

CUSD Board of Education

Regular Meeting Agenda

Chico City Council Chambers

January 22, 2014

CLOSED SESSION – 5:00 P.M.

REGULAR BOARD MEETING – 6:00 P.M.



Board Members

Dr. Kathleen Kaiser, President

Dr. Andrea Lerner Thompson, Vice President

Eileen Robinson, Clerk

Elizabeth Griffin, Member

Linda Hovey, Member

Kelly Staley, Superintendent

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

Posted: 01/17/13

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

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

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

CONSENT CALENDAR

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

STUDENT PARTICIPATION

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

PUBLIC PARTICIPATION FOR ITEMS ON THE AGENDA (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 PARTICIPATION 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 3rd speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

WRITTEN MATERIAL:

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

COPIES OF AGENDAS AND RELATED MATERIALS:

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

AMERICANS WITH DISABILITIES ACT

Please contact the Superintendent's Office at 891-3000 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.chicousd.org.

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting – January 22, 2014

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:

CUTA

CSEA, Chapter #110

CUMA

Representatives:

Kelly Staley, Superintendent

Kevin Bultema, Asst. Superintendent

Bob Feaster, Asst. Superintendent

Dave Scott, Asst. Superintendent

2.2. Conference with Legal Counsel

Anticipated Litigation

Significant exposure to litigation pursuant

to Government Code Section 54956.9(d)

(One Potential Case)

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Kevin Bultema, Assistant Superintendent

Dave Scott, Assistant Superintendent

Michael Weissenborn, Director

Julie Kistle, Manager

Addison Covert, Attorney at Law

2.3. Conference with Legal Counsel

Pending Litigation – Consideration of

Government Claim of Michael Barnhart

Government Code Section 54956.9(d)

Attending:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Kevin Bultema, Assistant Superintendent

Dave Scott, Assistant Superintendent

John Kelley, 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. ANNOUNCEMENTS

7. ITEMS FROM THE FLOOR

8. REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS

- 8.1. CUTA

- 8.2. District

- 8.3. CSEA

9. CONSENT CALENDAR

- 9.1. GENERAL

- 9.1.1. Consider Approval of Minutes of Regular Session on December 18, 2013

- 9.1.2. Consider Approval of Items Donated to the Chico Unified School District

9.2. EDUCATIONAL SERVICES

- 9.2.1. Consider Expulsion of Students with the following IDs: 72228, 74171, 76065, 78405, 79562
- 9.2.2. Consider Expulsion Clearance of Students with the following IDs: 52398, 61748, 79112
- 9.2.3. Consider Approval of the Field Trip Request for Hooker Oak Fifth Grade Classes to Attend Call of the Sea, Marine Mammal Center, KOA in Petaluma, CA from 4/23/14 TO 4/24/14
- 9.2.4. Consider Approval of the Field Trip Requests (2) for Sierra View's Fifth Grade Classes to Attend Six Flags Discovery Kingdom in Vallejo, CA from 1) 5/8/14 to 5/9/14 and 2) 5/15/14 to 5/16/14
- 9.2.5. Consider Approval of the Field Trip Request for the Chico High Senior Class Trip to Disneyland Grad Nite 2014 in Anaheim, CA from 5/31/14 to 6/1/14
- 9.2.6. Consider Approval of the Field Trip Request for the Chico High Honor Band and Honor Choir Students to Attend No. California Honor Band/Honor Choir at Sonoma State University from 2/6/14 to 2/9/14
- 9.2.7. Consider Approval of the Field Trip Request for Pleasant Valley High FHA-HERO Career and Technical Students Organization to attend the FHA-HERO State Convention in Riverside, CA from 4/10/14 to 4/15/14
- 9.2.8. Consider Approval of the Field Trip Request for Pleasant Valley High Prostart Culinary II Team to attend the CA Restaurant Association Competition in Sacramento, CA from 3/15/14 to 3/17/14
- 9.2.9. Consider Approval of the Field Trip Request for Pleasant Valley High Concert Band to participate in a Heritage Music Festival in San Francisco from 5/16/14 to 5/18/14
- 9.2.10. Consider Approval of the Quarterly Report on Williams Uniform Complaints
- 9.2.11. Consider Approval of the School Accountability Report Cards (SARCs)
- 9.2.12. Consider Approval of the New Course Proposal – Theory of Knowledge Online
- 9.2.13. Consider Approval of the New Course Proposal – AP Microeconomics
- 9.2.14. Consider Approval of the Field Trip Requests (2) for the Chico Jr. High School Seventh Grade Shakespeare Club to Attend a Shakespearian Play in Ashland, Oregon from 3/14/14 to 3/15/14 and 4/26/14 to 4/27/14

9.3. BUSINESS SERVICES

- 9.3.1. Consider Approval of Accounts Payable Warrants
- 9.3.2. Consider Approval of Resolution No. 1237-13 Regarding Accounting of Developer Fees for Fiscal Year 2012-13
- 9.3.3. Consider Approval of Computers For Classrooms Interim Agreement

9.4. HUMAN RESOURCES

- 9.4.1. Consider Approval of Certificated Human Resources Actions
- 9.4.2. Consider Approval of Classified Human Resources Actions

10. DISCUSSION/ACTION CALENDAR

10.1. EDUCATIONAL SERVICES

- 10.1.1. Discussion/Action: Consider Approval of a Proclamation Declaring February 2014 as National Teen Dating Violence Prevention and Awareness Month (Dave Scott)

10.2. BUSINESS SERVICES

- 10.2.1. Discussion/Action: 2013-14 1st Interim Budget (Kevin Bultema)
- 10.2.2. Discussion/Action: Student Housing Committee Recommendations for School Year 2014-2015 (Michael Weissenborn)

10.3. BOARD

10.3.1. Information: First Reading of Revised/Updated/New Board Policies
(Administration)

BP 0420	School Plans/Site Councils
BP 0420.41	Charter School Oversight
BP 0460	Local Control and Accountability Plan - NEW
BP 0500	Accountability
BP 1325	Advertising and Promotion
BP 1330	Use of School Facilities
BP 1431	Waivers
BP 3100	Budget
BP 3260	Fees and Charges
BP 3350	Travel Expenses
BP 3460	Financial Reports and Accountability
BP 3511.1	Integrated Waste Management
BP 3580	District Records
BP 4112.42	Drug and Alcohol Testing of Bus Drivers
BP 5141.27	Food Allergies/Special Dietary Needs
BP 6144	Controversial Issues
BP 7214	General Obligation Bonds
BP 9010	Public Statements
BP 9250	Remuneration, Reimbursement and Other Benefits

11. ITEMS FROM THE FLOOR

12. ANNOUNCEMENTS

13. ADJOURNMENT

Posted: 01/17/14

:mm

MINUTES

1. CALL TO ORDER

At 5:00 p.m. Board President Griffin 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: Griffin, Kaiser, Thompson, Robinson

Absent: Hovey

1.1. Public comment on closed session items

There were no public comments.

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

Employee Organizations:

Representatives:

CUTA

CSEA, Chapter #110

Kelly Staley, Superintendent

Bob Feaster, Asst. Superintendent

Dave Scott, Asst. Superintendent

Kevin Bultema, Asst. Superintendent

David Koll, Director, Classified Personnel

Dusty Copper, Supervisor

Dave McKay, Principal

JoAnn Bettencourt, Principal

Erica Sheridan, Assistant Principal

Damon Whittaker, Assistant Principal

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

At 6:00 p.m. Board President Griffin called the Regular Meeting to Order.

3.2 Report Action Taken in Closed Session

Board President Griffin announced there was nothing to report from Closed Session.

3.3 Flag Salute

At 6:02 p.m. Board President Griffin led the salute to the Flag.

Board President Griffin announced a change in the agenda and noted that members of the Chico High School Band were going to play before Item 4., the Organizational Meeting. Band Director Todd Filpula lead students Nathan Love, Kyle Lehfeltdt, Brian Stone, Willis Silliman, Melissa Pimentel-Ramos, Anna Conley, Meredith Welsh, and Asem Berkaliev in three selections.

4. ORGANIZATIONAL MEETING

4.1 Dr. Kathleen Kaiser was unanimously elected President. *MSC Griffin/Thompson*

4.2 Dr. Andrea Lerner Thompson was unanimously elected Vice President. *MSC Kaiser/Robinson*

4.3 Eileen Robinson was unanimously elected Clerk. *MSC Thompson/Kaiser*

Newly Elected Officers took their seats.

4.4 The Board unanimously agreed to appoint Kelly Staley as Secretary to the Board.

4.5 At 6:15 p.m. the Board unanimously agreed to continue the meeting schedule with the first Wednesday of the month as a Workshop and the third Wednesday of the month as the Regular Board meeting with exceptions in January and March (the fourth Wednesday of the month). Closed session will begin at 5:00 p.m. and open session will begin at 6:00 p.m. The Regular Board meetings will be held at the Chico City Council Chambers and the Workshops will be held at the Chico Unified District Office in the Large Conference Room.

4.6 There were no changes to the Agenda Layout.

5. STUDENT REPORTS

At 6:18 p.m. CHS Teacher Ronnie Cockrell and students Maddi Cowan and Mikayla On presented information on the Chico High School Girls Ag Welding Team.

MINUTES**6. SUPERINTENDENT'S REPORT**

At 6:24 p.m. Superintendent's Awards were presented by Principals Jim Hanlon and John Shepherd, and Athletic Directors Pam Jackson and Chip Carton to: Brian Bowen, Chico Nissan Hyundai; Pam Nelson, Dr. Alan Azevedo and staff at Butte Glenn Medical Society; Byron Parsons and Jim Clark, Butte County EMS; Kathleen Makel and Barrie Scheid, PVHS Sports Boosters; and Jane Dolan, CHS Sports Boosters, for their ongoing support of CUSD Athletics. Principal John Shepherd also presented Superintendent's Awards to Reta Rickmers, PVHS Art Teacher and David Cerrato, PVHS Campus Supervisor. Director Michael Weissenborn introduced Tino Navo with PG&E, who presented information on how CUSD would be used in a pilot program for PG&E to do an online program analysis of usage and compare to other school districts with the goal to design a plan to cut back energy use.

7. ANNOUNCEMENTS

At 6:53 p.m. Board President Kaiser encouraged attendance at the PVHS and BJHS concerts occurring tomorrow night and announced the PVHS girls soccer team with eight wins and one tie are headed to Fresno.

8. ITEMS FROM THE FLOOR

At 6:54 p.m. There were no items from the floor.

9. REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS

At 6:54 p.m. The Board received employee reports from Susie Cox for CSEA, Kevin Moretti for CUTA, and Bob Feaster for the District.

10. CONSENT CALENDAR

At 7:00 p.m. Board President Kaiser asked if anyone would like to pull a Consent Item for further discussion. No items were pulled. Board Member Griffin moved to approve the Consent Items; seconded by Board Vice President Thompson.

10.1. GENERAL

10.1.1. The Board approved the Minutes of Regular Session on November 20, 2013, and Special Session on December 11, 2013.

10.1.2. The Board approved Items Donated to the Chico Unified School District.

Donor	Item	Recipient
Brenda Peebles	\$50.00	Henshaw Farms
Kimmelshue Orchards	Harvesting Services @ \$458.58	Henshaw Farms
Bruce Dillman	Miscellaneous Items @ \$4,762.00	Chico High
Joseph Ermandes	\$250.00	Emma Wilson Elementary
Mom's Restaurant	\$1,622.00	Hooker Oak School
Alana Dannenberg	Tickets to Laxson @ \$144.00	Hooker Oak School
Keith & Elizabeth Augustin	\$500.00	Marigold Elementary
B. Scott Hood	\$100.00	Rosedale Elementary
Yoyo Factory	\$161.92	Sierra View Elementary
B. Scott Hood	\$500.00	Chico Jr. High
Westgate Hardwoods	Multi-Dimensional Hardwoods	Chico Jr. High
Chico Rugby Club	\$300.00	Pleasant Valley High Athletics
Morrison - Fort Family	Team Bench @ \$75.00	Pleasant Valley High Athletics
Rae Morrison & Nancy Fort		Alternative Education
Soroptimist International of Bidwell Rancho	\$720.00	
Anthony Cardenas	\$500.00	Fair View High
Omni-Swing, LLC		

10.2. EDUCATIONAL SERVICES

10.2.1. The Board approved the Expulsion of Students with the following IDs: 51917, 52594, 53757, 54003, 57584, 58154, 58265, 61138, 65421

MINUTES

- 10.2.2. The Board approved the Field Trip Request for Chapman Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 5/5/14 to 5/8/14
- 10.2.3. The Board approved the Field Trip Request for Hooker Oak Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 5/5/14 to 5/8/14
- 10.2.4. The Board approved the Field Trip Request for Neal Dow Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 4/28/14 to 5/1/14
- 10.2.5. The Board approved the Field Trip Request for Parkview Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 5/5/14 to 5/9/14
- 10.2.6. The Board approved the Field Trip Request for Rosedale Sixth Graders to Attend Butte Meadow's Outdoor School in Butte Meadows, CA from 5/27/14 to 5/30/14
- 10.2.7. The Board approved the Field Trip Request for Shasta and Marigold Sixth Graders to Attend Shady Creek Environmental Camp in Nevada City, CA from 1/21/14 to 1/24/14
- 10.2.8. The Board approved the Field Trip Request for Sierra View Sixth Graders to Attend Butte Meadow's Outdoor School in Butte Meadows, CA from 5/14/14 to 5/16/14
- 10.2.9. The Board approved the Field Trip Request for PVHS English Class to Attend the Shakespeare Festival in Ashland, Oregon from 4/3/14 to 4/4/14
- 10.2.10. The Board approved the Field Trip Request for PVHS Baseball Team to Participate in the 7th Annual Tucson Lancer Baseball Tournament in Tucson, Arizona from 3/17/14 to 3/24/14
- 10.2.11. The Board approved the Field Trip Request for PVHS Jazz Band to Attend the Santa Cruz Jazz Festival in Santa Cruz, CA from 3/14/14 to 3/15/14
- 10.2.12. The Board approved the Field Trip Request for CHS FFA/AG Class to Attend the Made for Excellence/Advanced Leadership Academy FFA Conference in Redding, CA from 1/17/14 to 1/18/14
- 10.2.13. The Board approved the CHS Yearbook Agreement with Herff Jones
- 10.2.14. The Board approved the PVHS Yearbook Agreement with Herff Jones
- 10.2.15. The Board approved the New Course Proposal – Production Journalism Online
- 10.2.16. The Board approved the CHS and PVHS Foreign Language Department Title Change to World Language Department
- 10.2.17. The Board approved the CAHSEE Waivers for Students with Disabilities

10.3 BUSINESS SERVICES

- 10.3.1. The Board approved the Accounts Payable Warrants
- 10.3.2. The Board approved the Notice of Completion – Chico High School Library Rooftop HVAC Replacement
- 10.3.3. The Board approved the Facility Master Plan – Phase II Programming – Consultant Agreement with Tim Haley, RA Planning and Programming (Featuring Ellen Mejia-Hooper)

10.4 HUMAN RESOURCES

- 10.4.1. The Board approved the Certificated Human Resources Actions

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
<u>Temporary Appointments 2013/14</u>			
Friend, Kim	Elementary	12/2/13-6/5/14	0.2 FTE (in addition to current 0.2 FTE assignment)
Morine, Lindsay	Secondary	1/6/14-6/5/14	0.4 FTE (in addition to current 0.6 FTE assignment)
Phelps, Amanda	Elementary	12/2/13-6/5/14	0.6 FTE
Privett, Kristen	Elementary	12/2/13-6/5/14	0.4 FTE

MINUTES**Leave Requests 2013/14**

Hudson, Erica	Elementary	12/2/13-6/5/14	0.1 FTE Child Care Leave
Pitsker, Stacy	Elementary	12/13/13-12/20/13	1.0 FTE Child Care Leave

Status Changes 2013/14

Scott, Erica	Secondary	2013/14	Change from Temporary to Probationary 2 (1.0 FTE)
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Administrative Appointments 2013/14

Holderman, Brian	Elementary Principal	12/2/13	0.6 FTE
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Coaching Appointments 2013/14

Keating, Tim	Boys Tennis Coach	Pleasant Valley	Spring
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10.4.2. The Board approved the Classified Human Resources Actions

ACTION NAME	CLASS/LOCATION/ ASSIGNED HOURS	EFFECTIVE	COMMENTS/PRF #/ FUND/RESOURCE
APPOINTMENTS			
BELLA, MARA	IA-SPECIAL EDUCATION/ BLUE OAK/5.0	12/2/2013	VACATED POSITION/126/ SPECIAL ED/6500
COX, SUSAN	SCHOOL BUS DRIVER-TYPE 2/TRANSPORTATION/5.8	11/12/2013	EXISTING POSITION/ TRANSPORTATION/7240
DECKER, TAMALA	SCHOOL BUS DRIVER-TYPE 2/TRANSPORTATION/7.6	11/12/2013	EXISTING POSITION/ TRANSPORTATION/7240
ENGLISH, TAMMIE	IPS-HEALTHCARE/HEAD START/3.2	11/26/2013	IN LIEU OF LAYOFF/ REDUCTION IN WORK CALENDAR
FILIPPI, JANICE	LT CAFETERIA ASSISTANT/ NEAL DOW/2.0	11/14/2013- 2/1/2014	DURING ABSENCE OF INCUMBENT/ 132/NUTRITION/5310
GAGNON, RHONDA	LT SR LIBRARY MEDIA ASSISTANT/CJHS/4.0	12/3/2013- 3/21/2014	DURING ABSENCE OF INCUMBENT/ 137/LIBRARY/1100
GLASS, JO ANN	INSTRUCTIONAL ASSISTANT/ SIERRA VIEW/2.0	11/26/2013	IN LIEU OF LAYOFF
KAVANAGH, COLLEEN	INSTRUCTIONAL ASSISTANT/ MCMANUS/3.3	12/3/2013	NEW POSITION/8/ GRANT/9117
KELLY, MARY	INSTRUCTIONAL ASSISTANT/ CITRUS/3.3	11/26/2013	IN LIEU OF LAYOFF/7/ GRANT/9117
LEDESMA, MARISOL	LT IA-BILINGUAL/CJHS/4.0 & 1.0	1/11/2014- 6/5/2014	DURING ABSENCE OF INCUMBENT/ CATEGORICAL/7090
MATTHEWS, AMBER	CAFETERIA COOK SMALL SCHOOL/ FOREST RANCH/4.3	12/2/2013	VACATED POSITION/48/ NUTRITION/5310
MITCHEL, CAROL	IA-SPECIAL EDUCATION/ NEAL DOW/5.0	12/3/2013	VACATED POSITION/133/ SPECIAL ED/6500
OATES, ASHLEY	INSTRUCTIONAL ASSISTANT/ CHAPMAN/3.3	12/2/2013	NEW POSITION/6/ GRANT/9117

MINUTES

PHILLIPS, LESLIE	LIBRARY MEDIA ASSISTANT/ ROSEDALE/3.6	11/21/2013	EXISTING POSITION/136/ CATEGORICAL & LIBRARY/3010, 9024, 1100
POE, C. RENEE	LT CAFETERIA SATELLITE MANAGER/EMMA WILSON/6.9	10/1/2013- 11/6/2013	DURING ABSENCE OF INCUMBENT/ NUTRITION/5310
REISE, MARCY	IA-SPECIAL EDUCATION/ PVHS/3.0	11/19/2013	NEW POSITION/109/ SPECIAL ED/6500
SLOAN, DOUGLAS	LT SR CUSTODIAN/ PARKVIEW/8.0	11/18/2013- 2/19/2014	DURING ABSENCE OF INCUMBENT/ 114/MAINTENANCE/0000
SMYZER, ELLIOTT	SCHOOL BUS DRIVER-TYPE 2/TRANSPORTATION/6.8	11/12/2013	EXISTING POSITION/ TRANSPORTATION/7240
STRATTON, MARIN	CAFETERIA ASSISTANT/ EMMA WILSON/2.5	12/2/2013	EXISTING POSITION/121/ NUTRITION/5310
THOMAS, KRISTEN	PARENT CLASSROOM AIDE- RESTR/SIERRA VIEW/2.0	11/18/2013	VACATED POSITION/95/ CATEGORICAL/7090
WHITMAN-HALL, BRITTANY	IPS-CLASSROOM/LOMA VISTA/4.0	12/3/2013	NEW POSITION/115/ SPECIAL ED/6500
WONG, SHELLEY	LT CAFETERIA ASSISTANT/ PVHS/6.0	11/14/2013- 2/1/2014	DURING ABSENCE OF INCUMBENT/ 131/NUTRITION/5310

LAYOFFS TO RE-EMPLOYMENT

ENGLISH, TAMMIE	IPS-HEALTHCARE/HEAD START/3.2	11/26/2013	LACK OF FUNDS
GLASS, JO ANN	INSTRUCTIONAL ASSISTANT/CITRUS/3.4	11/26/2013	LACK OF FUNDS
GREMINGER, LUCRETIA	IA-SPECIAL EDUCATION/ CITRUS/3.0	11/26/2013	LACK OF FUNDS
KELLY, MARY	INSTRUCTIONAL ASSISTANT/LCC/4.0	11/26/2013	LACK OF FUNDS

LEAVES OF ABSENCE

GALLAWAY, SHERRI	TRANSPORTATION SPECIAL ED AIDE/ TRANSPORTATION/5.3	10/24/2013- 12/5/2013	PER CBA 5.1
JACKSON, CHARLES	SR CUSTODIAN/CORP YARD/DISTRICT/8.0	11/23/2013- 12/03/2013	PER CBA 5.3.3
PANG, NICOLE	IPS-CLASSROOM/ CHAPMAN/6.0	10/7/2013- 11/17/2013	PER CBA 5.11
SIMMONS, ELIZABETH	IPS-CLASSROOM/HEAD START/3.2	11/30/2013- 12/20/2013	PER CBA 5.12
SMITH, AARON	CUSTODIAN/PVHS/8.0	10/31/2013- 1/29/2014	PER CBA 5.3.3
WONG ESPINAL, MARLIA	IA-BILINGUAL/CJHS/4.0 & 1.0	1/13/2014- 6/5/2014	PER CBA 5.12

MINUTES**RESIGNATION/TERMINATION**

CLARK, KARYL	INSTRUCTIONAL ASSISTANT/NEAL DOW/4.0	12/30/2013	PERS RETIREMENT
CLARK, KARYL	CHIEF EXAMINER-GED/ EDUCATIONAL SVCS/4.0	12/30/2013	PERS RETIREMENT
MICHAEL, ROBERT	FACILITIES PLANNER- CONSTRUCTION SUPR/ FACILITIES/8.0	12/27/2013	PERS RETIREMENT
MORGAN, JENNILEE	IA-SPECIAL EDUCATION/ HOOKER OAK/3.0	6/6/2013	VOLUNTARY RESIGNATION
PHELPS, AMANDA	IA-SPECIAL EDUCATION/ PARKVIEW/5.0	12/01/2013	VOLUNTARY RESIGNATION

RESIGNED ONLY POSITION LISTED

BELLA, MARA	IA-SPECIAL EDUCATION/ BLUE OAK/4.0	12/1/2013	INCREASE IN HOURS
COX, SUSAN	SCHOOL BUS DRIVER-TYPE 2/TRANSPORTATION/6.0	11/11/2013	VOLUNTARY REDUCTION IN HOURS
DECKER, TAMALA	SCHOOL BUS DRIVER-TYPE 2/TRANSPORTATION/7.5	11/11/2013	INCREASE IN HOURS
MITCHEL, CAROL	IA-SPECIAL EDUCATION/ MARIGOLD/2.5	12/2/2013	INCREASE IN HOURS
MITCHEL, CAROL	IA-SPECIAL EDUCATION/ NEAL DOW/2.0	12/2/2013	VOLUNTARY RESIGNATION
OATES, ASHLEY	INSTRUCTIONAL ASSISTANT/SIERRA VIEW/2.0	12/1/2013	INCREASE IN HOURS
REISE, MARCY	IA-SPECIAL EDUCATION/ HOOKER OAK/2.0	11/18/2013	INCREASE IN HOURS
SMYZER, ELLIOTT	SCHOOL BUS DRIVER-TYPE 2/TRANSPORTATION/6.0	11/11/2013	INCREASE IN HOURS
STRATTON, MARIN	CAFETERIA ASSISTANT/ EMMA WILSON/2.3	12/1/2013	INCREASE IN HOURS

(Consent Vote)

AYES: Kaiser, Thompson, Robinson, Griffin

NOES: None

ABSENT: Hovey

11. DISCUSSION/ACTION CALENDAR**11.1. EDUCATIONAL SERVICES****11.1.1. Discussion/Action: Common Core State Standards Implementation Funds**

At 7:03 p.m. Assistant Superintendent Dave Scott explained how the district, with input from the sites, was proposing a plan delineating how the one-time CCSS implementation funds should be split with 85 percent going to technology and 15 percent going to staff development. Board Member Griffin made a motion to spend the implementation funds as recommended; seconded by Board President Kaiser

MINUTES

AYES: Kaiser, Griffin

NOES: Robinson, Thompson

ABSENT: Hovey

Board Clerk Robinson added a friendly amendment to approve the recommendation with the provision that staff be allowed to begin spending the money, but be required to present an overview of the spending plan at the upcoming February meeting. Board Vice President Thompson asked to make an additional friendly amendment to approve the recommendation, but with the percentages changed to 80/20. Board Clerk Robinson stated this changed the recommendation and did not accept the friendly amendment. Board Member Griffin seconded Board Clerk Robinson's friendly amendment. Board President Kaiser clarified that the overview of progress will be presented at the February 19 meeting.

AYES: Kaiser, Griffin, Robinson

NOES: Thompson

ABSENT: Hovey

11.2. BUSINESS SERVICES

11.2.1. Discussion/Action: 2013 Solar RFP – Results and Recommendations – Newcomb Anderson McCormick

At 7:49 p.m. Director Michael Weissenborn explained that Agenda Items 11.2.1., 11.2.2., and 11.2.3. were related and provided an introduction to each one. Agenda Item 11.2.1. is a recommendation from Newcomb Anderson McCormick regarding the RFP that was issued in July for design-build services for solar electric systems at: Bidwell Jr. High, Chico Jr. High, Emma Wilson, Hooker Oak, Marigold, Neal Dow, Parkview, Rosedale and Sierra View schools. Agenda Item 11.2.2. regards the financing approaches/options for these solar energy projects; and Agenda Item 11.2.3. is a Resolution that would allow CUSD to apply for a California Energy Commission's Energy Conservation Assistance Act (ECAA) low interest loan. He then introduced Russell Driver, with Newcomb Anderson McCormick, who presented a PowerPoint showing background information, methodology, proposal evaluation, and their recommendation to work with SolarCity.

When Board President Kaiser called for a motion on Item 11.2.1., Board Clerk Robinson stated because Agenda Item 11.2.2. discusses how to secure appropriate financing, she would prefer to hear that information before voting on Agenda Item 11.2.1. Director Weissenborn stated that would be fine and all Board members agreed.

11.2.2. Discussion/Action: 2013 Solar RFP – Financial Advisory Services – Government Financial Strategies, Inc.

At 8:03 p.m. Keith Weaver, with Government Financial Strategies, Inc., presented a PowerPoint on the Financing Approaches for Solar Energy Projects. At 8:15 p.m. Director Weissenborn suggested addressing Agenda Item 11.2.3. and then voting on all three agenda items. All Board members agreed.

11.2.3. Discussion/Action: Resolution No. 1236-13, California Energy Commission's Energy Conservation Assistance Act (ECAA) Loan

At 8:15 p.m. Director Michael Weissenborn presented information on Resolution No. 1236-13, which would allow the district to apply for a California Energy Commission loan to fund the installation of photovoltaic solar systems at nine additional school sites within the District. Rather than voting on all three items at one time, Board Clerk Robinson suggested voting on each agenda item separately.

MINUTES

The votes on Agenda Items 11.2.1., 11.2.2., and 11.2.3. were as follows:

11.2.1. Discussion/Action: 2013 Solar RFP – Results and Recommendations – Newcomb Anderson McCormick

Board Clerk Robinson moved to authorize the Superintendent or designee to negotiate a design build contract with SolarCity to construct, maintain and operate, to be owned by the District, photovoltaic solar installations as per the 2013 Solar RFP with the agreement contingent upon the District securing appropriate financing; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin

NOES: None

ABSENT: Hovey

11.2.2. Discussion/Action: 2013 Solar RFP – Financial Advisory Services – Government Financial Strategies, Inc.

Board Clerk Robinson moved to authorize the Superintendent or designee to enter into a Financial Advisory Services Agreement with Government Financial Strategies, Inc.; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin

NOES: None

ABSENT: Hovey

11.2.3. Discussion/Action: Resolution No. 1236-13, California Energy Commission's Energy Conservation Assistance Act (ECAA) Loan

Board Clerk Robinson moved to authorize the Superintendent or designee to apply for the California Energy Commission's ECAA Loan; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin

NOES: None

ABSENT: Hovey

11.3 HUMAN RESOURCES

11.3.1. Information: Announcement of the Appointee to the Personnel Commission by the Appointee of Chico Unified School District Board of Education and the Appointee of the Classified School Employees Association of the Chico Unified School District

At 8:20 p.m. Assistant Superintendent Bob Feaster stated the Personnel Commission Appointee of CUSD and Appointee of the Classified School Employees Association of CUSD had appointed and were publicly announcing the appointment of Scott Jones as the third member of the Personnel Commission.

11.3.2. Discussion/Action: Public Disclosure Document and Approval of a Tentative Agreement between CUSD and CUTA

At 8:25 p.m. Assistant Superintendent Bob Feaster explained that in accordance with Assembly Bill 1200 Statutes of 1991, Assembly Bill 2756 Statutes of 2007, Chapter 1213 and with Government Code Sections 3547.5 and 3540.2, the District is required to disclose the financial implications of collective bargaining agreements. The Board is also required to approve the tentative agreement, as is the Chapter, prior to the agreement being implemented. Board Clerk Robinson moved to approve the Tentative Agreement; seconded by Board Member Griffin.

AYES: Kaiser, Thompson, Robinson, Griffin

NOES: None

ABSENT: Hovey

MINUTES

12. ITEMS FROM THE FLOOR

At 8:26 p.m. Kevin Moretti, CUTA President, stated there were several issues with Substitutes that should be addressed with a multi-prong approach including looking at rate of pay, reducing sub use (like at Little Chico Creek), and perhaps adding permanent substitutes at each site. Assistant Superintendent Bob Feaster said discussions were taking place at Cabinet and Senior Cabinet and there were plans to bring a discussion regarding pay to the Board in spring. He stated the District is also looking at ways to reduce substitute time for both Certificated and Classified in certain areas.

13. ANNOUNCEMENTS

At 8:29 p.m. Board President Kaiser wished everyone a safe holiday and hopes for students to finish with finals well.

14. ADJOURNMENT

At 8:30 p.m. Board President Kaiser adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

9.1.2.
Page 1 of 1

Donor	Item	Recipient
Incline Boat Storage and Marine	TCM 5,000 lb. Forklift	Youth Build Chico
PG&E	\$60.00	Loma Vista
Knife River Construction	2 Bicycles @ \$200.00	Chapman Elementary
Teachers Book Connection	Books @ \$160.00	Chapman Elementary
Jennifer Rossovich	Tickets to Laxson @ \$175.00	Hooker Oak
Gerald Ensworth	\$150.00	Hooker Oak
Harry & Carol Sommer	Rug @ \$279.00	Hooker Oak
Alice Reyhner	Library Books @ \$1,000.00	Neal Dow Elementary
Sean & Mindy Puritz	\$50.00	Sierra View Elementary
Mom's Restaurant	\$1,758.00	Sierra View Elementary
PG&E Corp/David Barrios	\$120.00	Chico Jr. High
Chico Rotary Club Foundation	\$650.00	Chico Jr. High
Maisoua & Dour Moua	\$10.00	Chico Jr. High
Sharon Gillis	\$150.00	Chico Jr. High
Dawn & Adam Fedel	\$20.00	Chico Jr. High
Peter M. Mathiesen	Golf Cart & Charger @ \$2,500.00	Pleasant Valley High
Michael Aicega	Golf Cart & Charger @ \$2,500.00	Pleasant Valley High
PG&E Corp	\$958.00	Pleasant Valley High
North Valley Community Foundation /		
PVHS Foundation	\$10,909.09	Pleasant Valley High

AGENDA ITEM: Field Trip Request for Hooker Oak Fifth Grade Classes to Attend Call of the Sea, Marine Mammal Center, KOA Petaluma, CA

Prepared by: Beth Geise and Steve Christiansen

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

To reinforce fifth grade Social Science standards, as well as Science standards, both fifth grade classes will venture to the Bay Area to: 1) sail for three hours on the "Call of the Sea"; 2) Visit and engage in a program at the Marine Mammal Center; 3) Possibly visit the "Bay Model" right near the ship's dock; and 4) Spend the night at the KOA in "Kabins".

Educational Implications

Students will be exposed to and learn about the eco system and animal life of the San Francisco Bay, as well as learning navigation skills and techniques while sailing on the "Call of the Sea".

Fiscal Implications

The cost of the trip is \$82 per student (ship/mammal center = \$50, KOA = \$20, Food/misc. = \$20). All money will be raised through parent donations and fund raising events (magazine drive, garage sale)

RECEIVED

DEC 19 2013

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9.2.3.

Page 2 of 2

FIELD TRIP REQUEST

EDUCATIONAL
SERVICESTO: **CUSD Board of Education**Date: December 12, 2013

FROM: Beth Geise & Steve Christiansen

School/Dept.: Hooker Oak School

SUBJECT: **Field Trip Request**

Request is for Steve Christiansen & Beth Geise's 5th grade classes from Hooker Oak School
(grade/class/group)

Destination: Marin, CA Activity: Call of the Sea Ship, Mrin Mammal Center & KOA Campground

from April 23, 2014/7:30 a.m. to April 24, 2014 /5:00 p.m.
(dates) / (times) (dates) / (times)

Rationale for Trip: Science & Social Studies Standards with real life experiences.Number of Students Attending: 52 Teachers Attending: 2 Parents Attending: 20Student/Adult Ratio: 1:5

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 \$ 4400. Substitute Costs \$ _____ Meals \$ 200.00Lodging \$ 1500 Transportation \$ _____ Other Costs \$ _____

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

Name _____ Acct. #: _____ \$ _____

Name _____ Acct. #: _____ \$ _____

B Geise
Requesting Party

12-13-13
Date

Steve Christiansen
Site Principal

12/18/13
Date



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

n/a
Director of Transportation

Date

IF MAJOR FIELD TRIP

Jan Parry
Director of Educational Services

12-17-13
Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Requests (2) for Sierra View's Fifth Grade Classes to Attend Six Flags Discovery Kingdom

Prepared by: Julie Crum, Teacher

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Sierra View 5th grades will be traveling to Six Flags Discovery Kingdom in Vallejo to attend Sharks in the Dark and the Marine Mammal Center. Mrs. Crum's and Mr. Romig's students will leave on Thursday, May 8, 2014 and return on Friday, May 9, 2014. Miss Akimoto's and Mr. Bishop's students will leave on Thursday, May 15, 2014, and return on Friday, May 16, 2014.

The students will be traveling by parent drivers who will also chaperone on the trip. The price of this activity includes the overnight stay in the Shark Experience exhibit with evening activities, tour of other areas at Marine World, dinner, breakfast the next morning, admission into Marine World the next day and a t-shirt. Students will sleep in their sleeping bags on mats provided by Marine World with the Sharks in the Shark exhibit hall.

Educational Implications

The "Sharks in the Dark" experience provides students with an exclusive opportunity to engage in "hands on" activities related to the 4th and 5th grade science standards **after hours** at Marine World. Students will have the opportunity to engage in educational games surrounding the life cycle of marine animals, as well as performing a squid dissection. The students will get to witness the feeding of the sharks in the Shark Experience exhibit and meet the trainers that work with the animals on a daily basis. In addition to the sharks, the students will also have the opportunity to have a mini-tour that focuses on the dolphins, walrus, and seals and meet their trainers. All activities will have students developing a deeper awareness, understanding, and appreciation of the interrelationships of life, especially relating to the oceans and marine animals. The standards that are addressed through the program include: Life Sciences- 5LS2, 5LS2, 5ILS2b; Earth Sciences- 5ES3a; Investigation and Experimentation 5IE6c, 5IE6g; and 4th grade standards in Life Science- 4LS2a, 4LS2b, 4LS3a and 4LS3b.

Fiscal Implications

No impact on the general fund. Funds for this field trip will be earned through fund raising activities and parent donations.

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9.2.4.
Page 2 of 3

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: December 4, 2013

FROM: Julie Crum and Mark Romig

School/Dept.: Sierra View

SUBJECT: Field Trip Request

Request is for Mrs. Crm's 5/6 combo and Mr. Romig's 5th grade class

(grade/class/group)

Destination: Marine Mammal Center and Six Flags Discovery Kingdom **Activity:** Marine mammal exploration and Sharks in the Dark

from May 8, 2014 / 7:00 am to May 9, 2014 / 10:00 pm
(dates) / (times) (dates) / (times)

Rationale for Trip: The students will learn about the oceans and the animals that live in the oceans. They will learn through hands-on activities geared including a squid dissection, interaction with animal trainers, and activities geared toward the science standards.

Number of Students Attending: 60 **Teachers Attending:** 2 **Parents Attending:** 10

Student/Adult Ratio: 5:1

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 \$ 9360.00 **Substitute Costs** \$ _____ **Meals** \$ _____

Lodging \$ _____ **Transportation** \$ _____ **Other Costs** \$ _____

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

Name Crum Field Trips **Acct. #:** 01-9024-0-1110-1000-4300-280-1280 **\$** 4680.00

Name Romig Field Trips **Acct. #:** 01-9024-0-1110-1000-4380-280-1280 **\$** 4680.00

Requesting Party

12/4/2013

Date

Site Principal

12/4/13

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

12-12-13

Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

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9.2.4.
Page 3 of 3

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: December 4, 2013

FROM: Greg Bishop and Emily Akimoto

School/Dept.: Sierra View

SUBJECT: Field Trip Request

Request is for Mr. Bishop and Ms. Akimoto's 5th grade classes

(grade/class/group)

Destination: Six Flags Discovery Kingdom

Activity: Sharks in the Dark

from May 15, 2014 / 12:00 pm

to May 16, 2014 / 10:00 pm

(dates) / (times)

(dates) / (times)

Rationale for Trip: The students will learn about the oceans and the animals that live in the oceans. They will learn through hands-on activities geared including a squid dissection, interaction with animal trainers, and activities geared toward the science standards.

Number of Students Attending: 65 Teachers Attending: 2 Parents Attending: 10

Student/Adult Ratio: 6:1

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 \$ 9240.00 Substitute Costs \$ Meals \$

Lodging \$ Transportation \$ Other Costs \$

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

Name Bishop Field Trips Acct. #: 01-9024-0-1110-1000-4300-280-1280 \$ 4620.00

Name AkimotoField Trips Acct. #: 01-9024-0-1110-1000-4380-280-1280 \$ 4620.00


Requesting Party

12/4/2013

Date


Site Principal

12/4/13
Date



Approve/Minor



Do not Approve/Minor

or

Recommend/Major

or

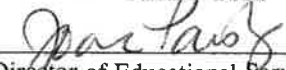
Not Recommended/Major

n/a
Director of Transportation

Date

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP


Director of Educational Services

12-12-13
Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Request for Chico High Senior Class Trip to Disneyland Grad Nite 2014

Prepared by: Carol Forayter, Campus Supervisor

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Disneyland invites Seniors each year to come to the park in Anaheim and participate in the Senior Grad Night after hours event. Seniors are able to come and enjoy both parks at a reduced rate all day and then attend the event held in California Adventure, after hours for the 2014 graduates. Last year's event was so successful and with our school's administrative support, we would like to attend this year. It is our hope that this becomes a tradition for Chico High.

Educational Implications

The opportunity for our seniors to go to Disneyland with so many other seniors from all over the country is an experience of a lifetime. This is a wonderful safe environment to get involved with fellow students.

Fiscal Implications

There is no Fiscal impact to the school district. Students will fundraise to pay their way. Chaperones include one Administrator and staff members who will volunteer their time. A private transportation company will be hired and fees incorporated into the cost.

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9.2.5.
Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: December 9th, 2014

FROM: Chico High ASB

School/Dept.: Chico High School


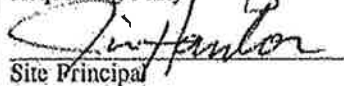

SUBJECT: Field Trip Request

Request is for _____ Chico High Class of 2014 _____
(grade/class/group)
Destination: _____ Disneyland _____ Activity _____ Senior Grad Night _____
from _____ Sat May 31st _____ / 12:01AM _____ to Sun June 1st, 2014 / 2:00PM _____
(dates) / (times) (dates) / (times)
Rationale for Trip _____ To allow one more time to bond as a class before graduation. _____

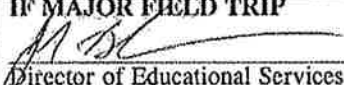
Number of Students Attending: 102 Teachers Attending: 4 Parents Attending: 1
Student/Adult Ratio: 25-1
Transportation: Private Cars _____ CUSD Bus _____ Charter Bus Name _____ Bus bank _____
Other: _____
All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees \$ tickets 7650.00 _____ Substitute Costs \$ _____ Meals \$ _____
Lodging \$ _____ Transportation \$ 12,750.00 _____ Other Costs \$ _____
ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name Class of 2014 ASB _____ Acct. #: _____ 363 _____ \$ _____
Name _____ Acct. #: _____ \$ _____

 Requesting Party	<u>12/10/13</u> Date		
 Site Principal	<u>12/10/13</u> Date	<input checked="" type="checkbox"/> Approve/Minor or Recommend/Major	<input type="checkbox"/> Do not Approve/Minor or Not Recommended/Major
 Director of Transportation	<u>1/13/14</u> Date	(If transporting by bus or Charter)	

IF MAJOR FIELD TRIP

 Director of Educational Services	<u>12-12-13</u> Date	<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommended
Board Action _____	_____	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved

AGENDA ITEM: Field Trip Request for Chico High Honor Band and Honor Choir Students to Attend No. California Honor Band/Honor Choir at Sonoma State University from 2/6/14 to 2/9/14

Prepared by: Susan Delgado

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

10 students (3 band and 7 choral) from Chico High School made the Nor Cal High School Honor Choir or Honor Band to be held in Sonoma February 6, 7, 8. These students audition and have part testing on February 6, then start rehearsals after that process is completed. They rehearse with guest conductors and students from all over Northern California for 2 1/2 days, then give a final concert on Saturday evening. The concert will be over approximately at 9pm and it is too late to drive home, thus necessitating another night in a hotel. The students spend Thursday, Friday and Saturday in hotel rooms when not rehearsing or eating and will return home Sunday morning.

Education Implications

The students will be rehearsing with well known guest conductors and other highly motivated music students with similar interests from all over Northern California. Typically the music is a higher level than what is learned at their respective schools, and expectations, both musical and behavior, are very high. These students will be around the best and the brightest music students, teachers and conductors in Northern California. They will have the opportunity to work with stellar conductors.

Fiscal Implications

Substitute expenses for Mrs. Delgado (2 days). Mrs. Delgado will be supervising the band and choral students. Students pay all other fees, including gas, hotels, and food. Parents have agreed to these fees prior to students auditioning.

CHICO UNIFIED SCHOOL DISTRICT

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9.2.6.
Page 2 of 2

FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** January 10, 2014 _____**FROM:** Susan Delgado**School/Dept.:** Chico High Music**SUBJECT: Field Trip Request**

Request is for Honor Band and Honor Choir Students
(grade/class/group)

Destination: Sonoma State University Activity: Nor Cal Honor Band/Honor Choir

from February 6, -10:00am to February 9, 2014, approximately noon.
(dates) / (times) (dates) / (times)

Rationale for Trip: To provide students with musical enrichment through playing or singing with other exceptional musicians from Northern California under the guidance of nationally renowned conductors.

Number of Students Attending: 10 Teachers Attending: 1 Parents Attending: 3

Student/Adult Ratio: 1:3

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 \$ _____ Substitute Costs _____ Meals \$ _____
\$ \$180.00

Lodging \$ _____ Transportation \$ _____ Other Costs \$ _____

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

Name CHS Admin. Acct. #: 01-0009-0-1110-2700-1179-010-2010
\$ _____

Name _____ Acct. #: _____ \$ _____

Susan Delgado
Requesting Party

1-10-14
Date

J. J. Hauler
Site Principal

1/10/14
Date



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

n/a
Director of Transportation

Date

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services

1/14/14
Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Request for PVHS FHA-HERO State Convention

Prepared by: Priscilla Burns

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Annually the FHA-HERO career and technical students organization attends the state convention. The purpose includes career development, regional meetings, install a regional officer, compete in state level finals and attend leadership workshops. Students will leave on Thursday, April 10 and be gone until Tuesday, April 15.

Education Implications

Students have the opportunity attend workshops, compete, network with like minded students within their career interest, attend field trips and listen to national level keynote speakers. This conference is sponsored by the California Department of Education and is standards-based.

Fiscal Implications

Students have worked hard to raise funds to attend. Funds are already raised and being held in the ASB/PVHS Account under the FHA-HERO group.

Please complete this form for All ASB field trips, camps, & conferences whether or not there are any expenses incurred. Please complete fill-in form on your personal computer before printing and submit to Lance Brogden or Pam Jackson.

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9.2.7.
Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 01/09/14

FROM: Priscilla Burns

School/Dept.: PVHS/HECT/FHA-HERO

SUBJECT: Field Trip Request

Request is for FHA-HERO CTSO group Co-Curricular

(grade/class/group)

Destination: Riverside

Activity: FHA-HERO State Convention/Comp.

from 04/10/14

/ 8:00 am

to 4/15/14

/ 9pm

(dates) / (times)

(dates) / (times)

Rationale for Trip: Leadership Workshops, Career Field Trips, State Finals for Competitions, Regional Workshops. All Standards Based. All Linked to Common Core.

Number of Students Attending: 10

Teachers Attending: 2

Parents Attending: 1

Student/Adult Ratio: 3:1

Transportation: Private Cars x

CUSD Bus

Charter Bus Name

Other: ROP Van

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

ESTIMATED EXPENSES:

Fees \$ 2,000

Substitute Costs \$ 600

Meals \$ 200

Lodging \$ 1,500

Transportation \$ 1,000

Other Costs \$

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

Name Perkins

Acct. #: 3550

\$ 1,000

Name ASB- FHA-HERO

Acct. #: 411

\$ 4,000

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 Request for PVHS Prostart Culinary II Team

Prepared by: Priscilla Burns

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Annually the ROP Culinary II course has been invited to the California Restaurant Association competition for gourmet and management. Once again the annual invitational will be held. This competition is very rigorous, with emphasis on fine dining performance and academic application through cost analysis, oral presentations and writing skills. Students work in teams to perform gourmet meal presentations and design a restaurant. This year's competition is March 15-17, 2014 at the Pasadena Convention Center (over spring break)

Education Implications

Students have the opportunity to network with judges from across the country. There are master level chefs and executives from industry that will judge and give workshops. Students if place may win scholarships and prizes.

Fiscal Implications

Students have worked hard to raise funds to attend. Funds are already raised and being held in the ASB/PVHS Account under the FHA-HERO group.

Please complete this form for All ASB field trips, camps, & conferences whether or not there are any expenses incurred. Please complete fill-in form on your personal computer before printing and submit to Lance Brogden or Pam Jackson.

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9.2.8.

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 01/09/14

FROM: Priscilla Burns

School/Dept.: PVHS/HECT/FHA-HERO

SUBJECT: Field Trip Request

Request is for Prostart Invitational

(grade/class/group)

Destination: Sacramento

Activity: CA Restaurant Association Competition

from 03/15/14 / 8:00 am

to 3/17/14 / 9pm

(dates) / (times)

(dates) / (times)

Rationale for Trip: Leadership Workshops, State Finals for Competitions, Industry Networking

All Standards Based. All Linked to Common Core.

Number of Students Attending: 10

Teachers Attending: 1

Parents Attending: 1

Student/Adult Ratio: 5:1

Transportation: Private Cars x

CUSD Bus

Charter Bus Name

Other: ROP Van

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

ESTIMATED EXPENSES:

Fees \$ 500

Substitute Costs \$ 0

Meals \$ 300

Lodging \$ 1,500

Transportation \$ 1,000

Other Costs \$

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

Name Perkins

Acct. #: 3550

\$ 600

Name ASB- FHA-HERO

Acct. #: 411

\$ 2,500

Requesting Party

Date

Site Principal

Date

Director of Transportation

Date



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Director of Educational Services

Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: PVHS Concert Band Trip to Heritage Festivals San Francisco

Prepared by: Ryan Heimlich, PVHS Band Director

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

The Pleasant Valley High School Concert Band would like to take an end of the year culminating trip to the San Francisco Bay Area to participate in a national music festival. Students would perform at the festival, work with professional judges, listen to other student groups, receive awards, and visit such Bay Area institutions as Pier 49 and Great America. This trip meets State Curriculum Standards.

While the PVHS Band hasn't taken such a trip in recent years, the PVHS Choir and CHS Bands and Choir regularly take such trips. I would like to see this become an annual event at varying locations.

Education Implications

Students would perform at the festival, work with professional judges, listen to other student groups, receive awards, and visit such Bay Area institutions as Pier 49 and Great America. This trip meets State Curriculum Standards.

Fiscal Implications

This field trip is completely funded by student and parent fundraising, including raised ASB funds and funds raised by the Band Boosters in the North Valley Community Foundation Account. The only exception to this would be the substitute costs, which would be paid out of the PVHS Band Account.

Additional Information

Parent drivers and a school van would be utilized to transport students and chaperones. The adult to student ratio would be 1 to 4. We would depart early morning on Friday, 5/16/2014 and return during the afternoon on Sunday, 5/18/2014.

CHICO UNIFIED SCHOOL DISTRICT

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

9.2.9.
Page 2 of 2

FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** 1/13/2014**FROM:** Ryan Heimlich, PVHS Band Director**School/Dept.:** Pleasant Valley High**SUBJECT: Field Trip Request**Request is for: Pleasant Valley High School Concert Band

(grade/class/group)

Destination: San Francisco Bay AreaActivity: Performance at Heritage Band Festivalfrom May 16th, 2014 (all day) to
(dates) / (times)May 18th, 2014 (all day)
(dates) / (times)

Rationale for Trip: This trip would allow the PVHS Concert Band to participate in a Heritage Music Festival, a national music festival. Students would perform at the festival, work with professional judges, listen to other student groups, receive awards, and visit such Bay Area institutions as Pier 49 and Great America. This trip meets State Curriculum Standards.

Number of Students Attending: 28 Teachers Attending: 1 Parents Attending: 6Student/Adult Ratio: four to oneTransportation: Private Cars: van/parent drivers CUSD Bus _____ Charter Bus Name _____
Other: _____**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.****ESTIMATED EXPENSES:**

Fees \$8,778.00

Substitute Costs \$75

Meals \$0

Lodging: included

Transportation: 0

Other Costs \$ _____

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):Name: PVHS Band BoostersAcct. #: off campus - NVCF

\$6,000

Name: PVHS Band ASBAcct. #: PVHS Band ASB

\$2,778

Name: PVHS Band AccountAcct. #: PVHS Band Account

\$75

Requesting Party _____

Date 1/13/2014

Site Principal _____

Date 1/13/14

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 1/14/14

Recommend



Not Recommended



Approved



Not Approved

Board Action _____

Date _____

AGENDA ITEM: Quarterly Report on Williams Uniform Complaints

Prepared by: Janet Brinson, Director

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Williams case legislation requires a school district to use its Uniform Complaint Process to help identify and resolve any deficiencies related to instructional materials, teacher vacancy or misassignment and emergency or urgent facilities conditions that pose a threat to the health and safety of the pupils or staff. Complaint process information is posted at each school site. Complaint forms are available upon request.

Educational Implications

Reports are required to be submitted to the board for review. Once the report is approved, it is sent to the County Office of Education.

Fiscal Implications

None

VALENZUELA/CAHSEE Lawsuit Settlement
QUARTERLY REPORT on *Williams* Uniform Complaints
2013-2014 FISCAL YEAR
[Education Code § 35186(d)]

9.2.10.
Page 2 of 2

District: Chico Unified School District

Person completing this form: Janet Brinson

Title: Director

Quarterly Report Submission Date:
(check one)

- ☐ April 2014
☐ July 2014
☐ October 2014
☒ January 2014

Date for information to be reported publicly at governing board meeting: January 22, 2014

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Misassignments or Vacancies			
Facilities Conditions			
CAHSEE Intensive Instruction and Services			
TOTALS			

Kelly Staley, Superintendent

Date

AGENDA ITEM: School Accountability Report Cards (SARCs)

Prepared by: David Scott, Assistant Superintendent

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

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

Educational Implications

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

Fiscal Implications

None

Additional Information

SARCs will be available to the public at individual school sites and via the CUSD website on February 1, 2014. In addition, the SARCs can be obtained at the California Department of Education website: www.cde.ca.gov/ope/sarc/

AGENDA ITEM: New Course Proposal- Theory of Knowledge Online

Prepared by: Beth Burton, Christine Callas, John Shepherd

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Pleasant Valley High School's International Baccalaureate Program would like to propose moving the Theory of Knowledge class from its current format in the traditional class setting, offered during zero period, to a hybrid online course. As stated in the course proposal, students would complete much of the course work online, however, would meet face-to-face a minimum of two times per month at times to be determined by the class. The rationale for making this move includes the following: many IB students have a very impacted schedule due to the academic requirements they need to meet for the IB diploma, having an online class allows them more flexibility in their school schedule as well as flexibility to be involved in other extra-curricular activities (also required for the IB diploma) which take a significant amount of their time before and after school. The students would still be held accountable to the high academic expectations the course requires both for their PV grade and that from the IB program itself.

Educational Implications

This move allows for students to take the Theory of Knowledge course over the course of the junior and senior year as mandated by the International Baccalaureate Program; it allows for increased flexibility in the student schedule and opportunity for IB students to take an additional elective or other course they otherwise would not be able to take if Theory of Knowledge was part of the traditional school day; it helps develop students who will reflect and examine their knowledge in a variety of disciplines and help them to make connections across their traditional classroom studies.

Fiscal Implications

No Fiscal implications apply at this time.



NEW COURSE PROPOSAL OUTLINE

Course Title:	Theory Of Knowledge
Grade Level:	11-12
Required/Elective:	Required for IB Diploma , meets UC/CSU A-G requirement
Length/Credits:	1 year (Spring of Junior Year, Fall of Senior Year) 10 credits
Prerequisites:	Enrollment in the IB Diploma Program
Course Number:	(To be completed by District)

I. Course Rationale and Description:

To be IB compliant the TOK course must span the course of two semesters of the Junior and Senior years. Prior to this shift TOK was taught exclusively in the senior year and students in the IB diploma program maintained the traditional 6 period day. At the present time the TOK course is unable to fit in the 6 period school day and for the past year has been taught as a 0 period course.

The purpose of the TOK course is to develop a critical approach to the acquisition of knowledge. TOK provides an opportunity to stand back from the mere acquisition of data and to ask more fundamental questions such as 'how do I know that?', 'how has that knowledge come about?', and even 'is it possible to know anything for certain?'

The aims and objectives of the course are, thus, to develop the student's ability to reflect upon, critically examine, and evaluate claims to knowledge in a variety of disciplines and to encourage them to make connections between disparate areas of their studies and their everyday life. Students will emerge from the TOK course able to analyze, to generate hypotheses, make interesting links between different fields, and to communicate their ideas clearly.

The course will utilize Managebac as the primary tool of communicating and delivering instruction. Students will meet with the instructor at least twice a month at a time determined by the class. Instructor will also be available during office hours to meet with students.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Diploma Programme Theory of Knowledge Guide
International Baccalaureate Organization
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales GB CF23 8GL
United Kingdom

Supplemental Materials:

Theory of Knowledge, Course Companion
Eileen Dombrowski
Lena Rotenberg
Mimi Bick
Oxford Press

Theory of Knowledge
Nicholas Alchin
Hodder Education

Theory of Knowledge for the IB Diploma
Richard van de Lagemaat
Cambridge University Press

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

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

Spring Semester

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
Unit 1: Nature of Knowledge/ Knowledge Issues	This course addresses the Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening and Language. See attached for details for the standards addressed.	3 weeks	Screen cast lecture Writing prompts Critical Reading Small and large group message boards	Journal entries Discussion board participation Reading Quiz Essay
Unit 2: Emotion		2 weeks		
Unit 3: Faith		2 weeks		
Unit 4: Imagination		2 weeks		
Unit 5: Intuition		2 weeks		
Unit 6: Language		2 weeks		
Unit 7: Memory		2 weeks		
Unit 8: Reason		2 weeks		
Unit 9: Sense Perception		2 weeks		
Unit 10: TOK Presentation		2 weeks	Students will meet in person to give presentations at determined time	TOK presentation Internal Assessment Component for the Diploma
		21 total weeks		

Fall Semester

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
Unit 1: The Arts	This course addresses the Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening and Language. See attached for details for the standards addressed.	2 weeks	Screen cast lecture Writing prompts Critical Reading Small and large group message boards	Journal entries Discussion board participation Essay
Unit 2: Ethics		2 weeks		
Unit 3: History		2 weeks		
Unit 4: Human Sciences		2 weeks		
Unit 6: Indigenous Knowledge Systems		2 weeks		
Unit 7: Mathematics		2 weeks		
Unit 8: The Natural Sciences		2 weeks		
Unit 9: Religious Knowledge Systems		2 weeks		
Unit 10: TOK Essay		2 Weeks		Major External Assessment for IB Diploma 1200-1600 word essay on proscribed title
		18 total Weeks		

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

SDAIE techniques
Scaffolding of curriculum
Large and small group discussions
Collaborative groups
Use of Audio and Video
Interactive web sites

V. Grading Policy:

Students will receive a course grade of A-F using the traditional 100% scale that will appear on their PV transcripts. Students will also receive an IB Grade based on their internally assessed Presentation and the externally assessed Essay. This grade combined with their Extended Essay can contribute up to 3 points towards their IB Diploma. Successful completion of TOK is required to receive the IB Diploma.

Aligned with State Frameworks: () Yes () No

CSU/UC Requirement: ☒ Yes () No

Sites offered:

Ed Services Approval Date:

Board Approval Date:

Chic Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Theory of Knowledge Online

Submitted by: Beth Burton, Christine Callas, John Shepherd

Department: International Baccalaureate Program

School: Pleasant Valley High School


Planned Start Date: 2014-15

Approvals (Signature & Date):***Dept. Chair (High Schools)***

Chico High

 1/8/14☒ Approve☐ Reject

PVHS

☒ Approve☐ Reject

Alt. Ed.

☒ Approve☐ Reject

Inspire

☒ Approve☐ Reject***Dept. Rep (Jr. High)***

Bidwell

☐ Approve☐ Reject

Chico Jr.

☐ Approve☐ Reject

Marsh

☐ Approve☐ Reject

Alt. Ed.

☐ Approve☐ RejectSecondary Admin. Council ☐ Approve☐ RejectEducational Services ☐ Approve☐ Reject

- If rejected, return to originator with rationale or conditions for approval.
- If approved, date taken to board of education for board approval:



- Board of Education action: ☐ Approve ☐ Reject

Course Standards Addressed

Reading

Key Ideas and Details

- CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
- CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language

Conventions of Standard English

- CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

PROPOSED AGENDA ITEM: Adoption of New Course - AP Microeconomics

Prepared by: Danny Webb (Social Science Teacher)

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Chico High School currently has 10 Advanced Placement courses in the content areas of Math, English, Spanish, Science and Social Science. It has been the goal of Chico High School to continue to grow AP options for students by offering new courses when possible. Additional AP course options provides students an enhanced opportunity to complete college level work and units prior to graduation from high school. The intent of this agenda item is to add AP Microeconomics to the curricular options that students have at Chico High School.

Education Implications

The educational implication include providing the maximum variety of opportunities for students learn at college level rigor and to earn college credit while in high school. Advanced Placement courses are rigorous and provide higher levels of opportunity to learn. We have had many students inquire about this course in the past and survey of current students indicate the demand for this course will be sufficient to offer 1-2 sections.

Fiscal Implications

There will be two primary costs for adopting this course. The first is the cost of training for the teacher. Approximate cost will be \$1,000 for a week long training seminar over the summer of 2014 prior to the start of the school year. School site Title II funds will be used for this training.

The second cost will be the purchase of textbooks for 35 - 70 students (depending on initial sign-ups). The estimated cost of textbooks are \$100 each for a total of \$3,500 - \$7,000.



NEW COURSE PROPOSAL OUTLINE

Course Title: Advanced Placement Microeconomics

Grade Level: 11-12

Required/Elective: Social Science credit

Length/Credits: One year

Prerequisites: World History

Course Number: (To be completed by District)

I. Course Rationale and Description:

Overview: This is a year-long course in microeconomics; a branch of economics that focuses on choices made by individuals, households, or firms. Students will take the AP Microeconomics exam in May (cost: \$82)

Purpose and Objectives:

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Throughout the course, students will generate, interpret, label and analyze graphs, charts and data to describe and explain economic concepts.

General Expectations

To be successful in this course, you need to continue your learning outside of this classroom **every day**. You must keep up with your homework and other class related assignments, review your textbook and look over your notes on a daily basis.

Expectations/Conduct

The following expectations and conduct are expected and should be followed in order to ensure a safe and pleasant learning environment.

Be Responsible	Be Safe	Be Respectful
<ul style="list-style-type: none">• Come to class on time• Do your work• Absence- take care of work you missed.• See me if you have any problems with the material early. (I am here before school and at lunch.)	<ul style="list-style-type: none">• Follow school rules• Let me know if you are having any difficulties.• Report any unsafe behavior.	<ul style="list-style-type: none">• Positive Attitude is a must. Be open to learning new things.• Respect each other.

Academic Expectations

Homework - Late or missing homework not accepted.

Papers/Projects- Papers, projects and alternative assessments can be turned in, up to five classes after the due date, but you will receive points off for each day it is late. No assignment is accepted after the fifth day.

Absence- If you are absent, it is *your responsibility* to find out what you missed in class, and for homework. All make up work must be handed in the *next class period*, unless you have been instructed by me, to hand in assignments at a later date. I will go over with you during the first day of class, where you can find materials if you were absent. If you missed a test, quiz or presentation *you must see me* to find out when you can make it up.

Grading: Student evaluation will be based on a 4 part, weighted system:

Part 1:	Tests, Projects, Papers:	50%
Part 2:	Quizzes :	20%
Part 3:	Homework:	15%
Part 4:	In-class activities /assignments:	15%

Unit Journals: Students will be writing in journals during class. These journals facilitate deep processing of learning and differentiation of instruction by encouraging critical thinking and independent exploration. They also provide an additional forum for the teacher to give feedback to guide individual students. Entries must be linked to the unit/course that is being studied (i.e. one economic concept that you have studied). Additionally, unit journals will include student reflection of material presented in class, class discussions/activities, personal experiences/connections to material, graphing exercises and/ or related current events.

Supplies Needed: *Calculators are not permitted!

1. **Separate** notebook for AP Econ (folders to hold tests, in class activities/assignments, lecture notes)
2. Required Textbook: Paul Krugman and Robin Wells' *Krugman's Economics for AP**
3. colored pencils
4. Unit Journal

II. Instructional and Supplemental Materials:

1. **Separate** notebook for AP Econ (folders to hold tests, in class activities/assignments, lecture notes)
2. Required Textbook: Paul Krugman and Robin Wells' *Krugman's Economics for AP**
3. colored pencils

4. Unit Journal

Supplementary Sources Used in AP Microeconomics:

David Anderson, *Economics by Example*
John S. Morton and Rae Jean B. Goodman's *Advanced Placement Economics Microeconomics: Student Activities*
David Anderson and James Chasey's *Favorite Ways to Learn Economics*

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

Topic Outline: This is an outline of the major content areas covered by the AP Microeconomics Exam. The percentages indicated reflect the approximate percentage devoted to each content area in the multiple-choice section of the exam. The outline is a guide and is not intended as an exhaustive list of topics.

Topic Outline: This is an outline of the major content areas covered by the AP Microeconomics Exam. The percentages indicated reflect the approximate percentage devoted to each content area in the multiple-choice section of the exam. The outline is a guide and is not intended as an exhaustive list of topics.

Percentage Goals of AP Exam (multiple choice section)	
I Basic Economic Concepts <ul style="list-style-type: none"> • Scarcity, choice, and opportunity cost • Production possibilities curve • Comparative advantage, absolute advantage, specialization, and trade • Economic systems • Property rights and the role of incentives • Marginal analysis 	8–14%
II The Nature and Functions of Product Markets <ul style="list-style-type: none"> • Supply and demand (15–20%): <i>market equilibrium, determinants, price/quantity controls, elasticity, surplus/efficiency, deadweight loss</i> • Theory of consumer choice (5–10%): <i>total/marginal utility, individual/market demand curves, income and substitution effect</i> • Production and costs (10–15%): <i>short/long run production functions and costs, marginal product and diminishing returns, economics of scale</i> • Firm behavior and market structure (25–35%): <i>Profit, Perfect Competition, Monopoly, Oligopoly, monopolistic competition</i> 	55–70%
III Factor Markets <ul style="list-style-type: none"> • Derived factor demand • Marginal revenue product • Hiring decisions in the markets for labor and capital • Market distribution of income 	10–18%
IV Market Failure and the Role of Government <ul style="list-style-type: none"> • Externalities • Public goods 	

- Public policy to promote competition
- Income distribution

12–18%

Course Planner & Content Summary

Reading Abbreviations:

- **Krugman** = Paul Krugman and Robin Wells' *Krugman's Economics for AP**
- **Anderson** = David Anderson, *Economics by Example*

Syllabus Assessment Abbreviations:

- **AP Student Activities** = John S. Morton and Rae Jean B. Goodman's *Advanced Placement Economics Microeconomics: Student Activities*
- **FWLE** = David Anderson and James Chasey's *Favorite Ways to Learn Economics*

*Dates Subject to Change (Depending on Track)

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
Day 1:	1: Basic Economic Concepts	What is AP microeconomics?	<ul style="list-style-type: none"> -Introduction to course -Distribute Books -Review AP Exam format -Define economics 	<ul style="list-style-type: none"> Scarcity & choice Role of incentives Economy's resources 3 key economic questions Economic systems 	Anderson: Ch 1 and/or Ch 2	<ul style="list-style-type: none"> FWLE: Classroom Exper. 1A AP student activities: Act. 1
Day 2:	1: Basic Economic Concepts	How are scarcity and choice central to the study of economics?	<ul style="list-style-type: none"> -Consider why people need to make choices. -Compare the four categories of scarce resources. -Analyze opportunity cost and marginal analysis. -Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve -Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative 	<ul style="list-style-type: none"> Scarcity & choice Opportunity costs Economy's resources Marginal Analysis 	Krugman <ul style="list-style-type: none"> Module 1 (p. 1-8) 	<ul style="list-style-type: none"> Activity: Design A Zoo AP Student Activities: Act. 1 FWLE: Problem/Graphing Sets 1.1, 1.2, 1.3 Krugman Module 1 AP Review p.8-9

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
Day 3:	1: Basic Economic Concepts	How do economists convey findings?	advantage -Draw and calculate information through graphs -Research economic questions -Build an economic argument in writing	<ul style="list-style-type: none"> Importance of graphs in studying economics Basic components of graph How graphs illustrate relationship between variables Slope of curve Max. and min. points Calculating areas represented on graphs Interpret numerical graphs 	<ul style="list-style-type: none"> Krugman Section 1 Appendix Graphs in Economics (p.34-44) 	<ul style="list-style-type: none"> Krugman Sec. 1 Appendix AP Review (p. 45-46) Emphasis on creating/interpreting graphs
Days 4-8	1: Basic Economic Concepts	What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?	-Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve -Analyze the production possibility frontier and circular flow models. -Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.	<ul style="list-style-type: none"> Production Possibilities Curve (PPC) Implicit/Explicit Costs Marginalism Efficiency Opportunity Cost Economic Growth Comparative Advantage Absolute Advantage Specialization and Trade 	Krugman <ul style="list-style-type: none"> Module 3: p. 16-21 Module 4: p. 23-29 	<ul style="list-style-type: none"> FWLE: Classroom Exper. 1B FWLE: Problem Sets/Graphing 1.4, 1.5 AP Student Activities: Act. 6 (graphing PPC); Act. 3-5; Act. 6: Graphing Opp. Cost & Comparative Advantage; Act. 7-8 - Krugman: Module 3 AP Review p. 21-22 -Krugman Module 4 AP Review p.29-30

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
Days 9-10	Unit 1: Basic Economic Concepts		<ul style="list-style-type: none"> -Review for Unit 1 Test -Unit 1 Test -Review Unit Test/Corrections 		Krugman: Modules 1, 3, 4	<ul style="list-style-type: none"> -Krugman: Section 1 Problems 1-14 (p. 32-33) -Unit 1 Test -Unit 1 Test Corrections
Days 11-17	2a: Nature and Functions of Product Markets: Supply and Demand	<ul style="list-style-type: none"> -What can the demand curve tell us about competitive markets? -What factors shift the demand curve? 	<ul style="list-style-type: none"> -Analyze how buyers and sellers respond to changing market conditions -Explain how markets provide information that enables consumers and producers to allocate resources more efficiently. -Differentiate change in demand (shift in the curve) with a change in "quantity demanded" -When given scenarios, students will identify determinants of demand that cause shift in demand curve. -Analyze the effects of determinants of demand of specific products 	<ul style="list-style-type: none"> • Law of Demand • Change in Demand vs. change in quantity demanded • Demand curve (individual & market) • Shift/changes in demand • Factors that affect demand (substitution/income effect) • Diminishing Marginal Utility • Consumer surplus 	<ul style="list-style-type: none"> • Krugman: Module 5 (p.47-57) • Anderson: Ch 3 	<ul style="list-style-type: none"> • FWLE: Classroom Exper. 2A • FWLE: Problem/graphingSets 2.2, 2.4 • AP Student Activities: Act. 9-11 (graphing demand curves, shifts in demand curves) • Krugman: Module 5 AP Review p.57-58 • Quiz on Demand

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
Days 18-20	Unit 2a: Supply & Demand	What can the supply curve tell us about competitive markets? - What factors shift the supply curve?	<ul style="list-style-type: none"> -Analyze how buyers and sellers respond to changing market conditions -Explain how markets provide information that enables consumers and producers to allocate resources more efficiently. --Differentiate change in supply (shift in the curve) with a change in "quantity supplied" -When given scenarios, students will identify determinants of supply that cause shift in supply curve. -Analyze the effects of determinants of supply of specific products 	<ul style="list-style-type: none"> • Law of Supply • Supply curve • Distinguish movement along supply curve and changes in supply • Factors that shift supply curve (input price, price of related goods, technology, expectations) 	Krugman <ul style="list-style-type: none"> • Module 6 (p. 59-69) 	<ul style="list-style-type: none"> • FWLE: Classroom Exper. 2B • FWLE: Problem / Graphing Sets 2.3, 2.4, 2.9 • AP Student Activities: Act. 12-13, 15 (graphing supply curves, shifts in supply curves) • Krugman: Module 5 AP Review p.57-58 • Quiz on Supply

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
Days 21-29	Unit 2a: Supply & Demand	How is pricing determined? How does price elasticity affect demand?	<ul style="list-style-type: none"> -Determine the equilibrium price and quantity when given the demand for and supply of a good or service -Display graphically an effective price floor and effective price ceiling. -Determine the prices at which the product has elastic or inelastic demand -Analyze the effects of price ceilings and floors Compare elastic, inelastic and unitary elastic demand -Explain the characteristics that tend to make demand more elastic or more inelastic -Apply price elasticity of demand to economic problems. 	<ul style="list-style-type: none"> Equilibrium price Shifts of supply and demand curves Price controls (ceilings and floors) Elasticity (calculating the price elasticity of demand) Difference between elastic and inelastic demand Relationship between elasticity and total revenue Factors that determine price elasticity of demand Consumer surplus and demand curve Consumer surplus, producer surplus, efficiency Deadweight loss Equity and efficiency Effects of taxes on total surplus Price ceilings/floors 	<p>Krugman</p> <ul style="list-style-type: none"> Module 7 (p.71-45) Module 8 (p.77-85) Module 10 (p.101-108) Module 11 (p.110-117) Module 12 (p.119-124) Module 13 (p.126-136) Module 14 (p.139-152) <p>Anderson: Ch 4 ; Ch 9 and/or Ch 10</p>	<ul style="list-style-type: none"> FWLE: Problem /Graphing Sets 2.10 , 2.5, 2.6, 2.8, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16 2.17, 2.18 AP Student Activities: Act. 14- 23 (graphing of equilibrium price & quantity; shifts in supply & demand; allocation of resources; elastic/inelastic demand; price & price ceiling) Krugman: Module 7AP Review p.69-70 Krugman: Module 8 AP Review p. 86-87 Krugman: Module 10 AP Review p.108-109 Krugman: Module 11 AP Review p. 117-118 Krugman: Module 12 AP Review p. 124-125 Krugman: Module 13 AP Review p. 137-138 Krugman: Module 14 AP Review p.153-154

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
Days 30-31	Unit 2a: Supply & Demand		-Review for Unit 2 Test -Unit 2 Test -Review Unit Test/Corrections		Krugman Modules:5,6,7,8,10,11,12,13, 14	-Krugman: Section 3 problems 1-7 p. 168-169 -Unit2 Test -Unit 2 Test Corrections
Days 32-34 (3 days?)	Unit 2B: Nature and Functions of Product Markets: Theory of Consumer Choice	How can marginal utility theory derive and predict a consumer's demand curve? How does a budget line show the limits to a person's consumption possibilities?	-Define the economic use of the words/terms utility, total utility and marginal utility. -Identify marginal utility as the change in total utility that results from a one-unit increase in the quantity of a good consumed. -Construct and interpret marginal utility schedules and curves -Predict a consumer's demand curve using the theory of diminishing marginal utility. -Calculate and predict how utility maximization can be achieved by equalizing marginal utility per dollar -Examine how consumption choices are limited by income and price -Identify similarities between a budget line and the production possibilities frontier. -Predict the effect of changing prices on the budget line. -Evaluate the paradox of value in determining consumer choice -Provide written and oral argument on the paradox of value by using graphic analysis that distinguishes	<ul style="list-style-type: none"> Utility maximization Principle of diminishing marginal utility Budgets and optimal consumption (budget constrain/budget line) Optimal consumption rule 	Krugman: <ul style="list-style-type: none"> Module 15: (p. 155-165) 	<ul style="list-style-type: none"> FWLE: Classroom Exper. 3A and 3B FWLE: Problem/ Graphing Sets 3.1, 3.2, 3.3, 3.4 Krugman: Module 15 AP Review p. 165-166 Krugman: Section 3 problems 8-18p. 169-172 Quiz on Unit 3

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
35-37 (3 days?)	Unit 2B: Nature and Functions of Product Markets: Theory of Consumer Choice	How can marginal utility theory be used to explain the paradox of value?	<p>between total utility and marginal utility</p> <ul style="list-style-type: none"> -Create utility maximization scenarios by equalizing marginal utility per dollar -Assess the role of Income and substitution effects in determining consumer equilibrium. 			
	Unit 2 C: Nature and Functions of Product Markets: Production and costs	<p>How do firms calculate profits?</p> <p>How does the law of diminishing returns govern a firm's marginal product?</p>	<ul style="list-style-type: none"> -Understand the basic concepts behind explicit and implicit costs -Derive the economic profit for a given business by subtracting opportunity cost from total revenue -Categorize the costs of various example businesses into explicit or implicit costs. -Evaluate the opportunity cost for various entrepreneurial enterprises and develop a business scenario including all accounting costs Create a graph that shows marginal product -Illustrate the concept of increasing and diminishing marginal returns using a graph, table and explanatory paragraph -Use the law of diminishing returns to determine the point at which additional variable inputs are undesirable 	<ul style="list-style-type: none"> • Marginal product and marginal cost • Law of diminishing marginal returns • Explicit/implicit costs • Short run vs long-run costs 	<p>Krugman:</p> <ul style="list-style-type: none"> • Module 18: p. 186-190 • Module 19: p.192-201 • Module 20: p. 203-208 • Module 36: p. 350-353 <p>Anderson: Ch 7 and/or Ch 8</p>	<ul style="list-style-type: none"> • FWLE: Classroom Exper. 4A and 3B • FWLE: Problem/ Graphing Sets 4.1, 4.2, 4.3-4.8 & simulation, 4.9 • AP Student Activities: Act. 25-26 (graphing: Marginal Product & Marginal Cost, unit cost data) • Krugman: Module 18AP Review p. 190-191

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
Unit 2 C: Nature and Functions of Product Markets: Production and costs	How do firms make long-run decisions?	Explain why all costs are variable in the long run -Use the long-run average cost curve to find economies and diseconomies of scale -Identify business models in which specialization of labor would increase average product and decrease total cost -Research business models in which specialization of capital increases average product and decreases total cost	Unit Test: Production and Costs			<ul style="list-style-type: none"> Krugman: Module 19 AP Review p. 201-202 Krugman: Module 20 AP Review p. 209-210 Krugman: Module 36AP Review p. 353-354
38-39	Unit 2 C: Nature and Functions of Product Markets: Production and costs		Demonstrate knowledge of Unit 4 concepts/skills by taking unit test	<ul style="list-style-type: none"> Unit Test: Production and Costs 		Krugman: Section 4 problems 1-18 p. 222-225 -Unit 4 Test -Unit 4 Test Corrections
40 (1 day only)	Unit 2D: Firm behavior and market structure	What are the different characteristics of the categories of competition in markets?	Distinguish among characteristics of the categories of competition in markets	<ul style="list-style-type: none"> Characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly Production and profits Profit maximization: $MR=MC$ rule 	Krugman: <ul style="list-style-type: none"> Module 21: p. 211-219 Module 16: p. 174-178 Anderson: Ch 6 and/or Ch 13 and/or Ch 14	<ul style="list-style-type: none"> AP Student Activities: Act. 24 Krugman: Module 21 AP Review p. 220 Krugman: Module 16 AP Review p. 178-179

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
41-47 (7days?)	Unit 2D: Firm behavior and market structure Perfect Competition	How do the different market structures vary for pricing and production? How do different markets efficiencies impact a firm's short run and long run behavior? How do cost curves help identify production costs of firms?	Explain and show graphically how production and pricing decision are made for firms in each of these market structures. Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency Understand a firm's cost of production and how these costs are shown in the shapes of the cost curves.	Perfect Competition <ul style="list-style-type: none"> Profit maximization Short-run supply & shutdown decision Behavior of firms and markets in short run and in the long run Efficiency and perfect competition Graphing perfect competition 	Krugman: <ul style="list-style-type: none"> Module 22: p. 227-232 Module 23: p.234-240 Module 24: p. 243-249 	<ul style="list-style-type: none"> FWLE: Problem/ Graphing Sets 4.10, 4.12 AP Student Activities: 27—31 (graphing: marginal cost data, AVC ATC and MC curves; long-run average cost curves, graphing perfect competition) Krugman: Module 22 AP Review p. 232-233 Krugman: Module 23 AP Review p. 241-242 Krugman: Module 24 AP Review p. 250-251 Quiz Perfect Competition Quiz Corrections

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
48-53 (6 days?)	Unit 2D: Firm behavior and market structure Monopoly	How do the different market structures vary for pricing and production? How do different markets efficiencies impact a firm's short run and long run behavior? How do cost curves help identify production costs of firms?	Explain and show graphically how production and pricing decision are made for firms in each of these market structures. Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency Understand a firm's cost of production and how these costs are shown in the shapes of the cost curves.	Monopoly <ul style="list-style-type: none"> Sources of market power Profit maximization ($MC=MR$) Compare profit-maximizing monopolist w/ profit-maximizing perfect competitor inefficiency of monopoly price discrimination natural monopoly regulating monopoly 	Krugman: <ul style="list-style-type: none"> Module 25: p. 252-259 Module 26: p. 261-265 Module 27: p. 268-273 	<ul style="list-style-type: none"> FWLE: Classroom Exper. 5C FWLE: Problem/Graphing Sets 5.1, 5.2 AP Student Activities: 32-34 (graphing marginal revenue for monopoly, profit-maximizing equilibrium for monopoly); 35-monopoly); 39(demand schedule: price discrimination; graphing: regulating monopoly); graphing review of perfect competition and monopoly) Krugman: Module 25 AP Review p. 259-260 Krugman: Module 26 AP Review p. 265-266 Krugman: Module 27 AP Review p. 273-274 Monopoly Quiz monopoly Quiz corrections

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
54-57 (4 days?)	Unit 2D: Firm behavior and market structure Oligopoly	How do the different market structures vary for pricing and production? How do different markets efficiencies impact a firm's short run and long run behavior? How do cost curves help identify production costs of firms?	Explain and show graphically how production and pricing decision are made for firms in each of these market structures. Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency Understand a firm's cost of production and how these costs are shown in the shapes of the cost curves.	<ul style="list-style-type: none"> Oligopoly Interdependence, collusion and cartels Game Theory Dominant Strategy Nash equilibrium 	Krugman: <ul style="list-style-type: none"> Module 28: p. 281-286 Module 29: p. 288-293 Module 30: p.296-300 	<ul style="list-style-type: none"> FWLE: Classroom Exper. 5A and 5B FWLE: Problem/Graphing Sets 5.6, 5.7, AP Student Activities: 41 (game theory matrix) Krugman: Module 28 AP Review p. 286-287 Krugman: Module 29 AP Review p. 294-295 Krugman: Module 30 AP Review p. 301-302 Quiz on oligopoly Quiz corrections

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
58-60 (3 days?)	Unit 2D: Firm behavior and market structure Monopolistic Competition	How do the different market structures vary for pricing and production? How do different markets efficiencies impact a firm's short run and long run behavior? How do cost curves help identify production costs of firms?	Explain and show graphically how production and pricing decision are made for firms in each of these market structures. Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency Understand a firm's cost of production and how these costs are shown in the shapes of the cost curves.	Monopolistic Competition <ul style="list-style-type: none"> Product differentiation Role of advertising Profit maximization Short-run and long-run equilibrium Excess capacity/inefficiency regulating monopoly 	Krugman: <ul style="list-style-type: none"> Module 31: p. 303-309 Module 32: p. 312-316 	<ul style="list-style-type: none"> FWLE: Problem/ Graphing Sets 5.8, 5.9 AP Student Activities: 40 (analysis of monopolistic competition graph) Krugman: Module 31 AP Review p. 310-311 Krugman: Module 32 AP Review p. 316-317 Quiz on monopolistic competition Quiz corrections
61-62 (2 days)	Unit 2D: Firm behavior and market structure		Demonstrate knowledge of Unit 5 concepts/skills by taking unit test	<ul style="list-style-type: none"> Unit Test: Firm Behavior and Market Structure 	Krugman: <ul style="list-style-type: none"> Modules 21-32 	<ul style="list-style-type: none"> Krugman: Section 5 problems 1-20 p. 276-280 Krugman: Section 6 problems 1-20 p. 319-322 Unit Test Test Correction

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
63- 69 (7 days?)	Unit 3: Factor Markets	<p>How are factors of production – resources such as land, labor, and capital – traded in factor markets?</p> <p>How do factor markets determine the factor distribution of income?</p> <p>How is the demand for a factor of production determined?</p> <p>How is the demand for a factor of production determined?</p>	<p>Analyze how various resources are traded in factor markets.</p> <p>Analyze how factor markets impact the distribution of income.</p> <p>Evaluate the impact on how demand impacts production.</p> <p>Determine (from given data) how much of a resource the firm will employ and what price it will pay for that resource.</p>	<ul style="list-style-type: none"> • Circular flow diagram (distinguish factor markets from product markets) • Factors of production • Allocation of resources • factor demand • marginal revenue product • hiring decisions in the markets for labor and capital • market distribution of income 	<p>Krugman:</p> <ul style="list-style-type: none"> • Module 33: p. 323-332 • Module 34: p. 334-337 • Module 35: p. 339-348 • Module 37: p. 355- 361 	<ul style="list-style-type: none"> • FWLE: Classroom Exper. 6A • FWLE: Proble/Graphing Sets 6.1, 6.2, 6.3, 6.6 • AP Student Activities: 43—51 (circular flow diagram; graph: price & quantity for Resource; graph: factor market pricing; graph: wages & labor; analysis how actions affect wage rate and level of employment) • Krugman: Module 33 AP Review p. 332-333 • Krugman: Module 34 AP Review p. 337-338 • Krugman: Module 35 AP Review p. 348-349 • Krugman: Module 37 AP Review p. 361-362

Date	Unit	Essential Question	Objectives	Key Topics	Reading	Assessment
70-71 (2 days)	Unit 3: Factor Markets		Demonstrate knowledge of Unit 6 concepts/skills by taking unit test	<ul style="list-style-type: none"> Unit Test: Factor Markets 	Krugman: <ul style="list-style-type: none"> Modules 33-35; 37: 	-Krugman: Section 7 problems 1-14 p. 363-365 <ul style="list-style-type: none"> Unit Test Unit Test Corrections
72-76 (5 days?)	Unit 4: Market Failure and the Role of Government	What are externalities and why can they lead to inefficiency in a market economy? How do governments deal with the inefficiency that can be caused by externalities? What is a public good? In what ways do governments use public policy to promote competition? How has income inequality in America changed over time?	Analyze the impact of positive and negative externalities in a market. Evaluate the effectiveness of government policy in correcting externalities. Debate the value of government v. private sector provision of public goods. Detail the circumstances under which the government would want to promote competition. Identify government programs designed to redistribute income. -Evaluate the effectiveness of government programs designed to redistribute income.	<ul style="list-style-type: none"> Externalities (positive/negative) Tragedy of commons Public goods (public vs private, provision of public goods) Public Policy to promote competition (anti-trust/regulation) Income distribution (equity, measures of income inequality) 	Krugman: <ul style="list-style-type: none"> Module 38: p. 367-373 Module 39: p. 375-384 Module 40: p. 387-396 Module 41: p. 398-402 Module 42: p. 405-416 Anderson: Ch 17 and/or Ch 18 Anderson: Ch 19 and/or Ch 20	<ul style="list-style-type: none"> FWLE: Classroom Exper. 7A or 7B, 7C FWLE: Problem Sets 7.1, 7.3, 7.4, 7.5, 7.6 AP Student Activities: 52-60 Krugman: Module 38 AP Review p. 373-374 Krugman: Module 39 AP Review p. 385-386 Krugman: Module 40 AP Review p. 396-397 Krugman: Module 41 AP Review p. 402-403 Krugman: Module 42 AP Review p. 416-417
77-78 (2 days)	Unit 4: Market Failure and the Role of Government		Demonstrate knowledge of Unit 7 concepts/skills by taking unit test	<ul style="list-style-type: none"> Unit Test: Market failure and the Role of Government 	Krugman: <ul style="list-style-type: none"> Modules 38-42 	-Krugman: Section 8 problems 1-23 p. 419-424 <ul style="list-style-type: none"> Unit Test Test Corrections

Teacher Resources:

Anderson, David. *Economics by Example*. 1st ed. New York: Worth Publishers, 2006.

Anderson, David and Chasey, James. *Favorite Ways to Learn Economics*. 3rd ed. New York: Worth Publishers, 2012.

Morton, John S., and Rae Jean B. Goodman. 2004. *Advanced Placement Economics: Microeconomics, Student Activities*. 3rd ed. New York: National Council on Economic Education.

Ray, Margaret, and Anderson, David. *Krugman's Economics for AP**. New York: Worth Publishers, 2012.

The New York Times

The Wall Street Journal

The Economist

IV. Instructional Methods:

Unit 1: Basic Concepts

1 week

Key Topics: Scarcity, Choice, Opportunity Cost, PPF, Basic Marginal Benefit/
Marginal Cost Analysis [C1, C5]

Readings: Mankiw, *Principles of Economics*, Chapter 1, pp. 4–11; Chapter 2, pp. 24–28

Assessment: Quiz with two short-answer questions and six to eight multiple choice
Questions

Unit 1. Basic economic concepts (3 weeks)

2?

- Scarcity and Choice: the nature of economic systems
- *Graphs and Economics (basic components of graph, calculate areas represented on graph)
- Opportunity costs and production possibilities
- Specialization and comparative advantage
- The functions of any economics system (what, how, and for whom to produce)
- Property Rights and role of incentives
- Marginal Analysis

Unit One Readings: *Krugman's Economics for AP** Modules 1,3,4

Assessment:

- Homework: Module 1, 3, 4 and section 1 basic economics concepts AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)
- Quiz w/ 2 short answer and 6-8 mc

Unit 2 : Supply and Demand

(5 weeks)

- Introduction to Demand
- Supply and Equilibrium
- Changes in Supply and Demand
- Price Controls
- Quantity Controls Unit Two: Nature and Function of Product markets

Unit Two Readings: *Krugman's Economics for AP** Modules 5-9

Assessment:

- Homework: Modules 5-9 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 3: Behind the Demand Curve: Theory of Consumer Choice

(4 weeks)

- Income and Substitution Effects and Elasticity
- Interpreting Price Elasticity of demand
- Other elasticity's
- Consumer and producer Surplus
- Efficiency and deadweight loss
- Utility Maximization

Unit Three Readings: *Krugman's Economics for AP** Modules 46-51

Assessment:

- Homework: Modules 46-51 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 4: Behind the Supply Curve: Profit, Production and Costs (5 weeks)
6?

- The production function
- Firm Costs
- Long Run Costs and Economies of Scale
- Cost Minimizing Input Combinations
- Introduction to Market Structures
- Defining Profit
- Profit maximization

Unit Four Readings: *Krugman's Economics for AP** Modules 52- 57 and 72

Assessment:

- Homework: Modules 52-57 and 72 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 5: Market Structures: Perfect Competition and Monopoly (4 weeks)

- Introduction to perfect competition
- Graphing perfect competition
- Long Run Outcomes in perfect competition
- Introduction to Monopoly
- Monopoly and Public Policy
- Price Discrimination
- Profit maximization

Unit Five Readings: *Krugman's Economics for AP** Modules 58-63

Assessment:

- Homework: Modules 58-63 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 6: Market Structures: Imperfect Competition (5 weeks)

- Introduction to oligopoly
- Game Theory
- Oligopoly in Practice
- Introduction to Monopolistic Competition
- Product Differentiation and Advertising

Unit Six Readings: *Krugman's Economics for AP** Modules 64-68

Assessment:

- Homework: Modules 64-68 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 7: Factor Markets (4 weeks) keep

- Introduction and factor demand
- The Markets for land and capital
- The market for labor
- Theories of income distribution

Unit Six Readings: *Krugman's Economics for AP** Modules 69-71 and 72

Assessment:

- Homework: Modules 69-71 and 72 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

Unit 8: Market Failure and Role of Government (4 weeks) keep

- Introduction to externalities
- Externalities and public policy
- Public goods
- Public Policy to promote Competition; Anti-Trust and Regulation
- Income distribution and income inequality

Unit Eight Readings: *Krugman's Economics for AP** Modules 74-78

Assessment:

- Homework: Modules 74-78 AP review
- Journal entries (daily warm-up, vocab, make connections to student's everyday life/current event)
- Test (short answer, multiple choice, graphing)

V. Grading Policy:

The grading scale will be the standard 0-100% with usual letter grade breakdowns.

90-100% =	A
80-89% =	B
70-79% =	C
60-69% =	D
59-0% =	F

Aligned with State Frameworks: (X) Yes

CSU/UC Requirement: (X) Yes

Sites offered: Comprehensive High Schools

Ed Services Approval Date:




Board Approval Date:

Chico Unified School District – Secondary New Course Proposal - Signature Page

Course Title: Advanced Placement Microeconomics
Submitted by: Danny Webb
Department: Social Science Department
School: Chico High
Planned Start Date: Fall 2014



Approvals (Signature & Date):

Dept. Chair (High Schools)

Chico High		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
PVHS		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.		<input type="checkbox"/> Approve	<input type="checkbox"/> Reject
Inspire		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

Dept. Rep (Jr. High)

Bidwell		<input type="checkbox"/> Approve	<input type="checkbox"/> Reject
Chico Jr.		<input type="checkbox"/> Approve	<input type="checkbox"/> Reject
Marsh		<input type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.		<input type="checkbox"/> Approve	<input type="checkbox"/> Reject

Secondary Administrative Council		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Educational Services		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

- If rejected, return to originator with rationale or conditions for approval.
- If approved, date taken to board of education for board approval:

-
- Board of Education action: ☐ Approve ☐ Reject

AGENDA ITEM: Field Trip Requests (2) for CJHS 7th Grade Shakespeare Club to Attend a Shakespearian Play in Ashland, Oregon from 3/14/14 to 3/15/14 and 4/26/14 to 4/27/14

Prepared by: Bruce Duncan and Chris Montgomery

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

This trip is to Ashland, Oregon to see the play "The Comedy of Errors" by William Shakespeare. Mrs. Montgomery will leave on March 14 and return on March 15. Mr. Duncan will leave on April 26 and return on April 27.

Our Shakespeare Club will go over the play, learning the characters, setting, plot, and theme. At the same time, our 7th grade history classes will be studying the Shakespeare's contribution to Renaissance Europe. Those students who wish to make this trip will have the necessary background to understand what they are experiencing.

All funds will be provided by donations, including the costs for several students whose parents could not afford to send their child otherwise. No child will be left out because of financial considerations.

Educational Implications

As part of the Renaissance Unit in our 7th grade history classes, we discuss Shakespeare's plays and how they affected the culture of their time and ours. Shakespeare is truly one of the greatest writers in history. Students will navigate common core skills as they relate Shakespeare's themes to their own lives.

Taking a group of students to see this play introduces them to history, culture, literature, and the language of the theater. This is an opportunity to experience a play as it should be experienced, live on the stage rather than read in a classroom.

Fiscal Implications

No cost to the district.

Additional Information

Students will be riding in parent provided vehicles, with all appropriate insurance information and paperwork. We will spend one night at The Cedarwood Inn in Ashland. Boys and girls will be in separate parts of the motel, and parent chaperones of an appropriate gender will be in the rooms.

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

FIELD TRIP REQUEST

SUBJECT: Field Trip Request

Board Action

AGENDA ITEM: Warrant Authorization

Prepared by: Jaclyn Kruger, Director Fiscal Services

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

Warrants in the amount of \$7,149,734.33 for the period of December 13, 2013, through January 14, 2014, 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.

Checks Dated 11/13/2013 through 01/14/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
3007394510	01/14/2014	State CA Employment Dev. Dept.	01-3502		56.66
3007394511	01/14/2014	State CA Employment Dev. Dept.	76-9555		9,350.97
			Total Number of Checks	1,102	7,150,495.97

	Count	Amount
Cancel	5	761.64
Net Issue		7,149,734.33

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	849	1,707,159.28
09	Charter Sch Spec Rev 3412	79	42,450.55
13	Cafeteria (3401)	110	356,998.65
22	Measure E (3429) 21 Cap Proj	4	148,291.69
25	Cap Fac State Cap (3408) 25-26	6	12,799.55
27	1998 Sr B(2008 Sale P&I)(3406)	1	500.00
35	Cnty Sch Fac (3435)	30	4,535,039.27
42	sp Res Rda-Cp thru (3427)40-43	10	39,315.44
76	Payroll Warrants	8	317,820.95
Total Number of Checks		1,097	7,160,375.38
Less Unpaid Sales Tax Liability			10,641.05-
Net (Check Amount)			7,149,734.33

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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AGENDA ITEM: Adoption of Resolution No. 1237-13 Regarding Accounting of Developer Fees for Fiscal Year 2012-13

Prepared by: Michael Weissenborn, Director Facilities and Construction

☒ Consent

Board Date January 22, 2014

☐ Information Only

☐ Discussion/Action

Background Information

The District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated April 18, 2012. These resolutions were adopted under the authority of Education Code section 17620 (formerly Government Code Section 53080).

Government Code Section 66006(b) requires the District to make an annual accounting of the Developer Fee Fund for the prior school year.

Educational Implications

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

Fiscal Implications

Collection of developer fees helps maintain adequate funding necessary to accommodate the students from new developments.

Recommendation

It is recommended that the Board of Education adopt Resolution No. 1237-13 regarding accounting of developer fees for the previous school year (2012-13).

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999

9.3.2.
Page 2 of 5

RESOLUTION NO. 1237-13

RESOLUTION OF THE CHICO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION REGARDING ACCOUNTING OF DEVELOPER FEES
FOR THE PRIOR FISCAL YEAR (2012-13)

WHEREAS, this District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated April 18, 2012. These resolutions were adopted under the authority of Education Code section 17620 and Government Code section 66000 et seq.;

WHEREAS, this Board finds that notice of the time and place of this meeting and that the required information was made available to the public all in accordance with Government Code Section 66006(b)(2).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of Chico Unified School District finds:

1. Recitals. The foregoing recitals are true and correct and this Board so finds and determines.
2. Approval of Accounting Report. The Board hereby approves the Accounting Report attached hereto and incorporated herein by reference and finds that said report meets the requirements found in Government Code section 66006(b)(1) and 66001(d)

PASSED AND ADOPTED at the regular meeting of the Governing Board of the Chico Unified School District of Butte County on January 22, 2014.

AYES:
NOES:
ABSENT:
ABSTAIN:

Dr. Kathleen E. Kaiser, President

Dr. Andrea Lerner Thompson, Vice-President

Eileen Robinson, Clerk

Linda Hovey, Member

Elizabeth Griffin, Member

ATTEST:

Kelly Staley, Superintendent



Administrative Offices 1163 E. Seventh Street Chico, CA 95928-5999
phone: (530) 891-3000 • fax: (530) 891-3220 • www.ChicoUSD.org

Developer Fee Accounting Report

Pursuant to Government Code Section 66006(b) and 66001

December 2013



Administrative Offices 1163 E. Seventh Street Chico, CA 95928-5999
phone: (530) 891-3000 • fax: (530) 891-3220 • www.ChicoUSD.org

Annual Reporting Requirements (Government Code 66006(b))

Within 180 days after the last day of each fiscal year, the District needs to make the following information available to the public:

A. A brief description of the type of fee in the account or fund

The fee, commonly known as a “Level 1” fee, is authorized by Government Code section 65995 and Education Code section 17620. The fees are collected to mitigate the impact on facilities of new students coming from new development in the District.

B. The amount of the fee

During the 2012-13 fiscal year, Chico Unified School District levied developer fees on residential development at the rate of \$3.20 per square foot and \$0.51 per square foot for commercial development, other than rental self-storage which is \$0.11 per square foot. These fees were approved on April 18, 2012 by the Chico Unified School Board and were effective as of 6/17/2012.

C. The beginning and ending balance of the account or fund

The District began fiscal year 2012-13 with \$11,343,473.65. The 2011-12 Developer Fee Accounting Report stated an ending 2011-12 balance of \$11,410,204.65. In 2012-13 there was a prior year audit adjustment of \$66,731.00, a decrease in fair market value that affected the beginning balance for 2012-13. The 2012-13 ending balance was \$12,225,681.02.

D. The amount of the fees collected and interest earned

During fiscal year 2012-13, the District collected \$1,924,093.40 in developer fees and earned \$141,909.86 in interest. There was an audit adjustment of \$137,558.76 to decrease the fair market value of the fund.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each public improvement, including the total percentage of the cost of the public improvement that was funded with fees

During fiscal year 2012-13, the following projects were funded 100% by developer fees:

A total of \$142,294.72 was spent on the relocation of two refurbished portable classrooms to the Shasta Elementary school site and one refurbished classroom and restroom to the Loma Vista school site. The portable classrooms and restroom had originally been on the Pleasant Valley High School site and were removed to make way for the PVHS New Classroom project that has been funded by School Facility Program grants.



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9.3.2.
Page 5 of 5

A total of \$346,122.05 was spent on the Canyon View property for mitigation credits, environmental compliance consulting, legal advice and firebreak grading.

A sales tax credit of \$31.83 was entered for the New Relocatable classrooms project at Fair View High School. This project was completed in August 2011.

\$42,172.50 to JM King and Associates for a demographic study and consulting services relative to the Office of Public School Construction grant eligibility and processing.

There was a total decrease to prior year payables of \$39,521.28.

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete

All incomplete projects that have sufficient funds collected are identified in section E above and projected completion dates are noted.

G. A description of each inter-fund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an inter-fund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan

Inter-fund borrowing of \$11,136,543.00 occurred on 5/30/13 for the General Fund. This was refunded to the Developer Fee Fund on 6/30/13. An additional inter-fund transfer to the General Fund in the amount of \$5,748,920.00 was accrued to the Developer Fee Fund on 6/30/13 and was repaid on 7/31/13. Interest payable on the inter-fund borrowing was accrued to the Developer Fee fund on 6/30/13 in the amount of \$6,088.88. Interest was calculated at a rate of 0.19526457134% per day, the rate that was used by the Butte County Treasurer's Office.

\$497,477.97 was paid for salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001.

One inter-fund transfer of \$57,723.00 was made to the General Fund for the allowable 3% administration fee.

H. The amount of refunds made to the current owners of record of any funds collected in excess of what was required to complete the identified public improvements.

No refunds or allocations of funds collected in excess were made during fiscal year 2012-13.

AGENDA ITEM: Computers For Classrooms Interim Agreement

Prepared by: Kevin Bultema

☒ Consent

Board Date 1-22-14

☐ Information Only

☐ Discussion/Action

Background Information

Computers For Classrooms (CFC) and Chico Unified School District (CUSD) wish to continue our working relationship to provide computer equipment into classrooms to support student learning. We have developed a mutii-year agreement which will ensure this relationship will continue through June 30, 2016. Please note the CUSD board approved an interim agreement with CFC for consulting services and rental payments through December 31st, 2013 at its meeting on September 18, 2013.

Educational Implications

CFC will continue to provide CUSD computer equipment supporting the learning environment with needed technology. CFC has provided approximately 1,000 to 1,500 computers to CUSD annually.

Fiscal Implications

CUSD will pay CFC \$150,000 annually for computer equipment and services. This fee will be paid to CFC in monthly installments of \$12,500 monthly.

**Contract for Equipment and Services
BETWEEN
Chico Unified School District
AND
Computers For Classrooms
FOR
Computer Equipment**

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "MOU") is made and entered into by and between the Chico Unified School District hereinafter "CUSD") and Computers For Classrooms, (hereinafter "CFC") for the purpose of CFC providing computer equipment to CUSD.

Contract Terms

- a. DAY-TO-DAY OPERATIONS: The day-to-day operations of CFC shall be conducted through and by CFC's Management and Board of Directors functioning as a nonprofit public benefit 501(c)(3) organization. It is not the intent or the understanding CUSD will assume financial responsibilities for CFC.
- b. RELATIONSHIP BETWEEN PARTIES: CUSD is a public school district operating as a government agency within the state of California and CFC is a nonprofit public benefit 501(c)(3) organization. For the purposes of this MOU, CFC will provide computer equipment to CUSD and CUSD will pay an annual fee for the equipment and services.
- c. SCOPE: CFC will provide computer equipment as requested by CUSD. CUSD intends to use computer equipment provided by CFC for use in classrooms throughout the district. CFC will provide equipment with the following minimum requirements:
 - Any donations of computers, whether in form of laptops, desktops, tablets or other forms of mobile devices, will need to be 48 months or newer. The age includes the manufacture date of the unit and the components within (i.e. hard drive, video card, CPU processor, etc.). If the unit(s) are not manufactured by a name brand such as Dell, HP, Apple, Lenovo, or Acer, then the date will shall be determined by components such as BIOS date, Motherboard and/or CPU processor manufacture date.
- d. TERM: This MOU will be in effect from January 1, 2014 through June 30, 2016. This agreement may be terminated by either party with one hundred twenty (120) day written notice of their intent to end the agreement.
- e. ANNUAL FEE: CUSD shall pay CFC \$150,000 annually for equipment and services provided in this MOU. Payment of this fee shall be made monthly to CFC in the amount of \$12,500.
- f. FUEL COST: CFC may purchase gasoline and/or diesel fuel from CUSD at the cost CUSD pays to purchase fuel. CFC will utilize fuel cards to track its use of fuel and CUSD will bill CFC quarterly for their fuel use.
- g. GARBAGE SERVICES: CFC may receive garbage services as part of the CUSD district-wide contract for garbage services. CFC shall reimburse CUSD for the cost of the garbage services they receive on a quarterly basis.
- h. OTHER COSTS: All other costs incurred by CFC in the course of its business operations will be CFC's responsibility.
- i. INDEMNIFICATION: CFC shall defend, indemnify, and hold CUSD, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions, and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys' fees, on account of any damage to or the loss or destruction of any property, or injury to or destruction of any property, or injury to or death of any person, caused in whole or in part by any negligent act or omission of CFC or any of its officers, agents, servants, representatives, employees, or subcontractors

arising directly or indirectly in connection with services performed under this Agreement. CFC shall reimburse CUSD for any expenditures, including reasonable attorneys' fees, CUSD may make by reason of the matters that are the subject of this indemnification, and if requested by CUSD, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of CUSD.

CUSD shall defend, indemnify, and hold CFC, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions, and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys' fees, on account of any damage to or the loss or destruction of any property, or injury to or destruction of any property, or injury to or death of any person, caused in whole or in part by any negligent act or omission of CUSD or any of its officers, agents, servants, representatives, employees, or subcontractors arising directly or indirectly in connection with services performed under this Agreement. CUSD shall reimburse CFC for any expenditures, including reasonable attorneys' fees, CFC may make by reason of the matters that are the subject of this indemnification, and if requested by CFC, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of CUSD.

Notwithstanding anything to the contrary contained in this MOU, no indemnification shall be provided under this MOU based on, arising out of, or relating to any of the following:

- a. Any liability expressly assumed by a party;
- b. Any negligent or intentional misconduct of any officer, agents, servants, representatives, employees, and subcontractors;
- c. Any violation by officers, agents, servants, representatives, employees, and subcontractors of any applicable laws of the United States, including, without limitation, the California Charter School Act.

IN WITNESS WHEREOF, each of the Parties hereto has duly executed this Agreement as of the dates shown below.

Kelly Staley
Superintendent
On Behalf of Chico Unified School District
1163 East Seventh Street
Chico, CA 95928

Date



Pat Furr
CEO
On Behalf of Computers For Classrooms

12/26/2013
Date

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

9.4.1.
Page 1 of 1

DATE: January 22, 2014
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Certificated Human Resources Actions

Temporary Appointments 2013/14

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Bry, E. Courtney	Secondary	1/15/14-6/5/14	0.4 FTE
Enserro, Hollis	Secondary	1/6/14-6/5/14	1.0 FTE
Georgalos, Jessica	Elementary	1/6/14-6/5/14	0.5 FTE
Krieger, Jessica	Elementary	1/6/14-6/5/14	0.7 FTE
Lee, Linda	Psychologist	1/13/14-6/30/14	0.2 FTE
Monroe, Jenny	Secondary	1/6/14-6/5/14	0.6 FTE
Sanford, Melanie	Elementary	1/6/14-6/5/14	1.0 FTE

Status Changes 2013/14

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Watson, Melissa	Special Education	2013/14	Change from Temporary to Probationary 2 (1.0 FTE)

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

9.4.2.
Page 1 of 2

DATE: JANUARY 22, 2014

MEMORANDUM TO: BOARD OF EDUCATION

FROM: KELLY STALEY, SUPERINTENDENT

SUBJECT: CLASSIFIED HUMAN RESOURCES ACTIONS

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS/PRF #/ FUND/RESOURCE
APPOINTMENTS			
Baker, Iris	LT Transportation Special Ed Aide/ Transportation/4.5	12/20/2013- 2/16/2014	During Absence of Incumbent/ 19/Transportation/7240
Dugan, Jeanne	Cafeteria Assistant/CJHS/1.5	1/6/2014	Vacated Position/120/ Nutrition/5310
Hovey, Elizabeth	School Bus Driver-Type 2/ Transportation/6.7	12/11/2013	Vacated Position/148/ Transportation/7240
Kelly, Mary	Instructional Assistant/Neal Dow/4.0	1/21/2014	Vacated Position/145/ Categorical/3010
O'Brien, Casey	Transportation Special Ed Aide/ Transportation/2.5	12/20/2013	Vacated Position/32/ Transportation/7240
O'Connor, Michelle	IPS-Classroom/Emma Wilson/5.5	1/6/2014	Vacated Position/134/ Special Ed/6500
Simmons, Katrina	Cafeteria Satellite Manager/Citrus/7.5	12/19/2013	Vacated Position/110/ Nutrition/5310
Welch, David	LT IA-Computers/Neal Dow/1.5	1/7/2014- 6/5/2014	New LT Position/150/ Categorical/3010
LEAVES OF ABSENCE			
Bouttote, Steven	Sr Custodian/McManus/8.0	12/5/2013- 3/4/2014	Per CBA 5.1
Gallaway, Sherri	Transportation Special Ed Aide/ Transportation/5.3	12/6/2013- 1/17/2014	Per CBA 5.1
Jackson, Charles	Custodian/M & O/8.0	12/4/2013- 6/4/2014	Per CBA 5.3.3
McNair, Nicole	Campus Supervisor/FVHS/6.0 & 1.0 & .5	10/3/2013- 1/5/2014	Per CBA 5.1
Mormann, Molly	IA-Special Education/Hooker Oak/5.0	1/1/2014- 7/1/2014	Per CBA 5.12
Thao-Lor, Ge	Targeted Case Manager-Bil/McManus/8.0	1/23/2014- 2/2/2014	Per CBA 5.11
RESIGNATIONS/TERMINATIONS			
Elliott, III, Marshall	Custodian/CJHS/8.0	1/17/2014	Voluntary Resignation
Employee Holding Position #412802	Cafeteria Cook Small School/ Sherwood Montessori/4.0	12/9/2013	Released During Probation

Greminger, Lucretia	IA-Special Education/Marigold/5.0	11/26/2013	PERS Retirement
Johnson, Stephanie	IPS-Healthcare/Parkview/6.0	1/9/2014	Voluntary Resignation
Keller, Grant	IA-Special Education/BJHS/3.5	1/20/2014	Voluntary Resignation
McEntee-Choo, Misty	IPS-Healthcare/Parkview/5.5	11/16/2013	39-mo Re-employment List
Metz-Fridrich, Shani	IPS-Classroom/Loma Vista/4.0	1/17/2014	Voluntary Resignation
Pearson, Jill	Parent Classroom Aide-Restricted/ Emma Wilson/3.3	12/5/2013	Voluntary Resignation
Schultz, Nathaniel	Computer Technician/ Information Technology/8.0	1/7/2014	Voluntary Resignation
Simmons, Elizabeth	IPS-Classroom/Head Start/3.2	1/9/2014	Voluntary Resignation
Wilson, Garth	Custodian/LCC-Sierra View/8.0	12/26/2013	PERS Retirement

RESIGNED ONLY POSITION LISTED

Kelly, Mary	Instructional Assistant/Citrus/3.3	1/20/2014	Increase in Hours
O'Connor, Michelle	Parent Classroom Aide-Restricted/ Emma Wilson/3.9	1/5/2014	Voluntary Resignation
O'Connor, Michelle	IPS-Healthcare/Emma Wilson/3.0	1/5/2014	Transfer w/Increased Hours
Rappa, Lynn	Sr Office Assistant/BJHS/2.5	1/6/2014	Voluntary Resignation
Simmons, Katrina	Cafeteria Satellite Manager/Neal Dow/6.5	12/18/2013	Increase in Hours

AGENDA ITEM: Teen Dating Violence Awareness and Prevention Month

Prepared by: David Scott, Assistant Superintendent

☐ Consent

Board Date January 22, 2014

☐ Information Only

☒ Discussion/Action

Background Information

February is National Teen Dating Violence Awareness and Prevention Month.

Catalyst Domestic Violence Services ask the Chico Unified School District Board to support an official proclamation recognizing February as Teen Dating Violence Awareness and Prevention Month. This proclamation would lend official recognition to the important work of raising awareness about teen dating violence, as well as emphasize the district's personal commitment.

A copy of the proposed proclamation is attached.

Education Implications

Relationship violence is common in teen dating relationships, with one-in-three teens experiencing some kind of abuse in their romantic relationships, including verbal and emotional abuse. These violent relationships can have serious consequences for victims, putting them at higher risk for substance abuse, eating disorders, risky sexual behavior, suicide and adult re-victimization.

Fiscal Implications

None

Additional Information

Addition information can be found on the National Teen Dating Violence Awareness Month web site at www.teendvmonth.org.



**NATIONAL TEEN DATING VIOLENCE PREVENTION AND AWARENESS MONTH
February 2014**

A PROCLAMATION

WHEREAS, one in three adolescent girls in the United States is a victim of physical, emotional or verbal abuse from a dating partner, a figure that far exceeds victimization rates for other types of violence affecting youth; and

WHEREAS, youth who experience physical violence in a dating relationship are more likely to use drugs and alcohol, attempt suicide and carry patterns of abuse into future relationships; and

WHEREAS, 81% of parents either believe teen dating violence is not an issue or admit they do not know if it is; and

WHEREAS, by providing young people with education about healthy relationships and changing the attitudes that consider relationship abuse a norm, we recognize that dating violence can be prevented;

NOW, THEREFORE, We, the Chico Unified School District Board of Education, do hereby proclaim February 2014 as National Teen Dating Violence Awareness and Prevention Month. We urge all lawmakers, educators and parents to work toward ending teen dating violence by supporting their communities' efforts to empower teens to develop healthier relationships. We encourage community leaders to assist victims in finding and accessing the resources, to develop a comprehensive response to dating violence, and to engage in discussions with adult and youth community members to promote awareness and prevention of teen dating violence in their communities.

Approved this 22nd day of January 2014, by the following vote:

Ayes:

Noes:

Abstentions:

Absent:

By: _____
President of the Governing Board of the
Chico Unified School District

Attest: _____
Clerk/Secretary of the Governing Board
of the Chico Unified School District

AGENDA ITEM: 2013-14 1st Interim Budget

Prepared by: Kevin Bultema

☐ Consent

Board Date 1-22-14

☐ Information Only

☒ Discussion/Action

Background Information

Chico Unified School District (CUSD) is required to submit two interim budget reports during the year and certify, on the basis of the interim report and any additional financial information known, whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and for two subsequent fiscal years. The 1st Interim budget represents adjustments to the 2013-14 original budget including carryover funds from the prior year. It also represents actual revenues and expenditures received or incurred from July 1 through October 31.

Educational Implications

The proper accounting, reporting, and use of the district's financial resources supports high quality and broad based educational programs for the students of the Chico Unified School District.

Fiscal Implications

The 2013-14 1st Interim budget estimates a negative change in fund balance of -\$3,511,916 for unrestricted programs and a negative change of -\$1,408,171 in restricted programs. CUSD's ending general fund balance for both unrestricted and restricted programs is estimated to be \$11,657,505 as of June 30, 2014. The unrestricted ending balance is estimated to be \$9,037,766 and the restricted ending fund balance estimated is \$2,619,739.

The Multi-Year Projection (MYP) currently shows the district will not meet the economic reserve requirement in the third year. Thus, the 1st Interim Budget meets the definition of a "Qualified" certification in that the district may not meet its financial obligations in the current or subsequent two years. This MYP has revenues based on information before the Governor's 2014-15 budget proposal which includes greater estimates of revenue. Administration will provide the board an updated MYP based on the governor's proposal at the meeting to determine if this more timely information changes the third year reserve estimate and thus the recommended certification of "Qualified".

*A detailed report of the 2013-14 1st Interim Budget will be presented at the board meeting.

AGENDA ITEM: Student Housing Committee Recommendations for School Year 2014/2015

Prepared by: Michael Weissenborn, Director, Facilities & Construction

☐ Consent

Board Date January 22, 2014

☐ Information Only

☒ Discussion/Action

Background information

The Student Housing Committee meets on an annual basis to review student-housing alternatives and formulate recommendations to accommodate short-term needs for the upcoming school year. The 2014-2015 recommendation is:

- 1) Place one (1) relocatable classroom building at Loma Vista School to accommodate growth in the preschool programs.

Educational Implications

Provide a healthy learning environment for students.

Fiscal Implications

The project recommended by the Student Housing Committee for 2014/15 will be funded with Developer Fee Funds.

Recommendation

It is requested that the Board of Education authorize the Superintendent or designee to enter into appropriate design and construction agreements to plan and execute the work recommended by the Student Housing Committee for the 2014/15 school year.



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

10.2.2.
Page 2 of 2

Facilities Department
2455 Carmichael Drive
Chico, CA 95928

(530)891-3209
Fax:(530)891-3190

January 8, 2014

MEMORANDUM TO: Kelly Staley, Superintendent

FROM: Bruce Besnard, Principal, Shasta Elementary School
John Bohannon, Director, Alternative Education
Kevin Bultema, Assistant Superintendent Business Services
Jim Hanlon, Principal, Chico Senior High School
Sue Hegedus, Principal, Hooker Oak Elementary
Julie Kistle, Construction Manager
Eric Nilsson, Principal, Inspire School of Arts and Sciences
Joanne Parsley, Director, Elementary Education
Judi Roth, Principal Bidwell Junior High School
Randy Salado, Director, Maintenance & Operations
John Shepherd, Principal, Pleasant Valley High School
Dave Scott, Assistant Superintendent, Educational Services
Eric Snedeker, Principal, Loma Vista
Kayci Tiner, Construction Records Technician
Mike Weissenborn, Director, Facilities Planning/Construction

SUBJECT: 2014/2015 Chico Unified School District Student Housing Recommendations

Consistent with Chico Unified School District procedures, student housing alternatives have been studied and recommendations have been formulated for the 2014/15 school year. All housing options including inter- and intra- district student transfers; modification of school attendance boundaries; reutilization of existing facilities; modification of annual school schedules; modification of daily school schedules; moving existing facilities; and renting, leasing or constructing new facilities were considered. Those recommendations are as follows:

1. No recommendation to modify boundaries or adjust Elementary Student Housing for year 2014/2015.
2. Place one (1) relocatable classroom building at Loma Vista School to accommodate growth in the preschool programs.
3. No recommendation to modify boundaries or adjust Secondary Student Housing for year 2014/2015.

AGENDA ITEM: First Reading of Board Policy Adoptions/Updates

Prepared by: Administration

☐ Consent

Board Date January 22, 2014

☒ Information Only

☐ Discussion/Action

Background Information

In order to govern effectively, Districts are required to have accurate and up-to-date Board Policies. By law, Districts are mandated to adopt many policies to ensure legal compliance. Working in conjunction with the California School Boards Association (CSBA) Policy Services, CUSD continues to update and revise Board Policies to ensure CUSD is legally compliant.

Education Implications

Up-to-date policies provide clarity to the expectations for students, parents, and staff.

Fiscal Implications

CUSD is required to have up-to-date and legally compliant policies. Failure to have such policies in place jeopardizes funding opportunities, especially in regards to Categorical dollars.