

# **CUSD Board of Education**

## **Regular Meeting Agenda**

**Chico City Council Chambers**

**October 17, 2012**

**CLOSED SESSION – 5:00 P.M.**

**REGULAR BOARD MEETING – 6:00 P.M.**



## **Board Members**

**Dr. Andrea Lerner Thompson, President**

**Elizabeth Griffin, Vice President**

**Eileen Robinson, Clerk**

**Dr. Kathleen Kaiser, Member**

**Jann Reed, Member**

**Kelly Staley, Superintendent**

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

Posted: 10/12/12

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 three (3) 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 (15 minutes at the beginning of the meeting and 45 minutes at the end of the meeting).
- 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 three (3) 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 3<sup>rd</sup> 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](http://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 ext. 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.chiocusd.org](http://www.chiocusd.org).

# **CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

Regular Meeting – October 17, 2012

Closed Session – 5:00 p.m.

Regular Session – 6:00 p.m.

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

## **AGENDA**

### **1. CALL TO ORDER**

- 1.1. Public comment on closed session items

### **2. CLOSED SESSION**

#### **2.1. Update on Labor Negotiations**

Employee Organizations:

Representatives:

CUTA

CSEA, Chapter #110

Kelly Staley, Superintendent

Bob Feaster, Asst. Superintendent

Maureen Fitzgerald, Asst. Superintendent

Dave Scott, Asst. Superintendent

#### **2.2 Conference with Legal Counsel**

##### **Anticipated Litigation**

Significant exposure to litigation pursuant to Government Code §54956.9(b) (two cases)

##### **Attending:**

Kelly Staley, Superintendent

Bob Feaster, Asst. Superintendent

Maureen Fitzgerald, Asst. Superintendent

Dave Scott, Asst. Superintendent

Paul Gant, Attorney at Law

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

### **3. RECONVENE TO REGULAR SESSION**

- 3.1. Call to Order
- 3.2. Report Action Taken in Closed Session
- 3.3. Flag Salute

### **4. STUDENT REPORTS**

### **5. SUPERINTENDENT'S REPORT AND RECOGNITION**

### **6. ITEMS FROM THE FLOOR**

### **7. REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS**

- 7.1. CUTA
- 7.2. District
- 7.3. CSEA
- 7.4. CUMA

### **8. CONSENT CALENDAR**

#### **8.1. GENERAL**

- 8.1.1. Consider Approval of Minutes of Regular Session on September 19 and Special Meeting on October 3, 2012
- 8.1.2. Consider Approval of Items Donated to the Chico Unified School District

#### **8.2. EDUCATIONAL SERVICES**

- 8.2.1. Consider Expulsion of Students with the following IDs: 50324, 52516, 56153
- 8.2.2. Consider Approval of Expulsion Clearance of Students with the Following IDs: 71654, 74565
- 8.2.3. Consider Approval of the Field Trip Request for Fifth Grade GATE class to attend the Age of Sail/Explorer at Hyde Street Pier in San Francisco from 5/2/13 to 5/3/13

- 8.2.4. Consider Approval of the Field Trip Request for the Senior AP English class at Chico High School to attend performances of Shakespeare Plays in Ashland, Oregon from 4/20/13 to 4/21/13
- 8.2.5. Consider Approval of the Consultant Agreement with Advance Kids to provide behavioral consultant services for students with autism
- 8.2.6. Consider Approval of Obsolete Textbooks
- 8.3. BUSINESS SERVICES
  - 8.3.1. Consider Approval of Accounts Payable Warrants
  - 8.3.2. Consider Approval of Declaration of Surplus Property
  - 8.3.3. Consider Approval of Monthly Enrollment (2<sup>nd</sup> School Month)
  - 8.3.4. Consider Approval of Notice of Completion – Portable Classroom Buildings and Toilet Building at Chico High School
  - 8.3.5. Consider Approval of the Consultant Agreement with JM King and Associates for District Demographic Analysis
- 8.4. HUMAN RESOURCES
  - 8.4.1. Consider Approval of Certificated Human Resources Actions
  - 8.4.2. Consider Approval of Classified Human Resources Actions
- 9. **DISCUSSION/ACTION CALENDAR**
  - 9.1. EDUCATIONAL SERVICES
    - 9.1.1. **Discussion/Action:** Resolution 1196-12, Red Ribbon Week Proclamation (Ann Brodsky)
    - 9.1.2. **Information:** Safe School Plans (SB 187) (Rhonda Odum)
    - 9.1.3. **Information:** Grants and Resource Development Update (Liz Metzger)
    - 9.1.4. **Information:** LEA Plan Evidence of Progress Report (2011-12) (Dave Scott)
    - 9.1.5. **Information:** Accountability Progress & STAR Results Update (Michael Morris)
    - 9.1.6. **Discussion/Action:** Inspire Facilities Use Agreement (John Bohannon)
  - 9.2. BUSINESS SERVICES
    - 9.2.1. **Information:** Nutrition Services Healthy Hunger Free Kids Act 2010, Impact, Supper Program and Summer Feeding Program Update (Vince Enserro)
    - 9.2.2. **Discussion/Action:** Report by Newcomb Anderson McCormick on SolarCity Power Purchase Agreement Effectiveness / Consultant Agreement – Newcomb Anderson McCormick Energy Engineers (Michael Weissenborn)
    - 9.2.3. **Information:** 2012-13 Monthly Cash Flow Report (Maureen Fitzgerald)
  - 9.3. HUMAN RESOURCES
    - 9.3.1. **Discussion/Action:** Resolution No. 1197-12, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2012-2013 School Year (Bob Feaster)
- 10. **ITEMS FROM THE FLOOR**
- 11. **ANNOUNCEMENTS**
- 12. **ADJOURNMENT**

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MINUTES

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**1. CALL TO ORDER**

At 5:00 p.m. Board President Thompson called the meeting to order at the Chico City Council Chambers, East Fourth and Main Streets and announced the Board was moving into Closed Session.

Present: Thompson, Griffin, Robinson, Kaiser, Reed

Absent: None

**1.1 Public comment on closed session items**

There were no public comments.

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

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Maureen Fitzgerald, Assistant Superintendent

Dave Scott, Asst. Superintendent

**3. RECONVENE TO REGULAR SESSION****3.1 Call to Order**

At 6:06 p.m. Board President Thompson called the Regular Meeting to Order.

**3.2 Closed Session Announcements**

Board President Thompson announced the Board had been in Closed Session and had nothing to report.

**3.3 Flag Salute**

At 6:07 p.m. Board President Thompson led the salute to the Flag.

Board Member Kaiser introduced Diana Parks, Project Director, Office of International Education at CUSC, who presented information on the 19 visiting teachers from Pakistan. Superintendent Staley welcomed the Journalism students from Mark Plenke's Public Affairs Reporting class at CSUC.

**4. STUDENT REPORTS**

At 6:17 p.m. Teacher Mary Lou Lim presented information on the music program at Inspire School of Arts and Sciences and introduced students Danielle Allison and Ethan Kahn who shared their experiences in the music program.

**5. SUPERINTENDENT'S REPORT**

At 6:25 p.m. The Superintendent's Award was presented to Julie Phairas by Pedro Caldera for her continued volunteer work at Chico Jr. High School. Mike Drakulic, Regional Sales Manager with the Ray Morgan Company, presented a check to Chico Unified School District for \$73,872.00 for total patronage thus far.

**6. ITEMS FROM THE FLOOR**

At 6:30 p.m. there were no items from the floor.

**7. REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS**

At 6:31 p.m. the Board received reports from employee groups regarding negotiations from John Bohannon for CUMA, Kevin Moretti for CUTA, Bob Feaster for the District, and Susie Cox for CSEA.

## MINUTES

**8. CONSENT CALENDAR**

At 6:42 p.m. Board President Thompson asked if anyone would like to pull a Consent Item for further discussion. Board Member Kaiser pulled Items 8.1.2., 8.2.3. and 8.2.13. Board Clerk Robinson pulled Item 8.2.9. Board Vice President Griffin moved to approve the remaining Consent Items; seconded by Board Member Reed.

**8.1. GENERAL**

8.1.1. The Board approved the Minutes of the Regular Session on August 15, Special Meeting on September 5, and Special Meeting on September 10, 2012

8.1.2. This item was pulled for further discussion.

<b>Donor</b>	<b>Item</b>	<b>Recipient</b>
Charter Media & Tri Counties Bank in conjunction with the Chico Community	School Supplies filling over 30 backpacks, plus extra bags of supplies for each school	All CUSD Schools
Maggie Ricktts	Books @ \$20.00	Chapman Library
Olivia Mead, 3rd grade student	Lemonade Sales @ \$113.00	Hooker Oak
Hooker Oak Parent Advisory Board	\$4,195.00	Hooker Oak
Mark Bazza	\$50.00	Hooker Oak/Playground
Virginia Wieland	\$50.00	Hooker Oak/Playground
Marc Deveraux	\$30.00	Hooker Oak
Pacific Gas and Electric Co.	\$1,000.00	Rosedale
Esther Larocco	\$100.00	Rosedale/Library
Frances & Susan Barnett	\$25.00	Rosedale/Library
Ata Alijani & Neda Shariff	\$200.00	Sierra View
Nada Barthalf	\$50.00	Sierra View
Joanna & Jon Thanh Nguyen	\$200.00	Sierra View
Jon & Anke Scott	\$300.00	Sierra View
Lori Cress	\$600.00	Sierra View
Joanna Nguyen	\$200.00	Sierra View
Neda & Ata Alijani	\$150.00	Sierra View
Punnu Chopra	\$500.00	Sierra View
Joanna Nguyen	\$150.00	Sierra View
Shelly Bullen	\$100.00	Sierra View
Steven & Karen Heithecker	\$50.00	Sierra View
Steven & Michelle Stewart	\$50.00	Sierra View
Christian & Melissa Friedland	\$500.00	Sierra View
Lindsay Tee	\$50.00	Sierra View
Shannon & Chris Devine	\$70.00	Sierra View
Peter Brooks	\$100.00	Sierra View
Joanna Allen	\$100.00	Sierra View
Santiago Castellanos	\$10.00	Chico Jr. High
Jane Bracamontes	\$15.00	Chico Jr. High
Kristine Harrison	Miscellaneous Clothing @ \$150.00	Marsh Jr. High
Melina Poliquin	\$50.00	Chico High
California Dream Week	\$171.43	Chico High/I-Tech
Toyota Corporation	\$5,000.00	Chico High
Chuck Patterson Toyota	\$5,000.00	Chico High/Athletics
Toyota Motor Sales	\$5,000.00	Pleasant Valley High
Safeway	\$1,200.00	Pleasant Valley High
Kit Link	Books @ \$21.00	Pleasant Valley High/Library

## MINUTES

**8.2. EDUCATIONAL SERVICES**

- 8.2.1. The Board approved the Expulsion of Students with the following IDs: 50780 and 51607
- 8.2.2. The Board approved the Field Trip Request for Marigold and Shasta 6<sup>th</sup> grade classes to attend Environmental Education Camp at Shady Creek Outdoor School from 01/22/12 to 01/25/12
- 8.2.3. This item was pulled for further discussion
- 8.2.4. The Board approved the Field Trip Request for Chico High Friday Night Live Members to attend Leadership Conference in Richardson Springs from 10/04/12 to 10/05/12
- 8.2.5. The Board approved the Field Trip Request for Pleasant Valley High Friday Night Live Members to attend Leadership Conference in Richardson Springs from 10/04/12 to 10/05/12
- 8.2.6. The Board approved the Field Trip Request for Fair View High Friday Night Live Members to attend Leadership Conference in Richardson Springs from 10/04/12 to 10/05/12
- 8.2.7. The Board approved the Field Trip Request for Bidwell Jr. High Club Live Members to attend Leadership Conference in Richardson Springs from 10/04/12 to 10/05/12
- 8.2.8. The Board approved the Consultant Agreement with Foley Jones & Associates to provide technical assistance, planning, research, data collection/analysis and budget development for 21<sup>st</sup> Century grant proposals
- 8.2.9. This item was pulled for further discussion
- 8.2.10. The Board approved the Consultant Agreements for Officials for the Following PVHS Athletic Events: Softball, Baseball, Field Hockey, Boys' and Girls' Basketball, Boys' and Girls' Volleyball, and Football
- 8.2.11. The Board approved the Community Advisory Committee (CAC)
- 8.2.12. The Board approved the Nord Charter School Memorandum of Understanding/Facilities Use Agreement/Portable Purchase and Sale Contract
- 8.2.13. This item was pulled for further discussion

**8.3 BUSINESS SERVICES**

- 8.3.1. The Board approved the Accounts Payable Warrants
- 8.3.2. The Board approved the California Water Service Company Easements for the Construction Technology Shop at Fair View High School
- 8.3.3. The Board approved the Measure E Bond Agreement for Investment Banking Services

**8.4 HUMAN RESOURCES**

- 8.4.1. The Board approved the Certificated Human Resources Actions

**Temporary Appointment(s) 2012/13**

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>	<u>Estimated Annual District Cost</u>
Brubaker, Katlin	Secondary	8/16/12-6/6/13	0.4 FTE Temporary Appointment (in addition to current .4 FTE Temporary assignment)	\$17,524
Campfield, L. Brent	Counselor	8/16/12-6/6/13	0.8 FTE Temporary Appointment	\$61,403
Campos, Debbie	Nurse	8/16/12-6/6/13	0.8 FTE Temporary Appointment	\$46,171
Combs, Jamie	Elementary	8/30/12-6/6/13	1.0 FTE Temporary Appointment	\$75,803
Coons, Emily	Elementary	8/16/12-6/6/13	1.0 FTE Temporary Appointment	\$71,293
Ehrhart, Dene	Elem PE	9/4/12-6/6/13	0.2 FTE Temporary Appointment	\$11,646
German, Troy	Secondary	8/16/12- 12/21/12	1.0 FTE Temporary Appointment	\$26,549
Graber, Julie	Nurse	8/16/12-6/6/13	0.6 FTE Temporary Appointment	\$27,924
Hastings, Lauren	Secondary/El	9/10/12-6/6/13	1.0 FTE Temporary Appointment	\$52,539

## MINUTES

	em Fine Arts			
Johnson, Glen	Special Education	8/30/12-6/6/13	0.4 FTE Temporary Appointment	\$17,599
Lampkin, Rosann	Psychologist	2012/13	0.15 FTE Temporary Appointment (in addition to current 0.6 FTE Permanent assignment)	\$12,721
Moyles, Caitlyn	Elementary	8/30/12-6/6/13	0.6 FTE Temporary Appointment (in addition to current .4 Temporary assignment)	\$33,832
Quinto, Terry	Psychologist	2012/13	0.8 FTE Temporary Appointment	\$34,684
Riggs, Ronald	Elem Fine Arts	8/16/12-6/6/13	0.8 FTE Temporary Appointment	\$46,172
Root, Stephanie	Elementary	8/31/12-6/6/13	0.2 FTE Temporary Appointment	\$13,359
Volk, Stefanie	Secondary	8/20/12-6/6/13	0.2 FTE Temporary Appointment	\$8,666
Watson, Melissa	Special Education	8/16/12-6/6/13	1.0 FTE Temporary Appointment	\$70,072
Wilcox, Jessica	Special Education	8/16/12-6/6/13	0.6 FTE Temporary Appointment (in addition to current 0.4 FTE Probationary assignment)	\$36,317

**Probationary Appointments 2012/13**

Mathews, Jordan	Special Education	2012/13	0.4 FTE Probationary Appointment (in addition to current .4 FTE Probationary assignment)	\$18,616
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**Leave Requests 2012/13**

Finley, Janet	Elem Music	2012/13	0.2 FTE Child Care Leave
Koch, Lynn	School Nurse	2012/13	0.2 FTE Personal Leave
Scott, Ann	School Nurse	8/20/12-12/21/12	0.4 FTE Personal Leave

**Resignations**

Mayr, Martha	Secondary	8/14/12	Resigning 0.2 FTE of Temporary Assignment
Cuccio, Stephanie	Elementary	8/25/12	Resignation

**Coaching Resignations 2012/13**

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Season</u>
Aird, James	Varsity Swim	Chico High	Fall
Batchelder, John	Asst. Varsity Swim	Chico High	Fall
Howell, Pete	Varsity Asst. Girls Track	Pleasant Valley	Spring
Whitcomb, Thomas	Varsity Asst. Cross Country	Chico High	Fall

**Coaching Appointments 2012/13**

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Season</u>	<u>Estimated Annual District Cost</u>
Biesanz, Jessica	Frosh/Soph Girls Volleyball	Chico High	Fall	\$1,429
Ehrhart, Dene	Varsity Swim	Chico High	Fall	\$3,009
Hughes, Emily	Asst. Varsity Swim	Chico High	Fall	\$1,173
Perez, Joseph	Varsity Asst. Cross Country	Chico High	Fall	\$1,393



## MINUTES

**7.4.2. The Board approved the following Classified Human Resources Actions**

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS/PRF #/FUND/RESOURCE	ESTIMATED POSITION COST @ Step 1 + Red Plan Medical + Qualifying Dental/Vision
APPOINTMENTS				
Adams, Molly	IPS-Classroom/Marigold/6.0	7/25/2012	In Lieu of Layoff/33/Special Ed/6500	\$181,137
Carrell, Kimberley	IA-Special Education/McManus/3.5	7/25/2012	In Lieu of Layoff	\$9,643
Carter, Barbara	Sr Office Assistant/CHS/8.0	8/9/2012	Amend Start Date	\$26,579
Coots, Lorraine	Instructional Assistant/McManus/3.0	9/10/2012	In Lieu of Layoff	\$8,216
Dale, Susan	IPS-Healthcare/CHS/6.0	8/20/2012	Vacated Position/307/Special Ed/6500	\$18,113
Ferris, Mary	Sr Library Media Assistant/PVHS/6.8	8/13/2012	Vacated Position/301/General/1100	\$22,867
Findlay, Janette	IPS-Healthcare/Loma Vista/2.0	9/10/2012	Vacated Position/30/Special Ed/6500	\$5,477
Ghiorso, Adam	IPS-Classroom/MJHS/6.0	8/20/2012	Vacated Position/317/Special Ed/6500	\$17,813
Glass, JoAnn	Instructional Assistant/McManus/3.0	9/10/2012	In Lieu of Layoff	\$8,216
Hammon, Keli	Custodian/Inspired/8.0	8/21/2012	Vacated Position/248/General/0000	\$27,480
Hunter, Katie	IA-Special Education/Chapman/3.0	7/25/2012	In Lieu of Layoff/287/Special Ed/6500	\$8,216
Jenkins, Elise	Instructional Assistant/Marigold/3.4	9/10/2012	In Lieu of Layoff	\$9,266
Jessee, Kathryn	IA-Special Education/CHS/1.4	8/20/2012	Vacated Position/Categorical/4124	\$3,788
John, Christen	LT Cafeteria Satellite Manager/Emma Wilson/6.9	12:00:00 AM	During Absence of Incumbent/Nutrition/5310	\$5,951
Krause, Michelle	IPS-Classroom/Emma Wilson/3.0	8/20/2012	Vacated Position/329/Special Ed/6500	\$8,216
Leete, Linda	IA-Special Education/Blue Oak/3.5	7/25/2012	In Lieu of Layoff/276/Special Ed/6500	\$9,643

## MINUTES

Leete, Linda	IA-Special Education/Neal Dow/2.0	7/25/2012	In Lieu of Layoff	\$5,477
Lewis, Kelly	IA-Special Education/PVHS/4.0	7/25/2012	In Lieu of Layoff	\$10,955
Lowe, Korissa	IA-Special Education/Hooker Oak/3.0	7/25/2012	In Lieu of Layoff/290/Special Ed/6500	\$8,216
Menezes, Kerry Ann	IPS-Healthcare/Sierra View/3.0	8/20/2012	Vacated Position/261/Special Ed/6500	\$8,216
Reister, Rebecca	IPS-Healthcare/Sierra View/6.0	9/4/2012	New Position/324/Special Ed/6500	\$18,113
Sayavong, Saythong	IPS-Healthcare/Loma Vista/4.0	8/20/2012	Vacated Position/330/Special Ed/6500	\$10,955
Schmidt, Eva	IPS-Classroom/Chapman/3.0	9/6/2012	Vacated Position/309/Special Ed/6500	\$8,216
Smith, Erin	Office Assistant Elem Attendance/Sierra View/4.0	9/4/2012	Vacated Position/332/General/0000	\$11,881
Smyth, Mary	IA-Special Education/Chapman/5.0	7/25/2012	In Lieu of Layoff	\$13,694
Smyth, Mary	IA-Special Education/CHS/1.4	7/25/2012	In Lieu of Layoff/303/Categorical/4124	\$3,788

**PROMOTION**

Carver, John	LT M & O Manager/M & O/8.0	12:00:00 AM	New LT Position/294/M & O/8150
Hernandez, Kimberly	Administrative Assistant-Conf/Educational Svcs/8.0	8/30/2012	New Position/326/General/0000
Michael, Robert	Facilities Planner/Construction Supervisor/Facilities/8.0	8/23/2012	Vacated Position/5/Facilities/0000

**RE-EMPLOYMENT**

Mitchel, Carol	IA-Special Education/Neal Dow/2.0	8/27/2012	Vacated Position/Special Ed/6500
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**LAYOFFS TO RE-EMPLOYMENT**

Adams, Molly	IA-Sr Elementary Guidance/McManus/3.0	7/25/2012	Lack of Funds
Adams, Molly	IA-Sr Elementary Guidance/Neal Dow/3.0	7/25/2012	Lack of Funds
Adams, Molly	IA-Sr Elementary Guidance/Neal Dow/1.0	7/25/2012	Lack of Funds
Carrell, Kimberley	IA-Elementary Guidance/Citrus/3.0	7/25/2012	Lack of Funds
Carrell, Kimberley	IA-Elementary Guidance/Shasta/2.0	7/25/2012	Lack of Funds

**MINUTES**

Carrell, Kimberley	IA-Elementary Guidance/Shasta/1.0	7/25/2012	Lack of Funds
Coots, Lorraine	Instructional Assistant/Citrus/2.8	9/10/2012	Lack of Funds
Glass, JoAnn	Instructional Assistant/Citrus/2.8	9/10/2012	Lack of Funds
Hunter, Katie	IA-Elementary Guidance/McManus/3.0	7/25/2012	Lack of Funds
Jenkins, Elise	Instructional Assistant/Citrus/4.0	9/10/2012	Lack of Funds
Leete, Linda	IA-Sr Elementary Guidance/Chapman/0.9	7/25/2012	Lack of Funds
Leete, Linda	IA-Sr Elementary Guidance/Chapman/4.4	7/25/2012	Lack of Funds
Lewis, Kelly	IA-Sr Elementary Guidance/Parkview/4.0	7/25/2012	Lack of Funds
Lowe, Korissa	IA-Sr Elementary Guidance/Shasta/3.0	7/25/2012	Lack of Funds
Marshburn, Tami	Instructional Assistant/Marigold/3.4	9/22/2012	Lack of Work
Simmons, Kristine	Instructional Assistant/Citrus/4.0	9/10/2012	Lack of Funds
Smyth, Mary	IA-Sr Elementary Guidance/Citrus/1.0	7/25/2012	Lack of Funds
Smyth, Mary	IA-Sr Elementary Guidance/Marigold/3.0	7/25/2012	Lack of Funds
Smyth, Mary	IA-Sr Elementary Guidance/Citrus/1.6	7/25/2012	Lack of Funds
Smyth, Mary	IA-Sr Elementary Guidance/Citrus/1.4	7/25/2012	Lack of Funds
Wall, Mary	Instructional Assistant/McManus/3.0	9/10/2012	Lack of Funds
Weber, Lisa	Instructional Assistant/McManus/3.0	9/10/2012	Lack of Funds

**LEAVES OF ABSENCE**

Alaniz, Maria	Targeted Case Manager- Bilingual/Rosedale/3.0	12:00:00 AM	Part-Time Per CBA 5.12
Beem, William	SMW-Painter/M & O/8.0	12:00:00 AM	Per CBA 5.12
Clinton, Melisa	Cafeteria Assistant/CHS/2.0	12:00:00 AM	Per CBA 5.12
Johnson, Glen	IA-Special Education/Citrus/2.8	12:00:00 AM	Part-Time Per CBA 5.12
Lewis, Kelly	IA-Special Education/PVHS/4.0	12:00:00 AM	Per CBA 5.12

**RESIGNATION/TERMINATION**

Alexander, Jennifer	IA-Special Education/AFC/5.0	8/6/2012	Voluntary Resignation
Campos, Deborah	IPS-Classroom/MJHS/6.0	8/15/2012	Voluntary Resignation
Davis, Melissa	IPS-Classroom/Loma	6/29/2012	Voluntary Resignation

**MINUTES**

	Vista/2.0		
Davis, Melissa	IPS-Healthcare/Loma Vista/3.5	6/29/2012	Voluntary Resignation
Lowe, Korissa	IA-Special Education/Hooker Oak/3.0	8/15/2012	Voluntary Resignation
Lowther, Erin	IPS-Classroom/Marigold/6.0	7/31/2012	Voluntary Resignation
Naiman, Maria	IA-Bilingual/Rosedale/2.8	8/1/2012	Voluntary Resignation
Naiman, Maria	IA-Bilingual/Rosedale/4.0	8/1/2012	Voluntary Resignation
Parker, Thomas	IA-Special Education/Citrus/3.0	8/13/2012	Voluntary Resignation
Stewart-Reiblein, Katherin	IPS-Healthcare/Citrus/3.5 & 3.0	8/6/2012	Voluntary Resignation

**RESIGNED ONLY THIS POSITION**

Carter, Barbara	Sr Office Assistant/CJHS/2.0	8/8/2012	Amend End Date
Carter, Barbara	Sr Office Assistant/BJHS/2.5	8/8/2012	Amend End Date
Hernandez, Kimberly	Typist Clerk-Administration/Educational Svcs/8.0	8/29/2012	Promotion
Johnson, Janet	Instructional Assistant/Citrus/1.3	8/9/2012	Voluntary Resignation
Leete, Linda	IA-Special Education/Neal Dow/2.0	8/13/2012	Voluntary Resignation
Menezes, Kerry Ann	Parent Classroom Aide- Restr/Emma Wilson/4.0	8/19/2012	Voluntary Resignation
Michael, Robert	Construction Manager/Facilities/8.0	8/22/2012	Promotion
O'Brien, Casey	Campus Supervisor/CJHS/1.0	8/19/2012	Voluntary Resignation
Smith, Erin	Parent Classroom Aide- Restr/Sierra View/1.5	9/3/2012	Voluntary Resignation
Smyth, Mary	IA-Special Education/CHS/1.4	8/14/2012	Voluntary Resignation

**(Consent Vote)**

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9. DISCUSSION/ACTION CALENDAR****ITEMS REMOVED FROM CONSENT FOR FURTHER DISCUSSION****8.1.2. Consider Approval of Items Donated to the Chico Unified School District**

At 6:42 p.m. Board Member Kaiser pulled this item to recognize and praise 3<sup>rd</sup> grade student Olivia Mead for collecting \$113.00 from lemonade sales and donating it to Hooker Oak School. Board Member Kaiser moved to approve the Items Donated to the Chico Unified School District; seconded by Board Member Reed.

## MINUTES

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**8.2.3. Consider Approval of the Field Trip Request for Rosedale 6<sup>th</sup> Graders to go Camping, Hiking and Learning about Geology at Mt. Lassen National Park from 10/04/12 to 10/05/12**

At 6:43 p.m. Board Member Kaiser shared concerns about fires and air quality in the Mt. Lassen area. Principal Tim Cariss stated they were closely researching the air quality and fire listings and would continue to do so. Board Member Kaiser moved to approve the Field Trip Request; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**8.2.9. Consider Approval of the Consultant Agreement with Terry Gildersleeve Haag to enhance the nutrition and physical activity lessons/promotions supported by SCNAC and ASES/21<sup>st</sup> Century Programs**

At 6:46 p.m. Board Clerk Robinson pulled this item to recognize the work performed by Terry Gildersleeve Haag. Board Clerk Robinson moved to approve the Consultant Agreement; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**8.2.13. Consider Approval of the Material Revision to Chico Country Day School Charter – Board Configuration**

At 6:48 p.m. Director John Bohannon addressed questions from the Board. Board Member Kaiser moved to approve the Material Revision to the Chico Country Day School Charter; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9.1. EDUCATIONAL SERVICES**

**9.1.1. Discussion/Action: Consider Approval of the Consultant Agreement with Reading Partners to Hire and Train Coordinators**

At 6:54 p.m. Director Janet Brinson addressed questions from the Board. Comments were received from CSEA President Susie Cox, citizens Rory Rottschalk and Bob Sprague, and CUSD employee Dee Gudmundson. Board Member Reed moved to approve the Consultant Agreement with Reading Partners; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9.1.2. Discussion/PUBLIC HEARING/Action: Consider Approval of Resolution #1195-12, Notice of Apportionment for the State Instructional Materials Fund, Grades K-12, Fiscal Year 2012-2013**

At 7:26 p.m. Director Joanne Parsley presented information on Resolution 1195-12. At 7:28 p.m. the Public Hearing was open. No comments were received. At 7:28 p.m. the Public Hearing was closed. Board Member Kaiser moved to approve Resolution 1195-12; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

## MINUTES

**9.1.3. Discussion/Action: Review and Revise CUSD Athletic Accountability Plan**

At 7:30 p.m. Superintendent Staley presented an overview and introduced Randy Gilzean who presented information on the revisions to the CUSD Athletic Accountability Plan and addressed questions. Board Clerk Robinson moved to approve the revisions to the CUSD Athletic Accountability Plan; seconded by Board Vice President Griffin.

**At 8:16 p.m. Board President Thompson announced a break.**

**At 8:29 p.m. Board President Thompson called the meeting back to order.**

**9.1.4. Discussion/Action: CUSD Board to Consider Appointment of CUSD Board Representative to Inspire Board**

At 8:30 p.m. Director John Bohannon presented background information. He and Principal Eric Nilsson addressed questions from the Board. Board Vice President Griffin moved to approve Jann Reed as the CUSD Board Representative to the Inspire Board; seconded by Board Clerk Robinson.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9.2. BUSINESS SERVICES****9.2.1. Discussion/Action: Resolution No. 1194-12 Giving Authorization to the Superintendent or her Designee, to enter into a Real Property Exchange with the City of Chico and Execute all Related Documents**

At 8:45 p.m. Director Mike Weissenborn presented information on Resolution No. 1194-12. Board Member Kaiser noted two typos in the Resolution regarding references to “his” and “her” designee; Director Weissenborn stated the typos would be corrected. Board Vice President Griffin moved to approve Resolution No. 1194-12 with the corrections noted; seconded by Board Clerk Robinson.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9.2.2. Information: Letter of Intent to Receive Mandate Block Grant Funding for Fiscal Year 2012-2013**

At 8:48 p.m. Assistant Superintendent Fitzgerald presented information regarding a letter of intent to receive Mandate Block Grant Funding for Fiscal Year 2012-2013 and addressed questions from the Board.

**9.2.3. Discussion/Action: 2011-12 Year End Unaudited Actual Financial Statement / 2012-13 Approved Budget**

At 8:54 p.m. Assistant Superintendent Fitzgerald presented information on 2011-12 Year End Unaudited Actual Financial Statement / 2012-13 Approved Budget. Board Vice President Griffin moved to approve the 2011-12 Year End Unaudited Actual Financial Statement / 2012-13 Approved Budget; seconded by Board Member Reed.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9.3. HUMAN RESOURCES****9.3.1. Discussion/Action: Approval of Resolution #1191-12, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2012-2013 School Year**

At 9:13 p.m. Assistant Superintendent Feaster presented information on Resolution No. 1191-12. Board Vice President Griffin moved to approve Resolution 1191-12; seconded by Board Member Reed.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

## MINUTES

**9.3.2. Discussion/Action: Approval of Resolution #1192-12 Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2012-2013 School Year**

At 9:14 p.m. Assistant Superintendent Feaster presented information on Resolution 1192-12. Board Member Reed moved to approve Resolution 1192-12; seconded by Board Member Kaiser.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9.3.3. Discussion/Action: Approval of Resolution #1193-12 To Allow a Credentialed Teacher to Teach Any Single Subject Class based on Appropriate Coursework**

At 9:16 p.m. Assistant Superintendent Feaster presented information on Resolution 1193-12. Board Member Kaiser moved to approve Resolution #1193-12; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**9.4. BOARD****9.4.1. Information: First Reading of Board Policy 3585, Electronically Stored Information (ESI) and Electronic Mail Policy**

At 9:17 p.m. Director Jason Gregg presented information on Board Policy 3585 and explained this was the first reading and the Board Policy would return for approval at a later date.

**10. ITEMS FROM THE FLOOR**

At 9:31 p.m. there were no items from the floor.

**11. ANNOUNCEMENTS**

At 9:32 p.m. CUTA President Kevin Moretti invited participation in the Alzheimer's Walk fundraiser/BBQ, planned for Saturday, October 13, at One Mile. Board Member Kaiser invited participation in the League of Women Voters sponsored "Public Education Funding and the Initiatives" forum on Saturday, September 29, 9:30-11:30am.

**12. ADJOURNMENT**

At 9:33 p.m. Board President Thompson announced the meeting was adjourned.

:mm

APPROVED:

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Board of Education

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Administration

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MINUTES

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**1. CALL TO ORDER**

At 4:00 p.m. Board President Thompson called the meeting to order at Inspire School of Arts and Sciences, Building PC 16, at 901 Esplanade, Chico, CA 95926 and announced the Board was moving into Closed Session.

Present: Thompson, Griffin, Robinson, Kaiser, Reed

Absent: None

**1.1. Public comment on closed session items**

There was no comment on Closed Session Items.

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

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Asst. Superintendent

Maureen Fitzgerald, Asst. Superintendent

Dave Scott, Asst. Superintendent

Joanne Parsley, Director

Ted Sullivan, Principal

Debbie Aldred, Principal

Jay Marchant, Principal

Jim Hanlon, Principal

**2.2. Liability Claim**

Claim No. 120153

**Attending:**

Kelly Staley, Superintendent

Bob Feaster, Asst. Superintendent

Maureen Fitzgerald, Asst. Superintendent

Dave Scott, Asst. Superintendent

**3. RECONVENE TO REGULAR SESSION****3.1. Call to Order**

At 6:03 p.m. Board President Thompson called the Special Meeting to Order.

Board Member Kaiser encouraged attendance to a film regarding gang activity in Butte County entitled “*Tears of My Mother*” at the El Rey Theatre on Sunday at 4:00 p.m. Board Vice President Griffin noted that Dr. Lisa Wilett will be holding a “Candy Exchange” on Saturday, November 1 and Monday, November 3 for children to exchange Halloween candy for prizes such as free Cal Skate passes, free Papa Murphy’s pizza, free video rentals from All the Best and free bowling passes.

**3.2. Report Action Taken in Closed Session**

Board President Thompson announced the Board had been in Closed Session since 4:00 p.m. and had denied Item 2.2., Liability Claim No. 120153, by a four/zero vote with one abstention.

**4. CONSENT CALENDAR**

At 6:11 p.m. Board President Thompson asked if anyone would like to pull a Consent Item for further discussion. No items were pulled. Board Clerk Robinson moved to approve the Consent Items; seconded by Board Member Kaiser.

**4.1. EDUCATIONAL SERVICES**

4.1.1. The Board approved the Consultant Agreement with Carol Lams to Manage the Carol M. White Physical Education Program (PEP) Grant

4.1.2. The Board approved the Consultant Agreement with Abeo School Change to Provide Professional Development and Coaching Support for the College Prepared Project at Three Secondary Schools



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MINUTES

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- 4.1.3. The Board approved the Consultant Agreements (five total) with: 1) Professional Tutors of America; 2) Club Z In-Home Tutoring Service; 3) The Community College Foundation; 4) 100 Percent Learning Fun Center; and 5) A+ Educational Centers to Provide Tutoring to Students That Have Requested State-Required Supplemental Services

- 4.1.4. The Board approved the Consolidated Application for Funding Categorical Programs

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

**5. DISCUSSION/ACTION CALENDAR**

**5.1. EDUCATIONAL SERVICES**

**5.1.1. Information: Overview of K-12 Visual and Performing Arts Student Offerings**

At 6:15 p.m. Director Joanne Parsley introduced the following staff and students, who presented an overview of the K-12 Visual and Performing Arts Student Offerings: Teacher Kim Gimbal, Elementary Music; Teacher Todd Filpula, Chico Jr. High and Chico High programs; PVHS student Nellie Ponarul and Inspire student Bryan Clements; Phil Morgan, Center For the Arts; Teacher Roland Resendez, Elementary Fine Arts; and Teacher Pennie Baxter, and Teacher Reta Rickmers, Secondary Fine Arts. Pennie Baxter also presented information on the district-wide Arts4All program.

**5.2. BUSINESS SERVICES**

**5.2.1. Discussion/Action: Inspire at Chico High School**

At 6:58 p.m. Director Michael Weissenborn explained that discussions had been held with Chico High and Inspire staff regarding identifying both schools' requirements and that the services of Stafford King Wiese Architecture had been employed to model different proposals for analysis and discussion. He presented information on program needs, demographic analysis, classroom utilization analysis, layout options, cost estimates, a long term Facilities Use Agreement, a proposed project schedule and recommendations. Comments were received from Inspire Principal Eric Nilsson, Chico High Principal Jim Hanlon, parents, Inspire Board President Jay Goldberg, and Director John Bohannon.

At 8:16 p.m. Board Member Kaiser moved that the Superintendent or Designee authorize staff to enter into an architectural services agreement with Stafford King Wiese to develop Division of State Architect approved plans for additional classrooms on the Chico High School campus to house Inspire at its maximum student enrollment as spelled out in Inspire's Charter, 480 students; seconded by Board Member Reed.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

At 8:18 p.m. Board Member Reed moved that Inspire continue to be housed on the Chico High School campus; seconded by Board Clerk Robinson

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

At 8:19 p.m. Board Member Reed moved that the term for Inspire to be housed on the Chico High campus be coordinated with the term of the Facilities Use Agreement (FUA) which will be brought forward to the next Board meeting; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

At 8:20 p.m. Board Member Kaiser moved to go forward with the lease-leaseback process for this project; seconded by Board Vice President Griffin.

AYES: Thompson, Griffin, Robinson, Reed, Kaiser

NOES: None

ABSENT: None

MINUTES

6. **ADJOURNMENT**

At 8:24 p.m. Board President Thompson thanked everyone for their time in creating an interesting and informative presentation and announced the meeting was adjourned.

:hd

APPROVED:

\_\_\_\_\_  
Board of Education

\_\_\_\_\_  
Administration

## DONATIONS/GIFTS

Donor	Item	Recipient
Wells Fargo Bank	\$500.00	Citrus
Target	\$138.95	Citrus
Tom & Mary Wisdom	\$25.00	Emma Wilson
Richard Mootz	\$50.00	Emma Wilson
Carl & Carol Kistle	\$100.00	Emma Wilson
William & Carol Ann Richardson	\$100.00	Hooker Oak
Mark Steele	\$100.00	Neal Dow
Tejas & Ranjan Patel	\$300.00	Parkview
Eagle Auxillary 218	Classroom Items @ \$150.00	Rosedale
Anna Rushton	\$75.00	Sierra View
Kelly Winch	\$50.00	Sierra View
Brad & Karin Gossaway	\$50.00	Sierra View
Navtej & Samandeep Tatla	\$50.00	Sierra View
Lowell & Kelly Moural	\$50.00	Sierra View
Michael & Rafaela Perry	\$100.00	Sierra View
Heidi Houlihan and Gilbert Herrera	\$113.00	Sierra View
Anonymous	\$900.00	Chico Jr. High
Lilia Diaz	\$10.00	Chico Jr. High/Art Dept
Gary & Tawny Cleveland	\$10.00	Chico Jr. High/Art Dept
Jodi & Brian Youngblood	\$10.00	Chico Jr. High/Art Dept
Ken Greminger/Valley Rubber and Gasket	Eye Protective Glasses @ \$150.00	Chico Jr. High/I Tech Dept
Artie & Tiffany Cathcart	Various Supplies @ \$65.00	Chico Jr. High/I Tech Dept
Westgate Hardwoods	Multi-Dimensional Hardwoods	Chico Jr. High/I Tech Dept
Gerry & Marylynn Pahlow	\$40.00	Chico Jr. High/I Tech Dept
Seth & Eunice Derish	\$50.00	Chico Jr. High/I Tech Dept
Waheed & Rasha Saleh	\$50.00	Chico Jr. High/I Tech Dept
PG&E Corporation / James McLain	\$90.00	Marsh Jr. High
Carol Ann Gardner	\$10.00	Marsh Jr. High
Target Take Charge of Education	\$670.99	Chico High
Bruce Dillman	Various Supplies @ \$1,767.64	Chico High
James & Terri Burns	\$736.00	Chico Unified School District

**PROPOSED AGENDA ITEM:** S.F. Field Trip for Mrs. Carroll's Class

**Prepared by:** Janet Carroll

☒ Consent

**Board Date** October 17, 2012

☐ Information Only

☐ Discussion/Action

**Background Information**

Students will travel to San Francisco where they will participate in a simulation on board an antique ship.

**Education Implications**

Compliments and enriches study of 5th Grade History of Age of Sail

**Fiscal Implications**

\$108 per Student.

\$3564.00 for the 33 Students in Class.

**Additional Information**

Parent volunteers will provide transportation. Student/Adult Ratio will be 4/1.

RECEIVED

CHICO UNIFIED SCHOOL DISTRICT

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

8.2.3.  
Page 2 of 2

SEP - 5 2012

EDUCATIONAL  
SERVICES

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: August 29, 2012

FROM: Janet Carroll

School/Dept.: Parkview

SUBJECT: Field Trip Request

Request is for 5th Grade GATE

(grade/class/group)

Destination: Hyde Street Pier, S.F. Activity: Age of Sail/Explorer

from 5/2/13 / 10:00a.m. to 5/3/13 / 4:00p.m.  
(dates) / (times) (dates) / (times)

Rationale for Trip: compliments and enriches study of 5th history of  
age of sail

Number of Students Attending: 33 Teachers Attending: 2 Parents Attending: 6

Student/Adult Ratio: 4/1

Transportation: 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 \$ 108/student Substitute Costs \$ Meals \$

Lodging \$ Transportation \$ Other Costs \$

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

Name Acct. #: 01-9024-0-1342-4900- \$ 3564  
240

Name Acct. #: \$

Requesting Party

Date

Site Principal

Date

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

Director of Transportation

Date

IF MAJOR FIELD TRIP

Director of Educational Services

Date

Recommend ☒ Not Recommended ☐  
Approved ☐ Not Approved ☐

Board Action

Date

**AGENDA ITEM:** Field Trip Approval

**Prepared by:** Zack Kincheloe

☒ Consent

**Board Date** October 17, 2012

☐ Information Only

☐ Discussion/Action

**Background Information**

For fifteen years, I have been taking my Senior AP English students to Ashland, Oregon to attend the Shakespeare Festival there.

**Education Implications**

I have found that this trip to be an enriching and inspiring educational opportunity. Before the trip, we read and study the plays we will see. Students keep journals of their experiences and write about the plays upon returning to school. There is no better way to appreciate Shakespeare than to see his plays performed by a world-class acting company

**Fiscal Implications**

We raise our own money for the trip. If one student goes, all students go, regardless of their ability to pay.

**CHICO UNIFIED SCHOOL DISTRICT**

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

8.2.4.  
Page 2 of 2

**FIELD TRIP REQUEST****TO: CUSD Board of Education****Date:** September 17, 2012**FROM:** Zack Kincheloe**School/Dept.:** English**SUBJECT:** Field Trip Request

Request is for Senior AP English at Chico High School  
(grade/class/group)

**Destination:** Ashland, Oregon**Activity:** Attend performances of Shakespeare Plays

from April 20, 2013/8 AM to April 21, 2013/ 8 PM  
(dates) / (times) (dates) / (times)

**Rationale for Trip:** We will be reading and studying the plays we see. Students acquire deeper and more meaningful understanding of the literature when they see it performed by a high-quality theater group.

**Number of Students Attending:** 79 **Teachers Attending:** 2 **Parents Attending:** 17

**Student/Adult Ratio:** 4 to 1

**Transportation:** Private Cars ☒ CUSD Bus \_\_\_\_\_ Charter Bus Name \_\_\_\_\_  
Other: \_\_\_\_\_

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

**ESTIMATED EXPENSES:****Fees** \$140.00 per person**Substitute Costs** none.**Meals** students are on their own here**Lodging** included in fee**Transportation** included**Other Costs** \$ \_\_\_\_\_**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**

Name Shakespeare Acct. #: 476 Amount: We must raise about \$13,000 for everyone to go.

Name \_\_\_\_\_ Acct. #: \_\_\_\_\_ \$ \_\_\_\_\_

Zack Kincheloe  
Requesting Party

9-17-2012

Date

[Signature]  
Site Principal

9/18/12

Date



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

N/A  
Director of Transportation

\_\_\_\_\_  
Date

(If transporting by bus or Charter)

**IF MAJOR FIELD TRIP**  
[Signature]  
Director of Educational Services

9-26-12

Date



Recommend



Not Recommended



Approved



Not Approved

\_\_\_\_\_  
Board Action

\_\_\_\_\_  
Date

PROPOSED AGENDA ITEM: Consultant Agreement - Advance Kids

Prepared by: David Scott



Consent



Information Only

Board Date: 10/17/12



Discussion/Action

Background Information

Advance Kids provides behavioral consultant services for students with autism (behavioral and functional adaptive living skills). These services are needed in order to assist district personnel in addressing the behavioral and adaptive living skills of several CUSD students with autism.

Education Implications

To provide these students a free and appropriate public education (FAPE)

Fiscal Implications

\$10,497.50 for the 2012-2013 school year



### CONSULTANT AGREEMENT

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

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

**Name:** Advance Kids  
**Street Address/POB:** 9755 Lincoln Village Dr.  
**City, State, Zip Code:** Sacramento, CA 95827  
**Phone:** 916-698-7854  
**Taxpayer ID/SSN:** 68-0487185

This agreement will be in effect from: 07/01/12 to 06/30/13  
**Location(s) of Services:** (site) various

3. **Scope of Work** to be performed: (attach separate sheet if necessary)  
Conduct functional analysis and follow-up of three CUSD students
4. **Goal (Strategic Plan, Site Plan, Other)** to be achieved as a result of Consultant services:  
FAPE

5. **Funding/Programs Affected:** (corresponding to accounts below)  
1) Special Education  
2)  
3)

6. **Account(s) to be Charged:**

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	100.00	01	6500	0	5770	1110	5800	14	570 6500
2)							5800	14	
3)							5800	14	

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

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

\$ 85.00 Per Unit, times 123.50 # Units = \$ 10,497.50 Total for Services

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

9. **Additional Expenses:**

\$  
\$  
\$

Total for  
0.00 Addit'l Expenses

\$ 10,497.50 Grand Total

10. Amounts of \$5,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)

**CONSULTANT TERMS AND CONDITIONS**

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

Consultant Name: **Advance Kids**

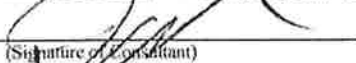
Business Services Use Only

CA# \_\_\_\_\_

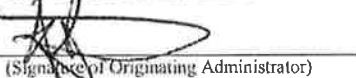
V# \_\_\_\_\_

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.
9. The District will determine whether the Consultant will be paid by vendor check as a Consultant or payroll check as a Contract Employee (with taxes withheld) by reviewing the completed Certificate of Independent Consultant Agreement (a blank sample may be viewed at [http://www.chicousd.org/\\_dept/business/documents/Consultant\\_Agreement.pdf](http://www.chicousd.org/_dept/business/documents/Consultant_Agreement.pdf)). IRS publication SWR 40 and IRS Ruling 87-41 will assist the District in determining the payment method applied to this Consultant Agreement.

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

 (Signature of Consultant)      Jonathan McCabe, M.A., B.C.B.A. (Print Name)      10/2/12 (Date)


**12. RECOMMENDED:**

 (Signature of Originating Administrator)      David Scott, Asst. Superintendent Ed. Svcs. (Print Name)      10/5/12 (Date)

**13. APPROVED:**

 (Signature of District Administrator, or Director of Categorical Programs)      Pete Van Buskirk, Director Fiscal Services (Print Name)      10/7/12 (Date)

**APPROVED:**

 (Signature of District Admin.-Business Services)      ☒ Consultant ☐ Contract Employee (Print Name)      Janet Brinson (Date)      10/8/12

**14. Authorization for Payment:**

**CHECK REQUIRED (Invoice to accompany payment request):**

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

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

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

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

PROPOSED AGENDA ITEM: Obsolete Textbooks

Prepared by: Joanne Parsley

X Consent

       Information Only

Board Date: October 17, 2012

       Discussion/Action

#### Background Information

Each year schools have an opportunity to compile a list of unused/old instructional materials to offer to other schools within our district. If there are no requests for the books, the lists then go to the Board to be declared “obsolete.” The obsolete books are then offered for sale to Follett Used Books (in bulk) as well as local private and charter schools.

#### Education Implications

Monies received will be used to buy new textbooks for our students.

#### Fiscal Implications

Any monies received from the sale of these books will be deposited into the district textbook account.

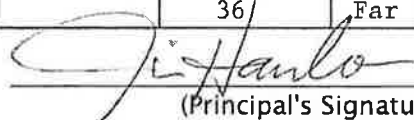
CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, California 95928-5999  
(530) 891-3000 ext. 137

**NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE**

Chico High School  
(School)

September 27, 2012  
(Date)

Number of Teacher's Editions	Number of Pupil's Editions	Title	Grade Level	Copyright Date	Condition
0	38	Adventures in World Literature		1958	FAIR
0	154	Algebra, Vol. 1 Units 0-6 (CPM)		2002	FAIR/GOOD
2	129	Algebra Readiness		2008	GOOD
0	30	Algebra Readiness (Spanish)		2008	GOOD
0	76	American Voices: A History of the US		1992	FAIR
0	35	Biology (Campbell)		1990	GOOD
0	66	Calculus		1986	POOR
0	42	Glencoe World Geography		2005	NEW
0	25	Literature: Intro to Reading/Writing		1992	GOOD
0	23	Modern Biology (Holt, Rinehart, Winston)		89/99	FAIR
0	38	Physical Science		88/91	POOR/FAIR
0	31	Wood Technology/Processes		2002	GOOD
6	18	World Geography Today		1985	GOOD
ENGLISH NOVELS:					
	26	Act One: An Autobiography (Moss Hart)		1959	POOR
	26	The Art of Work: An Anthology of Workplace Literature		1996	GOOD
	86	Autobiog of Malcom X (Haley)		1965	GOOD
	34	The Bean Trees (Kingsolver)		1988	FAIR/GOOD
	106	Beowulf (Raffel)		1963	FAIR/GOOD
	48	Bless the Beasts/the Children (Swarthout)		1970	GOOD
	30	Cannery Row (Steinbeck)		1981	POOR
	139	The Chosen (Potok)		1967	GOOD
	44	Cry, The Beloved Country (Paton)		1948	GOOD
	44	Equus: Play by Peter Shaffer		1974	GOOD
	36	Far From the Madding Crowd (Hardy)		1982	GOOD

  
(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, California 95928-5999  
(530) 891-3000 ext. 137

**NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE**

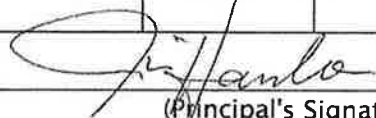
Chico High School (PAGE 2)

September 27, 2012

(School)

(Date)

Number of Teacher's Editions	Number of Pupil's Editions	Title	Grade Level	Copyright Date	Condition
ENGLISH	NOVELS:				
	23	Father and Sons (Turgenev)		?	GOOD
	35	Flowers for Algernon (Keyes)		1975	GOOD
	15	The Further Adventure of Huck Finn		1983	GOOD
	78	The Glory Fields (Myers)		1994	NEW
	27	Jean Anouilh, Five Plays		1958	GOOD
	85	Jacob Have I Loved (Paterson)		1980	GOOD
	29	The Lilies of the Field (Barrett)		1962	NEW
	45	Long Walk to Freedom:Autobio of Mandela		1995	GOOD
	80	Lord Jim (Conrad)		1981	FAIR
	63	Mad Max: Beyond Thunderdome (Vinge)		1985	FAIR
	33	Malory's Le Morte D-Arthur		1962	GOOD
	110/32	The Maltese Falcon (Hammett)		1957/1989	FAIR/GOOD
	15	The Oresteian Trilogy (Aeschylus)		1982	GOOD
	77	Out of the Silent Planet (Lewis)		1965	FAIR/GOOD
	15	The Pearl (Steinbeck)		1963	POOR
	10	The Pearl & The Red Pony (Steinbeck)		1986	POOR
	29	Peer Gynt (Ibsen)		1988	GOOD
	7	Pride & Prejudice (Austen) Hardcover		1993	GOOD
	96	Pygmalion & My Fair Lady (Shaw)		1975	GOOD
	70	A Tale of Two Cities		1961	FAIR
	42	Vocabulary Workshop		1996	FAIR

  
(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

FVHS/AFC/CAL/Oakdale  
(School)

(Date)

*Dave McKay*

Please use additional pages if necessary. **The list should be neat and in proper format, ready for inclusion in the Board Agenda.**

CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, California 95928-5999  
(530) 891-3000 ext. 137

**NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE**

Chico Jr. High

9/27/2012

(School)

(Date)

Number of Teacher's Editions	Number of Pupil's Editions	Title	Grade Level	Copyright Date	Condition
	47	Basic Math Skills		2003	good
	3	In Other Words		1977	good
	1	Harcourt Math	5	2002	good
	2	Reading Triumphs	2	1997	good
	6	Reflections	6	2007	good
	28	Reflections CD	6	2007	good
3	68	Earth Science	6	2008	good
2	67	Harcourt Math	6	2002	good
	5	Earth Science Spanish	6	2002	good
1	38	Pre Algebra (Heath)	7-8	1986	good
	40	Lizards Evolution	7		good
	37	Parade of Life Animals	7		good
	46	The Nature of Science	7	1993	good
	1	Prentice Hall Heredity		1993	good
	1	Prentice Hall Matter	8		good
	1	Prentice Hall Evolution	7		good
	2	Prentice Hall Universe	7	1993	good
	4	Prentice Hall Universe		1997	good
	1	Prentice Hall Motion	8		good
	25	Nature of Science		1993	good
	20	Nature of Cells		1993	good

  
(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, California 95928-5999  
(530) 891-3000 ext. 137

**NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE**

Hooker Oak  
(School)

Sept 2012  
(Date)

Number of Teacher's Editions	Number of Pupil's Editions	Title	Grade Level	Copyright Date	Condition
	76	Phoebe's Revolt		1989	
	17	Junior Great Books		1984	
	29	Pourquoi Tales		1989	
	22	Images of Beauty		1989	
	1	Teacher Guide pk w/18 booklets			
	13	War of the Eagles		1998	
	8	The Upstairs Room		1972	
	5	Sarah Bishop		1980	
	10	When Eagles Roam		1972	
	8	Road from Home		1979	
	3	The Fragile Flag		1984	
	1	Skedaddle		1987	
	2	The Devil's Arithmetic		1988	
	2	Silver on Tree		1977	
	10	A pocket full of seeds		1973	
	1	The fighting ground		1984	
	1	SRA Reading Lab IB			
	33	Fables		1989	
	4	Cherries & Cherry Pit		1989	
	33	Keep the Lights Burning Abbie		1989	
	17	Tales of Olga Paloga		1989	
	57	The Bear on Hemlock Mtn		1989	
	17	George Washington's Breakfast		1989	
	24	More Stories Julian Tells		1989	
	4	Fairy Tales		1989	
	29	Oh A hunting we will go		1989	

  
(Principal's Signature)



Hooker Oak  
(School)

Sept 2012  
(Date)

[illegible]

(Principal's Signature)

Please use additional pages if necessary. **The list should be neat and in proper format, ready for inclusion in the Board Agenda.**



**NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE**

Sierra View  
(School)

8/28/12

(Date)

Number of Teacher's Editions	Number of Pupil's Editions	Title	Grade Level	Copyright Date	Condition
3	3	H-M Math Steps	2	2000	good
	1	H-M CD Rom	2	2000	Not opened
1	9	SRA Reading Lab	2a	1969	poor
	3	Sprint Plus Leveled books Levels 200-700		1997	Good
	3	Sprint Plus Leveled books Level 200		1997	Good
	2	Sprint Plus Leveled books Level 300		1997	Good
	3	Sprint Plus Leveled books Level 400		1997	Good
1		Harcourt Math Assessment CD	3		Good
1		Mighty Math # Herds	3-6		Good
	45	Scholastic Spelling		1998	poor
1		H-M Spelling and Vocab		2003	Good
1		Worlds of Music Records	2	1988	Good
1		Worlds of Music Records	3	1988	Good
1		Worlds of Music Records	6	1988	Good
1 Box		SRA Reading Lab	1c	1973	poor
2 Boxes		SRA Reading Lab	2b	1978	Poor
2 Boxes		SRA Reading Lab	2c	1978	Poor
1 Box		SRA Reading Lab	2a	1978	Poor
1 Box		SRA Reading Lab	1 a	1961	poor
1 Box		DRA Reading Assessment	K-3	1998	Excellent

  
(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

**NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE**

Sierra View  
(School)

8/28/12

(Date)

Number of Teacher's Editions	Number of Pupil's Editions	Title	Grade Level	Copyright Date	Condition
1 Box		Multiple Skills Series		1976	Poor
1 Box		SRA Listening Lab	1c	1979	poor
1 Box		SRA Listening Lab-revised	1b &c	1982	
1 Box		SRA Arithmetic Kit		1969	
1 Box		Project Yes	5	1992	
	35	World Atlas Int. Student	4-6	1990	
		Project Yes	6	1992	
	1	Harcourt Math	6	2002	excellent
	1	Middle School Math Course 2		1998	fair
	11	World Book Encyclopedias (green)			fair
	1	World Book Encyclopedias (red)		1995	Poor
	11	World Book Encyclopedias (blue)			fair
2	7	Concept skills and prob. solving	3	2009	good
1	3	H-M Math Steps	3	2000	poor
	29	Story Studio	2	1996	excellent
	3	Harcourt Math Unit 1-6	1	2002	excellent
	5	Scholastic Spelling	2	1998	excellent
	4	Scott Forsman Spelling	2	1995	excellent
	7	Steck-Vaughn Phonics	A	1999	excellent
	1	H-M TE Units 1-10	K	1999	fair

  
(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

CHICO UNIFIED SCHOOL DISTRICT  
1163 East Seventh Street  
Chico, California 95928-5999  
(530) 891-3000 ext. 137

**NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE**

Sierra View  
(School)

8/28/12  
(Date)

Number of Teacher's Editions	Number of Pupil's Editions	Title	Grade Level	Copyright Date	Condition
1 box		Project Yes	6	1992	good
1 box		SRA Listening Lab	1c	1976	poor
1 box		SRA Listening Lab	1b	1982	Poor
1 box		SRA Listening Lab-revised	1c	1982	Poor
		SRA Arithmetic Kit		1969	poor
		Project Yes	5	1992	good
	35	World Atlas Int. Student	4-6	1990	good
6	1	Sadlier/Oxford Math	6	2008	good
1	9	SRA Reading Lab	2a	1969	poor
	3	Sprint Plus leveled books	200-700		
	3	Sprint Plus leveled books	200		
	2	Sprint Plus leveled books	300		
	3	Sprint Plus leveled books	400		
	45	Scholastic Spelling		1998	poor
1 box		SRA Reading Labs	1c	1973	
2 box		SRA Reading Labs	2b	1978	
2 box		SRA Reading Labs	2c	1978	
1 box		SRA Reading Labs	2a	1978	
1 box		SRA Reading Labs	1a	1961	



(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

PROPOSED AGENDA  
ITEM:

Warrant Authorization

---

Prepared by: Pete Van Buskirk, Director, Fiscal Services

☒ Consent

Board Date 10/17/12

☐ Information Only

☐ Discussion/Action

Background Information

Warrants in the amount of \$3,912,946.85 for the period of September 13, 2012 through October 10, 2012 have been reviewed and are ready for Board approval.

Educational Implications

Services and supplies are acquired by the district in support of the district's goals.

Fiscal Implications

The issuing of warrants affects all accounts and funds in the district and is supported by the district's approved budget.

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

October 17, 2012  
Accounts Payable Warrants

FUND #:	FUND DESCRIPTION:	AMOUNT
01	General Fund	\$2,645,072.66
09	Charter Schools: ISAS	\$73,098.86
13	Nutrition Services	\$346,481.39
14	Deferred Maintenance	\$12,100.18
25	Capital Fac. FD-State Cap	\$6,215.00
27	1998 SRB (2008 Sale P&I)	\$827,072.14
42	Special Reserve RDA City Pass Through	\$2,906.62
<b>TOTAL WARRANTS TO BE APPROVED:</b>		<b>\$3,912,946.85</b>

CC Maureen Fitzgerald, Assistant Superintendent, Business Services

CC Pete VanBuskirk, Director of Fiscal Services

PROPOSED AGENDA ITEM: Declaration of Surplus Property

Prepared by: Pete Van Buskirk - Director, Fiscal Services

☒ Consent

Board Date 10/17/12

☐ Information Only

☐ Discussion/Action

**Background Information:**

In accordance with the California Ed Code, Chico Unified School District's property may be disposed of by any of the following methods:

1. The Superintendent may advertise for bids and either sell the property to the highest responsible bidder or reject all bids. Timely notice for bids shall be posted or published. The Superintendent or designee may sell property for which no qualified bid has been received, without further advertising.
2. The Superintendent may authorize the sale of the property by public auction.
3. Without advertisement for bids, the County Superintendent may sell or lease the property to government agencies, other school districts, or to any agency eligible under the federal surplus property law. In such cases, the sale price shall be equal to the value of the property plus estimated cost of purchasing, storing, and handling. Excess equipment with a value of less than one hundred dollars may be sold directly to an agency without advertising with the approval of the Assistant Superintendent of Business Services or designee.
4. If the Superintendent or Designee agrees that the property is worth no more than \$2,500, the Superintendent may designate any employee to sell the property without advertising.
5. If the Superintendent or Designee finds that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Superintendent or may be disposed of by dumping. If any equipment contains universal waste, it will be disposed of in a legal manner.

**Educational Implications:** NONE

**Fiscal Implications:** NONE



Useable Surplus Property 10/17/12

BO#	Description	Cond.	Transfer /Sold	Rec'd From	Value	Universal Waste
6743	BUFFET TABLE	1	WHSE	SPEC. SVCS	20	N
6743	SMALL DESK	2	WHSE	SPEC. SVCS	20	N
6743	SMALL END TABLE	1	WHSE	SPEC. SVCS	10	N
6743	2 ROOM PARTITIONS	1	BUS. OFC	SPEC. SVCS	20	N
6745	IBM WHEELWRITER	1	WHSE	BJHS	10	Y
6747	POOL TABLE	2	WHSE	FAIRVIEW	100	N
6748	DESK CREDENZA, MEDIUM	1	WHSE	BUS. OFC	10	N
6748	DESK CREDENZA, EXTRA LARGE	1	WHSE	BUS. OFC	10	N
6748	FOLDING TABLE, LARGE	1	WHSE	BUS. OFC	10	N
6748	METAL STORAGE CABINET	1	WHSE	BUS. OFC	10	N
6748	HANGING REPORT HOLDER	2	WHSE	BUS. OFC	5	N
6748	PAPER STORAGE CART ON WHEELS	1	WHSE	BUS. OFC	10	N
6749	ROOM DIVIDER	1	WHSE	SPEC. SVCS	10	N
6749	3 2-DRAWER FILE CABINETS	1	WHSE	SPEC. SVCS	10	N
6749	TYPEWRITER TABLE	2	WHSE	SPEC. SVCS	5	N
6749	WORK TABLE	1	WHSE	SPEC. SVCS	10	N
6749	2 DRAWER LATERAL FILE CABINET	1	WHSE	SPEC. SVCS	10	N
6751	L SHAPED DESK	2	WHSE	SPEC. SVCS	10	N
6751	DESK WITH HUTCH	2	WHSE	SPEC. SVCS	10	N
6751	SMALL TABLE	1	WHSE	SPEC. SVCS	5	N
6751	2 DRAWER FILE CABINET	1	WHSE	SPEC. SVCS	10	N
6753	5 DRAWER FILE CABINET	2	WHSE	SPEC. SVCS	10	N
6753	LARGE CUBBIE MAIL BOX	2	WHSE	SPEC. SVCS	5	N
6753	2 LAPTOP COMPUTERS	2	WHSE	SPEC. SVCS	20	Y
6753	2 OFFICE CHAIRS	2	WHSE	SPEC. SVCS	5	N
6754	LARGE L-SHAPED DESK	1	WHSE	SPEC. SVCS	75	N
6768	1997 DODGE RAM WAGON	2	FAIRVIEW	M&O	500	Y
6783	1988 CHEVY PICKUP	1	FAIRVIEW	M&O	500	Y
6759	60 STUDENT DESKS	1	WHSE	INSPIRE	5	N
6760	BROCHURE FOLDER	1	WHSE	PVHS	5	N
6760	2 BINDING MACHINES	1	WHSE	PVHS	5	N
6763	WOODEN BOOKSHELF	2	WHSE	INSPIRE	10	N
6763	4 STUDENT DESKS	2	WHSE	INSPIRE	5	N
6763	2 TV'S	2	WHSE	INSPIRE	10	Y
6763	2 TRAPEZOID TABLES	1	WHSE	INSPIRE	5	N
6763	9 DESKS	2	WHSE	INSPIRE	10	N
6763	5 WOODEN TABLES	2	WHSE	INSPIRE	5	N
6763	3 WOOD BOOKSHELVES	2	WHSE	INSPIRE	5	N
6763	METAL BOOKSHELF	2	WHSE	INSPIRE	5	N
6763	6 CHAIRS	2	WHSE	INSPIRE	5	N
6765	2 METAL CABINETS	1	WHSE	NEAL DOW	10	N
6765	2 CUSTODIAN CARTS	1	WHSE	NEAL DOW	5	N
6765	BIN OF BASEBALL BASES	1	WHSE	NEAL DOW	5	N
6765	ROLLING CABINET	1	WHSE	NEAL DOW	5	N

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

### Useable Surplus Property 10/17/12

BO#	Description	Cond.	Transfer /Sold	Rec'd From	Value	Universal Waste
6766	LARGE EXECUTIVE DESK	1	WHSE	BUS. OFC	20	N
6766	STORAGE CABINET	1	WHSE	BUS. OFC	5	N
6766	2 DESKS	1	WHSE	BUS. OFC	5	N
6766	2 CHAIRS	2	WHSE	BUS. OFC	5	N
6774	3 DIVIDER WALLS	2	WHSE	MARIGOLD	10	N
6774	SHELF UNIT	2	WHSE	MARIGOLD	10	N
6774	CORNER CABINET	2	WHSE	MARIGOLD	10	N
6774	WOODEN TABLE	2	WHSE	MARIGOLD	10	N
6774	METAL SHELF	2	WHSE	MARIGOLD	5	N
6774	LARGE BROWN FILE CABINET	1	WHSE	MARIGOLD	10	N
6774	ROLLING COAT RACK	2	WHSE	MARIGOLD	10	N
6774	7 METAL STACKABLE CABINETS	2	WHSE	MARIGOLD	10	N
6777	3 LARGE PHOTO ENLARGERS	2	WHSE	CHICO JR	10	Y
6778	RISO MACHINE	1	WHSE	CHS	10	Y
6782	DELL PRINTER	1	WHSE	CHAPMAN	50	Y

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

### Unrepairable Surplus Property 10/17/12

BO#	Description	Cond.	Transfer /Sold	Rec'd From	Value	Universal Waste
6741	PANASONIC CAMCORDER	3	WHSE	PVHS	N/A	Y
6741	LUCENT DESK TELEPHONE	3	WHSE	PVHS	N/A	Y
6741	APEX DVD PLAYER	3	WHSE	PVHS	N/A	Y
6741	EPSON LCD PROJECTOR	3	WHSE	PVHS	N/A	Y
6741	ZYLUX COMPUTER SUBWOOFER	3	WHSE	PVHS	N/A	Y
6744	INFOCUS PROJECTOR	3	WHSE	BJHS	N/A	Y
6749	AUDIOMETER	3	WHSE	SPEC. SVCS	N/A	N
6758	9 ALPHASMARTS	3	WHSE	HOOKE OAK	N/A	Y
6758	PORTA SCRIBE	3	WHSE	HOOKE OAK	N/A	Y
6758	OPAQUE PROJECTOR	3	WHSE	HOOKE OAK	N/A	Y
6758	MOVIE PROJECTOR	3	WHSE	HOOKE OAK	N/A	Y
6758	CALIFONE	3	WHSE	HOOKE OAK	N/A	Y
6758	AUDIOTRONICS	3	WHSE	HOOKE OAK	N/A	Y
6758	OLD LARGE AV CART	3	WHSE	HOOKE OAK	N/A	N
6763	9 AUDIO COMPONENTS	3	WHSE	INSPIRE	N/A	Y
6763	3 METAL TEACHER DESKS	3	WHSE	INSPIRE	10	N
6765	TV	3	WHSE	NEAL DOW	N/A	Y
6765	BROTHER COPIER	3	WHSE	NEAL DOW	N/A	Y
6765	2 COMPUTERS	3	WHSE	NEAL DOW	N/A	Y
6771	COPIER	3	WHSE	CHAPMAN	N/A	Y
6774	METAL DRAWER UNIT	3	WHSE	MARIGOLD	N/A	N
6774	FREEZER	3	WHSE	MARIGOLD	N/A	Y
6775	COMPUTER MONITOR	3	WHSE	MARIGOLD	N/A	Y
6775	9 OLD TV'S	3	WHSE	MARIGOLD	N/A	Y
6776	COLOR PRINTER	3	WHSE	PVHS	N/A	Y
6778	2 PRINTERS	3	WHSE	CHS	N/A	Y
6779	2 SHARP TV'S	3	WHSE	CHS	N/A	Y
6780	2 MOTOROLA RADIOS	3	WHSE	LOMA VISTA	N/A	Y
6781	BROTHER COPIER	3	WHSE	CHAPMAN	N/A	Y
6785	GATEWAY MONITOR	3	WHSE	PVHS	N/A	Y
6786	JP OFFICEJET PRINTER	3	WHSE	PVHS	N/A	Y

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

Surplus Property 10/17/12 to Computers for Classrooms for  
refurbishing to current technology standards and reallocating back to  
schools

BO#	Description	Cond.	Rec'd From
6742	4 DELL MONITORS	3	PVHS
6742	2 GATEWAY CPU'S	3	PVHS
6742	12 PANASONIC LAPTOPS	2	PVHS
6742	SAMSUNG MONITOR	3	PVHS
6746	4 HP PROLIANT'S	3	INFO TECH
6746	GATEWAY CPU	3	INFO TECH
6752	MONITOR	1	LOMA VISTA
6752	2 HARD DRIVES	1	LOMA VISTA
6756	2 UNICOM SWITCHES	3	CHAPMAN
6756	LINKSYS SWITCH	3	CHAPMAN
6756	HP CD/DVD ROM DRIVE	3	CHAPMAN
6756	17 GATEWAY COMPUTERS	3	CHAPMAN
6756	4 DELL COMPUTERS	3	CHAPMAN
6756	11 HP COMPUTERS	3	CHAPMAN
6756	6 COMPAQ COMPUTERS	3	CHAPMAN
6756	5 HITACHI DVD-ROM DRIVES	3	CHAPMAN
6756	2 HP PRINTERS	3	CHAPMAN
6756	2 DELL PRINTERS	3	CHAPMAN
6756	QUASAR TV	3	CHAPMAN
6756	EMERSON VCR	3	CHAPMAN
6756	ALLIED TELESYN ETHERNET SWITCH	3	CHAPMAN
6756	ALLIED TELESYN MULTIPOINT HUB	3	CHAPMAN
6756	16 ASST. MONITORS	2	CHAPMAN
6761	2 TOSHIBA LAPTOPS	2	LOMA VISTA
6761	HP DESKJET	1	LOMA VISTA
6762	HP COMPAQ	2	LOMA VISTA
6763	20 DELL LATITUDE LAPTOPS	1	NEAL DOW
6763	DATAMATION SYSTEM LAPTOP CART	1	NEAL DOW
6764	20 DELL LATITUDE LAPTOPS	1	MCMANUS
6764	GRAY LAPTOP CART	1	MCMANUS
6764	HP LASERJET PRINTER	1	MCMANUS
6767	LARGE COMPUTER CART	2	CITRUS
6767	17 ASST. LAPTOPS	1	CITRUS
6769	BROTHER PRINTER	3	LCC
6769	HP COMPUTER	3	LCC
6769	15 GATEWAY COMPUTERS	3	LCC
6769	2 ASST. MONITORS	3	LCC
6769	3 DELL COMPUTERS	3	LCC
6769	HP PRINTER	3	LCC
6769	2 APPLE POWER MACS	3	LCC
6769	CANNON PRINTER	3	LCC
6769	APPLE PRINTER	3	LCC

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

Surplus Property 10/17/12 to Computers for Classrooms for  
refurbishing to current technology standards and reallocating back to  
schools

BO#	Description	Cond.	Rec'd From
6769	EPSON PRINTER	3	LCC
6769	HITACHI LCD PROJECTOR	3	LCC
6769	2 TOSHIBA LAPTOPS	3	LCC
6769	5 ASST. MONITORS	3	LCC
6769	ELMO OVERHEAD PROJECTOR	3	LCC
6769	LAMINEX LAMINATOR	3	LCC
6770	13 DELL LAPTOPS	3	ROSEDALE
6772	8 DELL LAPTOPS	3	NEAL DOW
6773	20 DELL LAPTOPS	3	ROSEDALE
6784	DELL CPU	2	SIERRA VIEW
6784	COMPAQ CPU	2	SIERRA VIEW
6784	PROJECTOR	2	SIERRA VIEW
6784	6 ASST. MONITORS	2	SIERRA VIEW
6784	CANON PRINTER	2	SIERRA VIEW
6784	36 COMPAQ CPU'S	2	SIERRA VIEW
6784	SONY CRT TRINTRON	2	SIERRA VIEW
6784	HP PRINTER	2	SIERRA VIEW

Condition:

1. Useable but no longer needed
2. Needs Minor Repair
3. Unrepairable

---

PROPOSED AGENDA ITEM:        Monthly Enrollment (2nd School Month)

---

Prepared by:    Maureen Fitzgerald, Assistant Superintendent, Business Services

---

X	Consent	Board Date	October 17, 2012
	Information		
	Discussion/Action		

**Background Information:**

Tracking enrollment and ADA (Average Daily Attendance) data is vital to accurately projecting class size, school site capacities, and ultimately, district revenues. Enrollments are tracked daily for the first two weeks of school and then monthly thereafter. While we also evaluate the ADA with the monthly data, the district general fund revenue is funded on P2 (around 8<sup>th</sup> month) cumulative attendance.

**Education Implications:**

Monitoring enrollment is critical to ensuring that classes are of the appropriate size and configuration, ensuring that instructional opportunities are provided for all students.

**Fiscal Implications/Analysis of Attached Reports:**

The attached document shows that the district enrollment is up slightly from projections.

Chico Unified School District

2012-13  
Total Monthly Enrollment and ADA By School

	-----SCHOOL MONTH-----											
	1st	2nd	Oct. 3	3rd	4th	5th	6th	7th	8th	9th	10th	11th
	Aug 24	Sept 21	CBEDS	Oct 19	Nov 16	Dec 14	Jan 11	Feb 8	Mar 8	Apr 5	May 3	May 31
Chapman	371	366	367									
Citrus	335	339	339									
Emma Wilson	643	637	648									
Hooker Oak K-6	363	369	368									
John McManus	530	523	525									
Little Chico Crk	600	610	610									
Marigold	537	540	541									
Neal Dow	434	433	434									
Parkview	363	360	362									
Rosedale	553	560	561									
Shasta	677	676	674									
Sierra View	634	638	640									
Oakdale K - 6	6	8	7									
Loma Vista K-6	3	3	4									
SUBTOTAL K-6	6,049	6,062	6,080	0							0	0
BJHS	670	670	672									
CJHS	578	575	582									
MJHS	559	561	562									
CHS	1,786	1,802	1,800									
PVHS	1,927	1,936	1,932									
Fair View	247	235	237									
CAL	38	55	63									
AFC	22	18	20									
Oakdale 7 -12	50	80	85									
Loma Vista 7-12	7	7	7									
NPS												
SUBTOTAL 7-12	5,884	5,939	5,960	0	0	0	0	0	0	0	0	0
CURRENT YEAR	11,933	12,001	12,040	0	0	0	0	0	0	0	0	0
PY Month Diff.		68	168									
Projected 12-13 CBEDS			11,872									
2011-12 P2 ADA									11,367			
Projected 2012-13 P2 ADA									11,315			
11-12	11,870	11,866	11,883	11,892	11,837	11,783	11,810	11,769	11,760	11,776	0	11,677

**TITLE: Notice of Completion – Portable Classroom Buildings and Toilet Building  
at Chico High School**

Action \_\_\_\_\_  
Consent   X    
Information \_\_\_\_\_

October 17, 2012

Prepared by: *Michael Weissenborn, Director of Facilities and Construction*

**Background information**

On February 28, 2012, the Board of Education directed staff to add appropriate facilities to the Chico High School campus to accommodate Inspire School of Arts and Sciences for the 2012-2013 school year. The District and SKW Architecture developed a plan to add (2) 48 x 40 portable classrooms and a portable restroom to the Chico High School campus. The District commissioned DMSI, Inc. to repurpose two portable classrooms and one portable restroom from the Pleasant Valley Campus for this project. BCM Construction completed all the site work for the project on October 10, 2012.

**Educational Implications**

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

**Fiscal Implications**

This project was funded with Measure A bond funds.

**Additional Information**

The filing of a Notice of Completion (NOC) begins a thirty-five day lien period during which unpaid subcontractors, suppliers and other vendors can file a mechanics lien.

**Recommendation**

It is requested that the Board of Education authorize the Superintendent or Designee to approve and execute the Notice of Completion for the Portable Classroom Buildings and Toilet Building at Chico High School.



WHEN RECORDED MAIL TO:

Kelly Staley  
Superintendent  
Chico Unified School District  
1163 East Seventh Street  
Chico, California 95928-5999

SPACE ABOVE THIS LINE IS FOR RECORDER'S USE

DSA FILE NO. 4-H2  
DSA APPL NO. 02-112582  
PROJECT NO.

**NOTICE OF COMPLETION**

1. The undersigned is OWNER or agent of the OWNER of the interest or estate stated below in the property hereinafter described.
2. The FULL NAME of the OWNER is **CHICO UNIFIED SCHOOL DISTRICT.**
3. The FULL ADDRESS of the OWNER is **1163 EAST SEVENTH STREET, CHICO, CALIFORNIA, 95928-5999.**
4. The NATURE OF THE INTEREST or ESTATE of the undersigned is : **IN FEE**
5. A work of improvement on the property hereinafter described was COMPLETED on **October 10, 2012** and accepted by the Chico Unified School District on **October 17, 2012.**
6. The work of improvement completed is described as follows: **FURNISHING OF ALL LABOR, MATERIALS AND SERVICES FOR Chico High School Portable Classrooms and Toilet Building FOR THE CHICO UNIFIED SCHOOL DISTRICT, CHICO, BUTTE COUNTY, CALIFORNIA.**
7. The NAME OF THE ORIGINAL CONTRACTOR for such work of improvement is  
**BCM Construction, 2990 State Highway 32, #100, Chico, CA 95973**
8. The street address of said property is:  
**901 The Esplanade, Chico, CA 95926**
9. The property on which said improvement was completed in the **CITY OF CHICO, COUNTY OF BUTTE, STATE OF CALIFORNIA**, and described as follows:

**ASSESSORS PARCEL NUMBERS: 003-140-001**

Date: \_\_\_\_\_ Signature of Owner or agent of owner \_\_\_\_\_  
Kelly Staley, Superintendent

Verification for NON-INDIVIDUAL OWNER: I, the undersigned, declare under penalty of perjury under the laws of the State of California that I am the Business Manager of the aforesaid interest in the property described in the above notice; that I have read the said notice, that I know and understand the contents thereof, and that the facts stated therein are true and correct.

\_\_\_\_\_  
Date and Place

\_\_\_\_\_  
Kelly Staley, Superintendent

**TITLE: Consultant Agreement for District Demographic Analysis**

Action \_\_\_\_\_  
Consent   X    
Information \_\_\_\_\_

October 17, 2012

Prepared by: *Michael Weissenborn, Director of Facilities and Construction*

**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 a regular basis. The analysis and compilation of student population data, utilizing geographical information systems (GIS), enables the District to make well planned decisions regarding future housing, facilitates the application for available state funding for upcoming District facilities projects and provides a useful tool for analyzing possible boundary modifications. In recent years the District has utilized the services of JM King & Associates who have tracked student data utilizing GIS programs. This year we have asked JM King & Associates to update these enrollment projections. JM King & Associates will also analyze, review, and update all new construction and modernization eligibility in order to optimize State funding for District facilities.

**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 for each scope of work; the total is not to exceed \$43,200.00. This has no impact on the General Fund because it is funded entirely out of Developer Fees.

**Recommendation**

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

Mandatory Instructions  
(click to view)

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

Business Services Use Only  
CA# \_\_\_\_\_  
V# \_\_\_\_\_

### CONSULTANT AGREEMENT

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

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

Name: JM King & Associates  
 Street Address/POB: 2901 35th Street  
 City, State, Zip Code: Chico, CA 95817  
 Phone: (916) 254-7620  
 Taxpayer ID/SSN: 46-0601254

This agreement will be in effect from: 10/17/12 to 10/17/13  
 Location(s) of Services: (site) District wide

3. **Scope of Work** to be performed: (attach separate sheet if necessary)  
 JM King & Associates will perform district wide demographic analysis and update enrollment projections. They will determine optimal options for new construction dollars and analyze, review and update all modernization eligibility.
4. **Goal (Strategic Plan, Site Plan, Other)** to be achieved as a result of Consultant services:  
 JM King & Associates will provide updated enrollment projections & spatial analysis of the CUSD current student population along with recommendations to guide the District's decisions regarding facilities for a 10 year period.
5. **Funding/Programs Affected:** (corresponding to accounts below)
  - 1) Developer Fees
  - 2)
  - 3)

6. **Account(s) to be Charged:**

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	100.00	25	0000	0	0000	7200	5800	14	
2)							5800	14	
3)							5800	14	

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

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

\$ 135.00 Per Unit, times 320.00 # Units = \$ 43,200.00 Total for Services

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

9. **Additional Expenses:**

\$  
\$  
\$

Total for  
0.00 Addit'l Expenses

\$ 43,200.00 Grand Total

10. Amounts of \$5,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)

**CONSULTANT TERMS AND CONDITIONS**

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

Consultant Name: JM King & Associates

Business Services Use Only
CA# _____
V# _____

- The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
- Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
- In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
- If applicable, the Consultant will certify in writing, using Administration Form #3515.6, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
- Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
- Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
- Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
- The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.
- The District will determine whether the Consultant will be paid by vendor check as a Consultant or payroll check as a Contract Employee (with taxes withheld) by reviewing the completed Certificate of Independent Consultant Agreement (a blank sample may be viewed at [http://www.chicousd.org/\\_dept/business/documents/Consultant\\_Agreement.pdf](http://www.chicousd.org/_dept/business/documents/Consultant_Agreement.pdf)). IRS publication SWR 40 and IRS Ruling 87-41 will assist the District in determining the payment method applied to this Consultant Agreement.

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

Cheryl King CHERYL KING 10-5-2012  
(Signature of Consultant) (Print Name) (Date)

**12. RECOMMENDED:**

Michael Weissenborn Michael Weissenborn 10-5-12  
(Signature of Originating Administrator) (Print Name) (Date)

**13. APPROVED:**

Kelly Staley  
(Signature of District Administrator, or Director of Categorical Programs) (Print Name) (Date)

Peter VanBuskirk ☒ Consultant ☐ Contract Employee 10/8/12  
(Signature of District Admin.-Business Services) (Print Name) (Date)

**14. Authorization for Payment:**

<b>CHECK REQUIRED</b> (Invoice to accompany payment request): <input type="checkbox"/> Partial Payment thru _____ (Date) <input type="checkbox"/> Full or Final Payment	<b>DISPOSITION OF CHECK</b> by Accounts Payable: (check released upon completion of services) <input type="checkbox"/> Send to Site Administrator: _____ (Date check required) <input type="checkbox"/> Mail to Consultant
\$ _____ (Amount) (Originating Administrator Signature - Use Blue Ink) (Date)	

**PROPOSAL FOR STATE SCHOOL FACILITY CONSULTING SERVICES**

for the

**CHICO UNIFIED SCHOOL DISTRICT**

Prepared by:

JM King & Associates  
2901 35<sup>th</sup> St.  
Sacramento, California 95817  
(916) 254-7620



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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. JM King and Associates has been working closely with CUSD staff in order to obtain State funding, both for modernization and new construction projects.

The CUSD has subsequently received over \$6million dollars from the State School Building Program to assist in maximizing local bond dollars. In addition, current projects have been submitted for State funding which, when approved, will provide the District with an additional estimated \$10million dollars for projects at Chico High School and Pleasant Valley High School.

In addition to an annual update to potentially fund more CUSD new construction projects, the District should update its modernization eligibility in order to capture funding at various schools for facility projects. JM King & Associates will review all enrollment projection options and determine the most advantageous option for your District for new construction dollars; in addition JM King & Associates will analyze, review and update all modernization eligibility in order to provide more State funding for facilities. With new and more complex State regulations being implemented for funding of projects, it is imperative that the District remain proactive in working to move projects forward for funding.

Our services include the following:

#### **Update New Construction and Modernization Eligibility and Applications**

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.
6. Review and revise State Modernization grant funding applications for all sites to establish eligibility for funding, including analysis and update of all 20+ year old buildings site by site, permanent and portable classrooms and review new CBEDs enrollments in order to obtain new eligibility for increased funding.

*Modernization eligibility is site specific and can be used for solar energy projects, HVAC upgrades, other upgrades to any facility (restrooms, libraries, etc.) including "like for like" replacement of facilities.*

7. File applications with Office of Public School Construction (OPSC) to obtain approval.
8. Secure SAB approval of District's modernization eligibility for all sites in District.

### **CONSULTING FEES**

The District shall pay the Consultant at the rate of \$135 per hour for services outlined in this Agreement not to exceed 170 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 DEMOGRAPHIC ANALYSIS/ENROLLMENT PROJECTIONS**

for the

## **CHICO UNIFIED SCHOOL DISTRICT**

Prepared by:

JM King & Associates  
2901 35<sup>th</sup> St.  
Sacramento, California 95817  
(916) 254-7620



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### **CURRENT PROPOSAL**

School Districts are inextricably linked to the communities in which they are located. As economic changes occur, community demographics also shift which affect current and future district enrollments. As enrollments fluctuate the District will need 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. Therefore, the District should prepare an update to the Demographic Study and Enrollment Projections.

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**

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**

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

### **COMPONENT C: LAND USE AND DEVELOPMENT**

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**

**(Projections completed for the 2006, 2007, 2008 and 2009 and 2010 school years will be updated)**

Component D will provide ten-year enrollment projections, Districtwide and by school, 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: RESIDENT PROJECTIONS**

Component E will provide resident projections based upon the residence of CUSD students.

1. The methodology is parallel to that utilized in the preparation of the enrollment projections in Component D; however the historical years of student data utilized differ in that we use the **location of where students reside, as opposed to enrollments by school**. These projections are meant to assist the District in making decisions such as where future school facilities should be located, boundary changes, and school consolidation. Since students don't necessarily attend their school of residence, these projections should not be utilized for staffing and budgeting purposes. Resident projections will be prepared by elementary, middle, and high school boundary.

### **COMPONENT F: SPATIAL (GIS) ANALYSIS**

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.
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 2012-13 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.

	<b><u>Hours</u></b>
Component A: Historic Demographics	Included
Component B: Student Generation Study	15
Component C: Land Use and Development	Included
Component D: Enrollment Projections	40
Component E: Resident Projections	40
<u>Component F: Spatial Analysis/Report</u>	<u>55</u>
Total Hours	150
 Total Cost Not to Exceed:**	 \$20,250

**\*\*This is a total estimated cost not to be exceeded based on an hourly rate of \$135.00.**

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

The District shall pay the Consultant at the rate of \$135 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 \$135 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.

## PROFESSIONAL QUALIFICATIONS

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### **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.

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

DATE: October 17, 2012  
MEMORANDUM TO: Board of Education  
FROM: Kelly Staley, Superintendent  
SUBJECT: Certificated Human Resources Actions

**Temporary Appointments 2012/13**

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>	<u>Estimated Annual District Cost</u>
Dace, Jennipher	Elementary	10/01/12-06/06/13	0.7 FTE Temporary Appointment	\$43,022
Firth, Jennifer	Elementary	100/1/120-6/06/13	0.7 FTE Temporary Appointment	\$40,776
Lynn, Charles	Secondary	10/01/12-06/06/13	0.4 FTE Temporary Appointment	\$18,616
Root, David	Elementary	10/04/12-06/06/13	1.0 FTE Temporary Appointment	\$71,837
Root, Stephanie	Elementary	09/24/12-06/06/13	0.2 FTE Temporary Appointment (in addition to current 0.2 FTE Temporary assignment)	\$14,214
Rose, Michelle	Special Education	10/01/12-06/06/13	0.4 FTE Temporary Appointment (in addition to current 0.6 FTE Permanent assignment)	\$32,336

**Rescind Leave Request 2012/13**

Price, Maya	Secondary	09/17/12	Rescind .2 FTE Child Care Leave Request
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**Resignations**

Boles, Kathleen	Elementary	09/14/12	Resignation
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**Coaching Resignations**

Dering, Jorlah	Freshman Boys Basketball	Resignation
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**Coaching Appointments**

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Season</u>
Wisdom, Kevin	Freshman Boys Basketball	Chico High	Winter

**CHICO UNIFIED SCHOOL DISTRICT**  
**1163 E. 7<sup>th</sup> STREET**  
**CHICO, CA 95928-5999**

8.4.2.  
Page 1 of 2

DATE: OCTOBER 17, 2012

MEMORANDUM TO: BOARD OF EDUCATION

FROM: KELLY STALEY, SUPERINTENDENT

SUBJECT: CLASSIFIED HUMAN RESOURCES ACTIONS

				POSITION COST @ Step 1 + Red Plan Medical + Qualifying Dental/Vision
ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS/PRF #/ FUND/RESOURCE	
APPOINTMENTS				
Bushnell, Gwen	Cafeteria Cook Small School/Forest Ranch/4.0	10/9/2012	New Position/9/Nutrition/5310	\$9,949
Hess, Lesley	Office Asst Elementary Attendance/Parkview/4.0	9/13/2012	Vacated Posiiton/1/General/0000	\$11,881
Koll, Lynne	Accountant/Business Office/8.0	9/25/2012	New Position/4/General/0000	\$40,251
Krause, Michelle	IPS-Classroom/MJHS/6.0	10/22/2012	Vacated Posiiton/63/Special Ed/6500	\$18,267
Mallory, Charlotte	School Office Manager/PVHS/8.0	11/5/2012	Vacated Posiiton/98/General/0000	\$32,825
Morrissey, Matthew	IPS-Classroom/MJHS/6.5	10/15/2012	Vacated Posiiton/56/Special Ed/6500	\$19,707
Nelson, Jay	Campus Supervisor/CJHS/1.0	10/10/2012	Vacated Posiiton/40/General/0000	\$2,579
Rappa, Lynn	Sr Office Assistant/CJHS/2.0	10/10/2012	Vacated Posiiton/22/General/0000	\$6,224
Rappa, Lynn	Sr Office Assistant/BJHS/2.5	10/10/2012	Vacated Posiiton/21/General/0000	\$7,838
Trulock, Ashley	IPS-Healthcare/Loma Vista/6.0	9/24/2012	Vacated Posiiton/42/Special Ed/6500	\$18,267
Wahl, Sheila	Parent Classroom Aide- Restr/LCC/2.0	9/18/2012	New Position/145/Categorical/3010	\$3,744
Wolfenbarger, Kristy	Parent Classroom Aide- Restr/LCC/2.0	9/18/2012	New Position/146/Categorical/3010	\$3,744
PROMOTIONS				
Duggins, Deborah	Cafeteria Cook Small School/Nord Country School/5.5	10/25/2012	New Position/10/Nutrition/5310	\$14,635
Patrick, Beverly	Administrative Assistant- Conf/Business Office/8.0	9/17/2012	New Position/327/General/0000	\$37,401
LEAVES OF ABSENCE				
Hunter, Katie	IA-Special Education/Chapman/3.0	10/3/2012- 11/5/2012	Per CBA 5.12	
Maroste, Summer	IA-Special Education/CJHS/5.0	10/8/2012-4/8/2013	Per CBA 5.12	
RESIGNATION/TERMINATION				
Adams, Molly	IPS-Classroom/Marigold/6.0	8/28/2012	Voluntary Resignation	
Boone, Joy	IPS-Healthcare/Chapman/6.0	8/28/2012	Voluntary Resignation	
Daggett, David	Sr Custodian/BJHS/8.0	9/28/2012	PERS Retirement	
Letcher, Kristina	Parent Classroom Aide- Restr/Marigold/2.0	8/19/2012	Voluntary Resignation	

**RESIGNED ONLY THIS POSITION**

Anderson, Sheila	Parent Classroom Aide- Restr/Citrus/2.5	9/17/2012	Voluntary Resignation
Duggins, Deborah	Cafeteria Assistant/CJHS/6.0	10/24/2012	Promotion
Hamlyn-Burton, Shannon	Transportation Special Education Aide/Transportation/1.0	9/21/2012	Voluntary Resignation
Krause, Michelle	IPS-Classroom/Sierra View/3.0	10/21/2012	Increase in Hours
Krause, Michelle	IA-Special Education/MJHS/2.0	10/21/2012	Voluntary Resignation
Mallory, Charlotte	School Office Manager/BJHS/8.0	11/4/2012	Increase in Work Year
Maroste, Summer	Campus Supervisor/MJHS/1.0	10/8/2012	Voluntary Resignation
Morrissey, Matthew	IPS-Classroom/BJHS/3.5	10/14/2012	Increase in Hours
Patrick, Beverly	School Office Manager/PVHS/8.0	9/16/2012	Promotion
Trulock, Ashley	IPS-Healthcare/Loma/4.0	9/23/2012	Increase in Hours

AGENDA ITEM: Red Ribbon Week Resolution 1196-12

Prepared by: Ann Brodsky, Coordinator, Safe and Drug Free Schools

☐

Consent

Board Date October 17, 2012

☐

Information Only

☒

Discussion/Action

**Background Information**

Red Ribbon Week is celebrated nationwide each year at the end of October, to bring increased awareness to the importance of living a healthy life without the abuse of illegal drugs. The school sites in the District will be celebrating this event with various activities from October 22 through October 31.

**Educational Implications**

Research has clearly demonstrated that academic performance is enhanced when students are healthy, connected to their school community, and drug free.

**Fiscal Implications**

All activities and events will be funded through grant funds.

CHICO UNIFIED SCHOOL DISTRICT  
2012 Red Ribbon Week Proclamation  
Resolution No. 1196-12

**Whereas**, youth and adults will come together to create an awareness about positive and fun opportunities without the use of alcohol, tobacco, and drugs; and,

**Whereas**, youth and adults in the community come together in support of programs and activities that engage youth in building skills, attitudes, and behaviors that build a healthy community now and in the future; and,

**Whereas**, Red Ribbon Week's 26<sup>th</sup> anniversary will be observed all across America during RED RIBBON WEEK; and,

**Whereas**, during Red Ribbon Week parents, youth, businesses, law enforcement, schools, religious institutions, service organization, social services, health services, media, and the general public will come together to demonstrate their commitment by wearing and displaying red ribbons during this week long celebration; and,

**Whereas**, the Chico Unified School District makes a commitment to ensure the success of the Red Ribbon Week Celebration; and,

**Now Therefore, Be it Resolved**, that the Chico Unified School District does hereby support October 22-31, 2012, as Red Ribbon Week, and encourages all citizens to support tobacco, alcohol, and other drug prevention programs and activities by making a visible statement and commitment towards promoting a healthy community.

Passed and adopted by the Chico Unified School District Board of Education at a regular meeting, thereof, held on the 17<sup>th</sup> day of October, 2012.

AYES:

NOES:

ABSENT:

ABSTAIN:

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Dr. Andrea Lerner Thompson, President

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Kelly Staley, Superintendent

**PROPOSED AGENDA ITEM:** Safe School Plans (SB 187)

**Prepared by:** Rhonda Odlum

☐ Consent

**Board Date** October 17, 2012

☐ Information Only

☐ Discussion/Action

**Background Information**

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

Annual review and evaluation of the individual school safety plan to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

**Education Implications**

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee and the school Principal before being presented to the Board for final review and adoption. This review includes the following mandated components of Senate Bill 187:

1) Child Abuse reporting procedures, 2) Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations, 3) Procedures to notify teachers and counselors of dangerous students, 4) Sexual Harassment Policy, 5) Safe ingress and egress to and from school, 6) Rules and procedures on school discipline, 7) Dress Code, and 8) Routine and emergency disaster procedures.

**Fiscal Implications**

N/A

AGENDA ITEM: Grants and Resource Development Update

Prepared by: Liz Metzger

☐ Consent  
☒ Information Only  
☐ Discussion/Action

Board Date: October 17, 2012

### Background Information

Grants play an important role in supplementing the Chico Unified School District budget. A number of individuals within the district write grants. In addition, since 2008 the district has released a teacher full-time to coordinate those efforts, as well as to build the collaborative partnerships necessary for continued success in the increasingly competitive world of grants and resource development.

### Education Implications

In the past year, we have received grants that support and enrich student learning by providing academic support and enrichment in after-school programs, by enhancing and expanding career technical education offerings, by providing professional development to teachers, by enhancing fitness and nutrition education, and by providing school-year and summer feeding programs for students.

### Fiscal Implications

Grants received by the district generate indirect costs at the state-approved rate (5.34% for 2012-13); these costs go into the general fund. Additional payments to the district for specific grant-related services (mid-year and end-of-year reports, evaluations, etc.) are written into grants where appropriate.



PROPOSED AGENDA ITEM: LEA Plan Evidence of Progress Report (2011-12)

Prepared by: Dave Scott, Assistant Superintendent, Educational Services

☐ Consent

Board Date October 17, 2012

☒ Information Only

☐ Discussion/Action

### **Background Information**

All local educational agencies (LEAs) are required to develop a “single, coordinated and comprehensive Plan that describes the educational services for all students and that can be used to guide the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements” (CDE, *Development Process for the LEA Plan*).

The Chico Unified School District’s LEA plan was written in 2003 and formally revised through LEA Plan Addendums in 2005, 2008 and 2011. The Board approved the 2003 Plan and each formal Addendum, as required by the CDE. In the years without formal revisions, we continued to review and update our Plan as needed, in accordance with California Department of Education guidelines.

For 2011-12, all districts in our cohort were required to submit a two monitoring reports to the CDE. In each case, we were instructed to report on three to four areas of our Plan on which we had focused in 2011-12. We chose the areas where we had devoted the most effort:

- Continue to implement and refine a balance system of assessment, including school-based common assessment and district-level Student Progress Assessments.
- Continue to monitor and support use of state-adopted mathematics instructional materials
- Ensure full and consistent implementation of standards-based ELD instruction across the district
- Ensure consistent and appropriate IEP development for students to achieve academic proficiency

Our mid-year report (submitted in March, 2012) reported on our progress to date in those areas. The end-of-year report (submitted October 17) completed the reporting begun with the mid-year. Both are submitted here for your review and information.

### **Educational Implications:**

The LEA plan provides a roadmap for educational services provided to students, as described above.

### **Fiscal Implications**

The LEA plan guides the implementation of state and federally funded programs and the allocation of resources, as described above.

PI Year 3 Mid-Year Evidence of Progress  
March 2012  
Local Educational Agency: Chico Unified School District  
Submitted by Kelly Staley, Superintendent

**1. Of the goals and strategies outlined in your revised LEA Plan, identify three priorities your district is currently focusing on:**

- A. Continue to implement and refine a balanced system of assessment, including school-based common assessment and district-level Student Progress Assessments (*LEA Plan reference A2, p. 7*)
- B. Continue to monitor and support use of state-adopted mathematics instructional materials (*LEA Plan reference B1, p. 10*)
- C. Ensure full and consistent implementation of standards-based ELD instruction across the district (*LEA Plan reference C2, p. 13*)
- D. Ensure consistent and appropriate IEP development for students to achieve academic proficiency (*LEA Plan reference C3, p. 14*)

**2. Briefly describe recent progress that has been made in implementing the plan's strategies in these three priority areas.**

- A. A balanced assessment system uses evidence of learning to inform decisions at several levels; classroom, site, district, and state. Our view of a balanced assessment system is a continuum that includes collecting, analyzing, and using short, medium and long-cycle assessment information. This continuum includes minute-by-minute classroom assessments (very short-cycle), individual teacher classroom assessments, (short cycle), teacher collaborative team common assessments (medium cycle), district-level progress monitoring assessments (long cycle) and state assessments (long cycle).

**We have made the following progress in implementing strategies supporting a balanced system of assessment.** After meeting with teacher and administrative groups during 2010-2011, and looking at the work of some other California districts, CUSD decided to implement a revised approach to district-wide student progress monitoring assessments in grades 2-11 in math and English-language arts. The assessments were designed with a dual purpose: to monitor student progress on the standards in the Standardized Testing and Reporting (STAR) blueprints (providing teachers, administrators and students with information on how well students were attaining state content standards), and at the same time to promote discussion about the degree to which the taught curriculum covered the state standards as identified in the CST Blueprints. In order to provide a clear picture of student progress during the school year, the same assessment was administered three times: in August, in

November and in late February. District-wide teacher meetings to analyze results were scheduled following each assessment: in September, November, January and March. The district provided teachers with disaggregated results. Teachers then worked in course-alike or grade-alike groups to analyze the progress of their own students by standard, and to compare their students' progress with the progress of students in other classes. Protocols with guiding questions were developed to assist teachers in the analysis of the student progress results. Additionally, guiding questions were developed to help teachers create targeted goals addressing areas in which students were not progressing. These SMART (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime-Bound) goals were meant to complement teacher collaborative team goals based on areas of greatest student need.

- a. The first SPA was given at the beginning of the school year to provide a baseline measurement of each student's knowledge of the standards they were expected to master by the administration of the STAR test. After the first administration of the SPA, teachers used disaggregated results to evaluate areas of need and strength. Between 84%-92% of our students took the test, ranging from a low of 84% in grade 2 to a high of 92% in grade 7. Two sample assessments are attached to this report: an English-language arts assessment from grade 4, and an Algebra assessment.
- b. The same SPA test was administered in mid-November. For this administration, between 84%-88% of the students took the test. Teachers were provided with results from both August and November to measure the growth in student learning
- c. In district-wide meetings on March 14, teachers will use the results from the third administration of the SPA to measure student growth from August to March and develop a plan to raise student achievement in areas of concern.
- d. Our next steps are to bring together math and English teachers to improve both the test and the process for the 2012-2013 school year. The goal is to insure that student achievement is constantly measured, and instructional strategies are designed and refined as needed based on assessment results. In the long run, CUSD will utilize areas that are consistently a concern to build its staff development plans.
- e. CUSD will also bring history and science teachers together in the 2012-2013 school year to build a similar assessment plan for 2013-2014 to measure student achievement in these areas.

We are still in the process of developing a system to collect evidence of how teachers are using assessment results in both a formative and summative sense. In addition to the common district-level SPA assessments, teachers at all sites have been implementing **common assessments** in collaborative teams as well

as **individual minute-by-minute assessment strategies** within their classes. We need to collect more concrete evidence on the extent of implementation, although preliminary reports point to variations: some departments, grade levels, and teachers are using these common assessments regularly, while others are at the beginning stages of doing so. To expand the implementation of within-lesson rapid-cycle formative assessment, a series of four one-day workshops was piloted this year in conjunction with the Butte County Office of Education. Plans are being developed to refine this pilot into a system of workshops supported by walk-throughs. This work will help provide teachers and students with the immediate formative feedback they need to adjust instruction to meet student learning needs. Our next steps are to measure to what degree these assessments are being given, and provide support to teachers in improving their use of common formative assessments and minute-by-minute assessment strategies.

- B. During 2008-10, the district adopted the state-approved mathematics instructional materials listed below, and provided teachers with AB 472 training to help with implementation:
- a. K-6 (except Sierra View Elementary): *Everyday Math*
  - b. K-6 (Sierra View): MacMillan/McGraw Hill Math
  - c. 7 (Algebra Readiness): McDougall-Little
  - d. 8 (pre-Algebra): Holt-Course 2
  - e. Algebra: CPM *Algebra Connections*
  - f. Geometry, Algebra 2: CPM

In addition to AB 472 materials training, we have provided support for the use of these mathematics materials as follows:

- a. **For elementary teachers using *Everyday Math***, we have provided two full-time mathematics coaches. These coaches have developed model lessons that reinforce specific skill sets, and consulted with teachers on how to best present specific concepts, as well as how to differentiate the curriculum to meet the needs of all students, including English learners and students with disabilities. Regular site grade-level meetings allow teachers to regularly adjust curriculum and instruction based on the results of common assessments. In addition, district-wide grade-level meetings following each Student Progress Assessment provides another forum for teachers to discuss student progress on the assessments, as well as identifying interventions for students who are not progressing satisfactorily.
- b. **Secondary teachers** have been supported through structured collaboration with course-alike groups, both embedded into the school day each week and during four district-wide after-school meetings. During the first after-school meeting, held in January, teachers revisited the district

essential standards created four years ago and determined the extent to which they align with the learning targets currently being used in classrooms, with the benchmark assessments, and with the Common Core Standards. Essentially, this was a preparatory meeting, setting the stage for subsequent work in ensuring refinement and alignment of essential standards, curriculum, and assessments.

During the second math staff development day (February 29), teachers worked on the following:

- i. Refining and, as necessary, revising existing essential standards (by course)
- ii. Connecting these agreed-upon essential standards to the Common Core

A third meeting will be held on May 9<sup>th</sup>. During this meeting, teacher teams will continue finalizing revised essential standards that align with the Common Core standards, and then move into items 3 and 4 on the list below (with the remainder of the list to be completed in 2012-13).

- iii. Building consensus on a pacing structure for Essential Standards
- iv. Aligning Student Progress Assessments to essential standards and pacing structure
- v. Agreeing to the number and schedule of assessments to be given
- vi. Developing a system for utilizing results from assessments to inform instructional decisions on a continuous basis

**Our next steps in this area** are to continue to support teachers through providing math coaches at K-6, and providing time for district-wide staff meetings four times a year where grade-alike and course-alike teams can continue this work. We will also put into place a walk-through protocol for principals to use in monitoring the consistent implementation of the curriculum in all areas, including math.

**C. To move toward full and consistent implementation of standards-based ELD instruction**, we have focused our resources this year—including EL coaches and Language Star, a grammar-based ELD program—at our five Program Improvement elementary schools with the highest concentration of English learners (Chapman, Rosedale, Parkview, Citrus, and McManus). We are also providing coaching and support for teachers of English learners at all our schools. Specifically:

- a. A total of 25-30 teachers our high-need PI schools work with EL coaches who assist them in implementing Language Star. These coaches are full-time CUSD Teachers on Special Assignment with expertise in bilingual or ESL education. The coaches, in turn, meet weekly with an external coach

to determine which of the 25-30 teachers implementing the program need more support (and then to provide that support) and which teachers are ready to move forward.

- b. Between 75-100 teachers have received professional development in implementing Language Star, both during the school year and during summer institutes (a pilot at Chapman in summer 2009, and a second and third summer institute in 2010 and 2011).
- c. ELD coaches have assisted teachers with assessing EL students using Language Star assessments in eight-week cycles to determine whether they need intervention (strategic or intensive), or to be placed at a higher instructional level.
- d. Principals at PI schools meet monthly with coaches for training in ELD program design, second-language acquisition research, and strategies for monitoring and observing Language Star lessons and assessing the quality of ELD instruction.
- e. General education teachers at all sites are receiving support in using ELD assessment results to adjust instruction for English learners, and using to provide intervention as needed.

Currently, all English learners at our PI schools are receiving instruction with Language Star. The remainder of our EL population receive ELD instruction within the mainstream classroom, in some cases with support from EL coaches (elementary) and ELD teachers (secondary). Our next steps in ensuring implementation of full and consistent ELD instruction across the district will be to compare the CELDT and ELD assessment scores of these students with those of their peers not receiving Language Star, and determine how to implement and / or adapt this model at other schools. We will also continue to assess students' language proficiency, using CELDT tests as well as Language Star and local ELD assessments, and adjust curriculum based on the results of those assessments.

**D. To ensure that consistent and appropriate IEPs are developed which enable students with disabilities to achieve academic proficiency,** District personnel have engaged in the following activities during the 2011-12 school year:

- a. An IEP checklist for quality and compliance has been created and reviewed with district special education teachers for their use prior to affirming and attesting students' IEPs in SEIS.
- b. A team of 20 special education staff members have reviewed 65 IEPs selected from various schools, grade levels and programs for legal compliance and for educational benefit

- c. Special education teachers assigned to mild/moderate programs have administered the Student Performance Assessments to the students in their classes
- d. Special education teachers have collaborated with general education teachers regarding the results of the Student Performance Assessments
- e. Four district-wide staff meetings have been held to provide training with regards to the Special Education Self-Review, IEPs and linguistically appropriate goals, objectives and instruction for English Learners with disabilities

**3. Briefly describe the local assessment data and other evidence the LEA used to determine progress in these priority areas.**

- A. One measure of our implementation of a balanced assessment system is the assessments (benchmark and common formative) which we have developed and are using, as well as the results of those assessments. For the benchmark (SPA) assessments, data is disaggregated in several different ways, including the overall percentage of students at each performance band (from far below basic to advanced) for each teacher during each assessment period, and the percentage of students scoring at each performance band disaggregated by standard (for mathematics only).

In addition, our LEA plan identifies several action steps that move us toward accomplishing this goal. These steps, and the evidence that we are making progress in this area, are listed in the table below.

Action Step	Evidence to determine progress
PLC teams use SPA results to measure student progress toward standards.	<ul style="list-style-type: none"> <li>• Sign-in sheets from district-wide PLC meetings</li> <li>• Spreadsheets showing disaggregated data, by grade level and teacher</li> <li>• Percentage of students taking test, by grade level</li> </ul>
Collect evidence from elementary sites of the formative and summative use of reading-language arts assessments	<ul style="list-style-type: none"> <li>• Sample Student Progress Assessment in English-language arts (district level benchmark—attached to this report)</li> <li>• Sample common assessments from various content areas and grade levels (available upon request)</li> </ul>
Collect evidence from elementary sites of the formative and summative use of mathematics	<ul style="list-style-type: none"> <li>• Sample Student Progress Assessment in English-language arts</li> </ul>

assessments	<p>(district level benchmark—attached to this report)</p> <ul style="list-style-type: none"> <li>• Sample common assessments from various content areas and grade levels (available upon request)</li> <li>• Examples of modifications to lessons made formatively as a result of assessment results—gained via teacher interview</li> </ul>
Collect evidence from secondary sites of the formative and summative use of math and English-language arts assessments	<ul style="list-style-type: none"> <li>• Sample Student Progress Assessment in English-language arts (district level benchmark—attached to this report)</li> <li>• Sample common assessments from various content areas and grade levels (available upon request)</li> </ul>
Ensure that special education and EL teachers are included in the work done to develop, revise or adopt Student Progress Assessments and school-based common assessments	<ul style="list-style-type: none"> <li>• Sign-in sheets from district-wide PLC meetings, showing EL and special education teachers</li> <li>• Spreadsheets showing disaggregated data, by grade level and teacher</li> </ul>
Provide support for teachers in using assessment results both formatively (to adjust instruction as needed) and summatively (to monitor student achievement and progress).	<ul style="list-style-type: none"> <li>• Sign-in sheets, agendas, and handouts from four one-day trainings in formative assessment</li> </ul>

B. In general terms, evidence of **monitoring** the use of *Everyday Math* includes examination of lesson plans, principal observation and walk-throughs. Evidence of **support** for teachers in curriculum implementation includes documentation of model lessons and trainings from the mathematics coaches, as well as documentation of work done by professional learning communities at each site and in district-wide meetings. Action steps related to this goal and the corresponding evidence are shown in the chart below:

Action Step	Evidence to determine progress
Develop or adopt K-6 pacing guides for Everyday Math.	<ul style="list-style-type: none"> <li>• Examples of pacing guides</li> <li>• Teacher lesson plans show evidence of a common pacing</li> <li>• Student results on SPA assessments demonstrate that specific concepts have been covered in accordance with pacing schedule</li> </ul>
Math coaches support teachers in implementing the pacing guides, and modifying as needed for English learners and students with disabilities.	<ul style="list-style-type: none"> <li>• Monthly coaching schedules from math coaches</li> <li>• Handouts and sign-in sheets from math coach trainings</li> </ul>



Ensure access to math pacing guides by posting on the district website.	<ul style="list-style-type: none"> <li>• Math pacing guide on the website</li> </ul>
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C. The following action steps have been identified in our LEA plan to support the goals of fully and consistently implementing a standards-based ELD program across the district.

Action Step	Evidence to determine progress
Develop specific English Language proficiency goals and strategies for English learners consistent with Annual Measurable Achievement Objectives.	<ul style="list-style-type: none"> <li>• LEA plan, showing overall goals for EL proficiency</li> <li>• CELDT data</li> <li>• Language Star 8-week assessments</li> </ul>
Ensure the use of ELD assessments by teachers at all school sites	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Copies of assessments</li> <li>• Record of student scores on assessments</li> <li>• Principal observation</li> </ul>
Ensure that ELs are appropriately placed for ELD instruction based on CELDT scores and ELD assessments	<ul style="list-style-type: none"> <li>• Student schedules compared with CELDT scores and ELD assessment scores</li> </ul>
Provide daily ELD instruction for ELs consistent with the state-recommended time allotments and using state-adopted core and supplemental materials.	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Principal observation</li> <li>• EL coach observation</li> <li>• Student schedules</li> </ul>
Monitor to ensure that ELD instruction is delivered for the required number of minutes per day.	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Principal observation</li> <li>• EL coach observation</li> <li>• Student schedules</li> </ul>
Regularly share EL progress in language proficiency and academic achievement with parents and teachers in PLCs and other settings.	<ul style="list-style-type: none"> <li>• Minutes and agendas from ELAC and DELAC meetings</li> <li>• Report cards</li> </ul>
Provide professional development for classroom teachers in accessing EL assessment and proficiency data, and modifying instruction based on that data to enable ELs to attain AMAOs.	<ul style="list-style-type: none"> <li>• Sign-in sheets and agendas from trainings</li> </ul>
Provide specific training—eight half-day sessions—for principals at McManus, Parkview, Chapman, and Rosedale to equip them with advanced knowledge of ELD program design, language research, and in-class monitoring of language teaching.	<ul style="list-style-type: none"> <li>• Sign-in sheets, agendas and handouts from Language Star trainings</li> </ul>
ELD coaches continue to provide professional development and coaching to teachers at PI schools	<ul style="list-style-type: none"> <li>• EL monthly coaching schedules</li> </ul>
Expand Language Star pilot to include Citrus,	<ul style="list-style-type: none"> <li>• Observation of Language Star being</li> </ul>

McManus, Rosedale, and Parkview as well as Chapman	used in classrooms • Teacher and student interview
Provide training as needed to enable teachers at non-PI elementary schools to use ELARs.	• Sign-in sheets and agendas from trainings
Provide training as needed to enable teachers to effectively utilize the ELD curriculum.	• Sign-in sheets and agendas from trainings

D. The following action steps have been identified in the District's LEA plan to support the goal of ensuring consistent and appropriate IEP development for students to achieve academic proficiency:

Action Step	Evidence to determine progress
Ensure English Learner IEPs specify how and when ELD support is to be provided.	<ul style="list-style-type: none"> <li>• Training provided by EL Teachers to School Psychologists regarding ELD assessments and programs</li> <li>• Training provided to special education teachers and specialists regarding appropriate goals, objectives and programs for EL students</li> </ul>
Develop differentiated IEP quality and compliance checklist differentiated by program.	<ul style="list-style-type: none"> <li>• IEP checklist developed by district staff</li> <li>• IEP checklist presented and reviewed at District Wide Staff Meeting on 01/11/12</li> </ul>
Continue to use effective entry-level, progress monitoring, and summative assessments to support instruction for all students.	<ul style="list-style-type: none"> <li>• Special Education Teachers assigned to Mild/Moderate programs administered the District's Student Performance Assessments to their students</li> <li>• Special Education Teachers reviewed the results of the Student Performance Assessments with general education teachers on 11/09/11</li> </ul>
Provide professional development to special education teachers in using assessment information to improve the design and delivery of curriculum, and in writing linguistically appropriate IEP goals for ELs (see section 5).	<ul style="list-style-type: none"> <li>• Special Education staff will participate in professional development activities regarding linguistically appropriate goals for EL students with disabilities during a District-Wide staff meeting scheduled for 03/14/12</li> </ul>

**PROPOSED AGENDA ITEM:** Accountability Progress & STAR Results Update

**Prepared by:** Michael Morris

☐ Consent

Board Date October 17, 2012

☒ Information Only

☐ Discussion/Action

### **Background Information**

The California Department of Education recently released the annual Accountability Progress Reports. The reports include the state accountability system Academic Performance Index (API) report, the federal Adequate Yearly Progress (AYP) report and Program Improvement status updates. This informational update to the board will provide an overview of CUSD results. In addition, results for CUSD from the Standardized Testing and Reporting (STAR) Program will be reported.

### **Education Implications**

State and federal accountability data are reviewed by district staff for planning and monitoring educational programs and strategies and to allocate resources to best support the improvement of CUSD students' academic achievement.

### **Fiscal Implications**

Mandated testing is reimbursed by the state.

AGENDA ITEM: **Inspire Facilities Use Agreement**

Prepared by: **John Bohannon, Director Alternative Education**

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

Board Date: October 17, 2012

**Background Information**

Inspire School of Arts and Sciences is a “dependent” charter high school with CUSD that opened its doors in August of 2010. Inspire is now in its third year residing on the Chico High School campus.

Chico High was originally slated to be a temporary home for Inspire, and the district planned to create a new facility for Inspire on the Chapman campus. The cost of the new facility proved to be prohibitive. After many discussions between district facilities, Inspire Principal Eric Nilsson and Chico High Principal Jim Hanlon, an agreement was reached on a long-term plan to provide facilities on Chico High’s campus that meet the needs of both Chico High and Inspire.

A ten-year Facilities Use Agreement was created to delineate the agreement. In addition, the current five-year MOU was slightly modified to account for the finances associated with the FUA.

AGENDA ITEM: **Nutrition Services Healthy Hunger Free Kids Act 2010, Impact, Supper Program and Summer Feeding Program Update**

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Prepared by: **Vince Enserro, Director of Nutrition Services and Tanya Harter, Nutrition Specialist**

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☐ Consent

Board Date October 17, 2012

☒ Information Only

☐ Discussion/Action

**Background Information**

- School Lunch
  - More kids are participating in National School Lunch Program (NSLP)
  - 5,466 children served daily
  - 23 Chico schools participate in NSLP, including Charter Schools
- Supper Program
  - More kids are participating in Supper Program
  - 822 children served daily
  - 8 Chico schools participate in NSLP, including Nord Country School
- Summer Feeding Program
  - More kids are participating in Summer Feeding Program
  - 37,101 meals were served Summer 2012 to children ages 2-18
  - 8 feeding sites throughout Chico participated in SFSP

**Educational Implications**

**School meals help students to do better in school**

- Research has shown that students who eat school meals perform their best academically.
- Students who eat school breakfast have greater gains in standardized test scores and show improvements in math, reading and vocabulary scores.
- Healthy eating correlates with less trips to the school nurse and less absenteeism.
- Providing nutritious school breakfast on testing days leads to improved test scores.

**Fiscal Implications**

School meals offer a critical service to our communities

The NSLP and SBP help ensure that no child will go hungry during the school day.

- Children from families with incomes at or below 185 percent of the poverty level are eligible for free or reduced price meals.
- For some children, a free school meal is the only meal they will have all day.

### **Additional Information**

School meals have come a long way! Today, kids are offered healthy, tasty and appealing choices:

- Fresh fruits and vegetables
- Whole grains
- Reduced TransFats
- Salad
- Pizza with whole wheat crust, low-fat cheese, low-sodium sauce
- Whole grain pasta
- Baked items rather than fried
- Healthful cooking/preparation techniques

School meals are balanced and healthy! NSLP lunches must meet federal nutrition guidelines. These meals must:

- limit fat and saturated fat,
- provide one-third of the Recommended Dietary Allowance (RDA) of protein, calcium, iron, and vitamins A and C,
- contain age-appropriate portion sizes,
- provide the right balance of protein, dairy, grains, fruits and vegetables.

School meals help kids maintain a healthy weight

- Students who eat school meals provided through the NSLP and the SBP are more likely to be at a healthy weight.
- NSLP participants are more likely than non-participants to consume vegetables, milk and milk products, and meat and other protein-rich foods, both at lunch and over 24 hours; they also consume less soda and/or fruit drinks.
- Students are less likely to gain weight during the school year when in school then during the summer when school is out.

School meals are safe

- School nutrition professionals have rigorous training in food safety and have implemented a HACCP Plan.
- School kitchens are subject to two health inspections annually conducted by the local health department.
- According to the Food and Drug Administration, school kitchens are among the safest of commercial and institutional foodservice establishments.

**TITLE: Report by Newcomb Anderson McCormick on SolarCity Power Purchase Agreement Effectiveness / Consultant Agreement – Newcomb Anderson McCormick Energy Engineers**

Action     X      
Consent         
Information       

October 17, 2012

Prepared by: *Michael Weissenborn, Director of Facilities and Construction*

**Background information**

On April 7, 2010, the Board authorized Staff to enter into a consultant agreement with Newcomb Anderson McCormick Energy Engineers (NAM) to assist the District in pursuing savings attainable by energy conservation and the production of renewable energy through solar photovoltaic (PV) systems. NAM conducted a feasibility analysis, helped the District develop and circulate a Request for Proposals and provided technical advice and guidance throughout the design and construction process for the completed solar installations at five District sites.

Russell Driver from NAM will be presenting an analysis of the solar systems put in place by SolarCity during the last year.

The District has already made great progress in providing significant general fund savings through self-power generation with the addition of the five solar PV generating systems to its two existing systems. Further investing in on-site solar PV systems is a way to continue to reduce long-term energy costs and contribute to long-term financial sustainability. The District has several options for financing additional investments in solar generating capacity, including entering into another Power Purchase Agreement (PPA) or purchasing and owning the system via voter approved local bonds or other funding sources. Staff proposes that NAM will once again perform a feasibility analysis to examine these options in support of a School Board decision of whether to pursue additional solar generation.

**Educational Implications**

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

**Fiscal Implications**

No General Fund Impact. Cost is to be paid from Redevelopment Funds authorized under Health and Safety Code Section 33607.5(a)(5). These dollars are required to be used for educational facilities within the redevelopment area.

The District currently receives approximately \$470,000 per year in these funds, of which 43.3% are local tax that is 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 \$681,309. NAM proposes a project budget of \$29,840 plus reimbursable expenses.

**Recommendation**

It is requested that the Board of Education authorize the Superintendent or Designee, to approve and execute the consultant agreement with Newcomb Anderson McCormick Energy Engineering for providing a feasibility analysis for a potential second phase of solar photovoltaic (PV) generation at District Facilities.

Mandatory Instructions  
(click to view)

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

Business Services Use Only  
CA# \_\_\_\_\_  
V# \_\_\_\_\_

### CONSULTANT AGREEMENT

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

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

**Name:** Newcomb Anderson McCormick  
**Street Address/POB:** 210 Mission Street, Suite 2000 201 Mission St  
**City, State, Zip Code:** San Francisco, CA 94105  
**Phone:** (415) 898-1900

**Taxpayer ID/SSN:**

This agreement will be in effect from: 10/17/12 to 10/17/13

**Location(s) of Services:** (site) District wide

3. **Scope of Work** to be performed: (attach separate sheet if necessary)  
 NAM will conduct a feasibility study analysis for a potential second phase of solar photovoltaic generation at District Facilities.
4. **Goal (Strategic Plan, Site Plan, Other)** to be achieved as a result of Consultant services:  
 1. Data Collection, 2. Site Visits and Technical/Regulatory Analysis, 3. Prepare Feasibility Analysis  
 4. Finalize Analysis & Prepare Board Materials

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

- 1)
- 2)
- 3)

**6. Account(s) to be Charged:**

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	100.00	42	0000	0	0000	0	5800	14	510
2)							5800	14	
3)							5800	14	

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

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

\$ 29,840.00 Per Unit, times 1.00 # Units = \$ 29,840.00 Total for Services

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

**9. Additional Expenses:**

\$  
\$  
\$

Total for  
Addit'l Expenses  
0.00

\$ 29,840.00 **Grand Total**

10. Amounts of \$5,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)



**CONSULTANT TERMS AND CONDITIONS**

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

Consultant Name: **Newcomb Anderson McCormick**

Business Services Use Only	
CA#	_____
V#	_____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.
9. The District will determine whether the Consultant will be paid by vendor check as a Consultant or payroll check as a Contract Employee (with taxes withheld) by reviewing the completed Certificate of Independent Consultant Agreement (a blank sample may be viewed at [http://www.chicousd.org/\\_dept/business/documents/Consultant\\_Agreement.pdf](http://www.chicousd.org/_dept/business/documents/Consultant_Agreement.pdf)). IRS publication SWR 40 and IRS Ruling 87-41 will assist the District in determining the payment method applied to this Consultant Agreement.

11. **AGREED TO AND ACCEPTED:** (If determined to be a Contract Employee, a payroll check will be issued with applicable taxes withheld.)  
 (Signature of Consultant) John Newcomb (Print Name) 10/8/2012 (Date)

12. **RECOMMENDED:**  
 (Signature of Originating Administrator) Michael Weissenborn (Print Name) 10-5-12 (Date)

13. **APPROVED:**  
 (Signature of District Administrator, or Director of Categorical Programs) Kelly Staley (Print Name) \_\_\_\_\_ (Date)  
 (Signature of District Admin.-Business Services) Peter VanBuskirk (Print Name) 10/10/12 (Date)  
☒ Consultant ☐ Contract Employee

**14. Authorization for Payment:**

<b>CHECK REQUIRED</b> (Invoice to accompany payment request): <input type="checkbox"/> Partial Payment thru: _____ (Date) <input type="checkbox"/> Full or Final Payment	<b>DISPOSITION OF CHECK by Accounts Payable:</b> (check released upon completion of services) <input type="checkbox"/> Send to Site Administrator: _____ (Date check required) <input type="checkbox"/> Mail to Consultant
--	---

\$ _____ (Amount)	_____ (Originating Administrator Signature - Use Blue Ink)	_____ (Date)
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**Chico Unified School District**

**Solar PV Performance Verification**

***Analysis & Results***

**PREPARED BY:**

Newcomb | Anderson | McCormick

**October 9, 2012**



## 1 BACKGROUND

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The Chico Unified School District (District) recently completed the construction of Solar Photovoltaic (PV) systems at five of their campuses. The project scope included the construction of PV systems at Chico High School, Pleasant Valley High School, Marsh Junior High School, Chapman Elementary School, and the District Corporate Yard. All five installations were constructed by SolarCity, with the final system being completed in July of 2012. To procure the systems, the District entered into a Power Purchase Agreement (PPA) with SolarCity. Under the PPA, SolarCity owns and operates the solar systems and the District purchases the electricity produced by each system at an annual agreed upon rate. The agreed upon rate is lower than the average District Utility rate for each site and thus the energy generated represents a financial benefit for the District.

Part of the construction agreement and contract negotiations between the District and SolarCity was a Performance Guarantee for each system. The Performance Guarantee guarantees a minimum system generation for each of the first two five-year periods of system operation (i.e., years 1-5 and years 6-10). The guaranteed production for the two five-year periods is 90% of the full, predicted system output for the period. If the system produces less than the guaranteed amount, the District receives payment from SolarCity to offset the loss of revenue generation from the PV system. The purpose of this report is to evaluate the first year of system operation, and evaluate the District's position moving forward with respect to the Performance Guarantee.

Newcomb Anderson McCormick (NAM) assisted the District with the system feasibility study, contractor procurement, system design review, and technical support during construction. The system performance verification results presented in this report evaluate each of the systems' first years of performance.

## 2 PERFORMANCE VERIFICATION

The performance verification of the District's PV systems was approached in two stages; first, each system's operation was evaluated independently of weather events to verify proper operation; second, the cumulative generation for each system was compared to that system's guaranteed generation to establish the District's performance guarantee position.

This section describes the final system as installed, as well as the steps taken to model solar production and a description of solar system performance considerations. The monitored systems' performances have been evaluated using both a system-to-system comparison of normalized daily electrical generation and a peak day performance evaluation using the system production models. Finally, the guaranteed generation and the monitored generation have been compared.

### 2.1 FINAL SYSTEM DESCRIPTION

The scope of the District's PV installations encompasses five separate systems located at Chico High School, Pleasant Valley High School, Marsh Junior High School, Chapman Elementary School, and the District Corporate Yard, with a combined generation capacity of 1.6 MW. Table 1 contains the site-by-site breakdown of the installed systems.

TABLE 1: FINAL SYSTEM SUMMARY BY SITE

Parameter	Chico High	Pleasant Valley	Marsh	Chapman Elementary	Corporate Yard
System Size	516.8	622.4	315.84	119.14	86.94
System Type	Shade Structures	Shade Structures	Ground Mount	Shade Structures	Ground Mount
Date Operational	9/27/2011	9/26/2011	12/30/2011	7/6/2012	7/11/2011
First Year Expected Production (kWh/yr) <sup>1</sup>	729,226	883,423	487,896	165,516	137,695

<sup>1</sup>For each site, guaranteed generation is 10% less than the first year expected generation

### 2.2 SOLAR PV MODELING AND PERFORMANCE CONSIDERATIONS

The installed systems were modeled on site-by-site basis using the solar PV modeling software PVSyst. PVSyst is the industry standard tool for modeling PV system production and performance. The performance of the PV system is a function of the PV module efficiency, the intensity and angle of the sun, the losses in the wiring and inverters, system shading, and many other factors. The PVSyst model takes all of these factors into account to predict annual system electrical production.

Typically, solar systems are modeled using historical weather data that represents a 30 year average of expected weather for a given location. The weather used to model the system can vary widely from

actual weather during system operation. Due to these weather variations, a simple comparison of modeled and monitored electrical generation is not appropriate for verifying performance. A method to create an equal comparison is to use the monitored weather for each system to re-model the system performance. However, the systems installed at the District campuses do not have accompanying weather stations and thus updated modeling based on experienced weather events is not possible.

## 2.3 SYSTEM PERFORMANCE EVALUATION

The verification of monitored solar system generation against modeled solar system generation becomes difficult due to variations in the weather, as discussed above. In lieu of re-modeling each system with the experienced weather, the alternate approaches of comparing each of the five systems operation against one another and comparing the peak day performance of the originally modeled system versus the actual peak day performance are used to validate performance independent of weather variations.

### 2.3.1 NORMALIZED SYSTEM PERFORMANCE

The monitored production from each array can be cross-compared to ensure that each array is functioning similarly to the others. Figure 1 contains the normalized production from each array for the period October 1, 2011 through September 29, 2012. Figure 2 contains a snapshot of the normalized production for March 1, 2012 through June 30, 2012. Each line in the figure represents a single system's daily output normalized to its maximum daily production for the period. Due to the systems' close proximity, any weather events experienced by a single system is largely experienced by all the systems, in effect, allowing for a weather independent comparison of the systems operation. By normalizing the system production to the period's maximum production, the proximity of the systems is used to identify if a system is operating differently than the other systems. If all systems are working similarly the lines should track each other.

FIGURE 1. FULL YEAR OF NORMALIZED SYSTEM OPERATION

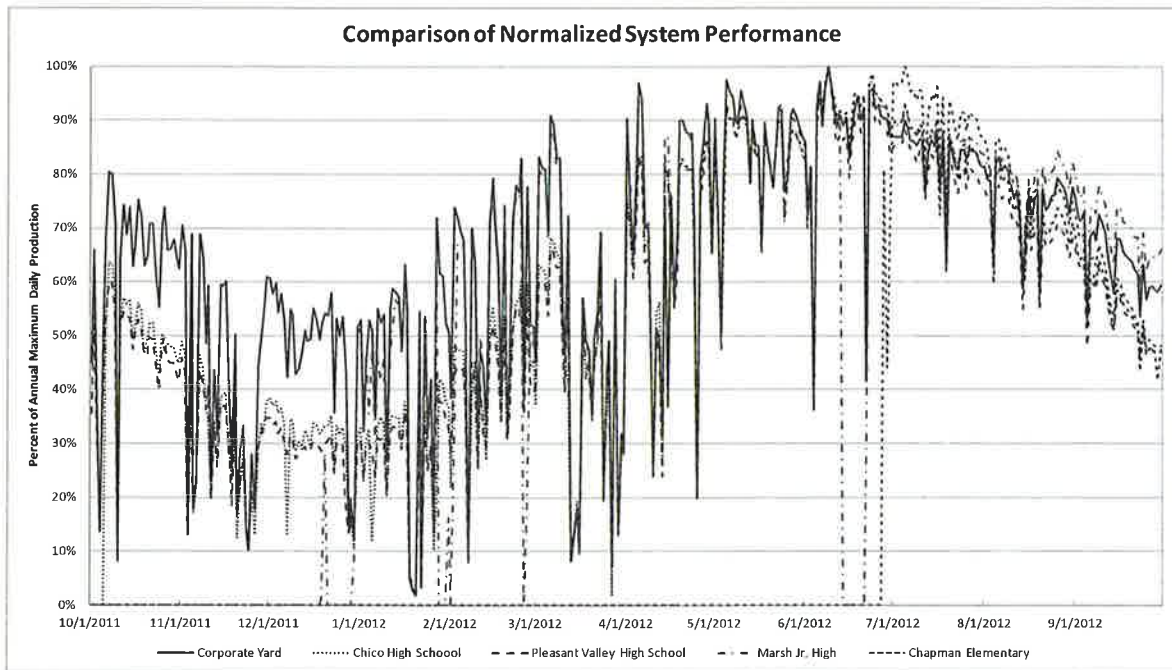
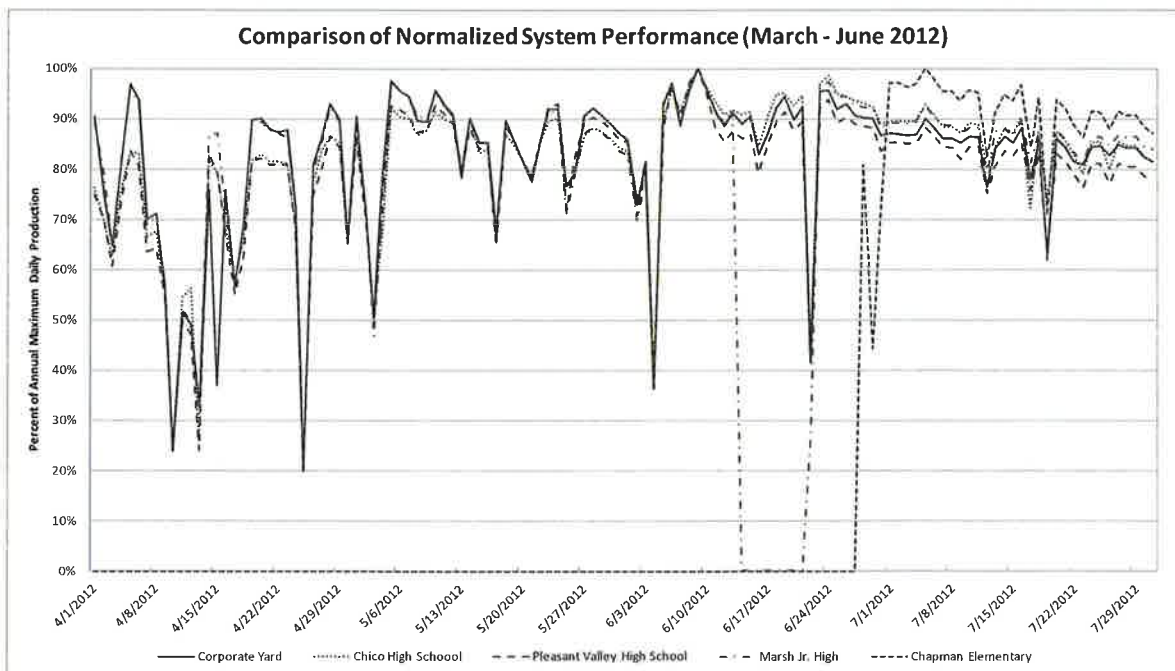


FIGURE 2. SUMMER SNAPSHOT OF NORMALIZED SYSTEM OPERATION



As is seen in the two figures, each system's daily production tracks the others throughout the monitoring period, suggesting that there are no differences in array construction or performance. The normalized performance for the Corporate Yard and Marsh Jr. High sites remains higher in the winter months due to its construction type. These systems are fixed ground mount systems with a steeper tilt which yields less seasonal variation in production. It is important to note that although the normalized winter production is higher for the Corporate Yard Marsh systems during the winter months their trend follow the other systems. There are a few days where the systems' performance do not track and may be due to localized weather events at those sites (i.e. partly cloudy days). One period to identify is the period from June 14 through July 22 for the Marsh system. During this period it appears that there was some sort of malfunction with either the system operation or monitoring, and the system shows that it did not produce electricity. System operation re-started as normal only after a short time, however events such as these highlight the importance of ongoing monitoring of each of the systems.

### 2.3.2 PEAK DAY PERFORMANCE

Figure 3 through Figure 7 show the PVSyst modeled production and the monitored production for each system. The solid blue and red lines depict the daily production for the monitored and modeled cases, respectively. For each site the time period displayed is for the first year of operation from the date Permission to Operate was awarded by the Utility. For Marsh Jr. High and Chapman only available months are displayed as these sites have not been operating for a full year. Daily performance can be compared between the monitored system and the modeled system to gain perspective on how the system is operating compared to its theoretical expectations. Comparison of the peak-days offers insight into the maximum production performance through time and yields a weather independent view of system operation. Peak-days are identified by the peaks of each the monitored and modeled performance lines. As these peak days occur on different days of the year due to the weather variations, the trend of the peaks for each line can be followed to establish a relationship of expected performance to experienced performance. As can be seen from the blue line in each of the figures below, the trend of the peak performance meets and exceeds the expectations at all sites indicating that the systems are performing as expected during peak operation.



FIGURE 3. CHICO HIGH SCHOOL FIRST YEAR MONITORED PERFORMANCE VERSUS MODLED PERFORMANCE.

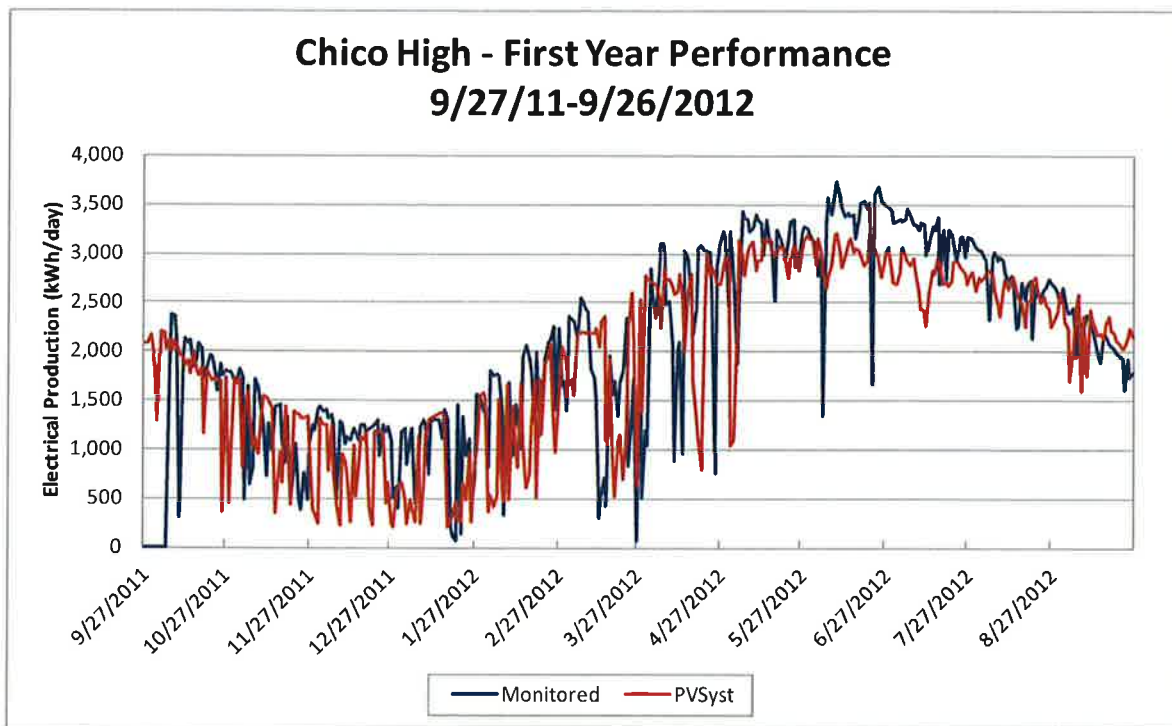


FIGURE 4. PLEASANT VALLEY HIGH SCHOOL FIRST YEAR MONITORED PERFORMANCE VERSUS MODLED PERFORMANCE.

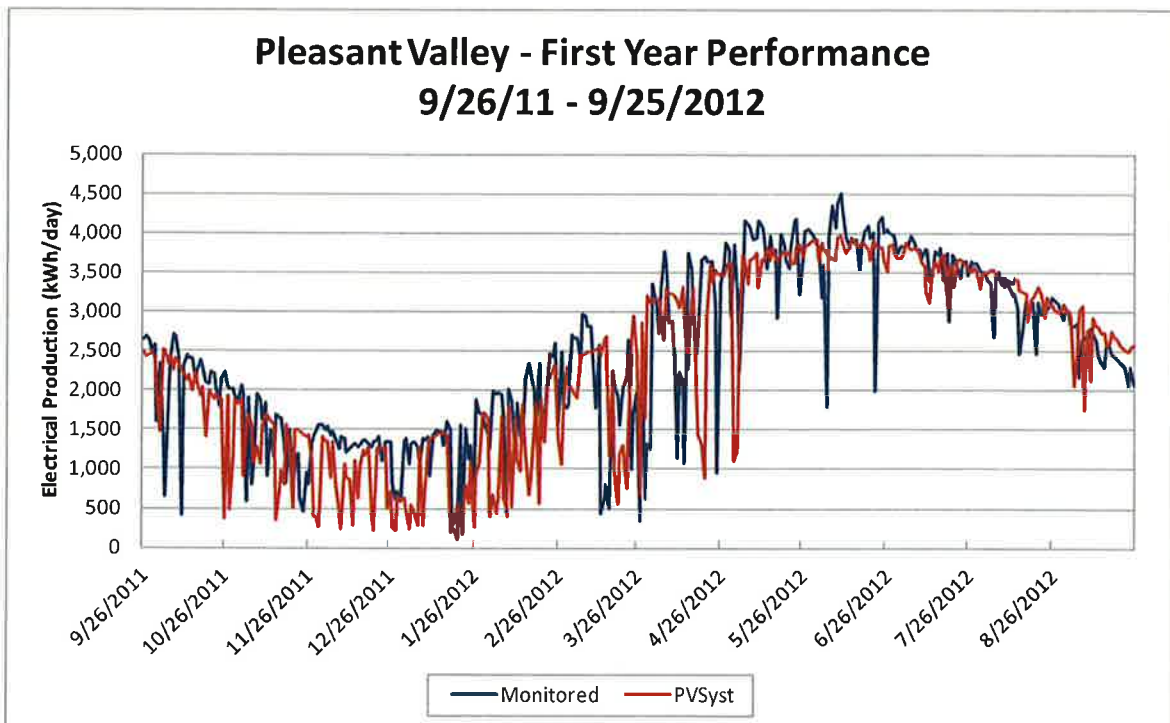




FIGURE 5. MARSH JR. HIGH FIRST YEAR MONITORED PERFORMANCE VERSUS MODLED PERFORMANCE.

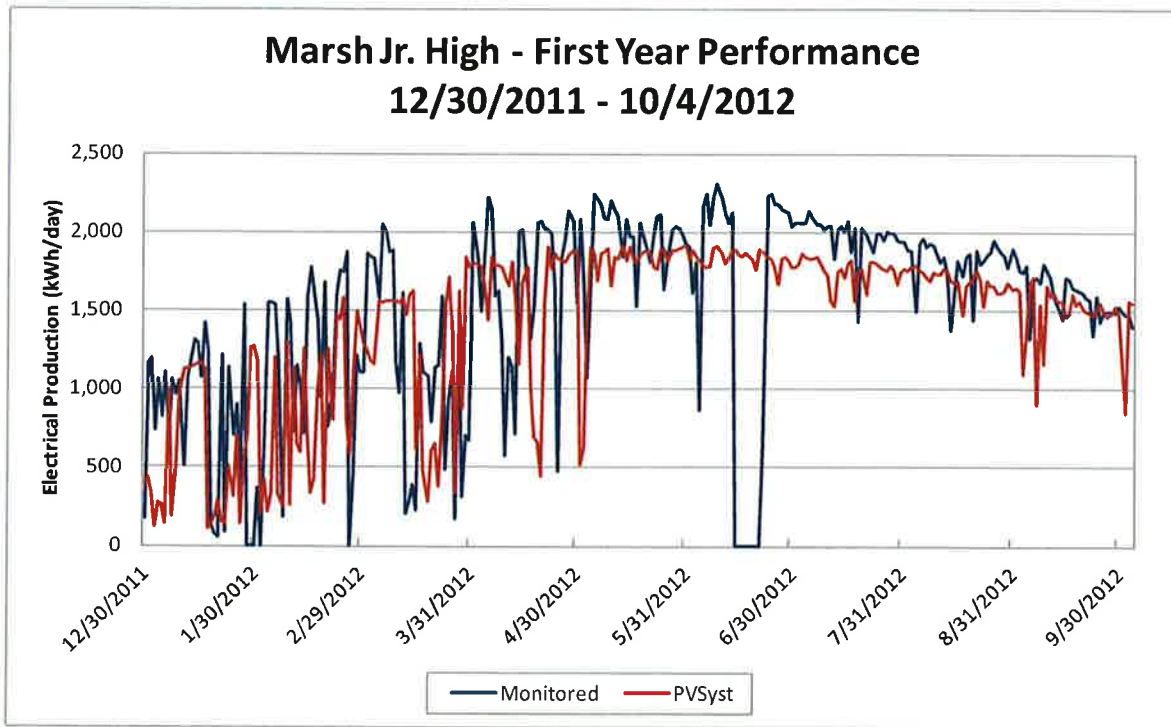


FIGURE 6. CHAPMAN ELEMENTARY FIRST YEAR MONITORED PERFORMANCE VERSUS MODLED PERFORMANCE.

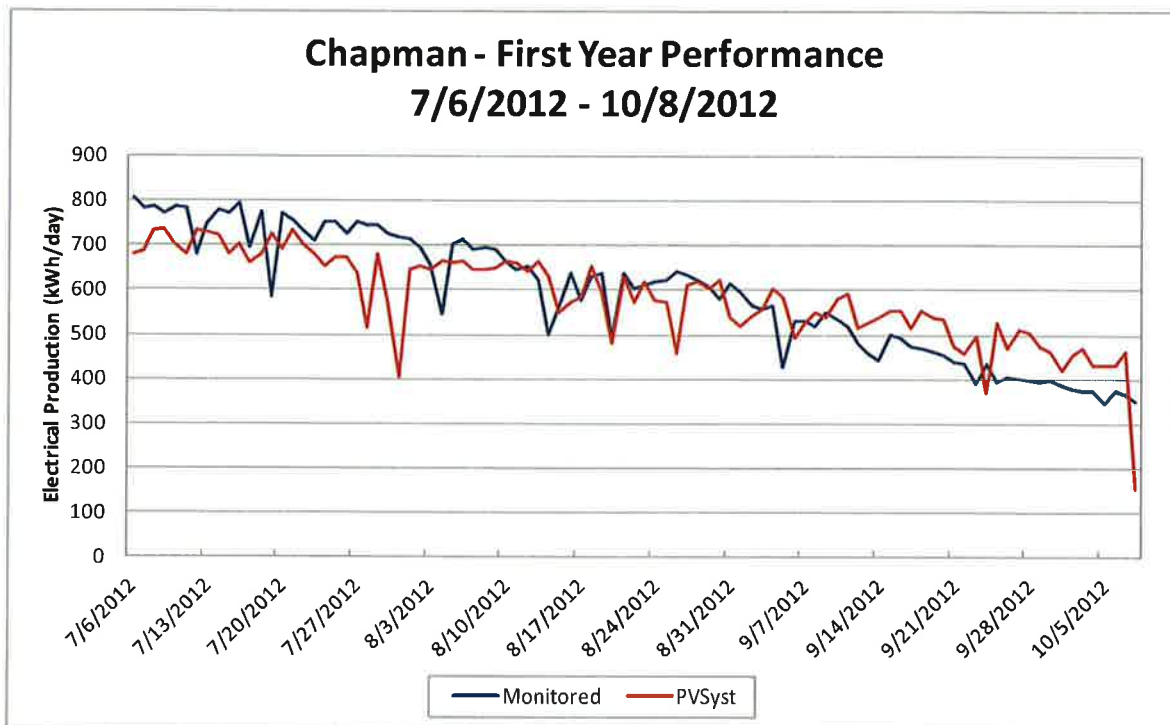
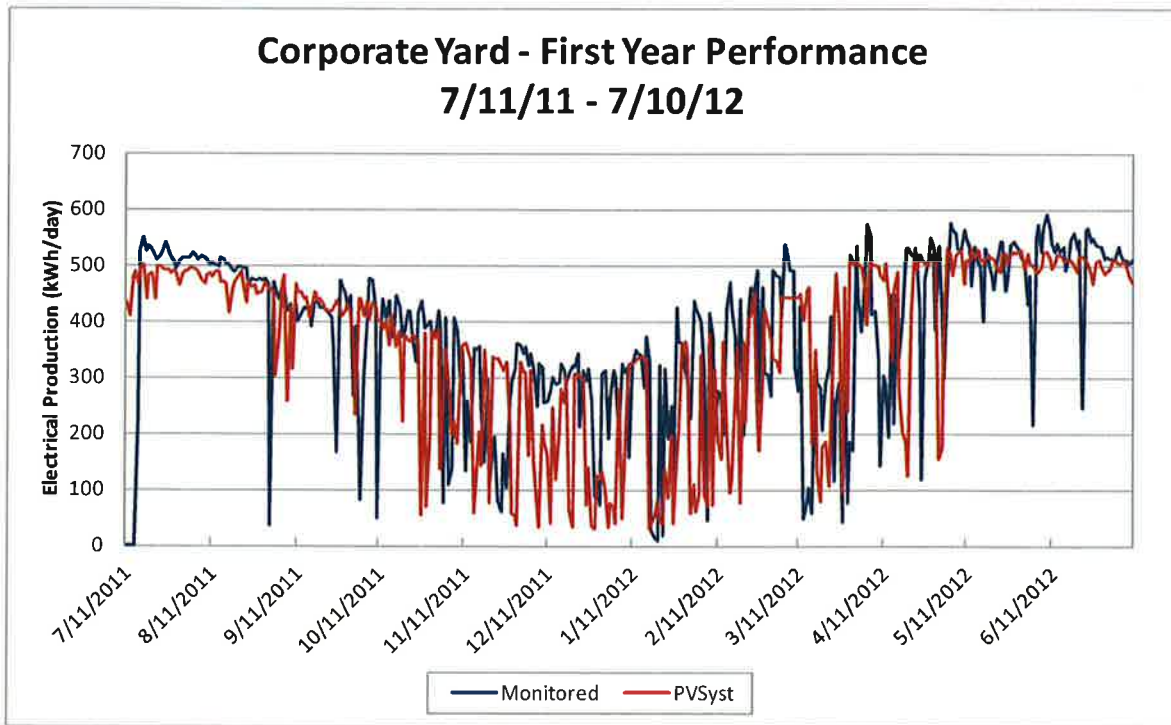


FIGURE 7. CORPORATE YARD FIRST YEAR MONITORED PERFORMANCE VERSUS MODLED PERFORMANCE.



## 2.4 FIRST YEAR CUMULATIVE PRODUCTION

Table 2 contains the cumulative generation, first year guaranteed generation, cumulative energy consumption and percent electrical consumption offset for each site. As seen in the Table, the first year production guarantee has been met by the systems at each site that has been in operation for a full year (Chico High, Pleasant Valley, and the District Corporate Yard). For the sites that have been in operation for less than a year (Marsh and Chapman), the to-date production appears to be in line with meeting and exceeding the first year guarantee. For the Marsh system in particular, production is at 96% of the guaranteed amount, with three months remaining in the first year of operation. For each of the sites that collect site energy consumption, the systems are producing electricity to offset between 63%-86% of their site use.

TABLE 2. FIRST YEAR CUMULATIVE PRODUCTION COMPARISON

Parameter	Chico High	Pleasant Valley	Marsh <sup>1</sup>	Chapman Elementary <sup>2</sup>	Corporate Yard
First Year Production (kWh)	751,925	901,914	421,034	56,121	139,872
First Year Guaranteed Production (kWh)	656,303	795,080	439,106	148,964	123,925
Percent of First Year Guaranteed Production	115%	113%	96%	38%	113%
First Year Consumption (kWh)	1,076,353	1,438,600	487,912	No Data <sup>3</sup>	No Data <sup>3</sup>
Site Electricity Percent Offset	70%	63%	86%	-	-

<sup>1</sup>Marsh began operation 12/30/11, thus the first year production only reflects the first nine months of operation.

<sup>2</sup>Chapman began operation on 7/6/2012, thus first year production only reflects the first three months of operation.

<sup>3</sup>No site consumption data is recorded for the Corporate Yard or Chapman Elementary

### 3 CONCLUSIONS AND FUTURE WORK

The analysis included in this report indicates that the recently installed PV systems at the Chico Unified School District are meeting their performance expectations. The daily performance analysis shows that each system is operating properly and at or above its expectations. The cumulative generation analysis shows that the District's systems are currently not at risk of falling below their guaranteed output. Moving forward, the District should continue to monitor the system performance to ensure that the systems continue to function properly and that guaranteed production amounts are achieved.



October 5, 2012

P-2428.02

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

Re: Proposal: Phase 2 Solar Feasibility Analysis

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 preliminary feasibility analysis for the second phase of solar photovoltaic (PV) generation at District facilities.

Following on the success of the first phase of solar installations, the District would like to explore the feasibility of deploying additional solar capacity. Additional investment in on-site solar photovoltaic systems is a way to continue to reduce energy costs, contribute to long-term financial sustainability, demonstrate a commitment to environmental stewardship, and show leadership in the Chico community.

The District has several options for financing additional investments in solar generating capacity, including entering into another Power Purchase Agreement (PPA) or purchasing and owning the system via voter-approved local bond funds or other funding sources. The District is seeking a qualified independent party to perform a feasibility analysis to examine these options in support of a School Board decision of whether to pursue additional solar generation.

Our firm is uniquely qualified to perform these services for the following reasons:

- Intimate knowledge of the Chico Unified School District's current PV installation. NAM conducted the feasibility analysis and provided technical advice and guidance throughout the design and construction process for the recently completed solar installations at five District sites. NAM will leverage the knowledge gained during the previous project to provide comprehensive and complimentary analysis that meets the future PV needs of the District.
- 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 every day 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 feasibility analyses for many clients, including over 25 California school districts. NAM staff has performed solar PV feasibility studies for a variety of customers and applications in addition to the previous study for the Chico Unified School District, including the Santa Clara Unified School District, Washington Unified School District, Mt. Diablo Unified School District, Fontana Unified School District, the Lawrence Berkeley Lab, the City of San Carlos, the Town of Yucca Valley, the City of Oakland, and the City of Pleasanton. Our work with the San Francisco PUC included large ground-mounted systems at Hunters Point Shipyard and a current project at the Moccasin power plant site in the Sierra foothills.

## **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. The District has already made great progress in providing significant general fund savings through self generation with the addition of five solar PV systems. NAM will support the District by analyzing the opportunity for deploying additional solar on District-owned sites, as described in more detail below.

## **Approach**

### *Task 1 – Data Collection*

NAM will update our prior review of energy usage data for District facilities to determine which sites are suitable candidates for additional solar capacity. NAM will review the energy usage at all potential sites district-wide to evaluate the potential for solar PV throughout the district. As we have done in the past, we will work with District staff and their PG&E account representative to acquire the required time-of use data. We will perform a high-level screening based on utility data and satellite images to determine the best candidate sites for solar implementation. In addition, NAM may request architectural plan view drawings of the buildings and grounds at each site determined to be a good solar candidate as well as electric single-line diagrams to evaluate potential service tie-in locations.

We will also collect data from the existing solar systems for use in Task 3 to validate real-world performance and update our economic models to reflect local conditions in Chico.

### *Task 2 – Site Visits and Technical/Regulatory Analysis*

We will conduct site walks at solar candidate sites to determine the opportunities and design constraints for potential solar PV projects. For the solar installations, 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. For example, a revision to the current Feed-in-Tariff (FIT) program is underway and could impact the size and distribution of solar sites that would result in the most financial benefit to the District.

### *Task 3 – Prepare Feasibility Analysis*

NAM will analyze the information and data collected in Tasks 1 and 2 and develop several options and scenarios for consideration in the analysis by the District. We will review these options and scenarios with the District prior to conducting any detailed performance and financial modeling.

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 reflect the scenarios to be analyzed. The process of evaluating modeling a solar construction project typically includes several steps:

- Determine project scope: number, location, size, orientation, technology of the solar PV projects
- Forecast solar production using industry standard modeling tools and performance data from existing systems
- Analyze technical feasibility of construction
- Evaluate construction costs
- Evaluate the financial benefits of the project, typically generated from bill savings and energy credits, across different options and scenarios
- Account for financing costs associated with potential funding sources to be used under ownership scenarios. For example, the California Energy Commission (CEC) just announced a new energy loan program, which provides up to \$3 million at 3% interest for renewable energy and energy efficiency projects.
- 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, FIT model, or the potential for the Local Government Renewable Energy Self-Generation Program (RES-BCT) consistent with AB 2466.
- Construct comprehensive financial model to assess net total benefit of the installation, with an objective of positive return for the project. In addition, life-cycle costs and a Net Present Value analysis will be performed as NPV may be the most suitable metric for evaluating the project.

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

**Deliverables:** Options and Scenarios Memorandum, Draft Energy Project Feasibility Analysis Report.

#### *Task 4 – Finalize Analysis and Prepare Board Materials*

Following District review of Task 3 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 and that the findings are ready to present to the School Board. We will then prepare a draft board presentation, review the presentation with District staff, and finalize it. NAM will be available to present the findings of the feasibility analysis to the School Board.

**Deliverables:** Final Energy Project Feasibility Analysis Report, School Board Presentation (Draft and Final).

#### **Staffing Plan**

The staff we are proposing to do this work have demonstrated experience in conducting analysis of energy projects of all kinds, with an emphasis on solar and energy efficiency. We are proposing staff that are recognized industry leaders in energy programs.

Russell H. Driver, a Principal of Newcomb Anderson McCormick, 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 our work supporting solar at the Mt. Diablo Unified School District, Washington Unified School District, and Santa Clara Unified School District. He has over 17 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 co-Chair of the Town of Moraga Climate Action Plan Task Force and as the Chair of the Contra Costa County Transportation Authority Citizen's Advisory Committee. 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 Principal of Newcomb Anderson McCormick, 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.

Simon J. Olivieri, Staff Engineer, will be responsible for providing engineering support and performing technical analysis. Mr. Olivieri has been heavily involved with the solar power system for Washington Unified School District, Chico Unified School District and Santa Clara Unified School District. He has held roles from project inception, developing a solar RFP, performing technical due diligence on behalf of the school districts, and coordinating project implementation and contractor oversight. Mr. Olivieri provides project management and technical due diligence services for several large-scale energy efficiency programs, including PG&E's Core and 3P/GP retro-commissioning programs, and the statewide CDCR, CCC-IOU and UC-CSU-IOU Partnerships. Mr. Olivieri holds a Master of Science in Civil Engineering from the University of Colorado at Boulder and a Bachelor of Science in Mechanical Engineering from the University of California, San Diego.

Kyle B. Manahan, Staff Engineer, will be responsible for providing engineering support and performing technical analysis. Mr. Manahan acts as the day-to-day lead for the solar power system for Santa Clara Unified School District and has been heavily involved in the De Anza College solar project. He also plays a significant role developing solar RFPs, performing technical due diligence on behalf of school district clients, coordinating project implementation, contractor oversight, and system commissioning. Mr. Manahan holds a Master of Science in Civil Engineering and a Bachelor of Science in Aerospace Engineering from Oklahoma State University.

### **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. To accomplish the proposed scope of work, we estimate a total cost of \$29,840, 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 without markup.



**Proposed Project Budget**

Task	Cost
Task 1 - Data Collection	\$5,600
Task 2 - Site Visits and Technical/Regulatory Analysis	\$7,000
Task 3 - Prepare Feasibility Analysis	\$12,600
Task 4 - Finalize Analysis & Prepare Board Materials	\$3,850
<b>Task Sub-Total</b>	<b>\$29,050</b>
Direct Expenses*	\$790
<b>Grand Total</b>	<b>\$29,840</b>

*\* District will be invoiced for actual expenses incurred*

The feasibility analysis as proposed by NAM includes solar opportunities for the District and will provide the basic technical, financial and regulatory information necessary for the District to make a decision on proceeding with the project. Additional detailed engineering, equipment specification, and the preparation of design and construction bid specifications will be required prior to awarding of a construction contract by the District to implement proposed projects.

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,



John M. Newcomb  
Principal

PROPOSED AGENDA ITEM: 2012-13 Monthly Cash Flow Report

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Prepared by: Maureen Fitzgerald, Assistant Superintendent, Business Services

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	Consent	Board Date	October 17, 2012
X	Information		
	Discussion/Action		

**Background Information:**

With more than 30% of revenues (cash) deferred into the next fiscal year, monitoring the districts cash position has become a priority. The uncertainty of the State's ability to continue to fund schools at current levels and the State's poor cash flow position has made many districts throughout the State seek temporary borrowing to manage cash flow needs. Currently, CUSD has not had to borrow cash. Monthly Cash Flow reports will begin coming for board review as information to update the district's current cash flow position.

**Fiscal Implications/Analysis of Attached Reports:**

Assuring Cash is available to cover district obligations including payroll is critical. Monitoring this monthly will assure the district remains fiscally healthy and able to meet all financial obligations.

[illegible]

AGENDA ITEM: **RESOLUTION #1197-12, ELIMINATION OF CLASSIFIED SERVICES AND ORDERING LAYOFFS IN THE CLASSIFIED SERVICE FOR THE 2012-2013 SCHOOL YEAR**

Prepared by: **Bob Feaster, Assistant Superintendent, Human Resources**

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

Board Date: October 17, 2012

**Background Information:**

The District no longer needs or no longer has the funds to support the positions noted in the Resolution.

**Educational Implications:**

None.

**Fiscal Implications:**

The District will save the cost of these positions.

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

**RESOLUTION #1197-12  
RESOLUTION OF THE GOVERNING BOARD  
OF THE CHICO UNIFIED SCHOOL DISTRICT**

**ELIMINATION OF CLASSIFIED SERVICES AND  
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE  
FOR THE 2012-2013 SCHOOL YEAR**

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

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

Classification	Full-Time Equivalent	Site/Program
Campus Supervisor	0.2375	CJHS/Categorical
Cafeteria Assistant	0.2250	CHS/Categorical
IA-Special Education	0.0375	CHS/Categorical
IA-Special Education	0.1750	CHS/Categorical

**WHEREAS** the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) effective July 1, 2007 through November 15, 2010. The CSEA's covered unit members, as defined in the Agreement, include those holding the positions described herein.

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

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

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

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

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

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

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

PASSED AND ADOPTED at a meeting of the Governing Board of the Chico Unified School District of Butte County on October 17, 2012.

AYES:  
NOES:  
ABSTENTIONS:  
ABSENT:

DATED this 17<sup>th</sup> day of October, 2012.

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Clerk of the Governing Board of the  
Chico Unified School District