

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session

Wednesday, April 7, 2010

5:00 p.m. Closed Session

6:00 p.m. Open Session

Chapman Elementary School, Cafeteria

1071 East 16th Street, Chico, CA 95928

AGENDA

5:00pm 1. CLOSED SESSION

1. Update on Labor Negotiations

Employee Organizations:

Representatives:

CUTA

CSEA, Chapter #110

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

**2. Public Employee Discipline/Dismissal/Release
Per Government Code §54957**

3. Conference with Legal Counsel

Anticipated Litigation

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

One case

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

Kim Kingsley Bogard, Attorney at Law

6:00pm 2. RECONVENE TO REGULAR SESSION

1. Call to Order

2. Report Action Taken in Closed Session (5 minutes)

6:05pm 3. REPORTS FROM EMPLOYEE GROUPS (15 minutes)

1. CUTA

2. District

3. CSEA

4. CUMA

6:20pm 4. CONSENT CALENDAR (5 minutes)

1. EDUCATIONAL SERVICES

1. Consider expulsion of students with the following IDs: 36860, 39713, 41758, 44078, 53766, 56831, 67558

2. Consider clearance of expulsion of students with the following IDs: 41911, 50615, 63441

3. Consider Approval of the Field Trip Request for the 8th Grade Peer Mediators at MJHS to visit with Holocaust Survivors in Mendocino, CA from 5/2/10-5/3/10

2. BUSINESS SERVICES

1. Consider Approval of Bid Approval – Chico High School HVAC Replacement at Unit 100 and Unit 200

3. HUMAN RESOURCES

1. Consider Approval of Certificated Human Resources Actions

5. DISCUSSION/ACTION CALENDAR

1. EDUCATIONAL SERVICES

6:25pm 1. Discussion: K-8 Housing Report (Joanne Parsley) (60 minutes)

- 2. BUSINESS SERVICES
 - 7:25pm 1. Discussion/Action: Consider Approval of Budget Reduction Recommendations (Kelly Staley) (15 minutes)
 - 7:40pm 2. Information: Review Home-to-School Transportation (Mary Leary) (30 minutes)
 - 8:10pm 3. Discussion/Action: Consider Approval of Intent to Enter Into Agreement with Newcomb Anderson McCormick Energy Engineering and Consulting for RFP for District Power Purchase Agreement (Michael Weissenborn) (10 minutes)
- 3. BOARD
 - 8:20pm 1. Discussion/Action: Board Self-Evaluation (60 minutes)
- 9:20pm 6. **ADJOURNMENT**

Jann Reed, President
Board of Education
Chico Unified School District

Posted: 04/01/10
:mm

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

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

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

CONSENT CALENDAR

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

STUDENT PARTICIPATION

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

PUBLIC PARTICIPATON FOR ITEMS ON THE AGENDA (Regular and Special Board Meetings)

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

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

PUBLIC PARTICIPATON FOR ITEMS NOT ON THE AGENDA (Regular Board Meetings only)

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

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

WRITTEN MATERIAL:

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

COPIES OF AGENDAS AND RELATED MATERIALS:

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

AMERICANS WITH DISABILITIES ACT

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

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

TITLE: Field Trip Request for 8th Grade Peer Meditors at MJHS

Action: _____
Consent: X
Information: _____

April 7, 2010

Prepared by: Jay Marchant

Background Information

The 8th grade MJHS Peer Mediators wish to take a fieldtrip to Mendocino CA to visit Jay and Monique Frankston, Holocaust survivors. We have been studying issues of social injustice and connecting events of the past with students' lives and events occurring today on school campuses. Our trip with last year's mediators was a memorable and educational experience that has motivated this year's group to excel.

Educational Implications

This trip will be the culminating event of our yearlong study of social injustice and hope for the future. Our theme has been "Speak Up" and become an "upstanding" citizen rather than a "bystander" that allows bullying and other harassment to continue. During the mediator's recent presentation at the CA League of Middle Schools Conference, they passionately presented their message to educators from across CA. We have seen significant behavioral and attitudinal shifts with the mediators as they internalize the learning experience and take ownership of the goals of their mediator program. We feel these are lifelong skills and attitudes that the students will take with them into adulthood.

Fiscal Implications

NO district general education funds will be used for fieldtrip. We have done fundraising events (i.e. school dance and snack bar sales) and had very generous donations of time and driving by parents/guardians.

Additional Information

MJHS counselor, Pam Bodnar, and 3-4 parents have volunteered to be chaperones/drivers for the trip. The ratio will be 3 students to each adult. The Frankston's have graciously donated their time as presenters as well as offering to let all of us stay overnight in their home in Mendocino at no cost. (I have visited their home and it will accommodate all of us. Departure Sunday, May 2nd at 9 a.m. and return Monday, May 3rd at 6 p.m.

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street

Chico, CA 95928-5999

(530) 891-3000

4.1.3.

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FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: March 10, 2010FROM: Pam BodnarSchool/Dept.: MJHS Counseling DepartmentSUBJECT: Field Trip RequestRequest is for 8th Grade Peer Mediators at MJHS

(grade/class/group)

Destination: Mendocino, CAActivity: Visit w/Holocaust Survivorsfrom Sunday, May 2 / 9:00 a.m.

(dates) / (times)

to Monday, May 3 6:00 p.m.

(dates) / (times)

Rationale for Trip: Culminating event of our studies on social injustice and becoming upstanding citizens. Our focus this year is spreading the word to "speak up" when bullying and other issues are witnessed.

Number of Students Attending: 13 Teachers Attending: 1 Parents Attending: 3Student/Adult Ratio: 3:1Transportation: Private Cars X CUSD Bus _____ 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 \$ DonationsLodging \$ -0- Transportation \$ Donations Other Costs \$ -0-

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

Name Peer Mediators-ASB Acct. # 01-0000-0-1232-1000-070 \$ _____

(534)

Name _____ Acct. #: _____ \$ _____

Pam Bodnar
Requesting Party

3/10/10
Date

[Signature]
Site Principal

3/10/10
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

[Signature]
Director of Educational Services

3-22-10
Date

☒

Recommend

☐

Not Recommended

☐

Approved

☐

Not Approved

Board Action

Date

TITLE: Bid Approval – Chico High School HVAC Replacement at Unit 100 and Unit 200

Action _____
Consent X
Information _____

April 7, 2010

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

Background information

This project is on the District's Critical Deferred Maintenance List. Formal sealed bids for the HVAC Replacement will be opened on April 15, 2010.

Educational Implications

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

Fiscal Implications

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

Additional Information

Although most Deferred Maintenance projects have been put on hold due to the budget crisis, it is necessary that this project be completed this summer. The HVAC equipment on these buildings has exceeded its life expectancy and is failing. Replacement parts are no longer available to make necessary repairs and it has become a health and safety issue.

Recommendation

Bids for this project will be opened on Thursday, April 15, 2010. Pending review and approval, the project is scheduled to begin during the summer of 2010. This project requires the purchase of long lead time equipment, therefore it is requested that the Board of Education grant pre-authorization to the Superintendent (or designee) to award the project to the lowest responsive bidder in order to expedite the ordering of this equipment and allow the project to be completed during the summer break.

CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CALIFORNIA 95928
April 7, 2010

4.3.1.
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MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Certificated Human Resources Actions

Name/Employee #	Assignment	Effective	Comment
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RETIREMENTS/RESIGNATIONS

Hollingsworth, Peter		May 28, 2010	Retirement
Larson, Kristina	Secondary	March 31, 2010	Resignation
Loustale, Diane	Elementary	June 1, 2010	Resigning .4 FTE (remaining as a .6 FTE employee)
Wilson, Susan		May 28, 2010	Retirement

LEAVE REQUESTS 2010/2011 SCHOOL YEAR

Leach, Mark	Secondary	2010/2011	1.0 FTE Professional Leave
Parkin, Bonnie	Elementary	2010/2011	0.4 FTE Personal Leave
Price, Maya	Secondary	2010/2011	0.4 FTE Child Care Leave

PROPOSED AGENDA ITEM: K – 8 Housing Report

Prepared by: Joanne Parsley, Director Educational Services

☐ Consent

Board Date April 7, 2010

☒ Information Only

☐ Discussion/Action

Background Information

Review student housing issues and opportunities at the K-8 level utilizing demographic projections, school site capacities, program opportunities, budget constraints and other variables. Areas to be covered may include boundary modification, grade reconfiguration and the location of the Inspire School for the Arts and Sciences. Discuss the process of community involvement and timing of possible actions.

Educational Implications

To be discussed.

Fiscal Implications

To be determined.

PROPOSED AGENDA ITEM: Budget Reduction Recommendations

Prepared by: Kelly Staley, Superintendent

☐ Consent

☐ Information Only

Board Date: April 7, 2010

☒ Discussion / Action

Background Information

At the March 3, 2010 Board Meeting, a list of budget reduction ideas was presented to the Board for discussion and action. After deliberation, some items were removed from the list and action was taken on the remaining items. In addition, six items were tabled for additional discussion at future Board meetings.

The six tabled items, attached, will be reviewed tonight. Recommendations for action, no action, or further discussion will be made by the Superintendent.

Additional Information:

A detailed list of Budget Crisis Intervention Ideas presented on February 3rd is available on the district's website at: <http://www.chicousd.org/documents/100203BudgetIdeas.pdf>

Superintendent's 2010-11 Budget Reduction Recommendations
April 7, 2010

IDEA	Students Affected Currently	Employees Affected (FTE)			Educational Impact	ESTIMATED Savings	Would Students Leave District?	Ongoing or One-Time Money	Concerns or Other Issues
		CUTA	CSEA	CUMA					
Close a School:									
1) Elementary						\$ 400,000		ongoing	
2) Jr. High						\$ 900,000		ongoing	
Reduce High School Graduation Requirements:									
1) Eliminate Health	3750	???	N/A	N/A	provides flexibility for students in master schedule	unknown	maybe	ongoing	potential loss of connection with community; could be moved to 7th grade
Reduce Secondary Administration									
2) Eliminate 1.8 JHS Admin	1810	N/A	N/A	(1.80)	JHS would have less supervision on campus	\$ 174,000	no	ongoing	Increases ratio of students to adults on campus
Eliminate Sr. Custodians	N/A	N/A	(19.00)	N/A	morale concerns at school sites	\$ 123,629	no	ongoing	must negotiate impact and effect
Spec Ed/Health/Counseling Reductions:									
3) Classified Special Education Staffing: Eliminate positions that do not require negotiations	1200		(13.00)		Reduced services and support	\$ 578,000	maybe	ongoing	must negotiate impact and effect
Eliminate Transportation Except Spec Ed	900	N/A	(13.00)	N/A	concerns about students getting to school; field trips? athletics?	\$ 665,000	maybe	ongoing	Permanent loss of state funding of \$479,000; Use of public transportation?

TITLE: Review of Home-to-School Transportation

Action: _____
Consent: _____
Information: X

April 7, 2010

Prepared by: Mary K. Leary

Background Information

On March 3, 2010, a Board Workshop was held wherein the Superintendent's 2010-11 Budget Reduction Recommendations were discussed and acted upon. One of the items, "Eliminate Transportation Except for Special Education" was tabled for the future Board meeting to discuss K-8 housing. This agenda item gives the Board an opportunity to explore avenues to increase cost efficiency within the District's home-to-school transportation program. Ideas will be presented at the meeting for initial information sharing, with the decision on this issue being planned for a later meeting.

Educational Implications

Unknown at this time.

Fiscal Implications

Unknown at this time.

TITLE: Intent to Enter Into Agreement with Newcomb Anderson McCormick Energy Engineering and Consulting for RFP for District Power Purchase Agreement

Action X
Consent
Information

April 7, 2010

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

Background information

The District has been taking an active position pursuing the savings attainable by energy conservation and the production of renewable energy through photovoltaic (PV) systems. The PV system at Little Chico Creek has been working smoothly. We are working at adding PV systems to the new buildings under construction at Chico High School and Pleasant Valley High School.

The combination of tax benefits and current rebate structures make the development of PV systems very attractive to private investors. These investors are looking for public entities to partner with. The Public entity, such as the District, enters into a PPA, agreeing to purchase the power generated by the solar facilities at a rate lower than they would pay from PG&E. Chico Unified School District has had several investment groups explore our interest in entering into a PPA. It is important to be able to analyze these proposals on an apple vs. apple basis. In addition it is possible that some proposed arrangements may actually be more expensive than other forms of financing. District staff has been looking for a resource to help structure a PPA RFP.

We have found a high quality third party firm to help us structure and evaluate an RFP. Newcomb Anderson McCormick Energy Engineering and Consulting provides assistance to a number of public entities. The attached proposal details their experience. The proposal is broken into three steps. The first step involves a solar PPA feasibility analysis which analyzes existing conditions, identifies opportunities and conducts a cost benefit analysis to identify which projects should be pursued. Step two involves the development of the request for proposals RFP for solar power purchase agreement PPA. The third step involves assistance with vendor selection and negotiation of the final agreements. It is our intent to have this process completed by early September 2010 in order to maximize rebate opportunities.

Educational Implications

Unknown at this time.

Fiscal Implications

No General Fund Impact. Cost is proposed to be paid from Redevelopment Funds for authorized under Health and Safety Code Section 33607.5(a)(5). These dollars are required to be used for educational facilities with the redevelopment area. The district currently receives approximately \$425,000 per year in these funds, of which 43.3% are a local tax that is an offset to the revenue limit (ADA funding) and 56.7% is deposited into Fund 42 at the County Treasury to be used strictly for facilities related projects. The fund currently has a balance of \$1,142,000.

Additional Information

Recommendation

It is requested that the Board of Education authorize the Superintendent or her designee to enter into an agreement with Newcomb Anderson McCormick Energy Engineering and Consulting per their proposal which follows.

March 31, 2010

P-2427.01

Mr. Michael Weissenborn
Facilities Planner/Construction Manager
Chico Unified School District
2445 Carmichael Drive
Chico, CA 95928

Re: Proposal: Solar PV System Support

Dear Mr. Weissenborn:

Newcomb Anderson McCormick, Inc. (NAM) is pleased to submit this proposal to assist the Chico Unified School District (District) in performing a feasibility analysis of solar photovoltaic (PV) generation opportunities, developing an RFP to acquire energy through a Power Purchase Agreement (PPA), evaluating proposals received in response to the RFP, and supporting the District in negotiating a PPA should such an agreement be advantageous to the District. Our firm is uniquely qualified to perform these services for the following reasons:

- Unparalleled experience with solar PV and energy efficiency. We currently provide Comprehensive Technical Services for Renewable and Advanced Energy Generation Systems for the San Francisco Public Utilities Commission and Hetch Hetchy Water and Power, management support of the California Public Utilities Commission's evaluation of the California Solar Initiative, and management and technical oversight of several statewide energy efficiency partnerships on behalf of California investor-owned utilities. These programs involve thousands of individual projects.
- A deep understanding of the financial and regulatory environment. Our clients include utilities, the CPUC, municipalities, and educational institutions. NAM works everyday within the legal, regulatory, and financial environment that influences the success of energy programs in California. NAM will leverage this knowledge to the benefit of the District.
- A successful track-record of timely delivery of energy projects for many clients, including over 25 California school districts. NAM staff has performed solar PV projects for a variety of customers and applications, including the Washington Unified School District (WUSD), Lawrence Berkeley Lab, the City of San Carlos, the Town of Yucca Valley, the City of Oakland, and the City of Pleasanton. Our recent work with WUSD included a large ground-mounted system at their River City High School campus.

History

Chico Unified School District operates three high schools, three junior high schools, 12 elementary schools, and three alternative schools, serving a population of over 12,000 students. In addition to pursuing high teaching standards, the school district is committed to meeting its financial goals, which is made more difficult by the current economic downturn.

Entering into a PPA for on-site solar photovoltaic power generation is a potential way to reduce long-term energy costs and contribute to long-term financial sustainability. District staff reached out to NAM, through their financial consultant GFSI, to assist in procuring solar energy through a PPA.

Approach

Task 1 – Solar PPA Feasibility Analysis

NAM will review energy usage data for all District facilities as a first step in understanding the facilities' electric load and potential PV system sizing at each site. If the District does not possess the details necessary from utility electric bills, we will request the required time-of-use information from the electric utility (PG&E). In addition, NAM will require architectural plan view drawings of the buildings and grounds at each site as well as electric single-line diagrams to evaluate potential service tie-in locations.

We will conduct a kick-off meeting at District offices or one of the project sites with District staff. We will conduct site walks to determine the opportunities and design constraints for solar PV projects. We will evaluate opportunities for the optimum PV application to be employed, e.g. rooftop, ground-mount, or parking lot shade structures; observe the physical conditions that will affect system design including shading issues, building and roof orientation, civil and structural engineering issues, and aesthetic issues; evaluate technical issues such as array sizing, PV technology, and location of the panels, inverters, and other design elements. In addition, we will analyze utility interconnection issues for the new PV systems from both a regulatory and technical standpoint.

We will also conduct a review of relevant legislation, regulations, incentives, and proposed financing to ensure our analysis is comprehensive across all of these dimensions. Our review will include analysis of the current California Solar Initiative rebate rate, when it is projected to drop, and a recommended approach to take advantage of the maximum available rebate while minimizing risk to the District.

We will then refine and customize the standard solar and financial models we regularly use to account for the unique attributes of this project and to establish a baseline for evaluating the PPA proposals solicited in Tasks 2 and 3, below. The process of evaluating a solar PPA project typically includes several steps:

- Determine project scope: number, location, and size of the solar PV projects
- Analyze technical feasibility of construction



- Evaluate potential PPA costs
- Evaluate the financial benefits of the project across different options and scenarios
- Review regulatory requirements and options that would provide the most effective project strategy to meet District goals including a comparison of an on-site “net-metered” approach or the potential for the Local Government Renewable Energy Self-Generation Program consistent with AB 2466.
- Construct comprehensive financial model to assess net total benefit of the project, with an objective of positive return resulting from the PPA.

We will run the models, analyze the outputs and develop a draft feasibility analysis report for review with District staff.

Following District review of NAM deliverables, we will incorporate District feedback into our models and prepare a final report. NAM will conduct a Final Report review briefing with District staff to ensure there are no outstanding questions or concerns.

Outcome and Deliverables: Draft Project Feasibility Analysis Report, Final Project Feasibility Analysis Report.

Task 2 – Develop RFP for Solar PPA

NAM will develop all technical and implementation sections of an RFP to solicit a PPA. The sections of the RFP we develop will focus on requirements, performance specifications, a description of existing conditions, and instructions to respondents. The instructions will require each PPA respondent to provide a sample PPA contract as part of their proposal. The terms and conditions of a proposed PPA are as critical to evaluate as the technical aspects of the system, as they have enormous effect on the financial outcome of the system.

The basis of these RFP sections will be knowledge developed during the development of the Feasibility Analysis in Task 1 and our extensive experience with solar system requirements and local government procurement processes. We will leverage our experience writing these types of documents to quickly and comprehensively document the solar system and PPA requirements.

Draft language will be submitted to District staff and legal counsel for review and feedback. It is critical at this juncture in the process to coordinate the development of the technical sections of the document with the work the legal team is doing on the terms and conditions, as well as other parts of the RFP, to ensure complete, unambiguous coverage of District requirements. We anticipate one, but no more than three, meetings to discuss needed modifications to the draft technical sections of the RFP. NAM will incorporate feedback from District staff and legal counsel into the final version document.

Outcome and Deliverables: Draft and Final elements of the RFP.

NAM engineering staff will be available to participate in site walks, if any, and assist the District in answering questions and requests for clarification from proposers during the proposal preparation process. Support continues under this task through the receipt of proposals by the District.

Task 3 - Vendor Selection and Negotiation Assistance

NAM will conduct an evaluation of PPA proposals submitted to the District in order to select the best bid and help the District negotiate the most favorable PPA. For the purpose of this proposal, we assume that the District will receive up to 5 PPA proposals. Should the number of proposals be higher, NAM and the District will work together to determine the appropriate level of additional effort.

We will conduct a preliminary review of the proposals to determine technical compliance with specifications and assess the proposed equipment, PV output models, and the implementation approach. Based on the number of proposals received, our preliminary review of the proposals, and our experience in the solar industry, we will then recommend a short list of proposers for detailed evaluation and negotiation, and identify potential problem areas in each of the proposals. NAM will develop a list of clarification questions for each shortlisted proposer, the answers to which will support more detailed analysis and negotiations. NAM may recommend a more detailed evaluation of all proposals, or a subset, depending on the number received, their quality, and pricing.

NAM will provide the following services during as part of our preliminary proposal review:

- Assess whether each proposed system meets economic criteria established by District
- Development of detailed proposal evaluation and scoring criteria
- Preliminary review of proposals to determine technical compliance with specifications
- A risk assessment that quantifies the impacts of key variables on the financial performance of the proposed system
- Assessment of proposed equipment, PV performance calculations and models
- Evaluation of proposed project team, project implementation approach, and ability to meet schedule
- Identification of problem areas and areas of ambiguity for follow-up
- Recommended a "short list" of proposers for detailed evaluation and potential negotiations

NAM will also perform a detailed evaluation of the short-listed proposals and provide the District a recommendation on which vendor should be selected as the PPA provider. We will thoroughly assess the shortlisted proposals, validate the proposers' PV output estimates, their design, and the economic performance of their proposal.

We will carry out a more detailed risk analysis on each shortlisted proposal to bracket (e.g., determine the upper and lower limits of) the potential effects of key elements of the proposed system. Many of the factors to be considered in this analysis include the terms

and conditions proposed as part of the PPA contract itself. In order to strengthen the District's position in negotiating a contract, NAM will also develop a list of cost drivers, including any "alternative" business arrangement proposed (e.g. virtual net metering, system size, etc.).

In addition to recommending a provider for PPA negotiations and award, NAM will update the cost and energy savings analysis developed for the District as part of the Feasibility Analysis. The updated analysis will use pricing from the shortlisted proposals and model solar output based on proposed system designs. This will result in a more accurate estimate of energy and cost savings as a result of implementing the project.

NAM will provide the following services during the detailed evaluation and vendor selection phase of work:

- Validate each proposed system meets economic criteria established by District
- Perform a "peer review" independent evaluation of proposers' PV output models to validate system performance
- Analyze technical proposal to include PV array sizing, location, orientation, technology, and the location of inverters, transformers, switchgear, as well as safety issues related to equipment location and isolation from students and staff
- Review proposed PV module mounting systems and civil, structural, and geotechnical considerations (to the extent permitted by the detail in the proposals)
- Assess proposers' system design and identify potential problems and areas for improvement
- Perform detailed risk assessment to quantify and "bracket" risks associated with both the technical elements of the system and the terms of the PPA contract
- Review proposed data acquisition and monitoring system against RFP requirements
- Thorough evaluation of proposed project team, identification and qualifications of key staff, project history, capabilities to accomplish scope, and information regarding contractor licensing, insurance, and references. NAM will also check contractors against the California State Contractor's Licensing Board to determine if any complaints have been filed or fines have been levied against each firm.
- Detailed evaluation of proposed implementation approach and ability to meet schedules
- Review proposed maintenance procedures and offerings
- Ensure that all RFP requirements for system and equipment warranties and any performance guarantees are met
- Coordinate technical, cost, and legal/terms & conditions issues with legal team

NAM will support the negotiations themselves by identifying cost drivers and other key issues for discussion with the selected PV vendor. Additionally, NAM will analyze the pros and cons of the options being discussed during the negotiation process and provide technical recommendations regarding alternative approaches, designs and equipment.



NAM will provide the following services in support of the negotiations and contract execution:

- Assist the District and the legal team with the contract negotiation phase with selected proposers, including negotiation strategies, economic and performance targets, schedules, and terms and conditions
- Develop a list of cost drivers for negotiations, including any "alternative" business arrangements proposed
- Review any changes to proposal based on negotiations prior to contract award
- Participate in negotiation process as requested by District
- Provide recommendations and assist District with final decision on a contract award

Outcome and Deliverables: A memo describing the strengths and weaknesses of each shortlisted proposal, assessing areas of concern, and recommending a PPA provider for contract negotiations and award of the project. Updated lifecycle cost and energy savings estimates for the recommended PPA provider. A list of cost drivers for use in negotiations, agendas and other materials needed to facilitate the negotiation meetings, and any required modifications to technical specifications or contract language resulting from the negotiations.

Team Qualifications and Staffing Plan

NAM is a highly respected engineering and program management consulting firm devoted exclusively to the field of energy engineering and program development and management for institutional, industrial, and commercial customers. Our work is characterized by accurate and thorough technical analysis and documentation, conservative economic evaluation, solid, buildable projects, and groundbreaking, large-scale programs. We have designed, managed, and implemented a wide range of energy efficiency programs for investor-owned utilities (IOUs), municipal utilities, higher education customers, and local governments.

The staff we are proposing to do this work have demonstrated experience in conducting public sector procurements and writing performance based specifications, with an emphasis on solar and energy efficiency. We are proposing staff who are recognized industry leaders in energy programs.

Russell H. Driver, a Senior Program Manager, will lead this engagement and oversee the development of reports, board communications, and other deliverables. Currently, Mr. Driver is leading our contract to manage the California Solar Initiative evaluation program, as well as the solar PV project for WUSD. He has over 16 years of experience implementing comprehensive business initiatives and advanced technology projects in complex institutional environments, including statewide solar and energy efficiency programs and projects. Mr. Driver specializes in solar programs, project management, public and private sector procurement, contract negotiation and management, planning and budgeting, systems design and deployment, and facilitation and stakeholder management. Mr. Driver currently serves as a Town of Moraga Planning Commissioner. Mr. Driver holds a Master's Degree in Urban Planning from the University of California Los Angeles and a



B.A. in Urban Studies from Stanford University.

Michael K. J. Anderson, P.E., a Principal of Newcomb Anderson McCormick, will be responsible for overseeing the engineering and technical elements of the feasibility analysis. As the firm's Chief Engineer with over 30 years of experience in the energy industry, Mr. Anderson is responsible for the technical quality of all engineering analyses and design, overseeing the engineering staff, and providing technical assistance and training to the engineering staff. Mr. Anderson's extensive expertise includes all aspects of energy engineering projects, including renewable generation, energy efficiency analysis, energy management, PV systems, HVAC systems, central plants, cogeneration, and retrocommissioning. Mr. Anderson holds a Master of Engineering and B.S. in Mechanical Engineering from Harvey Mudd College. He is a registered Professional Engineer (Mechanical) in California.

Matt J. Sullivan, P.E., a Senior Program Manager, will conduct the solar-related field work and analysis. Mr. Sullivan has 30 years of experience developing and managing distributed and renewable generation and energy efficiency programs and projects. His experience has included energy efficiency program management for California IOUs, higher education, and many other large scale private and public sector customers, including project and construction management for projects ranging from 50 kW design-build turnkey photovoltaic systems to 150 MW central plants. Mr. Sullivan holds a Bachelor of Science in Marine Engineering from the California Maritime Academy. He is registered Professional Engineer (Mechanical) in California and LEED Accredited Professional. Mr. Sullivan has served as a City of Pleasanton Planning Commissioner for six years and is currently a City Councilmember.

Olivier Pinçon, an Energy Engineer, will support the field work, energy analysis, and report development. Mr. Pinçon has 2 years of experience providing technical expertise for a variety of renewable energy and energy efficiency technologies and projects. Mr. Pinçon's experience includes large-scale performance evaluation of commercial PV systems, field audits, technical reviews, and quantitative engineering analysis and formulates recommendations that encompass feasibility, durability and cost-effectiveness criteria. Mr. Pinçon holds a Master of Electrical Engineering from Stanford University and a B.S. in Physics and Economics from Ecole Polytechnique in Paris, France.

Tia Hansen, an energy engineer, will support technical specification development. Ms. Hansen's experience is focused on renewable and energy efficiency engineering, as well as participating in the tracking and organization of projects within the UC-CSU-IOU Partnership program. Ms. Hansen has also played a lead role in managing the PG&E Third-Party Program technical workpaper review and proposal evaluation efforts, has provided engineering support to WUSD solar project, and has provided calculations and project analyses for the development of Strategic Energy Plans for the University of California.

Schedule and Budget

NAM understands that time is of the essence in this engagement and we have developed an approach and assembled a team that will deliver results of the highest quality on a timeline that meets District needs.

Solar RFP Support Timeline

Task/Activity	Date
Contract Approval	7-Apr-10
<i>Task 1 - Feasibility Analysis</i>	
Final Project Feasibility Analysis Report	23-Apr-10
<i>Task 2 - Writing and Issuance of Request for Proposals</i>	
RFP issued to the solar industry	18-May-10
<i>Task 3 - Vendor Selection and Negotiation Assistance</i>	
Responses to RFP received	22-Jun-10
Recommendation formulated	21-Jul-10
PPA signed	1-Sep-10

To accomplish the proposed scope of work, we estimate a total cost of **\$64,090**, including travel and expenses. The cost of each task is shown below, along with an estimate of direct expenses such as travel and document production. Direct expenses will be billed to the District for actual costs incurred by NAM.

Proposed Project Budget

Task	Hours	Cost*
Task 1 - Feasibility Analysis	114	\$18,810
Task 2 - Writing and Issuance of Request for Proposals	128	\$21,120
Task 3 - Vendor Selection and Negotiation Assistance	134	\$22,110
Task Sub-Total*	376	\$62,040
Direct Expenses**		\$2,050
Grand Total		\$64,090

* Includes cost of sub-contractors

** District will be invoiced for actual expenses incurred



The support as proposed by NAM will provide the basic technical, financial and regulatory information necessary for the District to make a decision on proceeding with the project. Additional support once a PPA has been executed, such as project management or engineering oversight, is not included in this proposal.

While this proposal only includes solar opportunities at District facilities, it does not include an assessment of energy efficiency opportunities at District facilities; however, we believe it would be in the District's interest to conduct such an assessment subsequent to this study as part of detailed preparations for the PV project. NAM can assist the District in planning and conducting this type of study, as well as pursuing financial assistance, services and incentives from PG&E and other sources.

We are enthusiastic regarding this opportunity and look forward to a follow-up conversation to further discuss our proposal. Please contact Russell Driver at (415) 230-8410 to set up a meeting and to answer any questions you may have. We look forward to working with you and your staff.

Sincerely,

A handwritten signature in black ink, appearing to be 'John M. Newcomb', written over a horizontal line.

John M. Newcomb
Principal

FISCAL REPORT

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Solar Projects—Don't Get Burned

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[Editor's note: From time to time, we publish guest articles that we think inform readers on topics of interest. Necessarily, the views and opinions of the authors are their own, but we think the article below is interesting and informative.]

Solar energy generation/photovoltaic projects are a hot topic right now (no pun intended). Solar projects can provide financial and nonfinancial benefits. The most obvious potential financial benefit is a savings in utility costs. Nonfinancial benefits include being environmentally friendly, the project being an education opportunity, etc.

In terms of the financial aspects, school districts should proceed cautiously when considering a solar project, whether district owned or a power purchase agreement (PPA), because they are very complicated, and the savings are often less than the cost to implement the project (i.e., solar projects can lose money!). Since solar projects often do not "pencil out," it is extremely important that school districts undertake the appropriate due diligence before committing to a project.

We believe that the keys to a successful solar project are:

1. Implementing the right process to become an informed consumer.
2. Understanding the public procurement requirements.
3. Understanding the financing and funding options.

The Right Process Leads to Informed Decision-Making

Because solar projects are very complex, it is natural that school districts may look to an outside party for a feasibility analysis (including project design, which is very important because design is a key driver of feasibility). In order to ensure the integrity of the savings projections, when using an outside party with technical expertise, it is important that they do not have a financial stake in the project actually being implemented. This is true whether a district is considering a project where it would own the solar system or a power purchase agreement, where a third party would own the system and sell energy to the district. "Guaranteed savings" cannot protect a district from faulty analysis, as there are often loopholes in such

guarantees that make it very difficult for the "guarantee" to be enforced.

Because of the complexity of solar projects, in order for a school district to be a well-informed consumer, we advise the following process:

1. Have a feasibility analysis conducted by an independent third party solar expert with no financial stake in whether or not a project is undertaken. One such entity is the California Energy Commission (CEC), which is a state agency and which, through its Bright Schools program, can provide feasibility analysis services at no cost to a school district. There are also other entities that can provide an independent analysis.
2. After the independent feasibility analysis is completed, if a district wishes to continue exploring the possibility of a solar project, using the analysis as a guide, request bids or proposals (RFPs) for the provision of solar projects. The CEC can assist with reviewing a bid or RFP document.
3. Using the independent feasibility analysis as a guide, evaluate the bids/proposals to identify the contractors and/or vendors needed to implement the project. The CEC can assist with evaluating the bids/proposals received.
4. Decide whether or not to implement the project.

We find that many districts miss the first step, which is the most important. Specifically, some districts either do not engage in a public bid or RFP process, and instead begin working with a company that has solicited the business, or, even if they invite bids/proposals, the districts rely on the feasibility analysis subsequently produced by the company chosen. In both situations, an independent, impartial analysis is lacking.

Bidding Solar Projects

California law (Public Contract Code Section 20110 et. seq.) requires that school districts publicly bid for public projects, with certain limited exceptions. Since public bidding is the norm, if a school district wishes to consider, for business reasons (e.g. faster project implementation, avoid change orders, etc.), using a different method, then it is important to carefully implement a process in accordance with the rules of the exception.

One exception to the public bidding requirement is for energy projects pursuant to Government Code Section 4217.10 et. seq. Under this code section, school districts may utilize a proposal request process or may sole source the project; however, there must be a public hearing, after which the school board must make certain findings related to the project having financial benefits to the district.

Paying for Solar Projects

In terms of financing, obviously the lower the financing costs to the district, the more likely it is that a solar project can provide a net benefit. A relatively new feature that can be incorporated into a financing is called Qualified School Construction Bonds (QSCBs), which effectively provides financing at a zero (or very low) interest rate, because investors receive a tax credit in lieu of interest. The CEC also has financing programs, the interest rates on which are currently 1% or 3%, depending on the program.

Finally, even if the projected savings from a solar project are less than the project costs, it may still be worthwhile considering the project if the project can be funded with facilities funds that are restricted (e.g., redevelopment revenues, Mello-Roos taxes, general obligation bond proceeds, etc.), since the utility cost savings will be experienced in the general fund.

Conclusion

In summary, there can be financial and nonfinancial reasons for a school district to implement a solar project. Even if a project does not "pencil out" financially, it is a policy decision for a school board whether or not to pursue a project for the nonfinancial benefits; however, it is the responsibility of district staff to communicate accurate and unbiased financial information. The best way to achieve this goal is to have the feasibility analysis conducted by an entity both with the expertise and no financial stake in whether or not a project is undertaken.

posted 09/02/2009

PROPOSED AGENDA ITEM: Board Self-Evaluation

Prepared by: _____

☐ Consent

Board Date April 7, 2010

☐ Information Only

☒ Discussion/Action

Background Information

Educational Implications

Fiscal Implications

SCHOOL BOARD SELF-EVALUATION SURVEY

SECTION 1 – THE BOARD

School district and county offices of education are governed by Boards, not by individual trustees. While understanding their separate roles, the Board and Superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the Board must have a unity of purpose and meet these standards:

	Always	Often	Rarely	Never	Unsure
Keep the district focused on learning and achievement for all students.					
Communicate a common vision.					
Operate openly, with trust and integrity					
Govern in a dignified and professional manner, treating everyone with civility and respect.					
Govern within board-adopted policies and procedures.					
Take collective responsibility for the Board's performance.					
Periodically evaluate its own effectiveness.					
Ensure opportunities for the diverse range of views in the community to inform Board deliberations.					

SCHOOL BOARD SELF-EVALUATION SURVEY

SECTION 2 – THE BOARD’S JOBS

The primary responsibilities of the Board are to set a direction for the district, provide a structure by establishing policies, provide support, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective Boards must carry out. These standards highlight some of the most important ones.

Effective Boards meet these standards:

	Always	Often	Rarely	Never	Unsure
Involve the community, parents, students and staff in developing a common vision for the district focused on student learning and achievement and responsive to the needs of all students.					
Adopt, evaluate and update policies consistent with the law and the district's vision and goals.					
Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.					
Hire and support the Superintendent so that the vision, goals and policies of the district can be implemented.					
Conduct regular and timely evaluations of the Superintendent based on the vision, goals and performance of the district, and ensure that the Superintendent holds district personnel accountable.					
Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district					
Ensure that a safe and appropriate educational environment is provided to all students.					
Establish a framework for the district's collective bargaining process and adopt responsible agreements.					
Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.					

THE BOARD'S GOVERNANCE GOALS

Based on the Board's discussion of team member responses to the Board and the Board's jobs sections of the self-evaluation survey, choose two to three standards the board agrees to focus on for governance growth over the next year.

Goal 1: Establish a framework for the district's collective bargaining process and adopt responsible agreements.

To us this means...

What we will do...

How and when we will measure improvement or success...

Goal 2: Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

To us this means...

What we will do...

How and when we will measure improvement or success...

Goals 3: Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.

To us this means...

What we will do...

How and when we will measure improvement or success...

SCHOOL BOARD SELF-EVALUATION SURVEY

SECTION 3 – THE INDIVIDUAL TRUSTEE

In California's education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee meets these standards:

	Always	Often	Rarely	Never	Unsure
Keeps learning and achievement for <u>all</u> students as the primary focus.					
Values, supports and advocates for public education.					
Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.					
Acts with dignity, and understands the implications of demeanor and behavior.					
Keeps confidential matters confidential.					
Participates in professional development and commits the time and energy necessary to be an informed and effective leader.					
Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.					
Understands that authority rests with the board as a whole and not with individuals.					