 7 of 9
530/898-3000
fax 891-3220

www.cusd.chico.k12.ca.us

Chico High School
901 The Esplanade
Chico, CA 95926
(530) 891-3026
FAX (530) 891-3284
www.chs.chico.k12.ca.us

To Whom It May Concern:

I am writing to express my complete satisfaction with the performance demonstrated by Steve Sheridan as a secondary Driver's Education instructor for the BLAST Program at Chico High School for the last several years. Steve's experience and expertise benefit all of the students that have taken his class.

Thank you,

Jim Hanlon
Principal, Chico High School

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to all of the following questions are required. If you answer "yes" to any question, a full explanation is required, using a separate sheet of paper. You must disclose all criminal convictions (misdemeanors and/or felonies) including convictions based on a plea of no contest. You must disclose a conviction no matter how much time has passed and even if the case has been dismissed pursuant to Penal Code Section 1203.4.

Warning: Failure to disclose any information requested is considered falsification of your application and is grounds for denial of your application and/or disciplinary action against your credential.

| | | |
|---|---|---|
| <p>a. Have you ever held a credential or license authorizing service in the public schools in another state?</p> <p>If you answered yes -- State _____ Type of credential _____</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |
| <p>b. Have you ever been dismissed, non-re-elected, or suspended without pay for more than ten days, or retired or resigned from, or otherwise left school employment because of allegations of misconduct or while allegations of misconduct were pending? If the answer is yes, you must submit a full explanation on a separate sheet of paper.</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |
| <p>c. Have you ever been convicted, including a conviction based on a plea of no contest, of any felony or misdemeanor in California or any other place? (NOTE: You must disclose your conviction even if the case was dismissed pursuant to Penal Code Section 1203.4) If the answer is yes, you must submit a full explanation on a separate sheet of paper. Include dates, location, offense, and a short summary of the incident(s) that led to the conviction(s).</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |
| <p>d. Are you currently the subject of any inquiry or investigation by a state or federal law enforcement agency or a licensing agency in California or any other state OR have you ever been the subject an inquiry or investigation by a state or federal law enforcement agency or a licensing agency in California or any other state regarding alleged misconduct that involved children or took place on school property? If the answer is yes, you must submit a full explanation on a separate sheet of paper. Include dates, location, agency name, and a short summary of the incident(s) that led to the investigation and the results of the investigation.</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |
| <p>e. Are any criminal charges currently pending against you? If the answer is yes, you must submit a full explanation on a separate sheet of paper. Include dates, location, and a short summary of the incident(s) that led to the charge(s).</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |
| <p>f. Is any disciplinary action now pending against you in any school district or with any other school employer? If the answer is yes, you must submit a full explanation on a separate sheet of paper. Include dates, type of action, school district or school employer name, and a short summary of the incident(s) that led to the pending action.</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |
| <p>g. Have you ever had any professional or vocational license or any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service or teaching revoked and/or otherwise subjected to any other disciplinary action (including an action that was stayed) for cause in California or any other state or place? If the answer is yes, you must submit a full explanation on a separate sheet of paper. Include dates, location, agency name, and a short summary of the incident(s) that led to the investigation and the results of the investigation.</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |
| <p>h. Have you ever had any application for a credential, including but not limited to, any Certificate of Clearance, permit, credential, license, or other document authorizing public school service or teaching, denied and/or rejected for cause in California or any other state or place? If the answer is yes, you must submit a full explanation on a separate sheet of paper. Include dates, location, name of licensing agency, and a short summary of the incident(s) that led to the denial or rejection.</p> | <p>Yes <input type="checkbox"/></p> | <p>No <input checked="" type="checkbox"/></p> |

11. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

- ☒ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #13 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

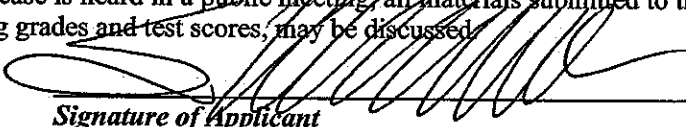
1. an individual who is scheduled to complete initial preparation requirements within six months
2. a candidate who is qualified to participate in an approved internship program in the region of the school district

- ☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #13 below, the person signing verifies that there were no objections to this waiver request.

12. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.


Signature of Applicant
(Sign full legal name as listed in #2)

1/16/09

Date

13. EMPLOYING AGENCY CERTIFICATION

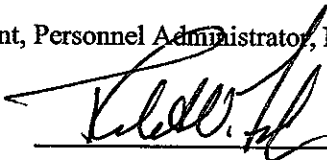
The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions.

If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee:

Signature:



Title:

Assistant Superintendent-Human Resources

Date:

January 16, 2009

PROPOSED AGENDA ITEM: Personnel Commission Annual Report

Prepared by: David Koll



Consent

Board Date

January 28, 2009



Information Only



Discussion/Action

Background Information

The Personnel Commission Annual Report is information requested by the Personnel Commission (PC) which is compiled by PC staff. The report identifies some of the actions completed by the Classified Human Resources staff during the past fiscal year.

Educational Implications

None

Fiscal Implications

None



Personnel Commission

Fortieth Annual Report

2007-2008

The Merit System

Very simply, the merit system is a method of personnel management which is designed to promote the efficiency and economy of the workforce and the good of the public by providing for the selection and retention of employees, promotional opportunities, in-service training, and other related matters, on the basis of merit, fitness and the principle of *"like pay for like work."*

► Who Started it?

The merit (civil service) system is not a new system. Early in the 1800s, the "spoils system" of patronage was well established as a method of filling government jobs. It took the tragedy of the shooting of President John Garfield by a disgruntled office worker in 1881 to focus enough attention on the practice to spark legislative reform.

Two years later, the Congress passed the Civil Service Act of 1882 (the Pendleton Act) which set up the first civil service system for federal employees to guard against patronage appointments. In the following years, state and local civil service systems flourished, but it was not until 1936 that the first merit system law for school districts was established.

It was California that became the leader in the national movement to implement the merit system in school districts when, as a result of a disgraceful patronage system in the Los Angeles Unified School District, more than 700 employees were fired on the day after a school board election in order to make room for hiring political "spoils men" for their positions. The fired employees had no appeal rights.

► Who Needs it?

With the advent of collective bargaining in the public education field, functions performed by Personnel Commissions took on added significance. The necessity for objective information, classification decisions, appeals unaltered by Board and

management pressures, protection of the rights of unrepresented employees and an independent body to hear employee appeals in an impartial manner, are all vital to the efficient and economic operations of a school district and to the benefit of the public and employees.

► Who Uses it?

There are nearly 100 merit system school districts in California that employ almost 70 percent of the total classified school employees in the state.

A merit system may be voted into a district by a vote of the classified employees following the submission of a petition requesting an election. It takes a simple majority affirmative vote and the merit system becomes effective; then begins the process of appointing a three-member Personnel Commission and the appointment of a Director of Classified Personnel. This starts the transition into developing and putting into effect the system of personnel management based on the concept of merit and fitness

► Who Administers it?

The Personnel Commission is the mainstay of the merit system. It is an independent body composed of three persons appointed for three-year staggered terms.

Personnel Commissioners are laypersons who must be known adherents of the merit principle. The Personnel Commission is responsible for maintaining a merit system for classified employees of the school district and for fostering the advancement of a career service for such employees. To execute these responsibilities, the State Education Code provides that the Personnel Commissioners shall classify positions; hear appeals of disciplinary and dismissal matters, and protests involving examinations, selection and appointment procedures; and prescribe rules related to a variety of personnel practices.

Authority for Personnel Commission functions is provided in Sections 45220 through 45320 of the State Education Code.

► What Are the "Merit" Principles?

The Merit System encompasses these basic principles and concepts:

- Hiring and promoting employees on the basis of ability, with open competition in initial employment.
- Providing for compensation.
- Retaining employees on the basis of performance. Correcting inadequate performance and separating those who inadequate performance cannot be corrected.
- Training employees as needed for high quality performance.
- Assuring fair treatment of all applicants and employees in all aspects of personnel administration without regard to political affiliation, race, color, national origin, sex or religious creed and with proper regard for their privacy and Constitutional rights as citizens.
- Protecting employees against political coercion and prohibiting use of official positions to affect an election or nomination for office.

► What Are the Responsibilities of Personnel Commissioners?

Commissioners have threefold responsibility:

- The Personnel Commission ensures that classified employees receive fair and equitable treatment.
- Personnel Commissions represent the public's interest by providing a personnel system dedicated to the hiring and retaining of the best qualified employees.
- Personnel Commissions work in cooperation with the governing board and administrators in the quest for competent employees and good personnel administration.

PERSONNEL COMMISSION MEMBERS
July 1, 2007 - June 30, 2008

Gloria Bevers Appointee of the Chico Unified School District
Board of Education
Position(s): Chairperson
December 1, 2007-December 1, 2008
December 1, 2006-December 1, 2007
Term: 3-year appointment
Reappointment: December 1, 2006, 12:01 pm
Expires: December 1, 2009, 12:00 noon
Original Appointment: December 1, 2002 (for one-year term)

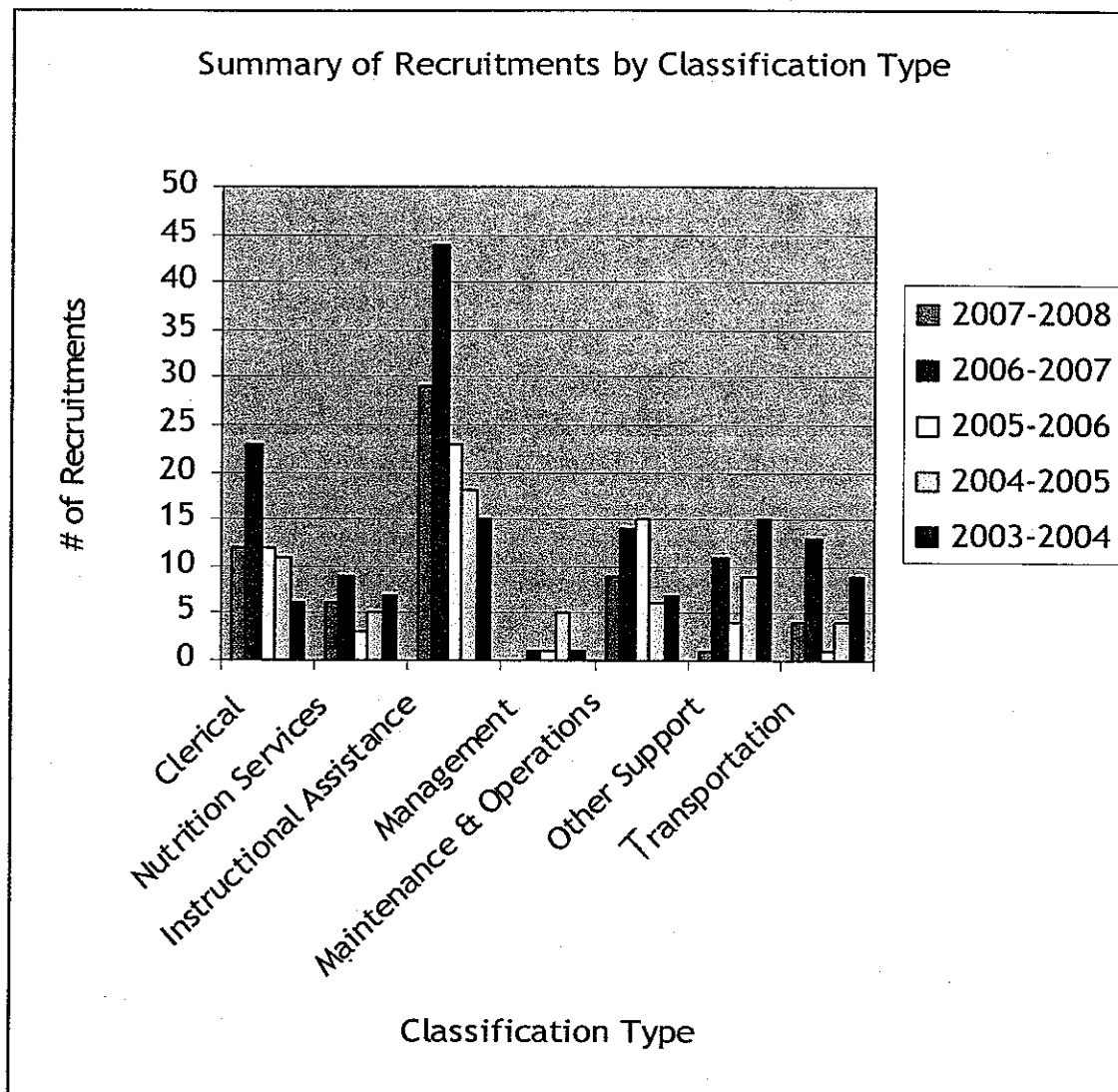
David Barbara Appointee of the Classified School Employees Association of the
Chico Unified School District
Position(s): Member
December 1, 2007-December 1, 2008
Vice Chairperson
December 1, 2006-December 1, 2007
Term: 3-year appointment
Reappointment: December 1, 2005, 12:01 pm
Expires: December 1, 2008, 12:00 noon
Original Appointment: December 1, 2002

Leonard Whitegon Appointee of the Personnel Commissioners
Position(s): Member
December 1, 2007-December 1, 2008
December 1, 2006-December 1, 2007
Term: 3-year appointment
Reappointment: December 1, 2004, 12:01 pm
Expires: December 1, 2007, 12:00 noon
Original Appointment: December 1, 1987 (Reappointed
December 1, 1989)

Jim Sands Appointee of the Personnel Commissioners
Position(s): Vice Chairperson
December 1, 2007-December 1, 2008
Term: 3-year appointment
Expires: December 1, 2010
Original Appointment: December 1, 2007

PERSONNEL COMMISSION STAFF

David Koll Director of Classified Human Resources
Rhonda Kaufmann Classified Human Resources Assistant-Confidential
Julie Graulich Human Resources Technician-Confidential
Kathy Watt Human Resources Technician-Confidential



| | 2007-08 | 2006-07 | 2005-06 | 2004-05 | 2003-04 |
|---|--------------|--------------|--------------|--------------|--------------|
| Examinations Announced: | | | | | |
| Announcements | 61 | 112 | 59 | 58 | 61 |
| Applications Received | 1014 | 1257 | 828 | 1107 | 1024 |
| Applications Approved | 593 | 872 | 649 | 784 | 654 |
| Examinations Conducted: | | | | | |
| Job Related Written Test | 18 | 44 | 30 | 34 | 34 |
| Competency Test (instructional positions) | 24 | 32 | 15 | 15 | 13 |
| Performance/Technical Test | 13 | 28 | 10 | 6 | 13 |
| Oral Exam | 46 | 77 | 47 | 50 | 58 |
| Total Exams Given (Test takers) | 638 | 959 | 816 | 970 | 860 |
| Candidates Eligible | 368 | 516 | 418 | 485 | 411 |
| % of Eligibles to Applicants | 62.06 | 59.17 | 64.41 | 61.82 | 62.84 |

| | 2007-08 | 2006-07 | 2005-06 | 2004-05 | 2003-04 |
|---|---------------|---------------|---------------|---------------|---------------|
| Position Request Forms Processed | | | | | |
| | 269 | 471 | 477 | 504 | 445 |
| Notices | | | | | |
| Lateral Transfer Notice | 130 | 176 | 137 | 206 | n/a |
| Limited Term Opportunity | 43 | 39 | 52 | 37 | n/a |
| Provisional Opportunity | 0 | 0 | 0 | 1 | n/a |
| Temporary Summer Work | **0 | 39 | 7 | 1 | n/a |
| Board Actions | | | | | |
| <i>Appointments:</i> | | | | | |
| Open | *180 | *232 | *227 | *259 | 113 |
| Restricted (parent positions) | 24 | 31 | 32 | 11 | 19 |
| Limited Term | 36 | 32 | 43 | 26 | 30 |
| Provisional | 0 | 0 | 2 | 2 | 5 |
| Temporary Summer Work | **0 | 22 | 7 | 1 | n/a |
| Promotional | 17 | 18 | 12 | 21 | 18 |
| Reclassification | 0 | 3 | 2 | 1 | 1 |
| Reinstatement/Re-employment | 4 | 8 | 17 | 9 | 10 |
| Voluntary Demotion | 2 | 3 | 8 | 0 | 0 |
| Leaves of Absence (unpaid) | 41 | 50 | 35 | 17 | n/a |
| Total | 304 | 399 | 385 | 347 | 196 |
| <i>Terminations:</i> | | | | | |
| Resignations | 48 | 67 | 68 | 82 | 79 |
| Limited Term | 1 | 0 | 0 | 1 | 0 |
| Restricted | 7 | 8 | 8 | 7 | 8 |
| Released from Parent Restricted | 2 | 7 | 2 | 13 | 8 |
| Layoff to Re-employment List | 19 | 10 | 13 | 22 | 13 |
| Retirement | 20 | 17 | 15 | 17 | 20 |
| Death | 1 | 1 | 1 | 1 | 1 |
| Dismissals | 2 | 6 | 6 | 0 | 1 |
| Total | 100 | 116 | 113 | 143 | 130 |
| Turn-Over Ratio | 15.90% | 17.64% | 18.10% | 23.56% | 20.43% |

*Includes Increases & Decreases in Assigned Time/Work Year, Transfers, etc.

**Temporary Summer Work interest was included on the Summer School Application.

| | 2007-08 | 2006-07 | 2005-06 | 2004-05 | 2003-04 |
|-----------------------------------|---------|---------|---------|---------|---------|
| Non-Board Actions | | | | | |
| <i>Appointments:</i> | | | | | |
| School Aide-Exempt | 8 | 19 | 27 | 18 | 30 |
| Pupil Helper-Exempt | 1 | 1 | 0 | 2 | 4 |
| Substitutes | 116 | 149 | 108 | 115 | 61 |
| <i>Terminations:</i> | | | | | |
| <i>Resignations:</i> | | | | | |
| Exempt | 5 | 0 | 0 | 3 | 10 |
| Substitutes | 32 | 14 | 29 | 18 | 5 |
| <i>Dismissals:</i> | | | | | |
| Exempt | 1 | 0 | 0 | 0 | 2 |
| Released from Pupil Helper-Exempt | 2 | 2 | 1 | 1 | n/a |
| Substitutes | 76 | 58 | 41 | 44 | 3 |
| # of Employees | | | | | |
| Exempt | 29 | 49 | 32 | 27 | 56 |
| Restricted | 21 | 27 | 23 | 25 | 42 |
| Bargaining Unit | 586 | 572 | 553 | 551 | 572 |
| Confidential | 8 | | | | |
| Classified Management | 11 | *22 | *22 | *21 | *25 |
| Total | 655 | 670 | 630 | 624 | 695 |
| Substitutes | 399 | 347 | 310 | 325 | 230 |
| Combined Total | 1028 | 1017 | 940 | 949 | 925 |
| FTE by Employee Type | | | | | |
| Exempt | 10.9 | 10.4 | 8.2 | 5.6 | 11.2 |
| Restricted | 7.4 | 9.5 | 8.4 | 9.9 | 16.3 |
| Bargaining Unit | 449.5 | 454.7 | 441.9 | 416.5 | 414.1 |
| Confidential | 8.0 | 8.0 | 8.0 | 8.8 | 9.8 |
| Management | 11.0 | 14.0 | 14.0 | 12.0 | 14.0 |

*Total includes Classified Confidential & Classified Management

| Reclassification/Reallocation Studies | 2007 | 2006 | 2005 | 2004 | 2003 |
|---------------------------------------|------|------|------|------|------|
| Total | 2 | 9 | 2 | 5 | 1 |

2007: Sr Equipment Mechanic, Targeted Case Manager-Bilingual

2006: IPS-Visually Impaired, Computer Technician, Network Analyst, Information Systems Analyst, Healthcare Assistant/Specialized, IA-Bilingual, IA-Multicultural, Office Asst Elementary Attendance-Bilingual, Certificated Human Resources Assistant

2005: Library Clerk, Classified Human Resources Assistant

2004: Maintenance & Operations Manager, Sr Account Clerk, Storekeeper, Construction Manager, Sr Account Clerk

2003: School Bus Driver

PROPOSED AGENDA ITEM: 2007-2008 Independent Audit Report

Prepared by: Scott Jones, Director-Fiscal Services

X Consent

 Information Only

Board Date: 1/28/09

 Discussion / Action

Background Information

Heidi Coppin from the auditing firm Tittle and Company, LLP will review the results of the 2007/2008 independent audit.

Educational Implications

N/A

Fiscal Implications

N/A

Additional Information

**CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928
530-891-3000**

January 28, 2009
Accounts Payable Warrants

| FUND #: | FUND DESCRIPTION: | WARRANT #'S: | AMOUNT |
|---------|-------------------------|---------------|--------------|
| 01 | General Fund | 359285-359531 | \$741,078.41 |
| 01 | General Fund | 359549-359592 | \$247,277.01 |
| 01 | General Fund | 359593-359810 | \$860,108.21 |
| 13 | Nutrition Services | 359534-359548 | \$65,530.90 |
| 13 | Nutrition Services | 359811-359812 | \$383.22 |
| 13 | Nutrition Services | 359818-359835 | \$58,455.64 |
| 24 | Bldg Fund Measure A | 359813-359817 | \$13,129.57 |
| 67 | Self Insurance - CEHWBT | 359836-359863 | \$16,726.00 |

TOTAL WARRANTS TO BE APPROVED: \$2,002,688.96

CC Jan Combes, Assistant Superintendent, Business Services
CC Scott Jones, Director of Fiscal Services

PROPOSED AGENDA ITEM: Budget Update 2008-09 Mid Year Cuts, Pending
2009-10 Governor's Proposed Budget

Prepared by: Jan Combes, Assistant Superintendent, Business Services

☐ Consent

Board Date January 28, 2009

☒ Information

☐ Discussion/Action

Background Information:

In January the Governor issues his proposals for the following year's state budget. This year the Governor has also proposed mid-year reductions for the current school year. Schools are guaranteed a minimum level of funding under Proposition 98. That minimum is now gone from a guaranteed \$58.1 billion in 2008-09 down to \$51.5 billion as a result of the collapse of state revenues. This also affects the funding that schools were expecting for 2009-10.

This year is unique in that the Governor's proposals generally represent a worst case scenario for schools. As California faces an estimated shortfall of over \$40 billion by June, 2010. The Governor and Legislature are attempting to reach agreement on how to solve a looming crisis. The Governor's proposal this year counts on borrowing, increased taxes, and a 16% deficit for school district revenue limit funding--- and that is probably "the best case" we can expect.

Discussion:

At its First Period Interim Report in December the Board was provided with updated budget information identifying a \$1 million gap for 2008-09 and a reserve level of about 5%. That gap between revenue and expense was expected to increase to \$4.7 million in 2009-10 when the impact of step and column costs, health benefit increases, special education growth, and a drop in average daily attendance impact the budget in year where we anticipate no cost of living increase (COLA) from the state.

The Governor's proposal further reduces anticipated revenue by \$300 in mid year cuts for this year and \$138 in additional cuts for 2009-10. This is a deficit of over 16% in school funding. The 2008-09 gap widens to \$4.7 million in the current year and \$10.1 million in 2009-10, before the district applies any of the yet-to-be-determined flexibility provisions to the budget.

In a short 15 minute power-point we will review the Governor's proposal, the impact that it has Chico USD, and the impact that flexibility provisions of the proposal will have on district staffing.

Final Thoughts:

The district will be establishing a budget communications committee. This group will first be asked to understand the budget and then to share that information with our schools and community members. We are looking for volunteers for that committee across all stakeholders (teachers, classified support staff, administrators, parents, and interested community members). A process will be shared at the meeting.

PROPOSED AGENDA ITEM: **OVERVIEW OF EMPLOYEE LAYOFFS FOR 2009-2010**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

| | |
|--|------------------------------|
| Consent | |
| <input checked="" type="checkbox"/> Information Only | |
| Discussion/Action | Board Date: January 28, 2009 |

Background Information:

Given the uncertain and abysmal nature of the State's budget for this year and next Chico Unified School District is forced to plan for significant reductions in our work force.

The State is in the process of determining the status of various funding streams. A broad range of flexibility may be provided to districts in order to help them deal with the proposed reduction of \$443 per student in unrestricted funds. Absent any changes Chico USD will be facing a budget imbalance of more than \$10 M in 2009-10.

Given this uncertainty we need to plan for various contingencies, including the potential collapse of Class Size Reduction – the funding that allows us to staff K-3 classroom at 20:1 instead of 30:1. A significant number of employees could be included in proposals for budget reductions and the layoffs associated with them. At this time the Board will be provided with a reminder of the process and timeline associated with the reduction in force of certificated and classified employees, including management.

Educational Implications:

The educational impact of reductions in programs and services will be determined, in part, by what programs the state eliminates. Regarding the flexibility provisions of state grant dollars, it is expected that a public hearing requirement will be required to disengage the dollars from the grant restrictions. We expect that once we know what that flexibility is, and what our options are, we will provide an opportunity for discussion in public prior to the public hearing.

Fiscal Implications:

Fiscal implications will clearly vary depending on what parts of the Governor's Proposal becomes a reality. What we do know is that if we collapse the Class Size Reduction (CSR) program that we would need about sixty (60) fewer teachers, providing a savings of about \$3.5 million. There would be additional reductions of staff needed for any categorical (grant) dollars that are eliminated as part of next year's budget.

The district needs to prepare as if all of the options being floated out there might happen, in order to position itself for financial solvency. We would hope that before having to act on preliminary notices that we might have more answers than questions about the budget.

TITLE: Findings and Statement of Reasons regarding the Proposition 39 Regulations on the Charter School Requests for Use of District Facilities by Chico Country Day School and Nord Country School

Action: ☒ x
Consent: _____
Information: _____

January 28, 2009

Prepared by: Mary K. Leary

Background Information

On March 28, 2008, Proposition 39 regulations surrounding charter school requests for use of District facilities were amended. One of the amendments to the regulations is the requirement that, if the District determines it cannot house a charter school on a single site, the Board of Education must make findings as to why and adopt a written statement of reasons.

Educational Implications

Chico County Day School and Nord Country School Charter Schools will need additional space on Chico Unified School District campuses which will have an impact on shared space.

Fiscal Implications

Limited income, determined on a per square foot basis established by the state, will be received for the use of the facilities.

Additional Information

None



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

7.1.3.

Page 2 of 3

530/891-3000

fax 891-3220

www.ChicoUSD.org

January 22, 2009

MEMORANDUM TO: Kelly Staley, Superintendent

MEMORANDUM FROM: Mary K. Leary, Director

SUBJECT: Chico Country Day School
Findings and Statement of Reason per
Proposition 39 Offer of Facilities

Introduction:

On March 28, 2008, Proposition 39 regulations regarding charter school requests for use of District facilities were amended. One of the amendments is the requirement that, if the District determines it cannot house a charter school on a single site, the Board of Education must make findings as to why and adopt a written statement of reasons.

The following findings and reasons are relative to the District's inability to house Chico Country Day School on the one site they currently occupy at 102 West 11th Street.

Background:

On September 29, 2008, Chico Country Day School (CCDS) presented the District with a request for facilities pursuant to the regulations created by Proposition 39. One of the requirements of the District is that they review the charter school's projected average daily attendance (ADA) of in-District students and the methodology used in developing those projections. District staff has reviewed this information and does not dispute the projections provided by CCDS.

Findings:

- Due to enrollment growth, Chico Country Day School will require three additional classrooms to accommodate their K-8 program for the 2009/10 school year.
- The District is not required to use unrestricted general fund revenues to rent, buy or lease facilities for charter students.
- Restricted general fund revenues (i.e., the General Obligation Bond passed by the voters in 1998 and developer fees) have specific restraints on how the monies are to be spent and do not include expenditures for charter schools.
- California Code of Regulations, Title 5, Section 11969.2(d) states that "If the in-district average daily classroom attendance of the charter school cannot be accommodated on any single school district school site, contiguous facilities also includes facilities located at more than one site, provided that the school district shall minimize the number of sites assigned and shall consider student safety."

Conclusion:

Based on the needs of the charter school, State regulations and District funding sources, additional space for Chico Country Day School will need to be provided at another location.

Recommendation:

The Board of Education adopts these findings and the conclusion formulated by staff.

mkl



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

7.1.3.

Page 3 of 3

530/891-3000

fax 891-3220

www.ChicoUSD.org

January 22, 2009

MEMORANDUM TO: Kelly Staley, Superintendent

MEMORANDUM FROM: Mary K. Leary, Director

SUBJECT: Nord Country School
Findings and Statement of Reason per Proposition 39
Offer of Facilities

Introduction:

On March 28, 2008, Proposition 39 regulations regarding charter school requests for use of District facilities were amended. One of the amendments is the requirement that, if the District determines it cannot house a charter school on a single site, the Board of Education must make findings as to why and adopt a written statement of reasons.

The following findings and reasons are relative to the District's inability to house Nord Country School on the one site they currently occupy at 5554 California Street.

Background:

On October 27, 2008, Nord Country School (NCS) presented the District with a request for facilities pursuant to the regulations created by Proposition 39. One of the requirements of the District is that they review the charter school's projected average daily attendance (ADA) of in-District students and the methodology used in developing those projections. District staff has reviewed this information and does not dispute the projections provided by NCS.

Findings:

- Due to enrollment growth, Nord Country School will require one additional classroom to accommodate their K-6 program for the 2009/10 school year.
- The District is not required to use unrestricted general fund revenues to rent, buy or lease facilities for charter students.
- Restricted general fund revenues (i.e., the General Obligation Bond passed by the voters in 1998 and developer fees) have specific restraints on how the monies are to be spent, and do not include expenditures for charter schools.
- California Code of Regulations, Title 5, Section 11969.2(d) states that "If the in-district average daily classroom attendance of the charter school cannot be accommodated on any single school district school site, contiguous facilities also includes facilities located at more than one site, provided that the school district shall minimize the number of sites assigned and shall consider student safety."

Conclusion:

Based on the needs of the charter school, State regulations and District funding sources, additional space for Nord Country School will need to be provided at another location.

Recommendation:

The Board of Education adopts these findings and the conclusion formulated by staff.

mkl

TITLE: 2009-10 Housing Recommendation: Revised Proposal

Action: _____
Consent: _____
Information: X

January 28, 2009

Prepared by: Carolyn Adkisson, Director

Background Information

A draft initial proposal of the 2009-10 Housing Recommendations was presented to the Board of Education on December 17, 2008. Since that date, parents, staff and community members have shared with the District their comments, concerns and suggestions via four community housing meetings and a board workshop as well email communication. The staff has documented this communication on the CUSD website. After listening to public input, CUSD staff has revised the initial proposal to reflect many of the concerns raised by the community. While the district recommends one specific proposal, staff has provided the Board with five options that were considered.

Educational Implications

The proposed housing changes have the following effects upon CUSD educational programs:

- Expands our district's program of choice
- Restructures two low-performing elementary schools
- Consolidates two Two-Way Immersion Program onto one school site
- Provides the opportunity to strengthen our existing Two-Way Immersion Program
- Maximizes the use of existing facilities as it addresses the shifting demographics in our community and the resulting declining enrollment at some elementary schools and the increased enrollment at other elementary schools.
- Alters the boundaries of some elementary schools in order to more evenly distribute student enrollment
- Moves the GATE program to a different elementary school campus and consolidates the self-contained GATE classes onto one school site

Fiscal Implications

This is first and foremost a proposal that provides space and improves program services for our students. Regardless, it is also a proposal that affords the district with significant budget savings Rosedale and Parkview campuses.

Currently the two schools cannot be staffed efficiently as there are not enough students in Neighborhood and in some TWI grade levels to load those classes to normal levels.

By consolidating the TWI program on one campus, staffing will aligned with normal loading standards. A reduction of five teachers is expected, saving the district a minimum of \$300,000 in 2009-10. At the same time, there will be some minimal one-time cost to relocate the classrooms of teachers who move. There will also be some on-going cost for transporting neighborhood students to their new school, if they qualify for busing. The savings in reduction of teachers will far exceed the cost of transportation.

Recommendation

It is recommended that the Board of Education act on the housing plan recommendation at the Special Board Meeting scheduled for February 4, 2009.

2009-10 Elementary Housing Recommendation

Revised Draft: January 23, 2009

Notes Regarding All Options:

- Due to budgetary constraints, we will need to fill all classes to contractual limits.
- In order to keep families together, siblings of students moved to new attendance areas will have the option of attending their new neighborhood school on a space available basis
- Pull-Out GATE eliminated from plan due to proposed funding changes; if funding stabilizes, Pull-Out GATE placement will be determined at that time.
- Proposed Elementary Opportunity Program eliminated from plan due to proposed funding changes; if funding stabilizes, EOP placement will be determined at that time.
- Focus School: Due to restricted funding for Staff Development, we have removed all reference to Focus Schools, including STEM, at this time.

ELEMENTARY PROGRAM DATA

Optional Program Enrollment Information

| | Number of Students Currently Enrolled | Capacity of Program |
|-----------------------|--|----------------------------|
| Academics Plus | 258 | 259 |
| Open Structure K-8 | 433 | 448 |
| TWI Rosedale | 239 | 254 |
| TWI Parkview | 270* | 279 |
| GATE (Self-Contained) | 100 | 119 |

** 20 Kindergarten students in the third Kindergarten classroom are a combination of students from both Rosedale and Parkview waiting lists.*

Number of Form 10's Approved Into Each Elementary School Site:

| | | |
|-------------------------|------------------|-------------------------------------|
| Chapman = 50 | Citrus = 64 | Emma Wilson = 126 |
| Little Chico Creek = 54 | McManus = 81 | Marigold = 52 |
| Neal Dow = 140 | Parkview = 58 | Rosedale = 37 |
| Shasta = 70 | Sierra View = 82 | TOTAL = 814 Active Form 10's |

Number of NCLB Requests for 2008-09:

Spring 2008: 36 applications received, 13 applicants accepted new school offered
 Fall 2008: 26 applications received, 11 applicants accepted new school offered

City of Chico Active Development Map as of September 1, 2008:

(Website: Chico.ca.us/Building/Planning_services/home)

New units approved for building by school site:

| | | |
|--------------|------------------|------------------|
| Chapman: 0 | Citrus: 146 | Emma Wilson: 521 |
| LCC: 4,447 | McManus: 381 | Marigold: 1,078 |
| Neal Dow: 12 | Parkview: 43 | Rosedale: 0 |
| Shasta: 430 | Sierra View: 243 | |

Total: 7301 units approved for building

ELEMENTARY HOUSING PLAN: OPTION I WITH CSR INTACT (Staff Recommendation)

- **Bidwell:** One 6th grade classroom (students from Bidwell feeder schools – priority to McManus, Neal Dow, Shasta, Marigold, Citrus); consider additional 6th grade class for 2010/11
- **Chapman:** Neighborhood School; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Citrus:** Neighborhood School; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Emma Wilson:** Neighborhood School; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Henshaw/Guynn:** Depending upon enrollment growth, plan to open new school.
- **Hooker Oak:** K-8 Open Structure; SDC/SH class moves from Sierra View to Hooker Oak in 2009/10.
- **Little Chico Creek:** Neighborhood School
- **Loma Vista:** Special Education Program; add additional classrooms for 2010/11
- **Marigold:** Neighborhood school; phase out GATE to Parkview one grade per year starting with 3rd grade in 2009/10; add Day Treatment class to Marigold in 2010/11
- **McManus:** Neighborhood School with 6th grade priority at Bidwell
- **Neal Dow:** Neighborhood School; Boundary change—Neal Dow North transitions to Shasta beginning with Kindergarten in 2009-2010
- **Parkview:** Neighborhood school; phase in one self-contained GATE class per year starting with 3rd grade in 2009/2010; Move TWI K-3 in 2009/10, followed by one grade per year (4-6) beginning 2010-11. SDC/MM moves from Rosedale to Parkview in 2009/10.
- **Rosedale:** Two-Way Immersion Program; Move K-3 Parkview TWI classes to Rosedale starting with in 2009-10; phase in 4-6 TWI classes one grade per year beginning in 2010/11; Boundary Change: Rosedale Neighborhood students to attend Chapman, Citrus, Emma Wilson; Rosedale K-3 Neighborhood classes attend new attendance area school in 2009/2010; phase out 4-6 Neighborhood one grade per year beginning in 2010/2011; SDC/MM moves from Rosedale to Parkview in 2009/10. Day Treatment Program moves to Marigold in 2010/11
- **Shasta:** Neighborhood School; Boundary Change: Neal Dow North transitions to Shasta attendance area beginning with Kindergarten in 2009/10.
- **Sierra View:** Neighborhood School; Academics Plus; SDC/SH class moves to Hooker Oak in 2009/10.

ELEMENTARY HOUSING PLAN: OPTION I WITH CSR INTACT

| POSITIVES | NEGATIVES |
|---|---|
| <ul style="list-style-type: none"> Rosedale neighborhood students grades 4-6 able to remain at Rosedale and complete their elementary education Rosedale will have capacity to accommodate TWI siblings of K-3 TWI students if parents choose Parkview TWI grade 4-6 students presently attending Parkview complete their elementary education at Parkview GATE students presently attending Marigold remain at Marigold to complete their elementary education GATE siblings able to Form 10 to Parkview Chapman, Citrus and Emma Wilson schools will have capacity to accommodate siblings of K-3 Rosedale neighborhood students Creates housing flexibility for growth in North and East Chico Neal Dow North families housed in their neighborhood school. Day Treatment Program moved in close proximity to program resources TWI consolidated on one campus within four years allows program to meet staffing ratios Plan addresses future elementary housing needs TWI consolidation on one site strengthens program | <ul style="list-style-type: none"> Loss of Rosedale neighborhood program Some students will be required to transition to new schools TWI temporarily remains on two school sites thus reducing opportunity to develop more consistency in program and limits number of grade level staffing choices Number of combination classrooms may increase until transitions are completed Rosedale, Marigold, and Parkview staff experience transition over a 4 year period. Change in program TWI and GATE locations may reduce number of participants |

ELEMENTARY HOUSING PLAN: OPTION 1 *WITHOUT* CSR
(Staff Recommendation)

- **Chapman:** Neighborhood School
- **Citrus:** Neighborhood School
- **Emma Wilson:** Neighborhood School
- **Henshaw/Guynn:** No action until enrollment growth indicates need.
- **Hooker Oak:** K-8 Open Structure
- **Little Chico Creek:** Neighborhood School
- **Loma Vista:** Special Education Program; build additional classrooms for 2010/11.
- **Marigold:** Neighborhood school; Add Day Treatment Program in 2009/10; GATE transitions to Parkview over four years (2009/10 = GATE grades 4-6 at Marigold)
- **McManus:** Neighborhood School
- **Neal Dow:** Neighborhood School; Boundary change: Neal Dow north attend Shasta
- **Parkview:** Neighborhood school; phase in one self-contained GATE class per year starting with 3rd grade in 2009/2010; Move TWI K-3 in 2009/10, followed by one grade per year (4-6) beginning 2010-11.
- **Rosedale:** Two-Way Immersion Program; Move K-3 Parkview TWI classes to Rosedale in 2009-10; phase in 4-6 TWI classes one grade per year beginning in 2010/11; Boundary Change: Rosedale Neighborhood attends Chapman, Citrus, Emma Wilson; Rosedale Neighborhood Kindergarten classes attend new attendance area school in 2009/2010; phase out 1-6 Neighborhood one grade per year beginning in 2010/2011; Day Treatment Program moves to Marigold in 2009/10;
- **Shasta:** Neighborhood School; Boundary Change: Neal Dow North joins Shasta attendance area
- **Sierra View:** Neighborhood and Academics Plus

ELEMENTARY HOUSING PLAN: OPTION #1 WITHOUT CSR

| POSITIVES | NEGATIVES |
|---|--|
| <ul style="list-style-type: none"> • TWI consolidated on one site strengthens TWI program • TWI consolidated on one site in 4 years allows program to meet staffing ratios • Plan addresses future elementary housing needs • Neal Dow North Families housed in their Neighborhood School • Day Treatment Program moved in close proximity to program resources • Rosedale Neighborhood students grades 1 – 6 able to remain at Rosedale and complete their education • Rosedale will have capacity to accommodate TWI siblings of K – 3 TWI students if parents choose • Parkview TWI grade 4 – 6 students presently attending Parkview complete their elementary education at Parkview • GATE students presently attending Marigold remain at Marigold to complete their elementary education • GATE siblings able to Form 10 to Parkview | <ul style="list-style-type: none"> • Incoming Kindergarten Neighborhood students move from Rosedale over time (six year transition) • Rosedale staff experiences transition over a 6 year period • TWI students moved from Parkview • Change in TWI and GATE program location may reduce number of participants • Staff from Rosedale Neighborhood, Parkview TWI and Marigold GATE programs are relocated over 4 year period • TWI temporarily remains on two school sites thus reducing opportunity to develop more consistency in program and limits number of grade level staffing choices • Loss of Rosedale neighborhood program • Number of combination classrooms may increase until transition is complete |

ELEMENTARY HOUSING PLAN: OPTION II WITH CSR

- **Bidwell:** One 6th grade classroom (students from Bidwell feeder schools – priority to McManus, Neal Dow, Shasta, Marigold, Citrus); consider additional 6th grade class for 2010/11
- **Chapman:** Neighborhood school; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Citrus:** Neighborhood School; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Emma Wilson:** Neighborhood School; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Henshaw/Guynn:** Depending upon enrollment growth, plan to open new school.
- **Hooker Oak:** K-8 Open Structure; SDC/SH class moves from Sierra View to Hooker Oak in 2009/2010.
- **Little Chico Creek:** Neighborhood School
- **Loma Vista:** Special Education Program; add additional classrooms for 2010/2011.
- **Marigold:** Neighborhood school; phase out GATE to Parkview one grade per year starting with 3rd grade in 2009/10; add Day Treatment class to Marigold in 2010/11
- **McManus:** Neighborhood School with 6th grade priority at Bidwell
- **Neal Dow:** Neighborhood School; Boundary change—Neal Dow North transitions to Shasta beginning with Kindergarten in 2009-2010
- **Parkview:** Neighborhood school; phase in one self-contained GATE class per year starting with 3rd grade in 2009/10; phase out TWI one grade per year over 7 years starting with kindergarten in 2009/10.
- **Rosedale:** TWI school; phase in one Parkview TWI grade per year for 7 years starting with kindergarten in 2009/10; Boundary Change – Rosedale Neighborhood students to attend Chapman, Citrus, Emma Wilson; Phase out Neighborhood program one grade per year for 7 years starting with kindergarten attending new attendance area schools in 2009/10; new neighborhood kindergarteners attend new schools; Day Treatment class moves to Marigold in 2010-11.
- **Shasta:** Neighborhood School; Boundary Change—Neal Dow North transitions to Shasta attendance area beginning with Kindergarten in 2009/2010.
- **Sierra View:** Neighborhood and Academics Plus; SDC/SH moves to Hooker Oak in 2009/2010.

ELEMENTARY HOUSING PLAN: OPTION II WITH CSR

| POSITIVES | NEGATIVES |
|---|---|
| <ul style="list-style-type: none">• Less disruption to Rosedale neighborhood and established Parkview TWI families• GATE students presently attending Marigold remain at Marigold to complete their elementary education• GATE siblings able to Form 10 to Parkview• Neal Dow North families housed in their neighborhood school• Day Treatment Program moved in close proximity to program resources | <ul style="list-style-type: none">• Rosedale neighborhood and Parkview TWI students transition to new schools for 7 years (2015-16)• Potential to disrupt families who have children at multiple grade levels• Rosedale and Parkview staff experience transition over a 7 year period (2015-16)• CUSD continues to have limited student housing options in East Chico• Loss of Rosedale neighborhood program• Concern regarding ability of Rosedale and Parkview to meet staffing ratios.• Creates confusion regarding correct neighborhood school; affects district database and demographic tracking.• Change in TWI and GATE Program location may reduce number of participants |

ELEMENTARY HOUSING PLAN: OPTION II WITHOUT CSR

- **Chapman:** Neighborhood school; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Citrus:** Neighborhood School; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Emma Wilson:** Neighborhood School; Boundary Change to include portion of Rosedale attendance area beginning 2009/2010.
- **Henshaw/Guynn:** No action until enrollment growth indicates need.
- **Hooker Oak:** K-8 Open Structure
- **Little Chico Creek:** Neighborhood School
- **Loma Vista:** Special Education Program; add additional classrooms for 2010/2011.
- **Marigold:** Neighborhood school; phase out GATE to Parkview one grade per year starting with 3rd grade in 2009/10; add Day Treatment class to Marigold in 2009/10.
- **McManus:** Neighborhood School
- **Neal Dow:** Neighborhood School; Boundary change: Neal Dow North moves to Shasta
- **Parkview:** Neighborhood school; phase in one self-contained GATE class per year starting with 3rd grade in 2009/10; phase out TWI one grade per year over 7 years starting with kindergarten in 2009/10.
- **Rosedale:** TWI school; phase in one Parkview TWI grade per year for 7 years starting with kindergarten in 2009/10; Phase out Neighborhood program one grade per year for 7 years starting with kindergarten in 2009/10; new neighborhood kindergarteners attend new attendance area schools in 2009/10; Day Treatment class moves to Marigold in 2009/10.
- **Shasta:** Neighborhood School; Boundary Change: Neal Dow North moves to Shasta attendance area in 2009/2010.
- **Sierra View:** Neighborhood School and Academics Plus

ELEMENTARY HOUSING PLAN: OPTION II WITHOUT CSR

| POSITIVES | NEGATIVES |
|---|---|
| <ul style="list-style-type: none">• Less disruption to Rosedale neighborhood and established Parkview TWI families• GATE students presently attending Marigold remain at Marigold to complete their elementary education• GATE siblings able to Form 10 to Parkview• Neal Dow North families housed in their neighborhood school | <ul style="list-style-type: none">• Rosedale neighborhood and Parkview TWI students transition to new schools for 7 years (2015-16)• Potential to disrupt families who have children at multiple grade levels• Rosedale and Parkview staff experience transition over a 7 year period (2015-16)• Loss of Rosedale neighborhood program• Change in TWI and GATE Program location may reduce number of participants |

ELEMENTARY HOUSING PLAN: OPTION III WITH CSR

- **Bidwell:** One 6th grade classroom (students from Bidwell feeder schools – priority to McManus, Neal Dow, Shasta, Marigold, Citrus); consider additional 6th grade class for 2010/11
- **Chapman:** Neighborhood School; Boundary Change to include portion of Parkview attendance area beginning 2009/2010.
- **Citrus:** Neighborhood School; Boundary Change to include portion of Parkview attendance area beginning 2009/2010.
- **Emma Wilson:** Neighborhood School
- **Henshaw/Guynn:** Depending upon enrollment growth, plan to open new school.
- **Hooker Oak:** K-8 Open Structure; SDC/SH class moves from Sierra View to Hooker Oak
- **Little Chico Creek:** Neighborhood School
- **Loma Vista:** Special Education Program; add additional classrooms for 2010/11
- **Marigold:** Neighborhood school; phase out GATE to Rosedale one grade per year starting with 3rd grade in 2009/10; add Day Treatment class to Marigold in 2010/11
- **McManus:** Neighborhood School with 6th grade priority at Bidwell
- **Neal Dow:** Neighborhood School; Boundary change—Neal Dow North transitions to Shasta beginning with Kindergarten in 2009-2010
- **Parkview:** TWI school; Move Rosedale K-3 TWI classes in 2009-10 followed by one grade per year (4-6) beginning 2010-11; Neighborhood K-3 classes attend Chapman, Citrus and Rosedale in 2009-10 followed by one grade per year (4-6) beginning 2010-11; Boundary Change: New attendance area schools are Chapman, Rosedale and Citrus.
- **Rosedale:** Neighborhood school; phase in one self-contained GATE class per year starting with 3rd grade in 2009/10; Move TWI K-3 in 2009-10 followed by one grade per year (4-6) beginning 2010-11; Day Treatment class moves to Marigold in 2010-11; Boundary Change to include portion of Parkview attendance area beginning 2009/2010.
- **Shasta:** Neighborhood School; Boundary Change: Neal Dow North transitions to Shasta attendance area beginning with Kindergarten in 2009/10.
- **Sierra View:** Neighborhood; Academics Plus; SDC/SH class moves to Hooker Oak

ELEMENTARY HOUSING PLAN: OPTION III WITH CSR

| POSITIVES | NEGATIVES |
|--|---|
| <ul style="list-style-type: none"> • Parkview neighborhood students grades 4-6 able to remain at Parkview and complete their elementary education • Parkview will have capacity to accommodate siblings of K-3 Rosedale TWI students if parents choose • Rosedale TWI grade 4-6 students presently remain at Rosedale to complete their elementary education • GATE students presently attending Marigold remain at Marigold to complete their elementary education • GATE siblings able to Form 10 to Rosedale • Chapman, Citrus and Rosedale schools will have capacity to accommodate siblings of K-3 Parkview neighborhood student • Parkview TWI will have capacity to accommodate siblings of K-3 Rosedale TWI students | <ul style="list-style-type: none"> • Loss of Parkview neighborhood program • Some students will transition to new schools • TWI temporarily remains on two school sites thus reducing opportunity to develop more consistency in program and limits number of grade level staffing choices • Number of combination classrooms may increase • Rosedale, Marigold and Parkview staff experience transition over a 4 year period • Parkview has one less classroom, thus reducing the opportunity to expand the number of TWI classrooms • Lack of housing flexibility creates additional problems in East Chico (i.e. Form 10s, new enrollment, NCLB, over flow) • Change in TWI and GATE program locations may reduce number of participants |

ELEMENTARY HOUSING PLAN: OPTION III WITHOUT CSR

- **Chapman:** Neighborhood School; Boundary Change to include portion of Parkview attendance area beginning 2009/2010.
- **Citrus:** Neighborhood School; Boundary Change to include portion of Parkview attendance area beginning 2009/2010.
- **Emma Wilson:** Neighborhood School
- **Henshaw/Guynn:** No action until enrollment growth indicates need.
- **Hooker Oak:** K-8 Open Structure
- **Little Chico Creek:** Neighborhood School
- **Loma Vista:** Special Education Program; add additional classrooms for 2010/11
- **Marigold:** Neighborhood school; phase out GATE to Rosedale one grade per year starting with 3rd grade in 2009/10; add Day Treatment class to Marigold in 2010/11
- **McManus:** Neighborhood School
- **Neal Dow:** Neighborhood School; Boundary change: Neal Dow North moves to Shasta
- **Parkview:** TWI school; Move Rosedale K-3 TWI classes in 2009-10 followed by one grade per year (4-6) beginning 2010-11; Neighborhood K-3 classes attend Chapman, Citrus and Rosedale in 2009-10 followed by one grade per year (4-6) beginning 2010-11; Boundary Change: New attendance area schools are Chapman, Rosedale and Citrus.
- **Rosedale:** Neighborhood school; phase in one self-contained GATE class per year starting with 3rd grade in 2009/10; Move TWI K-3 in 2009-10 followed by one grade per year (4-6) beginning 2010-11; Day Treatment class moves to Marigold in 2010-11; Boundary Change to include portion of Parkview attendance area beginning 2009/2010.
- **Shasta:** Neighborhood School; Boundary Change: Neal Dow North moves to Shasta
- **Sierra View:** Neighborhood; Academics Plus

ELEMENTARY HOUSING PLAN: OPTION III WITHOUT CSR

| POSITIVES | NEGATIVES |
|--|---|
| <ul style="list-style-type: none"> • All Neal Dow North families housed in their neighborhood school in 2009-10 • Parkview neighborhood students grades 4-6 able to remain at Parkview and complete their elementary education • Parkview will have capacity to accommodate siblings of K-3 Rosedale TWI students if parents choose • Rosedale TWI grade 4-6 students presently remain at Rosedale to complete their elementary education • GATE students presently attending Marigold remain at Marigold to complete their elementary education • GATE siblings able to Form 10 to Rosedale • Chapman, Citrus and Rosedale schools will have capacity to accommodate siblings of K-3 Parkview neighborhood student • Parkview TWI will have capacity to accommodate siblings of K-3 Rosedale TWI students | <ul style="list-style-type: none"> • Loss of Parkview neighborhood program • Some students will transition to new schools • TWI temporarily remains on two school sites thus reducing opportunity to develop more consistency in program and limits number of grade level staffing choices • Number of combination classrooms may increase • Rosedale, Marigold and Parkview staff experience transition over a 4 year period • Parkview has one less classroom, thus reducing the opportunity to expand the number of TWI classrooms • Change in TWI and GATE program locations may reduce number of participants |

ELEMENTARY HOUSING PLAN: OPTION IV WITH CSR

Note: This plan cannot be implemented until the 2010/11 school year.

- **Fairview High School:** Converts to neighborhood elementary school (Jay Partridge); Redraw Boundaries for all schools K-12.
- **Chapman:** Neighborhood School; Boundary Change
- **Citrus:** Neighborhood School; Boundary Change
- **Emma Wilson:** Neighborhood School; Boundary Change
- **Henshaw/Guynn:** No action until enrollment indicates need.
- **Hooker Oak:** K-8 Open Structure
- **Little Chico Creek:** Neighborhood School; Boundary Change
- **Loma Vista:** Special Education Program; add additional classrooms for 2010/11
- **Marigold:** Neighborhood School; Grades 3-6 GATE; Boundary Change
- **McManus:** Neighborhood School; Boundary Change
- **Neal Dow:** Neighborhood School; Boundary Change
- **Parkview:** TWI school; Rosedale K-6 TWI moves to Parkview; Boundary Change; Neighborhood Parkview students move to new attendance area schools.
- **Rosedale:** Converts to Fair View High School and AFC; Neighborhood students move to new attendance area schools.
- **Shasta:** Neighborhood School; Boundary Change
- **Sierra View:** Neighborhood School and Academics Plus; Boundary Change

ELEMENTARY HOUSING PLAN: OPTION IV WITH CSR

| POSITIVES | NEGATIVES |
|---|---|
| <ul style="list-style-type: none"> • Neal Dow North students would attend the school closest to their homes • TWI consolidates on one site • Increases housing capacity in North side of town • Fair View moves to a location within one-half mile of previous location • Multiple programs could be placed on campus, thus providing additional savings to district (i.e. AFC, Oakdale, Construction Academy, and current ROP Culinary Arts program) • Opportunities for students to take classes on another HS site (i.e. CHS) • Proximity to CSUC for mentoring, collaborators for program development (ROP, Construction Academy, etc.) • Due to central location, current public transportation exists • Rosedale is a bigger site then current FVHS site and thus could eliminate its waiting list • Location could allow Alternative Ed. to increase the total numbers at FV to 500, thereby reducing the dropout rates in CUSD • Rosedale facilities mirror facilities at current site, allowing for smooth (e.g., childcare moving into Healthy Start to left of gymnasium) • Minimal modification required of Rosedale site as learned from current site • Return current site to elementary site saves building costs • Fair View's program is resilient enough to withstand a move; the nature of our program lends itself to change/transition better than more traditional ones | <ul style="list-style-type: none"> • Moves a minimum of 872 students from their present school (Rosedale TWI, Rosedale Neighborhood, Parkview Neighborhood, Fair View High School) • Boundaries would be altered at all elementary schools • Necessitates the physical remodeling of elementary and high schools • Cannot be implemented prior to 2010/11 |

ELEMENTARY HOUSING PLAN: OPTION IV WITHOUT CSR

Note: This plan cannot be implemented until the 2010/11 school year.

- **Fairview High School:** Converts to neighborhood elementary school (Jay Partridge); Redraw Boundaries for all schools K-12.
- **Chapman:** Neighborhood School; Boundary Change
- **Citrus:** Neighborhood School; Boundary Change
- **Emma Wilson:** Neighborhood School; Boundary Change
- **Henshaw/Guynn:** No action until enrollment indicates need.
- **Hooker Oak:** K-8 Open Structure
- **Little Chico Creek:** Neighborhood School; Boundary Change
- **Loma Vista:** Special Education Program; add additional classrooms for 2010/11
- **Marigold:** Neighborhood school; Grades 3-6 GATE; Boundary Change
- **McManus:** Neighborhood School; Boundary Change
- **Neal Dow:** Neighborhood School; Boundary Change
- **Parkview:** TWI school; Rosedale K-6 TWI moves to Parkview; Boundary Change; Neighborhood Parkview students move to new attendance area schools.
- **Rosedale:** Converts to Fair View High School and AFC; Neighborhood students move to new attendance area schools.
- **Shasta:** Neighborhood School; Boundary Change
- **Sierra View:** Neighborhood School and Academics Plus; Boundary Change

ELEMENTARY HOUSING PLAN: OPTION IV WITHOUT CSR

| POSITIVES | NEGATIVES |
|---|---|
| <ul style="list-style-type: none"> • Neal Dow North students would attend the school closest to their homes • TWI consolidates on one site • Increases housing capacity in North side of town • Fair View moves to a location within one-half mile of previous location • Multiple programs could be placed on campus, thus providing additional savings to district (i.e. AFC, Oakdale, Construction Academy, and current ROP Culinary Arts program) • Opportunities for students to take classes on another HS site (i.e. CHS) • Proximity to CSUC for mentoring, collaborators for program development (ROP, Construction Academy, etc.) • Due to central location, current public transportation exists • Rosedale is a bigger site then current FVHS site and thus could eliminate its waiting list • Location could allow Alternative Ed. to increase the total numbers at FV to 500, thereby reducing the dropout rates in CUSD • Rosedale facilities mirror facilities at current site, allowing for smooth (e.g., childcare moving into Healthy Start to left of gymnasium) • Minimal modification required of Rosedale site as learned from current site • Return current site to elementary site saves building costs • Fair View's program is resilient enough to withstand a move; the nature of our program lends itself to change/transition better than more traditional ones | <ul style="list-style-type: none"> • Moves a minimum of 872 students from their present school (Rosedale TWI, Rosedale Neighborhood, Parkview Neighborhood, Fair View High School) • Boundaries would be altered at all elementary schools • Necessitates the physical remodeling of elementary and high schools • Cannot be implemented prior to 2010/11 |

ELEMENTARY HOUSING PLAN: OPTION V WITH CSR

Note: This plan presents the minimal moves required to house students in 2009/10.

- **Chapman:** No change in 2009-10; Neighborhood School
- **Citrus:** No change in 2009-10; Neighborhood School
- **Emma Wilson:** No change in 2009-10; Neighborhood School
- **Henshaw/Guynn:** Depending upon enrollment growth, plan to open new school.
- **Hooker Oak:** K-8 Open Structure; SDC/SH moves from Sierra View to Hooker Oak in 2009/10.
- **Little Chico Creek:** No change in 2009-10; Neighborhood School
- **Loma Vista:** No change in 2009-10; Special Education Program; add additional classrooms in 2010/11
- **Marigold:** Neighborhood school; Grade 3 GATE transitions to Parkview in 2009/10
- **McManus:** No change in 2009-10; Neighborhood School
- **Neal Dow:** No change in 2009-10; Neighborhood School
- **Parkview:** No change in 2009-10; Neighborhood School; TWI; Grade 3 GATE transitions to Parkview in 2009/10
- **Rosedale:** No change in 2009-10; Neighborhood School; TWI
- **Shasta:** No change in 2009-10; Neighborhood School
- **Sierra View:** Neighborhood School; Academics Plus; SDC/SH moves from Sierra View to Hooker Oak in 2009/10.

ELEMENTARY HOUSING PLAN: OPTION V WITH CSR

| POSITIVES | NEGATIVES |
|---|---|
| <ul style="list-style-type: none">• Minimal disruption for current students and staff | <ul style="list-style-type: none">• Possible need to rescind Form-10s at schools where more enrollment capacity is needed• TWI remains on two school sites thus reducing opportunity to strengthen program and limits number of grade level staffing choices• Increase capacity of North side by one classroom only.• Highly unlikely to find available seats in non-PI schools to meet NCLB transfer requests |

ELEMENTARY HOUSING PLAN: OPTION V WITHOUT CSR

- **Chapman:** No change in 2009-10; Neighborhood School
- **Citrus:** No change in 2009-10; Neighborhood School
- **Emma Wilson:** No change in 2009-10; Neighborhood School
- **Henshaw/Guynn:** No change in 2009-10; No action until enrollment indicates need.
- **Hooker Oak:** No Change in 2009-10; K-8 Open Structure
- **Little Chico Creek:** No change in 2009-10; Neighborhood School
- **Loma Vista:** No change in 2009-10; Special Education Program; add additional classrooms for 2010-11
- **Marigold:** No change in 2009-10; Neighborhood school; 3-6 GATE Program
- **McManus:** No change in 2009-10; Neighborhood School
- **Neal Dow:** No change in 2009-10; Neighborhood School
- **Parkview:** No change in 2009-10; Neighborhood School; K-6 TWI Program
- **Rosedale:** No change in 2009-10; Neighborhood School; K-6 TWI Program
- **Shasta:** No change in 2009-10; Neighborhood School
- **Sierra View:** No change in 2009-10; Neighborhood School; Academics Plus

ELEMENTARY HOUSING PLAN: OPTION V WITHOUT CSR

| POSITIVES | NEGATIVES |
|---|--|
| <ul style="list-style-type: none">• Minimal disruption for current students and staff | <ul style="list-style-type: none">• Not preparing for future housing needs• We will be unprepared to adequately house all students if CSR returns |

PROPOSED AGENDA ITEM: **Student Calendar**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

☐ Consent
☐ Discussion/Action
☒ Information

Board Date: January 28, 2009

Background Information:

We are in the last year of a three (3) year cycle of the student calendar. Per board request, we have sought a great deal of input on this topic. We advertised our invitation to contribute thoughts and ideas via the district website with a dedicated email address, notifications that were used in school newsletters, a press release to local media outlets, an editorial in our daily paper, and prominent mentions in the Superintendent's Weekly Update. From those invitations, we received considerable feedback from parents, teachers, other staff, and our community.

Four (4) variations of the draft student calendar are being presented to the Board at this time for discussion. These options are based on student/academic issues as well as the feedback received.

These variations are as follows;

- Continuation of current calendar
- Thanksgiving break shortened to three (3) days and no travel day for spring break
- February break shortened to two, three (3) day weekends
- February break shortened, spring break coincides to that used by CSU, Chico and Butte College and drop travel day for spring break

Educational Implications:

All of the options presented provide the same number of student days. One of our primary considerations was using the calendar to maximize student academic achievement. We considered teacher feedback that indicated that completing the first semester prior to the winter break was academically advantageous to secondary students. We listened to staff who asked to maximize the amount of time that teachers have to prepare our students for mandated state testing. Additionally, there was some staff concern that the current week long break in February might interfere with the continuity of instruction at that time, given the various breaks preceding week off.

Fiscal Implications:

There is data which indicates that taking the full week off at Thanksgiving provides better ADA than when a partial week is taken off.

DRAFT PROPOSAL

Chico Unified School District

2009 - 2010 Student Calendar

OPTION #1 Draft

(Continuation of Current Calendar)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 14 | 15 | 16 | 17 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 21 elementary/22 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30** | 31 |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 14 elementary/13 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18* | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| JUNE | | | | | | |
|----------------|----|----|----|----|----|----|
| 3 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

= No school for students

10/30 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/18 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/12/09 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

6/3/10 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|------------|------------|--|
| Friday | July 3 | Independence Day Holiday |
| Monday | Sept. 7 | Labor Day |
| Wednesday | Nov. 11 | Veterans Day |
| Thursday | Nov. 26 | Thanksgiving Day |
| Friday | Nov. 27 | Day after Thanksgiving |
| Wednesday | Dec. 23 | in lieu Admission Day (classified staff) |
| Thur./Fri. | Dec. 24/25 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve |
| Friday | Jan. 1 | New Year's Day |
| Monday | Jan. 18 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 8 | Lincoln's Birthday observed |
| Monday | Feb. 15 | Presidents' Day |
| Friday | April 2 | Spring Break day |
| Monday | May 31 | Memorial Day observed |

Winter Recess - All Schools

December 21, 2009 to January 1, 2010

Spring Recess

March 29, 2010 to April 5, 2010

ELEMENTARY GRADING PERIODS

| | | |
|------------------|--------------------------------------|---------|
| First Trimester | August 12 - October 29, 2009 | 56 days |
| Second Trimester | November 2, 2009 - February 26, 2010 | 62 days |
| Third Trimester | March 1 - June 3, 2010 | 62 days |

SECONDARY GRADING PERIODS

| | | |
|-----------------|-------------------------------------|---------|
| First Semester | August 12, 2009 - December 17, 2009 | 85 days |
| Second Semester | January 4, 2010 - June 3, 2010 | 95 days |

Note: Jr. High Quarter Periods end on 10/16/2009 and 3/19/2010.

STAR Testing - April 12 - April 30, 2010 (Make-ups May 3 - May 10, 2010)

DRAFT PROPOSAL

Chico Unified School District

2009 - 2010 Student Calendar

OPTION #2 Draft

(Thanksgiving Break shortened - drop Spring Break travel day)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 14 | 15 | 16 | 17 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|-------|----|
| 21 elementary/22 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 ** | 31 |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 17 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 14 elementary/13 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 * | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| JUNE | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| | | |
|---|---|--------------------------|
| # | # | = No school for students |
|---|---|--------------------------|

| | |
|----------|---|
| 10/30 ** | = Elem. Parent Conference Day (Full day for secondary schools) |
|----------|---|

| | |
|---------|---|
| 12/18 * | = Secondary Pupil Free Day (Full day for elementary schools) |
|---------|---|

| | |
|---------|--|
| 8/12/09 | = First Day of School Minimum day for Bidwell, Chico Jr., and Marsh Jr. High Schools |
|---------|--|

| |
|---------------------|
| STAR Testing Window |
|---------------------|

| | |
|---------|---|
| 5/28/10 | = Last Day of School (Minimum day for secondary; Full day for elementary schools) |
|---------|---|

District designated holidays per Education Code 37220 and 45205

| | | |
|------------|------------|--|
| Friday | July 3 | Independence Day Holiday |
| Monday | Sept. 7 | Labor Day |
| Wednesday | Nov. 11 | Veterans Day |
| Thursday | Nov. 26 | Thanksgiving Day |
| Friday | Nov. 27 | Day after Thanksgiving |
| Wednesday | Dec. 23 | in lieu Admission Day (classified staff) |
| Thur./Fri. | Dec. 24/25 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve |
| Friday | Jan. 1 | New Year's Day |
| Monday | Jan. 18 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 8 | Lincoln's Birthday observed |
| Monday | Feb. 15 | Presidents' Day |
| Friday | April 2 | Spring Break day |
| Monday | May 31 | Memorial Day observed |

| Winter Recess - All Schools | |
|--------------------------------------|--|
| December 21, 2009 to January 1, 2010 | |
| Spring Recess | |
| March 29, 2010 to April 2, 2010 | |

| ELEMENTARY GRADING PERIODS | | |
|----------------------------|--------------------------------------|---------|
| First Trimester | August 12 - October 29, 2009 | 56 days |
| Second Trimester | November 2, 2009 - February 26, 2010 | 64 days |
| Third Trimester | March 1 - May 28, 2010 | 60 days |

| SECONDARY GRADING PERIODS | | |
|---------------------------|-------------------------------------|---------|
| First Semester | August 12, 2009 - December 17, 2009 | 87 days |
| Second Semester | January 4, 2010 - May 28, 2010 | 93 days |

Note: Jr. High Quarter Periods end on 10/16/2009 and 3/19/2010.

STAR Testing - April 7 - April 23, 2010 (Make-ups April 26 - May 5, 2010)

DRAFT PROPOSAL

Chico Unified School District

2009 - 2010 Student Calendar

OPTION #3 Draft (Shorten February Break)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 14 | 15 | 16 | 17 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 21 elementary/22 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30** | 31 |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 14 elementary/13 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18* | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| JUNE | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

= No school for students

10/30 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/18 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/12/09 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

5/27/10 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|------------|------------|--|
| Friday | July 3 | Independence Day Holiday |
| Monday | Sept. 7 | Labor Day |
| Wednesday | Nov. 11 | Veterans Day |
| Thursday | Nov. 26 | Thanksgiving Day |
| Friday | Nov. 27 | Day after Thanksgiving |
| Wednesday | Dec. 23 | in lieu Admission Day (classified staff) |
| Thur./Fri. | Dec. 24/25 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve |
| Friday | Jan. 1 | New Year's Day |
| Monday | Jan. 18 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 8 | Lincoln's Birthday observed |
| Monday | Feb. 15 | Presidents' Day |
| Friday | April 2 | Spring Break day |
| Monday | May 31 | Memorial Day observed |

| Winter Recess - All Schools | |
|--------------------------------------|--|
| December 21, 2009 to January 1, 2010 | |
| Spring Recess | |
| March 29, 2010 to April 5, 2010 | |

| ELEMENTARY GRADING PERIODS | | |
|----------------------------|--------------------------------------|---------|
| First Trimester | August 12 - October 29, 2009 | 56 days |
| Second Trimester | November 2, 2009 - February 26, 2010 | 66 days |
| Third Trimester | March 1 - May 27, 2010 | 58 days |

| SECONDARY GRADING PERIODS | | |
|---------------------------|-------------------------------------|---------|
| First Semester | August 12, 2009 - December 17, 2009 | 85 days |
| Second Semester | January 4, 2010 - May 27, 2010 | 95 days |

Note: Jr. High Quarter Periods end on 10/16/2009 and 3/12/2010.

STAR Testing - April 6 - 23, 2010 (Make-ups April 26 - May 4, 2010)

DRAFT PROPOSAL

Chico Unified School District

2009 - 2010 Student Calendar

OPTION #4 Draft

(Shorten February Break & tie Spring Break to CSU & BC - drop travel day)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 14 | 15 | 16 | 17 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 21 elementary/22 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30** | 31 |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 14 elementary/13 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18* | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| JUNE | | | | | | |
|------|----|----|----|----|----|----|
| | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

= No school for students

10/30 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/18 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/12/09 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

5/27/10 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|------------|------------|--|
| Friday | July 3 | Independence Day Holiday |
| Monday | Sept. 7 | Labor Day |
| Wednesday | Nov. 11 | Veterans Day |
| Thursday | Nov. 26 | Thanksgiving Day |
| Friday | Nov. 27 | Day after Thanksgiving |
| Wednesday | Dec. 23 | in lieu Admission Day (classified staff) |
| Thur./Fri. | Dec. 24/25 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve |
| Friday | Jan. 1 | New Year's Day |
| Monday | Jan. 18 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 8 | Lincoln's Birthday observed |
| Monday | Feb. 15 | Presidents' Day |
| Friday | April 2 | Spring Break day |
| Monday | May 31 | Memorial Day observed |

Winter Recess - All Schools

December 21, 2009 to January 1, 2010

Spring Recess

March 15, 2010 to March 19, 2010

ELEMENTARY GRADING PERIODS

| | | |
|------------------|--------------------------------------|---------|
| First Trimester | August 12 - October 29, 2009 | 56 days |
| Second Trimester | November 2, 2009 - February 19, 2010 | 61 days |
| Third Trimester | February 22 - May 27, 2010 | 63 days |

SECONDARY GRADING PERIODS

| | | |
|-----------------|-------------------------------------|---------|
| First Semester | August 12, 2009 - December 17, 2009 | 85 days |
| Second Semester | January 4, 2010 - May 27, 2010 | 95 days |

Note: Jr. High Quarter Periods end on 10/16/2009 and 3/12/2010.

STAR Testing - April 6 - 23, 2010 (Make-ups April 26 - May 4, 2010)

DRAFT PROPOSAL

Chico Unified School District

2010 - 2011 Student Calendar

OPTION #1 Draft

(Continuation of Current Calendar)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29** | 30 |
| 31 | | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 13 elementary/12 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17* | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 23 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE | | | | | | |
|----------------|----|----|----|----|----|----|
| 2 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

= No school for students

10/29 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/17 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/11/10 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

6/2/10 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|------------|--|
| Monday | July 5 | Independence Day Holiday |
| Monday | Sept. 6 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 25 | Thanksgiving Day |
| Friday | Nov. 26 | Day after Thanksgiving |
| Wednesday | Dec. 22 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 23/24 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve Day |
| Monday | Jan. 17 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 14 | Lincoln's Birthday observed |
| Monday | Feb. 21 | Presidents' Day |
| Friday | April 22 | Spring Break day |
| Monday | May 30 | Memorial Day observed |

| Winter Recess - All Schools | |
|-----------------------------|--|
| December 20 - 31, 2009 | |
| Spring Recess | |
| April 18 - 25, 2010 | |

| ELEMENTARY GRADING PERIODS | | |
|----------------------------|--------------------------------|---------|
| First Trimester | August 11 - October 28, 2010 | 56 days |
| Second Trimester | November 1 - February 25, 2011 | 62 days |
| Third Trimester | February 28 - June 2, 2011 | 62 days |

| SECONDARY GRADING PERIODS | | |
|---------------------------|-------------------------------|---------|
| First Semester | August 11 - December 16, 2010 | 85 days |
| Second Semester | January 3 - June 2, 2010 | 95 days |

Note: Jr. High Quarter Periods end on 10/15/10 and 3/18/11

STAR Testing - April 1 - 29 (Make-ups May 2 to May 9, 2011)

DRAFT PROPOSAL

Chico Unified School District

2010 - 2011 Student Calendar

OPTION #2 Draft

(Thanksgiving break shortened - drop Spring Break travel day)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 5 | 6 | 7 | 1 | 2 | 3 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29** | 30 |
| 31 | | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 13 elementary/12 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17* | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 14 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 23 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE | | | | | | |
|------|----|----|----|----|----|----|
| | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

= No school for students

10/29 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/17 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/11/10 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

5/27/11 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|------------|--|
| Monday | July 5 | Independence Day Holiday |
| Monday | Sept. 6 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 25 | Thanksgiving Day |
| Friday | Nov. 26 | Day after Thanksgiving |
| Wednesday | Dec. 22 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 23/24 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve Day |
| Monday | Jan. 17 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 14 | Lincoln's Birthday observed |
| Monday | Feb. 21 | Presidents' Day |
| Friday | April 22 | Spring Break day |
| Monday | May 30 | Memorial Day observed |

| Winter Recess - All Schools | |
|-----------------------------|--|
| December 20 - 31, 2010 | |
| Spring Recess | |
| April 18 - 25, 2011 | |

| ELEMENTARY GRADING PERIODS | | |
|--|--------------------------------|---------|
| First Trimester | August 11 - October 28, 2010 | 56 days |
| Second Trimester | November 1 - February 25, 2011 | 64 days |
| Third Trimester | February 28 - May 27, 2011 | 60 days |
| SECONDARY GRADING PERIODS | | |
| First Semester | August 11 - December 16, 2010 | 87 days |
| Second Semester | January 3 - May 27, 2011 | 93 days |
| Note: Jr. High Quarter Periods end on 10/15/10 and 3/18/11 | | |

STAR Testing - March 30 - April 15 (Make-ups April 25 to May 4, 2011)

DRAFT PROPOSAL

Chico Unified School District

2010 - 2011 Student Calendar

OPTION #3 Draft (Shorten February Break)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29** | 30 |
| 31 | | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 13 elementary/12 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17* | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 23 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE | | | | | | |
|---------------------------------|----|----|----|----|----|----|
| 13 elementary/12 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

= No school for students

11/1 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/17 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/11/10 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

5/28/11 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|------------|--|
| Monday | July 5 | Independence Day Holiday |
| Monday | Sept. 6 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 25 | Thanksgiving Day |
| Friday | Nov. 26 | Day after Thanksgiving |
| Wednesday | Dec. 22 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 23/24 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve Day |
| Monday | Jan. 17 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 14 | Lincoln's Birthday observed |
| Monday | Feb. 21 | Presidents' Day |
| Friday | April 22 | Spring Break day |
| Monday | May 30 | Memorial Day observed |

| Winter Recess - All Schools | |
|-----------------------------|--|
| December 20 - 31, 2010 | |
| Spring Recess | |
| April 18 - 25, 2011 | |

| ELEMENTARY GRADING PERIODS | | |
|----------------------------|--------------------------------|---------|
| First Trimester | August 11 - October 28, 2010 | 56 days |
| Second Trimester | November 1 - February 18, 2011 | 62 days |
| Third Trimester | February 22 - May 26, 2011 | 62 days |
| SECONDARY GRADING PERIODS | | |
| First Semester | August 11 - December 16, 2010 | 85 days |
| Second Semester | January 3 - May 26, 2011 | 95 days |

Note: Jr. High Quarter Periods end on 10/15/10 and 3/11/11

STAR Testing - March 28 - April 15 (Make-ups April 26 to May 3, 2010)

DRAFT PROPOSAL

Chico Unified School District

2010 - 2011 Student Calendar

OPTION #4 Draft

(Shorten February Break - Tie Spring Break to CSU & BC & drop travel day)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29** | 30 |
| 31 | | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 13 elementary/12 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17* | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

= No school for students

11/1 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/17 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/11/10 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

5/26/11 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|------------|--|
| Monday | July 5 | Independence Day Holiday |
| Monday | Sept. 6 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 25 | Thanksgiving Day |
| Friday | Nov. 26 | Day after Thanksgiving |
| Wednesday | Dec. 22 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 23/24 | Christmas Holiday |
| Thursday | Dec. 31 | New Year's Eve Day |
| Monday | Jan. 17 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 14 | Lincoln's Birthday observed |
| Monday | Feb. 21 | Presidents' Day |
| Friday | April 22 | Spring Break day |
| Monday | May 30 | Memorial Day observed |

Winter Recess - All Schools
December 20 - 31, 2010

Spring Recess

March 14 - 18, 2011

ELEMENTARY GRADING PERIODS

| | | |
|------------------|--------------------------------|---------|
| First Trimester | August 11 - October 28, 2010 | 56 days |
| Second Trimester | November 1 - February 18, 2011 | 62 days |
| Third Trimester | February 22 - May 26, 2011 | 62 days |

SECONDARY GRADING PERIODS

| | | |
|-----------------|-------------------------------|---------|
| First Semester | August 11 - December 16, 2010 | 85 days |
| Second Semester | January 3 - May 26, 2011 | 95 days |

Note: Jr. High Quarter Periods end on 10/15/10 and 3/11/11

STAR Testing - April 4 - 21 (Make-ups April 25 to May 3, 2011)

DRAFT PROPOSAL

Chico Unified School District

2011 - 2012 Student Calendar

OPTION #1 Draft

(Continuation of Current Calendar)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 4 | 5 | 6 | 7 | 8 | 1 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28** | 29 |
| 30 | 31 | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 12 elementary/11 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16* | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 22 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 22 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JUNE | | | | | | |
|------|----|----|----|----|----|----|
| | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| | | |
|---|---|--------------------------|
| # | # | = No school for students |
|---|---|--------------------------|

| | |
|----------|---|
| 10/28 ** | = Elem. Parent Conference Day (Full day for secondary schools) |
|----------|---|

| | |
|---------|---|
| 12/16 * | = Secondary Pupil Free Day (Full day for elementary schools) |
|---------|---|

| | |
|---------|--|
| 8/10/11 | = First Day of School Minimum day for Bidwell, Chico Jr., and Marsh Jr. High Schools |
|---------|--|

| |
|---------------------|
| STAR Testing Window |
|---------------------|

| | |
|---------|---|
| 5/31/12 | = Last Day of School (Minimum day for secondary; Full day for elementary schools) |
|---------|---|

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|------------|--|
| Monday | July 4 | Independence Day Holiday |
| Monday | Sept. 5 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 24 | Thanksgiving Day |
| Friday | Nov. 25 | Day after Thanksgiving |
| Wednesday | Dec. 21 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 22/23 | Christmas Holiday |
| Thursday | Dec. 30 | New Year's Eve Day |
| Monday | Jan. 16 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 13 | Lincoln's Birthday observed |
| Monday | Feb. 20 | Presidents' Day |
| Friday | April 6 | Spring Break day |
| Monday | May 28 | Memorial Day observed |

| |
|------------------------------------|
| Winter Recess - All Schools |
| December 19 - 30, 2011 |
| Spring Recess |
| April 2 - 9, 2012 |

| ELEMENTARY GRADING PERIODS | | |
|----------------------------|-------------------------------|---------|
| First Trimester | August 10 - October 27 | 56 days |
| Second Trimester | October 31 - February 24 | 62 days |
| Third Trimester | February 27 - May 31 | 62 days |
| SECONDARY GRADING PERIODS | | |
| First Semester | August 10 - December 15, 2011 | 85 days |
| Second Semester | January 2 - May 31, 2012 | 95 days |

Note: Jr. High Quarter Periods end on 10/14/11 and 3/16/12

STAR Testing - March 30 - April 27 (Make-ups April 30 to May 7, 2012)

DRAFT PROPOSAL

Chico Unified School District

2011 - 2012 Student Calendar

OPTION #2 Draft

(Thanksgiving Break shortened - drop Spring Break travel day)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 13 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28** | 29 |
| 30 | 31 | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 12 elementary/11 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16* | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 22 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 22 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JUNE | | | | | | |
|---------------|----|----|----|----|----|----|
| 1 student day | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| | | |
|---|---|--------------------------|
| # | # | = No school for students |
|---|---|--------------------------|

| | |
|----------|---|
| 10/28 ** | = Elem. Parent Conference Day (Full day for secondary schools) |
|----------|---|

| | |
|---------|---|
| 12/16 * | = Secondary Pupil Free Day (Full day for elementary schools) |
|---------|---|

| | |
|---------|--|
| 8/15/11 | = First Day of School Minimum day for Bidwell, Chico Jr., and Marsh Jr. High Schools |
|---------|--|

| |
|---------------------|
| STAR Testing Window |
|---------------------|

| | |
|--------|---|
| 6/1/12 | = Last Day of School (Minimum day for secondary; Full day for elementary schools) |
|--------|---|

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|---------|--|
| Monday | July 4 | Independence Day Holiday |
| Monday | Sept. 5 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 24 | Thanksgiving Day |
| Friday | Nov. 25 | Day after Thanksgiving |
| Wednesday | Dec. 22 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 23 | Christmas Holiday |
| Thursday | Dec. 30 | New Year's Eve Day |
| Monday | Jan. 16 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 13 | Lincoln's Birthday observed |
| Monday | Feb. 20 | Presidents' Day |
| Friday | April 6 | Spring Break day |
| Monday | May 28 | Memorial Day observed |

| |
|------------------------------------|
| Winter Recess - All Schools |
| December 19 - 30, 2011 |
| Spring Recess |
| April 2 - 9, 2012 |

| ELEMENTARY GRADING PERIODS | | |
|----------------------------|-------------------------------|---------|
| First Trimester | August 15 - October 27 | 53 days |
| Second Trimester | October 31 - February 24 | 64 days |
| Third Trimester | February 27 - June 1 | 63 days |
| SECONDARY GRADING PERIODS | | |
| First Semester | August 15 - December 15, 2011 | 84 days |
| Second Semester | January 2 - June 1, 2012 | 96 days |

Note: Jr. High Quarter Periods end on 10/14/11 and 3/16/12

STAR Testing - April 10 - 27 (Make-ups April 30 to May 8, 2012)

DRAFT PROPOSAL

Chico Unified School District

2011 - 2012 Student Calendar

OPTION #3 Draft

(Shorten February Break)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28** | 29 |
| 30 | 31 | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 12 elementary/11 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16* | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 22 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 15 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 17 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JUNE | | | | | | |
|------|----|----|----|----|----|----|
| | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

= No school for students

10/28 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/16 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/10/11 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

5/24/12 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|---------|--|
| Monday | July 4 | Independence Day Holiday |
| Monday | Sept. 5 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 24 | Thanksgiving Day |
| Friday | Nov. 25 | Day after Thanksgiving |
| Wednesday | Dec. 22 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 23 | Christmas Holiday |
| Thursday | Dec. 30 | New Year's Eve Day |
| Monday | Jan. 16 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 13 | Lincoln's Birthday observed |
| Monday | Feb. 20 | Presidents' Day |
| Friday | April 6 | Spring Break day |
| Monday | May 28 | Memorial Day observed |

Winter Recess - All Schools
December 19 - 30, 2011

Spring Recess

April 2 - 9, 2012

ELEMENTARY GRADING PERIODS

| | | |
|------------------|--------------------------------|---------|
| First Trimester | August 10 - October 27, 2011 | 56 days |
| Second Trimester | October 31 - February 24, 2012 | 66 days |
| Third Trimester | February 27 - May 24, 2012 | 58 days |

SECONDARY GRADING PERIODS

| | | |
|-----------------|-------------------------------|---------|
| First Semester | August 10 - December 15, 2011 | 85 days |
| Second Semester | January 2 - May 24, 2012 | 95 days |

Note: Jr. High Quarter Periods end on 10/14/11 and 3/9/12

STAR Testing - March 26 - April 20 (Make-ups April 23 to May 1, 2012)

DRAFT PROPOSAL

Chico Unified School District

2011 - 2012 Student Calendar

OPTION #4 Draft

(Shorten February Break - tie Spring Break to CSU & BC & drop travel day)

Kelly Staley, Superintendent



| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| AUGUST | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| SEPTEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| OCTOBER | | | | | | |
|---------------------------------|----|----|----|----|------|----|
| 20 elementary/21 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28** | 29 |
| 30 | 31 | | | | | |

| NOVEMBER | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| DECEMBER | | | | | | |
|---------------------------------|----|----|----|----|-----|----|
| 12 elementary/11 secondary days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16* | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| JANUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 21 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| FEBRUARY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 19 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

| MARCH | | | | | | |
|-----------------|----|----|----|----|----|----|
| 17 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| APRIL | | | | | | |
|-----------------|----|----|----|----|----|----|
| 20 student days | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| MAY | | | | | | |
|-----------------|----|----|----|----|----|----|
| 18 student days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JUNE | | | | | | |
|------|----|----|----|----|----|----|
| | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

= No school for students

10/28 ** = Elem. Parent Conference Day
(Full day for secondary schools)

12/16 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/10/11 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

STAR Testing Window

5/24/12 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

| | | |
|-------------|---------|--|
| Monday | July 4 | Independence Day Holiday |
| Monday | Sept. 5 | Labor Day |
| Thursday | Nov 11 | Veterans Day |
| Thursday | Nov. 24 | Thanksgiving Day |
| Friday | Nov. 25 | Day after Thanksgiving |
| Wednesday | Dec. 22 | in lieu Admission Day (classified staff) |
| Thurs./Fri. | Dec. 23 | Christmas Holiday |
| Thursday | Dec. 30 | New Year's Eve Day |
| Monday | Jan. 16 | Martin Luther King, Jr. Day observed |
| Monday | Feb. 13 | Lincoln's Birthday observed |
| Monday | Feb. 20 | Presidents' Day |
| Friday | April 6 | Spring Break day |
| Monday | May 28 | Memorial Day observed |

| Winter Recess - All Schools | |
|-----------------------------|--|
| December 19 - 30, 2011 | |
| Spring Recess | |
| March 12 - 16, 2012 | |

| ELEMENTARY GRADING PERIODS | | |
|----------------------------|--------------------------------|---------|
| First Trimester | August 10 - October 27, 2011 | 56 days |
| Second Trimester | October 31 - February 24, 2012 | 66 days |
| Third Trimester | February 27 - May 24, 2012 | 58 days |
| SECONDARY GRADING PERIODS | | |
| First Semester | August 10 - December 15, 2011 | 85 days |
| Second Semester | January 2 - May 24, 2012 | 95 days |

Note: Jr. High Quarter Periods end on 10/14/11 and 3/9/12

STAR Testing - April 2 - 20 (Make-ups April 23 to May 1, 2012)

PROPOSED AGENDA ITEM:

New course proposal from PV High for the 09-10 school year (Global Culinary & Hospitality).

Prepared by: Priscilla Burns

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

Board Date: 1/28/09

Background Information

This new course offers students advancement toward culinary mastery skills continuing from Culinary I and new standards and learning targets focused at the hospitality, tourism and recreation industries.

This new course will be a junior level course and staff will provide integrated thematic curriculum with social studies and English.

Global Culinary and Hospitality will be part of the new iHOST California Partnership Academy. This new course was developed because of a gap in the career pathway. It was developed with student, staff, parent and business partners input at both advisory meetings and through focus groups.

Education Implications

Greater skill development for culinary students and expanded awareness of the breadth and depth of the industry sector will only benefit students. Staff interactions across disciplines have positive and increased student performance in both CTE and academic skill development. The course will be a positive and hands-on skill based course with service learning, community service, field trips and real-world applications for this industry sector.

Fiscal Implications

Instructional materials for this course will be supported through the Home Economics Careers and Technology Department, Carl D. Perkins, iHOST Partnership Academy and outreach to business partners.



NEW COURSE PROPOSAL OUTLINE

| | |
|--------------------|------------------------------------|
| Course Title: | Global Culinary and Hospitality |
| Grade Level: | 11 |
| Required/Elective: | Elective |
| Length/Credits: | 1 year |
| Prerequisites: | Culinary 1 suggested, not required |
| Course Number: | (To be completed by District) |

I. Course Rationale and Description:

An intermediate course was needed in the culinary pathway and a course that had more information regarding the standards directly tied to hospitality services. The iHOST California Partnership Academy created this grade level specific course at iHOST staff, student request and with business partner advice. The academy can support this course with curriculum development, instructional supplies and field trips for students.

It is a one year course that builds on the skills from Culinary I. It will explore cultures from a culinary and hospitality emphasis. Students will be involved in project-based learning activities for each unit. The integrated academic themes will also involve social studies, English, and science. Students will actively engage in discovering the needs of "clients" from other cultures/countries and discuss hospitality services as they exist in those countries.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

ServeSafe, National Restaurant and Hospitality Association
Prostart Professional, book 1 and 2, National Restaurant and Lodging Association
Essentials I, by Johnson and Wales
Hospitality Careers, by Smock

Supplemental Materials:

To Serve by Marriott (Employee Handbook)
The Jungle by Sinclair
TBA

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

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

| Unit Name | Standards Addressed | Time | Instructional Strategies | Assessments |
|---|---|---------|---|--|
| Ancient Origins of culinary and hospitality | See attached standards and outcomes. Numbers only are used in this area. 1,2 Standards 18,19,20 and 21 are imbedded throughout all project based learning in each unit. | 2 weeks | Project Based Text reading Student Research Guest Speaker | Unit Test Project Based Assessment |
| Careers within the industry | 1,2 | 1 week | Text Research DVD Interviews | Research Project Unit Test |
| Keeping it safe and legal | 1,2,4,5 | 3 weeks | Inspect facility using health code rules. Guest speaker from industry Text/Notes Compare standards and policy. CPR and First Aide Certification Servesafe Certification The Jungle excerpts | Unit Test Certifications Project Based Learning Labs |
| Service and Recreation Philosophy and Practice "Plan to Play" | 1,2,3,6 | 3 weeks | To Serve by Marriott Employee Handbook Project Based Learning Event Planning Managing a Project | Labs – Develop Team Norms Reflections of reading Project Based Learning Unit Test |
| Overview of current trends in travel, recreation, culinary and Hospitality. | 1,2,3,7 | 2 weeks | Tour and Guest Speakers Of lodging industry National Restaurant Association documents Text Research Project Based Assignments | Unit Test Project Based Assignments |

| | | | | |
|--|---|---|---|---|
| | | | | |
| Globe Trotting Culinary, Hospitality, Travel and Recreation in: | 9,10,11,12,14,16 imbedded throughout the next units | Only intro... and overview for coming units | | Each Unit is assessed based on a Unit Test Unit Project Unit Research Lab Performance Written Work for Unit |
| Asia | 2,8 | 3 | Sales and Marketing Project via Asia travel backdrop Labs Research Project Based Learning Text and Notes Written Work Media | " |
| Europe | 2,3 | 4 | Labs Research Project Based Learning Text and Notes Written Work Media | " |
| Middle East | 2 | 3 | Labs Research Project Based Learning Text and Notes Written Work Media | " |
| Africa | 2 | 2 | Labs Research Project Based Learning Text and Notes Written Work Media | " |
| South Pacific | 2 | 2 | Labs Research Project Based Learning Text and Notes Written Work Media | " |
| South America | 2 | 3 | Labs Research Project Based Learning Text and Notes Written Work Media | " |
| Central | 2 | 3 | Labs | " |

| | | | | |
|--|-----------------|----------|---|-----------------------------|
| America | | | Research Project Based Learning Text and Notes Written Work Media | |
| North America | 2,15, 17 | 4 | Labs Research Project Based Learning Text and Notes Written Work Media | " |
| Final Event/Project | 2,16 | 1 | Student Planned Final Project | Final Project Rubric |
| Portfolio Update and Presentation | 1,2 | 1 | Student Presentation of Portfolio | Portfolio Rubric |

Hospitality, Tourism, and Recreation Program
Standards and outcomes derived from Career and Technical Framework
Framework adopted May 2005

Standard 1 Hospitality, Tourism, and Recreation Industry Awareness

Students will understand the breadth of the hospitality, tourism, and recreation industry, including career opportunities and the role of this industry in local and state economies. They will demonstrate content proficiency by:

- 1.1 Defining terminology related to the hospitality, tourism, and recreation industry segments;
- 1.2 Identifying the various career opportunities within segments of the hospitality, tourism, and recreation industry, such as lodging, travel, attractions, events, and exhibitions;
- 1.3 Describing, from a global perspective, the roles and functions of occupations within the various segments of the hospitality, tourism, and recreation industry;
- 1.4 Assessing the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in the hospitality, tourism, and recreation industry;
- 1.5 Describing job titles, career paths, and strategies for obtaining employment and advancing in the hospitality, tourism, and recreation industry;
- 1.6 Determining the economic contributions of the various segments of the hospitality, tourism, and recreation industry to local, state, national, and global economies;
- 1.7 Analyzing economic trends in the various segments of the hospitality, tourism, and recreation industry and comparing them with state and national economic trends;
- 1.8 Identifying examples of ways in which information systems are used in the hospitality, tourism, and recreation industry; and
- 1.9 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment within the career pathway or to other fields.

Standard 2 Professional Standards/Dignity of Work

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization;
- 2.3 Describing and practicing professional and ethical behaviors;
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work;
- 2.6 Describing job-related stress and strategies to manage stress;
- 2.7 Explaining employers' and employees' rights and responsibilities;
- 2.8 Determining ways to maintain competency within the industry.

Standard 3 Workforce and Organizational Management

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies;
- 3.4 Analyzing how workforce management strategies affect employees' actions;
- 3.5 Identifying appropriate business procedures for hospitality, tourism, and recreation organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and
- 3.6 Describing the uses of technology in the various segments of the hospitality, tourism, and recreation industry.

Standard 4 Policies and Procedures

Students will understand general policies and procedures of the hospitality, tourism, and recreation industry, including the safe performance of job-related tasks, management of equipment and supplies, security and emergency procedures, and maintenance of the facility. They will demonstrate content proficiency by:

- 4.1 Describing the purposes of policies and procedures used in the hospitality, tourism, and recreation industry;
- 4.2 Determining the commonalities of policies and procedures used in the hospitality, tourism, and recreation industry, such as disability facilitation and the role of the California Occupational Safety and Health Administration (Cal/OSHA);
- 4.3 Analyzing policies and procedures for the accommodation of customers and employees with disabilities;
- 4.4 Analyzing policies, procedures, and employees' responsibilities for safe work practices as described in job-related manuals;
- 4.5 Analyzing policies and procedures to reduce the spread of infections and diseases;
- 4.6 Outlining procedures for reporting unsafe conditions and for handling customer and employee safety, accidents, and emergencies;
- 4.7 Describing and following procedures for handling accidents and emergencies, including preparedness plans for emergencies and disasters;
- 4.8 Using correct first-aid procedures;
- 4.9 Obtaining certification in first aid and CPR;
- 4.10 Describing security systems, procedures for using them, and personal responsibilities for securing a facility;
- 4.11 Describing an employee's role for safeguarding company and customer assets;
- 4.12 Describing policies for lost-and-found items and procedures for theft

control;

4.13 Describing the legal implications of not following required policies and procedures;

4.14 Analyzing diversity in the workplace; and

4.15 Defining harassment and discrimination, including sexual harassment.

Standard 5 Laws and Regulations Affecting the Hospitality, Tourism, and Recreation Industry

Students will understand the laws and regulations that affect employers, employees, and customers. They will demonstrate content proficiency by:

5.1 Describing and complying with laws and regulations affecting the hospitality, tourism, and recreation industry;

5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect employees, employers, customers, and others with special needs;

5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;

5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA); and

5.5 Identifying and explaining policies and procedures established by the employer.

Standard 6 Guest and Customer Information and Services

Students will understand the importance of information and services for customers and guests to the success of the hospitality, tourism, and recreation industry. They will demonstrate content proficiency by:

6.1 Defining *clients*, *customers*, and *guests* as those terms relate to various departments;

6.2 Defining information and services for guests and customers and describing the importance of guest and customer relations to the success of the hospitality, tourism, and recreation industry;

6.3 Describing the responsibilities for the various departments within an organization and identifying their relationship to guest services and customer satisfaction;

6.4 Practicing ways to greet guests and customers appropriately, interpret nonverbal communication, and handle telephone communications;

6.5 Describing the function of a concierge, valet, bellperson, and other guest service providers and the occasions when their services should be used;

6.6 Helping with the security of guests and their property;

6.7 Suggesting and facilitating arrangements for local services and attractions to customers, including information, reservations, and accommodations for special needs;

Hospitality, Tourism, and Recreation Career Pathway Standards **149**

6.8 Stating travel directions, including layouts or maps when appropriate;

6.9 Interacting with a guest through a complete service transaction, from initial greetings and assessing needs to delivering services and closing the transaction;

6.10 Maintaining and accessing histories of an individual customer's preferences;

- 6.11 Determining ways to accommodate needs of guests and customers according to cultural preferences;
- 6.12 Evaluating strategies to satisfy guests and customers and thereby enhance the reputation of the establishment;
- 6.13 Explaining the importance of understanding differences among cultural, age, and social groups when interacting and communicating with guests;
- 6.14 Identifying steps in solving specific problems of guests and customers and proposing solutions that meet the needs of the company and the guests and customers;
- 6.15 Defining the behavior of an irate guest or customer and describing ways to diffuse such complaints effectively;
- 6.16 Explaining how to handle inquiries from customers and providing information through various media;
- 6.17 Explaining the importance of knowing the various needs of different groups of clients;
- 6.18 Describing various groups of clients, such as social, professional, and fraternal, and categorizing them according to their interests and needs;
- 6.19 Identifying the culture and customs of various countries and national groups and explaining the implications for services for guests and customers; and
- 6.20 Describing terminology used in various languages for common requests of guests and customers.

Standard 7 Information Systems

Students will understand the use of information systems in all areas of the hospitality, tourism, and recreation industry. They will demonstrate content proficiency by:

- 7.1 Using correct terminology to describe basic computer functions;
- 7.2 Identifying major components of software and hardware packages;
- 7.3 Selecting and using appropriate software to perform a variety of job tasks, including point of sale and inventory systems;
- 150 Hospitality, Tourism, and Recreation Career Pathway Standards**
- 7.4 Explaining in-house computer systems and accurately operating systems for tracking guests checking in and checking out of rooms and for posting miscellaneous charges;
- 7.5 Analyzing the various front office reports, such as occupancy of rooms and arrivals and departures of guests;
- 7.6 Identifying ways in which the Internet can be used to enhance operations and entry and exit systems, such as those for reservations and ticketing;
- 7.7 Maintaining the security of keys; and
- 7.8 Collecting, entering, and retrieving information about events.

Standard 8 Sales and Marketing

Students will understand marketing, sales promotions, and ways to access and provide information to customers and clients. They will demonstrate content proficiency by:

- 8.1 Explaining basic sales concepts, as well as promotional selling or upgrading, and their effect on profits;

- 8.2 Explaining marketing principles and procedures for targeting audiences;
- 8.3 Describing how to match guests' needs with available data and recommending higher-quality products and additional services;
- 8.4 Describing how to book events and identifying needs and wants of guests; and
- 8.5 Completing a reservation for an event through the use of proper sales techniques.

Standard 9 Facility Operations, Task Management, and Safety

Students will understand the importance of maintaining facilities, systems of operation, and equipment, tools, and supplies. They will demonstrate content proficiency by:

- 9.1 Describing the overall departments and functions within various organizations and properties;
- 9.2 Explaining the importance of employees' responsibility and ownership for overall maintenance and care;
- 9.3 Describing ways in which various departments, such as electrical, laundry, grounds, and public areas, contribute to the economic success of a business;
- 9.4 Analyzing the purpose of and information in the Materials Safety Data Sheets (MSDSs);
- 9.5 Applying procedures for sanitizing, disinfecting, and disposing of waste properly;
- 9.6 Describing the materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals;
- 9.7 Describing the functions, use, care, and storage of equipment, tools, and supplies;
- 9.8 Evaluating the condition of equipment and tools and recommending maintenance and repair as appropriate;
- 9.9 Describing procedures to maintain inventory; requisition equipment and tools; and restock supplies;
- 9.10 Analyzing work to be completed, prioritizing tasks, and preparing a schedule to meet facility and personnel needs within the allowed budget;
- 9.11 Performing procedures for cleaning rooms, public areas, and offices and for restocking carts within the time allowed;
- 9.12 Describing personal safety issues related to management of facilities and the implications for employees and guests;
- 9.13 Assessing and explaining status sheets for public areas and rooms;
- 9.14 Explaining how the costs of breakage, theft, use of supplies, and decisions for repairs or replacement affect employees and the employer's profit;
- 9.15 Explaining routine and periodic cleaning and maintenance of equipment; and
- 9.16 Applying time, motion, and work management skills.

Standard 10 Financial Transactions

Students will understand all types of financial transactions. They will demonstrate content proficiency by:

- 10.1 Describing and completing accountable on-line and off-line cash

transactions;

10.2 Completing noncash transactions, including use of credit cards, debit cards, ATM cards, money orders, personal checks, coupons, and discounts;

10.3 Explaining how to identify counterfeit currency;

10.4 Describing procedures for balancing cash and handling cash control for checking in and checking out of rooms;

152 Hospitality, Tourism, and Recreation Career Pathway Standards

10.5 Explaining appropriate procedures for responding to guests with payment problems and alternatives at the point of sale (POS);

10.6 Describing, through the use of flowcharts, the flow of money through the property; and

10.7 Describing the value of a product, such as travel, an admission ticket, retail purchases, or food and beverage selections.

Standard 11 Destinations

Students will understand world geography and the diversity of cultures and customs of various countries and regions. They will demonstrate content proficiency by:

11.1 Explaining ways in which geography affects world travel and tourism;

11.2 Locating and naming the countries on each continent, the major mountain ranges, and the oceans and seas of the world;

11.3 Identifying the 50 states in the United States and the major cities in North America;

11.4 Identifying destinations for worldwide travel and attractions;

11.5 Locating the prime meridian and the international dateline and defining each;

11.6 Defining Greenwich mean time (GMT), describing its relationship to all times of the world, and computing the 24-hour clock;

11.7 Identifying the major languages, foods, beverages, and etiquette typical in various countries or regions of the world;

11.8 Describing resources that explain cultures and customs of various countries and regions; and

11.9 Identifying information regarding attractions and events that are unique to specific destinations.

Standard 12 Reservations and Ticketing

Students will understand the process of reservations and ticketing, including air and rail travel, cruise ships, and other attractions. They will demonstrate content proficiency by:

12.1 Identifying U.S. airlines, airports, and ports and memorizing industry codes and terminology;

12.2 Computing and interpreting costs for various types of journeys, types of fares, and basic fare codes;

12.3 Communicating penalty charges to customers for cancellations or change of reservations;

12.4 Describing the characteristics and configurations of air and rail carriers, cruise ships, and attractions;

12.5 Describing the function of the Airline Reporting Corporation (ARC);

- 12.6 Describing accommodations for physically challenged persons, unaccompanied minors, and customers needing special meals;
- 12.7 Identifying the major centralized reservation systems and the computerized reservation system (CRS) and the functions of each; and
- 12.8 Considering factors that affect the ticketing system, such as a person's height and age.

Standard 13 Itineraries

Students will understand the process of planning travel and tourism itineraries for clients, including plans related to cars, rail travel, hotels, attractions, tours, and cruises. They will demonstrate content proficiency by:

- 13.1 Coordinating itineraries and preparing appropriate travel documents for passengers;
- 13.2 Evaluating various kinds of accommodations according to such factors as class and category;
- 13.3 Recommending appropriate insurance needs;
- 13.4 Resolving customer complaints related to scheduling, overbooking, baggage claims, and other arrangements;
- 13.5 Explaining the requirements, procedures, and insurance for renting a car;
- 13.6 Selecting the appropriate lodging, contacting the identified lodging facility, and making a reservation;
- 13.7 Explaining the advantages of rail travel in the United States;
- 13.8 Explaining the difference between Britrail and Eurail;
- 13.9 Designing a tour or cruise package to fit a client's needs; and
- 13.10 Interpreting cruise and tour brochures and determining costs for an itinerary.

Standard 14 International Travel

Students will understand international travel and the needs and concerns of international travelers. They will demonstrate content proficiency by:

- 14.1 Explaining how currency should be exchanged during international travel and how to determine rates for conversion;

154 Hospitality, Tourism, and Recreation Career Pathway Standards

- 14.2 Explaining the need for passports, procedures for obtaining them, and the legal aspects of passports;
- 14.3 Describing special documentation needed for international travel, such as visas and health documents;
- 14.4 Explaining the rights and responsibilities of international travelers and differences in the laws and customs affecting tourists in various countries;
- 14.5 Recommending how to access needed accommodations for special needs and disabilities; and
- 14.6 Identifying sources of information focusing on health and safety concerns for travelers and recommending procedures for obtaining help with problems during international travel.

Standard 15 Theme Parks, Attractions, and Exhibitions

Students will understand the purpose and organizational structure of a variety of theme parks, attractions, and exhibitions. They will demonstrate content proficiency by:

- 15.1 Describing the business purposes of various properties, including financial implications, consumer entertainment, education, and community relations;
- 15.2 Describing the mission and goals of an organization;
- 15.3 Identifying the various internal departments and ways in which they interrelate;
- 15.4 Explaining the basic skills necessary to succeed in each department of an organization; and
- 15.5 Explaining the purpose and implications of special promotions, such as season passes, multiple day visits, retail items, or food and beverages.

Standard 16 Event Planning

Students will understand special event planning for a diverse clientele, a variety of attractions, educational programs, and specialty tours within the hospitality, tourism, and recreation industry. They will demonstrate content proficiency by:

- 16.1 Defining and describing clients and customers by age, cultural group, and other factors;
- 16.2 Applying knowledge of customer diversity to clients' requests;
- 16.3 Identifying and describing the purposes of various local attractions and suggesting tours and attractions appropriate for the interests of guests;
- 16.4 Providing information to clients through various media;
- 16.5 Describing procedures used in planning and follow-up of special events, such as meetings, trade shows, fairs, and conferences;
- 16.6 Developing themes, timelines, budgets, agendas, and itineraries;
- 16.7 Researching locations and food suppliers or other vendors for events;
- 16.8 Preparing registration schedules, materials, and programs;
- 16.9 Determining and verifying space needs, allocations, and security options for events;
- 16.10 Explaining procedures for setup of the room, equipment, and supplies for a meeting;
- 16.11 Designing and providing evaluation forms for an event; and
- 16.12 Planning, promoting, publicizing, coordinating, and evaluating a program for a target audience.

Standard 17 Outdoor Recreation Management

Students will understand the value of outdoor recreation; the variety of parklands, wilderness areas, and waterways available for recreation; and the operation and management of recreational facilities. They will demonstrate content proficiency by:

- 17.1 Identifying outdoor recreation activities that promote long-term physical and mental health;
- 17.2 Identifying and evaluating the skills, requirements, benefits, risks, and financial costs for a variety of outdoor recreational activities;
- 17.3 Planning outdoor recreational activities appropriate to the needs and abilities of a variety of clients;
- 17.4 Defining the overall departments and functions of public and private parks and recreation facilities;
- 17.5 Describing personal responsibilities for the overall care and maintenance of parks and recreation facilities;

- 17.6 Identifying knowledge and skills needed for employment in a variety of parks and recreation settings;
- 17.7 Describing principles of risk management, liability, and safety;
- 17.8 Describing and evaluating risk-management plans, evacuation plans, emergency procedures, and appropriate documentation;
- 17.9 Defining and making recommendations for recreational opportunities and participant services;
- 17.10 Describing the process for making reservations for private and public facilities;
- 17.11 Identifying and describing the restrictions for wilderness areas, parklands, and waterways available for general use;
- 17.12 Describing knowledge and skills needed to conduct tours for outdoor experiences and attractions;
- 17.13 Suggesting modes of transportation and other accommodations;
- 17.14 Describing types of insurance, licenses, and permits needed for outdoor management and participant services;
- 17.15 Defining ecological concepts and principles of environmental education;
- 17.16 Collecting data on changing environmental conditions caused by human interface with nature;
- 17.17 Describing the interdependence of mankind with the environment; and
- 17.18 Using leadership and communication skills to educate and manage individuals, families, and special populations on environmental responsibility.

Standard 18 **Personal, Interpersonal, and Communication Skills**

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 18.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership;
- 18.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as those characteristics pertain to work, personal, and family life;
- 18.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups;
- 18.4 Assessing the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job;
- 18.5 Using appropriate communication skills, including greeting guests, using proper telephone etiquette, relaying messages, and writing effectively;
- 18.6 Explaining the impact of verbal and nonverbal communication styles on the outcome of a one-on-one interaction with a guest or an employee; and
- 18.7 Communicating through the use of appropriate listening, writing, and oral skills with an understanding of current and emerging technology.

Standard 19 Thinking and Problem-Solving Skills

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 19.1 Identifying issues and problems in the hospitality, tourism, and recreation industry and offering possible solutions;
- 19.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues; and
- 19.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

Standard 20 Balancing Personal, Family, and Work Responsibilities

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 20.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities;
- 20.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles;
- 20.3 Identifying and applying management strategies needed to achieve balance in work and family roles; and
- 20.4 Evaluating effectiveness in balancing responsibilities at home and work.

Standard 21 Teamwork and Leadership

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 21.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community;
- 21.2 Defining leadership roles in work and community life;
- 21.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community;
- 21.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities;
- 21.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership; and
- 21.6 Assessing how skills in teamwork and leadership enhance employability.

Food Service Standards (covered in Culinary I... reinforced in Global Culinary)

Standard 1 Food Service and Hospitality Industry Awareness

Students will understand the breadth of the food service and hospitality industry, including career opportunities and the role of this industry in local and state economies. They will demonstrate content proficiency by:

- 1.1 Describing the contribution and impact of the food service industry on the state's economy;
- 1.2 Comparing the functions and roles of the various segments of the food service and hospitality industry;
- 1.3 Explaining various job titles and descriptions for positions in the

food service industry;

1.4 Explaining the importance of teamwork to the success of a food service organization;

1.5 Describing the range of career opportunities, income, career paths, and strategies for obtaining employment and advancing in the food service and hospitality industry;

1.6 Describing professional conduct and workplace culture in the food service industry;

1.7 Assessing personal traits and skills required for careers in the food service and hospitality industry;

1.8 Identifying the potential impact that careers in the food service and hospitality industry have on achieving a balance between personal and professional life;

1.9 Explaining the benefits of joining professional and trade organizations that relate to the food service and hospitality industry;

1.10 Explaining the employers' and employees' responsibilities for carrying out regulations; and

1.11 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment in the career pathway or to other fields.

Standard 2 Professional Standards/Dignity of Work

Students will understand what constitutes professional behavior, image, and standards. They will demonstrate content proficiency by:

2.1 Describing a code of ethics and identifying the components of professionalism, including integrity, initiative, confidentiality, and respect at the work site;

2.2 Explaining the interdependence and importance of all jobs to the success of an organization;

2.3 Describing and practicing professional and ethical behaviors;

2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job;

2.5 Explaining ways in which on-the-job decisions can affect the quality of work;

2.6 Describing job-related stress and strategies to manage stress;

2.7 Explaining employers' and employees' rights and responsibilities; and

2.8 Determining ways to maintain competency within the industry.

Standard 3 Workforce and Organizational Management

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees.

They will demonstrate content proficiency by:

3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth;

3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;

3.3 Using effective workforce management strategies;

3.4 Analyzing how workforce management strategies affect employees' actions;

3.5 Identifying appropriate business procedures for food service and

hospitality organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and
3.6 Describing the uses of technology in the various segments of the food service and hospitality industry.

Standard 4 Safety Regulations and Emergency Procedures

Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:

- 4.1 Describing guidelines for the security of employees and guests;
- 4.2 Describing the types and causes of accidents;
- 4.3 Explaining and demonstrating procedures to reduce and prevent accidents;
- 4.4 Demonstrating proper procedures for lifting;
- 4.5 Describing procedures for handling accidents;
- 4.6 Completing accident reports and records accurately;
- 4.7 Explaining the procedures for preventing and tending to heat, electrical, and chemical burns;
- 4.8 Explaining the role of the California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry;
- 4.9 Describing procedures for emergencies and disasters; and
- 4.10 Analyzing the purpose of and information in the Material Safety Data Sheets (MSDSs).

Standard 5 Laws and Regulations Affecting the Food Service and Hospitality Industry

Students will understand the laws and regulations that affect employers, employees, and customers. They will demonstrate content proficiency by:

- 5.1 Describing and complying with the laws and regulations affecting the food service and hospitality industry;
- 5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect employees, employers, customers, and others with special needs;
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations;
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA); and
- 5.5 Identifying and explaining policies and procedures established by the employer.

Standard 6 Sanitation and Food Handling

Students will understand the principles of sanitation and safe food handling. They will demonstrate content proficiency by:

- 6.1 Describing specific principles of Hazard Analysis Critical Control Point (HACCP);
- 6.2 Applying critical control points for time and temperature;
- 6.3 Using safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and clean up;

- 6.4 Maintaining standards in personal grooming and hygiene as required by local, state, and federal health and safety codes;
- 6.5 Describing and following local, state, and federal sanitation regulations for food service establishments;
- 6.6 Describing types of food contamination, their potential causes, and methods of prevention;
- 6.7 Analyzing cases of food-borne illnesses and describing potential causes and methods of prevention;
- 6.8 Using appropriate procedures for sanitizing work surfaces and storing tools, utensils, appliances, and equipment;
- 6.9 Applying chemicals, sanitizers, and cleaning agents to work stations, tools, utensils, appliances, and equipment; and
- 6.10 Describing the process for making flowcharts of recipes, from receiving the ingredients to preparing and serving the food.

Standard 7 Technology, Tools, Utensils, Appliances, and Equipment

Students will understand the use of technology, tools, utensils, appliances, and equipment needed in food service production. They will demonstrate content proficiency by:

- 7.1 Identifying technology, tools, utensils, appliances, and equipment according to their functions in food production;
- 7.2 Describing proper use, care, and storage of tools, utensils, appliances, and equipment;
- 7.3 Using food production equipment appropriately, while adhering to safety guidelines;
- 7.4 Using computer applications in food production; and
- 7.5 Describing emerging technology for the food service and hospitality industry.

Food Service and Hospitality Career Pathway Standards **133**

Standard 8 Facilities Management

Students will understand the operational procedures that result in a well maintained and clean physical plant. They will demonstrate content proficiency by:

- 8.1 Explaining the importance of following operational checklists;
- 8.2 Describing the repair and preventive maintenance of equipment;
- 8.3 Explaining the relationship between preventive maintenance systems and food service operations;
- 8.4 Organizing work and maintaining work stations for efficiency;
- 8.5 Using correct technical terms to describe supplies for cleaning and maintenance;
- 8.6 Using technology in the management of the food service and hospitality industry;
- 8.7 Recycling materials where appropriate; and
- 8.8 Packing and discarding trash and cleaning and inspecting the facility.

Standard 9 Customer Service and Guest Relations

Students will understand factors that contribute to exceeding customers' and guests' expectations. They will demonstrate content proficiency by:

- 9.1 Explaining principles of service for customers and guests;

- 9.2 Using skills for listening, observing, and anticipating to determine the needs of customers and guests;
- 9.3 Explaining how the behavior of all employees affects operational efficiency and the satisfaction of guests;
- 9.4 Explaining ways in which management empowers employees to satisfy the needs of customers and guests;
- 9.5 Identifying potential barriers and making reasonable accommodations for customers with disabilities;
- 9.6 Anticipating and responding to requests or complaints from guests and customers;
- 9.7 Describing options for responding to dissatisfied customers and guests;
- 9.8 Answering customers' and guests' questions about the menu;
- 9.9 Explaining and providing examples of up-selling and suggestive selling;
- 9.10 Determining and arranging with the customer the theme, decorations, style of service, tables, and entertainment for a catered event; and
- 9.11 Preparing and presenting checks to customers and guests and processing payments.

Standard 10 Nutrition

Students will understand approved dietary guidelines and ways in which food preparation affects nutritional values. They will demonstrate content proficiency by:

- 10.1 Describing nutritional principles and concepts;
- 10.2 Using food preparation techniques that conserve nutrients;
- 10.3 Interpreting nutritional or ingredient information from food labels and nutrition information sheets;

Standard 11 Food and Beverage Production and Preparation

Students will understand food preparation in professional and institutional kitchens, including skills used by chefs, bakers, and caterers. They will demonstrate content proficiency by:

- 11.1 Identifying and categorizing a variety of food and bakery ingredients;
- 11.2 Setting up and maintaining assigned work areas;
- 11.3 Applying the principle of *mise en place* (set in place) in assembling ingredients, tools, and supplies;
- 11.4 Measuring and weighing ingredients according to a recipe's specifications;
- 11.5 Preparing icings, fillings, and meringues;
- 11.6 Identifying and comparing types of flour, shortening, and leavening agents;
- 11.7 Preparing, decorating, and displaying bakery items, including breads and other baked items, and desserts, using appropriate procedures and techniques;
- 11.8 Preparing a variety of food items, including pastas, fruit and vegetable dishes, dairy-based products, soups, salads, meat, poultry, seafoods, sandwiches, and beverages;
- 11.9 Discussing the advantages and disadvantages of foods made from scratch and of convenience products in terms of cost, preparation, and quality;
- 11.10 Analyzing time and energy-saving products and techniques used to

prepare food items;

11.11 Using a variety of food preparation and baking techniques that produce consistent products;

11.12 Accurately preparing recipes according to directions and procedures;

11.13 Displaying, selling, ordering, and restocking retail counter items as required by the job;

11.14 Identifying, using, and storing herbs, spices, and extracts properly;

11.15 Adjusting standard recipes and using correct computational skills to serve more or fewer persons than specified;

11.16 Using standard procedures in measuring and weighing solid and liquid foods;

11.17 Planning the production schedule so that foods are ready at serving time;

11.18 Designing and creating menus for special occasions as specified by the catering customer;

11.19 Estimating food, beverage, labor, and other costs;

11.20 Making a work sheet and assembling supplies for a catered event;

11.21 Holding and storing prepared foods, utensils, and equipment until needed; and

11.22 Maintaining the quality and safety of transported food and beverages.

Standard 12 Food and Beverage Service

Students will understand the procedures and skills needed to perform sidework, serve customers, set up and clear tables, and process cash and credit transactions. They will demonstrate content proficiency by:

12.1 Applying the concept of *mise en place* (set in place);

12.2 Holding or storing prepared foods and condiments until needed;

12.3 Describing opening, closing, change-of-shift, and preparatory work duties;

12.4 Identifying and using proper techniques for greeting, seating, and presenting menus to customers;

12.5 Using appropriate, effective, and efficient techniques for writing food and beverage orders and relaying orders to the kitchen through the use of manual or automated systems;

12.6 Using safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables;

12.7 Portioning foods accurately during food preparation and service by using specified portioning tables;

12.8 Coordinating and assembling food orders and supplies;

12.9 Plating and garnishing foods attractively;

12.10 Presenting the bill to the customer, processing credit transactions, and making and counting back change;

12.11 Performing tasks and preparing forms to balance receipts as required by the employer; and

12.12 Describing the different types of table service; for example, American, French, and Russian.

Standard 13 Marketing Strategies

Students will understand the purpose and strategies of marketing and the foundation of tactical marketing applications, including publicity, promotion, public relations, and product development. The student will demonstrate

content proficiency by:

- 13.1 Explaining the difference between *vision* and *mission* in the food service industry;
- 13.2 Defining *marketing* as it relates to the food service industry;
- 13.3 Explaining marketing strategies;
- 13.4 Differentiating among *promotion*, *publicity*, *public relations*, and *product development*;
- 13.5 Defining major forms of advertising;
- 13.6 Explaining feedback systems, including those from guests and employees;
- 13.7 Defining *one-to-one marketing* (word of mouth); and
- 13.8 Describing the process for conducting an analysis of competition.

Standard 14 Prime Cost Analysis

Students will understand the process and importance of the costing process and cost analysis in the food service and hospitality industry. They will demonstrate content proficiency by:

- 14.1 Describing the importance and structure of the Uniform System of Accounts for Restaurants;
- 14.2 Describing the key components of a profit and loss statement;
- 14.3 Explaining prime costs (food, beverages, labor) of income and expense statements;
- 14.4 Calculating recipe costs and pricing per portion;
- 14.5 Analyzing customer perception of value and its relationship to profit and loss;

Standard 15 Profitability Analysis

Students will understand the interrelationships among all cost groups: prime costs, marketing, administration, rent, energy, music, and entertainment. They will demonstrate content proficiency by:

- 15.1 Describing the components of a statement of income and expense (profit and loss);
- 15.2 Describing the cost per cover;
- 15.3 Describing theoretical costing;
- 15.4 Listing the individual items that are included in occupational costs; and
- 15.5 Describing the importance of the menu as the primary source of revenue generation and cost control.

Standard 16 Entrepreneurship

Students will understand the principles of conceptualizing, establishing, and operating a business. They will demonstrate content proficiency by:

- 16.1 Researching and interpreting market conditions to establish a business;
- 16.2 Investigating available resources that help in setting up small businesses;
- 16.3 Describing the components of a business plan;
- 16.4 Identifying factors that affect success or failure in food service and hospitality businesses;
- 16.5 Outlining steps in setting up and starting a business; and
- 16.6 Describing the role that human resources play in the success of a small business.

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

This course will employ the following instructional methods:

Special Needs: Problem-Based Learning, Modified Curriculum based on I.E.P's, Hands-on Learning, Alternate testing modifications, and project based outcomes with modified rubrics.

English Language Learners: Problem-Based Learning, Modified Curriculum based on Language Level, Hands-on Learning, Alternate testing modifications, and project based outcomes with modified rubrics. Visual and hands-on projects will make vocabulary development easier for EL students.

Honors will have many opportunities to excel through Problem-Based Learning. The co-curricular activities with the class also include competitions, presentation teams and leads on team projects which all students, but especially honors will have the chance to lead, evaluate and employ problem-based project learning strategies to real-world problems and unknown outcomes.

V. Grading Policy:

Total cumulative points will be used to achieve a final grade. Grades will be based on standardized tests within each unit; which are based on industry/CTE framework standards. 60% of the grades will be based on project-based rubric outcomes, 20% on standardized unit testing, 20% on daily personal work habits, lab performances, and daily paperwork, projects and portfolios and 10% on a cumulative per semester final. Homework will be expected within the course and will vary based on student ability and projects.

| | | | |
|---------|----|---------|----|
| 100- 97 | A+ | 79 - 77 | C+ |
| 96 - 93 | A | 76 - 73 | C |
| 92 - 90 | A- | 72 - 70 | C- |
| 89 - 87 | B+ | 69 - 67 | D+ |
| 86 - 83 | B | 66 - 63 | D |
| 82 - 80 | B- | 62 - 60 | D- |
| | | < 60 | F |

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

CSU/UC Requirement: () Yes (x) No

Sites offered: Pleasant Valley High School

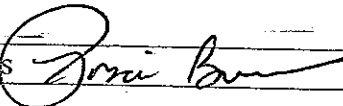
Curriculum Council Approval Date:

Board Approval Date:

New Course Proposal Signature Page

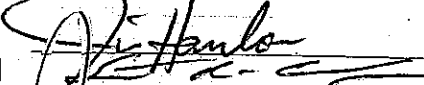
Course Title: Global Culinary and Hospitality
Submitted by: Priscilla Burns
Department: HECT Campus: PVHS

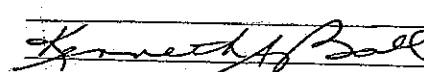
STEP 1 - Same Grade Level Department Chairperson Approval

| | | | |
|-----------------------------|----------|--|-------------------------|
| Chico High School | N/A |  | Date |
| Pleasant Valley High School | P. Burns | | Date <u>Dec 6, 2008</u> |
| Fair View High School | N/A | | Date |
| Oakdale School | N/A | | Date |

| | | | |
|-------------------------|--|--|------|
| Bidwell Jr. High School | | | Date |
| Chico Jr. High School | | | Date |
| Marsh Jr. High School | | | Date |
| AFC | | | Date |
| Oakdale School | | | Date |

STEP 2 - Same Grade Level Campus Principal Approval

| | | | |
|-----------------------------|--|--|----------------------|
| Chico High School |  | | Date <u>12/12/08</u> |
| Pleasant Valley High School | | | Date <u>12/12/08</u> |
| Fair View High School | | | Date <u>12/16/08</u> |
| Oakdale School | | | Date |

| | | | |
|-------------------------|---|--|----------------------|
| Bidwell Jr. High School | | | Date |
| Chico Jr. High School | | | Date |
| Marsh Jr. High School | | | Date |
| AFC | | | Date |
| Oakdale School |  | | Date <u>12.16.08</u> |

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

Content Area Task Force Approval (if appropriate):

M. Date _____

CUSD Educational Services Approval:

Carolyn Addison Date 1/22/09

CUSD Curriculum Council Approval:

Michael J. Morris (for DCC) Date 1/22/09

PROPOSED AGENDA ITEM: Resolution approving Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim Settlement and waiving rights to file any claim regarding the Hughes Bill statute and regulations in the future

Prepared by: David Scott, Director - Student Support Services

 Consent

 Information Only

Board Date: 01/28/2009

 X Discussion/Action

Background Information

The Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim Settlement settles the test claim CSM-4464 initiated by San Diego Unified School District, Butte County Office of Education, and San Joaquin County Office of Education, and the related Sacramento Superior Court case (Case No. 03CS01432), regarding reimbursement for costs associated with behavioral intervention plans required by the Hughes Bill statute and regulations under state law. If approved, it ends a fourteen-year dispute with the State of California regarding funding for state behavioral intervention plan requirements that are in excess of federal law. The settlement provides \$520 million in reimbursement for past costs associated with behavioral intervention plans and \$65 million annually for ongoing costs.

Educational Implications

Some students with disabilities may need a Behavioral Support Plan.

Fiscal Implications

In the resolution, the Board approves (1) the settlement which will reimburse the District approximately **\$14.8517** per 2007-08 ADA (2007-08 ADA: 12,375.39) annually for the six-year period beginning 2011-12 through 2016-17 (total: \$183,796.60 x 6 years = \$1,102,779.58); (2) agrees to waive its ability to file future mandated cost claims on the Hughes Bill statute and regulations as currently worded; and (3) directs the District's authorized representative to sign the Waiver to implement this action.

Additional Information

The Legislature's obligation to fund the settlement is contingent on 85% of all districts, county offices of education, and special education local plan areas constituting 92% of statewide ADA waiving their rights to file additional mandated cost claims on the current Hughes Bill statute and regulations.

GOVERNING BOARD OF THE CHICO UNIFIED SCHOOL DISTRICT
APPROVAL OF BEHAVIORAL INTERVENTION PLANS [HUGHES BILL]
MANDATED COST CLAIM SETTLEMENT AND AGREEMENT
TO WAIVE FUTURE CLAIMS

WHEREAS, the Commission on State Mandates (“the Commission”), in a test claim known as the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim, has determined that, since 1993, there are unfunded state mandates exceeding the federal requirements in the following seven (7) components of the Hughes Bill Statute and Regulations (California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052): special education local plan area (“SELPA”) plan requirements, development and implementation of behavioral intervention plans, functional analysis assessments, modifications and contingent behavioral intervention plans, development and implementation of emergency interventions, prohibited behavioral intervention plans, and due process hearings;

WHEREAS, these state mandates remain required components of the Hughes Bill Statute and Regulations;

WHEREAS, final claiming instructions for the Behavioral Intervention Plans Mandated Cost Claim were never adopted by the Commission due to various disputes that arose with the State;

WHEREAS, the State’s Department of Finance disputes that any of the identified Behavioral Intervention Plans Mandated Cost Claim mandates qualify for state reimbursement because it contends they are required by federal law, and therefore the State has filed a lawsuit with the Sacramento Superior Court, case No. 03CS01432, to contest the Commission’s decision in the Behavioral Intervention Plans Mandated Cost Claim;

WHEREAS, the Test Claimants believe that the identified mandates require new programs and increased levels of service in excess of federal law, and are therefore unfunded state mandates, and therefore the Test Claimants oppose the court action filed by the State challenging the Commission’s decision;

WHEREAS, this litigation could thwart resolution of these matters for a number of years;

WHEREAS, to avoid the cost and uncertainty of further litigation, to alleviate the uncertainty regarding the Hughes Bill Statute and Regulations funding, and to expedite the resolution of this long-pending mandate claim, the State and the Test Claimants (“Parties”) have determined to compromise and settle the claims set forth in the Behavioral Intervention Plans Mandated Cost Claim;

WHEREAS, the Parties have negotiated a settlement agreement (“Agreement”), which provides \$520 million as general fund reimbursement for past costs associated with the Hughes Bill Statute and Regulations, allocated as follows:

- \$510 million to school districts based on 2007-08 P-2 average daily attendance (“ADA”) (about \$14.85 per ADA annually for six years, beginning in 2011-12, or for a lesser period at the State’s discretion should the State choose to accelerate payment of such reimbursement);
- \$1.5 million to county offices of education in 2009-10 based on December 2007 county special education pupil count, about \$35.06 per pupil, with no county office of education receiving less than \$5,000;
- \$6 million to SELPAs in 2009-10 based on December 2007 special education pupil count, about \$8.85 per pupil, with no SELPA receiving less than \$10,000; and
- \$2.5 million in 2009-10 for administrative costs incurred in pursuing the Claim;

WHEREAS, the settlement further provides \$65 million as a permanent increase to the AB 602 funding base for special education programs and services beginning in 2009-10, resulting in each SELPA's funding rate increasing by about \$10.92 per ADA, with this amount increasing by the cost of living adjustment and ADA growth in subsequent years;

WHEREAS, by approving this settlement the **Chico Unified School District** will receive approximately \$1,102,779.58 [total] in discretionary funding for retroactive reimbursement, \$ 183,796.60 [amount of installment] over six-years in equal installments [districts only], unless the State, in its discretion, accelerates payment of such reimbursement;

WHEREAS, the **Chico Unified School District** in exchange for the foregoing financial settlement, must waive its right to file any further mandate claims arising from the Hughes Bill Statute and Regulations, or to benefit from any new Hughes Bill Statute and Regulations claims filed, unless the Hughes Bill Statute and Regulations change;

WHEREAS, if for some reason the settlement process is not completed, the Waiver will not take effect;

WHEREAS, the Governing Board of the **Chico Unified School District** has reviewed the Notice to LEAs Re: Pending Settlement of the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim and the required Waiver; and

WHEREAS, the District administrative staff, having reviewed the terms of the pending settlement, recommends that the Governing Board approve the settlement and agree to waive its rights to file mandated cost claims arising from the Hughes Bill Statute and Regulations in the future or to benefit from such claims unless the Hughes Bill Statute and Regulations change;

NOW THEREFORE, BE IT RESOLVED, the Governing Board of the **Chico Unified School District** approves the terms of the pending settlement of the Behavioral Intervention Plans Mandated Cost Claim, agrees to waive its rights regarding claims as set forth in the attached Waiver, and authorizes the Superintendent to sign the required Waiver and to deliver it as requested by no later than February 28, 2009, and to complete any other administrative task necessary to effectuate this decision.

Passed and adopted by the Governing Board of the **Chico Unified School District** on January 28, 2009 by the following vote:

Ayes:
Noes:
Absent:

President, Governing Board

Chico Unified School District
School District

County of Butte
County, California

Attested by: _____
Secretary to the Board

00334.00100/105189.1

Exhibit A to Settlement Agreement
Behavioral Intervention Plans Mandated Cost Claim

WAIVER

This Waiver is entered into on **January 28th, 2009** by the **Chico Unified School District**, hereinafter "LEA," to fulfill one of the terms of the Settlement and Release Agreement for the Behavioral Intervention Plans Mandated Cost Claim ("Agreement").

A. Known Claims

With respect to section 56523 of the California Education Code and the California Code of Regulations, Title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and section 3052 as those sections read on or before July 1, 2008, (collectively "the Hughes Bill Statute and Regulations"), LEA hereby knowingly and voluntarily waives the rights set forth under article XIII B, section 6, of the California Constitution, sections 17500 through 17630 of the California Government Code, and sections 1181 through 1189.11 of Title 2 of the California Code of Regulations. By signing this Waiver, LEA hereby acknowledges that LEA forever gives up its right to file any mandated cost claim regarding the Hughes Bill Statute and Regulations, and/or to pursue any filed claim regarding that statute and regulations, and/or to benefit from such a claim, including any claim regarding the following programs and services:

1. Special education local plan area plan requirements pursuant to California Code of Regulations, title 2, sections 3001, subdivision (c), and 3052, subdivision (j), as these sections read on July 1, 2008;
2. Development and implementation of behavioral intervention plans pursuant to California Code of Regulations, title 2, sections 3001, subdivisions (c), (d), (e), and (f), and 3052, subdivisions (a), (c), (d), (e), and (f), as these sections read on July 1, 2008;
3. Functional analysis assessments pursuant to California Code of Regulations, title 2, sections 3001, subdivisions (d) and (f), and 3052, subdivisions (b), (c), and (f), as these sections read on July 1, 2008;
4. Modifications and contingent behavioral intervention plans pursuant to California Code of Regulations, title 2, section 3052, subdivisions (g) and (h), as these sections read on July 1, 2008;
5. Development and implementation of emergency interventions pursuant to California Code of Regulations, title 2, sections 3001, subdivisions (c) and (d), and 3052, subdivision (i), as these sections read on July 1, 2008;

6. Prohibited behavioral intervention plans pursuant to California Code of Regulations, title 2, sections 3001, subdivision (d), and 3052, subdivision (l), as these sections read on July 1, 2008; and
7. Due process hearings pursuant to California Code of Regulations, title 2, section 3052, subdivision (m), as this section read on July 1, 2008.
LEA further acknowledges and concedes that the amount that is required to be appropriated for the purpose of satisfying the STATE's minimum funding obligation to LEAs pursuant to article XVI, section 8, of the California Constitution shall not be required to be increased, to any extent, by payment of the retrospective amounts described in Paragraph II.B. of the Agreement, and by signing this Waiver LEA forever gives up its right to contend otherwise.

B. Unknown Claims

1. LEA expressly waives the application of California Civil Code section 1542 regarding mandated cost claims under California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 as those sections read on or before July 1, 2008.

2. LEA certifies that it has read the following provisions of California Civil Code Section 1542:

"A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor."

3. LEA understands that it is agreeing that California Civil Code section 1542 does not apply to this Waiver. LEA understands and acknowledges that the significance and consequence of this waiver of California Civil Code section 1542 is:

- a. LEA may have additional claims arising or occurring up to the date of this Waiver of which it is not now aware;
- b. LEA may not make a further demand for any such claims;
- c. LEA may not receive any benefit(s) from any such claims that may be filed by other claimants; and
- d. LEA extends its waiver to include now unknown and/or later discovered claims.

C. Exemptions

LEA signs this Waiver with the understanding that it does not prohibit LEAs from filing mandated cost claims to the extent that the Hughes Bill Statute and Regulations are amended or added or changed in any way after July 1, 2008.

D. Advice of Attorney

LEA warrants and represents that it has reviewed and understands the Notice to LEAs Re: Pending Settlement of the Behavioral Intervention Plans Mandated Cost Claim ("the Notice") and this Waiver, and that it has been advised to seek legal advice from the attorney of its choice regarding the Notice and this Waiver. LEA acknowledges and represents either that it relied upon legal advice from its attorney in executing this Waiver or that it chose not to rely upon legal advice from its attorney in executing this Waiver. LEA further acknowledges and represents that, in executing this Waiver, it has not relied on any inducements, promises, or representations other than those stated in the Notice and Waiver.

E. Contingency of Waiver

LEA understands that this Waiver is binding only if the preconditions to the full implementation of the Settlement Agreement are satisfied. Those preconditions are set out in Section C of the Notice and Section II.A. of the Agreement, and are, in brief: (1) at least 85% of all LEAs sign this Waiver, including school districts and county offices of education who served student populations accounting for 92% of the P-2 2007-08 ADA; (2) the parties seek a superior court ruling that the settlement is final and binding on all LEAs; and (3) legislation is enacted appropriating the necessary funding and placing ongoing funding in statute.

Dated: January 28, 2009

Signed: _____

Print or Type Name Above

Authorized Agent for: Chico Unified School District
Name of LEA

00334.00100/107130.1

**TITLE: Adoption of Resolution No. 1053-09 Regarding Accounting of
Developer Fees for Fiscal Year 2007-2008.**

Action X
Consent
Information

January 28, 2009

Prepared by: Jan Combes, Asst. Superintendent, Business Services

Background information

The District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated March 26, 2008. These resolutions were adopted under the authority of Education Code section 17620 (formerly Government Code Section 53080).

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

Educational Implications

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

Fiscal Implications

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

Additional Information

The District prepares a Developer Fee Justification Study every two years. The 2008 Developer Fee Justification Study has established the basis for the collection of these fees. A new Developer Fee Justification Study will be prepared and presented to the Board in early 2010.

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999

7.3.1.
Page 2 of 5

RESOLUTION NO. 1053-09

RESOLUTION OF THE CHICO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION REGARDING ACCOUNTING OF DEVELOPER FEES
FOR THE PRIOR FISCAL YEAR (2007-2008)

WHEREAS, this District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated March 26, 2008. These resolutions were adopted under the authority of Education Code section 17620 and Government Code section 66000 et seq.;

WHEREAS, Government Code Section 66006(b) requires this District to make an annual accounting of the Developer Fee Fund (the "Fund");

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

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

1. Recitals. The foregoing recitals are true and correct and this Board so finds and determines.
2. Approval of Accounting Report. The Board hereby approves the Accounting Report attached hereto and incorporated herein by reference and finds that said report meets the requirements found in Government Code section 66006(b)(1);

PASSED AND ADOPTED at the regular meeting of the Governing Board of the Chico Unified School District of Butte County on January 21, 2009.

AYES:

NOES:

ABSENT:

ABSTAIN:

Jann Reed, President

Dr. Kathleen E. Kaiser, Vice-President

Elizabeth Griffin, Clerk

Dr. Andrea Lerner Thompson, Member

ATTEST:

Rick Rees, Member

Kelly Staley, Superintendent



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

530/891-3000
fax 891-3220
www.ChicoUSD.org

7.3.1.
Page 3 of 5

Developer Fee Accounting Report

Pursuant to Government Code Section 66006(b)

December 2008

Annual Reporting Requirements (Government Code 66006(b))

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

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

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

B. The amount of the fee

During the 2007-08 fiscal year, Chico Unified School District levied developer fees on residential development at the rate of \$2.63 per square foot until 2/20/08 when the School Board approved increasing the fees to \$2.97 per square foot. The fee increase went into effect on 4/21/08. On 3/26/08 the School Board approved a fee of \$0.47 per square foot for commercial development other than rental self-storage which is \$0.16 per square foot. The fee increase went into effect on 5/26/08.

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

The District began fiscal year 2007-08 with \$7,577,404 in its Developer Fee Fund and ended the fiscal year with \$8,630,804 in its Developer Fee Fund.

D. The amount of the fees collected and interest earned

During fiscal year 2007-08, the District collected \$1,372,684 in developer fees and earned \$300,604 in interest.

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

During fiscal year 2007-08, the following projects were funded 100% by developer fees:

\$4,700 for the installation of a fire hydrant at Shasta Elementary due to the prior placement of portable classrooms.

\$342 in additional Division of the State Architect fees for the addition of a portable classroom to Hooker Oak Elementary School. The majority of the work occurred during the 2006-07 fiscal year. This project was completed in September 2006 at a total cost of \$126,679.

\$239,133 to complete the construction of a new restroom for Chico Junior High School. This project was completed in December 2007 at a total projected cost of \$320,068.

\$107,408 in architect fees for planning the proposed classroom addition at Loma Vista. This is scheduled to be completed in 2009.

\$108,982 to complete the addition of a portable restroom to Nord Country School. The majority of the work occurred during the 2007-08 fiscal year. This project was completed in August 2007 at a total cost of \$121,436.

\$134,929 to complete the addition of a second portable classroom to Hooker Oak Elementary School. The majority of the work occurred during the 2007-08 fiscal year. This project was completed in August 2007 at a total cost of \$146,419.

\$16,218 to JM King and Associates for a Demographic Analysis Study.

\$1,800 to Kronick, Moskovitz, Tiedmann & Gerard for attorney services for the annual developer fee report.

\$22,053 to Government Financial Services for the required bi-annual Developer Fee Study.

\$447 to the Chico Enterprise-Record for publication of the notice of increase in developer fees.

\$50 to the Butte County Clerk for the Notice of Exemption for the Chico High School Agricultural program at the Henshaw/Guynn property.

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

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

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

There were no loans made from this fund in 2007-08. Three inter-fund transfers were made:

\$231,131 to pay salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001.

\$41,462 transferred to the General Fund for the 3% administration fee.

\$97,028 of prior year expenses for the construction of the Performing Arts Center at Pleasant Valley High School was reimbursed from Fund 24, Measure A Bond to the Developer Fee Fund. The School Board voted at their 12/5/07 meeting to pay the expense of building the Performing Arts Center out of the Measure A Bond.

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

No refunds or allocations were made during fiscal year 2007-08.