

CUSD Board of Education

Regular Meeting Agenda

Chico City Council Chambers

March 26, 2008

CLOSED SESSION – 6:15 P.M.

REGULAR BOARD MEETING – 7:00 P.M.



Board Members

Jann Reed, President

Rick Anderson, Vice President

Dr. Andrea Lerner Thompson, Clerk

Dr. Kathy Kaiser, 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: 03/20/08

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

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

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

CONSENT CALENDAR

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

STUDENT PARTICIPATION

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

PUBLIC PARTICIPATION FOR ITEMS ON THE AGENDA

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 PARTICIPATION 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.

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting – March 26, 2008

Closed Session – 6:15 p.m.

Regular Session – 7:00 p.m.

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

AGENDA

1. CALL TO ORDER

2. CLOSED SESSION

2.1 Public Employee Dismissal/Discipline/Release
Pursuant to Government Code §54957

2.2 Conference with Legal Counsel
Existing Litigation
Government Code Section 54956.9(a)
Name of Cases: Black v. CUSD

Attending:

Kelly Staley, Superintendent
Bob Feaster, Assistant Superintendent
Jan Combes, Assistant Superintendent
John Kelley, Attorney at Law

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

3. RECONVENE TO REGULAR SESSION

3.1 Call to Order

3.2 Closed Session Announcements

3.3 Flag Salute

4. STUDENT REPORTS

5. SUPERINTENDENT'S REPORT

6. CONSENT CALENDAR

A. GENERAL

1. Consider approval of minutes of regular session, February 20, 2008, special session on February 27, 2008, and special session on March 5, 2008.
2. Consider approval of Items donated to Chico Unified School District.

B. EDUCATIONAL SERVICES

1. Consider clearing the Expulsions of students with the following IDs: 35089 and 54233.
2. Consider approval of Expulsions of students with the following IDs: 29107, 29262, 29359, 34301, 35721, 39991, 50447, 58091, 59157, and 64589.
3. Consider approval of Field Trip Request from Parkview 6th grade class to attend the Science Camp in Butte Meadows, CA, from 5/27/08-5/30/08.
4. Consider approval of Field Trip Request for Neal Dow 6th grade class to attend the Yosemite National Park from 5/28/08-5/30/08.

5. Consider approval of Field Trip Request for PVHS SKILLS USA Industrial Technology Students to attend the State Conference-Leadership and Championships in Fresno, CA from 4/10/08-4/13/08.
6. Consider approval of Field Trip Request for the CHS Science Bowl Team to attend the National Science Bowl in Washington, D.C. from 4/30/08-5/6/08.
7. Consider approval of Field Trip Request for the CHS Symphonic Band to attend a concert tour in Southern California including a performance at Disneyland from 5/16/08-5/19/08.
8. Consider approval of Field Trip Request for PVHS ROP Culinary II/Prostart Management Team to attend the National Finals for Prostart Management in San Diego, CA from 4/24/08-4/27/08.
9. Consider approval of the Fund Raising Request from Shasta Elementary to hold the Shasta Shuffle Jog-a-thon from 3/24/08-4/11/08.

C. HUMAN RESOURCES

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

D. BUSINESS SERVICES

1. Action: Consider approval of New Contract with Kingsley Bogard Thompson (KBT) due to Name Change
2. Action: Consider Approval of Chico Unified School District Foundation (Jan Combes)
3. Action: Consider Approval of Request for Allowance of Attendance (Jan Combes)

7. DISCUSSION/ACTION CALENDAR

A. EDUCATIONAL SERVICES

1. Action: Consider approval of New Course Proposal from CHS – *Agriculture Biology* (Sheena Zweigle)
2. Action: Consider approval of New Course Proposal from PVHS – *Art Studio 2* (Reta Rickmers)
3. Action: Consider approval of New Course Proposal from PVHS – *Honors/IB Chemistry* (Barbara Bertapelle)
4. Information: Early College High School Status Report (Sara Simmons)

B. HUMAN RESOURCES

1. Discussion/Action: Consider approval of Resolution #1016-08 – Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2007-2008 School Year (Bob Feaster)
2. Discussion/Action: Consider approval of Resolution #1017-08 – Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2007-2008 School Year (Bob Feaster)

C. BUSINESS SERVICES

1. Information/PUBLIC HEARING/Action: Information on the January 2008 Developer Fee Study by Jonathan Edwards from Government Financial Strategies. (Michael Weissenborn); and
 - a) Consider approval of Resolution #1010-08 – Establishing an Impact Fee on Commercial and Industrial Development.
2. Action: Consider Approval of the Letter of Agreement with City of Chico Regarding the Reimbursement of Costs for the Parkview Elementary Parking Lot Improvements
3. Action: Adoption of Resolution #1015-08 - Authorizing the Issuance of CUSD Election of 1998 General Obligation Bonds, Series B in a Principal Amount Not to Exceed \$30,725,000 and Approving Certain Other Matters Related Thereto (Jan Combes and Michael Weissenborn)
4. Information: Design Update – Introducing the Performing Arts Center at Pleasant Valley High School
5. Action: Consider Approval of Request for Proposal for Lease Lease-back Services for the Performing Arts Center at Pleasant Valley High School (Jan Combes and Michael Weissenborn)
6. Action: Consider approval of the 2nd Interim Budget (Jan Combes)

8. ITEMS FROM THE FLOOR

9. ANNOUNCEMENTS

10. ADJOURNMENT

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1. CALL TO ORDER

At 6:00 p.m. the Board convened and announced they would recess into closed session to discuss Items 2.1 and 2.2.

Present: Jann Reed, Rick Anderson, Dr. Andrea L. Thompson, Dr. Kathy Kaiser and Rick Rees

Absent: None

2. CLOSED SESSION2.1 Public Employee Performance Evaluation Government Code §54957

Title: Interim Superintendent

2.2 Update on Labor Negotiations

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Interim Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

3. RECONVENE TO REGULAR SESSION

Present: Jann Reed, Rick Anderson, Dr. Andrea L. Thompson, Dr. Kathy Kaiser and Rick Rees

Absent: None

3.1 Board President Reed called the Regular Session Meeting to Order in the City Council Chambers at 7:02 p.m.

3.2 Announcements on Closed Session

Board President Reed stated that the Board had been in closed session since 6:00 p.m. regarding the above items and closed session would be continued at the end of today's meeting.

3.3 Board President Reed led the salute to the Flag.

Board President Reed announced that the Board had offered the position of Superintendent to Kelly Staley and she had accepted. Contract Negotiations were in progress and would be brought back at a later date.

4. STUDENT REPORTS

Bruce Dillman, ASB Advisor for CHS, reported on Chico High School events. Pedro Quintana, Natalie Eggleston and Kena Vigil presented the Fair View events and fundraisers. Kyle Wagner, Junior. Class – Spirit Coordinator, and Elana Madsen, Junior Class President, reported on the activities at Pleasant Valley High School.

5. SUPERINTENDENT'S REPORT

Superintendent Staley presented Steve Connolly, PVHS Principal, who congratulated teachers Ryan Parker, Miles Peacock and Jerry Joiner for the recent high awards by students Brita Lundberg, Sam Mish, Linda Qui, Winnie Lai, Logan Burnett, Haley Mirts, Nick Johnson, Joe Darms, Kyle Dominguez and Alec Morgan in the Aca Deca and Skills USA competitions.

CHS FFA President Andrew Mendonca gave a presentation of the FFA events since the fall.

Superintendent Staley announced that Public School Week would be February 25-29.

6. CONSENT CALENDAR

At 7:32 p.m., Board President Reed asked if anyone wanted to pull any consent items for discussion. There being none, a motion was made by Board Member Kaiser to approve the consent items, seconded by Board Member Rees.

A. GENERAL

1. The Board approved the minutes from special session on January 16, 2008, regular session on January 23, 2008, special session on February 6, 2008, and special session on February 13, 2008.

Board President Reed indicated that the 2nd Reading of Board Policies 4000 which was scheduled for the

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February 20, 2008, meeting would be brought back to the Board at a later date.

2. The Board accepted the items donated to Chico Unified School District.

Donor	Item	Recipient
Mr. Sergio Orozco	1 Book @ \$5.00	Chapman Library
Mr. Pheng Thao	3 Books @ \$12.00	Chapman Library
Chapman PTA	\$600.00	Chapman-Reading Program
Bidwell Presbyterian Church	School Supplies @ \$1,500	Citrus
Bidwell Presbyterian Church	35 Holiday Gift Baskets @ \$2,634.60	Citrus
Bidwell Presbyterian Church	500 School t-shirts @ \$2,567.81	Citrus
Bidwell Presbyterian Church	Jog-a-thon Refreshments @ \$275.36	Citrus
Bidwell Presbyterian Church	Classroom Holiday Parties @ \$259.83	Citrus
Bidwell Presbyterian Church	Bicycle Helmets @ \$193.86	Citrus
Ms. Jennifer Firth	Flute @ \$200.00	CJHS-Music
Mr. William Delgado	Services @ \$375.00	CJHS-Music
Delgado Piano & Organ Moving		
Mr. Michael Corcoran	Refurbish Piano @ \$415.00	CJHS-Music
Ruhnke Piano & Organ Co.		
Emma Wilson PTA	3 laptop/work stations @ \$702.22	Emma Wilson
Keenan Seko	Microwave @ \$100.00	Emma Wilson
Rania Nour and Ahmed Abouch	\$1,000.00	Emma Wilson - \$300 for Mrs. Wright's Class \$700 for School PTA
Troy & Joetta Miller	National Geographic Magazines/Unknown	Fair View High
Kathleen & Scott Huber	\$424.00	Hooker Oak Open Structure
Mr. Tom Kelly, Longs Drugs Store	20 \$25.00 Gift Cards @ \$500.00	Loma Vista
Ms. Sandra Stoner	\$250.00	McManus
Scott and Jessica Starkey	Memorex DVD/CD Player @ \$100.00	McManus
Mr. and Mrs. Vandorvelden	\$100.00	Neal Dow
Mr. and Mrs. Cornwell	\$100.00	Neal Dow
Mr. and Mrs. Peterson	\$250.00	Neal Dow
Mr. March	\$150.00	Neal Dow-Trip Account
Ms. Jennifer Bevers	\$100.00	Neal Dow-Trip Account
Mr. and Mrs. Cox	\$100.00	Neal Dow-Trip Account
Ms. Shari McCracken	\$100.00	Neal Dow-Trip Account
Ms. Cindy Towner	\$150.00	Neal Dow-Trip Account
Mr. Paul Inso	\$50.00	Neal Dow-Trip Account
Mr. Harry Ellis	\$50.00	Neal Dow-Trip Account
Chico Rotary Club Foundation	Empty Bowls Fund Raiser @ \$500.00	PVHS
Chico Running Club	\$1,141.00	PVHS-Athletics/Boys Track
Chico Periodontal Associates	\$200.00	PVHS-Athletics/Boys Volleyball
Anonymous/PVHS	\$30.00	PVHS-Athletics/Wrestling
Lake Oroville Country Retirement	\$100.00	PVHS-FHA-Hero
Chico Elks Lodge, No. 423	\$1,500.00	PVHS-FHA-Hero-SAGE Team
Ms. Connie Chrysler-Anderson	Supplementary Textbooks @ \$235.00	PVHS-Foreign Language
Mr. Mark Forwalter, Transfer	1264 lbs. A1 Steel Plates @ \$600.00	PVHS-Itech Dept.

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Flow Inc.

Cathy Helms

Ms. Mary Mansfield

Shasta PTO

Books @ \$57.00

Books @ \$216.00

Stage Extension and Skirting @

\$2,290.48

PVHS-Library

PVHS-Library

Shasta

3. The Board denied claim #001-08/080114.

B. EDUCATIONAL SERVICES

1. The Board approved the expulsions of students with the following IDs: 36209, 37884, 56744, 61396, 61683, 62565 and 64828.
2. The Board approved the Field Trip Request from MJHS 6th graders to attend Woodleaf Environmental Science Camp in Challenge, CA, from 02/25/08-02/29/08.
3. The Board approved the Field Trip Request from BJHS 6th graders to attend the Environment Camp in Yosemite National Park, from 05/06/08-05/09/08.
4. The Board approved the Field Trip Request from PVHS Mock Trial Team to compete in Riverside, CA, from 03/27/08-03/30/08.
5. The Board approved the Field Trip Request from FVHS Leadership Class to attend the Reach for the Future Leadership Conference in Richardson Springs, CA, from 03/06/08-03/08/08.
6. The Board approved the Field Trip Request from PVHS Friday Night Live to attend the Reach for the Future Leadership Conference in Richardson Springs, CA, from 03/06/08-02/08/08.
7. The Board approved the Field Trip Request from CHS Students to attend the Reach for the Future Leadership Conference in Richardson Springs, CA, from 03/06/08-03/08/08.
8. The Board approved the Field Trip Request from BJHS Club Live to attend the Reach Conference at Richardson Springs, CA, from 03/27/08-03/29/08.
9. The Board approved the Addendum dated February 19, 2008, the Field Trip Request from CJHS 6th graders to attend Woodleaf Environmental Camp from 02/25/08-02/29/08.

C. GENERAL

1. The Board approved the Certificated Human Resources Actions:

Name	Assignment	Effective	Comment
<u>Temporary Appointments 2007/08</u>			
Isern, Antonio	0.4 FTE Secondary	2007/08 (Effective 2/19/08)	Temporary Appointment
Lee, Amy	0.4 FTE Speech Therapist	2007/08 (Effective 1/29/08)	Temporary Appointment

2. The Board approved the Classified Human Resources Actions:

Name	Class/Location/Assigned Hours	Effective	Comments/Fund
<u>APPOINTMENTS</u>			
Campbell, Laurie	Instructional Assistant/Citrus/1.0	01/28/08	New Position/ Grant Fund
Casey, Leticia	Cafeteria Assistant/PVHS/3.1	02/19/08	Vacated Position
Crljenica, Carol	LT Cafeteria Assistant/CHS/9	02/01/08- 04/28/08	New LT Position/ Categorical Fund
DeLey, Thora	Instructional Asst/McManus/2.8	01/14/08	New Position/ Grant Fund
Dutra, Deborah	LT IA-Special Ed/CJHS/1.0	01/30/08- 06/05/08	Extend LT Position/ Special Education
Filippi, Janice	Cafeteria Assistant/MJHS/2.5	02/20/08	Vacated Position

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Greer, Christina	Parent Classroom Aide- Restr/Cohasset/1.3	02/05/08	Vacated Position/ Categorical Fund
Harter, Tanya	Interim Director-Nutrition Services/ Nutrition Services/8.0	01/24/08- 07/23/08	During Absence of Incumbent
Hassett, Debra	Cafeteria Assistant/CHS/2.0	02/07/08	Vacated Position
Lee, Yee	LT Grounds Worker/M & O/8.0	01/30/08- 07/30/08	New LT Position
Pulgarin, Alma	IA-Bilingual/PVHS/4.0	02/19/08	Vacated Position/ Categorical Fund
Ravetz, Angela	IA-Special Ed/BJHS/.2	01/24/08	New Position/ Grant Fund
Renwick, Beth	LT IA-Special Ed/PVHS/2.9	01/12/08- 06/05/08	Extend LT Position/ Special Education
Vincent, John	Computer Technician/Sierra View/.5	01/25/08	New Position/ Categorical Fund
Wiik, Julie	Parent Liaison Aide-Restr/Emma Wilson/2.0	01/21/08	Vacated Position/ Categorical Fund
Williamson, Andrea	LT Parent Classroom Aide-Restr/ Sierra View/.4	02/19/08- 05/29/08	New LT Position/ Categorical Fund
Wycoff, Larissa	IPS-Classroom/Loma Vista/4.0	01/15/08	Vacated Position/ Special Education
<u>Transfer w/Increase in Hours</u>			
Bell-Corona, Denise	Cafeteria Satellite Manager/ Emma Wilson/4.7	02/05/08	New Position
Peters, Suzanne	Sr Office Assistant/CHS/8.0	01/25/08	Vacated Position
<u>Increase in Hours</u>			
Allsup, Jason	Delivery Worker/ Nutrition Services/8.0	02/06/08	Vacated Position
Collado, Josh	Campus Supervisor/CJHS/1.5	02/04/08	Vacated Position
Goode, Judith	Cafeteria Assistant/McManus/4.0	02/19/08	Vacated Position
O'Kelley, Maryann	Trans Special Ed Aide/ Transportation/2.0	01/17/08	Existing Position/ Special Education
<u>Voluntary Reduction in Hours</u>			
Jessen, Kerry	IA-Special Education/Rosedale/3.0	02/19/08	Vacated Position/ Special Education
<u>Re-employ from Layoff</u>			
Bell-Corona, Denise	Cafeteria Assistant/CHS/2.0	02/05/08	Existing Position
Bell-Corona, Denise	Cafeteria Assistant/CJHS/1.0	02/05/08	New Position
Carson, Kerry	Cafeteria Assistant/MJHS/2.0	02/05/08	Vacated Position
Eiben, Tracy	Cafeteria Satellite Manager/ Neal Dow/4.0	01/07/08	Vacated Position
Hall, Kathy	Cafeteria Satellite Manager/ Hooker Oak/4.7	01/07/08	Vacated Position
<u>Reinstatement</u>			
Nhan, Johnny	IPS-Classroom/PVHS/6.0	01/28/08	Vacated Position
<u>Promotion</u>			
Crljenica, Carol	Cafeteria Cook Manager 1/AFC/4.0	02/06/08	New Position
Ramos, Tamera	Transportation Coordinator/ Transportation/8.0	01/23/08	Vacated Position
<u>Voluntary Demotion</u>			
Jones, Polly	Cafeteria Satellite Manager/ Chapman/6.0	02/05/08	Vacated Position
Jones, Polly	Cafeteria Assistant/Chapman/2.0	02/05/08	New Position
Lemos, Mario	Custodian/Parkview/8.0	02/05/08	Vacated Position

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Mathiesen, Becki	Office Asst Elementary Attendance/ Marigold/4.0	01/25/08	Vacated Position
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Layoff to Re-employment

Bell-Corona, Denise	Cafeteria Assistant/Chapman/4.0	02/05/08	Lack of Work
Carson, Kerry	Cafeteria Assistant/MJHS/1.0	02/05/08	Lack of Work
Jones, Polly	Cafeteria Assistant Cook Manager/ Emma Wilson/8.0	02/05/08	Lack of Work
Lemos, Mario	Delivery Worker/ Nutrition Services/8.0	02/05/08	Lack of Work

Leave of Absence

Dean, Sandra	Custodian/MJHS/8.0	01/29/08- 07/11/08	Per CBA 5.1
Forbes, Stephanie	IPS-Classroom/PVHS/6.0	04/19/08- 05/06/08	Per CBA 5.2.9
Forbes, Stephanie	Trans Special Ed Aide/ Transportation/1.5	04/19/08- 05/06/08	Per CBA 5.2.9
Koehly-Ownby, Karen	Health Care Asst Specialized/ Loma Vista/6.5	02/29/08- 03/31/08	Per CBA 5.3.3
McKinzie, Monica	IPS-Healthcare/Citrus/1.0	01/29/08- 05/23/08	Per CBA 5.12
McKinzie, Monica	IA-Special Education/Citrus/1.0	01/29/08- 05/23/08	Per CBA 5.12
Nottingham, Gail	Registrar/MJHS/8.0	05/16/08- 10/15/08	Per CBA 5.3.3
Padilla, Brenda	Director-Nutrition Services/ Nutrition Services/8.0	01/24/08- 07/23/08	Per Board of Education
Tatom, Judy	IPS-Classroom/Loma Vista/2.5	01/28/08- 05/23/08	Per CBA 5.12

RESIGNATIONS**Resigned Only Position Listed**

Allsup, Jason	Delivery Worker/ Nutrition Services/7.6	02/05/08	Increase in Hours
Bell-Corona, Denise	Cafeteria Cashier/CJHS/4.0	02/04/08	Transfer w/Increased Hours
Collado, Josh	Campus Supervisor/MJHS/1.0	02/03/08	Increase in Hours
Crljenica, Carol	Cafeteria Cashier/PVHS/4.0	02/05/08	Promotion
Eiben, Tracy	Cafeteria Assistant/McManus/4.0	01/06/08	Re-employment
Fisher, Paul	School Bus Driver-Type 1/ Transportation/6.0	01/22/08	Voluntary Resignation
Goode, Judith	Cafeteria Assistant/Chapman/3.7	02/18/08	Increase in Hours
Hall, Kathy	Cafeteria Satellite Manager/ Neal Dow/4.0	01/06/08	Re-employment
Jessen, Kerry	IA-Special Education/Neal Dow/3.5	02/18/08	Voluntary Reduction in Hours
Mathiesen, Becki	Sr Office Assistant/CHS/8.0	01/24/08	Voluntary Resignation
O'Brien, Casey	Campus Supervisor/CJHS/2	12/19/07	Voluntary Resignation
O'Kelley, Maryann	Trans Special Ed Aide/ Transportation/1.5	01/16/08	Increase in Hours
Peters, Suzanne	Small School Office Manager/Cohasset/7.9	01/24/08	Transfer w/Increased Hours
Phipps, Colleen	Parent Classroom Aide-Restr/ Citrus/1.0	01/14/08	Voluntary Resignation
Ramos, Tamera	School Bus Driver-Type 2/	01/22/08	Promotion

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Transportation/7.8

Resignation/Termination

Barber, Angela	Parent Classroom Aide- Rest/McManus/6.0	02/04/08	Voluntary Resignation
Cooper, Tiffany	Parent Liaison Aide-Restr/ Emma Wilson/2.0	01/21/08	Voluntary Resignation
Employee holding Position #260025	Sr Grounds Worker/M & O/8.0	01/08/08	Released During Probationary Period
Merlo, Vicki	Cafeteria Assistant/Citrus/3.1	02/15/08	Voluntary Resignation
Merlo, Vicki	Cafeteria Assistant/BJHS/1.5	02/15/08	Voluntary Resignation
Phillips, Mark	IPS-Healthcare/BJHS/6.0	01/21/08	Voluntary Resignation
Schmidt, Lisa	Cafeteria Assistant/CHS/2.0	01/22/08	Voluntary Resignation

D. BUSINESS SERVICES

The Board corrected the letter C to D under this item.

1. The Board approved the Consultant Agreement with Center for Evaluation and Research, LCC for \$12,500.00 to provide external evaluator services for the Teaching American History grant.
2. The Board approved the Consultant Agreement with CSU, Chico Research Foundation for \$136,171.00 and \$299,408.00, respectively, for overseeing work on the Math & Science Project grants.

(Consent Vote)

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

7. DISCUSSION/ACTION CALENDAR

A. EDUCATIONAL SERVICES

1. Approval of 2008 Support Personnel Accountability Report Cards (SPARC)

Dave Scott, Director, Educational Services presented junior high counselors Lisa Winslow, Patty Haley, Pam Bodnar and Jada Correa and presented the drafts of the SPARCs. He requested that the Board approve the drafts by each school site to be sent to the CDE for potential competition with others. A motion to approve was made by Board Member Kaiser and seconded by Board Member Rees.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

2. 1st Reading of Board Policies 6802 and 6803

Superintendent Staley presented the above policies to the Board for a first reading and will return for a second reading in the March meeting. At 7:44 p.m. Board President Reed asked for public comment. There was none.

B. HUMAN RESOURCES

1. Approval of Subsequent Variable Term Waiver – Nancy Roper

Assistant Superintendent Feaster explained the need for a subsequent variable term waiver for Clinical Rehabilitation Services: Language, Speech and Hearing Credential for Certificated Special Education Employee Nancy Roper during the 2007-08 school year, due to an increase in IEPs. He also noted two corrections: the effective start date should be changed from 02/01/08 to 02/21/08, and Assistant Superintendent Feaster would be sending to the Board the resume and letter of interest under "c". At 7:45 p.m. Board President Reed asked for public comment. There was none. A motion was made by Board Vice President Anderson to approve the Waiver, seconded by Board Clerk Thompson.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

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Board President Reed moved Item 7.C.2 up next and indicated that it was an Information Only item.

C. BUSINESS SERVICES

2. CUSD Fiscal Recovery Plan by Fiscal Advisor, Sheila Vickers

Assistant Superintendent Combes introduced Sheila Vickers who spoke of her recommendations for CUSD's fiscal recovery. Ms. Vickers provided the history, current financial status and specific findings in her analysis. Some key areas requiring attention are: Enrollment and Attendance practices, Position Control and Hiring Practices, Budgeting Practices and Collective Bargaining Practices. Ms. Vickers recommended: introducing additional attendance incentive programs; provide cost effective programs to attract students; monitor enrollment and attendance patterns each year to maximize attendance; continuously monitor special education programs; fully integrate position control with human resources and payroll; implement a position control process which starts at position control data base first; tighten up staffing; implement a hiring freeze; continuously evaluate non-classroom positions; prepare monthly updates in enrollment, ADA and budget for board review; implement a review process for non-personnel expenditures; pursue option of local cash borrowing; plan for post employment benefits liability; plan for and implement modifications to the District's staffing; encumber salaries and benefits in each line item of the budget; leverage categorical restricted resources to the District's goals and priorities; control site/department allocations of unrestricted funds; streamline special services and cafeteria operations; negotiate a total compensation package; reconfigure medical plans; eliminate early retirement incentives; pursue flexibility to reflect current environment of declining enrollment. At 9:35 p.m., Board President Reed asked for comments from the public. Michelle Tucker and Susan Christianson provided input.

B. HUMAN RESOURCES

2. Approval of Resolution #1011-08: Reduction in Certificated Staff.

Assistant Superintendent Feaster presented the resolution which would provide maximum flexibility to the Board in the months ahead. Board President Reed read the resolution. Board Clerk Thompson requested the resolution be amended. In item 1, change "shall" to "may." In item 2, second sentence, change "is still" to "may be." Board Member Kaiser made a motion to amend the Resolution as suggested, seconded by Board Clerk Thompson.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

At 8:43 p.m., Board President Reed asked for public comment. There was none. Board Member Kaiser made a motion, seconded by Board Member Rees, to approve Resolution #1011-08: Reduction in Certificated Staff Due to Reduction of Elimination of Particular Kinds of Services.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

3. Approval of Resolution #1012-08: Release of Temporary Certificated Employees

Assistant Superintendent Feaster introduced the resolution, a reduction in approximately 70 FTE temporary teachers at the end of this year. Board Member Reed read the resolution. Board Member Kaiser made a motion to approve Resolution #1012-08, seconded by Board Vice President Anderson. At 8:55 p.m., Board President Reed asked for any public comment. Susan Stablon gave input. The board voted to approve Resolution #1012-08: Release of Temporary Certificated Employees.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

4. Approval of Resolution #1013-08: Concerning Order of Seniority

Assistant Superintendent Feaster presented the resolution and indicated that heretofore a lottery was used to break ties, but that Ed Code provided ways, those listed in the Resolution, for the Board to break ties. Board President Reed read the resolution. A motion was made by Board Member Kaiser, seconded by Board Vice President Anderson, to approve Resolution #1013-08. At 9:15 p.m., Board President Reed asked for public comment. George Young, CUTA President, indicated that CUTA would challenge the Resolution, stating that

MINUTES

the current CUTA contract provided a method to break ties.

AYES: Reed, Anderson, Kaiser, Rees
NOES: Thompson

C. BUSINESS SERVICES

1. Approval of Agreement with North Valley Community Foundation, with Amendment

Assistant Superintendent Combes presented a draft of an agreement with North Valley Community Foundation to provide an avenue for staff and community to donate funds to the School District. Assistant Superintendent Combes requested that the Board establish this fund with a \$1,000.00 deposit to open the fund. After questions on clarification, Assistant Superintendent Combes suggested an amendment moving the last sentence in 5.a to the beginning of 5.b. She would run it by Alexa Valavanis, CEO of NVCF, to insure agreement as to intent. Board Vice President Anderson moved, seconded by Board Member Kaiser, to approve the Agreement with North Valley Community Foundation, with the amendment as noted above, to establish the fund with NVCF.

AYES: Reed, Anderson, Thompson, Kaiser, Rees
NOES: None

At 9:55 p.m. the Board recessed.

At 10:01 p.m. the Board reconvened.

3. PUBLIC HEARING on Developer Impact Fees

Michael Weissenborn, Construction/Planning Supervisor, introduced Jonathan Edwards of Government Financial Strategies who provided and reviewed the Developer Fee Justification Study, whereby each square foot of new residential development creates a fiscal impact of \$4.99 on CUSD. The District is justified in imposing the statutory residential developer fee of \$2.97 per square foot on all new residential development. In addition, the study shows that the District is justified in imposing a \$0.47 per square foot fee for every business type of commercial/industrial development, except "rental self-storage."

At 10:54 p.m., Board President Reed opened the PUBLIC HEARING. Jason Bougie, Building Industry Association, asked for a 30-day review period before making a decision on Resolution #1009-08 and #1010-08 to adopt the residential and commercial/industrial development fees. Jim Goodwin, President/CEO of the Chico Chamber, and Rick Colletti also urged waiting before adoption to give them time to review the report. Laura Willman echoed waiting another month on the commercial/industrial portion only. The Public Hearing was closed at 11:25 p.m. Board Member Rees made a motion, seconded by Board Member Kaiser, to approve Resolution #1009-08 to adopt the new residential fee of \$2.97.

AYES: Anderson, Kaiser, Rees
NOES: Reed
ABSTAIN: Thompson

A motion was made by Board Member Kaiser, and seconded by Board Clerk Thompson to table until the March 26 meeting, Resolution #1010-08: Establish an impact fee on commercial and industrial development.

AYES: Reed, Anderson, Thompson, Kaiser, Rees
NOES: None

4. Facilities Update

Michael Weissenborn, Planning/Construction Supervisor, provided information on facilities projects. Phase I, the PVHS Performing Art Center project, would return from DSA in mid March, and is funded by existing dollars. This project would break ground this year. Phase II, replacement of portables with permanent classrooms was in the pre-planning stages and would be returned to the Board periodically throughout the process for approvals. This project is funded with Measure A funds and is expected to break ground in 2009.

8. ITEMS FROM THE FLOOR

MINUTES

At 11:40 p.m., Board President Reed asked if there were any items from the floor. There were none.

9. ANNOUNCEMENTS

Board President Reed reminded everyone of the March 12 Hall of Fame dinner.

10. BOARD DEVELOPMENT DISCUSSION

At 11:41 p.m., Board President Reed asked if there were any items for board development discussion. There were none.

11. ADJOURNMENT

At 11:42 p.m. the Board adjourned.

:mga

APPROVED:

Board of Education

Administration

MINUTES

1. CALL TO ORDER

At 6:30 p.m. the Board convened and announced they would recess into closed session to discuss Items 2.1, 2.2, 2.3 and 2.4.

Present: Jann Reed, Rick Anderson, Rick Rees and Andrea Lerner Thompson
Absent: Dr. Kathleen Kaiser.

2. CLOSED SESSION2.1 Public Employee Performance Evaluation

Pursuant to Government Code §54957

Title: Superintendent

2.2 Public Employment: Terms of Contract

Pursuant to Government Code §54957

Title: Superintendent

2.3 Updates on Existing Litigation

Pursuant to subdivision (a) of §54956.9

Name of Cases: Black vs. CUSD and Crews vs. CUSD

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

2.4 Conference with Labor Negotiator

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

3. RECONVENE TO REGULAR SESSION

At 7:35 p.m., Board President Reed reconvened regular session and indicated there were no announcements from Closed Session.

4. CONSENT

Board President Reed asked if anyone wanted to pull any items for further discussion. There being none, a motion was made by Board Member Thompson to approve the consent items, seconded by Board Member Rees.

4.1 The Board approved the Field Trip Request from Hooker Oak to attend the Shakespeare Plays/Festival in Ashland, Oregon from 4/3/08-4/4/08.

4.2 The Board approved the Field Trip Request from Marigold, Chapman and Shasta 6th grade classes to attend Environmental Education at the Woodleaf Outdoor School from 3/25/08-3/28/08

(Consent Vote)

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

5. DISCUSSION/ACTIONA.1. 2nd Reading of Board Policies 6802, Off-Campus Instruction and 6803, Medically Necessary Instruction

A motion was made by Board Member Thompson to approve the Board Policies 6802 and 6803, seconded by Board Member Rees

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

B.1. Consider Approval of Format of Monthly ADA and Enrollment Reports

Assistant Superintendent Jan Combes explained the format of the new monthly budget and ADA reports. She explained there would be no additional work for staff to create these reports. The new format will give an overall look at enrollment and will become a monthly report to the Board. Board Member Thompson moved to approve, seconded by Board Member Anderson.

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

MINUTES

B.2. Consider Approval of Request for Allowance of Attendance

Assistant Superintendent Jan Combes presented the Request for allowance of attendance for the school closure of Cohasset Elementary January 7 through January 11, 2008, and Forest Ranch Elementary on January 7, 2008, because schools were without power, and of Cohasset Elementary on January 31, 2008, due to hazardous condition on impassable and icy roads. Board Member Anderson moved to approve, seconded by Board Member Thompson.

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

C.1. 2nd Reading of Board Policies, 4000 Series

Board President Reed noted that the cover sheet should state this is the second reading of this series and the Board will be taking action. Bob Feaster clarified that the Board Policies beginning with "41" were for Certificated Staff; "42" were for Classified staff and "43" were for Management. Board Member Rees asked that a motion be placed on the table to approve, with amendments as so voted by the Board. Board Member Anderson seconded the motion.

BP 4000 Concepts And Roles (no amendment);

BP 4020 Drug And Alcohol-Free Workplace (no amendment);

BP 4030 Nondiscrimination In Employment (no amendment);

BP 4040 Employee Use Of Technology (no amendment);

BP 4100 Certificated Personnel (no amendment);

BP 4111 Recruitment And Selection (no amendment);

BP 4111.2 Legal Status Requirement (no amendment);

BP 4112.2 Certification (no amendment);

BP 4112.21 Interns (no amendment);

BP 4112.24 Teacher Qualifications Under The No Child Left Behind Act (no amendment);

BP 4112.41 Employee Drug Testing; Board President Reed made a motion, seconded by Board member Anderson to approve as is, but bring back clarification why the first sentence in the second paragraph refers to a driver as opposed to an employee;

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

BP 4112.42 Drug And Alcohol Testing For School Bus Drivers (discussion, no amendment);

BP 4112.61 Employment References; Board Clerk Thompson made a motion, seconded by Board Member Rees to amend this policy so the second sentence in the second paragraph reads: *Any recommendation he/she gives shall provide a careful and truthful account of the employee's job performance and qualifications*;

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

BP 4112.8 Employment Of Relatives (no amendment);

BP 4113 Assignment (no amendment);

BP 4113.4 Temporary Modified/Light-Duty Assignment (no amendment);

BP 4115 Evaluation/Supervision (discussion, no amendment);

BP 4116 Probationary/Permanent Status (no amendment);

BP 4117.11 Preretirement Part-time Employment (no amendment);

BP 4117.13 Early Retirement Option (no amendment);

BP 4117.2 Resignation (no amendment);

BP 4117.3 Personnel Reduction; George Young, CTA president asked for a review. Board Clerk Thompson made a motion, seconded by Board Member Rees to change the third paragraph to read: *To be considered competent, an employee must have academic training in the specialized area to which the district would be able to assign him/her. The district may also consider the recency and length of time of the employee's experience.*;

AYES: Reed, Anderson, Thompson, Rees

MINUTES

NOES: None

ABSENT: Kaiser

- BP 4118 Suspension/Disciplinary Action (no amendment);
- BP 4119.1 Civil And Legal Rights (no amendment);
- BP 4119.11 Sexual Harassment (no amendment);
- BP 4119.21 Professional Standards (no amendment);
- BP 4119.22 Dress And Grooming (no amendment);
- BP 4119.23 Unauthorized Release Of Confidential/Privileged Information (no amendment);
- BP 4119.25 Political Activities Of Employees (no amendment);
- BP 4119.41 Employees With Infectious Disease (no amendment);
- BP 4119.42 Exposure Control Plan For Bloodborne Pathogens (no amendment);
- BP 4119.43 Universal Precautions (no amendment);
- BP 4127 Temporary Athletic Team Coaches (no amendment);
- BP 4131 Staff Development (discussion, no amendment);
- BP 4131.1 Beginning Teacher Support/Induction (no amendment);
- BP 4132 Publication or Creation of Materials (no amendment);
- BP 4135 Soliciting And Selling (no amendment);
- BP 4136 Nonschool Employment (no amendment);
- BP 4137 Tutoring (no amendment);
- BP 4139 Peer Assistance And Review (no amendment);
- BP 4140 Bargaining Units (no amendment);
- BP 4141 Collective Bargaining Agreement (no amendment);
- BP 4141.6 Concerted Action/Work Stoppage (no amendment);
- BP 4143 Negotiations/Consultation (no amendment);
- BP 4143.1 Public Notice - Personnel Negotiations (no amendment);
- BP 4144 Complaints (no amendment);
- BP 4151 Employee Compensation (no amendment);
- BP 4154 Health And Welfare Benefits (no amendment);
- BP 4156.2 Awards and Recognition (no amendment);
- BP 4156.3 Employee Property Reimbursement (no amendment);
- BP 4157 Employee Safety (no amendment);
- BP 4157.1 Work-Related Injuries (no amendment);
- BP 4158 Employee Security (discussion, no amendment); *Kelly will take the suggestion that School Board meetings are incorporated in the District Safe Schools Plan.*
- BP 4159 Employee Assistance Programs (no amendment);
- BP 4161 Leaves (no amendment);
- BP 4161.9 Catastrophic Leave Program (no amendment);
- BP 4200 Classified Personnel (no amendment);
- BP 4211.2 Legal Status Requirement (no amendment);
- BP 4212.41 Employee Drug Testing (no amendment);
- BP 4212.42 Drug And Alcohol Testing For School Bus Drivers (no amendment);
- BP 4212.61 Employment References (no amendment);
- BP 4212.8 Employment Of Relatives (no amendment);
- BP 4213.4 Temporary Modified/Light-Duty Assignment (no amendment);
- BP 4215 Evaluation/Supervision (no amendment);
- BP 4216 Probationary/Permanent Status (no amendment);
- BP 4217.2 Resignation (no amendment);
- BP 4219.1 Civil And Legal Rights (no amendment);
- BP 4219.11 Sexual Harassment (no amendment);
- BP 4219.21 Professional Standards (no amendment);
- BP 4219.23 Unauthorized Release Of Confidential/Privileged Information (no amendment);
- BP 4219.25 Political Activities Of Employees (no amendment);
- BP 4219.41 Employees With Infectious Disease (no amendment);

MINUTES

- BP 4219.42 Exposure Control Plan for Bloodborne Pathogens (no amendment);
BP 4219.43 Universal Precautions (no amendment);
BP 4222 Teacher Aides/Paraprofessionals (no amendment);
BP 4227 Temporary Athletic Team Coaches (no amendment);
BP 4231 Staff Development (no amendment);
BP 4232 Publication or Creation of Materials (no amendment);
BP 4235 Soliciting And Selling (no amendment);
BP 4236 Nonschool Employment (no amendment);
BP 4240 Bargaining Units (no amendment);
BP 4241 Collective Bargaining Agreement (no amendment);
BP 4241.6 Concerted Action/Work Stoppage (no amendment);
BP 4243 Negotiations/Consultation (no amendment);
BP 4243.1 Public Notice - Personnel Negotiations (no amendment);
BP 4244 Complaints (no amendment);
BP 4251 Employee Compensation (no amendment);
BP 4254 Health And Welfare Benefits (no amendment);
BP 4256.2 Awards and Recognition (no amendment);
BP 4256.3 Employee Property Reimbursement (no amendment);
BP 4257 Employee Safety (no amendment);
BP 4257.1 Work-Related Injuries (no amendment);
BP 4258 Employee Security (no amendment);
BP 4259 Employee Assistance Programs (no amendment);
BP 4261 Leaves (no amendment);
BP 4261.9 Catastrophic Leave Program (no amendment);
BP 4300 Administrative and Supervisory Personnel (no amendment);
BP 4311 Recruitment And Selection (no amendment);
BP 4311.2 Legal Status Requirement (no amendment);
BP 4312.1 Contracts (no amendment);
BP 4312.41 Employee Drug Testing (no amendment);
BP 4312.42 Drug And Alcohol Testing For School Bus Drivers (no amendment);
BP 4312.61 Employment References (no amendment);
BP 4312.8 Employment Of Relatives (no amendment);
BP 4313.2 Demotion//Reassignment (no amendment);
BP 4313.4 Temporary Modified/Light-Duty Assignment (no amendment);
BP 4314 Transfers (no amendment);
BP 4315 Evaluation/Supervision; Board Clerk Thompson made a motion, seconded by Board Member Rees to amend the third paragraph, first sentence to read: *Each administrator shall be evaluated formally at least once every third year following a positive evaluation.*
AYES: Reed, Anderson, Thompson, Rees
NOES: None
ABSENT: Kaiser
BP 4315.1 Staff Evaluating Teachers (no amendment);
BP 4317.11 Preretirement Part-time Employment (no amendment);
BP 4317.13 Early Retirement Option (no amendment);
BP 4317.2 Resignation (no amendment);
BP 4319.1 Civil And Legal Rights (no amendment);
BP 4319.11 Sexual Harassment (no amendment);
BP 4319.21 Professional Standards (no amendment);
BP 4319.22 Dress And Grooming (no amendment);
BP 4319.23 Unauthorized Release Of Confidential/Privileged Information (no amendment);
BP 4319.25 Political Activities Of Employees (no amendment);
BP 4319.41 Employees With Infectious Disease (no amendment);
BP 4319.42 Exposure Control Plan for Bloodborne Pathogens (no amendment);

MINUTES

- BP 4319.43 Universal Precautions (no amendment);
- BP 4327 Temporary Athletic Team Coaches (no amendment);
- BP 4331 Staff Development (no amendment);
- BP 4332 Publication or Creation of Materials (no amendment);
- BP 4335 Soliciting And Selling (no amendment);
- BP 4336 Nonschool Employment (no amendment);
- BP 4344 Complaints (no amendment);
- BP 4351 Employee Compensation (no amendment);
- BP 4354 Health And Welfare Benefits (no amendment);
- BP 4356.2 Awards and Recognition (no amendment);
- BP 4356.3 Employee Property Reimbursement (no amendment);
- BP 4357 Employee Safety (no amendment);
- BP 4357.1 Work-Related Injuries (no amendment);
- BP 4358 Employee Security (no amendment);
- BP 4359 Employee Assistance Programs (no amendment);
- BP 4361 Leaves (no amendment);
- BP 4361.9 Catastrophic Leave Program (no amendment);
- BP 4740 Medical Benefits for Retired Personnel (no amendment);

Vote on the Policies with Amendments

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

9. ADJOURNMENT

At 9:55 p.m. Board President Reed stated that Agenda Items 6. BOARD DEVELOPMENT; 6.1 Reaffirm CSBA Governance Standards; 6.2 Establish CSBA Governance Handbook, including Norms and Protocols, and 7. Calendar Development be moved to another meeting. She also noted that items 6.1 and 6.2 should read CUSD Governance, not CSBA Governance. The meeting was adjourned.

Posted:

:mlm

APPROVED:

Board of Education

Administration

MINUTES

1. CALL TO ORDER

At 6:00 p.m. the Board convened and announced they would recess into closed session to discuss Items 2.1, 2.2 and 2.3.

Present: Jann Reed, Rick Anderson, Dr. Andrea L. Thompson and Rick Rees

Absent: Dr. Kathy Kaiser

2. CLOSED SESSION2.1 Conference with Legal Counsel:

Existing Litigation

Government Code Section 54956.9(a)

Name of Cases: Crews v. CUSD, Black v. CUSD

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

John Kelley, Attorney at Law

Bob Kingsley, Attorney at Law

Mary Anderson, Staff

2.2 Conference with Legal Counsel:

Anticipated Litigation

Significant exposure to litigation pursuant to Government Code Section 54956.9(b)

Two potential cases

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

John Kelley, Attorney at Law

Bob Kingsley, Attorney at Law

2.3 Contract Negotiations

Government Code Section 54957.6

Unrepresented employee: Title: Superintendent

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

RECONVENE TO REGULAR SESSION

At 8:10 p.m., Board President Reed reconvened regular session and indicated there were no announcements from Closed Session. Board President Reed indicated that an Addendum had been added to the Agenda and would be addressed at the end of the Discussion/Action section.

Present: Jann Reed, Rick Anderson, Dr. Andrea L. Thompson and Rick Rees

Absent: Dr. Kathy Kaiser

3. CONSENT

Board President Reed asked if anyone wanted to pull any items for further discussion. Board Clerk Thompson requested item 3.2 be pulled. Board Member Rees made a motion to approve the remainder of the consent items, seconded by Board Vice President Anderson.

3.1 The Board denied claim #0003-08/080127

3.2 Consider approval of Field Trip Request by PVHS Academic Decathlon Team to attend State Competition from 3/7/08-3/10/08.

Pulled by Board Clerk Thompson for further discussion.

3.3 The Board approved the field trip request by Hooker Oak to visit SF Maritime Park from 3/26/08-3/27/08.

(Consent Vote)

AYES: Reed, Anderson, Thompson, Rees

NOES: None

ABSENT: Kaiser

4. DISCUSSION/ACTION

Item 3.2: Board Clerk Thompson asked for clarification on how the trip would be paid. Superintendent Staley

MINUTES

indicated that fund raiser had not only paid for the trip but produced seed money for next year's trip. Board Clerk Thompson made a motion, seconded by Board Member Anderson, to approve the field trip request.

AYES: Reed, Anderson, Thompson, Rees
NOES: None
ABSENT: Kaiser

- 4.1 Michael Weissenborn, Facilities Planning/Construction Supervisor, introduced Bruce Kerns from Stone & Youngberg and David Casnocha, bond counsel with Stradling Yocca Carlson & Rauth, who reviewed the steps for Schedule of Bond Issuance. This is a two-step process. First the CUSD Board must approve a resolution to authorize the County to sell the remainder of the bonds. Then the BCOE will issue a notice inviting proposals for the purchase of the bonds. The resolution will be brought to the Board on May 26 for approval.

- 4.2 At 8:45 p.m., Mr. Weissenborn introduced John Anderson, DLR Group, who spoke briefly on the plans for the permanent classrooms at CHS. The next step involves a DLR meeting with Principal Jim Hanlon to discuss several concepts, narrowing down to 1-2, which will be brought back to the Board for approval. Ground breaking is tentatively planned for June 2009. At 9:06 p.m. Board President Reed asked for public comment. There was none. A motion was made by Board Vice President Anderson, seconded by Board Clerk Thompson, to approve the agreement for architectural services by the DLR Group to replace the portables with permanent classrooms at CHS.

AYES: Reed, Anderson, Thompson, Rees
NOES: None
ABSENT: Kaiser

- 4.3 Bob Feaster reviewed the Addendum Resolution #1014-08: Reduction in Certificated Staff due to Reduction or Elimination of Particular Kinds of Services. This resolution was also an addendum to Resolution #1011-08 and provided two positions which could possibly be eliminated next year in Special Education. At 9:10 p.m., Board President Reed asked for public comment. There were none. A motion to approve Resolution #1014-08 was made by Board Member Rees and seconded by Board Vice President Anderson.

AYES: Reed, Anderson, Thompson, Rees
NOES: None
ABSENT: Kaiser

5. ANNOUNCEMENTS

Board Clerk Thompson relayed an invitation from Les Heringer to the CHS 2nd Ag Program Showcase on Friday – an open house from 9:00 – 1:00 and a BBQ.

Board President Reed announced the CHS presentation of Tom Jones beginning the following night.

Board Vice President Anderson would be chairing the Region 4, CSBA conference in Yuba City.

PVHS/CHS Empty Bowls meal was scheduled for Thursday and Friday.

A Shasta play was scheduled for Thursday, Friday and Saturday.

Board President Reed announced the Hall of Fame Dinner would be held March 12.

6. ADJOURNMENT

At 9:15 p.m. the Board adjourned.

:mga

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

6.A.2

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Donor	Item	Recipient
Soroptimist International	LCD Projector @ \$550.00	Citrus Elementary
Ms. Michelle Borg, DDS	\$100.00	Emma Wilson/Mr. Callahan's Class
Ms. Melisa Rodriguez	\$50.00	Emma Wilson/Ms. Lisa's Class
Ms. Marilyn Anderson	\$100.00	Emma Wilson/Ms. Wiegert's Class
Mission Linen	40 Tablecloths @ \$372.00	Hooker Oak
	Plug for Overhead @ \$6.00	
Dr. Robert Williams	Pump Fittings for Ball pump @ \$12.00	Hooker Oak
Shasta PTO	\$500.00	Shasta
Mr. Ranjan Patel	\$50.00	Shasta
Shasta PTO	\$1,000.00	Shasta
Lizanne and Gary Fowler	\$500.00	Shasta/Drama Department
Carolyn Adkisson	\$20.00	Shasta/Drama Department
Target	\$269.19	Sierra View
Laird Oelrichs	\$50.00 for purchase of Playground balls	Sierra View
Soroptomists c/o Christiane Wear-See	\$800.00 for purchase of Walkie Talkies	Sierra View
Soroptomists c/o Janet Thresher	\$600.00 for purchase of LCD Projector	Sierra View/Mrs. Murad's Class
Chico Horticultural Society	\$50.00 and (4) rose bushes @ \$100.00	BJHS/B.E.C.C. Club
American Vacuum/David Webb	Welch 1400 B pump set @ \$1,500.00	CJHS/Science Classes
The Worm Farm	1 cubic yard soil @ \$40.00	CJHS/Garden Committee
Kinney Nursery	1 cubic yard soil @ \$40.00	CJHS/Garden Committee
Bruce Dillman	Lumber, hardware, paint, tools @ \$1,350.00	CHS
Chico Florist	Flowers @ \$60.00	CHS ASB
Emil & Carol Meyer	\$1,000.00	CHS Softball
CHS PTSA c/o Patti Taylor	Gift Certificate @ 42366	CHS Library
Scott & Eleonor Brady	\$250.00	CHS Boys' Volleyball
Target - Take Charge of Education	\$397.39	PVHS
PG&E Corp. Foundation		
Randy Leppard and Janet Walther	\$327.00	PVHS
Soroptimist c/o Diane Fossum	Books and whiteboard @ \$450.00	PVHS
	\$1,000.00	PVHS/Music (Holmes)
	Printer/Copier/Scanner @ 79.99	PVHS ASB
Nona Nahalea	\$85.00	PVHS/Leaders for a Lifetime
CSUC Health Department	\$9.00	PVHS Library
Debbi Yang and Mary Portis	2 books @ \$34.00	PVHS Library
Charlie Copeland/Sally Foltz	1 MM Book @ \$9.00	PVHS Library
Reta Rickmers	1 MM Book @ \$9.00	PVHS Library
Cody Romero	\$200.00	PVHS/Academic Decathlon Team
Analise Knight	\$200.00	PVHS/Academic Decathlon Team
Soroptimist International	\$100.00	PVHS /Academic Decathlon Team
Greater Chico Kiwanis Club	\$200.00	PVHS /Academic Decathlon Team
Laura Eilerts	\$100.00	PVHS /Academic Decathlon Team
Corwin & Son Clothiers	\$200.00	PVHS /Academic Decathlon Team
Richard & Mariyn Bolen	\$100.00	PVHS /Academic Decathlon Team
Helen J. Tweedy	\$100.00	PVHS /Academic Decathlon Team
Maureen Knowlton	\$50.00	PVHS /Academic Decathlon Team
Teresa Gissle	\$25.00	PVHS /Academic Decathlon Team
Sue Mieske	\$40.00	PVHS /Academic Decathlon Team
Vivian Mills	\$75.00	PVHS /Academic Decathlon Team
June C. Thompson	\$100.00	PVHS /Academic Decathlon Team
Soroptimist c/o Diane Fossum	\$345.00	PVHS /Academic Decathlon Team
Richard Heath & Assoc., Inc.	\$292.50	PVHS /Ms. Hamilton's EL Class
Anonymous	\$25.00	PVHS Girls' Basketball
		Nutrition Services

Proposed Agenda Item: Field Trip – Camp Lassen Environmental School at Butte Meadows

Action:

Consent: X

Information: _____

Prepared by: Liz Capen, Principal

Background Information

Each year our 6th grade students have had the opportunity to attend the Camp Lassen Environmental School at Butte Meadows. This is an outstanding program and an excellent experience for all those involved.

Educational Implications

Camp Lassen Environmental School meets many of the standards in science education. Classes include forest and stream ecology, survival skills, wildlife study and environmental science.

Fiscal Implications

Funds for Camp Lassen Environmental School do not impact the general funds. All monies are raised or donated.

RECEIVED

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street

Chico, CA 95928-5999

(530) 891-3000

6.B.3

Page 2 of 2

MAR - 7 2008

EDUCATIONAL
SERVICES

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date:

2/25/08

FROM: Don Collins

School/Dept.:

Parkview - 6th grade Science
Camp

SUBJECT: Field Trip Request

Request is for 6th graders at Parkview
(grade/class/group)

Destination: Butte Meadows

Activity:

Science Camp

from 5/27/08, 9:00 a.m. to 5/30/08, 12:00pm
(dates) / (times) (dates) / (times)

Rationale for Trip: 6th grade Science Camp

Number of Students Attending: 60 Teachers Attending: 5 Parents Attending: 10

Student/Adult Ratio: 4:1

Transportation: Private Cars

CUSD Bus



Charter Bus Name

Other:

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

ESTIMATED EXPENSES:

Fees \$

Substitute Costs \$

560

Meals \$

3,000

Lodging \$

2,160

Transportation \$

500.740

Other Costs \$

2,000

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

Name Environmental Education

Acct. #:

01-0024-0-1300-4903-240

Name

Acct. #:

\$

Don Collins

Requesting Party

2/25/08

Date

L. Capen

Site Principal

3-5-08

Date



Approve/Minor



Do not Approve/Minor

or

Recommend/Major

Not Recommended/Major

Director of Transportation

3/6/08

Date

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Carolyn Addison

Director of Educational Services

3/12/08

Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

Revised 8/04

White Copy: Ed Services

Yellow Copy: Transportation

Pink Copy: Returned to Site after approval

PROPOSED AGENDA ITEM: _____

Prepared by: Marilyn Rees

☒ Consent
☐ Information Only
☐ Discussion/Action

Board Date: March 26, 2008Background Information

This is a trip for the Neal Dow 6th graders. It is an extension to the science unit on Geology. It is a three day trip to Yosemite National Park.

Education Implications

This field trip supports the four out of the six major content standards in 6th grade science. We travel to a campsite that is located just outside of the National Forest. The students will then travel into the park and observe formation and movement of the earth's crust and the ecology of Yosemite.

Fiscal Implications

The money to finance the field trip was provided by fundraising and donations.

Additional Information

Plans have been made to take a district bus. It will leave at 7:30 a.m. on Wednesday, May 28, and return on Friday, May 30. There will be approximately 64 students, 2 teachers, and 15 parents attending. Student to adult ratio is 4:1.


Marilyn Rees, Principal

RECEIVED

FEB 27 2008

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

6.B.4
Page 2 of 2

EDUCATIONAL
SERVICES

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2/22/08

FROM: Greg Bishop / Carol Sylvester School/Dept.: Neal Dow

SUBJECT: Field Trip Request

Request is for Neal Dow 6th Grade Classes
(grade/class/group)

Destination: Yosemite National Park Activity: Field Trip

from May 28, 2008 7:30 AM to May 30, 2008 4:00 PM
(dates) / (times) (dates) / (times)

Rationale for Trip: Geology and environmental curriculum as related to 6th grade standards in Science.

Number of Students Attending: 63 Teachers Attending: 2 Parents Attending: 16

Student/Adult Ratio: 4:1

Transportation: Private Cars _____ CUSD Bus X Charter Bus Name _____
Other: _____

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

ESTIMATED EXPENSES:

Fees \$ 0 Substitute Costs \$ 0 Meals \$ 900.00
Lodging \$ 0 Transportation \$ 1800.00 Other Costs \$ 0

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

Name 6th Grade Class Acct. #: 01-0000-0-1304-4900-210\$ 2,200.00

Name PTA 6th Fundraiser Acct. #: _____ \$ 600.00

Greg Bishop
Requesting Party

2/22/08
Date

M. Reyes
Site Principal

2/22/08
Date

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

Director of Transportation

Date

IF MAJOR FIELD TRIP

Carolyn Addison
Director of Educational Services

2/28/08
Date

☒ Recommend ☐ Not Recommended

☐ Approved ☐ Not Approved

Board Action

Date

Title: Proposed Agenda Item

Action: _____
Consent: _____
Information: _____

March 26, 2007

Prepared by: Miles Peacock
Pleasant Valley High School

Background Information

The SKILLS USA industrial Technology students at PVHS have qualified as of February 2 to attend a state finals competition in Fresno. It is an overnight trip (April 10-13) and requires board approval.

Educational Implications

Competitive scholarships are available for students along with industry recognition. The contest will be judged by nationally recognized experts and students receive a lot of industry-specific feedback.

Fiscal Implications

Perkins funding can support the subs, meals and registration for advisors. The Regional Occupation Program can support travel and hotel accommodations, and students will pay individual registration which includes most of the meals for the four day event. No district funds (other than Perkins) are needed at this time.

Additional Information

Students have worked very hard to get to this point and really deserve this trip and the chance to compete at state finals.

CHICO UNIFIED SCHOOL DISTRICT

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(530) 891-3000

6.B.5
Page 2 of 2

FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** 02/22/08**FROM: Miles Peacock****School/Dept.:** Pleasant Valley HS**SUBJECT: Field Trip Request**Request is for **Skills USA State Competition****Destination:** Fresno, CA**Activity:** State Conference-Leadership and Championships**from** 04/10/08 7:00AM **to** 04/13/08 8:00 pm
(dates) / (times)**Rationale for Trip:** Professional Development-Leadership and Skills Conference Career Exploration**Number of Students Attending:** 9 **Teachers Attending:** 2 **Parents Attending:** 0**Student/Adult Ratio:** 5:1**Transportation:** Private Cars CUSD Bus _____ Charter Bus Name _____
Other: ROP VAN**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.****ESTIMATED EXPENSES:****Fees** \$ 300.00 (Perkins) **Substitute Costs** \$ 352 (Perkins) **Meals** \$142 w/in cost _____**Lodging** \$(ROP) w/in cost **Transportation** \$ (ROP) **Other Costs** \$ _____**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):****Name** PERKINS **Acct. #:** 01-3550-0-1110-1000-020 **\$** 794.00**Name** _____ **Acct. #:** _____ **\$** _____**Miles Peacock**

02/21/08

Requesting Party**Date****Site Principal****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**

PROPOSED AGENDA ITEM: Field trip request to National Science Bowl (Washington, D.C.)

Prepared by: Tom Lampkin, Chico High School Science Instructor (and coach)

- ☒ Consent
☐ Information Only
☐ Discussion/Action

Board Date: 03/26/08

Background Information

It is my privilege to notify you of some very exciting news concerning Chico High School. The U.S. Department of Energy sponsors an annual academic competition called "Science Bowl" which promotes science and math education in 50 different regions throughout our nation. Last Sat., March 1, 2008, Chico High School won the 2008 Science Bowl championship for the northern California region.

The full day event, sponsored by Redding Electric Utility, was held on the campus of Simpson University in Redding. The Science Bowl is conducted by placing student teams (four to five members each) in a series of extremely rigorous, head-to-head oral quiz competitions covering questions in physics, chemistry, biology, astronomy, earth science, and mathematics. After training for 6 weeks at school, Chico High brought 13 students in 3 teams to the regional competition and finished by placing all three of its teams in the top five rankings. The winning team of captain Gareth Fay, Alex Hodge, Maggie Jones, and Jeana McKnight will receive an all expenses-paid trip to the National Science Bowl competition in Washington, D.C. from May 1 through May 6, 2008.

Education Implications

This field trip and the related publicity will serve to promote and enhance science and math education throughout Chico Unified School District. It will also give our winning team from Chico High School a valuable educational experience by competing against schools from other regions in the National Science Bowl, as well as touring Washington, D.C. as a guest of the U.S. government (DOE).

Fiscal Implications

No financial expenses will be incurred by CUSD (the prize for winning the regional Science Bowl is the all-expenses paid trip to Washington, D.C. to compete in the National Science Bowl).

Additional Information

We plan to leave for Washington, D.C. on April 30, 2008 and return to Chico on May 6, 2008.

CHICO UNIFIED SCHOOL DISTRICT

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

6.B.6
Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 3-4-2008

FROM: Tom Lampkin

School/Dept.: CHS / Science Dept.

SUBJECT: Field Trip Request

Request is for CHICO HIGH SCIENCE BOWL TEAM
(grade/class/group)

Destination: WASHINGTON, D.C. Activity: NATIONAL SCIENCE BOWL

from 4-30-08 to 5-6-08
(dates) / (times) (dates) / (times)

Rationale for Trip: CHICO HIGH SCIENCE BOWL TEAM won the 2008 Redding Regional competition and was AWARDED AN ALL-EXPENSES PAID Trip to National Science Bowl in WASH, DC.

Number of Students Attending: 4 Teachers Attending: 1 Parents Attending: 0

Student/Adult Ratio: 4:1

Transportation: Private Cars _____ CUSD Bus _____ Charter Bus Name _____

Other: COMMERCIAL AIRLINES

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

ESTIMATED EXPENSES:

Fees \$ 0 Substitute Costs \$ _____ Meals \$ 0
Lodging \$ 0 Transportation \$ 0 Other Costs \$ 0

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

Name _____ Acct. #: _____ \$ _____
Name _____ Acct. #: _____ \$ _____

Tom Lampkin
Requesting Party

3-4-08
Date

J. Hanks
Site Principal

3/5/08
Date

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

Director of Transportation

Date

IF MAJOR FIELD TRIP
H. Hanks
Director of Educational Services

3-6-08
Date

☒ Recommend ☐ Not Recommended
☐ Approved ☐ Not Approved

Board Action

Date

PROPOSED AGENDA ITEM: Chico High School's Southern California Concert Tour

Prepared by: Karol Forrest, Band Director at Chico High

- ☒ Consent
☐ Information Only
☐ Discussion/Action

Board Date: 3/26/08

Background Information

Every two years, the Chico High Symphonic Band goes on a major concert tour. This year we would like to go to Southern California. The band auditioned and is greatly honored to have been invited to perform a concert at Disneyland in the Plaza Gardens. Each day between 6-10 PM bands from all over the world perform at this well-known venue. According to Disney personnel, Chico High's band has consistently been one of the finest.

Education Implications

This will be a tremendous opportunity for students to master their showmanship skills in front of a live audience. In addition, they will have the chance to collaborate with musicians in other bands from all over the world.

Fiscal Implications

We have held several fund-raisers throughout the year. The money is already in our ABS account.

Additional Information

LP Recommendation

CHICO UNIFIED SCHOOL DISTRICT

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

6.B.7

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2/19/08FROM: Karol ForrestSchool/Dept.: Chico High Band

SUBJECT: Field Trip Request

Request is for Chico High Symphonic Band

(grade/class/group)

Destination: Southern CaliforniaActivity: Concert + Tourfrom May 16, 2008

(dates) / (times)

to May 19, 2008

(dates) / (times)

Rationale for Trip: To demonstrate the expertise of Chico High musicians to a new audience in other parts of our state.Number of Students Attending: 90Teachers Attending: 1Parents Attending: 9Student/Adult Ratio: 10-1Transportation: Private CarsOther: MA Lassen Motor Transit

CUSD Bus

Charter Bus Name

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

ESTIMATED EXPENSES:

Fees \$ 7,000.00

Substitute Costs \$

Meals \$

Lodging \$ 8,000.00Transportation \$ 10,000.00

Other Costs \$

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

Name Chico High Band/ASB Acct. #: 400\$ 26,000.00

Name _____ Acct. #: _____

\$

Requesting Party Karol ForrestDate 2/19/08Site Principal Ji HanloDate 2/22/08

Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

Director of Transportation

Date

IF MAJOR FIELD TRIP

Director of Educational Services StaleyDate 3-10-08

Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

Title: Proposed Agenda Item

Action: _____
Consent: _____
Information: _____

Prepared by: Priscilla Burns
Pleasant Valley High School

Background Information

The ROP Culinary II course competed on March 7-9 in the California finals of the Prostart Management cup. **Our team won 1st place in California!!!** The California Restaurant Association is paying registration, entry fees, some clothing allowance, airfare, meals and hotel bills. Students received \$8,000 in scholarships and prize each!!! The national competition is in San Diego from April 24-26... coming home on the 27th. Students will have amazing opportunities and experiences with workshops and competitions with the finalists from other states. Full ride scholarships are available for the top finishers.

Educational Implications

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

Students will have opportunities to meet 14 corporate executives from national food service and hospitality industries; network and be judged by the best in the nation.

Fiscal Implications

\$200 for sub for Priscilla Burns can be paid out of Perkins

CHICO UNIFIED SCHOOL DISTRICT

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

6.B.8

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FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: April 24-26 2008

FROM: Priscilla Burns

School/Dept.: ROP Culinary II

SUBJECT: Field Trip Request

Request is for ROP Culinary II /Prostart Management Team
(grade/class/group)

Destination: San Diego, CA Activity: National Finals for Prostart Management

from Thursday April 24 8:00 am am to Sunday ,April 27 8:00PM
(dates) / (times) (dates) / (times)

Rationale for Trip: National Finals for Prostart Management Team

Number of Students Attending: 6 Teachers Attending: 1 Parents Attending: 1

Student/Adult Ratio: 3:1

Transportation: Private Cars CUSD Bus Charter Bus Name
Transit
Other: ROP Van and Airplane

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

ESTIMATED EXPENSES:

Fees Paid by CRA Substitute Costs \$ 200 Perkins Meals \$ Paid by CRA

Lodging \$ Paid by CRA Transportation \$ Paid by CRA Other Costs \$

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

Name CRA is the California Restaurant Association Acct. #: \$ estimate 6,000

Name sub cost/Perkins Acct. #: \$ 200

Priscilla Burns
Requesting Party

Date 3/12/08

Site Principal
Date 3/12/08

Director of Transportation
Date

☒ Approve/Minor
or
Recommend/Major

☐ Do not Approve/Minor
or
Not Recommended/Major

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Director of Educational Services
Date 3-14-08

☒ Recommend
☐ Not Recommended

Board Action
Date

☐ Approved
☐ Not Approved

Chico Unified School District

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



6.B.9

Page 1 of 2

TITLE: Proposed Agenda Item: Fundraising Request

Action: _____
Consent: X
Information: _____

Prepared by: Larry Spini, Principal

Background Information

Shasta Elementary School has an annual fundraiser, the Shasta Shuffle (Jog-a-thon). This year's Shasta Shuffle will be the 13 annual.

Educational Implications

The funds raised will help to support school wide projects.

Fiscal Implications

Shasta PTO budgets \$1000. for expenses with anticipated revenue of \$15,000.

Additional Information

Students will get pledges from family and friends for each lap run in the Shasta Shuffle.



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CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street
Chico, CA 95928-5999

6.B.9

Page 2 of 2

FUND RAISING REQUEST

MAR 11 2008
All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

SCHOOL Shasta

CLUB OR ORGANIZATION Shasta PTO

ADVISOR Laura Wright

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY to raise funds for school improvements and teaching supplies

FINANCIAL GOAL OF THE PROJECT: (Major = more than \$5,000 gross)
☐ Minor: Estimated Gross \$ _____ Estimated Net \$ _____
☒ Major: Estimated Gross \$ 16,000 Estimated Net \$ 14,000

NATURE OF PROJECT/ACTIVITY (i.e., car wash) Shasta Shuffle or jog-a-thon

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

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

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

BEGINNING March 24, 2008 ENDING April 11, 2008

LOCATION _____

NUMBER OF STUDENTS TO BE INVOLVED all students who wish to participate.
RECOMMENDED

Date _____ Student Officer's Signature (if applicable) _____

Date _____ Advisor's Signature _____

3/5/08
Date _____ Director of Activity Signature (if applicable) _____
3/5/08
Date _____ Principal's Signature _____

3/12/08
Date _____ Assistant Superintendent's/Director's Signature _____

Approval		Recommend	
Minor		Major	
Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Date - Approved by Board of Education _____

cc: Advisor
Principal

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

6.C.1
Page 1 of 1

March 26, 2008

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

Name/Employee #	Assignment	Effective	Comment
-----------------	------------	-----------	---------

Administrative Appointment(s) - Summer Session 2008

McKay, David	1.0 FTE Principal-Summer Session		
--------------	----------------------------------	--	--

Retirement(s)/Resignation(s)

Begault, Beth	03/05/08	Resignation from Leave (.2 FTE)
Burdette, Joyce	06/30/08	Retirement
Janke, Sybil	06/06/08	Retirement
Parisotto, Katherine	06/06/08	Retirement
Pitsker, Richard	06/06/08	Retirement
Schmidt, S. Lynn jm-3/20/08	06/06/08	Retirement

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

6.C.2
Page 1 of 2

MEMORANDUM TO: Board of Education

FROM: Kelly Staley, Interim 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	Amezquita-Perez, Angelica	Cafeteria Asst/ CHS/2.0	3/25/2008	Vacated Position/185/ Nutrition/0000
Appointment	Barnett, Patricia	IPS-Classroom/ Loma Vista/4.0	2/20/2008	Vacated Position/115/ Special Ed/6501
Appointment	Barnett, Patricia	IPS-Classroom/ Loma Vista/2.0	2/20/2008	Vacated Position/14/ Special Ed/6501
Appointment	Cheung, Stephen	LT Cafeteria Asst/ BJHS/1.5	3/25/2008 - 6/05/2008	Vacated Position/224/ Nutrition/0000
Appointment	Colenzo, Cynthia	Cafeteria Asst/ BJHS/2.5	3/25/2008	Vacated Position/187/ Nutrition/0000
Appointment	Collado, Josh	Campus Supervisor/ CJHS/0.2	2/20/2008	Vacated Position/198/ Grant/4124
Appointment	Jackson, Mark	IA-Special Education/ CHS/5.0	2/19/2008	Vacated Position/45/ Special Ed/6500
Appointment	Jarjour, Raggheda	Cafeteria Asst/ CHS/2.0	3/25/2008	Vacated Position/186/ Nutrition/0000
Appointment	Kelly, Mary	LT IA-Special Ed/ Citrus/3.0	3/25/2008 - 4/04/2008	Extend LT Position/231/ Special Ed/6500
Appointment	Kelly, Mary	Instructional Asst/ McManus/3.0	3/25/2008	Vacated Position/191/ Categorical/7250
Appointment	Perez, Alondra	IA-Bilingual/ Rosedale/2.8	3/3/2008	Vacated Position/28/ Special Ed/6500
Appointment	Philippi, Edward	IA-Special Education/ CCDS/2.0	2/19/2008	Vacated Position/152/ Special Ed/6500
Appointment	Sanchez, Shaundel	Instructional Asst/ Neal Dow/4.0	2/20/2008	New Position/171/ Grant/6010
Appointment	Sobrero, Evelyn	Cafeteria Asst/ PVHS/2.0	3/10/2008	Vacated Position/21/ Nutrition/0000
Appointment	Vender, Amy	LT Cafeteria Asst/ PVHS/3.0	3/25/2008 - 6/05/2008	Vacated Position/222/ Nutrition/0000
Layoff to Re-employment	Buitron, Sarah	IA-Bilingual/ CJHS/0.6	4/8/2008	Lack of Funds
Layoff to Re-employment	Gollon, Melisa	Trans Special Ed Aide/ Transportation/2.7	4/8/2008	Lack of Work
Leave of Absence	Forbes, Stephanie	Trans Special Ed Aide/ Transportation/1.5	1/06/2008 - 5/06/2008	Corrected LOA Dates
Leave of Absence	Forbes, Stephanie	IPS-Classroom/ PVHS/6.0	1/06/2008 - 5/06/2008	Corrected LOA Dates

Leave of Absence	Forbes, Stephanie	Trans Special Ed Aide/ Transportation/1.5	3/4/2008	Early Return From LOA
Leave of Absence	Koehly-Ownby, Karen	Health Care Asst- Specialized/ Loma Vista/6.0	3/07/2008 - 3/31/2008	Corrected LOA Dates
Leave of Absence	Machado, Mary	Trans Special Ed Aide/ Transportation/2.2	12/03/2007 - 6/03/2008	Per CBA 5.12
Leave of Absence	Schmidt, Lisa	Cafeteria Asst/ CHS/2.0	1/22/2008 - 6/05/2008	Per CBA 5.12
Leave of Absence	Smith, Tina	Cafeteria Cook Manager 1/ MJHS/5.0	4/16/2008 - 4/22/2008	Per CBA 5.12
Leave of Absence	Smith, Tina	Cafeteria Asst/ MJHS/2.0	4/16/2008 - 4/22/2008	Per CBA 5.12
Reinstatement	Schmidt, Lisa	Cafeteria Asst/ CHS/2.0	1/23/2008	Vacated Position/ Nutrition/0000
Resignation/Termination	Bennett, Bradley	Cafeteria Asst/ Sierra View/2.5	3/28/2008	Voluntary Resignation
Resignation/Termination	Employee Holding Pos #408118	Instructional Asst/ Citrus/1.0	2/19/2008	Released During Probationary Period
Resignation/Termination	Hurst, Jennifer	IPS-Classroom/ PVHS/3.0	3/7/2008	Voluntary Resignation
Resignation/Termination	Hurst, Jennifer	IPS-Classroom/ PVHS/3.0	3/7/2008	Voluntary Resignation
Resignation/Termination	Mathiesen, Becki	Office Asst Elementary Attendance/ Marigold/4.0	3/28/2008	Voluntary Resignation
Resignation/Termination	Taggart, Errin	Health Asst/ Rosedale/4.0	3/14/2008	Voluntary Resignation

PROPOSED AGENDA ITEM: New Contract with KBT due to Name Change

Prepared by: Jan Combes

☐ Consent

Board Date March 26, 2008

☐ Information Only

☒ Discussion/Action

Background Information

Chico Unified utilized the services of Pinnell & Kingsley through a contract dated August 21, 2002. Pinnell & Kingsley underwent a name change to Kingsley Board Thompson, LLP. This new contract reflects that change.

Educational Implications

Fiscal Implications

None

Additional Information



KINGSLEY BOGARD THOMPSON LLP
ATTORNEYS

6.D.1
Page 2 of 24

JAN 29 2008

SUPERINTENDENT'S OFFICE
CHICO UNIFIED SCHOOL DISTRICT

Direct: pthompson@kbtlaw.us

January 24, 2008

Kelly Staley, Interim Superintendent
Chico Unified School District
1163 East Seventh Street
Chico, CA 95928

Re: Name Change -- Replacement Contract for Services

Dear Ms. Staley:

Recently, Pinnell & Kingsley sent notice of our name change to Kingsley Bogard Thompson. The same law firm with an updated name.

To ensure that your records are current, we have enclosed our contract for services with the new firm name. The updated contract mirrors the contract previously approved by your Board. As a result, this contract may be approved simply by placing it on the consent agenda of your next Board meeting.

We have enclosed two signed copies. After District approval, sign and keep one for your files. Return the second to us in the enclosed envelope.

We appreciate the opportunity to serve the Chico Unified School District. Thank you for your continued business. If you have questions, please contact me.

Very truly yours,

KINGSLEY BOGARD THOMPSON LLP

PAUL G. THOMPSON

PGT:ma
Enclosures

File z:\2008\Admin\Proposals for Service
KBT Cover Letters
Chico-Staley\Ltr\012408

AGREEMENT FOR LEGAL SERVICES
between
CHICO UNIFIED SCHOOL DISTRICT
and
KINGSLEY BOGARD THOMPSON LLP

This Agreement shall commence on January 1, 2008, and is by and between the CHICO UNIFIED SCHOOL DISTRICT (hereinafter referred to as the "District") and KINGSLEY BOGARD THOMPSON LLP (hereinafter referred to as the "Firm").

1. RECITALS

- 1.1 Whereas, the District desires to obtain certain consultation, representation and legal services and to enter into a contract for such serves with the Firm; and
- 1.2 Whereas, governing law authorizes the District to enter into an agreement to obtain such services; and
- 1.3 Whereas, the Firm desires to provide such services to the District and to enter into an agreement to provide such services;

The parties hereby agree as follows:

2. SERVICES

- 2.1 At the District's request, the Firm shall provide consultation, representation and legal advice to the District.
- 2.2 The services to be provided shall include, by way of illustration and not limitation:

2.2.1 Collective Bargaining Matters

- a. Counsel concerning contract administration, including the processing of grievances and arbitrations which arise pursuant to the labor contracts.
- b. Counsel concerning unfair practice charges which arise pursuant to labor negotiations or contract administration.
- c. Provide representation before administrative agencies, fact finders and arbitrators.
- d. Provide representation in state and federal court proceedings.

2.2.2 Personnel Matters

- a. Interpretation of California legal requirements in relation to personnel hiring, employment and termination.
- b. Provide advice regarding anti-discrimination laws and requirements, including assistance with Department of Fair Employment and Housing matters, Equal Employment Opportunity matters, and state and federal court matters.
- c. Assist with employee discipline and dismissal matters, including the development of performance improvement plans and training in effective supervisory and evaluative techniques.
- d. Provide representation before the Office of Administrative Hearings and other administrative agencies.
- e. Advise and assist in retirement, disability, layoff, and rehiring matters.

2.2.3 Special Education Matters

- a. Represent clients before the California Office of Administrative Hearings.
- b. Mediate disputes.
- c. Interpret California and Federal requirements regarding Individualized Education Programs and Section 504 services.
- d. Provide training to public school staff regarding implementation of, and compliance with, the laws and regulations applicable to students with disabilities.
- e. Advise and represent clients in discipline matters involving students with disabilities.

2.2.4 Draft and Review Contracts and Other Business Matters

- a. Review and draft contracts for goods, services, construction, and consultants.
- b. Develop bidding procedures to establish appropriate bid specifications and take appropriate steps to obtain workable bids.

- c. Assist and advise regarding finance matters, including certificates of participation.

2.2.5 Facilities Development and Property Law

- a. Assist with purchase and sale of District sites and buildings.
- b. Provide assistance and advice in the financing of facilities, including work on developer fee matters, Mello-Roos districts and general obligation bonds.
- c. Provide assistance and representation before various public agencies and commissions.
- d. Advise regarding asbestos requirements.

2.2.6 District Policies and Procedures

- a. Interpret District policies and procedures.
- b. Review, draft and revise District policies and procedures.
- c. Recommend policies and procedures based upon recent California and federal court decisions, administrative rulings and regulations, and new state legislation.

2.2.7 Other

- a. Provide periodic review of court decisions and legislation relevant to governance of the District, with a checklist of actions needed to be taken by the District.
- b. Conduct workshops and seminars for District personnel and the governing board on topics requested by the District.
- c. Draft legislation.
- d. Provide other services as mutually agreed upon by the District and the Firm.

2.3 The Firm may use the services of any attorneys in the Firm previously made known to the District or subsequently approved by the District and, subject to prior approval of the District, may consult with experts in the performance of the services provided herein as the Firm deems appropriate. Consultation fees shall be paid by the District.

3. COMPENSATION AND BILLING

- 3.1 The Firm agrees to provide services to the District upon request of the Superintendent or his/her designee at the rates set forth in Exhibit 1.
- 3.2 District will be billed on a monthly basis for services rendered and for Firm expenses which are reasonably incurred to provide such services.
 - 3.2.1 Fees are calculated upon the number of attorney hours and paralegal hours, including travel time, devoted to a client's representation.
 - 3.2.2 Each bill will set forth the Firm's fees, specific costs/disbursements (e.g. transcripts, computer searches, and filing fees), and miscellaneous expenses incurred on the District's behalf during the period.
- 3.3 Effective each subsequent July 1 that this Agreement is in effect, the rates set forth in Exhibit 1 are subject to increase. Typically, the increase shall be that percentage equal to the Consumer Price Index change as measured by All Urban Wage Earners and Clerical Workers, Western A, for the preceding twelve-month period (July 1 through June 30). Any such increase shall be rounded to the nearest dollar.

4. TERM

- 4.1 The term of this Agreement shall commence on the date first written above.
 - 4.1.1 Subject to 4.1.2 below, it shall continue thereafter from month-to-month.
 - 4.1.2 This Agreement may be terminated, at the will of either party, upon written notice to the other.

5. MISCELLANEOUS

5.1 Representation

- 5.1.1 The Firm must represent clients within the confines of the law and ethical restrictions placed upon all attorneys. The Firm cannot guarantee the successful conclusion of any legal matter or favorable outcome of any legal action. However, the Firm can, and will, within the bounds of ethics and the law do everything necessary and appropriate to obtain favorable results or otherwise further the legal interest of the District.
- 5.1.2 See Exhibit 2 for the Firm's Fee Policy Statement.

5.2 Power of Attorney

The District hereby provides the Firm with its power of attorney to execute on its behalf all documents relating to the matters for which the Firm has been retained, including pleadings, letters, contracts, settlement agreements, verifications, dismissals and orders. Notwithstanding this power, no disputed matter will be settled without the District's prior consent.

5.3 Conflicts of Interest

It is understood and agreed that occasionally, because of ethical considerations, attorneys are required to withdraw from the representation of clients. While the Firm does not anticipate having to withdraw from the District's representation, the District is aware that because the Firm represents other clients, there is always a possibility that a conflict of interest might develop which would force the Firm to cease representing the District. In such a case, the Firm would only cease to represent the District in the specific areas of conflict; and, only upon reasonable notice.

5.4 Resolution of Disputes

If any dispute arises in connection with this Agreement, or the services rendered hereunder, the parties agree to first attempt resolution through negotiation. If negotiations are unsuccessful, the parties agree that they will then attempt in good faith to settle the dispute by engaging in mediation before filing a lawsuit or making any other type of claim. Any complaint filed in municipal or superior court by a party, before the parties have attempted in good faith to conduct a mediation aimed at settling any such disputes, shall be subject to a motion to strike. All parties agree to cooperate in good faith in the prompt selection of a mediator or mediators and in the setting of a mediation session. Any fees of the mediator(s) or costs associated with the mediation proceedings conducted pursuant to this clause, unless the parties agree in writing otherwise, shall be divided equally among the parties.

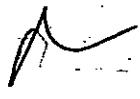
5.5 Complete Agreement

The conditions set forth in this Agreement, including the Exhibits which are incorporated by reference, constitute the entire agreement by the parties for legal services, consultation and representation. No other promises, conditions or warranties have been made.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement effective the date written above.

KINGSLEY BOGARD THOMPSON LLP

CHICO UNIFIED SCHOOL DISTRICT

By: 
Paul G. Thompson, Partner

By: 

Dated: 1/25/08

Dated: 1-30-08

**Exhibit 1 to Agreement for Legal Services
COMPENSATION
(2007/2008)**

A. The Firm bills in 1/10-hour increments and details the services provided on a monthly basis.

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Senior Partner	\$230.00 per hour (excluding negotiations)
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2. In addition, the Firm will provide the following services if specifically requested by the client:

extensive word processing services at a charge not to exceed \$34.00 per hour in the performance of services pursuant to this Agreement.

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2. Expenses for travel (e.g. lodging and meals), if required, will be charged back to the District. The Firm does not, however, charge for mileage.
3. There is typically no charge for photocopying. An exception occurs if the Firm is required to make, for the District's benefit, an extraordinary number of copies. In such case, either the District will copy or the Firm will copy at 25¢ per copy.
4. Should the District request transfer of one or more files to another law firm, the District will be charged for copying the files at a rate of 25¢ per page.

C. The Firm, if selected, agrees to be subject to the District's Conflict of Interest Code.

**Exhibit 2 to Agreement for Legal Services
KINGSLEY BOGARD THOMPSON LLP
FEE POLICY STATEMENT**

As required by California Business and Professions Code Sections 6146 et seq., the purpose of the following is to set forth our Firm's regular policies with respect to client engagements, fees, billings and the like. The Proposal accompanying this Fee Policy Statement sets out the general nature of the services to be provided.

Retainer Fees

There are two types of "retainers" frequently utilized in the legal profession.

The first is a "retainer deposit." A retainer deposit is routinely requested by the Firm of new private sector clients and of existing clients where unusual legal needs or other circumstances make such a deposit appropriate. Retainer deposits are always deposited to our Firm's Trust Account. No portion of any retainer deposit is moved from the Trust Account into the Firm's General Account except to reimburse the Firm for out-of-pocket expenses expended on behalf of a client or in payment of a billing which has been presented to the client.

The second type of retainer commonly used in the legal profession as a whole is the "acceptance retainer" or "monthly retainer." This type of retainer involves a fixed payment by a client which is deemed earned by the law firm when it is received. In exchange, the law firm either agrees to accept a particular matter or to provide particular services over a specified period of time or for a set number of hours which, many times, are provided at a preferred rate, and usually without any additional charges. As a matter of business policy, our Firm usually does not request or encourage these types of retainers. Normally, the Firm prefers to compute its billings based on services actually provided to the client during a particular billing period.

Hourly Rates and Other Bases for Charging Attorney Time

Ethically, attorneys can set their charges on a number of bases including, but not limited to, special knowledge, experience, nature and size of the matter involved, time urgency, the results obtained, the value of the service to the client, and the time expended.

The vast majority of this Firm's billings for attorney services are computed on the additional time and charges basis where the time spent by individual attorneys is multiplied by an hourly billing rate and this results in that component of the bill attributable to the fee for attorney time. Time and charges billing continues to be the norm for this Firm's practice, although the Firm reserves the right to utilize the other factors described above. For example, an additional document charge may be added for the use of certain master documents that have been developed over time for use by our clients.

Occasionally, the Firm provides services for clients which go beyond traditional legal services. By agreement with the client, payments for such services may be distinguished from legal fees and be payable separately. Such agreements, when they are made, are reduced to writing.

The hourly rates charged to new clients for attorneys practicing with this Firm vary, depending on the experience of the attorney and the type of matter involved. These rates are subject to change from time to time. Routinely, rates are adjusted on July 1 of each year. We will provide you with the Firm's current hourly rates at any time upon request.

Other Standard Rates, Fees and Charges

Although the major component of a typical bill from the Firm is the charge for attorney time, bills may include other charges as well. There may be charges for staff time, and for out-of-pocket expenses which include (by way of example only) such items as filing fees, court reporters fees, travel expenses, photocopying and long-distance telephone charges. The amounts charged to clients to recover out-of-pocket expenses are the actual costs and do not include any profit factor. However, in some areas it is more cost effective to use a flat charge rather than to spend the time and effort necessary to specifically identify a charge. These charges are billed at a flat rate which represents a fair average charge.

General Nature of Services to be Provided

The Proposal to which this document is attached sets forth our understanding of the services which you have asked us to undertake on your behalf. Generally, the Firm attempts to document instructions to undertake any significant representation in writing. In on-going relationships or when time is of the essence, however, such a procedure often proves impractical and regular clients frequently prefer the simplicity of being able to initiate an assignment over the telephone. Accordingly, the Firm policy is to follow the wishes of clients when there is an on-going relationship and to accept oral assignments from such clients.

Respective Responsibilities of Attorney and Client

The opportunity to work with a client is a privilege. It is our obligation to provide cost effective legal services and to communicate regularly regarding progress on matters which you have entrusted to our care. We will also discuss with you time budgets for individual matters, where appropriate, and we will stay within those budgets in the absence of emergencies or subsequent discussions in which those budget parameters may be changed.

As a client, your obligation is to share with the Firm all of the information in your possession which will help the Firm represent you. You have an obligation to be candid about the matters we undertake for you, to process and pay our bills promptly and to advise us of any changes in your circumstances which you would want us to know about if you were in our possession.

Billings, Payments and Collection

Our billing cycle follows the calendar month. At the beginning of each month, we prepare and send our billings for the previous month. Sometimes, when a matter is in progress or when only a small amount of work has been performed, we may choose to delay billing. In such cases, a bill will be sent when the matter has progressed to the point that the client has seen some of the results or the bill is large enough that it is economically worthwhile to prepare and send it.

If you wish, you may request a current bill on a schedule different from the Firm's regular billing schedule. Under California law, you may make such a request once every thirty (30) days and the Firm must comply within ten (10) days. The Firm's ordinary practice is to comply with special requests immediately.

The Firm's typical billing format indicates the services performed on a daily basis and reflects, on a cumulative basis, the application of all the factors described above. If you ever have a question about a bill, you do the Firm a service by sharing your concern. If there are questions, however, you need to raise them promptly. Otherwise, those factors of the bill which caused you concern may continue to occur. Prompt raising of any question helps minimize problems.

Bills are due when presented. A client is considered current if no billing has been outstanding for more than thirty (30) days.

Estimates

The Firm cannot give you any guarantees or make any representations as to the exact amount which you will incur for fees and costs in matters we handle for you.

The amount of time necessary to handle any given matter depends on the complexity of the issues involved and the posture and actions of other parties. Therefore, it is important to acknowledge that although we may give you good faith estimates from time to time, they are no more than that — merely estimates. Actual fees and costs frequently vary from estimates (both up and down). Accordingly, estimates are not binding unless we have specifically agreed in writing to a maximum fee.

Termination

Each of the Firm's clients has the right to terminate our representation at any time. Cause is not required. For the client, termination is effective upon receipt of written notice by the Firm.

The Firm has the same right, provided we give the client a reasonable opportunity to arrange alternative representation.

Applicable Law

The services performed for you will be performed primarily in Sacramento County, California. All parties agree that this Agreement will be construed under California law, even if it is signed elsewhere, and any dispute which may arise from this Agreement shall be resolved in Sacramento County, California.

Conclusion

The Firm invites you to discuss with us, at any time, concerns you may have about our services or our fees. We are in the business of providing high quality service to our clients. If you see a way that we can improve our service, including our communications regarding financial matters, please bring the matter to our attention.

AGREEMENT FOR LEGAL SERVICES
between
CHICO UNIFIED SCHOOL DISTRICT
and
KINGSLEY BOGARD THOMPSON LLP

This Agreement shall commence on January 1, 2008, and is by and between the CHICO UNIFIED SCHOOL DISTRICT (hereinafter referred to as the "District") and KINGSLEY BOGARD THOMPSON LLP (hereinafter referred to as the "Firm").

1. RECITALS

- 1.1 Whereas, the District desires to obtain certain consultation, representation and legal services and to enter into a contract for such serves with the Firm; and
- 1.2 Whereas, governing law authorizes the District to enter into an agreement to obtain such services; and
- 1.3 Whereas, the Firm desires to provide such services to the District and to enter into an agreement to provide such services;

The parties hereby agree as follows:

2. SERVICES

- 2.1 At the District's request, the Firm shall provide consultation, representation and legal advice to the District.
- 2.2 The services to be provided shall include, by way of illustration and not limitation:

2.2.1 Collective Bargaining Matters

- a. Counsel concerning contract administration, including the processing of grievances and arbitrations which arise pursuant to the labor contracts.
- b. Counsel concerning unfair practice charges which arise pursuant to labor negotiations or contract administration.
- c. Provide representation before administrative agencies, fact finders and arbitrators.
- d. Provide representation in state and federal court proceedings.

2.2.2 Personnel Matters

- a. Interpretation of California legal requirements in relation to personnel hiring, employment and termination.
- b. Provide advice regarding anti-discrimination laws and requirements, including assistance with Department of Fair Employment and Housing matters, Equal Employment Opportunity matters, and state and federal court matters.
- c. Assist with employee discipline and dismissal matters, including the development of performance improvement plans and training in effective supervisory and evaluative techniques.
- d. Provide representation before the Office of Administrative Hearings and other administrative agencies.
- e. Advise and assist in retirement, disability, layoff, and rehiring matters.

2.2.3 Special Education Matters

- a. Represent clients before the California Office of Administrative Hearings.
- b. Mediate disputes.
- c. Interpret California and Federal requirements regarding Individualized Education Programs and Section 504 services.
- d. Provide training to public school staff regarding implementation of, and compliance with, the laws and regulations applicable to students with disabilities.
- e. Advise and represent clients in discipline matters involving students with disabilities.

2.2.4 Draft and Review Contracts and Other Business Matters

- a. Review and draft contracts for goods, services, construction, and consultants.
- b. Develop bidding procedures to establish appropriate bid specifications and take appropriate steps to obtain workable bids.

- c. Assist and advise regarding finance matters, including certificates of participation.

2.2.5 Facilities Development and Property Law

- a. Assist with purchase and sale of District sites and buildings.
- b. Provide assistance and advice in the financing of facilities, including work on developer fee matters, Mello-Roos districts and general obligation bonds.
- c. Provide assistance and representation before various public agencies and commissions.
- d. Advise regarding asbestos requirements.

2.2.6 District Policies and Procedures

- a. Interpret District policies and procedures.
- b. Review, draft and revise District policies and procedures.
- c. Recommend policies and procedures based upon recent California and federal court decisions, administrative rulings and regulations, and new state legislation.

2.2.7 Other

- a. Provide periodic review of court decisions and legislation relevant to governance of the District, with a checklist of actions needed to be taken by the District.
- b. Conduct workshops and seminars for District personnel and the governing board on topics requested by the District.
- c. Draft legislation.
- d. Provide other services as mutually agreed upon by the District and the Firm.

- 2.3 The Firm may use the services of any attorneys in the Firm previously made known to the District or subsequently approved by the District and, subject to prior approval of the District, may consult with experts in the performance of the services provided herein as the Firm deems appropriate. Consultation fees shall be paid by the District.

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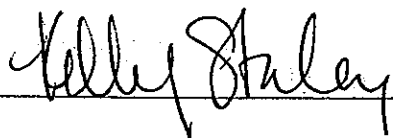
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By: 
Paul G. Thompson, Partner

By: 

Dated: 1/25/08

Dated: 1-30-08

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PROPOSED AGENDA ITEM: Chico Unified School District Foundation

Prepared by: Jan Combes
Business Services

_____ Consent
_____ Information Only
XXX Discussion/Action

Board Date: 03/26/08

Background Information

The district approached the North Valley Community Foundation (NVCF) to establish a fund for the receipt of donations from district employees and others in the Chico community who might wish to participate. The NVCF is already the caretaker of two foundation funds that support the high schools. Expenses from the new foundation fund would be authorized by the District Board of Trustees. The sole purpose of the new foundation fund will be to support the success of Chico Unified School District students via a K-12 sequence of teaching, learning, assessment and support. It is recommended that annually in May the Assistant Superintendent of Business provide the Board with the amount available in the fund. The Board of Trustees will then assess if the fund will be used to provide any school expenditures in the subsequent fiscal year and direct the Assistant Superintendent of Business to build in these dollars for the upcoming budget.

The agreement that establishes the fund is attached for the Board's discussion and approval; this agreement reflects the changes as requested by the Board. (Provide the correct mission statement in Section 2 and to move the last sentence in section 5.a. to the beginning of 5.b.)

Fiscal Implications

\$1000 to establish the fund.

Receipts from donations: unknown at this time – has the possibility to help retain reserves.

Educational Implications

Unknown at this time – has the possibility to help retain programs and services.

Staff Recommendation:

Approve agreement as presented and establish the Chico Unified School District Foundation.

AGENCY NON-ENDOWMENT FUND AGREEMENT
For
Chico Unified School District Foundation

THIS AGREEMENT is made and entered into on February 20, 2008, by and between THE NORTH VALLEY COMMUNITY FOUNDATION ("NVCF") and Organization name: Chico Unified School District ("Agency").

1. NAME OF THE FUND

Agency transfers to NVCF the sum of: One Thousand Dollars (\$1000.00) to establish in NVCF the Chico Unified School District Foundation (the "Fund"). NVCF may receive additional gifts of property acceptable to NVCF from time to time from Agency and from any other source to be added to the Fund, all subject to the provisions hereof.

2. PURPOSE

Subject to the limitations of paragraph 4 below, the primary purpose of the Fund shall be to support the Chico Unified School District in furthering its mission. The mission of the Chico Unified School District, a partnership of students, staff, families and community, is to ensure all students achieve high levels of academic and personal success, contribute to their community and confidently compete in a changing global society by engaging in quality educational programs that address diverse student needs and promote learning throughout life. In the event that Chico Unified School District should (i) no longer be described in Sections 170(c)(1) or (2) of the Internal Revenue Code (ii) become subject to bankruptcy proceedings under state or federal law or (iii) liquidate and dissolve or otherwise cease to exist, then the assets of the Fund shall be applied as described in paragraph 6 below.

3. INVESTMENT OF FUNDS

NVCF shall have all powers necessary or desirable to carry out the purposes of the Fund, including, but not limited to, the power to retain, invest and reinvest the Fund in any manner within the "prudent person" standard and the power to commingle the assets of the Fund with those of other funds for investment purposes, subject however, to the requirements of Sections 5231 and 5240 of the California Corporation's Code.

4. DISTRIBUTEES

Subject to paragraph 6, principal and/or earnings allocated by NVCF to the Fund shall be distributed exclusively for charitable, scientific, literary or educational purposes or to organizations of the type to which an individual taxpayer may make deductible charitable contributions, gifts, and bequests under the income, gift and estate tax provisions of the Internal Revenue Code of 1986, as amended, and of the Revenue and Taxation Code of California. It is intended by the foregoing that at the time a distribution is made from the Fund, the distribution must be made for a charitable, scientific, literary or educational purpose as described in, or to an organization which is described in, Sections 170(c)(1) or (2), of the Internal Revenue Code of 1986, as amended, and Section 17201 of the

Revenue and Taxation Code of California. Distributions from the Fund shall be within the purposes and procedures of NVCF as contained in its Articles of Incorporation and its Bylaws.

5. RECOMMENDATIONS FOR DISTRIBUTION

a. The Fund shall have an Advisory Committee, consisting of the District Board of Trustees, who will designate Co-Chairs (CUSD Board President and Assistant Superintendent of Business for the CUSD). The Co-Chairs shall be the only persons who have the authority to communicate the desires of the Fund Advisory Committee to NVCF, and shall be the "Fund Advisors." Upon the death or incapacity of any member of the Fund Advisory Committee, the remaining member(s) shall serve as the Fund Advisory Committee.

b. Upon the death or incapacity of the last surviving member of the Fund Advisory Committee, the Board of Governors of NVCF itself shall serve as the Fund Advisory Committee. Distributions from the Fund may be made from income and/or principal and shall be made at such times and in such amounts as may be determined by the Board of Governors. There shall be no requirement that income be distributed each year; income may be accumulated and added to principal. Consistent with the foregoing, distributions shall be made to such distributees of the type described in paragraph 4 as may be designated by NVCF; provided, however, that the Fund Advisor may from time to time submit to NVCF the names of distributees to which it is recommended that distributions be made, which distributees shall not be other than those described in paragraph 4. All recommendations from the Fund Advisors shall be solely advisory, and NVCF may accept or reject them, applying reasonable standards and guidelines with regard thereto.

6. CONTINUITY OF THE FUND

The Fund shall continue so long as assets are available in the Fund and the purposes in the Fund can be served by its continuation. If the Fund is terminated for either of the above reasons, NVCF shall devote any remaining assets in the Fund exclusively for charitable purposes that: a. are within the scope of the charitable purposes of NVCF Articles of Incorporation; and, b. most nearly approximate, in the good faith opinion of the Board of Governors, the original purpose of the Fund.

7. NOT A SEPARATE TRUST

The Fund shall be subject to the Articles of Incorporation and Bylaws of SDF. All money and property in the Fund shall be assets of NVCF, and not a separate trust, and shall be subject only to the control of NVCF. Pursuant to Treasury Regulations, the Board of Governors of NVCF has the power "to modify any restriction or condition on the distribution of funds for any specified charitable purpose or to any specified organization if, in the sole discretion of the Board of Governors, such restriction or condition becomes unnecessary, incapable of fulfillment, or inconsistent with the charitable needs of the community or area served." Treas. Reg. §1.170A-9(e)(11)(v)(B) and (E).

8. COSTS OF THE FUND

It is understood and agreed that the Fund shall share a fair portion of the total administrative costs of NVCF. The administrative cost annually charged against the Fund shall be a one-time two percent (2%) of all gifts made to the fund during that year. Any costs to NVCF in accepting, transferring or managing property donated to NVCF for the Fund shall also be paid from the Fund.

9. ACCOUNTING

This Fund shall be accounted for separately and apart from other gifts to NVCF.

10. CHARITABLE DEDUCTIONS

It is intended by Agency and by NVCF that federal gift, income and estate tax charitable deductions shall be allowed to Donors and to Donors' estate and that NVCF shall continue to qualify as an organization described in Sections 170(b)(1)(A)(vi), 170(c), 2055(a), and 2522(a) of the Internal Revenue Code of 1986.

This entire Agreement shall be construed and applied so as to comply with the requirements of federal tax law for allowance of such charitable deductions and for such qualifications.

IN WITNESS WHEREOF, we execute this agreement on February 20, 2008.

Agency: _____
CUSD Board President

Agency: _____
Assistant Superintendent of Business for the CUSD

Alexa Valavanis: _____
CEO, NVCF

PROPOSED AGENDA ITEM: Request for Allowance of Attendance Because of Emergency Conditions

Prepared by: Jan Combes, Assistant Superintendent - Business

☐ Consent

Board Date March 26, 2008

☐ Information Only

☒ Discussion/Action

Background Information

California school districts may receive attendance relief when one or more schools have been closed per Ed Code §41422.

This year school closures included two days at Cohasset Elementary due to hazardous road conditions (snow & icy conditions).

Educational Implications

Instructional time lost may be credited under Ed Code §41422, which would have been regularly offered under Ed. Code §46200.

Fiscal Implications

The lost days due to emergency situations may be disregarded in the computation of average daily attendance.

California Department of Education

Form J-13A

**REQUEST FOR ALLOWANCE OF ATTENDANCE
BECAUSE OF EMERGENCY CONDITIONS
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Chico Unified School District

School District (or Charter School) Address: 1163 E 7th St, Chico, CA 95928

County-District Code: 04 61424

County Name: Butte

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code Section 41422*
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code Section 46392*
- When attendance records have been lost or destroyed as described in *Education Code Section 46391*

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code Section 37202* (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Terri Emery
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

SCHOOL CLOSURE

Nature of Emergency (describe): On January 29, 2008 and January 31, 2008 Cohasset Elementary was closed due to hazardous conditions on impassable and icy roads.

Name of School(s): Cohasset Elementary School
(if request covers all schools, write "all schools")

School Code(s): 6002984

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

January 29 and 31, 2008

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

2006-07 1 day
2005-06 None
2004-05 1 day
2003-04 None
2002-03 None

California Department of Education

Form J-13A

MATERIAL DECREASE

Nature of Emergency (describe):

Name of School:
(if request covers all schools, write "all schools")

School Code(s):

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) _____ during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day (October or May ADA): _____ students per day.
Estimated daily attendance multiplied by number of days of material decrease, yields _____ days of attendance requested.

State method of determining estimated daily attendance (October or May ADA):

ADA for school month beginning on _____, 2____ and ending on _____, 2____.

Actual apportionable attendance for days of material decrease:

Site	Date	Actual Attendance
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California Department of Education

Form J-13A

LOST OR DESTROYED ATTENDANCE RECORDS

We request the use of estimated attendance in lieu of attendance that cannot be verified because of the loss or destruction of attendance records. This request is made in accordance with Section 46391. The entire period covered by the lost or destroyed records commences with _____, 2____, up to and including, _____, 2____.

Describe circumstances and extent of records loss or destruction:

Describe how it is proposed to reconstruct attendance records or estimate attendance in the absence of records:

California Department of Education

Form J-13A

AFFIDAVIT OF GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the _____
 _____ school district, hereby swear (or affirm) that the foregoing
 statements are true and are based on official district records.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Printed Names

Signatures

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title _____
 of Butte County, California

Contact/Individual responsible for preparing this form:

Name: Pat Bigler Title: Attendance Technician

Phone: 530 891-3000 x110 Fax : 530 891-3220 E-mail: pbigler@mail.chicousd.org

.....
AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct
 to the best of my knowledge and belief.

Signature, County Superintendent of Schools _____

Date: _____

Subscribed and sworn (or affirmed) before me, this ____ day of _____, 2____.

Signature, Title _____
 of _____ County, California

Contact/Individual responsible for preparing this form:

Name: _____ Title: _____

PROPOSED AGENDA ITEM: New Course Proposal--Agriculture Biology

Prepared by: Sheena Zweigle



Consent



Information Only

Board Date: 3/26/08



Discussion/Action

Background Information

Chico High School's agriculture department has a long history of providing students with opportunities for educational and career success. In an effort to provide students with agriculture courses that meet the requirements for graduation, as well as CSU/UC requirements the agriculture department proposes the new course agriculture biology. If adopted, the agriculture biology course at Chico High School will fulfill students life science requirement for high school graduation and will also meet University of California requirements for college acceptance. This course will provide agriculture students with the opportunity to continue taking courses within the agriculture department while fulfilling the requirements for their educational and career goals.

Education Implications

As mentioned above, this course will fit into agriculture students schedules enabling them to complete graduation and college requirements, while still participating in the agriculture education program.

Fiscal Implications

Funding from Perkins and Agriculture Incentive grants will be used to support any financial requirements that arise from the adoption and implementation of this course.

Additional Information

The curriculum for the agriculture biology course will be aligned with that of the Chico High School Biology department, so that the students can be assessed using the same benchmark testing schedule. The agriculture biology course will also use the same text as the biology department. In addition, as the instructor, I will be attending collaboration meetings with both the agriculture and biology departments in order to insure common assessments and curricula are being utilized for the students.



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

7.A.1
Page 2 of 18
530 / 891-3000
fax: 891-3220
www.chicousd.org

NEW COURSE PROPOSAL OUTLINE

Course Title:	Agriculture Biology
Grade Level:	10-12
Required/Elective:	Elective
Length/Credits:	10
Prerequisites:	Algebra I or concurrent enrollment in Algebra I. Recommended Intro to agriculture science.
Course Number:	(To be completed by District)

I. Course Rationale and Description:

Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

Specific goals include:

1. To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations that pertain to biological and agricultural principles.
2. To be familiar with the theory of cell biology and its application to the organization of all living organisms.
3. To identify and understand the processes of cellular and organism growth and reproduction.
4. To recognize the diversity of life and the interrelationships among all organisms.
5. To understand the role of genetics in organism variation and adaptation.
6. To understand the role of genetics as it pertains to the development of multicellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
7. To acquire biological and agricultural research vocabulary, and the reading, writing, and critical thinking skills pertaining to scientific inquiry.
8. To understand the stability in an ecosystem is a balance between competing effects.
9. To understand fundamental cellular and systemic functions and processes.
10. To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Modern Biology California Edition (Holt, Rinehart & Winston, 2007)

Supplemental Materials:

Biological Science Applications in Agriculture (Osborne, 1999)

III. Course Content/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
Introduction to Agricultural Biology	<p>Investigation & Experimentation Science Content Standards:</p> <p>1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:</p> <p>f. Distinguish between hypothesis and theory as scientific terms.</p> <p>m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p>	3wks	<ul style="list-style-type: none"> • <u>Direct instruction</u> (lectures, discussions, readings, and lab activities specific for mastery of content). • <u>Self-directed, cooperative, and collaborative learning</u> opportunities to increase responsibility of students for their own learning. 	<ul style="list-style-type: none"> • Written tests & quizzes with a variety of short answer and essay questions. • Written assignments, (such as justifications, investigations, and research, evaluative, or technical)
Organisms and Their Ecological Environment	<p>Biology/Life Sciences Content Standards Ecology:</p> <p>6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:</p> <p>a. Students know bio diversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</p> <p>b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</p> <p>c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p> <p>d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.</p> <p>e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.</p> <p>f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.</p> <p>g. * Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p>	3wks	<ul style="list-style-type: none"> • <u>Direct instruction</u> (lectures, discussions, readings, and lab activities specific for mastery of content). • Use of student presentations, exhibits, and competitions. • <u>Self-directed, cooperative, and collaborative learning</u> opportunities to increase responsibility of students for their own learning. 	<ul style="list-style-type: none"> • <u>Performance-based assessments</u> such as demonstrations, discussions, simulations, and projects • Written tests & quizzes with a variety of short answer and essay questions.

<p>Cell Biology</p>	<p>Biology/Life Sciences Content Standards Cell Biology:</p> <p>1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors. 	<p>3wks</p>	<p><u>Direct instruction</u> (lectures, discussions, readings, and lab activities specific for mastery of content).</p> <ul style="list-style-type: none"> <u>Self-directed, cooperative, and collaborative learning</u> opportunities to increase responsibility of students for their own learning. 	<p><u>Performance-based assessments</u> such as demonstrations, discussions, simulations, and projects</p>
<p>Inorganic Foundations that Support Life</p>	<p>Biology/Life Sciences Content Standards Ecology:</p> <p>6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> Students know bio diversity is the sum total of different kinds of organisms and is affected by alterations of habitats. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration. Students know a vital part of an ecosystem is the stability of its producers and decomposers. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. 	<p>2.5wks</p>	<ul style="list-style-type: none"> <u>Direct instruction</u> (lectures, discussions, readings, and lab activities specific for mastery of content). <u>Use of a variety of instructional materials and resources</u> including electronic media, handbooks, professional journals, reference materials, and textbooks. 	<ul style="list-style-type: none"> Written tests & quizzes with a variety of short answer and essay questions.

	<p>g. Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p>			
<p>Leadership & Team Building Development</p>	<p>CTE Standards 9.0 Leadership and Teamwork Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:</p> <p>9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.</p> <p>9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p>9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</p> <p>9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p> <p>9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.</p> <p>10.0 Technical Knowledge and Skills Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:</p> <p>10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.</p> <p>10.2 Manage and actively engage in a career-related, supervised agricultural experience.</p>	<p>2wks</p>	<ul style="list-style-type: none"> • <u>Self-directed, cooperative, and collaborative learning</u> opportunities to increase responsibility of students for their own learning. 	<ul style="list-style-type: none"> • On-going and cumulative portfolio of investigative accomplishments. • <u>Performance-based assessments</u> such as demonstrations, discussions, simulations, and projects • Written assignments, (such as justifications, investigations, and research, evaluative, or technical)

**Plant
Physiology,
Reproduction,
Photosynthesis
and Growth**

**Biology/Life Sciences Content Standards
Physiology:**

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
 - a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
 - b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
 - c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
 - d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
 - e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
 - f. * Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
 - g. * Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
 - h. * Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{2+} , and ATP.
 - i. * Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

CTE Standards

Plant Science

G3.0 Students understand plant physiology and growth principles:

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

2wks

Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content).

Performance-based assessments such as demonstrations, discussions, simulations, and projects

Animal Physiology and Reproduction	<p>Biology/Life Sciences Content Standards Physiology:</p> <p>10. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response. * Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts. * Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance. * Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2}, and ATP. Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms. <p>CTE Standards Animal Science D3.0 Students understand animal physiology: D3.1 Understand the major physiological systems and the function of the organs within each system. D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.</p> <p>D4.0 Students understand animal reproduction, including the function of reproductive organs: D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. D4.3 Understand the parturition process, including the identification of potential problems and their solutions. D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture. D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.</p>	3wks	<ul style="list-style-type: none"> Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content). 	<ul style="list-style-type: none"> Performance-based assessments such as demonstrations, discussions, simulations, and projects Written assignments, (such as justifications, investigations, and research, evaluative, or technical)
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Animal Nutrition	CTE Standards Animal Science D2.0 Students understand key principles of animal nutrition: D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil. D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics. D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems. D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.	3wks	<ul style="list-style-type: none"> • Use of student presentations, exhibits, and competitions. • <u>Direct instruction</u> (lectures, discussions, readings, and lab activities specific for mastery of content). 	<ul style="list-style-type: none"> • Written assignments, (such as justifications, investigations, and research, evaluative, or technical) • Written tests & quizzes with a variety of short answer and essay questions.
Animal Health & Diseases	Biology/Life Sciences Content Standards Physiology 10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response: a. Students know the role of the skin in providing nonspecific defenses against infection. b. Students know the role of antibodies in the body's response to infection. c. Students know how vaccination protects an individual from infectious diseases. d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections. e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign. f. * Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system. CTE Standards Animal Science: D6.0 Students understand the causes and effects of diseases and illnesses in animals: D6.1 Understand the signs of normal health in contrast to illness and disease. D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease. D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals. D6.4 Understand prevention, control, and treatment practices related to pests and parasites. D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling. D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety. D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.	2wks	<ul style="list-style-type: none"> • Use of student presentations, exhibits, and competitions. • <u>Direct instruction</u> (lectures, discussions, readings, and lab activities specific for mastery of content). 	<ul style="list-style-type: none"> • Performance-based assessments such as demonstrations, discussions, simulations, and projects • Written assignments, (such as justifications, investigations, and research, evaluative, or technical)

Plant and Animal Genetics

Biology/Life Sciences Content Standards Genetics:

4wks

2. **Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:**
 - a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
 - b. Students know only certain cells in a multi cellular organism undergo meiosis.
 - c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
 - d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
 - e. Students know why approximately half of an individual's DNA sequence comes from each parent.
 - f. Students know the role of chromosomes in determining an individual's sex.
 - g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
3. **A multi cellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:**
 - a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
 - b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.
 - c. * Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
 - d. * Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.
4. **Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:**
 - a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
 - b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
 - c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
 - d. Students know specialization of cells in multi cellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
 - e. Students know proteins can differ from one another in the number and sequence of amino acids.

- Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content).

- Self-directed, cooperative, and collaborative learning opportunities to increase responsibility of students for their own learning.

- Written assignments, (such as justifications, investigations, and research, evaluative, or technical)
- Performance-based assessments such as demonstrations, discussions, simulations, and projects

- f. * Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:

- a. Students know the general structures and functions of DNA, RNA, and protein.
- b. Students know how to apply base-pairing rules to explain precise copying of DNA during semi conservative replication and transcription of information from DNA into mRNA.
- c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- d. * Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
- e. * Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

CTE Standards

Animal Science

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair. D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

Agricultural Biology Research Project	<p>Investigation & Experimentation Science Content Standards:</p> <p>1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:</p> <ol style="list-style-type: none"> Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. Identify and communicate sources of unavoidable experimental error. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. Formulate explanations by using logic and evidence. <p>CTE Standards Agriscience:</p> <p><i>C13.0 Students understand the scientific method:</i></p> <p>C13.1 Understand the steps of the scientific method.</p> <p>C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.</p> <p>C13.3 Use the scientific method to conduct agricultural experiments.</p>	2wks	<ul style="list-style-type: none"> • <u>Use of student</u> presentations, exhibits, and competitions. • <u>Use of a variety of instructional materials</u> and resources including electronic media, handbooks, professional journals, reference materials, and textbooks. 	<ul style="list-style-type: none"> • Written assignments, (such as justifications, investigations, and research, evaluative, or technical)
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**Chico High School
Agriculture Biology Course Content**

- A. Introduction to Agricultural Biology**
 - 1. What is Agricultural Biology, and it's Importance?
 - 2. Research uses of Agricultural Biology
 - 3. The Scientific Method
 - 4. The Metric System
- B. Organisms and their Ecological Environment**
 - 1. Biodiversity
 - 2. Conserving Natural Resources
 - 3. Agricultural Practices Beneficial and harmful to the environment
 - 4. The ecosystem and population Fluctuations
 - 5. The Nitrogen Cycle
 - 6. The Oxygen Cycle
 - 7. The Food Web
- C. Cell Biology**
 - 1. Plant and Animal Cell Identification and Functions
 - 2. Plant and Animal Cell Structure and Functions
 - 3. Cellular Respiration
 - 4. Cellular Transport
 - a. Cell Differentiation
 - b. Chemiosmotic Gradients and ATP Production
 - c. Macromolecules in Cells
- D. Inorganic Foundation that Support Life**
 - 1. Soil and Water: The Chemical Foundation
 - 2. Atomic and molecular structure and chemical bonding
 - 3. Basic Soil Components
 - 4. Soil Formation Factors and Horizons
- E. Plant Physiology, Reproduction, Photosynthesis, and Growth**
 - 1. Plant structures & the Process of Photosynthesis
 - 2. Plant Growth Requirements
 - 3. Monocotyledons and Dicotyledons
 - 4. Sexual and Asexual Reproduction
 - 5. Research Applications to Plant Biotechnology
 - 6. Chemical and Environmental Factors Affecting Plant Growth
- F. Animal Physiology and Reproduction**
 - 1. Internal Systems of Animals
 - 2. The Digestive Process
 - 3. The Respiratory System
 - 4. The Reproductive System
 - 5. The Circulatory System
 - 6. The Endocrine System
 - 7. The Nervous System
 - 8. The Immune System

G. Animal Nutrition

1. Feed identification and Nutrient Evaluation
2. Feed Additives
3. Ration Formulation
4. Animal Nutrient Requirements
5. Vitamin and Amino Acid Requirements
6. Nutritional Diseases

H. Animal Health & Diseases

1. Disease Agents
2. Infectious and Noninfectious Diseases
3. Causes of Disease
4. Animal Health Practices
5. Common Internal & External Parasites Lifecycles

I. Plant and Animal Genetics

1. Heritability and Genetic Traits
2. Dominant and Recessive Genes
3. Genotype and Phenotype
4. Cellular Reproduction: Mitosis and Meiosis
5. Physical and Chemical Structures Involved in Genetics
6. DNA and Type of DNA
7. DNA Replication
8. Mendel-Independent Assortment and Segregation
9. Biotechnology And Cloning
10. Proteins and RNA
11. Role and Function of Amino Acids in Genetics
12. Mutations and Sexual Reproduction

J. Agricultural Biology Research Project

1. Development and formulation of Agriscience/Science Fair Project
2. Research Principles & Design
3. Statistical Management & Analysis of Agriscience/Science Fair Project

K. Leadership & Team Building Development

1. Oral and Speaking presentations
2. Critical Thinking Exercises
3. Problem Solving Exercises

Possible Laboratory Activities:

1. The Scientific Method
2. Analyzing Ecosystems
3. 3. Checking water for Coliform Bacteria
4. Genotypic and phenotypic ratios
5. Cell identification
6. Secondary and microelements with N-P-K tissue test on plants
7. Animal tract dissection
8. Reproductive tract dissection
9. Feed nutrient analysis
10. Factors affecting photosynthesis
11. Effects of leaf surface area, air movement, and light on transpiration rates
12. Effects of light quality on plant growth
13. Artificial insemination & embryo transfer
14. Phototropism
15. The Hydrologic Cycle
16. Comparison of soil vs. non-soil plant culture
17. Effects of nutrient concentrations on hydroponics plant growth
18. Effects of chemicals (herbicides) on plants
19. Herbicide biopsy
20. Effects of rooting hormone on root development
21. Balancing feed rations
22. Anther culture
23. Fetal pig dissection
24. Genetic probability
25. Probability of trait inheritance
26. Plant and animal biopsy

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

Hands on laboratory investigations:

In order for students to fully grasp the sometimes-abstract concepts associated with Agriculture Biology, it is important that they experience hands on learning situations. All students, especially those with special needs or partial language fluency, benefit from learning by doing. By utilizing visuals and manipulative during hands on labs, English language learners can build on prior knowledge.

Cooperative/ Small group learning:

All students can benefit from the chance to interact with their classmates in group work situations which allow students to take ownership in their education. Students of varying abilities are challenged as well as supported by interacting with other students.

Learning centers/ activity packets

Giving students packets with each skill to be learned allows them to learn at their own pace and gives them time to practice with those that they are least comfortable. At learning centers students can work with their peers to challenge and test each other.

V. Assessment**A. Assignments**

Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. Science project

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement

1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework

1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

0 – 59% = F

V. Grading Policy:

1.	Tests & Quizzes	30%
2.	Laboratory Investigation Activities & Write-ups	30%
3.	Portfolio & Writing Assignments	15%
4.	Leadership & Critical Thinking Activities	10%
5.	Research Report and Oral Presentation	10%
6.	Supervised Agricultural Experience & Record Book	05%

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

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

Sites offered:

California Career Technical Education Model Curriculum Standards

<http://www.cde.ca.gov/re/pn/fd/documents/careertechstnd.pdf>

Biology/Life Sciences Content Standards

<http://www.cde.ca.gov/be/st/ss/scbiology.asp>

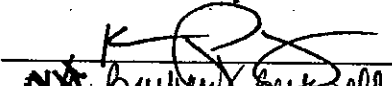
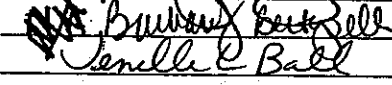
Curriculum Council Approval Date:

Board Approval Date:

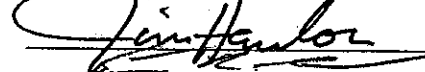
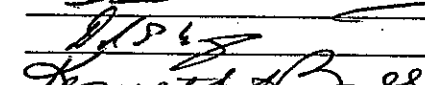
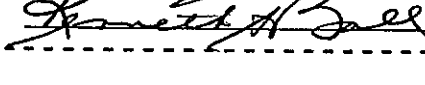
New Course Proposal Signature Page

Course Title: Agriculture Biology
Submitted by: Chico High School – Kevin Payne
Department: Agriculture **Campus:** Chico High

STEP 1 - Same Grade Level Department Chairperson Approval

Chico High School		Date	<u>2/15/08</u>
Pleasant Valley High School		Date	<u>2/26/08</u>
Fair View High School		Date	<u>2-25-08</u>
Oakdale School		Date	
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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>1/28/08</u>
Pleasant Valley High School		Date	<u>1/28/08</u>
Fair View High School		Date	<u>2/18/08</u>
Oakdale School		Date	<u>2-17-08</u>
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Bidwell Jr. High School		Date	
Chico Jr. High School		Date	
Marsh Jr. High School		Date	
AFC		Date	
Oakdale School		Date	

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

Content Area Task Force Approval (if appropriate):

n/a Date _____

CUSD Educational Services Approval:

 Date 3/4/08

CUSD Curriculum Council Approval:

n/a Date _____

Title: Proposed Agenda Item

Action: _____
Consent: ✓
Information: _____

Date: 3/26/08

Prepared by: Reta Rickmers, SSP Grant coordinator

Background Information

This is the second year of a two-year intermediate/advanced level art program, The Art Studio @ PV. The 2007-08 school year has 34 students enrolled in Art Studio 1. Twenty-four of these students are juniors and two are sophomores who plan to take Art Studio 2 next year. We will also add additional interested seniors next year to bring our number up to our goal of 35 students.

Educational Implications

About a third of our students are Resource Specialist Program(RSP) students and a third are AP/IB. Art is a connecting focus for all of the students. We work with all students in monitoring their grades and study practices. We dialog with their teachers.

Visual Art theory and application in the areas of drawing, design, painting, sculpture, digital art, and color theory will be taught. The program has a three-part emphasis: studio work, art exhibition, and public artwork. The senior year will focus on art projects in cooperation with the City of Chico. Students will learn art history, visual literacy and the connections between public art and the dominant culture. Technology integration will include the development of an e-portfolio and graphic design. Service learning and internships will be components of this course. Art career education is a key part of the curriculum.

Fiscal Implications

The program is funded with a four-year Secondary Specialized Program (SSP) grant from the California Department of Education(CDE). We are in the first year of implementation and are funded at \$125,000 for 2007-08; next year we are funded at \$75,000, and for the 2009-10 school year we are funded at \$50,000. We are looking to possibly become an academy at that time which would enable us to receive on-going funding from CDE.

Additional Information

We are working with a diverse Community Advisory Board which includes faculty from CSUC and Butte College, as well as local artists.

Chico Unified School District

NEW COURSE PROPOSAL OUTLINE

Course Title: Art Studio 2

Grade Level: 12

Elective/Required: Elective/ Fine Arts credit

Length/Credits: Year/10 Credits

Prerequisites: Art Studio 1 or Fine arts foundation course or portfolio, plus approved application

Course Number:

Replaces: (none)

I. Course Description: This is the second year of a two-year intermediate/advanced level course in The Art Studio @ PV. It is linked to senior level English through common themes and curriculum that supports specific English standards. Visual Art theory and application in the areas of drawing, design, painting, sculpture, digital art, and color theory will be focused in a three-part emphasis: studio work, art exhibition, and public artwork. The senior year will focus on art projects in cooperation with the community of Chico. Students will learn art history, visual literacy and the connections between public art and the dominant culture. Technology integration will include the development of an e-portfolio and graphic design. Service learning and internships will be components of this course.

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

Approved Core Literature:

III. Course Outline:

1. Review of the Elements of Art and the Principles of Design
2. Creative Thinking and concept development
3. Principles of 2D and 3D Design and the design process
4. Sketchbook development and practices
5. Figure Drawing
6. Intermediate Graphic Design/various media
7. Mural Design
8. Portfolio development
9. Website design
10. Senior service learning art project
11. Art Careers/Internships
12. Art History and Visual Literacy

- 13. Art Criticism and Descriptive Writing
- 14. Art Exhibition

IV. Expectations for Student Learning:

ARTISTIC PERCEPTION

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

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

CREATIVE EXPRESSION

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

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

HISTORICAL AND CULTURAL CONTEXT

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

AESTHETIC VALUING

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

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

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Students develop skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills related to the visual arts.

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

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

V. Instructional Methods: Problem-based learning, Individual and Group Discovery, Inquiry, Direct Instruction, Lecture, Write-to-Learn, Group Discussion,

Visual Aids/Overhead, Videos and DVD's, Collaborative Learning, Guest Speakers and Artists, Demonstration, Critique, Service Learning, Differentiated Instruction

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

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

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

Aligned with: Visual and Performing Arts Framework

CSU/UC Requirement: () Yes () No

Articulate Dept. Chairs: ____

Sites offered:

High School Principals: ____

Board Approval (Pilot):

Board Approval (Permanent):

Chico Unified School District New Course Proposal
Signature Page

Course Title: _____
Submitted by: _____
Department: _____ Campus: _____

STEP 1 – Same Grade Level Department Chairperson Approval of New Course

Chico High School		Date	11/30/07
Pleasant Valley High School		Date	12/12/07
Fair View High School		Date	12/14/07
Oakdale School		Date	12-14-07

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

STEP 2 – Same Grade Level Campus Principal Approval

Chico High School		Date	11/28/07
Pleasant Valley High School		Date	12/11/07
Fair View High School		Date	12/14/07
Oakdale School		Date	12-14-07

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

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

Content Area Task Force Approval (if appropriate):

Date _____

CUSD Educational Services Approval:

Date 3/4/08

Governing Board Approval:

Date _____

Action:

Consent:

Information:

 ✓

Date: 3/26/08

Prepared by: Barbara Bertapelle, Science Teacher

Background Information

This course is designed to provide students with an accelerated chemistry curriculum and help students master material for the IB subsidiary level exam in chemistry. Currently students, who wish to take and pass either the AP or the IB Chemistry exams, take AP/IB Chemistry, which is a one year course, during their junior year. The chemistry curriculum for this AP/IB Chemistry class is condensed into one year of study as opposed to the typical two years suggested by The College Board. Students in this class are at a disadvantage when taking the AP Chemistry test due to the difficulty of covering the tremendous amount of AP curriculum in one year. The AP Chemistry class which will be offered to seniors, next year, will consist of a second year of advanced chemistry curriculum aligned with College Board Advanced Placement Curriculum. The Honors/IB Chemistry will be offered for those students entering their junior year and will consist of IB Chemistry curriculum and will take a more in depth focus than is typically seen in a regular chemistry class. Separating the AP and IB chemistry curriculums will allow for students to earn higher scores due to the increased amount of time spent specifically on each of the chemistry concepts.

Educational Implications

The main educational implication is that students will not be allowed to take AP Chemistry until they have taken one year of college prep chemistry or Honors/IB Chemistry. As a result, AP Chemistry will be offered during a student's senior year. This could impact the numbers of students taking Physics, Anatomy & Physiology, or AP/IB Biology. A positive impact should be the higher scores earned on both the AP and IB Chemistry tests.

Fiscal Implications

Currently there is no fiscal impact on the district. We have enough regular Chemistry texts for the proposed number of students. If the number of chemistry students (College Prep Chemistry and Honors/IB Chemistry) rises, more texts may need to be purchased at a later date.

New Course Proposal

7.A.3
Page 2 of 16

Course Title: Honors/IB Chemistry

Grade Level: 11th Grade

Elective/Required Course: Meets UC/CSU "D" requirements

Length/Credits: One year/10 credits

Prerequisites: Honors Biology with a grade of "C" or better and concurrent enrollment in Algebra II or successful completion of Algebra II with a grade of "C-" or better.

Course Number:

Replaces: None. The current course, AP/IB Chemistry would be still offered during the senior year.

I. Course Description -

This course is designed to help students master material for the IB subsidiary level exam in chemistry. One of the goals of the course is helps students learn to collect, analyze, and evaluate scientific data. There is a strong emphasis on laboratory manipulation and interpretation. The first semester topics include: atomic structure, bonding, types of chemical reactions, stoichiometry, periodic table, nuclear chemistry, states of matter, thermochemistry, and solutions. The second semester topics include: gases, chemical kinetics, equilibrium, acid, bases, electrochemistry, organic chemistry, biochemistry, and pharmaceuticals.

II. Instructional Materials

Texts: *Chemistry* by McMurry and Fay, 5th ed., Pearson-Prentice Hall, 2008. ISBN: 0-13-199323-2
Chemistry by Wilbraham, Staley, Matta, and Waterman, 2007. ISBN: 0-13-201304-5

III. Course Outline

Fall Semester

- Unit 1: Matter, Measurement, Atomic Structure, and Moles (2 weeks)
- Unit 2: Electron Arrangement, Periodic Table, and Nuclear Chemistry (2-3 weeks)
- Unit 3: Types of Bonding and Nomenclature (2 weeks)
- Unit 4: Chemical Reactions (2 weeks)
- Unit 5: Chemical Quantities and Stoichiometry (2-3 weeks)
- Unit 6: States of Matter and Thermochemistry (2-3 weeks)
- Unit 7: Solutions (1 week)

Spring Semester

- Unit 8: Gases (2 weeks)
- Unit 9: Chemical Kinetics and Equilibrium (2-3 weeks)
- Unit 10: Acids, Bases, and Salts (2-3 weeks)
- Unit 11: Redox Review and Electrochemistry (2 weeks)
- Unit 12: Organic Chemistry (2 weeks)
- Unit 13: Biochemistry and Medicines (2 weeks)

IV. Expectations for Student Learning(see the syllabi for each unit - attached)

- Unit 1: Matter, Measurement, Atomic Structure, and Moles (Standards 1a, 1e, 1h, 3b, 3c, 3d)
- Unit 2: Electron Arrangement, Periodic Table, and Nuclear Chemistry (Standards 1b, 1c, 1f, 1g, 1i, 1j, 11a, 11b, 11c, 11d, 11e)
- Unit 3: Types of Bonding and Nomenclature (Standards 1d, 2a, 2b, 2c, 2e, 2f, 2g)
- Unit 4: Chemical Reactions (Standards 3a, 3g)
- Unit 5: Chemical Quantities and Stoichiometry(Standards 3b, 3e, 3f)
- Unit 6: States of Matter and Thermochemistry (Standards 2d, 2h, 4e, 4f, 7a, 7b, 7c, 7d, 7e, 7f, 11a, 11b)
- Unit 7: Solutions(Standards 6a, 6b, 6c, 6d, 6e, 6f)

Spring Semester

- Unit 8: Gases(Standards 4a, 4b, 4c, 4d, 4g, 4h, 4i)
Unit 9: Chemical Kinetics and Equilibrium(Standards 8a, 8b, 8c, 8d, 9a, 9b, 9c, 11f)
Unit 10: Acids, Bases, and Salts(Standards 5a, 5b, 5c, 5d, 5e, 5f, 5g)
Unit 11: Redox Review and Electrochemistry(3a, 3b, 3g)
Unit 12: Organic Chemistry(Standards 10a, 10b, 10c, 10d, 10e, 10f)
Unit 13: Biochemistry and Medicines

V. Instructional Methods

Many lectures will be done by powerpoint. Vocabulary terms will be frontloaded and writing assessments will be done as much as possible. Formative assessment strategies will be done with each unit.

VI. Assessment and Evaluations

Unit tests will be given after each unit. These tests will contain matching, multiple choice, short answer, and problem sets. Quizzes will be used several times per week to assess smaller bites of information. Formative assessments will be used whenever possible to allow students to be in charge of their own learning.

VII. Grading Policy

Semester grades will be determined by:

Unit Examinations	55%
Laboratory Assignments	20%
Homework Assignments	10%
Quizzes	5%
Semester Final	10%

Grades(Plus & minus will be given)

90 - 100 A 80 - 89 B 70 - 79 C 55 - 69 D 55+ F

VIII. Honors Instructions

This course is designed to help students master material for the IB subsidiary level exam in chemistry. Additional study sessions will be held outside of class to review class material in preparation for the IB Chemistry Exam. Students will also participate in one team project, the topic is to be decided at a later time.

Aligned with Reading/Language Arts Framework

CSU/UC Requirement - Yes

Articulate Dept Chairs: _____

Sites Offered: _____

High School Principals: _____

Board Approval (Pilot): _____

Board Approval (Permanent): _____

Length of Unit: 2 weeks

Key Concepts:

Chapter 1(all sections)- read p. 1 - 25 and outline the chapter

What is chemistry?

What is matter? How is matter organized?

What is the difference between an element, a compound, and a mixture?

What is the periodic table and how is it arranged?

What are the properties of matter? How can these different properties be described?

How is matter measured? What system of measurement is used?

What are the SI units of measurement?

How do we use dimensional analysis to solve problems?

How do we use significant figures to indicate the precision of the measurement?

Chapter 2, read p. 33 - 45

How is matter conserved?

What is the Law of Definite Proportions?

Describe Dalton's Atomic Theory and the Law of Multiple Proportions.

Describe the basic structure of an atom.

What is the relationship between the atomic number, mass number, and the relative mass?

Chapter 3 - read p.73 - 76 and outline the chapter

What is a mole?

How do we determine the molar mass?

What is the molar volume of a gas at STP?

How do we use the mole concept to determine the molar volume, the molar mass, or the number of particles of an element or compound?

Possible Labs:

Which Paper Towel is the Best Picker Upper?(1 hr)

What is the Volume of a Drop? (Design your own lab)(1 hr)

Physical and Chemical Changes (1 hr)

Chemistry in a Ziplock(1 hr)

Honors/IB Chemistry

Unit 2: Electron Arrangement, Periodic Table, and Nuclear Chemistry

Length of Unit: $2\frac{1}{2}$ weeks

Chapter 5, read all pages

- What is the relationship between light and the electromagnetic spectrum?
- What is the relationship between the wavelength, the frequency, the speed of light, and the energy contained in the wave? Be able to use $C=\lambda\nu$ and $E=h\nu$
- How is electromagnetic energy and atomic line spectra related?
Be able to use the Balmer-Rydberg Equation
- Describe the relationship of wave theory and particle movement.
- What is Quantum Mechanics and the Heisenberg Uncertainty Principle?
- What are the shapes of orbitals and sublevels of electrons?
- How can we describe the location of electrons using orbital notation, electron configuration, electron dot notation, and quantum numbers?
- How can quantum mechanics be used to explain atomic line spectra?
- Describe the Aufbau Principle, Hund's Rule, and Pauli Exclusion Principle.
- What elements are exceptions to the Aufbau principle? Why?
- What is the history of the development of the periodic table?
- How is the periodic table arranged? (families/groups, periods/series, blocks)
- What are the identifying properties of each family of the representative elements?
- Explain the relationship between electron configurations and the periodic table.
- Describe the group and series trends in atomic radii. Explain why these occur.

Chapter 6, read p. 185 - 194

- What is electron affinity?
- Describe the group and series trends in electron affinity. Explain why.
- What is ionization energy?
- Describe the group and series trends in ionization energy. Explain why.

Chapter 7, read p. 226 - 229

- What is electronegativity?
- Describe the group and series trends in electronegativity. Explain why.

Chapter 22, read p. 903 - 907, 911 - 926, 928 - 929

- What is a nuclear reaction and their characteristics?
- Describe the following types of radiation:
alpha emission, beta emission, electron capture, positron emission, and gamma radiation
- What happens to the atomic number and mass number if each of the above occurs?
- Which elements possess a stable nucleus?
- What observations have been made that can help predict the nuclear stability of an isotope?
- What is the mass defect? How can it be calculated?
- What is the nuclear binding force? How can the mass defect be used to calculate the nuclear binding force?
- What is a nuclear transmutation?
- How can radioactivity be detected and also measured?
- What are the biological effects of radiation?
- What are several applications of nuclear chemistry?

Labs:

- Bright-line Spectra of Mercury
- Exploration of Radioactive Isotopes
- Flame Tests

Length of Unit: $2\frac{1}{2}$ weeks

Chapter 2, read p. 46 - 59

How are binary and ternary ionic compounds named and written?

How do we name hydrates?

How do we name and write the formulas for binary molecular compounds?

Chapter 6, read p. 194 - 200

Describe the formation of cations and anions.

Describe ionic bonds and the formation of ionic solids.

What is lattice energy?

How is lattice energy calculated?

How does the octet rule apply to the formation of bonds?

What are the properties of ionic compounds?

What are electrolytes and nonelectrolytes?

What is a hydrate?

Chapter 7, read p. 229 - 265

What is a covalent bond?

What is the relationship between bond length and bond dissociation energy?

What is the difference between a nonpolar covalent bond and a polar covalent bond?

How does electronegativity relate to whether the covalent bond is nonpolar or polar?

Describe the Lewis structure way of drawing a molecule.

What is the difference between a bonding pair of electron and lone pairs of electrons?

Describe the difference between single, double, and triple bonds.

What is a resonance hybrid?

Describe the difference between a sigma and a pi bond? Which is stronger and why?

How do you calculate formal charges?

Describe the VSEPR theory of determining the shape of a molecule.

What is hybridization?

Describe the sp^3 , sp^2 , sp , dsp^3 , and d^2sp^3 hybridization.

What is the molecular orbital theory?

Possible Labs:

Molecular Model Lab

Formation of Ionic Crystals

Identification of Fe^{2+} and Fe^{3+} Ions

Percent of Water in a Hydrate

Which Compounds are Electrolytes?

Length of Unit: 2 weeks

Chapter 3, read p. 69-72, 77-89

- Why do we need to balance equations and how do you do it?
- What is the difference between a coefficient and a subscript?
- How do you write a skeleton equation?
- How do you balance an equation?
- What are aqueous reactions?

Chapter 4, read all pages

- How do you write a skeleton equation?
- How do you balance an equation?
- What are aqueous reactions?
- How do you write a net ionic equation?
- What is a solubility table?
- What is an acid and a base?
- What is a neutralization reaction?
- Describe a precipitate reaction.
- What is an oxidation-reduction reaction?
- Describe the relationship between oxidation, reduction, oxidizing agent, and reducing agent?
- What are the rules for assigning the oxidation number of an element?
- What is an activity series?
- How do you balance a redox reaction using the oxidation-number change method?
- How do you balance a redox reaction using the half-reaction method?
- What other types of chemical reactions exist?
(combination, decomposition, single-replacement, double-replacement, and combustion)

Possible Labs:

- Constructing a Solubility Table using Precipitation Reactions
- Which Metal is More Reactive?
- An Oxidation-Reduction Titration: The Reaction of Fe^{2+} and Ce^{4+}

Honors/IB Chemistry

Unit 5: Chemical Quantities and Stoichiometry

Length of Unit: 2 weeks

Chapter 3, read p. 69-72, 77-89

What is stoichiometry?

How do we determine quantitative relationships between different substances?

What is the percent yield of a reaction?

What is a limiting reagent? How do we complete calculations involving limiting reagents?

How do we determine the empirical and molecular formulas of different compounds?

How do we determine the percent composition of a compound?

Labs:

Separation and Qualitative Analysis of Cations and Anions(4 hrs)

Determining the Mole Ratios in a Chemical Reaction.(1 hr)

Is Commercial Hydrogen Peroxide Really 3%(1 hr)

Honors/IB Chemistry

Unit 6: States of Matter and Thermochemistry

Length of Unit: 3 weeks

Chapter 10, read all pages

- What are the three states of matter and how are the particles arranged in each state?
- What is the difference between intramolecular and intermolecular bonding?
- Describe the types of intermolecular forces that can exist between molecules.
(Ion-Dipole, Dipole-Dipole, Hydrogen bonding, London Dispersion Forces)
- What types of compounds experience the highest boiling and melting points? Why
(network molecular solids, ionic solids, molecular compounds-polar and nonpolar)
- Describe the properties of liquids, solids, and gases.
- What is the heat of fusion and vaporization?
- What is the molar heat capacity? How do you calculate it?
- What is the relationship between evaporation, vapor pressure, atmospheric pressure, and boiling point?
(Use the Clausius-Clapeyron Equation)
- Name and describe the different types of solids.
- How is X-ray crystallography used to determine the structure of a solid?
- Describe the relationship between unit cells and the packing of spheres in crystalline solids.
- What is a phase diagram? Be able to draw, label and use a phase diagram.
- Describe a warming and a cooling curve.

Chapter 8, read all pages.

- What is energy?
- What types of energy exist?
- Describe the difference between heat and temperature.
- What is the relationship between internal energy and state functions?
- How is energy and enthalpy related?
- Describe the thermodynamic standard state.
- Determine the enthalpies of a physical and a chemical change.
- How is a calorimeter used to determine the heat capacity.
- What is Hess's law? How is it used to determine the enthalpy of a reaction that is too dangerous or too time consuming to do?
- What are the standard heats of formation for a compound?
- How can bond dissociation energies be used to determine the enthalpy of a reaction?
- What is the relationship between fossil fuels, fuel efficiency, and heats of combustion?
- What is entropy? How can entropy and enthalpy be used to determine the spontaneity of a reaction?

Chapter 22, read p. 918 - 922

- What is the difference between nuclear fission and fusion? Give examples of each.
- How does a nuclear reactor work to produce electrical energy?
- What can be done to control the nuclear reaction in a nuclear reactor?

Possible Labs:

- Exploring the Cooling Curve of Glacial Acetic Acid.
- Determining the Enthalpy for the Decomposition of Hydrogen Peroxide.
- Using Hess's Law to Determine the Enthalpy for the Combustion of Magnesium.

Honors/IB Chemistry

Unit 7: Solutions and Their Properties

Length of Unit: 1 week

Key Concepts:**Chapter 11 – read all sections**

What is the difference between a solution, a colloid, and a suspension?

What are the parts of a solution?

What is meant by "like dissolves like?"

Describe the enthalpy of solution.

What is the entropy of solution?

Describe the relationship between solvent-solvent interactions, solute-solute interactions, and solvent-solute interactions.

What is the difference between molarity, molality, mole fraction, mass percent, ppm, and ppb?

Be able to move from one type of unit to another.

Describe the factors affecting solubility. (pressure and temperature)

What is meant by the terms: unsaturated, saturated, and supersaturated?

What are colligative properties and how do they affect the freezing point, vapor pressure, boiling point, and osmotic pressure? Be able to do calculations.

Describe the uses of colligative properties.

How can the fractional distillation of liquid mixture be used to separate the components?

Possible Labs:

Using the Freezing-Point Depression to Find the Molecular Weight of a Solute

Determining the Concentration of a Solution: Beer's Law

Liquid and Paper Chromatography

Length of Unit: 2 weeks

Key Concepts:

Chapter 9 – read all sections

What are the properties of gases?

What are the units of pressure? How do you convert from one to another?

Describe the following gas laws – Boyle's, Charles', Avogadro's, Gay-Lussac's, Combined, Ideal, Dalton's, and Graham's.

How can the gas laws be used to complete stoichiometric calculations?

What is the Kinetic Molecular Theory of Gases?

When and how do real gases deviate from the ideal gas model?

Describe the Earth's atmosphere.

Explain the chemistry of the Earth's atmosphere. (air pollution, acid rain, ozone depletion, and global warming)

Labs:

What is the Molar Volume of Hydrogen Gas?

Comparing Hydrogen, Oxygen, and Carbon Dioxide Gases.

Acid Rain Microscale

Molecular Mass of a Volatile Liquid

Length of Unit: 3 weeks

Key Concepts:

Chapter 12 - read all sections

- What is chemical kinetics?
- How do you measure the rate of a reaction?
- What is a rate law and reaction order?
- How do you use lab data (concentration and rate) to determine the order and rate law?
- What is a reaction mechanism?
- What is the relationship between elementary reactions and their molecularity?
- How can you use elementary reactions to determine their rate laws?
- What is the relationship between reaction rates and temperature?
- What is a potential energy distribution diagram?
- How does changing the concentration, volume, temperature, surface area, and adding a catalyst affect the rate of a reaction?
- What is the difference between a heterogeneous catalyst and a homogeneous catalyst?
- How does an enzyme affect the rate of a biochemical reaction?
- What is a kinetic energy distribution diagram?

Chapter 22 - read p. 907 - 910, 926 - 927

- What is the relationship between radioactive decay rate and first order reactions?
- What is the half-life of a radioactive isotope?

Chapter 13 - read all sections

- What is chemical equilibrium?
- How do you determine the equilibrium constant, K_c ? What is the law of mass action?
- How do you determine the equilibrium pressure constant, K_p ?
- What is the relationship between K_c and K_p ?
- Compare and contrast heterogeneous and homogeneous equilibria.
- Explain Le Chatelier's Principle.
- Altering an equilibrium mixture: Changes in Pressure, Volume, Concentration, Temperature, and Heat.
- What is the effect of a catalyst on equilibrium?
- What is the link between chemical equilibrium and chemical kinetics?

Labs:

- How does changing the temperature and concentration affect the rate of a reaction? (student designed)
- Study of the Kinetics of a Reaction. (Determining K , order, and E_a - 2 hrs)
- Determining the Half-life of a Radioactive Particle (1 hr)
- Exploring Le Chatelier's Principle
- Determination of the Equilibrium Constant for the Formation of FeSCN^{2+}

Length of Unit: 3 weeks

Key Concepts:

Chapter 14 - read all sections

- What is an acid? What are all the characteristics of an acid?
- What is a base? What are all the characteristics of a base?
- Contrast the Arrhenius, Bronsted-Lowry, and Lewis definitions of acids and bases.
- What determines acid and base strength?
- Discuss the dissociation of water and K_w .
- Explain the pH scale.
- How do you determine the pH and pOH values of strong acids and bases?
- How do you determine the pH of weak acids and bases?
- Explain the difference between a monoprotic, diprotic, and a triprotic acid.
- How do you determine the pH of a weak polyprotic acid?
- What is the relationship between K_a and K_b ?
- What are the acid-base properties of salts?

Chapter 15 - read all sections

- What is a neutralization reaction?
- Describe the common ion effect.
- What is a buffer solution and how does it affect the neutralization reaction?
- Determine the pH of a solution that is buffered. (Henderson-Hasselbalch equation)
- What is a pH titration curve?
- Be able to complete calculations involving titration curves and various acid-base solutions.
- What is a K_{sp} ?
- What is the relationship between K_{sp} and solubility?
- What are the factors that affect the solubility?
- What is the relationship between solubility and the formation of complex ions?
- Will a precipitate form?
- What is qualitative analysis?

Labs:

- Determining the K_{sp} of Calcium Hydroxide
- Determining K_a by the Half-Titration of a Weak Acid
- Standardizing a Sodium Hydroxide Solution Using a Titration Curve
- Preparation and Properties of Buffer Solutions

Length of Unit: 2 weeks

Key Concepts:

Review - Oxidation-Reduction Reactions

Chapter 17 - Electrochemistry - read all sections

Review Oxidation-Reduction Reactions

What is a galvanic cell? How can the electrons be harnessed to do work?

Describe what occurs at the anode and cathode of a galvanic cell.

What is the purpose of the saltbridge?

Determine the cell potential of a galvanic cell.

Write the shorthand notation for a galvanic cell.

What is a standard reduction potential? How is it obtained?

How is the cell potential affected when the solution is not standard?(Nernst equation)

How can the pH be determined of an electrochemical cell?

What is the relationship between standard cell potentials and equilibrium constants?

Describe the structure and function of the following batteries: lead storage, dry cell, alkaline, nickel-cadmium, and lithium.

Describe how a fuel cell works.

What is corrosion and what can be done to prevent it?

What is electrolysis?

Describe electrolytic cells for the following processes: electrolysis of water, electrolysis of molten sodium chloride, manufacture of aluminum, electrorefining and electroplating.

Labs:

The Making of a Galvanic Cell

The Electrolysis of Water

Length of Unit: 2½ weeks

Key Concepts:

Chapter 23 – read all sections

- What is organic chemistry?
- Describe the nature of organic molecules.
- Explain the difference between alkanes, alkenes, and alkynes.
- What is the difference between branched and unbranched chains of hydrocarbons?
- What is an isomer?
- Show the difference in writing the following types of chemical formulas:
Lewis structure, structural, condensed structural, carbon-backbone, line
- Explain the determination of different shapes around each carbon.(VSEPR and H₂OBT)
- Be able to name straight, branched, and cyclic alkanes, alkenes, and alkynes.(≤10 carbons)
- Describe reactions involving alkanes, alkenes, and alkynes.
- What is a functional group?
- Be able to name, draw, and identify the following hydrocarbon derivatives: alcohols, carboxylic acids, amines, amides, aldehydes, ketones, esters, and halocarbons.
- Describe reactions involving the formation and use of the above hydrocarbon derivatives.
- What are the properties and uses of each of the simple hydrocarbons and their derivatives?
- Describe aromatic compounds and their reactions.
- What is a polymer?
- Describe the formation of addition polymers and condensation polymers.

Labs:

- Identification of Organic Compounds.
- Synthesis of Aspirin
- Synthesis of Various Esters

Chico Unified School District New Course Proposal
Signature Page

Course Title: Honors Chemistry
Submitted by: Barbara J. Bertapelle
Department: Science Dept. Campus: Pleasant Valley H.S.

STEP 1 – Same Grade Level Department Chairperson Approval of New Course

Chico High School	<u>Jenelle L. Ball</u>	Date	<u>1-9-08</u>
Pleasant Valley High School	<u>Barbara J. Bertapelle</u>	Date	<u>12/15/07</u>
Fair View High School		Date	<u>1/8/08</u>
Oakdale School		Date	

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

STEP 2 – Same Grade Level Campus Principal Approval

Chico High School	<u>Jim Hankla</u>	Date	<u>1/4/08</u>
Pleasant Valley High School	<u>Barbara J. Bertapelle</u>	Date	<u>12/20/07</u>
Fair View High School		Date	<u>1/8/08</u>
Oakdale School	<u>James H. Buel</u>	Date	<u>1-7-08</u>

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

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

Content Area Task Force Approval (if appropriate):

Date _____

CUSD Educational Services Approval:

Date 3/4/08

Governing Board Approval:

Date _____

PROPOSED AGENDA ITEM: Early College High School Status Report

Prepared by: Sara Simmons

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

Board Date: 3/26/08

Background Information

Chico Unified School District has been working for two years with Butte Community College to establish an Early College High School. An MOU (Memorandum of Understanding) was signed by each of our respective governing boards and we projected a small pilot program would begin on the Butte campus in the Fall of 2008. At a meeting of both Planning Teams on January 25, 2008 Butte College personnel announced that, due to unresolved faculty concerns, Butte would be unable to support the ECHS projected start date of Fall 2008.

Educational Implications

Early College High Schools provide an additional opportunity for at-risk students to reconnect to high school, work on graduation requirements and discover the benefits of post-secondary education. Utilizing concurrent enrollment, ECHS students typically graduate from high school with at least one year of college credit or a significant number of units completed toward a CTE certificate in a career path. Our model projected two methods for students to pursue their interests, either through Career Technical education pathways or the more traditional transfer from community college to a four year post-secondary institution.

Fiscal Implications

A significant portion of funding the development of this pilot was dependent on securing a sizable (\$400,000) grant from the Bill and Melinda Gates Foundation. Since the grant is administered through the Foundation for California Community Colleges, Butte College was expected to complete the application process. We anticipated that the grant would allow us to have staff collaborate to develop the academic program. We believe, although we have not been officially notified by Butte College, that without a Fall 2008 start date, we will be unable to secure the Gates grant. Absent that resource, we will be unable to pursue this academic opportunity.

PROPOSED AGENDA ITEM: **Resolution # 1016-08 / Elimination of Classified Services due to lack of funds**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

- ☐ Consent
☐ Information Only
☒ Discussion/Action

Board Date: March 26, 2008

Background Information:

The classified position noted in the attached resolution is no longer needed due to lack of funds. We have consulted with Chapter #110 of CSEA regarding the impact and effects of the elimination of this position.

Educational Implications:

The position has been unfilled for most of this school year.

Fiscal Implications:

This was a grant funded position so there will be no impact on the general fund.

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

7.B.1
Page 2 of 3

**RESOLUTION 1016-08
RESOLUTION OF THE GOVERNING BOARD
OF THE CHICO UNIFIED SCHOOL DISTRICT**

**ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2007-2008 SCHOOL YEAR**

WHEREAS Education Code section 45308 provides for the layoff and reemployment of classified employees due to a lack of work and/or lack of funds, and,

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

Classification	Full-Time Equivalent	Site	Program
IA-READ RIGHT	0.7500	FVHS	TITLE I

WHEREAS the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) effective July 1, 2004 through June 30, 2007. The CSEA's covered unit members, as defined in the Agreement, include those holding the positions described herein.

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

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

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

NOW, therefore, be it resolved the Board has this date adopted the Superintendent's recommendations and ordered a reduction of classified services, and it appears to the Board that due to a lack of funds it is necessary to eliminate certain classified position(s) and to layoff affected employee(s) hereinabove set forth.

BE IT FURTHER RESOLVED that the Board authorizes the District Superintendent to give notice to the affected classified employee(s) of the layoff in accordance with Education Code Sections 45117 and 45308 and pursuant to Article 4 of the current collective bargaining agreement and pursuant to Merit System rules, such notice to be given at least forty-five (45) working days prior to the effective date of each layoff as set forth above.

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

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

PASSED AND ADOPTED at a meeting of the Governing Board of the Chico Unified School District of Butte County on March 26, 2008.

AYES:

NOES:

ABSTENTIONS:

ABSENT:

DATED this 26th day of March, 2008.

Clerk of the Governing Board of the
Chico Unified School District

PROPOSED AGENDA ITEM: Resolution # 1017-08 / Elimination of Classified Services due to lack of work

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

- ☐ Consent
☐ Information Only
☒ Discussion/Action

Board Date: March 26, 2008

Background Information:

The classified positions noted in the attached are being eliminated due to lack of work. These are positions that have been carried forward without being filled as the work has not existed or has changed. Some of these positions have modified and filled per other requisitions for positions. The District has met with Chapter #110 of CSEA to discuss the possible impacts and effects of the elimination of these positions.

Educational Implications:

None as these positions have been vacant.

Fiscal Implications:

None as these positions have been unfilled and unbudgeted.

**RESOLUTION 1017-08
RESOLUTION OF THE GOVERNING BOARD
OF THE CHICO UNIFIED SCHOOL DISTRICT**

**ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2007-2008 SCHOOL YEAR**

WHEREAS Education Code section 45308 provides for the layoff and reemployment of classified employees due to a lack of work and/or lack of funds, and,

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

Classification	Full-Time Equivalent	Site	Program
ACCOUNTING TECHNICIAN	1.0000	BUSINESS OFFICE	GENERAL
CAFETERIA ASST	0.3125	FVHS	NUTRITION
CAMPUS SUPR	0.1250	MJHS	GENERAL
CAMPUS SUPR	0.2500	MJHS	GENERAL
COMPUTER TECH	0.3750	EWE	SBCP
COMPUTER TECH	0.6250	CJHS	SBCP
IA-ALTERNATIVE ED	0.5000	CAL	TITLE I
IA-BILINGUAL	0.3750	CJHS	SBCP
IA-BILINGUAL	0.4375	CJHS	TITLE I/SBCP
IA-BILINGUAL	0.5000	AFC	GRANT
IA-COMPUTERS	0.4375	CHS	SBCP
IA-ELEMENTARY GUIDANCE	0.1500	COHASSET	GRANT/TITLE I
IA-SPECIAL ED	0.2500	CHAPMAN	SPECIAL ED
IA-SPECIAL ED	0.3750	CHAPMAN	SPECIAL ED
IA-SPECIAL ED	0.3750	CHAPMAN	SPECIAL ED
IA-SR ELEMENTARY GUIDANCE	0.3750	MCMANUS	GRANT
INSTRUCTIONAL ASST	0.1250	MCMANUS	GRANT
INSTRUCTIONAL ASST	0.1875	NEAL DOW	GRANT
INSTRUCTIONAL ASST	0.1875	ROSEDALE	GRANT
INSTRUCTIONAL ASST	0.2500	CITRUS	TITLE I
INSTRUCTIONAL ASST	0.2500	CITRUS	TITLE I
INSTRUCTIONAL ASST	0.2500	ROSEDALE	SBCP
INSTRUCTIONAL ASST	0.3125	LCC	TITLE I/SBCP
INSTRUCTIONAL ASST	0.3625	ROSEDALE	SBCP

IPS-CLASSROOM	0.2500	CHAPMAN	SPECIAL ED
IPS-CLASSROOM	0.2500	HOOKE OAK	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.2500	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.3750	ROSEDALE	SPECIAL ED
IPS-CLASSROOM	0.4000	LOMA VISTA	SPECIAL ED
IPS-CLASSROOM	0.4375	CHAPMAN	SPECIAL ED
IPS-CLASSROOM	0.4375	ROSEDALE	SPECIAL ED
IPS-CLASSROOM	0.7500	PVHS	SPECIAL ED
IPS-HEALTHCARE	0.3750	LCC	SPECIAL ED
IPS-HEALTHCARE	0.6250	NORD	SPECIAL ED
IPS-HEALTHCARE	0.8750	CHS	SPECIAL ED
IPS-VISUALLY IMPAIRED	0.8125	LOMA VISTA	SPECIAL ED
LIBRARY MEDIA ASST	0.3000	CHAPMAN	GENERAL
OFFICE ASST ELEMENTARY ATTENDANCE	0.2500	EWE	GENERAL
SR ACCOUNT CLERK	1.0000	BUSINESS OFFICE	GENERAL
SR ACCOUNT CLERK	1.0000	BUSINESS OFFICE	GENERAL
SR ACCOUNT CLERK	1.0000	BUSINESS OFFICE	GENERAL
TARGETED CASE MGR	0.4375	CHAPMAN	TITLE I
TRANSPORTATION SPECIAL ED AIDE	0.3000	TRANSPORTATION	TRANS/SPECIAL ED
TRANSPORTATION SPECIAL ED AIDE	0.6125	TRANSPORTATION	TRANS/SPECIAL ED

WHEREAS the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) effective July 1, 2004 through June 30, 2007. The CSEA's covered unit members, as defined in the Agreement, include those holding the positions described herein.

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

WHEREAS Article 4 of the aforesaid Agreement covers layoff and reemployment and specifically provides that said Article includes all of the impact and effects of any layoff, demotion and/or reemployment for unit members and is thus a waiver to further bargain the

effects of any specific decision to eliminate services and layoff therefrom, except as provided therein.

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

NOW, therefore, be it resolved the Board has this date adopted the Superintendent's recommendations and ordered a reduction of classified services, and it appears to the Board that due to a lack of work it is necessary to eliminate certain classified position(s) and to layoff affected employee(s) hereinabove set forth.

BE IT FURTHER RESOLVED that the Board authorizes the District Superintendent to give notice to the affected classified employee(s) of the layoff in accordance with Education Code Sections 45117 and 45308 and pursuant to Article 4 of the current collective bargaining agreement and pursuant to Merit System rules, such notice to be given at least forty-five (45) working days prior to the effective date of each layoff as set forth above.

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

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

PASSED AND ADOPTED at a meeting of the Governing Board of the Chico Unified School District of Butte County on March 26, 2008.

AYES:

NOES:

ABSTENTIONS:

ABSENT:

DATED this 26th day of March, 2008.

Clerk of the Governing Board of the
Chico Unified School District

TITLE: Adoption of Resolution No. 1010-08 Regarding Establishing an Impact Fee on Commercial and Industrial Development

Action X
Consent
Information

March 26, 2008
Page 1 of 16

Prepared by: Jan Combes, Assistant Superintendent, Business Services

Background information

Education Code section 17620 authorizes school districts to levy a fee, charge, dedication, or other form of requirement against any development project (including commercial, industrial and residential) for the construction and reconstruction of school facilities. The District has not collected fees on commercial and industrial development since 1988. This proposed resolution would implement commercial and industrial developer fees.

At the January 30, 2008, State Allocation Board (SAB) meeting, the SAB approved increases of the developer fee rates per Government Code Section 65995 (b) to \$0.47 per square foot for commercial/industrial construction.

Educational Implications

The District has a statutory responsibility to provide an education for all students within its boundaries but has a limited capacity to house these students. As the community grows, the District must find ways of housing the additional students.

Fiscal Implications

Adoption of these fees allows the District to assist in funding facilities for students attributable to new development.

Additional Information

The Board first considered adoption of this Resolution at its February 20, 2008 meeting. At that time, a public hearing was opened, input was received and the public hearing was closed. The Board then tabled the Resolution. Prior to the Governing Board approving a recommendation to adopt commercial/industrial developer fees, the Board must reconvene a public hearing to receive input. After consideration of public input, the Board may by majority vote adopt commercial/industrial developer fees as allowed by Government Code 65995 (b)(3).

Recommendation

It is recommended that the Board of Education adopt Resolution No. 1010-08 authorizing the District to establish a fee on new commercial and industrial construction at \$0.47 per square foot other than rental self-storage development and further establish a fee on rental self-storage development in the amount of \$0.16 per square foot.

RESOLUTION NO. 1010-08
A RESOLUTION OF THE GOVERNING BOARD OF THE
CHICO UNIFIED SCHOOL DISTRICT
ESTABLISHING AN IMPACT FEE ON COMMERCIAL AND
INDUSTRIAL DEVELOPMENT

WHEREAS, the Chico Unified School District (hereinafter "District") has adopted and implemented Resolution No. 1009-08, establishing development fees to partially mitigate the impacts of new development on school facilities;

WHEREAS, the Developer Fee Justification Study, dated January 2008, and attached hereto as Exhibit A, quantifies the impacts of commercial and industrial development on school facilities as identified in Column 7 of Table 8 found on Page 10 of Exhibit A;

WHEREAS, the residential impact fees established by Resolution No. 1009-08 does not fully mitigate the impacts of residential development on school facilities;

WHEREAS, the District, through adoption of Resolution No. 486-92, has adopted a policy calling for full mitigation of the impacts of growth on school facilities;

WHEREAS, the State Allocation Board, in accordance with Government Code §65995(b)(3), has authorized the amount of the fee that the District may directly impose for new commercial and industrial development at the rate of \$0.47 per square foot of new commercial and industrial development; and

WHEREAS, the District's Board of Education (hereinafter "Board") intends to establish a fee on new commercial and industrial construction at \$0.47 per square foot other than rental self-storage development and further intends to establish a fee on rental self-storage development in the amount of \$0.16 per square foot.

NOW THEREFORE, be it resolved by the Board as follows:

1. Procedure and Public Hearing. The Board has conducted a duly noticed public hearing at which it has received and examined the written evidence attached hereto as Exhibit A and incorporated herein by reference. At the hearing, additional oral and written evidence and testimony have been considered. The evidence and testimony support the findings herein.

2. Overcrowding of School Facilities. Conditions of overcrowding exist in one or more attendance areas within the District, which will impair the normal functioning of educational programs. These conditions are due to new residential development that has increased, and is anticipated to continue to increase enrollment beyond the capacity of the District's facilities.

3. Establishment of Commercial and Industrial Fee; Effective Date.

A. Based upon the findings contained herein, the Board hereby establishes a fee, charge, dedication or other requirement in the amount of Forty-Seven Cents (\$0.47) per square foot of space of commercial and industrial construction as described in Education Code Section 17620, other than "rental self-storage" as described in Exhibit A hereto, to partially mitigate the impact of such development on the District's school facilities. This fee shall supplement the residential development fee established by Resolution 1009-08 and shall be effective on the 60th day following the effective date of this Resolution.

B. Based upon the findings contained herein, the Board hereby establishes a fee, charge, dedication or other requirement in the amount of Sixteen Cents (\$0.16) per square foot of space of "rental self-storage" commercial and industrial construction, as described in Exhibit A hereto, to partially mitigate the impact of such development on the District's school facilities. This fee shall supplement the residential development fee established by Resolution 1009-08 and shall be effective on the 60th day following the effective date of this Resolution.

4. Purpose and Use of Fee. The purpose of the fees, charges, dedications or other requirements established herein, and the use to which the proceeds thereof will be put, are to finance the construction and/or reconstruction of school facilities. The proceeds shall also be used for reimbursement of the administrative costs incurring in collecting and repaying fees, charges, dedications, and other requirements and for the costs of performing any study and otherwise making the findings and determinations required by law related to the adoption of this Resolution, as well as any other use permitted by the law. The public facilities to be financed hereby are identified in Exhibit A, and in the documents listed in and/or referred to in Exhibit A.

5. Nexus Findings. Based upon the written and oral evidence and testimony, including but not limited to, the documents contained, listed and/or referred to in Exhibit A hereof, the Board finds as follows:

A. There is a reasonable relationship between the use of the fees, charges, dedications, and other requirements established herein and the type of development project on which they are imposed;

B. There is a reasonable relationship between the need for the above described public facilities and the type of development project on which the fees, charges, dedications, and other requirements established herein are imposed.

C. There is a reasonable relationship between the amount of the fees, charges, dedications, and other requirements established herein and the cost of the public facilities or portion of the public facilities attributable to the development on which they are imposed; and

D. The fees, charges, dedications, and other requirements established herein do not exceed the estimated reasonable cost of providing the service or facility for which they are imposed.

6. Notification of Local Agencies. A copy of this Resolution shall be transmitted after its effective date, to the County of Butte and the City of Chico, accompanied by all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fees, charges, dedications and other requirements established herein. The fees, charges, dedications, or other requirements levied hereunder are not subject to the restrictions set forth in Government Code Section 66007(a), and the transmittal shall include notice to that effect.

7. Condition to Issuance of Building Permit. No city or county may issue a building permit for any commercial or industrial development project, as defined by law, absent certification by the Assistant Superintendent, Business Services or his/her designee of (1) compliance by that project with any fee, charge, dedication, or other requirement under this Resolution or (2) his/her determination that the fee, charge, dedication, or other requirement does not apply to the development project.

8. Payment of Fee. In order to obtain the Certificate of Compliance for a building permit, the development project shall pay to the District the applicable fee, charge, dedication, or other requirement as defined by law and in the regulations adopted pursuant to this Resolution. Pending further review, no fee will be levied on senior citizen housing as defined in Government Code Section 65995.1 and subject to the conditions set forth therein.

9. Validity of Certificate of Compliance. Any Certificate of Compliance in compliance with the requirements of this Resolution, issued based upon a representation to the District of the square footage of the development project in question, shall be automatically canceled in the event that the representation is not accurate for any reason. Also, in the event the fee, charge, dedication, or other requirement paid pursuant to Paragraph No. 8 of this Resolution fails to compensate the District for the amount required therein, e.g., a check presented for payment is not honored or is returned by the payer's bank for any reason, the related Certificate of Compliance shall be automatically canceled.

10. Form of Payment. Nothing herein shall preclude satisfaction of the requirement of payment of the amounts set forth herein by dedication of land on terms acceptable to the Board; or preclude acceptance by the Board of fees, charges, or land whose value exceeds that required by this Resolution. In the absence of any such agreement to accept a dedication of land, the above amounts shall be collected in the form of fees, charges, or other requirements.

11. Negotiation with Development Projects. The Assistant Superintendent, Business Services or his/her designee is authorized to enter into negotiations with representatives of commercial and/or industrial development projects, subject to Board acceptance, regarding the substitution of charges, dedications, or other requirements in lieu of the payment of fees as

described herein; provided, however, that the value of such charges, dedications, or other requirements shall be at least comparable to the amounts specified herein.

12. Time for Payment of Fee. The fees, charges, dedications, or other requirements shall be paid or granted directly to the District prior to issuance of the Certificate of Compliance, unless the District and the developer mutually agree otherwise in writing, or unless the District enters into a contract with the appropriate city or county to collect and otherwise administer the fees, charges, dedications and other requirements established herein in which case the developer shall adhere to the terms of the contract.

13. Collection by Other Government Agencies. The Assistant Superintendent, Business Services or his/her designee is authorized to promptly enter into negotiations, subject to Board acceptance, for such agreements as may be necessary and appropriate with any other government agency to implement the collection and acceptance of fees, charges, dedications and other requirements established herein; the issuance and revocation of Certificate of Compliance; the deposit of fees and charges; and any matter related thereto. Nothing herein shall be construed to authorize any delay beyond the date specified here-in-below in levying the fees, charges, dedications or other requirements provided for herein.

14. Payment Contract. The Assistant Superintendent, Business Services or his/her designee is directed to request that each city and county require the contract, recordation, and notification provided for in Government Code Section 66007(c).

15. Maintenance of Separate Account. All fees and charges, along with any interest income earned thereon, shall be deposited in a separate capital facilities account or fund in a manner to avoid any co-mingling of the fees and charges with other revenues and funds of the District, except to temporary investments, and shall be expended solely for the purposes for which the fees and charges are collected. For each separate account or fund, the Assistant Superintendent, Business Services or his/her designee shall, within one hundred eighty (180) days of the close of each fiscal year, make available to the public the beginning and ending balance for the fiscal year; the fee, interest, and other income to the account or fund; the amount of expenditure listed by public facility; and the amount of any refunds made under Paragraphs 17 and 18 of this Resolution. The Board shall review this information at the next regularly scheduled public meeting, held not less than fifteen (15) days after the availability of this information. Notice of the time and place of the meeting, including the address where this information may be reviewed, shall be mailed, at least fifteen (15) days prior to the meeting, to any interested party who files a written request with the District for mailed notice of the meeting. Any written request for mailed notices shall be valid for one year from the date on which it is filed unless a renewal request is filed. Renewal requests shall be filed on or before April 1 of each year.

16. School Facilities Account Established. The fees, charges, dedications, or other requirements established herein will be collected for public improvements or facilities for which an account has been established. Funds have been appropriated from this account as described in the documents listed in and/or referred to in Exhibit A. The District has adopted a proposed construction schedule or plan as of the date of this Resolution, as is described in the

documents listed in and/or referred to in Exhibit A. Therefore the District shall require the payment of fees, charges, dedications, and other requirements at or before the time of issuance of building permits, as set forth above.

17. Refund of Fees. In the event that a project qualifies for refund of the fee, charge, dedication, or other requirement under Education Code Section 17624 (i.e. refund after expiration of building permit without construction), repayment shall be made, less the amount of the administrative costs incurred in collecting and repaying the fee, charge, dedication, or other requirement. The Assistant Superintendent, Business Services or his/her designee shall determine said administrative costs. Regulations governing the calculation of said administrative costs shall be made available by the Assistant Superintendent, Business Services or his/her designee to members of the public no later than sixty (60) days from the date of this Resolution.

18. Funds Unexpended After Five Years. As required by law, once each fiscal year the Board shall make findings with respect to any portion of the fee or charge remaining unexpended or uncommitted in its account five (5) or more years after deposit of the fee or charge to identify the purpose to which the fee or charge is to be put and to demonstrate a reasonable relationship between the fee and the purpose for which it was charged. The District shall refund to the then-current record owner or owners of lots or units of the development project, on a pro-rated basis, the unexpended or uncommitted portion of the fee and any interest accrued thereon, for which need cannot be demonstrated by making the findings described above. If the administrative costs exceed the amount to be refunded, the District may, after holding a public hearing in accordance with Government Code Section 66001(f), allocate the funds as authorized by law.

19. Procedure for Protest of Commercial and Industrial Development Fees.

A. Developers of projects wishing to protest payment of developer fees on a specific project shall do each of the following:

1. Tender the required payment in full or provide evidence satisfactory to the Assistant Superintendent, Business Services or his/her designee of arrangements to ensure performance of the conditions necessary to meet the requirements of the imposition; and

2. Serve written notice on the Assistant Superintendent, Business Services or his/her designee stating (a) that the required payment is tendered in full, or that any conditions which have been imposed are provided for or satisfied, under protest; and (b) informing the District of the factual elements of the dispute and the legal theory forming the basis of the protest.

B. The burden of establishing the basis for the protest shall be on the party pursuing it.

C. The written protest must be filed with the Assistant Superintendent, Business Services or his/her designee within ninety (90) days after the imposition of the fee on the particular project.

D. Upon receipt of an acceptable written protest, the Assistant Superintendent, Business Services or his/her designee will, within thirty (30) days, provide a written response to the developer which shall either:

1. Grant the protest in whole or in part; or
2. Deny the protest in whole or in part and provide the basis for denial; or
3. Request additional information for further consideration of the protest.

E. If the developer is not satisfied with the response, the developer must request an appeal hearing on the protest before the Board. Said request must be filed with the Assistant Superintendent, Business Services or his/her designee within thirty (30) days of the date of the protest response.

F. Notice of the date and time of the Board hearing shall be sent to the developer within fifteen (15) days of receipt for hearing. The Board shall be provided copies of the written protest and the response of the Assistant Superintendent, Business Services or his/her designee prior to the hearing.

G. The developer and District staff may present additional information and statements at the hearing, and the Board may question the developer and staff.

H. The decision of the Board shall be made at the conclusion of the hearing and shall be final. The decision of the Board is reviewable by a court under Code of Civil Procedure Section 1094.5.

20. Administrative Regulation. The Assistant Superintendent, Business Services is authorized to promulgate and publish administrative regulations defining and implementing the provisions of this Resolution. The regulations shall describe all legal exemptions from and limitations on, the fees, charges, dedications and other requirements established herein. The regulations shall provide a procedure for claiming an exemption. The regulations shall also include relevant legal definitions where appropriate.

21. Other Requirements Not Precluded. Except as expressly provided by applicable law, nothing herein shall be interpreted to preclude the District from taking any other action including, but not limited to, levying any other fee, charge or requirement of dedication of land which the Board determines to be necessary in order to obtain and provide school facilities which meet the needs of the District, its students, and the community.

22. Effective Date. The effective date of this Resolution is the date of its adoption as set forth below. The fees on commercial and industrial development established herein shall become effective on the 60th day following the effective date of this Resolution.

23. Severability. If any provision of the Resolution is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining portions shall not in any way be affected or impaired thereby.

This Resolution is adopted this 26th day of March 2008, by the following vote:

AYES: _____

NAYS: _____

ABSTENTIONS: _____

ABSENT: _____

BOARD OF EDUCATION
CHICO UNIFIED SCHOOL DISTRICT

By: _____
Superintendent

Exhibit A

**Chico Unified
School District**

Developer Fee Justification Study

January 2008





Chico Unified School District

Developer Fee Justification Study

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EXECUTIVE SUMMARY

Pursuant to Government Code Section 65995 et. seq. and Education Code Section 17620 et. seq., school districts are authorized to levy fees on new residential and commercial-industrial development to fund the "construction or reconstruction of school facilities" necessary to accommodate the students from new development. Currently, the maximum K - 12 developer fees allowed by law are \$2.97 per square foot of residential development and 47¢ per square foot of commercial-industrial development.

New residential development in the Chico Unified School District ("District") will increase the number of students in the District. The District's schools do not have the capacity to accommodate all of these additional students. Consequently, a developer fee is needed to fund the acquisition and construction of school facilities to serve this increase in enrollment.

Presently, the District has 6,242 elementary school students, 783 below its elementary capacity of 7,025. Therefore, the District's existing capacity can accommodate 783 of the 2,250 elementary students projected to result from new development.

With respect to junior high school students, the District's current enrollment of 2,211 leaves 522 available spaces. Therefore, the District's existing capacity can accommodate 522 of the 875 junior high students projected to result from new development.

At the high school level, the District's current enrollment of 4,374 is 76 students above the permanent high school capacity of 4,298. As a result, all 1,500 of the high school students projected to be yielded by new development will contribute to the need for and cost of new high school capacity.

Based upon the analyses and findings contained in this *Developer Fee Justification Study* ("Study"), each new home constructed within the boundaries of the District will cause \$9,713 in school facilities costs, which equates to \$4.99 per square foot for the expected average size (1,948 square feet) new home. Although this cost impact was calculated based on new homes, for the purposes of this Study it is assumed that new residential construction, demolition and replacement, as well as additions of more than 500 square feet, are all the same type of development - residential - and will have the same, or substantially similar, fiscal impact. Since the impact per square foot exceeds the statutory fee (\$2.97), the District is justified in imposing the maximum statutory residential fee of \$2.97 per square foot on all new residential development (e.g. new construction, demolition and replacement, additions of more than 500 square feet to existing homes, etc.) to the extent allowed by law.

Education Code Section 17620 authorizes the imposition of developer fees on commercial-industrial development. Commercial-Industrial development generates school facility needs because the new jobs created bring new families, and consequently new school-aged children, into the District. This Study shows that even after accounting for projected residential developer fee revenues, the fiscal impact of various types of commercial-industrial development in the District exceeds 47¢ per square foot for every business type except "rental self-storage". Therefore, the District is justified in charging a developer fee of 47¢ per square foot on all new commercial-industrial construction except "rental self-storage", in which case 16¢ per square foot is the justified charge.

INTRODUCTION

On January 30, 2008, the State Allocation Board made its biennial adjustment to the square footage-based developer fees (authorized by Government Code Section 65995 et. seq. and Education Code Section 17620 et. seq.) to offset inflation in the cost of construction of school facilities. Accordingly, the developer fees authorized by Government Code Section 65995 et. seq. are now as follows:

Residential Development.....\$2.97 per square foot
Commercial-Industrial Development.....47¢ per square foot

A school district must make a number of findings before establishing new developer fees. When "establishing, increasing, or imposing" developer fees, the District must (Government Code Section 66001(a)):

1. Identify the purpose of the fee,
2. Identify the use to which the fee is to be put,
3. Determine how there is a reasonable relationship between the use of the fee and the type of development on which the fee is imposed,
4. Determine how there is a reasonable relationship between the need for the fee and the type of development on which the fee is imposed, and
5. Determine how there is a reasonable relationship between the amount of the fee and the cost of the public facility.

This *Study* has been prepared to assist the District with making the findings necessary to justify charging developer fees.

AVAILABLE CAPACITY

Table 1 (below) identifies the District's elementary, junior high and high school capacities, and compares them with their respective enrollments.

Table 1: Capacities Versus Enrollments

<i>Grade Levels</i>	<i>Capacity(1)</i>	<i>Current Student Enrollment(2)</i>	<i>Excess (Shortfall) of Capacity Over Enrollment</i>	<i>Capacity Available for New Development</i>
Elementary (K - 6)	7,025	6,242	783	783
Junior High (6 - 8)	2,733	2,211	522	522
High (9 - 12)	4,298	4,374	(76)	0
Total K - 12	14,056	12,827		

(1) Includes current capacity plus 24 permanent classrooms (loaded at 35 students per classroom) to be added to Chico HS and 2 permanent classrooms to be added to Pleasant Valley HS (Information provided by Chico Unified School District - May 2007 and January 2008). Although the District has suspended the class size reduction program for 8th grade Math and 9th grade English & Math classes, the capacity shown assumes that the class size reduction program is in effect for these classes, because it is the District's long-term goal to re-implement these programs. Capacity shown does not include Chico Country Day and Nord Country Charter Schools. Capacity also excludes relocatable classrooms at the junior high schools and high schools, because it is the District's goal to remove these classrooms when and if feasible.

(2) Enrollment as of the end of Month Two, 2008 (information provided by Chico Unified School District). Enrollment shown does not include Chico Country Day and Nord Country Charter Schools.

Table 1 shows that enrollment exceeds capacity at the high school level. However, there are 783 spaces available at the elementary level and 522 spaces available at the junior high schools.



ADDITIONAL CAPACITY REQUIRED TO SERVE NEW DEVELOPMENT

Projecting the additional capacity required to serve new development requires comparing the number of students expected to result from new development with the capacity available for these students.

The first step in this process is to determine the number of elementary, junior high and high school students that each new home will yield. Table 2, below, shows the District's student yield rates based on 1999-00 enrollment data and the 2000 U.S. Census count of the total number of occupied homes within the District. The elementary enrollment shown includes the actual K - 5 enrollment in 1999-00 plus a 6th grade count equal to the total number of 6th graders enrolled in 1999-00 (1,060) multiplied by the percentage (approximately 80.45%) of 6th graders enrolled at elementary schools in 2007-08. The junior high enrollment shown includes the actual number of seventh and eighth graders enrolled in 1999-00 plus a 6th grade count equal to the total number of 6th graders enrolled in 1999-00 (1,060) multiplied by the percentage (approximately 19.55%) of 6th graders enrolled at junior high schools in 2007-08. This adjustment is necessary because, unlike today, in 1999-00 there were no 6th graders at the junior high schools.

Table 2 shows that, after accounting for the adjustment described above, for the purposes of this *Study*, it is assumed that each new home in the District will yield 0.18 elementary (K - 6) students, 0.07 junior high (6 - 8) students and 0.12 high (9-12) school students.

Table 2: Student Yield Rates

Grade Levels	1999-00 District Enrollment(1)	Occupied Housing Units(2)	Students Per Occupied Housing Unit
Elementary (K - 6)	7,034	38,186	0.18
Junior High (6 - 8)	2,488	38,186	0.07
High (9 - 12)	4,456	38,186	0.12
Total K - 12	13,978		0.37

(1) Enrollment data from California Department of Education, Educational Demographics Unit, District and School Enrollment by Grade-1999-00, Chico Unified School District. For the purposes of this *Study* only, 6th grade enrollment was divided amongst the elementary and middle schools based on approximately the same ratio of 6th graders attending elementary (80.45%) and junior high (19.55%) schools as existed for the 2007-08 school year.
 (2) National Center for Education Statistics, *School District Demographic System*, Chico Unified School District (2000 U.S. Census Data).

The second step is to project the number of new homes that could be constructed in the District. Based on information provided by the City of Chico Community Services Department, it is projected that 8,125 single-family and 4,375 multi-family homes could be constructed within the City of Chico Planning Area. Therefore, as shown in Table 3 (next page), it is projected that a total of 12,500 new homes could be constructed within the District.

ADDITIONAL CAPACITY REQUIRED TO SERVE NEW DEVELOPMENT (CONT.)
Table 3: Projected New Residential Development

<i>Home Type</i>	<i>Potential New Homes in the Chico Unified School District(1)</i>
Single-Family	8,125
Multi-Family	4,375
	<u>12,500</u>

(1) Information provided by Ms. Meredith Williams, Associate Planner, City of Chico Planning Services Department (January 2008).

As shown in Table 4, below, the third step is to project the number of students from new development by applying the per-home student yield rates to the projected number of new homes.

Table 4: Students From New Development

<u>Grades Levels:</u>	<u>Elementary</u>	<u>Junior High</u>	<u>High</u>	<u>K - 12</u>
Projected New Homes:	12,500	12,500	12,500	
Student Yield Rate:	$\times 0.18$	$\times 0.07$	$\times 0.12$	
Students from New Homes:	2,250	+ 875	+ 1,500	= 4,625

Table 4 shows that the 12,500 new homes are projected to yield 2,250 elementary students, 875 junior high students, and 1,500 high school students.

The number of new classroom spaces needed to accommodate the students from new homes equals the number of such students that cannot be accommodated with existing facilities. Table 5, below, compares the number of projected students (derived in Table 4) with the number of available spaces (derived in Table 1) to determine the number of students from new development in excess of current capacity. It is projected that the District will need to provide additional classroom capacity for 1,467 elementary school students, 353 junior high students and 1,500 high school students.

Table 5: Additional Spaces Needed for Students From New Development

<u>Grades Levels:</u>	<u>Elementary</u>	<u>Junior High</u>	<u>High</u>
Students from New Homes:	2,250	875	1,500
Capacity Available:	- 783	- 522	- 0
Students from New Homes Over Capacity:	1,467	+ 353	+ 1,500 = 3,320



FACILITY COST PER STUDENT SPACE ADDED

As mentioned previously, additional facilities will be required to accommodate the elementary, junior high and high school students from new residential development. Table 6 [next page] summarizes the estimated cost to the District of providing additional classroom space for these students.

The cost of providing elementary school facilities for each student from new development is based on the estimated cost per student of constructing three 550-student elementary schools, which is the number of new elementary schools that would be required to accommodate the 1,467 projected elementary students over capacity. The District currently owns the land required for one of the three required new schools. Therefore, the District will need to acquire two additional elementary school sites and the estimated cost of these sites is reflected in the cost per student. The total cost of completing these projects per student served is \$26,564.

At the junior high school level, the District's current long-term plan to accommodate enrollment growth is to add permanent classrooms to existing school sites as needed. In the past, Marsh Junior High School has been considered a potential site designated for additional permanent classrooms. The construction cost per student for new classrooms is based on doubling the State new construction grant per student, because the state grant amount is intended to equate to 50% of the cost of classroom construction. Added to the construction cost per student is the estimated cost of site development per student, based on 12% of the construction cost. After accounting for construction and site development costs, the total cost per student of adding additional permanent classrooms is estimated to be \$20,182.

In the long run, the District plans to accommodate additional high school students by constructing a new high school. The cost of this facility for each of the 1,800 students served is \$50,215. Although 1,500 additional spaces are projected to be required, the cost per student for a school to serve this number of students is estimated to be at least as much as for an 1,800 student school.

The developer fee law requires that the District account for other funds available for these projects. The District has committed bond proceeds towards constructing 24 new permanent classrooms at Chico High School (replacing 20 relocatables). The additional capacity has been accounted for in Table 1. The District plans to spend all other bond proceeds on other facilities projects that would not increase capacity (e.g. improvements to existing schools).

Therefore, the unfunded cost to accommodate each new elementary school student is \$26,564, each new junior high student is \$20,182 and each new high school student is \$50,215.

FACILITY COST PER STUDENT SPACE ADDED (CONT.)

Table 6: Facility Cost Per Student Space Added

Facilities Projects Costs	Elementary (K - 6)	Junior High School (6 - 8)	High School (9 - 12)
Cost of Constructing 3 Elem. Schools(1)	\$41,309,790		
Cost of Land Acquisition(2)	+ \$2,520,000		
Total Cost of 3 New Elem. Schools	\$43,829,790		
New School Construction(1)	\$43,829,790		\$90,386,364
Students Served(3)	+ 1,650		+ 1,800
Cost Per Student	\$26,564		\$50,215
Construction Cost Per Student(4)		\$18,020	
Site Development Cost Per Student(5)		+ \$2,162	
Total Cost Per Student		\$20,182	
Funds Available for Facilities Projects(6)			
Bond Proceeds(7)	\$0	\$0	\$0
State Funds On-Hand	\$0	\$0	\$0
Other Funds	+ \$0	+ \$0	+ \$0
Total Funds Available	\$0	\$0	\$0
Total Funds Available	\$0	\$0	\$0
Students Served	+ 1,650	+ 353	+ 1,800
Funds Per Student	\$0	\$0	\$0
Unfunded Cost Per Student	\$26,564	\$20,182	\$50,215

- (1) Cost estimate for each new elementary school based on May 2002 estimate of \$10,150,000 (information provided by Chico Unified School District) increased by 35.66% increase in Class B Construction Cost Index from May 2002 through December 2007. Cost estimate for new high school based on March 2006 estimate of \$82,000,000 (information provided by Chico Unified School District) increased by 10.23% increase in Class B Construction Cost Index from March 2006 through December 2007. Due to rounding, the numbers shown in Table 6 may differ from the results of the formulas described in this footnote.
- (2) Based on the number of additional elementary spaces needed, the District will require three new elementary schools. The District currently owns the land required for one of these schools (12 acres in the Bell-Muir area). However, the District will need to acquire two additional sites, and therefore the estimated cost of two additional elementary school sites is included in this Study. The estimated cost of the two additional new elementary school sites is based on 12 acres per site and a cost of \$105,000 per acre, which is the price per acre the District paid in 2004 to acquire the site for Canyon View High School.
- (3) Information provided by Chico Unified School District (January 2008). Capacity for three new elementary schools based on single-track calendar.
- (4) Based on doubling the State new construction grant per student. The State new construction grant amount is doubled because the State grant amount is only intended to fund 50% of the cost per student.
- (5) Estimate equal to 12% of the sum of construction costs (information provided by Vanir Construction Management - November 2006).
- (6) Funds available information provided by Chico Unified School District (May 2007 and January 2008).
- (7) The District has committed bond proceeds towards constructing 24 new permanent classrooms at Chico HS (replacing 20 relocatables) (information provided by Chico Unified School District - January 2008). The additional capacity has been accounted for in Table 1. The District plans to spend all other bond proceeds on other facilities projects that would not increase capacity (e.g. improvements to existing schools).

RESIDENTIAL DEVELOPER FEE JUSTIFIED

In Table 5 [page 5], this *Study* identified the number of additional spaces needed to accommodate the elementary, junior high and high school students from new residential development. And Table 6 [page 7] identified the cost of the facilities needed to accommodate each of these students. Based on this information, Table 7, below, calculates the cost of providing these facilities for each square foot of new residential development.

Table 7 shows that the elementary, junior high and high school students from each new home constructed in the District will cost \$9,713 to accommodate. However, the developer fee law requires developer fees to be justified on a per square foot basis, which requires an estimate regarding the size of the average new home. This *Study* assumes the average new home (single-family and multi-family) to be 1,948 square feet, which means that the \$9,713 cost per home equates to a fiscal impact of \$4.99 per square foot. Although this cost impact was calculated based on new homes, for the purposes of this *Study* it is assumed that new residential construction, demolition and replacement, as well as additions of more than 500 square feet, are all the same type of development - residential - and will have the same, or substantially similar, fiscal impact. Therefore, the District is justified in charging the maximum residential developer fees of \$2.97 per square foot on all new residential development (e.g. new construction, demolition and replacement, additions of more than 500 square feet to existing homes, etc.) to the extent allowed by law.

Table 7: Residential Developer Fee Justified

Cost Per Elementary Student:	\$26,564
Elementary Students Over Capacity:	<u>x 1,467</u>
Total Cost of Elementary Students from New Homes:	\$38,969,388
Cost Per Junior-High Student:	\$20,182
Junior High Students Over Capacity:	<u>x 353</u>
Total Cost of Junior High Students from New Homes:	\$7,124,246
Cost Per High School Student:	\$50,215
High School Students Over Capacity:	<u>x 1,500</u>
Total Cost of High School Students from New Homes:	\$75,322,500
Total Cost of K - 12 Students from New Homes:	\$121,416,134
Projected New Homes:	<u>÷ 12,500</u>
Total K - 12 Cost Per New Home:	\$9,713
Total K - 12 Cost Per New Home:	\$9,713
Average Size New Home(1):	÷ 1,948 sq. ft.
Total K - 12 Cost Per Square Foot:	\$4.99

(1) Average of the projected average size of the new single-family homes (2,350 square feet) and new multi-family homes (1,200 square feet) weighted by the number of projected single-family homes (8,125) and multi-family homes (4,375) (Information provided by Mr. Cliff Sellers, Special Project Consulting Planner, City of Chico Planning Services Department (January 2008).

COMMERCIAL-INDUSTRIAL FEES

As commercial-industrial properties develop, new jobs are created. Many of the people hired into these new jobs move into the community and bring families with them. The children from these families will increase the need for additional school facilities. Consequently, commercial-industrial development will impact the District.

The cost of accommodating these students is lessened by the amount of residential developer fees paid for new homes. Therefore, subject to statutory limits, commercial-industrial fees are justified to the extent that the residential developer fees paid fall short of mitigating the total financial impact of each new home.

The methodology used to analyze the impact of commercial-industrial development on the District must quantify the relationship between the creation of new jobs and the fiscal impact on the District of new employees moving into the community. The results of this analysis for the District are summarized in Table 8 (next page).

Education Code Section 17621 allows for the use of employee generation figures from a report produced by the San Diego Association of Governments (SANDAG). This report provides estimates for the average number of employees per square foot of space for various types of businesses. Column 1 of Table 8 shows the number of employees per 1,000 square feet for each of twelve types of businesses.

Column 2 of Table 8 represents the estimated number of employees who will live in the District per 1,000 square feet of commercial-industrial development. These figures were derived by multiplying each business' employees per 1,000 square feet by 61%, the estimated percentage of these employees who also live in the District. Although this percentage is an estimate, the actual percentage of jobs held by residents would have to be less than 15% before the justified amount would be less than 47¢ per square foot for every business category (except rental self-storage).

Column 3 represents the number of District households per 1,000 square feet. These numbers were derived by multiplying each business type's District employees per 1,000 square feet by 0.93, the estimated number of households per employee. Although this figure is an estimate, the actual number of households per employee would have to be less than 0.20 before the justified amount would be less than 47¢ per square foot for every business category (except rental self-storage).

The projected school facility costs per 1,000 square feet for each business type (column 4) were calculated by multiplying each business' District households per 1,000 square feet by the average cost per household (\$9,713). These costs range from \$389 to \$26,419. The developer fees paid per 1,000 square feet (column 5) were derived by multiplying the households per 1,000 square feet by the fees expected to be paid for the average household (\$5,786). The fees paid range from \$231 to \$15,738 per 1,000 square feet.

Column 6, the net unfunded costs per 1,000 square feet, represents the amount by which the projected costs per 1,000 square feet exceed the projected developer fees paid per 1,000 square feet. Division of this figure by 1,000 square feet yields the net unfunded costs per square foot (column 7). It can be seen that the net unfunded costs per square foot exceeds 47¢ per square foot for every business type except "rental self-storage". Therefore, the District is justified in charging a developer fee of 47¢ per square foot on all new commercial-industrial construction except "rental self-storage", in which case 16¢ per square foot is the justified charge.



COMMERCIAL-INDUSTRIAL FEES (CONT.)

Table 8: Impact Analysis of Commercial-Industrial Development

Column #:	1	2	3	4	5	6	7
	Employees	Chico Employees	Chico Households	Projected School Facilities	Developer Fees	Net Unfunded	Net Unfunded
	Per 1,000	Per 1,000	Per 1,000	Costs Per	Paid Per	Costs Per	Costs Per
Type of Business	Sq. Ft. (1)	Sq. Ft.	Sq. Ft.	1,000 Sq. Ft.	1,000 Sq. Ft.	1,000 Sq. Ft.	Sq. Ft.
Banks	2.83	1.73	1.61	\$15,638	\$9,315	\$6,323	\$6.32
Restaurant	2.54	1.55	1.44	\$13,987	\$8,332	\$5,655	\$5.66
Commercial Offices	4.79	2.92	2.72	\$26,419	\$15,738	\$10,681	\$10.68
Community Shopping Centers	1.73	1.06	0.99	\$9,616	\$5,728	\$3,888	\$3.89
Corporate Offices	2.68	1.63	1.52	\$14,764	\$8,795	\$5,969	\$5.97
Industrial Business Parks	3.73	2.28	2.12	\$20,592	\$12,266	\$8,326	\$8.33
Industrial Parks	1.68	1.02	0.95	\$9,227	\$5,497	\$3,730	\$3.73
Lodging	1.13	0.69	0.64	\$6,216	\$3,703	\$2,513	\$2.51
Medical Offices	4.27	2.60	2.42	\$23,505	\$14,002	\$9,503	\$9.50
Neighborhood Shopping Ctrs	2.80	1.71	1.59	\$15,444	\$9,200	\$6,244	\$6.24
Scientific R & D	3.04	1.85	1.72	\$16,706	\$9,952	\$6,754	\$6.75
Rental Self-Storage	0.06	0.04	0.04	\$389	\$231	\$158	\$0.16

Assumptions/Data:

61% of workers who both work and live within boundaries of District(2)

0.93 households per employee(3)

\$2.97 Statutory Maximum Residential Developer Fee

x 1,948 square feet: estimated average size of new home in District

\$5,786 Average Developer Fees Paid Per Home

\$9,713 School Facilities Costs Per Home(4)

(1) Based on San Diego Traffic Generators, San Diego Association of Governments.

(2) Based on data from the 2000 U.S. Census, 61% of workers (who did not work from home) who lived in the City of Chico had a commute time to work of less than 15 minutes (U.S. Census Bureau, Census 2000 Summary File 4). For the purposes of this Study, it is assumed that this percentage is reasonably reflective of the percentage of employees of new businesses in the District who will also live within the District.

(3) It is estimated that there are approximately 88,494 occupied housing units located in and 94,900 employed people living in Butte County (State Department of Finance, Demographic Research Unit, City/County Population and Housing Estimates - January 2007; State of California Employment Development Department, Labor Market Information Division - January 2007). This equates to 0.93 occupied homes per employee (88,494 ÷ 94,900). For the purposes of this Study, it is assumed that this ratio is reasonably reflective of the ratio of homes to employees for people who both live and work within the boundaries of the Chico Unified School District.

(4) See Table 7.

NEXUS FINDINGS

Purpose of Fee

The purpose of the fees is to assist with paying for legal capital expenditures related to accommodating students from new development.

Use of Fee

The District plans to use the fees to assist with paying any and all expenses related to providing school facilities needed to accommodate students from new development.

Reasonable Relationship Between Fee's Use and Development on Which Fee is Imposed

New residential space (e.g. new homes, additions of more than 500 square feet, etc.) provides capacity for additional school-aged children to live within the District's boundaries. To the extent that they cannot be accommodated with existing school facilities, these school-aged children will require additional school facilities. The fees to be imposed by the District pursuant to this *Study* will be used to help fund these additional facilities. Therefore, there is a reasonable relationship between residential development and the use of the fees.

As commercial-industrial properties develop, new jobs are created. Many of the people hired into these new jobs will move into the community, bringing families with them. The children from these families will require school facilities. The fees to be imposed by the District pursuant to this *Study* will be used to help fund these facilities. Therefore, there is a reasonable relationship between commercial-industrial development and the use of the fees.

Reasonable Relationship Between Fee's Need and Development on Which Fee is Imposed

As described above, to the extent that school-aged children from new residential development cannot be accommodated with existing school facilities, these school-aged children will require additional school facilities. Therefore, the District needs to charge the residential developer fee authorized pursuant to law and this *Study* in order to provide additional school facilities for the children produced by new residential development.

Similarly, to the extent that school-aged children drawn into the community from commercial-industrial development cannot be accommodated with existing facilities, these students will increase the need for additional school facilities. Therefore, the District needs to charge the commercial-industrial developer fees authorized pursuant to law and this *Study* in order to provide additional school facilities for the children produced by new commercial-industrial development.

Reasonable Relationship Between Amount of Fee and Cost of Public Facility

As shown in this *Study*, the cost of providing school facilities to accommodate new development equates to \$4.99 per square foot of residential development. Since the District will not seek to charge more than this amount, there is a reasonable relationship between the amount of the fee for residential development and the cost of the required school facilities.

As further shown in this *Study*, after accounting for the residential developer fees expected to be paid by the average new home, the additional cost of providing school facilities to accommodate students from new commercial-industrial development ranges from 16¢ to \$10.68 per square foot. Since the District will not charge any type of commercial-industrial development more than the lesser of the applicable fiscal impact or 47¢, there is a reasonable relationship between the amount of the fee for commercial-industrial development and the cost of the required school facilities.



ACCOUNTING PROCEDURES

Deposit and Accounting of Fee Revenue

Revenue derived from development fees shall be deposited, invested, accounted for, and expended in accordance with Government Code Section 66006.

Funds are being deposited in a separate capital facilities account so that there will be no commingling of fees with other revenue, except for temporary investments. The fees will be expended solely for the purpose for which they were collected. Any interest earned by such an account will be deposited in that account and expended solely for the purpose for which it was originally collected.

Within 180 days after the last day of each fiscal year, the information specified in Government Code Section 66006(b) shall be made available to the public.

Unexpended or Uncommitted Fee Revenue

Pursuant to Government Code Section 66001(d), findings will be made once each fiscal year with respect to any portion of the fees unexpended five or more years after collection and deposit. Any unexpended funds and accrued interest may be subject to return to the "then current record owner or owners of the development project."

The findings will identify the purpose to which the fee will be put, demonstrate a reasonable relationship between the fee and the purpose for which it was charged, identify all sources and amounts of funding anticipated to complete financing in incomplete improvements, and designate the approximate dates on which this funding is expected to be deposited into the appropriate account or fund. Findings will not be made with respect to letters of credit, bonds, or other instruments taken to secure payment of the fee at a future date.

Pursuant to Government Code Section 66001(e), within 180 days of the determination that sufficient funds have been collected to complete financing on incomplete projects, an approximate date by which construction may commence will be identified or the unspent funds and any interest thereon may be refunded to the then current record owner(s).

CONCLUSION

This *Study* demonstrates that each square foot of new residential development creates a fiscal impact of \$4.99 upon the Chico Unified School District. Although this cost impact was calculated based on new homes, for the purposes of this *Study* it is assumed that new residential construction, demolition and replacement, as well as additions of more than 500 square feet, are all the same type of development - residential - and will have the same, or substantially similar, fiscal impact. Therefore, the District is justified in imposing the statutory residential developer fee of \$2.97 per square foot on all new residential development (e.g. new construction, demolition and replacement, additions of more than 500 square feet to existing homes, etc.) to the extent allowed by law.

Further, this *Study* shows that even after accounting for projected residential developer fee revenues, the fiscal impact of various types of commercial-industrial development in the District exceeds 47¢ per square foot for every business type except "rental self-storage". Therefore, the District is justified in charging a developer fee of 47¢ per square foot on all new commercial-industrial construction except "rental self-storage", in which case 16¢ per square foot is the justified charge.

TITLE: Letter of Agreement with City of Chico Regarding the
Reimbursement of Costs for the Parkview Elementary Parking Lot
Improvements

Action X
Consent
Information

March 26, 2008
Page 1 of 4

Prepared by: Jan Combes, Assistant Superintendent, Business Services
Michael Weissenborn, Facilities Planning/Construction Manager

Background Information

The City of Chico is in the process of reconstructing of East Eighth Street from State Highway 32 to Bruce Road. The reconstruction will include a realignment of the intersection of East Eighth Street and Alpine Street which also serves as the main entrance to Parkview School. This will improve traffic circulation and safety. The District has requested that certain additional improvements be added to the City's construction project with the understanding that the cost of the additional improvements would be reimbursed by the District. The proposed additional improvements would include modifying the entrance, creating additional parking and re-striping a portion of the parking lot.

Educational Implications

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

Fiscal Implications

This project will be funded with the District's Redevelopment funds. There will be no impact to the General Fund. The responsive low bidder for the project is Franklin Construction. The District's anticipated cost is \$87,628.50.

Additional Information

The cost of this project is reduced by incorporating it into the larger City of Chico project. The City of Chico has completed all engineering design and approvals in addition to meeting all California Environmental Quality Act compliance issues.

Recommendation

It is requested that the Board of Education authorize the Superintendent or his designee to enter into agreement with the City of Chico regarding the reimbursement of costs for the installation of improvements in the parking lot of the Parkview Elementary School.

February 25, 2008

Jan Combes
Assistant Superintendent - Business Services
Chico Unified School District
1163 East 7th Street
Chico, CA 95928

Re: Reimbursement Agreement - City of Chico and Chico Unified School District

When signed by both parties, this letter constitutes a LETTER AGREEMENT governing the terms and conditions between the City of Chico ("City") and Chico Unified School District ("CUSD"), regarding the reimbursement of costs for the installation of additive improvements in the parking lot of the Parkview Elementary School.

WHEREAS, City has budgeted funds for the reconstruction of East Eighth Street from State Highway 32 to Bruce Road.

WHEREAS, in order to improve traffic circulation and safety at Parkview Elementary School, Chico Unified School District (CUSD) has requested that certain additional improvements be added to City's construction project with the understanding that the cost of the additional improvements would be reimbursed by CUSD; and

WHEREAS, the proposed additional improvements would include modifying the entrance, creating additional parking, and restriping the parking lot in the area depicted on the attached plat as Exhibit A.

NOW THEREFORE, City and CUSD agree as follows:

1. The City shall:
 - a. Complete environmental review, prepare improvement plans and specifications, and provide construction inspection and administration for the project.
 - b. Solicit bids for the project and award and administer a contract for the project.
 - c. Set out the parking lot improvements benefiting CUSD as a separate additive portion of City's bid.
 - d. Be responsible for processing all contractor's billings for payment. All billings will require the inspector's verification that the work is complete as billed prior to payment.
 - e. Submit an invoice to CUSD after completion of the project for the cost of the

additive improvements.

2. CUSD shall:

- a. Pay to City 100% of the total actual cost of the additive improvements to the Parkview School campus parking lot. Payment shall be made upon completion of the project per the invoice submitted by City.
- b. Allow City, its agents and contractor, adequate access onto the Parkview Elementary School campus for construction of parking lot improvements.

Please sign and date where indicated below, and return this Letter Agreement to me. Once the Letter Agreement has been executed on behalf of the City, I will return a fully executed copy to you. If you have any questions, please call Senior Civil Engineer Bob Greenlaw at 879-6930.

Sincerely,

David M. Burkland
City Manager

LETTER AGREEMENT PROVISIONS

The undersigned hereby agree to provisions of the Letter Agreement as set forth herein above.

CHICO UNIFIED SCHOOL DISTRICT

Date

By: Jan Combes
Assistant Superintendent

CITY OF CHICO

Date

By: David M. Burkland
City Manager

Authorized Pursuant to City of Chico Minute
Order No. _____ Approved _____

APPROVED AS TO FORM:

Lori J. Barker, City Attorney

TITLE: Adoption of Resolution # 1015-08 Authorizing the Issuance of Chico Unified School District Election of 1998 General Obligation Bonds, Series B in a Principal Amount Not to Exceed \$30,725,000 and Approving Certain Other Matters Related Thereto

Action X
Consent
Information

March 26, 2008

Prepared by: Jan Combes, Asst. Superintendent, Business Services
Michael Weissenborn, Facilities Planning/Construction Manager

Background information

Measure A was a \$48.725 million dollar local school bond that was passed by Chico voters on April 14, 1998. On August 13, 1998, the County issued on behalf of the District the first series of such bonds in an aggregate principal amount of \$18 million. The proceeds of the first issuance have been used in accord with the language of the bond measure. The balance of \$30.725 million is unissued and has been a topic of community forums and discussion last fall.

On September 19, 2007, the Board adopted Resolution #998-07 determining that "construction of a traditional high school such as Canyon View High School does not meet the current needs of our secondary students." The Board further resolved to "direct district efforts and resources to improve and provide additional needed facilities to meet the requirements of the Educational Program."

On December 5, 2007 the Board approved what are being termed Phase I and II Projects:

- Phase I consists of a Performing Arts Center at Pleasant Valley High School, project estimate \$9,000,000 (this project is part of the Educational Specifications approved by the Board December, 1991).
- Phase II consists of the construction of additional permanent classrooms at Chico High School, project estimate \$13,000,000 (replaces 20 portable classrooms and 3 portable toilet buildings);

Issuance of the remaining bond dollars is needed to construct Phase II, and will provide an additional \$17,000,000 for Phase III.

The district is working closely with the Office of Public School Construction to pair up bond dollars as the "local match" with state dollars. Phase III projects will be discussed and prioritized at Board workshops in the upcoming months.

At the March 5, 2008 School Board Meeting, financial advisors Stone & Youngberg provided a proposed timeline for the second issuance of Measure A Bond proceeds. Once approved tonight, the next step is for the Butte County Board of Supervisors to consider the adoption of a resolution authorizing the sale of general obligation bonds on behalf of Chico Unified School District, scheduled for their April 8 meeting.

The remaining bonds could be issued in one phase or in several phases. Bruce Kerns of Stone & Youngberg has advised the Board to issue the full amount of the bonds at this time for several reasons:

- 1) there is sufficient financial justification for issuing the full amount of the bonds for current and pending projects;
- 2) the current financial markets are favorable for issuing school general obligation bonds, and the future direction of bond interest rates is uncertain.
- 3) the expense of issuing the bonds in one series is less than the expense of issuing the bonds in two or more series, reducing the burden on the taxpayer;
- 4) the assessed value of property in Chico has increased far beyond expectations when the voters initially approved the debt, so that the impact on property taxes has been substantially lower over time than originally estimated for the Measure A election (see chart attached);

Educational Implications

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

Fiscal Implications

State law mandates that bond funds can be used for construction and renovation projects only. These funds are held in a separate fund for use on capital projects. There is no impact to the General Fund. The funds must remain segregated and cannot be used for any operational expenses—only those expenses directly related to facilities improvements in accord with the language above. They cannot be used to help the cash flow of district operations.

Recommendation

It is recommended that the Board of Education adopt Resolution No. 1015-08 authorizing the issuance of the remaining General Obligation Bonds, Series B in a principal amount not to exceed \$30,725,000 and approving certain other matters related thereto.

CHICO UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 1015-08

A RESOLUTION OF THE BOARD OF EDUCATION OF THE CHICO UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF CHICO UNIFIED SCHOOL DISTRICT (BUTTE COUNTY, CALIFORNIA) ELECTION OF 1998 GENERAL OBLIGATION BONDS, SERIES B IN A PRINCIPAL AMOUNT NOT TO EXCEED \$30,725,000 AND APPROVING CERTAIN OTHER MATTERS RELATED THERETO.

WHEREAS, a duly called election was held in the Chico Unified School District (the "District"), Butte County (the "County"), State of California, on April 14, 1998 (the "Election") at which the following proposition (the "Bond Measure") was submitted to the qualified electors of the District:

"Shall Chico Unified School District construct an additional high school to reduce classroom overcrowding; build and renovate additional classrooms and school facilities; renovate school bathrooms; replace old heating, cooling and ventilation systems; repair worn-out playgrounds and pavement; improve student drop-off zones in front of elementary schools; acquire school site and classrooms; and install wiring to support classroom technology by issuing \$48,725,000 of bonds at an interest rate within legal limits?"

WHEREAS, at the Election the Bond Measure received the affirmative vote of two-thirds or more of the qualified electors of the District voting on the proposition, as certified by the Registrar of Voters of the County of Butte in the official canvassing of the votes; and

WHEREAS, on August 13, 1998, the County issued on behalf of the District the first series of such bonds in an aggregate principal amount of \$18,000,000 (the "Series A Bonds"); and

WHEREAS, at this time this Board of Education (the "Board") has determined that it is necessary and desirable to request the issuance of the second and final series of such bonds in an aggregate principal amount not to exceed \$30,725,000 to be styled as "Chico Unified School District (Butte County, California) Election of 1998 General Obligation Bonds, Series B" (the "Bonds"); and

WHEREAS, the Board of Supervisors of Butte County shall issue the Bonds on behalf of the District pursuant to Chapter 1 of Part 10 of Division 1 of Title 1 (Section 15100 *et seq.*) of the California Education Code (the "Act"); and

WHEREAS, this Board desires to appoint and reappoint certain professionals to provide services related to the issuance of the Bonds; and

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation bonds of the District, and the indebtedness of the District, including this proposed issue of Bonds, is within all limits prescribed by law;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CHICO UNIFIED SCHOOL DISTRICT AS FOLLOWS:

SECTION 1. Purpose. That in order to raise money for the purposes authorized by voters of the District at the Election, this Board hereby petitions the Board of Supervisors of the County to authorize the issuance of the Bonds and to order such Bonds sold at a competitive sale with the bids to be received on such terms and in accordance with the forms of Notices Inviting Proposals for Purchases of Bonds (the "Notices") to be approved by resolution of the Board of Supervisors of the County (the "County Resolution"), such that, unless provided otherwise in the County Resolution, the Bonds shall be dated as of a date to be determined by said Board of Supervisors, the true interest cost on the Bonds shall not exceed that authorized at the Election, the Bonds shall be payable upon such terms and provisions as shall be set forth in the Bonds, and the Bonds shall be in an aggregate principal amount not to exceed \$30,725,000. The Board hereby authorizes the sale of the Bonds at a competitive sale, which will contribute to the District's goal of achieving the lowest overall cost of funds. The Board estimates that the costs associated with the issuance of the Bonds, including compensation to the Stone & Youngberg LLC (the "Financial Advisor") and the successful bidder or bidders, and any such costs which the successful bidder or bidders agree to pay pursuant to the Notices, will equal approximately 3.0% of the principal amount of the Bonds.

SECTION 2. Bond Registrar. This Board does hereby authorize the appointment of The Bank of New York Trust Company, N.A. as the authenticating agent, bond registrar, transfer agent and Bond Registrar (collectively, the "Bond Registrar") for the Bonds issued by the Board of Supervisors of the County on behalf of the District.

SECTION 3. Tax Covenants. The District hereby covenants with the holders of the Bonds that, notwithstanding any other provisions of this Resolution, it will (1) comply with all of the provisions of the resolution of the Board of Supervisors of the County authorizing the issuance of the Bonds relating to the Rebate Fund (as defined therein) and perform all acts necessary to be performed by the District in connection therewith, and (2) make no use of the proceeds of the Bonds or of any other amounts, regardless of the source, or of any property or take any action, or refrain from taking any action, that would cause the Bonds to be "arbitrage bonds" within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended (the "Code").

The District will not make any use of the proceeds of the Bonds or any other funds of the District, or take or omit to take any other action, that would cause the Bonds to be "private activity bonds" within the meaning of Section 141 of the Code or "federally guaranteed" within the meaning of Section 149(b) of the Code. To that end, so long as any Bonds are unpaid, the District, with respect to such proceeds and such other funds, will comply with all requirements of such Sections and all regulations of the United States Department of the Treasury issued thereunder and under Section 103 of the Code, as amended, to the extent such requirements are, at the time, applicable and in effect.

The District will not use or permit the use of its facilities or any portion thereof by any person other than a governmental unit as such term is used in Section 141 of the Code, in such manner or to such extent as would result in the loss of exclusion from gross income for federal income tax purposes of the interest paid on the Bonds. In furtherance of the foregoing tax covenants of this Section 3, the District covenants that it will comply with the instructions and requirements of the Tax Certificate to be executed and delivered by the District on the date of issuance of the Bonds, which is incorporated herein as if fully set forth herein. These covenants shall survive the payment in full or defeasance of the Bonds.

SECTION 4. Legislative Determinations. This Board determines that all acts and conditions necessary to be performed by the Board or to have been met precedent to and in the issuing of the

Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Bonds.

SECTION 5. Official Statement. The Preliminary Official Statement relating to the Bonds, substantially in the form on file with the Secretary of the Board is hereby approved and the Superintendent or Assistant Superintendent, Business Services, or an authorized designee (the "Authorized Officers"), each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to The Financial Advisor to be used in connection with the offering and sale of the Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement "final" pursuant to 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to The Financial Advisor a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the officer executing the same shall approve. The Financial Advisor is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Bonds and is directed to deliver copies of any final Official Statement to the purchasers of the Bonds. Execution of the Official Statement shall conclusively evidence the District's approval thereof.

SECTION 6. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated the date of issuance and delivery of the Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof. Any Bondholder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not result in acceleration of the Bonds.

SECTION 7. Authorized Actions. The Authorized Officers are authorized to execute the Notices of Intention to Sell Bonds attached as exhibits to the County Resolution, and to cause such notices to be published once at least five (5) days prior to the date set for receipt of bids from prospective bidders to purchase the Bonds. Officers of the Board and District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

SECTION 8. Consultants and Professional Services. The District hereby reappoints Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California as Bond Counsel in connection with the issuance of the Bonds. The District also reappoints Stone & Youngberg LLC, San Francisco, California, as Financial Advisor in connection with the issuance of the Bonds.

SECTION 9. Recitals. All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

SECTION 10. Effective Date. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 26th day of March, 2008 by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

BOARD OF EDUCATION OF THE CHICO
UNIFIED SCHOOL DISTRICT

President

Attest:

Secretary to the Board

SECRETARY'S CERTIFICATE

I, _____, Secretary to the Board of Education of the Chico Unified School District, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly and legally held at the regular meeting place thereof on March 26, 2008, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes.

Said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: _____, 2008

Secretary

TAX RATE EFFECT OF GENERAL OBLIGATION BONDS

Chico Unified School District

Comparison of Election Estimates and Actual Series A and Estimated Series B Bonds

<u>Financing Assumptions</u>		Measure A Election Estimates	Actual Series A Bonds and Estimated Series B Bonds
Amount of Bonds		\$48,725,000	\$48,725,000
Number of Bond Issues		3	2
Principal Amount of Bonds by Bond Issue			
August 1998		\$15,925,000	\$18,000,000
August 2000		\$18,320,000	n.a.
August 2002		\$14,480,000	n.a.
August 2008		n.a.	\$30,725,000
Pattern of Annual Tax		Level	Level
<u>Estimated Ad Valorem Tax Rates</u>		Assessed Valuation	Assessed Valuation
Estimated Average Annual Future Assessed Valuation Growth		Average Annual Tax	Average Annual Tax
6.0% 2008-09 and thereafter		\$29.96	\$27.33
		\$62.14	\$40.15

(1) The average annual compound growth rate for assessed valuation in the school district was 7.7% between 1979-80 and 2007-08.

SOURCE: Stone & Youngberg LLC

4-Mar-08

Chico Unified School District
Measure A Two-Thirds Election of 1998

Comparison of Bond Election Estimates
and Actual Series A Bonds and Estimated Series B Bonds

Tax per \$100,000 Assessed Valuation

Year	Bond Election Estimates (1)	Actual Series A Bonds	Estimated Series B Bonds	Total	Difference	
1999	\$28.37	\$27.49	--	\$27.49	(\$0.88)	
2000	26.48	27.65	--	27.65	1.17	
2001	51.87	19.54	--	19.54	(32.33)	
2002	48.78	20.66	--	20.66	(28.12)	
2003	62.14	17.86	--	17.86	(44.27)	
2004	59.26	16.03	--	16.03	(43.22)	
2005	54.52	15.45	--	15.45	(39.07)	
2006	51.22	12.84	--	12.84	(38.38)	
2007	48.45	13.47	--	13.47	(34.98)	
2008	45.65	10.01	--	10.01	(35.65)	
2009	43.08	18.63	\$21.52	40.15	(2.93)	Actual
2010	40.67	17.57	21.13	38.71	(1.96)	Estimated
2011	38.34	17.12	20.61	37.72	(0.62)	
2012	36.26	16.48	21.19	37.67	1.41	
2013	34.15	15.77	22.05	37.82	3.67	
2014	32.21	15.10	22.82	37.92	5.71	
2015	30.39	14.44	23.57	38.01	7.62	
2016	28.66	13.74	24.37	38.11	9.44	
2017	27.09	13.10	25.09	38.19	11.10	
2018	25.49	12.46	25.85	38.30	12.81	
2019	24.06	11.88	26.47	38.35	14.28	
2020	22.74	11.30	27.14	38.44	15.70	
2021	21.40	10.77	27.73	38.50	17.10	
2022	20.24	10.25	28.34	38.59	18.35	
2023	19.13	9.77	28.86	38.63	19.50	
2024	17.97	9.29	29.41	38.70	20.73	
2025	17.01	8.79	29.97	38.76	21.75	
2026	16.04	8.39	30.42	38.81	22.77	
2027	15.17	6.06	6.58	12.64	(2.53)	
2028	14.29	6.11	5.75	11.85	(2.44)	
2029	6.37	0.00	8.18	8.18	1.81	
2030	8.63	0.00	8.10	8.10	(0.53)	
2031	0.72	0.00	8.11	8.11	7.39	
2032	1.70	0.00	8.11	8.11	6.42	
Average Annual Tax	\$29.96	\$12.59	\$20.86	\$27.33	(\$2.62)	
Highest Annual Tax	\$62.14	\$27.65	\$30.42	\$40.15	(\$21.99)	

(1) Entire authorization from election estimates.

ASSESSED VALUE OF SECURED AND UNSECURED PROPERTY

Chico Unified School District

Fiscal Year Ending	Total Secured (1) (2)	Annual % Change	Unsecured	Annual % Change	Total Valuation	Annual % Change
1980	\$1,096,690,400	---	\$103,254,276	---	\$1,199,944,676	---
1981	1,262,923,916	15.16%	59,646,636	-42.23%	1,322,570,552	10.22%
1982	1,446,910,490	14.57%	75,459,916	26.51%	1,522,370,406	15.11%
1983	1,590,534,835	9.93%	92,550,252	22.65%	1,683,085,087	10.56%
1984	1,715,199,890	7.84%	105,599,420	14.10%	1,820,799,310	8.18%
1985	1,859,943,805	8.44%	104,488,427	-1.05%	1,964,432,232	7.89%
1986	2,024,865,012	8.87%	108,853,099	4.18%	2,133,718,111	8.62%
1987	2,156,908,899	6.52%	120,560,576	10.76%	2,277,469,475	6.74%
1988	2,316,804,302	7.41%	128,006,166	6.18%	2,444,810,468	7.35%
1989	2,278,325,597	-1.66%	122,696,735	-4.15%	2,401,022,332	-1.79%
1990	2,609,613,553	14.54%	171,886,595	40.09%	2,781,500,148	15.85%
1991	2,862,171,037	9.68%	185,020,571	7.64%	3,047,191,608	9.55%
1992	3,188,827,281	11.41%	214,902,972	16.15%	3,403,730,253	11.70%
1993	3,428,490,243	7.52%	245,765,418	14.36%	3,674,255,661	7.95%
1994	3,622,615,588	5.66%	247,196,273	0.58%	3,869,811,861	5.32%
1995	3,798,231,382	4.85%	247,322,025	0.05%	4,045,553,407	4.54%
1996	3,901,233,016	2.71%	231,571,758	-6.37%	4,132,804,774	2.16%
1997	4,030,594,864	3.32%	237,466,753	2.55%	4,268,061,617	3.27%
1998	4,183,971,575	3.81%	262,060,710	10.36%	4,446,032,285	4.17%
1999	4,341,827,296	3.77%	281,171,698	7.29%	4,622,998,994	3.98%
2000	4,521,221,919	4.13%	289,141,251	2.83%	4,810,363,170	4.05%
2001	4,806,264,654	6.30%	325,101,400	12.44%	5,131,366,054	6.67%
2002	5,109,983,072	6.32%	329,988,435	1.50%	5,439,971,507	6.01%
2003	5,512,775,019	7.88%	350,919,217	6.34%	5,863,694,236	7.79%
2004	5,974,466,419	8.37%	361,453,124	3.00%	6,335,919,543	8.05%
2005	6,582,915,422	10.18%	367,840,342	1.77%	6,950,755,764	9.70%
2006	7,356,219,390	11.75%	392,698,399	6.76%	7,748,917,789	11.48%
2007	8,196,323,631	11.42%	425,883,103	8.45%	8,622,206,734	11.27%
2008	8,977,953,260	9.54%	466,434,101	9.52%	9,444,387,361	9.54%
% Change, 1980-2008		718.64%		351.73%		687.07%
Annual Compound Growth, 1980-2008		7.80%		5.53%		7.65%

(1) Net assessed valuation including the valuation of homeowners' exemptions.

(2) Does not include assessed valuation from the unitary utility roll, beginning in fiscal year 1988-89.

SOURCE: California Municipal Statistics. Table prepared by Stone & Youngberg LLC.

04-Mar-08

TITLE: Design Update - Performing Arts Center at Pleasant Valley High School

Action _____
Consent _____
Information X

March 26, 2008
Page 1 of 1

Prepared by: Jan Combes, Assistant Superintendent, Business Services
Michael Weissenborn, Facilities Planning/Construction Manager

Background information

On February 21, 2007 the Board approved the Architectural Agreement with Nichols, Melburg and Rossetto for the design of a Performing Arts Center to be located at Pleasant Valley High School. The design process has involved input from teachers and administrators from Pleasant Valley High School, District staff, members of the architectural team and theatrical and acoustical consultants. Construction documents have been submitted to the Division of the State Architect (DSA). Initial DSA comments have been received by the architect who is in the process of making final adjustments to the plans. Tonight representatives from Nichols, Melburg and Rossetto will present the plans in their current state.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." A key element of the performing arts program is performances. Currently, performances are held in facilities designed for other uses or in facilities located off campus.

Fiscal Implications

The Performing Arts Center will be funded by previously issued Measure A Bond dollars. These funds are currently on deposit with the County Treasurer. There will be no impact to the General Fund. At the December 5, 2007 meeting the Board authorized proceeding with this as a Measure A - Phase 1 project. The projected cost was identified as \$9,000,000 with a \$750,000 contingency.

Additional Information

The Performing Arts Center has been designed to accommodate the needs for a performance space for all schools within Chico Unified School District. In addition, it will meet the classroom needs of the band, choir and drama classes at Pleasant Valley High School.

Recommendation

No action necessary at this time. This presentation is information only.

TITLE: Request for Proposal for Lease Lease-back Services for the
Performing Arts Center at Pleasant Valley High School

Action X
Consent
Information

March 26, 2008
Page 1 of 12

Prepared by: Jan Combes, Assistant Superintendent, Business Services
Michael Weissenborn, Facilities Planning/Construction Manager

Background information

School districts throughout the State of California are turning to different project delivery systems to maximize their control over rising construction costs. The traditional delivery system has involved the design-bid-build method of delivery. The project is designed by an architect, bid under the Public Contract Code and constructed by the lowest responsive bidder.

The use of the lease lease-back delivery system is spreading throughout school districts in California. The lease lease-back system allows districts to select contractors based on a number of clearly defined factors including experience, guaranteed maximum price, proposed methods and overall strategic plan to accomplish the work in a timely and competent manner, experience with the lease lease-back project delivery method in California K-12 public schools and a series of other factors. A Request for Proposals is circulated throughout the construction community. We are attaching a sample of what such a proposal could look like for the PVHS PAC project (Exhibit A). A committee reviews the proposals and determines which contractor is the most qualified for this project. At that point the District enters into negotiations with the contractor based upon the Guaranteed Maximum Price (GMP). Should the GMP be above the District's budget, this process allows the District, the architect and the contractor to work together to look at other construction solutions to get the same results.

Lease lease-backs are authorized under Education Code Section 17406:

- (a) Notwithstanding Section 17417, the governing board of a school district, without advertising for bids, may let, for a minimum rental of one dollar (\$1) a year, to any person, firm or corporation any real property that belongs to the district if the instrument by which such property is let requires the lessee therein to construct on the demised premises, or provide for the construction thereon of, a building or buildings for the use of the school district during the term thereof, and provides that title to that building shall vest in the school district at the expiration of that term. The instrument may provide for the means or methods by which that title shall vest in the school district prior to the expiration of that term, and shall contain such other terms and conditions as the governing board may deem to be in the best interest of the school district.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." A key element of the performing arts program is performances. Currently, performances are held in facilities designed for other uses or in facilities located off campus.

Fiscal Implications

The Performing Arts Center will be funded by previously issued Measure A Bond dollars. These funds are currently on deposit with the County Treasurer. There will be no impact to the General Fund.

Additional Information

The use of the lease lease-back delivery system is spreading throughout school districts in California. Recent lease lease-back projects have been completed or are currently in process by the Thermalito Union Elementary District, Oroville Union High School District, Richfield Elementary District and other larger districts such as Rocklin Unified School District, Placer County Office of Education, Rio Linda Union School District, Folsom-Cordova Unified and many others.

Chico Unified School District utilized the lease lease-back delivery system to put the Little Chico Creek Solar Project in place.

Recommendation

Direct District staff to work with legal counsel to develop a Request for Proposals (RFP) for lease lease-back services to construct the Performing Arts Center at Pleasant Valley High School. Authorize staff to circulate the RFP and to return to the Board with a recommendation on entering into a lease lease-back agreement for the construction of the Performing Arts Center at Pleasant Valley High School.

EXHIBIT A



CHICO UNIFIED SCHOOL DISTRICT

**2455 Carmichael Drive
Chico, CA 95928**

**USING THE AUTHORITY
GRANTED BY
CALIFORNIA EDUCATION CODE
SECTION 17406**

**REQUEST FOR PROPOSAL
FOR LEASE-LEASEBACK SERVICES**

**RFP Issued: April ____, 2008
Pre-Submittal Conference: April ____, 2008 at 2:00 p.m.
Responses Due: May ____, 2008 at 2:00 p.m.**

REQUEST FOR PROPOSAL LEASE-LEASEBACK SERVICES

INTRODUCTION

The Chico Unified School District (District) is issuing this Request for Proposal (RFP) to Lease-Leaseback entities qualified to provide to the District constructability review, value engineering, and construction services for the development and construction of a **Performing Arts Center** to be located at **Pleasant Valley High School, 1475 East Avenue, Chico, CA 95926**, pursuant to the Lease/Leaseback provision of Education Code Section 17406 (the "Project"). This Request for Proposal describes the Project, the required Scope of Work, the selection process and the minimum information that must be included in the proposal.

CRITICAL DATES

Mandatory Pre-Submittal Conference:

A Mandatory Pre-Submittal Conference will be held on **April __, 2008 at 2:00 p.m.** at the following location: **Chico Unified School District, Pleasant Valley High School, 1475 East Ave., Chico, CA 95926**. At the Pre-Submittal Conference, District representatives will distribute information and materials to further describe the Project and the Scope of Work. Respondents shall consider and address the materials and information distributed at the Pre-Submittal Conference in their submittals. Entities that fail to attend the Mandatory Pre-Submittal Conference shall be ineligible to respond to this RFP. The conference will also include a site walk.

Submittal Due Date:

Responses to this RFP shall be submitted no later than **May __, 2008 at 2:00 p.m.** at the following location: **Chico Unified School District, 2455 Carmichael Drive, Chico, CA 95928, Attention: Michael Weissenborn, Facilities Planning/Construction Manager.**

PROJECT DESCRIPTION

The Project consists of the following:

- Review of existing plans, and value engineering statements.
- Construction of: **Performing Arts Center
Pleasant Valley High School
1475 East Ave., Chico, CA 95926**

- The following is a projection of tentative milestone dates for the Project:

<u>Date</u>	<u>Milestone</u>
May __, 2008, 2:00 pm	Proposals Due
May __, 2008, 1-3:00 pm	Possible District Interviews with the three most qualified Respondents
May, 2008	Final award of contract and execution of Agreement
June, 2008	Commencement of Construction Phase of Project
August, 2009	Completion of Project

The selected LLB Entity will be acting as a General Contractor pursuant to a Construction Services Agreement, Lease and Sublease, and may contract with separate specialty contractors to perform the various trades comprising the entire Scope of Work. The LLB Entity shall work under the direction of District staff. District has retained **Nichols Melburg and Rosetto Architects** as its Architect to prepare the design of the Project. The LLB Entity shall work with **Nichols Melburg and Rosetto Architects** as necessary to conduct value engineering and modifications to the plans for the project at the direction of District staff.

The project will require the participation of DSA approved Inspector of Record, who shall be the District employee or inspector under direct contract with the District. Material Testing shall be accomplished through a certified District-contracted testing laboratory. Costs associated with the Inspector of Record and related Material Testing shall be the direct responsibility of the District and should not be included in the LLB Entity's proposal. Other testing and inspection requirements are the responsibility of the LLB Entity.

GUARANTEED MAXIMUM PRICE

Proposals shall include a guaranteed maximum price (GMP) submitted on the Bid Form included in the Specifications that will be used as the majority basis for awarding this project. The GMP quoted on the submittal shall include a \$ _____ contingency as listed on the Bid Form. Any unspent dollars shall be returned to the District at the end of the project as a deductive change order.

SCOPE OF WORK

The Scope of Work includes, but is not limited to, the following:

Construction Services Required:

- Complete construction of site work and buildings per plans and specifications for the Performing Arts Center at Pleasant Valley High School located at 1475 East Avenue, Chico, CA 95926.

- Compile and provide operations and maintenance manuals, warranties/ guarantees, and certificates.
- Obtain occupancy permit; coordinate final testing, documentation, and governmental inspections.
- Prepare final accounting and close out reports; prepare occupancy plan reports.
- Other responsibilities necessary for the completion of the Project in accordance with the plans.
- Provide accurate as-builts at the end of the project and prior to occupancy.

SUBMITTAL FORMAT AND CONTENT

The Proposal should be concise, well organized and demonstrate respondent's qualifications. The Proposal may be no longer than 30 pages on 8 1/2" x 11" paper, inclusive of resumes, forms, and pictures.

All Respondents are required to follow the format specified below. The content of the submittal must be clear, concise, and complete. Each section of the submittal shall be tabbed according to the numbering system shown below to aid in expedient information retrieval (NOTE: Respondents shall base their submittals on the "Scope of Work" and plans and specifications, and the information and materials distributed at the Pre-Submittal Conference.

Ten copies of the submittal shall be delivered no later than 2:00 p.m. on May ____, 2008 to:

Chico Unified School District
2455 Carmichael Drive
Chico, CA 95928

Attn: Mike Weissenborn, Facilities Planning/Construction Manager

Submittal Cover

Include the RFP's title and submittal due date, the name of principal firm (or firms if there is a joint venture or association).

Table of Contents

Include a complete and clear listing of headings and pages to allow easy reference to key information.

- I. **Cover Letter** – The cover letter should be brief (one page maximum). Describe how the Scope of Work will be accomplished for the District, identify the team members (i.e. joint partners and sub-consultants); and include the title and signature of the firm's contact person for this procurement. If the firm is proposing to co-respond with another principal firm, the cover letter must specify the type of services to be provided by each firm and the proposed percentage allocated to that phase or function of the service. Any changes to the District's requested format or

deletions of requested materials should be explained in the cover letter. The signatory shall be a person with official authority to bind the company.

- II. **Mandatory Qualifications** – Respondents must hold a General Building Contractor License (B License), which is current, valid and in good standing with the California Contractor's State License Board. Respondents must have the necessary qualifications to provide the design services in accordance with California law. Provide the following information for each license:
- Exact name of license holder on file
 - License Classification
 - License Number
 - Date Issued
 - Expiration Date
 - Whether license has been suspended or revoked in the past 5 years. If so, explain.
- III. **Methods and Strategic Plan** – Describe in detail your methods and plan for carrying out the Scope of Work.
- IV. **Qualifications and Experience** – This section shall contain the following: A Description of the Respondent's experience in providing Construction and Lease-Leaseback services for public entities. Experiences in the past three years specifically related to the scope of work shall be listed consecutively with the awarding and completion dates noted. Each listed experience shall include the name(s) and telephone number(s) of the client's project manager and the firm's project. When listing team members or sub-consultants describe the listed experience and the exact tasks that each firm performed. For similar project, please list the total cost of each project.
- V. **Past Performance Record** – If any of the following has occurred, please describe in detail the circumstances for each occurrence:
- Failure to enter into a contract once selected.
 - Withdrawal of a proposal as a result of an error.
 - Termination or failure to complete a contract.
 - Debarment by any municipal, county, state, federal or local agency.
 - Involvement in litigation, arbitration or mediation.
 - Conviction of the firm or its principals for violating a state or federal anti-trust laws by bid-rigging, collusion, or restrictive competition between bidders, or conviction of violating any other federal or state law related to bidding or contract performance.
 - Knowing concealment of any deficiency in the performance of a prior contract.
 - Falsification of information or submission of deceptive or fraudulent statements in connection with a contract.
 - Willful disregard for applicable rules, laws or regulations.
- Information regarding any of the above may be deemed to indicate an unsatisfactory record of performance.

VI. **Organizational Chart** – An organizational chart containing the names of all key personnel, joint venture partners, and sub-consultants with titles and their specific task assignment for this Project shall be provided in this section. The District's evaluation will consider the entire team. Therefore, no changes in the team's composition will be allowed without prior written approval of the District.

VII. **Financial Information** – Provide the following financial information:

- A letter from a financial institution stating a current line of credit.
- Attach a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) and authorized to issue bonds in the State of California which states: (a) that your current bonding capacity is sufficient for the project for which you seek pre-qualification if you are seeking pre-qualification for a single project; (b) your current available bonding capacity.
- A letter from insurance company indicating ability to provide insurance. The following is a tentative schedule:
 - **A.M. Best financial rating of A:VII**
 - **Commercial General Liability Insurance**: Commercial General Liability Insurance shall be at least as broad as Insurance Services Office General Liability Coverage (Occurrence Form CG 0001.) One Million Dollars (\$1,000,000) per occurrence for bodily injury, personal injury and property damage. Two Million Dollars (\$2,000,000) aggregate.
 - **Automobile Liability Insurance**: Automobile liability insurance shall be at Least as Broad as Insurance Services Office Form Number CA 0001 covering Automobile Liability Code 1 (any auto). One Million Dollars (\$1,000,000) for bodily injury and property damage each accident limit.
 - **Worker's Compensation and Employer's Liability Insurance**: The LLB Entity and all sub-contractors shall insure (or be a qualified self-insured) under the applicable laws relating to workers' compensation insurance, all of their employees working on or about the construction site, in accordance with the "Workers' Compensation and Insurance Act," Division IV of the Labor Code of the State of California and any acts amendatory thereof. The LLB Entity shall provide employer's liability insurance in the amount of at least One Million Dollars (\$1,000,000) per accident for bodily injury and disease.
 - **Builder's Risk Insurance**: The LLB Entity shall provide and maintain builder's risk insurance (or installation floater) covering all risks of direct physical loss, damage or destruction to the work. Limit shall equal bid amount, if requested by the District.
 - All insurance will be in a form and with insurance companies acceptable to the District.
 - Insurance carriers shall be qualified to do business in California and maintain an agent for process within the state.
- Indicate current value of all work the LLB organization has under contract.
- Business construction revenues for the past five years.

- VIII. **Certification of Proposal** – An authorized officer of each LLB Entity shall be required to complete a Certification of Proposal, contained in **Exhibit A**.

SUBMITTAL EVALUATION CRITERIA

Submittals received by the District will be evaluated according to the criteria listed below:

- GMP for turn-key project;
- Conformance to the specified RFP format;
- Organization, presentation, and content of the submittal;
- Specialized experience and technical competence of the firm(s), (including principal firms, joint venture-partners, and sub-consultants) considering the types of service required; the complexity of the project; record of performance; and the strength of the key personnel who will be dedicated to the project;
- Experience with the lease-leaseback project delivery method in California K-12 public schools;
- Proposed methods and overall strategic plan to accomplish the work in a timely and competent manner;
- Knowledge and understanding of the local environment and a local presence for interfacing with the District;
- Financial resources and stability of the principal consultant and/or a consultant team;
- Ability to meet the insurance requirements unless District, at its sole discretion, decides to modify or waive the insurance requirements or elects to provide Project Insurance; and
- Value engineering statements.

METHOD OF SELECTION

The District may conduct interviews with the three most qualified LLB Entities as determined from the proposals submitted. District will evaluate LLB Entities on their demonstrated competence, GMP, and on their professional qualifications necessary for the satisfactory performance of the services required. The District may negotiate a contract with the best qualified LLB Entity, as determined by the District, at compensation which the District determines is fair and reasonable. Should the District be unable to negotiate a satisfactory contract with the LLB Entity at a price the District deems reasonable, negotiations with that LLB Entity may be formally terminated. The District may then undertake negotiations with the second most qualified LLB Entity. In the event negotiations fail with the second most qualified LLB Entity, it may undertake negotiations with the third most qualified firm.

GENERAL INFORMATION

Compliance. Submittals must be in strict accordance with the requirements of the RFP. Any Proposals not submitted in accordance with the requirements of the RFP may not be considered.

Amendments. The District reserves the right to cancel or revise in part or in its entirety this RFP. If the District cancels or revises this RFP, all Respondents will be notified by addenda. The District also reserves the right to extend the date responses are due.

Inquiries. All questions about the meaning or intent of this RFP shall be submitted to District in writing, Attention: Michael Weissenborn, Facilities Planning/Construction Manager. Replies will be issued by addenda and mailed to all parties recorded by District has having received the RFP documents. Questions received less than 5 days prior to the submittal due date will not be answered. Only questions answered by formal written addenda will be binding.

Late Proposals. It is the Respondent's responsibility to ensure its proposals received by the District on or before the time and date specified. Proposals received after the date and time specified will not be considered.

Special Conditions.

- A. **Public Record.** All proposals submitted in response to the RFP become the property of the District's public records and as such, might be subject to public view.
- B. **Non-Discrimination.** The District does not discriminate on the basis of race, color, national origin, religion, age, ancestry, medical condition, disability or gender in consideration for an award of contract.
- C. **Drug-Free Policy and Fingerprinting.** The selected LLB Entity shall be required to complete any and all fingerprinting requirements and criminal background checks required by State law and shall also be required to complete a Drug-Free workplace certificate.
- D. **Costs.** Costs of preparing proposals in response to this RFP are solely the responsibility of the Respondent.
- E. **Prevailing Wages.** Respondents are advised that this Project is a public work for purposes of the California Labor Code, which requires payment of prevailing wages. These rates are set forth in a schedule that may be found on the California Department of Industrial Relations home page (www.dir.ca.gov). Any LLB Entity to which a contract is awarded must pay the prevailing rates, post copies thereof at the job site, and otherwise comply with applicable provisions of State law.

- F. Securities. Respondents are advised that if awarded a contract they will be permitted, at their request and expense and in accordance with Section 22300 of the California Public Contract Code, to substitute securities equivalent to retention monies withheld by District to insure performance under the contract.
- G. Bonding. The successful LLB Entity will be required to furnish a Performance Bond in the amount of one hundred percent of the contract price, and a Payment (Material and Labor) Bond in the amount of one hundred percent of the contract price.
- H. Limitations. This RFP does not commit District to award a contract, to defray any costs incurred in the preparation of a proposal pursuant to this RFP, or to procure or contract for work.

DISTRICT CONTACT

The District looks forward to receiving a proposal from your firm. If you have any questions regarding this RFP, please contact:

Michael Weissenborn
Facilities Planning/Construction Manager
Chico Unified School District
2455 Carmichael Drive
Chico, CA 95928
Ph: (530) 891-3209

NOTE: Incomplete submittals, incorrect information, or late submittals may be cause for immediate disqualification. Issuance of this RFP does not commit District to award a contract, or to pay any costs incurred in the preparation of a response to this request. District reserves the right to request additional information or clarification during the evaluation process. District retains the right to reject any or all proposals. All respondents should note that the execution of any contract pursuant to this RFP is dependent upon the approval of the Chico Unified School District in its sole discretion.

Exhibit A

CERTIFICATION OF PROPOSAL

- A. The undersigned hereby submits its proposal and, unless otherwise stated, agrees to furnish services to the Chico Unified School District in accordance with this RFP and the attachments thereto.
- B. The Building Entity has carefully reviewed its proposal and understands that the District will not be responsible for any errors or omissions on the part of the Building Entity.
- C. It is understood that the District reserves the right to accept or reject any or all proposals and to waive any informality in any proposal received.
- D. Enclosed as a part of this proposal are the figures and data required by the specifications.
- E. This proposal shall be considered an irrevocable offer and shall be valid for ninety (90) days from the date proposals are required to be submitted.

Dated: _____

Name of Firm: _____

By: _____

Authorized Signature

Title: _____

Address: _____

Telephone: () _____ FAX: () _____

Federal Tax I.D. No.: _____

Social Security No.: _____