

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session

Wednesday, April 1, 2009

Tour of the PAC - 4:30 p.m.

Special Session - 5:00 p.m.

**Pleasant Valley High School, Library
1475 East Avenue, Chico, CA 95926**

AGENDA

1. TOUR OF PERFORMING ARTS CENTER (4:30-4:50 p.m.)

2. CALL TO ORDER (5:00 p.m.)

Opportunity for Public Comment on Agenda Items

The Governing Board welcomes and encourages public comments. Members of the public may comment on items included on this agenda: however, we ask that you limit your comments to three (3) minutes so that as many as possible may be heard (Education Code §35145.5, Government Code §54954.3)

3. CONSENT CALENDAR

1. GENERAL

1. Consider expulsion of students with the following IDs: 22667, 55438, and 63728

2. EDUCATIONAL SERVICES

1. Consider approval of CAHSEE Waivers for Students with Disabilities

4. DISCUSSION/ACTION CALENDAR

1. BUSINESS SERVICES

1. **Information:** Measure A Phase I – Performing Arts Center at Pleasant Valley High School - Update on Progress to Date
2. **Discussion/Action:** Measure A Phase 1 - Performing Arts Center at Pleasant Valley High School, Begin Naming Process
3. **Information:** Measure A Phase 2 –Chico High School New Classroom Building - Update on Progress to Date
4. **Information:** Measure A Phase 3 – Definition of Proposed Projects at High Schools
5. **Information:** Measure A Phase 3 - Discuss Circulation of Request for Proposals (RFPs) for Both Design Team and Lease Lease-back Entity
6. **Information:** Pleasant Valley High School Career Technology Educational Facility Program (CTEFP) Grants - Update on Progress to Date
7. **Information:** Chico High School Career Technology Educational Facility Program (CTEFP) Grants – Update on Progress to Date
8. **Discussion/Action:** Reinstate Bond Oversight Committee
9. **Information:** Loma Vista Facility Improvements - Update on Progress to Date
10. **Discussion/Action:** District Demographic Analysis
11. **Discussion/Action:** Intent to Enter into District Architect Agreement with Thomson & Hendricks Architects and Planners

2. SCHOOL BOARD SELF-EVALUATION

1. **Discussion/Action:** Review Board Evaluation Tools

5. **CLOSED SESSION**

1. **UPDATE ON LABOR NEGOTIATIONS**

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

2. **Public Employee Performance Evaluation**

Per Government Code §54957

Title: Superintendent

6. **ADJOURNMENT**

Jann Reed, President
Board of Education
Chico Unified School District

Posted: 3/27/09
:mm

PROPOSED AGENDA ITEM:

Approval of CAHSEE Waivers for Students with Disabilities

☒ Consent Board Date: 4/1/09
☐ Information Only
☐ Discussion/Action

Prepared by: Michael Morris

Background Information

Students with disabilities who take the California High School Exit Exam (CAHSEE) with modification (for example, using a calculator on the math test or having the English Language Arts test read aloud) receive an invalid score on the test. The school board may grant a waiver of the requirement to pass the CAHSEE under certain conditions.

For the purposes of receiving a high school diploma, an eligible pupil or eligible adult student who takes the examination with one or more modifications shall receive a score that is not valid for the sections of the examination on which the modifications were used. If the score is equivalent to a passing score, the eligible pupil or eligible adult student may be eligible for a waiver.

A waiver is only required for students who:

- 1) Took one or both portions of the CAHSEE with modifications AND
- 2) Attained the equivalent of a passing score (350 or more points) on the CAHSEE.

At the parent or guardian's request, a school principal shall submit a request for a waiver of the requirement to successfully pass the high school exit examination to the governing board of the school district.

Educational Implications

If a student takes one or both portions of the CAHSEE with modifications and receives a passing score (350 or higher), s/he is eligible for a waiver of the requirement to pass the California High School Exit Exam. All other graduation requirements must be met.

Fiscal Implications

None

Recommendation

It is recommended that the board approve the waivers for the students indicated on the lists included in the board packet.

TITLE: Measure A Phase 1 – Performing Arts Center at Pleasant Valley High School - Update on Progress to Date

Action _____
Consent _____
Information X

April 1, 2009

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

Background information

Phase 1 of the 1998 Measure A Bond focuses on the design and construction of a Performing Arts Center on the Pleasant Valley High School campus. The design for the facility was completed by Nichols Melburg and Rosetto and approved by the Division of the State Architect. The project is currently under construction. The contractor on the project is Broward Builders. We will discuss the status of the project.

Educational Implications

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

Fiscal Implications

This project is being funded out of Measure A bond proceeds and will have no impact on the general fund. The bond proceeds are currently on deposit with the County Treasurer.

Additional Information

Measure A was passed by voters in 1998. A major component of the bond measure was the construction of a new high school. Due to a number of factors, the new high school is not needed at the current time. The Board directed staff to recommend a plan to meet existing high school facilities needs.

TITLE: Measure A Phase 1 – Performing Arts Center at Pleasant Valley High School, Begin Naming Process

Action X
Consent
Information

April 1, 2009

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

Background information

There have been several discussions on naming the Performing Arts Center. We are attaching a proposed Building Naming Process which we believe fits within the guidelines of Board Policy 7310. Staff is looking to the Board for direction on this process.

Educational Implications

Unknown

Fiscal Implications

No impact on the general fund.



Chico Unified School District
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4.1.2.
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Board Policy: #7310

Section: 7000

Facilities
Page 1 of 1

NAMING OF FACILITY

The Governing Board shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee may be appointed to review name suggestions and submit recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

Memorials

Upon request, the Board shall consider naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have been deceased for at least one year.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

Building Naming Process

1. Create a list of name criteria:
 - a. Name is instantly recognizable for what the buildings purpose is.
 - b. Name is inclusive of the entire community.
 - c. Name inspires community pride & involvement.
 - d. Name is recognizable as School District Building.
 - e. Names of living people should be avoided.
2. Create a special Committee with the purpose of selecting a name:
 - a. Appoint or Advertise for members?
 - b. Made up of Parents, Teachers, Students, Administrators, and Board Members?
 - c. How many people on Committee?
 - d. No one with special interest on Committee (Impartial).
3. Develop a list of potential names:
 - a. Advertise for suggestions?
 - b. How/Where to advertise?
 - c. Criteria for selection of members?
 - d. Compile a list of potential building names, send to committee.
4. Develop a method for selecting a name, based on "best fit" with criteria:
 - a. Each member selects their top three of the submitted selections.
 - b. Top three lists are discussed and polled at committee meeting.
 - c. Committee reaches consensus on name selection
 - d. Committee sends recommendation to Board of Education.
5. Schedule for selecting Name of Building (Set Dates):
 - a. Advertise for Committee _____
 - b. Advertise for potential names _____
 - c. Select and form committee _____
 - d. Collect and compile potential names _____
 - e. Forward potential names to all committee members _____
 - f. Committee Meeting to select name _____
 - g. Recommendation to Board of Education _____

**TITLE: Measure A Phase 2 – Chico High School New Classroom Building
Update on Progress to Date**

Action _____
Consent _____
Information X

April 1, 2009

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

Background information

Phase 2 of the 1998 Measure A Bond focuses on the design and construction of a new classroom building on the Chico High School campus. The design for the facility is being completed by DLR and is currently being reviewed by the Division of the State Architect. We are currently circulating an RFP for a Lease Lease-back entity. The RFP proposals are due on April 2, 2009. A selection committee will review the proposals selecting six firms to be interviewed. Following the interviews, the top three firms will be identified and negotiations will begin with the top firm. The project is slated to begin construction on June 8, 2009. We will discuss the status of the project.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." This building has been designed to the Collaborative for High Performance Schools (CHPS) criteria. High performance schools are facilities that improve the learning environment while saving energy, resources and money.

Fiscal Implications

The hard cost of the building is projected to be \$10,500,000. Total project cost is projected to be \$13,000,000. This project is being funded out of Measure A bond proceeds and will have no impact on the general fund. The bond proceeds are currently on deposit with the County Treasurer.

Additional Information

The New Classroom Building will be a CHPS registered building. The mission of the Collaborative for High Performance Schools (CHPS) is to facilitate the design, construction and operation of high performance schools; environments that are not only energy and resource efficient, but also healthy, comfortable, well lit, and containing the amenities for a quality education.

CHPS helps facilitate and inspire change in our educational system. The goals of CHPS are to:

- Increase student performance with better-designed and healthier facilities,
- Raise awareness of the impact and advantages of high performance schools,
- Provide professionals with better tools to facilitate effective design, construction and maintenance of high performance schools,
- Increase school energy and resource efficiency, and
- Reduce peak electric loads.

TITLE: Measure A Phase 3 – Definition of Proposed Projects at High Schools

Action _____
Consent _____
Information X

April 1, 2009

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

Background information

At its December 5, 2007 meeting the Board determined that Phase 3 of the Measure A would consist of projects that would help meet the facilities needs of all of the high school programs. It was recognized that the specific projects would need to be identified based upon input from the school sites and the community. The school sites have provided a list of their priority projects. The following steps remain to be completed:

- 1) Define the amount of money available for Phase 3 projects;
- 2) Review previous school site priorities;
- 3) Determine method to select projects; and
- 4) Discuss process for community involvement

Educational Implications

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

Fiscal Implications

The projected cost of the Phase 3 projects will be determined once the projects have been identified and design gets underway. The project costs will need to be held within agreed upon parameters in order to complete all desired projects. These projects will be funded out of Measure A bond proceeds and will have no impact on the general fund. The bond proceeds are currently on deposit with the County Treasurer.

Additional Information

Chico High, Pleasant Valley High School and Fair View have developed priority lists of projects they would like to see occur on their respective campuses. The top priority for PVHS is the construction of the Performing Arts Center, which is underway as Phase 1. The top priority for CHS is the replacement of the relocatable classrooms on campus with permanent classrooms. This project is also underway as Phase 2. Top priority for FVHS is providing additional relocatable classrooms and restrooms, fencing and other appropriate improvements to allow the placement of the AFC program on the FVHS campus. Additional Priorities in ranked order include:

	CHS	PVHS
Priority 2	Modernize Lincoln Hall with rebuilt snack bar and covered eating area outside for rainy and hot days	Reroof, repairs, refurbishing and painting of existing facilities
Priority 3	Construct field house with traditional mat room and weight room	Construct classrooms to replace portables
Priority 4	Construct bathrooms in field area	Construct field house with team rooms, classrooms and storage
Priority 5		Expand Culinary Arts Facilities (CTEFP grant)
Priority 6		Replace football stadium bleachers and renovate fields

TITLE: Measure A Phase 3 – Discuss circulation of Requests for Proposals (RFP's) for Both Design Team and Lease Lease-back Entity

Action _____
Consent _____
Information X

April 1, 2009

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

Background information

Phase 3 Measure A projects have not yet been identified and agreed upon. Staff would like to circulate RFPs for both the design team and the lease lease-back entity simultaneously once the projects are agreed upon.

Educational Implications

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

Fiscal Implications

Identifying the lease lease-back entity in conjunction with the design team will generate project savings for the District. The costs for the Phase 3 projects will be funded out of Measure A bond proceeds and will have no impact on the general fund. The bond proceeds are currently on deposit with the County Treasurer.

Additional Information

Traditionally Chico Unified School District has used the approach of hiring one group to design a project and get the project approved for construction. At that point we have put the approved project out to bid. With the lease lease-back delivery system we have the ability to select a Lease Lease-back entity who can work with the architect during the initial design phases. By having a builder on Board during these early phases we are able to realize savings by having constant constructability reality checks. In other words the builder can advise the architect on the most effective and efficient way to build what the architect is envisioning. There is also a great deal of builder "buy in" or ownership of the plans generated by this approach. We have not utilized this approach to date because the plans have been completed by the time we look for the lease lease-back entity (builder).

**TITLE: Pleasant Valley High School Career Technology Educational Facility
Program (CTEFP) Grants - Update on Progress to Date**

Action _____
Consent _____
Information X

April 1, 2009

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

Background information

Voters within California have recognized the need for improving Career Technology facilities. Prop 1D includes funding for these improvements. Pleasant Valley High School has three CTEFP grant applications which have been approved for funding by the State Allocation Board. The grants are for the Welding Technology (\$484,869) the Building Trades (\$18,850) and Hospitality and Tourism (\$946, 894) programs. The plans for the Welding Technology and Building Trades projects have been developed by Thompson and Hendricks and approved by the Division of the State Architect. The plans for the Hospitality and Tourism project have not yet been developed.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." Appropriate facilities are particularly important for Career Tech programs.

Fiscal Implications

The District match of \$725,307 will be paid out of Measure A bond proceeds and will have no impact on the general fund. The bond proceeds are currently on deposit with the County Treasurer.

Additional Information

Prop 1D funds have been frozen by the State of California. We have been informed that this freeze has been lifted for certain projects. We will not bring any contract to the Board for approval without notification from the State that they are ready to fund their share of the project.

**TITLE: Chico High School Career Technology Educational Facility Program
(CTEFP) Grants - Update on Progress to Date**

Action _____
Consent _____
Information X

April 1, 2009

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

Background information

Voters within California have recognized the need for improving Career Technology facilities. Prop 1D includes funding for these improvements. Chico High School has two CTEFP grant applications which have been approved for funding by the State Allocation Board. The grants are for the Arts, Media and Entertainment, \$1,926,446, and Agriculture and Natural Resources, \$1,663,774. DLR Group is designing the new classroom building which is a significant part of both of these grants. The plans for the other portions of the Arts, Media and Entertainment grant have been developed by Thompson and Hendricks. The plans for the other portions of the Agriculture and Natural Resources projects have not yet been developed.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." Appropriate facilities are particularly important for Career Tech programs.

Fiscal Implications

The District match for the Arts, Media and Entertainment grant is \$963,223. The District match for the Agriculture and Natural Resources grant is \$831,872. The District is utilizing the new classroom building being built by Measure A bond proceeds as its match for both of these grants. The new classroom building is being built with Measure A bond proceeds and will have no impact on the general fund. The bond proceeds are currently on deposit with the County Treasurer.

Additional Information

Prop 1D funds have been frozen by the State of California. We have been informed that this freeze has been lifted for certain projects. We will not bring any contract to the Board for approval without notification from the State that they are ready to fund their share of the project.

TITLE: Reinstatement Bond Oversight Committee

Action X
Consent
Information

April 1, 2009

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

Background information

With the passage of Measure A in 1998 the District formed a Bond Oversight Committee. This committee was composed of one Board member, an attorney, a CPA, a representative from the construction industry and a banker. This broad cross section of the community reviewed the progress and expenses incurred on the wide ranging list of projects funded by Measure A. When things slowed down during the time period of obtaining permits and purchasing the Canyon View site, the Bond Committee quit meeting. With the new focus of Bond projects at the existing high school sites, it may be very appropriate to reinstate the Bond Oversight Committee.

Educational Implications

n/a

Fiscal Implications

The Bond Oversight Committee would review the actual versus anticipated expenses on projects.

Additional Information

Measure A was passed under regulations requiring a two-thirds majority vote. Such Bonds are not required to have an oversight committee. Prop 39 was passed to allow school bonds to pass with a 55% majority vote. These bonds require an oversight committee be formed.

The CUSD Bond Oversight Committee was a voluntary committee formed with the intent of increasing transparency in the process.

TITLE: Loma Vista Facility Improvements – Update on Progress to Date

Action _____
Consent _____
Information X

April 1, 2009

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

Background information

In February 2007 we discussed the need for additional facilities on the Loma Vista campus and the fact that this need would be best met by adding two permanent classrooms and appurtenant facilities. The project progressed through the site design. At that point the project was put on hold while a District wide elementary housing analysis was completed. It has been determined that the Loma Vista campus should stay in its present location. The Board has directed work on the additional facilities to proceed.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." The special needs required by the students at Loma Vista call for specific facilities.

Fiscal Implications

The Loma Vista classroom project adds capacity to the District and will be funded out of Developer Fees. There is no impact on the General Fund.

Additional Information

During the time that the project was put on hold a new building code was adopted by the State of California. This code impacts some of the design of the building. The biggest impact is that the building must be fully fire sprinklered. These modifications are being made to the plans before submitting to the Division of the State Architect for review and approval.

TITLE: District Demographic Analysis

Action X
Consent
Information

April 1, 2009

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

Background information

The District relies upon demographic data to project its student housing needs into the future. It is important that this data be revised on an annual basis. We have been utilizing the services of J M King & Associates who have tracked student data utilizing GIS programs. This year we have asked JM King & Associates to take a look at the District's eligibility for State funding under new legislation. In addition we have a proposal for services related to redefining school Boundary Lines within the District.

Educational Implications

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

Fiscal Implications

The proposal is based on an hourly rate with an estimated number of hours, the total is not to exceed \$42,500.00. This has no impact on the General Fund because it is funded entirely out of Developer Fees.

Additional Information

Recommendation

It is requested that the Board of Education authorize the Assistant Superintendent, Business Services to enter into a service agreement with JM King & Associates.

PROPOSAL FOR DEMOGRAPHIC ANALYSIS/ENROLLMENT PROJECTIONS

for the

CHICO UNIFIED SCHOOL DISTRICT

Prepared by:

JM King & Associates
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CURRENT PROPOSAL

In order to make decisions regarding school facilities in a timely manner for all students and to maximize current facility usage in the Chico Unified School District, the District should prepare an update to the Demographic Study prepared in 2008.

The Enrollment Projections and Spatial Analysis of the CUSD current student population will be prepared containing recommendations to guide the District's decisions regarding facilities for a 10-year period.

The following components outline the consultant's work for the preparation of the updated Demographic Analysis and Enrollment Projections recognizing that a majority of the research, initial analysis and in-house work has been previously completed by our firm.

COMPONENT A: HISTORIC DEMOGRAPHICS (Research will be updated for this study)

Component A will analyze the historic demographic trends which have influenced district enrollments and facility utilization. Specific information will include:

1. A review of district enrollment patterns identifying causes of change where possible.
2. A review of the district's existing housing stock including median housing values and an identification of trends over time.
3. Commentary of community/neighborhood dynamics that have contributed to enrollment changes in the district.

COMPONENT B: STUDENT GENERATION STUDY UPDATE

(Research previously completed will be updated for this study).

1. Preparation of student generation study by housing type (i.e. single family detached, single family attached, multi-family, affordable).
2. Research of current and planned residential development by attendance area by type with build-out scenarios.
3. Analysis of student generation factors by square footage, age of housing, and type of housing.
4. Analysis of housing construction vs. current enrollments in district.

COMPONENT C: LAND USE AND DEVELOPMENT (Research will be updated for this study)

Component C will identify current and anticipated land use plans and policies, and their potential effects on the District. Specific steps in this component will include:

1. A review and analysis of all relevant land use plans which may affect development patterns in the District.
2. An analysis of vacant land which may be developed. This analysis will include major development constraints and construction timetables.
3. An analysis of economic growth forces and major issues which may affect development in the District (i.e., seismic safety, water supply, sanitary sewer capacities, flood zones).

COMPONENT D: ENROLLMENT PROJECTIONS-UPDATED
(Projections completed for the 2006, 2007, and 2008 school years will be updated)

Component D will provide enrollment projections based on historic and anticipated development, birth rates, student resident/migration data, and pertinent census and demographic information. Specific steps will include:

1. A review of district historical enrollment patterns. This review will include identification of birth rate trends, local, county and State population migration trends in order to provide a report on the reasons for changing populations within the District.
2. A review of the district's existing housing stock including median housing values and an identification of trends over time.
3. Analysis and report of community/neighborhood dynamics that have contributed to population changes in the district.
4. The calculation of annual enrollment projections to the 2019-20 school year. The projections will be grade and school specific.
5. Using current zoning, build-out potential, and absorption schedules for residential development, three enrollment projections will be calculated based on housing build-out after applying student generation factors, including a most likely projection based on consultant's research.
6. An analysis of projection sensitivity, identifying District policies, community trends or events which may cause projections to deviate from the "most likely" projection.

COMPONENT E: SPATIAL (GIS) ANALYSIS (UPDATED)

1. Preparation of GIS attendance area maps by elementary, middle and high school attendance areas. **(Previously completed for District)**
2. Dynamic linking of current student data to GIS attendance area maps for purposes of spatial analysis. **(Currently being updated by Consultant)**
3. Dynamic linking of current and planned residential development to GIS maps for purposes of spatial analysis.
4. Analysis of students by grade level and school of residence vs. school of attendance.
5. Preparation of density maps for the 2008-09 school years in order to analyze total student population by grade level in each elementary, middle and high school attendance area.
6. Preparation of data report to present to the Board and District staff outlining findings from #1 through #5.

CONSULTING FEES

The Consultant will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly basis.

	<u>Hours</u>
Component A—Historic Demographics	No charge
Component B—Student Generation Study	30
Component C—Land Use and Development	No charge
Component D—Enrollment Projections	40
<u>Component E—Spatial Analysis/Report</u>	<u>55</u>
Total Hours	125

Total Cost Not to Exceed:** \$15,625

****This is a total estimated cost not to be exceeded based on an hourly rate of \$125.00.**

**Note: This cost may be funded by Developer Fees.

The District shall pay the Consultant at the rate of \$125 per hour for services outlined in this Proposal.

ADDITIONAL CONSIDERATIONS

The Consultant shall be reimbursed as follows:

1. Reproduction of documents shall be the responsibility of the District. If the District chooses, the Consultant will provide duplicating services on an actual cost basis.
2. Meetings with district established Community Committees will be billed at \$125 per hour.

DEMOGRAPHIC METHODOLOGIES

- Geographical Information System, ESRI Arcview, for spatial analysis of all collected demographic data, preparation of maps, reports, including district data, planning agency (City and County data), and other specific land use data pertinent to the District's long range plan.
- Cohort survival district specific methodology for enrollment projection, including birth and fertility rates, historical enrollments.
- A real estate database accessed to acquire assessor's data for information on residential units by type, by year constructed, by square footage for purposes of student generation and enrollment analysis.
- Acquisition of public and private agency demographic data specific to Chico Unified School District.

PROPOSAL FOR STATE SCHOOL FACILITY CONSULTING SERVICES

for the

CHICO UNIFIED SCHOOL DISTRICT

Prepared by:

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CURRENT PROPOSAL

The planning, funding, and construction of school facilities involve many complex issues. Due to the frequent changes in State school facility legislation, it is time and cost effective to be represented by a consulting firm based in Sacramento that is experienced in the many aspects of school facility planning.

With the passage of Assembly Bill 1014, the State Allocation Board recently approved regulations which provide alternative enrollment projection options in calculating new construction eligibility. The new regulations may have a positive impact on your District. JM King & Associates will review all enrollment projection options and determine the most advantageous option for your District.

Our services include the following:

Approval of Eligibility

1. Obtain from the District facilities and enrollment information required to determine the amount of new construction grant funding eligibility under the School Facility Program (SFP).
2. Research required residential development (tentative maps only) and obtain certification letters from planning department (City and/or County) (Education Code 17070.35 et seq).
3. Calculate new construction eligibility for all available scenarios provided for by the passage of Assembly Bill 1014. Review and analyze District data to support District applications for the maximum new construction eligibility and funding approval.
4. Prepare required enrollment and facilities reports for District review and approval to file with the Office of Public School Construction (OPSC) to seek approval of new construction eligibility. Prepare annual updated enrollment and facilities reports as needed or required.
5. Secure SAB approval of District's new construction eligibility.

CONSULTING FEES

The District shall pay the Consultant at the rate of \$125 per hour for services outlined in this Agreement not to exceed 40 hours without prior written approval from the District.

The Consultant will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly basis.

The scope of the work necessary to complete the services listed in this Agreement is dependent on the availability and quality of the District's enrollment and facilities information and subject to SB 50 regulations.

ADDITIONAL CONSIDERATIONS

The Consultant shall be reimbursed as follows:

1. Necessary visitations to the District by the Consultant will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval from the District.
2. Reproduction of documents shall be the responsibility of the District. If the District chooses, the Consultant will provide duplicating services on an actual cost basis.
3. Telephone and any express mail expenses will be documented and reimbursed to the Consultant.
4. Application filing fees and other state required fees are the responsibility of the District.

**PROPOSAL FOR SCHOOL ATTENDANCE BOUNDARY PLANNING
CONSULTING SERVICES**

for the
CHICO UNIFIED SCHOOL DISTRICT

Prepared by:

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CURRENT PROPOSAL

School Attendance Boundary Planning is a process used by school districts when it has become apparent that re-distribution of students among schools is necessary. This may be due to a variety of factors, including increasing or decreasing enrollment, housing trends, in and out migration, or facility capacity. The process of modifying attendance boundaries includes both quantitative information, such as enrollment figures and use of GIS, and qualitative information, such as community input and stakeholder opinions.

Through a process called geocoding, JM King & Associates uses the student database to electronically place each student on a map. School facilities, district boundaries, feeder patterns, and attendance boundaries are also mapped. Unlike a paper map where "what you see is what you get," a GIS map is a combination of many layers of information. The information comes from databases that are linked to the GIS and contain records and statistics.

Once all students are mapped, it is possible to develop a variety of attendance boundary scenarios. For each scenario the computer automatically generates the number of students by grade (and other characteristics) in each new attendance boundary. Our GIS software is flexible; there are no restrictions on the size or number of areas to be constructed, and data are produced that make it simple to evaluate large numbers of possible scenarios.

We help school districts devise new attendance boundaries. We assist with developing criteria and measures for evaluating possible boundary realignment scenarios. Criteria often include balancing enrollments among schools, maximizing student safety, keeping neighborhoods within one attendance area, maximizing the number of students who stay together as they move from elementary to middle to high school, and minimizing walking distance to schools. After criteria are specified, JM King & Associates can provide a variety of attendance area scenarios. Our GIS software produces high-quality maps that show attendance area boundaries.

Components for Boundary Realignment Analyses may include the following:

- Assist with development of criteria to be adopted by the Board of Education and utilized as a measure for the preparation of attendance boundary realignment scenarios. This may include meetings with community, District staff, and stakeholders to gather input regarding the criteria.
- Based on board adopted criteria, develop or assist in the development of various attendance boundary realignment scenarios.
- Preparation of full color maps demonstrating current attendance boundaries and proposed attendance boundary realignment.
- Preparation of reports demonstrating affect of proposed attendance boundary realignment on current student residents and enrollments.
- Preparation of reports demonstrating affect of proposed attendance boundary realignment on projected enrollments vs. facility capacities.
- Presentations at community meetings, committee meetings, and Board of Education meetings.

CONSULTING FEES

The District shall pay the Consultant at the rate of \$125 per hour for services outlined in this Agreement not to exceed 175 hours without prior written approval from the District.

The Consultant will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly basis.

ADDITIONAL CONSIDERATIONS

The Consultant shall be reimbursed as follows:

1. Necessary visitations to the District by the Consultant will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval from the District.
2. Reproduction of documents shall be the responsibility of the District. If the District chooses, the Consultant will provide duplicating services on an actual cost basis.

PROFESSIONAL QUALIFICATIONS

**Cheryl A. King,
Principal/Owner**

Ms. King has worked extensively with school districts throughout Illinois, Michigan, Colorado and California for over 30 years. Her diverse career includes teaching at both the secondary and university level and developing curriculum and outreach programs at both levels. She also administered programs as an Administrative Assistant for the Michigan Department of Education where she worked in conjunction with 20 school districts statewide to obtain state funding for projects in their districts, including follow-up evaluation procedures. She has prepared over 50 Facility Master Plans for rural, urban, and suburban California school districts over the past 12 years. She also works in the areas of developer fees, mitigation, and demographics to assist districts in decisions regarding facility usage. She has extensive ongoing experience facilitating community/District committees.

Ms. King received her BS and Masters in Education from Illinois State University. Her doctoral work was completed at Michigan State University.

**Jamie M. King,
Principal/Owner**

Ms. King has provided demographic and planning analyses, reports and master plans for over 20 school districts throughout California for the past 6 years. For the past six years she has been utilizing GIS as a tool to prepare demographic analyses in the form of maps and reports for school districts throughout California to assist districts in analyzing current and historic student populations, the migration of students and community populations, optimizing attendance boundaries, consolidation of current schools, location of new schools, and other geographic area specific analyses for long range planning. She works closely with District staff and community committees to develop criteria for optimizing current and future school usage. These criteria may include balancing enrollments among schools, retaining neighborhood school populations as boundaries shift, consideration of major highways and streets, capacities of current facilities, enrollment projections by school, special program needs at specific sites, etc.

Ms. King received her BS in Geography from Sacramento State University and an MS in Geography with an emphasis in Demographics and Planning from the University of South Carolina.

Evelyn Shafer
Senior Associate

Ms. Shafer has been working in the area of school planning and facilities for the past five years. She has extensive experience in State applications, both modernization and new construction, preparation of developer fee studies (Level I and II) and assisting districts with facility analysis. Ms. Shafer also worked in the legal field prior to her transition to JM King & Associates.

PROJECTS COMPLETED 2002-2008

Napa Valley Unified School District (Project Ongoing)

Demographic Study/Facility Master Plan

Prepare Demographic Analysis and Facility Master Plan to assist District in maximizing use of facilities and prepare for Bond Election in Fall 2006. Attend and facilitate meetings for five months with District appointed committee. Project ongoing.

Reference: John Glaser, Superintendent. Phone: 707-253-3511
www.nvusd.kingdemographics.net/TownMeetings.pdf

Brentwood Union School District: (Project Ongoing)

Demographic Study/Enrollment Projections 2006

Ongoing work with District staff in the areas of enrollment projections, GIS, demographics, spatial analysis.

Reference: Scott Anderson. Phone: 925-513-6300

West Contra Costa Unified School District: (Project Ongoing)

Facility Master Plan 2006

Redistricting/Boundary Study 2003

Facility Master Plan 2000

Ongoing work with District staff and numerous District appointed committees for the following: Facility Planning, School Consolidation, Redistricting, and various projects utilizing GIS.

Reference: Bill Savidge, Director Facilities. Phone: 510-307-4540

Gateway Unified School District

Demographic Analysis

Prepare Demographic Analysis to assist District in maximizing use of facilities. Present information to Board of Education and community members. Analysis facilitated consolidation/redistricting.

Reference: John Strohmayer, Superintendent. Phone: 530-245-7900

Tehachapi Unified School District

Demographic Analysis

Prepare Demographic Analysis to assist District in maximizing use of facilities and prepare potential redistricting scenarios to balance enrollments due to residential segregation.

Reference: Julie Auvil, CBO. Phone: 661-822-2100 x126

Shasta County Demographic Study

Demographic Analysis

Prepare Demographic Analysis for all Districts in Shasta County, including demographics of communities, residential development, and future projections for enrollments.

Reference: Rich Rhodes, Superintendent, Pacheco Union Elementary School District. Phone: 530-365-1801

TITLE: **Intent to Enter Into District Architect Agreement With
Thomson & Hendricks Architects and Planners**

Action X
Consent
Information

April 1, 2009

Prepared by: *Mary Leary, Director Maintenance/Operations & Transportation
Michael Weissenborn, Facilities Planner/Construction Manager*

Background information

The District has the need for architectural services for major maintenance projects and other miscellaneous projects. These projects are smaller than the major new construction or modernization projects, but still require the services of a licensed architect. Due to the smaller nature of the projects, the District selects one firm to handle all of them.

Educational Implications

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

Fiscal Implications

Typically the projects are major maintenance projects and the architect's fees are paid out of a restricted account. There is very little if no impact to the general fund.

Additional Information

Recommendation

It is requested that the Board of Education authorize the Superintendent or his designee to enter into an agreement with Thomson & Hendricks Architects and Planners for District Architect services through December 31, 2009.

AGREEMENT FOR ARCHITECTURAL SERVICES

**MISCELLANEOUS PROJECTS
for the
CHICO UNIFIED SCHOOL DISTRICT
CHICO, BUTTE COUNTY, CALIFORNIA**

January 1, 2009 through December 31, 2009

The Client and the Architect agree as follows:

1. **ARCHITECT'S SERVICES:** The Architect's professional services may consist of the following as directed by the Client, depending on the type of project:
 - a. Schematic and Program Development.
 - b. Preliminary Studies.
 - c. Working Drawings and Specifications.
 - d. Structural, Mechanical, Electrical & Civil Working Designs and Specifications.
 - e. Cost estimates
 - f. Providing Standard Forms of Bid Proposals and Contracts.
 - g. Receiving Bid Proposals.
 - h. Administration of the Construction Contract and Issuance of Certificates of Payment.
 - i. Field Verification of Existing Conditions
 - j. Coordination with DSA and DSA Approval if Required
 - k. Compile "Record" drawings as provided by contractor
 - l. Other items as requested by client
2. **BASIC COMPENSATIONS:** Basic compensation shall be billed on an hourly basis per Attachment "A". Structural, Mechanical, Electrical, and Civil consultants shall be billed at 120% of their fee.

A retainer of \$ -0- to be credited to the final payment, is payable upon execution of this agreement. Statements shall be rendered monthly and due within 45 days. If payment is not received within 45 days interest shall be incurred at the rate of 1.5% of the unpaid balance.

3. Authorization of Work

All work performed under this agreement shall be authorized in writing by one of the following District Representatives:

Facilities Planner/Construction Manager
Director, Maintenance/Operations/Transportation

Owner and Architect shall complete "Attachment B", Project Checklist for Initial Meeting, upon the start of each project. Upon execution by the owner this will serve as authorization to proceed.

4. **SURVEYS AND BORINGS:** The Client will furnish a certified survey of the building site together with full information regarding existing structures, rights, zoning and other restrictions, easements, boundaries and contours of the building site and also with respect to sewer, water, gas and electrical services. The Client shall pay for any borings, test pits, and other tests that may be required.
5. **ADMINISTRATION:** The Architect will make such periodic visits to the work as he deems necessary to ascertain whether it is being executed in general conformity with drawings, specifications or directions, but the Architect is not responsible for the performance of contractors or for their errors or omissions or for safety programs and precautions at the construction site. The Architect will provide technical direction to an approved project inspector employed by and responsible to the Client.
6. **REPRODUCTIONS:** The Architect will furnish two (2) final sets of reproductions of working drawings and specifications and the Client shall reimburse the Architect, in accordance with the attached, for additional reproductions ordered by the Client or for bidding purposes.
7. **SUCCESSORS AND ASSIGNMENTS:** The Client and the Architect, each binds himself, his partners, successors, legal representatives, and assigns to the other party to this agreement, and to the partners, successors, legal representatives and assigns of such other party in respect of all covenants of this agreement. Neither the Client nor the Architect shall assign or transfer his interest in this agreement without the written consent of the other.
8. **OWNERSHIP OF DRAWINGS AND SPECIFICATIONS:** The drawings, specifications and other documents prepared by the Architect for this project are instruments of the Architect's service for use solely with respect to this Project and, unless otherwise provided, the Architect shall be deemed the author of these documents and shall retain all common law, statutory and other reserved rights, including the copyright. The Client shall be permitted to retain copies, including reproducible copies, of the Architect's Drawings, Specifications and other document for information and reference purposes only in connection with the Client's use and occupancy of the Project and shall be the property of the

Client per Education Code Section 17316. The Architect's Drawings, Specifications or other documents shall not be used by the Client or others on other projects, or for completion of this Project by others, unless the Architect is adjudged to be in default under this Agreement, except by agreement in writing and with appropriate compensation to the Architect.

9. **APPROVALS OF GOVERNMENTAL AGENCIES:** Architect shall assist the Client in connection with the Client's responsibility for filing documents required for the approval of governmental authorities having jurisdiction.
10. **GENERAL LIABILITY INSURANCE:** The Architect shall maintain Workers' Compensation insurance and other forms of employers' liability insurance as required by law, plus Commercial General and Automobile Liability insurance including Bodily Injury and Property Damage.

The Architect, and each of his subcontractors, agrees to carry Professional Liability Insurance in the amount of \$500,000.

11. **ARBITRATION:** All questions in dispute under this agreement shall be submitted to arbitration in accordance with the provisions, then obtaining, of the Standard Form of Arbitration Procedure of The American Arbitration Association.
12. **NEW CONSTRUCTION and ALTERATIONS:** The ADA provides that it is a violation to design and construct a facility for first occupancy later than January 26, 1993, that does not meet the accessibility and usability requirements of the ADA except where an entity can demonstrate that it is structurally impractical to meet such requirements. The ADA also provides that alterations to a facility must be made in such a manner that, to the maximum extent feasible, the altered portions of the facility are readily accessible to and by individuals with disabilities. The Client acknowledges that the requirements of the ADA will be subject to various and possible contradictory interpretations. The Architect, therefore, will use its best professional efforts to interpret applicable ADA requirements and other federal, state and local laws, rules, codes ordinances and regulations as they apply to the Project. The Architect, however, cannot and does not warranty or guarantee that the Client's project will comply with all interpretations of the ADA requirements as they apply to the project.
13. **BETTERMENT:** If due to the Architect's error, any required item or component of the project is omitted from the Architect's construction documents, the Architect shall not be responsible for paying the cost to add such item or component to the extent that such item or component would have been otherwise necessary to the project or otherwise adds value or betterment to the project. In no event will the Architect be responsible for any cost or expense that provides betterment, upgrade, or enhancement to the project.
14. **CLIENT'S RESPONSIBILITIES:** For projects involving new relocatable classrooms: The client shall provide the Architect with the manufacturers'

drawings, calculations and specifications. At the client's request, Architect shall review manufacturers' data for structural, fire, and life safety and access compliance requirements. Architect shall not review nor be responsible for non-structural, non-fire and life safety and non-access compliance features.

For projects involving the relocation and/or modification of existing classrooms: The client shall provide the Architect with the manufacturers' drawings, calculations and specifications and shall provide the DSA certification letter covering the construction of the existing relocatable classroom buildings, and shall assume responsibility for same. At the client's request, Architect shall review manufacturers' data for structural, fire, and life safety and access compliance requirements.

15. TERMINATION: This Agreement may be terminated by either party upon not less than seven days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.
16. ADDITIONAL PROVISION: If the basic services of the architect have not been completed within 12 months of the date hereof, through no fault of the Architect, extension of the Architect's services beyond that time shall be compensated as provided in Paragraph 2.
17. SCOPE OF AGREEMENT: This is the entire agreement between the parties and there are no agreements, conditions, or representations between the parties except as expressed herein.

CHICO UNIFIED SCHOOL DISTRICT

THOMSON & HENDRICKS, INC.

Jan Combes, Assistant Superintendent
Business Services

Paul Hendricks, AIA – C-9609

Date

Date

ATTACHMENT "A"

PROFESSIONAL SERVICES EXPENSE SCHEDULE*

As of January 1, 2009 through December 31, 2009

A.	PROFESSIONAL SERVICES COMPENSATION RATES	RATE PER HOUR
	PRINCIPAL	\$147.00
	SENIOR ASSOCIATE ARCHITECT	\$136.00
	ARCHITECT (LEVEL I)	\$122.00
	ARCHITECT (LEVEL II)	\$105.00
	ARCHITECT (LEVEL III)	\$ 95.00
	ARCHITECT (LEVEL IV)	\$ 90.00
	SENIOR PROJECT MANAGER	\$101.00
	PROJECT MANAGER	\$ 93.00
	JOB CAPTAIN (LEVEL I)	\$ 90.00
	JOB CAPTAIN (LEVEL II)	\$ 83.00
	JOB CAPTAIN (LEVEL III)	\$ 73.00
	DRAFTSPERSON/CAD (LEVEL I)	\$ 67.00
	DRAFTSPERSON/CAD (LEVEL II)	\$ 64.00
	DRAFTSPERSON/CAD (LEVEL III)	\$ 54.00
	DRAFTSPERSON/CAD (LEVEL IV)	\$ 47.00
	OFFICE MANAGER	\$ 85.00
	GOVERNMENT AGENCY LIAISON	\$ 75.00
	ADMINISTRATIVE ASSISTANT (LEVEL I)	\$ 54.00
	ADMINISTRATIVE ASSISTANT (LEVEL II)	\$ 47.00
	PART TIME STUDENT INTERNS	\$ 24.00
B.	REIMBURSABLE EXPENSE RATES	
	RASTER-TO-VECTOR SERVICES	\$ Cost + 20%
	COPIES OF DRAWINGS (In house)	\$ 2.00 each
	COPIES OF DRAWINGS (out sourced)	\$ Cost + 20%
	COPIES OF SPECIFICATIONS	\$.11 page
	MILEAGE	\$.55 mile
	LONG DISTANCE FAX & PHONE	Cost
	ANY ITEM NOT LISTED	Cost + 20%
	FRONTING GOVERNMENT PLAN	
	CHECKING/APPROVAL FEES	Cost + 5%
	CAD EQUIPMENT	\$ 32.00
C.	STRUCTURAL, CIVIL, MECHANICAL AND ELECTRICAL ENGINEERING SERVICES	Cost + 20%
D.	LEGAL COSTS, MEDIATION, ARBITRATION, DEPOSITIONS, ETC	
	PRINCIPAL	\$200.00
	SENIOR ARCHITECT	\$180.00
	ARCHITECT	\$170.00

*Note: Professional Services Expense Schedule to be revised annually

ATTACHMENT "B"

PROJECT CHECKLIST FOR INITIAL MEETING

	<u>Yes</u>	<u>No</u>
A. Project Information		
Site survey to be conducted by engineering firm	<input type="checkbox"/>	<input type="checkbox"/>
Recent accurate as-builts	<input type="checkbox"/>	<input type="checkbox"/>
Field verification – architectural	<input type="checkbox"/>	<input type="checkbox"/>
Field verification – mechanical	<input type="checkbox"/>	<input type="checkbox"/>
Field verification – electrical	<input type="checkbox"/>	<input type="checkbox"/>
Field verification – structural	<input type="checkbox"/>	<input type="checkbox"/>
Site master plan	<input type="checkbox"/>	<input type="checkbox"/>
Site master plan update required	<input type="checkbox"/>	<input type="checkbox"/>
Future facilities considered	<input type="checkbox"/>	<input type="checkbox"/>
B. District Expectations		
General cost estimate	<input type="checkbox"/>	<input type="checkbox"/>
Detailed cost estimate	<input type="checkbox"/>	<input type="checkbox"/>
CDE guidelines as applicable to project	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetic comments and considerations	<input type="checkbox"/>	<input type="checkbox"/>
C. Required approvals		
DSA structural approval	<input type="checkbox"/>	<input type="checkbox"/>
DSA fire-life safety approval	<input type="checkbox"/>	<input type="checkbox"/>
DSA access compliance approval	<input type="checkbox"/>	<input type="checkbox"/>
D. Bidding		
Special instructions concerning method of bidding	<input type="checkbox"/>	<input type="checkbox"/>
Quotes	<input type="checkbox"/>	<input type="checkbox"/>
School schedules considered	<input type="checkbox"/>	<input type="checkbox"/>
E. Schedule Commitments		
Preliminary drawing due by	_____	
50% completed final drawings due by	_____	
Final drawings and bid specifications due by	_____	
DSA submittal date (if required)	_____	
Bid/quote date	_____	
Project completion date	_____	

Chico Unified School District Representative Date

Thomson and Hendricks Representative Date