

CUSD Board of Education

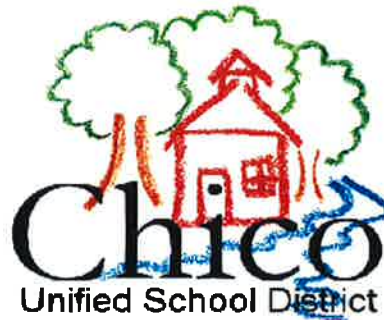
Regular Meeting Agenda

Chico City Council Chambers

January 20, 2016

CLOSED SESSION – 5:00 P.M.

REGULAR BOARD MEETING – 6:00 P.M.



Board Members

Eileen Robinson, President

Dr. Kathleen Kaiser, Vice President

Gary Loustale, 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: 01/15/16

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

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

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

CONSENT CALENDAR

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

STUDENT PARTICIPATION

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

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

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

- Speakers will identify themselves and will direct their comments to the Board.
- Each speaker will be allowed three (3) minutes to address the Board.
- In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item.

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

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

- Public comments for items not on the agenda will be limited to one hour in duration (15 minutes at the beginning of the meeting and 45 minutes at the end of the meeting).
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given three (3) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 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 20, 2016

Closed Session – 5:00 p.m.

Regular Session – 6:00 p.m.

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

AGENDA

1. CALL TO ORDER

- 1.1. Public comment on closed session items

2. CLOSED SESSION

2.1. Update on Labor Negotiations

Employee Organizations:

Representatives:

CUTA
CSEA, Chapter #110
Kelly Staley, Superintendent
Jim Hanlon, Asst. Superintendent
Joanne Parsley, Asst. Superintendent
Kevin Bultema, Asst. Superintendent

2.2. Conference with Legal Counsel - Existing Litigation

per Subdivision (a) of Government Code §54956.9
Case # 163590

2.3. Conference with Real Property Negotiators

Per Government Code §54956.8
APN # 006-220-008-000
Price and Terms of Payment
Agency's Negotiator: Kevin Bultema

2.4. Public Employee Performance Evaluation

Per Government Code §54957
Title: Superintendent

2.5. Public Employee Appointment

Per Government Code §54957
Title: Deputy Superintendent

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

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

9. CONSENT CALENDAR

9.1. GENERAL

- 9.1.1. Consider Approval of Minutes of Regular Session on December 16, 2015, and Special Session on January 6, 2016
- 9.1.2. Consider Approval of Items Donated to the Chico Unified School District

9.2. EDUCATIONAL SERVICES

- 9.2.1. Consider Approval of Expulsion of Students with the following IDs: 59876, 63716, 64545, 65784, 69621, 83747
- 9.2.2. Consider Approval of the Field Trip Request for Chapman 6th Graders to Attend Shady Creek Outdoor School from 03/29/16 to 04/01/16
- 9.2.3. Consider Approval of the Field Trip Request for Hooker Oak 5th Graders to Attend the Ship Trip and the Marine Mammal Center in Sausalito/Marin Headlands from 05/02/16 to 05/03/16
- 9.2.4. Consider Approval of the Field Trip Request for McManus 6th Graders to Attend Shady Creek Outdoor School from 03/29/16 to 04/01/16
- 9.2.5. Consider Approval of the Field Trip Request for Sierra View 5th Graders to Attend Shady Creek Outdoor School from 02/29/16 to 03/03/16
- 9.2.6. Consider Approval of the Field Trip Request for Sierra View 6th Graders to Attend Whiskeytown Environmental School from 03/29/16 to 04/01/16
- 9.2.7. Consider Approval of the Field Trip Request for CHS English AP 12 Students to Attend the Oregon Shakespeare Festival from 04/02/16 to 04/03/16
- 9.2.8. Consider Approval of the Field Trip Request for PVHS Girls Softball to Attend Softball Tournaments in Napa, CA from 03/25/16 to 03/26/16
- 9.2.9. Consider Approval of the Field Trip Requests (4) for BJHS, CHS, FVHS, and PVHS Friday Night Live students to attend the REACH Leadership Conference in Richardson Springs from either 03/03/16 to 03/05/16 or 03/10/16 to 03/12/16
- 9.2.10. Consider Approval of the Consultant Agreement with Dueer Evaluation Resources for evaluation of the Elementary and Secondary School Counseling Grant
- 9.2.11. Consider Approval of the New Course Proposal, STEM – Flight and Space
- 9.2.12. Consider Approval of the New Course Proposal, EV3 Lego Robotics
- 9.2.13. Consider Approval of the New Course Proposal, Voices of Youth Inspiring Community Change (VOICE)
- 9.2.14. Consider Approval of the New Course Proposal Advanced Mathematical Concepts
- 9.2.15. Consider Approval of a Name Change to Existing Course, from Library Aide to Library Science I / Library Science II
- 9.2.16. Consider Approval of a Name Change to Existing Course, from Interior Design to Environmental Design
- 9.2.17. Consider Approval of a Name Change to Existing Course, from ROP Video Production to ROP Video Production 2 & 3
- 9.2.18. Consider Approval of the New Course Proposal, Stagecraft
- 9.2.19. Consider Approval of the New Course Proposal, CTE Medical Terminology and Introductory Anatomy
- 9.2.20. Consider Approval of the New Course Proposal, AP Music Theory and New Textbook Proposal, Tonal Harmony
- 9.2.21. Consider Approval of the New Textbook Proposal, CPM Core Connections Integrated 3
- 9.2.22. Consider Approval of the New Textbook Proposal, The Nature of Mathematics
- 9.2.23. Consider Approval of the Quarterly Report on Williams Uniform Complaints
- 9.2.24. Consider Approval of School Accountability Report Cards (SARCs)

9.3. BUSINESS SERVICES

- 9.3.1. Consider Approval of Accounts Payable Warrants
- 9.3.2. Consider Approval of Legal Services Agreement with Orbach Huff Suarez + Henderson LLP

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. BOARD

- 10.1.1. **Discussion/Action:** Location of CUSD Regular Board Meetings (Board President Eileen Robinson and Superintendent Kelly Staley)

10.2 EDUCATIONAL SERVICES

- 10.2.1. **Discussion/Action:** Educator Effectiveness Spending Plan (Joanne Parsley)

10.3. BUSINESS SERVICES

- 10.3.1. **Discussion/Action:** Adoption of Resolution No. 1315-16, Regarding Accounting of Developer Fees for Fiscal Year 2014-15 (Julie Kistle)
- 10.3.2. **Discussion/Action:** Facilities Master Plan Update (Julie Kistle)
- 10.3.3. **Discussion/Action:** 2014-15 Independent Financial Audit (Jaclyn Kruger)
- 10.3.4. **Discussion/Action:** Reimbursement Resolution 1316-16, Regarding Intention to Issue Tax-Exempt General Obligation Bonds (Kevin Bultema)

10.4 HUMAN RESOURCES

- 10.4.1. **Discussion/Action:** Resolution 1314-16, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2015-16 School Year (Jim Hanlon)

11. ITEMS FROM THE FLOOR

12. ANNOUNCEMENTS

13. ADJOURNMENT

Eileen Robinson, President
Board of Education
Chico Unified School District

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, Robinson, Hovey, Kaiser, Loustale

Absent: None

1.1. Public comment on closed session items

There were no public comments

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

Employee Organizations:

Representatives:

CUTA

CSEA, Chapter #110

Kelly Staley, Superintendent

Jim Hanlon, Asst. Superintendent

Joanne Parsley, Asst. Superintendent

Kevin Bultema, Asst. Superintendent

2.2. Conference with Real Property Negotiators

Per Government Code §54956.8

APN #s 006-220-008-000 and 005-570-014-000,

Price and Terms of Payment

Agency's Negotiator: Kevin Bultema

**2.3. Conference with Legal Counsel –
Anticipated Litigation**

Per Subdivision (b) of Government

Code §54956.9 (one case)

3. RECONVENE TO REGULAR SESSION**3.1. Call to Order At 6:03 p.m.**

At 6:03 p.m. Board President Griffin called the meeting to order.

3.2. Report Action Taken in Closed Session

At 6:04 p.m. Board President Griffin noted the Board had been in Closed Session and there was nothing to report.

3.3. Flag Salute

At 6:04 p.m. Board President Griffin led the salute to the flag.

4. ORGANIZATIONAL MEETING

4.1. Eileen Robinson was unanimously elected President

4.2. Kathleen Kaiser was unanimously elected Vice President

4.3. Gary Loustale was unanimously elected Clerk

4.4. Superintendent Kelly Staley was unanimously appointed as Secretary

4.5. 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 March and June (the fourth Wednesday of the month) and December (the second Wednesday of the month). The Regular Board meetings will be held at the Chico City Council Chambers with Closed Session to begin at 5:00 p.m. and Open Session to begin at 6:00 p.m., as long as it is not cost prohibitive. The Workshops will be held at the Chico Unified District Office in the Large Conference Room. Staff will investigate use of CUSD facilities for all Board Meetings starting at the beginning of the 2016-17 school year. It was also unanimously agreed that a Board Workshop for a Closed Session only will be held on January 6 at 4:30 p.m. at the Chico Unified District Office in the Large Conference Room.

4.6. No changes were made to the Agenda Layout.

MINUTES

5. STUDENT REPORTS

At 6:13 p.m. CHS Principal Mark Beebe introduced students Rebeca Kinslow, Dylan Beadle, Delaney Dowell, Sonia Anthoine, and Hope Spanfelner. The group presented a PowerPoint describing how they were involved with the CHS Chapter of the California Scholarship Federation and had received the President's Volunteer Service Award, gold level for collectively volunteering more than 4,000 hours at various community organizations in the Chico and Butte county area. Parkview Principal Holly McLaughlin presented information on the Robotics program at Parkview elementary that utilizes Cubelets and introduced students Blake Bettencourt, Miles Humbert, Mason Nelson, and Benjamin Rohrer who explained and demonstrated how their projects worked.

6. SUPERINTENDENT'S REPORT AND RECOGNITION

At 6:31 p.m. The Superintendent's Award was presented to Sierra View Teacher Daryl Bender by Principal Mele Benz and to CHS Campus Supervisor Diane Kennedy by Principal Mark Beebe and Assistant Principal Reg Govan. At 6:40 p.m. Jack Danielson presented information on and distributed a handout regarding the Donor's Choose program which has provided CUSD schools with \$206,528.37 in materials beginning with the 2010/11 school year and benefitted 28,274 students. He announced that in 2015 alone, \$50,057.56 has been funded to date.

7. ANNOUNCEMENTS

At 6:44 p.m. Board Member Kaiser complimented and congratulated PVHS students, staff and football players on their professional conduct during the regional football championship game. Board Member Loustale also noted that coaching staff had been very flexible and allowed a football player to participate in a Robotics class along with football practice. He also noted that the Career Pathways Grant was going to allow coding enhancement lessons at the jr. high level.

8. ITEMS FROM THE FLOOR

There were no items from the floor.

9. REPORTS FROM EMPLOYEE GROUPS REGARDING NEGOTIATIONS

At 6:47 p.m. Assistant Superintendent Jim Hanlon announced there was nothing to report from CUMA and CSEA. Hanlon announced he felt the three days spent together with CUTA in IBB training was well worth the time and cost as rapid progress is being made on all items being discussed. CUTA and the district teams have met three times and have two more meetings scheduled regarding contract language from last year.

10. CONSENT CALENDAR

At 6:49 p.m. Board President Robinson asked if anyone would like to pull an item from the Consent Calendar. Board Vice President Kaiser pulled Item 10.1.2. and Board President Robinson pulled Item 10.4.2. Board Clerk Hovey moved to approve the remaining consent items; seconded by Board Member Griffin.

10.1. GENERAL

10.1.1. Approved the Minutes of Regular Session on November 18, 2015, and Special Session on December 9, 2015 (with minor typographical changes made).

10.1.2. This item was pulled for further discussion.

10.2. EDUCATIONAL SERVICES

10.2.1. Approved the Expulsion of Students with following IDs: 58950, 61375, 61434, 76249, 79557

10.2.2. Approved the Expulsion Clearance of Student with the Following ID: 81313

10.2.3. Approved the Field Trip Request for CHS FFA Officers to Attend a Winter Officer Retreat in Chester, CA from 12/18/15 to 12/20/15

10.2.4. Approved the Field Trip Request for CHS FFA Ag Department to Attend the Made for Excellence and Advanced Leadership Academy Conferences in Redding, CA from 01/15/16 to 01/16/16

MINUTES

- 10.2.5. Approved the Field Trip Request for PVHS IB Seniors and Juniors to Participate in Rock Climbing at Davis, CA from 01/08/16 to 01/09/16
- 10.2.6. Approved the Field Trip Request for PVHS I-Tech and Video Production Students to Attend the Skills USA Leadership Conference in San Diego, CA from 03/30/16 to 04/03/16
- 10.2.7. Approved the Field Trip Request for PVHS Music Students to Attend the Northern California Honor Band and Choir at Humboldt State in Eureka, CA from 02/04/16 to 02/07/15
- 10.2.8. Approved the i-Ready Intervention Contract for Title I Schools

10.3. BUSINESS SERVICES

- 10.3.1. Approved the Accounts Payable Warrants

10.4. HUMAN RESOURCES

- 10.4.1. Approved the Certificated Human Resources Actions

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comments</u>
<u>Temporary Appointments – 2015/16</u>			
Hervey, Patience	Psychologist	12/07/2015- 06/30/2015	0.2 FTE
Quok, Kalyn	Secondary	11/30/2015- 06/02/2016	0.4 FTE

- 10.4.2. This item was pulled for further discussion

(Consent Vote)

AYES: Griffin, Robinson, Hovey, Kaiser, Loustale

NOES: None

ABSENT: None

11. DISCUSSION/ACTION CALENDAR**ITEMS REMOVED FROM CONSENT FOR FURTHER DISCUSSION****10.1.2. Approved the Items Donated to the Chico Unified School District**

Donor	Item	Recipient
Carol L. Grigg In Memory of Dorette Boyer	\$25.00	CUSD
W.A. & Mary Carleton In Memory of Dorette Boyer	\$25.00	CUSD
Ken & Sheryl Lange In Memory of Dorette Boyer	\$50.00	CUSD Education Foundation
Mr. & Mrs. Joseph Navarro In Memory of Dorette Boyer	\$20.00	CUSD
Barbara Ensworth	\$150.00	Hooker Oak
Gerald & Barbara Ensworth	\$200.00	Hooker Oak
Dutch Bros Coffee	\$75.00	Hooker Oak
Hooker Oak PTO	\$259.98	Hooker Oak
James Heath, HBC Construction	\$1,100.00	Marigold
B. Scott Hood, DDS	\$200.00	Sierra View
B. Scott Hood, DDS	\$500.00	CJHS
Tino Nava/PG&E YourCause	\$249.00	CJHS
Wells Fargo Community Support Campaign	\$105.00	MJHS

MINUTES

The Discovery Shoppe League, Inc.	\$10,000.00	MJHS
Elizabeth Devereaux	\$2,000.00	CHS
Gary & Charlotte Hull	\$100.00	PVHS
North Valley Community Foundation FACES Program	\$199.80	PVHS
Mike & Darcy Labrum In Memory of Gary Sitton	\$200.00	PVHS
Tebo & Shea	Sweatshirts and Uniforms @ \$659.51	PVHS
William & Karen Horn In Memory of Gary Sitton	\$100.00	PVHS
Dino Corbin Deer Creek Broadcasting, LLC	\$500.00	PVHS
Margaret McMillan	Clarinet @ \$500.00	PVHS
Karin Towner	\$150.00	PVHS

Board Vice President Kaiser noted she pulled this item to acknowledge the donor list and, in particular, the Discovery Shoppe League who donated \$10,000 to Marsh Jr. High School. Board Vice President Kaiser moved to approve the items donated to the CUSD; seconded by Board Member Griffin

AYES: Robinson, Kaiser, Loustale, Griffin, Hovey

NOES: None

ABSENT: None

10.4.2. Consider Approval of Classified Human Resources Actions

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS
APPOINTMENT			
Anderson, Sheila	Instructional Assistant/ Citrus/1.8	12/7/2015	New Position
Brown, Deborah	Cafeteria Assistant/CHS/6.5	11/16/2015	Existing Position
Cheney, Karen	Cafeteria Assistant/BJHS/3.0	11/16/2015	Vacated Position
Coletti, Ryan	Library Media Assistant/Sierra View/0.8	11/16/2015	New Position
Coulon, Kimberly	IA-Special Education/ PVHS/5.0	11/17/2015	Vacated Position
Cowan, Jason	Campus Supervisor/BJHS/2.3	11/16/2015	Vacated Position
Dixon, Constance	Campus Supervisor/CJHS/0.5	12/8/2015	Vacated Position
Egger, Kimberly	IA-Special Education/Hooker Oak/6.0	11/16/2015	Vacated Position
Fegley, Gloria	Cafeteria Assistant/PVHS/3.0	11/16/2015	Vacated Position
Forayter, Carol	Campus Supervisor/CHS/2.5	11/16/2015	New Position
Gray, Elaine	Library Media Assistant/ Citrus/0.8	12/9/2015	New Position
Irwin, Enan	Computer Technician/Info Tech/8.0	11/18/2015	New Position
Jessee, Kathryn	Campus Supervisor/CJHS/1.0	1/4/2016	Vacated Position
Leach, Ashlee	Cafeteria Assistant/ Marigold/2.5	11/19/2015	Vacated Position
Martin, Theresa	Cafeteria Assistant/BJHS/3.5	11/16/2015	Vacated Position

MINUTES

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS
Ostrowski, Tammy	Health Assistant/McManus/5.0	12/7/2015	Vacated Position
Reise, Marcy	Instructional Assistant/Sierra View/2.0	11/16/2015	Vacated Position
Skinner, Ellen	IA-Special Education/Neal Dow/5.0	11/10/2015-2/17/2016	During Absence of Incumbent
Suttles, Erin	Campus Supervisor/BJHS/1.0	11/30/2015	Vacated Position
Toth, Noelle	Parent Classroom Aide-Restr/Marigold/1.0	12/7/2015	New Position
Wong, Shelley	Cafeteria Assistant/CHS/3.0	11/16/2015	Vacated Position

LEAVE OF ABSENCE

Findlay, Janette	IPS-Healthcare/Loma Vista/4.0 & 2.0	10/1/2015-11/8/2015	Per CBA 5.2.9
Findlay, Janette	IPS-Healthcare/Loma Vista/3.6 & 2.0	11/9/2015-11/29/2015	Part-time Per CBA 5.2.9
Findlay, Janette	IPS-Healthcare/Loma Vista/2.4 & 2.0	11/30/2015-6/2/2016	Part-time Per CBA 5.2.9
Hammon, Keli	Custodian/Inspire/8.0	12/3/2015-1/3/2016	Per CBA 5.3.3
Wong Espinal, Marlia	IA-Bilingual/Rosedale/5.3	11/30/2015-3/1/2016	Per CBA 5.11

RESIGNATION/TERMINATION

Anderson, Claudia	Office Assistant/PVHS/8.0	12/30/2015	PERS Retirement
Clark, Hannah	IA-Special Education/Chapman/3.0	1/8/2016	Voluntary Resignation
Findlay, Leonard	IPS-Classroom/Loma Vista/6.0	12/4/2015	Voluntary Resignation
Hays, Janice	Custodian/MJSH/8.0	12/30/2015	PERS Retirement
Kiser, Marilyn	IA-Special Education/Sierra View/5.0	12/30/2015	PERS Retirement
Lana, Pamela	IPS-Classroom/MJHS/3.5 & 3.0	12/30/2015	PERS Retirement
Landberg, Jacqueline	IPS-Classroom/Emma Wilson/2.0	11/13/2015	Voluntary Resignation
Landberg, Jacqueline	IPS-Healthcare/Emma Wilson/4.0	11/13/2015	Voluntary Resignation
Mansfield, Mary	IPS-Healthcare/Shasta/3.5	12/4/2015	STRS Retirement
Mansfield, Mary	IPS-Healthcare/Parkview/3.0	12/4/2015	STRS Retirement
O'Grady, Karen	Sr Library Media Assistant/MJHS/6.0	11/17/2015	Voluntary Resignation
Pepper, Kayla	IPS-Classroom/Emma Wilson/3.5	11/30/2015	Voluntary Resignation
Platero, Holly	IPS-Healthcare/Emma Wilson/6.0	1/4/2016	Voluntary Resignation

RESIGNED ONLY POSITION LISTED

Brown, Deborah	Cafeteria Assistant/CHS/6.0	11/15/2015	Increase in Hours
Cheney, Karen	Cafeteria Assistant/PVHS/2.0	11/15/2015	Increase in Hours
Cowan, Jason	Campus Supervisor/BJHS/1.8	11/15/2015	Increase in Hours

MINUTES

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS
Egger, Kimberly	IA-Special Education/Hooker Oak/5.0	11/15/2015	Increase in Hours
Fegley, Gloria	Cafeteria Assistant/PVHS/2.0	11/15/2015	Increase in Hours
Forayter, Carol	Campus Supervisor/CJHS/1.0	11/15/2015	Increase in Hours
Forayter, Carol	Campus Supervisor/CJHS/1.0	11/15/2015	Voluntary Resignation
Forayter, Carol	Campus Supervisor/CJHS/0.5	11/15/2015	Voluntary Resignation
Martin, Theresa	Cafeteria Assistant/Chapman/3.3	11/15/2015	Increase in Hours
Reise, Marcy	IA-Special Education/PVHS/3.0	11/15/2015	Transfer w/Decreased Hours
Wong, Shelley	Cafeteria Assistant/CHS/2.0	11/15/2015	Increase in Hours

At 6:51 pm Board President Robinson noted the high number of retirements that Classified staff have at mid-year as opposed to end of year and acknowledged their service and wished them well. Board President Robinson moved to approve the Classified Human Resources Actions; seconded by Board Vice President Kaiser.

AYES: Robinson, Kaiser, Loustale, Griffin, Hovey

NOES: None

ABSENT: None

11.1 EDUCATIONAL SERVICES

11.1.1. Information: Athletic Accountability Plan

At 6:52 p.m. Randy Gilzean presented the current status of the Athletic Accountability Plan and discussed possible changes. He stated the Board will be asked to approve final revisions in the spring. The Board thanked Randy Gilzean for his work.

11.1.2. Discussion/Action: Vendor Recommendation – Duplicating Equipment

At 7:01 p.m. Director John Vincent presented information on processes utilized for choosing a vendor and recommended approval of the contract with Ray Morgan Company for duplicating equipment services. Board Member Hovey moved to approve the contract with Ray Morgan; seconded by Board Vice President Kaiser.

AYES: Robinson, Kaiser, Loustale, Griffin, Hovey

NOES: None

ABSENT: None

11.2. BUSINESS SERVICES

11.2.1. Discussion/Action: 2015-16 1st Interim Budget

At 7:05 p.m. Assistant Superintendent Kevin Bulterma presented a PowerPoint and information on the 2015-16 1st Interim Budget. He thanked Directors Jaclyn Kruger and Connie Cavanaugh for their work in both closing the year out and for meeting individually with school sites for detailed discussions regarding their budgets. It was noted that Board Members should contact BCOE Board members individually to let them know how they feel about changes to the ROP program. Board Members complimented staff on their budget preparations for moving the sixth graders to the Jr. High campuses. Board Member Griffin moved to approve the 2015-16 1st Interim Budget; seconded by Board Member Hovey.

AYES: Robinson, Kaiser, Loustale, Griffin, Hovey

MINUTES

NOES: None

ABSENT: None

11.2.2. Discussion/Action: Retiree Medical Benefits, Tentative Agreement

At 7:54pm Assistant Superintendent Kevin Bultema presented information on the tentative agreement. Board Member Griffin moved to approve the tentative agreement; seconded by Board Vice President Kaiser.

AYES: Robinson, Kaiser, Loustale, Griffin, Hovey

NOES: None

ABSENT: None

11.3 HUMAN RESOURCES

11.3.1. Discussion/Action: Approval of Board Representative to Personnel Commission

At 7:58 p.m. Assistant Superintendent Jim Hanlon provided information on the recommendation that Gloria Bevers continue to serve as the district representative to the Personnel Commission. Board Vice President Kaiser moved to approve Gloria Bevers as the district representative; seconded by Board Member Griffin.

AYES: Robinson, Kaiser, Loustale, Griffin, Hovey

NOES: None

ABSENT: None

12. ITEMS FROM THE FLOOR

At 7:59 p.m. There were no items from the floor.

13. ANNOUNCEMENTS

At 8:00pm Board Member Griffin wished Superintendent Staley a Happy Birthday noting she will be celebrating a birthday tomorrow. Superintendent Staley stated that per Board direction district representatives have been meeting with the charter communities and sports boosters and will continue to meet with other stakeholders.

14. ADJOURNMENT

At 8:01 p.m. Board President Robinson adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

MINUTES

1. CALL TO ORDER

At 4:30 p.m. Board President Robinson called the meeting to order in the Large Conference Room, at the Chico Unified District Office at 1163 East 7th St. and announced the Board was moving into Closed Session.

Present: Robinson, Kaiser, Loustale, Griffin, 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

Jim Hanlon, Asst. Superintendent

Joanne Parsley, Asst. Superintendent

Kevin Bultema, Asst. Superintendent

2.2. Conference with Real Property Negotiators

Per Government Code §54956.8

APN #s 006-220-008-000 and 005-570-014-000, Price and Terms of Payment

Agency's Negotiator: Kevin Bultema

2.3. Conference with Legal Counsel – Existing Litigation

Per Government Code §54956.9(a)

(County of Butte Sup. Ct. Case No. 161137)

2.4. Conference with Legal Counsel – Existing Litigation

Per Government Code §54956.9(a)

(County of Butte Sup. Ct. Case No. 163678)

2.5. Conference with Legal Counsel – Anticipated Litigation

Per Government Code §54956.9(b)

(two potential cases)

3. RECONVENE TO REGULAR SESSION**3.1. Report Action Taken in Closed Session**

At 6:13 p.m. Board President Robinson announced the Board had been in Closed Session and there was nothing to report.

4. ADJOURNMENT

At 6:15 p.m. Board President Robinson adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

Donor	Item	Recipient
Edgar, Jr. and Katherine McDaniel	\$150.00 in Memory of Dorette Boyer	CUSD Foundation
Bob and Darlene Thomasson	\$25.00 in Memory of Dorette Boyer	CUSD Foundation
Kenneth & Gretchen Piercy	\$50.00 in Memory of Dorette Boyer	CUSD Foundation
Soroptimist	\$250.00	Chapman Elementary
Greg Fischer	\$500.00	Chapman Elementary
Allen Stallman	\$150.00	Chapman Elementary
Knife River Construction	4 New Bikes @ \$450.00	Chapman Elementary
Ted Gates	Supplies and Bike @ \$200.00	Chapman Elementary
Joshua & Lia Juhl Rhodes	\$200.00	Emma Wilson Elementary
Emma Wilson Elementary PTSA	\$5,189.23	Emma Wilson Elementary
Alana Dannenberg	\$100.00	Hooker Oak School
Kathleen Stapp	\$1,000.00	Marigold Elementary
Qaiser Ahmad/Coldstone Creamery	1500 Ice Cream Coupons @ \$3,210.00	Marigold Elementary
Marigold PTA	\$26,713.05	Marigold Elementary
Wells Fargo Community Support		
Campaign (David Shepler)	\$195.00	Marsh Jr. High
Cliff and Sharon Minor	\$150.00	Chico High
Gregory & Jan Ray	\$400.00	Chico High
Karen Balen-Porter		
in memory of Marv Brogden	\$50.00	Chico High
	Video Cam and 9" Monitor @	
Marshall Thompson	\$2,100.00	Chico High
Great American Rivalry iHigh, Inc.	\$1,000.00	Pleasant Valley High
Mid Valley Realty / Ellen Johnson	\$50.00	Pleasant Valley High
Bertagna Orchards & Vineyards /		
Berton Bertagna	\$40.00	Pleasant Valley High
Tozier's Fire Support / Tom Salyer	\$40.00	Pleasant Valley High
Smart Start Preschool / Julie Thomas	\$40.00	Pleasant Valley High
M&R Mobile Equipment Repair / Mike		
VanCott	\$40.00	Pleasant Valley High
Rico's / Juana Estrada	\$40.00	Pleasant Valley High
Vivint / Jake Bevans	\$100.00	Pleasant Valley High
Titus & Associates / Keith Lynch	\$50.00	Pleasant Valley High
Chico Nut	\$1,000.00	Pleasant Valley High
Triple Ventures, Inc. / Subway	\$1,500.00	Pleasant Valley High
Sisco Enterprises - Round Table Pizza	\$421.32	Pleasant Valley High
Thomas & Leanne Garcia	\$25.00 / Gary Sitton Memorial	Pleasant Valley High
Mark & Terry Davis	\$75.00 / Gary Sitton Memorial	Pleasant Valley High
Leo Battle	\$50.00 / Gary Sitton Memorial	Pleasant Valley High
Vincent & Anita Balardi	\$100.00 / Gary Sitton Memorial	Pleasant Valley High
Chico Running Club	\$10,000.00	Pleasant Valley High
The Foor Foundation	\$1,500.00	Pleasant Valley High
Linda Elliott	Books @ \$488.30	Pleasant Valley High
Marianne Werner	Books @ \$83.50	Pleasant Valley High
Kit Link	Books @ \$19.50	Pleasant Valley High
Savannah Rapp	Books @ \$57.00	Pleasant Valley High
Charlie Copeland	Books @ \$668.00	Pleasant Valley High
Roger Aylworth	Books @ \$228.00	Pleasant Valley High
Butte County Library	Books @ \$854.50	Pleasant Valley High

AGENDA ITEM: Field Trip Request for Chapman 6th Graders to Attend Shady Creek Outdoor School from 03/29/16 to 04/01/16

Prepared by: Katy Gervasi

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Approximately 40 sixth graders plan to attend Shady Creek Env. Camp on March 29, 2016 for 4 days.

Educational Implications

Sixth graders will experience science in a hands-on environment. Not only will students learn about our earth and environment, but they will be learning about themselves and growing and maturing in the process.

Fiscal Implications

The cost of camp is \$8,360 and transportation is about \$1,500. Paying for camp is achieved through community donations, student fundraising, and parent contribution.

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street

Chico, CA 95928-5999

(530) 891-3000

9.2.2.

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 10/22/15

FROM: Katy Gervasi

School/Dept.: Chapman Elem.

SUBJECT: Field Trip Request

Request is for: **Sixth grade**
grade/class/group)Destination: **Shady Creek**Activity: **Environmental Camp**from **March 29, 2016/7:45a.m.**
(dates) / (times)to **April 1, 2016/2:00p.m.**
(dates) / (times)

Rationale for Trip: **We want our sixth graders to experience science in a hands-on environment. Not only will students learn about our earth and environment, but they will be learning about themselves and growing and maturing in the process.**

Number of Students Attending: **40**Teachers Attending: **2**Parents Attending: **0**Student/Adult Ratio: **10:1 (naturalist at camp)**

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

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

ESTIMATED EXPENSES:

Fees **\$8,360** Substitute Costs \$ _____ Meals \$ _____Lodging \$ _____ Transportation **\$700.00 (approx.)** Other Costs \$ _____

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

Name: **Shady Creek** Acct. #: **01-9024-0-1110-1000-5800-120-1120** \$ _____

Name _____ Acct. #: _____ \$ _____

Katy Gervasi
Requesting Party

12/18/15
Date

Erica Sheridan
Site Principal

12/18/15
Date



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

[Signature]
Director of Transportation

12/18/15
Date

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services

4/7/16
Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Request for Hooker Oak 5th Graders to Attend the Ship Trip and the Marine Mammal Center in Sausalito/Marin Headlands from 05/02/16 to 05/03/16

Prepared by: Beth Geise, Teacher

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

May 2-3, 2016, (2 days, one night), the 5th graders from Hooker Oak School will be visiting Sausalito, CA. First, we will stop in Sausalito, have lunch near the ship, tour the free Bay Model, before heading to the Marine Mammal Center for our 12:30pm classroom experience/conservation/ecosystems, etc., then a tour of the facility which has saved a record number of marine mammals in 2015, (over 1000!). We will then drive to Petaluma's KOA, dine, play, sleep, before heading back down to the Ship, "The Seaward", part of Call of the Sea, for a 3-hour interactive sail around the Bay.

Educational Implications

This trip will bring first hand experiences to the 5th graders, who will have been engaged in a thematic unit studying water, exploration, navigation, ships, colonization, marine life/protecting marine mammals and conservation. What we do here in the valley does affect the ecosystems near our ocean. Students will learn that.

Fiscal Implications

1. Cost per student is \$87.87.
2. Parent donations will cover most of the cost for most students.
3. The PTO at Hooker Oak will cover the remaining balance.

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9.2.3.
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FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: January 5, 2016

FROM: Beth Geise

School/Dept.: Hooker Oak School

SUBJECT: Field Trip Request

Request is for Beth Geise's 5th grade class

(grade/class/group)

Destination: Sausalito/Marin Headlands Activity: Ship Trip and The Marine Mammal CenterFrom May 2, 2016 / 8:00 a.m.

(dates) / (times)

to May 3, 2016 / 5:00 p.m.

(dates) / (times)

Rationale for Trip: Support 5th grade science standards-investigations and discoveryNumber of Students Attending: 33 Teachers Attending: 2 Parents Attending: 8Student/Adult Ratio: 1:3 or 4Transportation: 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 \$1700.00

Substitute Costs \$ _____

Meals: Parent provided

Lodging \$1200.00

Transportation \$ _____

Other Costs \$ _____

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

Hooker Oak Donation Acct. Acct. #: 01-9024-0-1110-1000-58000-160-1160 \$2900.00

Name _____ Acct. #: _____ \$ _____

Beth Geise
Requesting Party

1-5-16
Date

[Signature]
Site Principal

1.6.16
Date



Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

n/a
Director of Transportation

Date

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services

1/8/16
Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Request for McManus 6th Graders to Attend Shady Creek Outdoor School from 03/29/16 to 04/01/16

Prepared by: Chris Weaver / Andy Canales

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Approximately 60 sixth grade students hope to attend the Shady Creek Outdoor Environmental Camp from March 29th – April 1st, 2016.

Educational Implications

Our sixth graders will experience science in a hands-on environment. Not only will students learn about our earth and environment, but they will learn about teamwork, while growing and maturing in the process.

Fiscal Implications

The cost of the camp is \$12,000.00, and transportation for student bussing is \$650.00.

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9.2.4.

Page 2 of 2

FIELD TRIP REQUEST**TO: CUSD Board of Education****Date: November 20, 2015****FROM: Chris Weaver/Andy Canales****School/Dept.: John McManus Elementary****SUBJECT: Field Trip Request****Request is for McManus Sixth Grade Students****Destination: Shady Creek Outdoor Camp****Activity: Environmental Camp****From March 29, 2016 to April 1st, 2016**

Rationale for Trip: McManus 6th graders will spend the week exploring and learning about our earth and environment. Many of these students have never experienced an outdoor adventure of this type and will learn about themselves, learn to support each other, and grow and mature in the process.

Number of Students Attending: 60 Teachers Attending: 2 Parents Attending: 0**Student/Adult Ratio: 8:1 including camp counselors****Transportation: Private Cars _____ CUSD Bus XX Charter Bus Name _____****Other: _____**

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

ESTIMATED EXPENSES:**Fees \$12,540 Substitute Costs \$ _____ Meals \$ _____****Lodging \$ _____ Transportation \$650.00 Other Costs \$ _____****ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):****Name Shady Creek Acct. # 01-9024-0-1300-1000-5800-180-1180 \$650 Transportation****Name Shady Creek Acct. # 01-9024-0-1300-0000-8699-180-1180 \$12,540 Camp Fees**

Requesting Party Kristine Keene 1/11/16 **Date**

Site Principal Kristine Keene 1/11/16 **Date** ☐ **Approve/Minor** ☐ **Do not Approve/Minor**

Director of Transportation [Signature] 1/12/16 **Date** ☐ **or** ☐ **Recommend/Maj** ☐ **or** ☐ **Recommended/Major**

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Director of Educational Services JA 1/12/16 **Date** ☒ **Recommend** ☐ **Not Recommended**

Board Action ☐ **Approved** ☐ **Not Approved**

Revised 8/04 ES-7

AGENDA ITEM: Field Trip Request for Sierra View 5th Graders to attend Shady Creek Outdoor School from 02/29/16 to 03/03/16

Prepared by: Mele Benz, Principal

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Sierra View 5th graders will be traveling to Shady Creek Outdoor School for outdoor education. The trip will start on Monday, February 29th, 2016 and students will return on Thursday, March 3rd, 2016.

Educational Implications

Outdoor education will provide students with learning activities that address 5th grade science standards. Students will develop a deeper awareness, understanding, and appreciation of the interrelationships of all life by attending classes about energy, life cycles, and Earth's systems.

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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FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 12/16/15

FROM: Mele Benz

School/Dept.: Sierra View

SUBJECT: Field Trip Request

Request is for 5th grade

(grade/class/group)

Destination: Shady Creek Activity: Environmental School

from 2/29/16 to 3/3/16

(dates) / (times)

(dates) / (times)

Rationale for Trip: environmental education

Number of Students Attending: 86 Teachers Attending: 3 Parents Attending: 2 SPED Aide: 1

Student/Adult Ratio: 15:1 plus high school counselors

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 \$209 x 86 students Substitute Costs \$ _____ Meals \$ _____

Lodging \$ _____ Transportation \$100 Other Costs \$1,480.50 (stipends)

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

Name Donations/Fundraising Acct. #: 01-9024-0-1110-1000-5800-280-1280 \$19,554.50

Name _____ Acct. #: _____ \$ _____

M. Benz
Requesting Party

12/16/15
Date

M. Benz
Site Principal

12/16/15
Date



Approve/Minor
or
Recommend/Major



Do not Approve/Minor
or
Not Recommended/Major

n/a
Director of Transportation

Date

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services

12/16/15
Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Request for Sierra View 6th Graders to Attend Whiskeytown Environmental School from 03/29/16 to 04/01/16

Prepared by: Mele Benz, Principal

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Sierra View 6th graders will be traveling to Whiskeytown Environmental School to attend outdoor education. The trip will start on Tuesday, March 29th, 2016 and students will return on Friday, April 1st, 2016.

Educational Implications

Outdoor education will provide students with learning activities that address 6th grade science standards. Students will develop a deeper awareness, understanding, and appreciation of the interrelationships of all life by attending classes about energy, life cycles, and change and adaptation.

Fiscal Implications

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

CHICO UNIFIED SCHOOL DISTRICT

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(530) 891-3000

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 12/16/15

FROM: Mele Benz

School/Dept.: Sierra View

SUBJECT: Field Trip Request

Request is for 6th grade

(grade/class/group)

Destination: Whiskeytown Environmental School Activity: Environmental School

from 3/29/16 to 4/1/16

(dates) / (times)

(dates) / (times)

Rationale for Trip: environmental education

Number of Students Attending: 93 Teachers Attending: 3 Parents Attending: _____

Student/Adult Ratio: 31:1 plus high school counselors

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 \$265 x 93 students Substitute Costs \$ _____ Meals \$ _____
Lodging \$ _____ Transportation \$100 Other Costs \$3,013.50 (stipends)

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

Name Donations/Fundraising Acct. #: 01-9024-0-1110-1000-5800-280-1280 \$27,758.50

Name _____ Acct. #: _____ \$ _____

Mele Benz
Requesting Party

12/16/15
Date

Mele Benz
Site Principal

12/16/15
Date



Approve/Minor
or
Recommend/Major



Do not Approve/Minor
or
Not Recommended/Major

n/a
Director of Transportation

Date

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services

12/16/15
Date



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Request for CHS English AP12 Students to Attend the Oregon Shakespeare Festival from 04/02/16 to 04/03/16

Prepared by: Craig Mathews

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

The Chico High English AP 12 class has an annual trip to Ashland, Oregon to attend the Oregon Shakespeare Festival after studying Shakespeare in class.

Educational Implications

This trip enriches the students' understanding of live theater while allowing them to experience a Shakespeare play the way it was meant to be experienced – on stage. We will see three plays, reviewing them beforehand and writing about them afterward. This trip is a rewarding culmination of months of focused study.

Fiscal Implications

We raise all of our own funds, with the understanding that all students who want to go, will go, regardless of their ability to pay.

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FIELD TRIP REQUEST

SUBJECT: Field Trip Request

AGENDA ITEM: Field Trip Requests – PVHS Athletics

Prepared by: Pam Jackson

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Athletic Overnight Tournaments

Educational Implications

Participation in school sponsored athletic events

Fiscal Implications:

Paid through designated ASB or Booster funds

CHICO UNIFIED SCHOOL DISTRICT

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9.2.8.

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 1-4-16

FROM: Pleasant Valley High School

School/Dept.: Athletics

SUBJECT: Field Trip Request

Request is for PV Girls Softball

(grade/class/group)

Destination: Napa, CA

Activity: Softball Tournaments

from 3-25-16 / 3-26-16 to all day / all day
(dates) / (times) (dates) / (times)

Rationale for Trip: To participate in a JV and Varsity softball tournaments

Number of Students Attending: 30 Teachers Attending: 1 Parents Attending: 15

Student/Adult Ratio: 2:1

Transportation: Private Cars XX CUSD Bus Charter Bus Name
Other:

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

ESTIMATED EXPENSES:

Fees \$ 400.00 Substitute Costs \$ 160.00 Meals \$ 00.00
Lodging \$ 300.00 Transportation \$ 00.00 Other Costs \$ 00.00

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

Name PV ASB Acct. #: \$ 400.00
Name PV Sports Boosters Acct. #: \$ 300.00

Tony Tallerico

1-4-16

Requesting Party

Date

Site Principal

Date 1/5/16



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 1/7/16



Recommend



Not Recommended



Approved



Not Approved

Board Action

Date

AGENDA ITEM: Reach for the Future Leadership Conference

Prepared by: Jennifer Skinner

☒ Consent

Board Date January 2016

☐ Information Only

☐ Discussion/Action

Background Information

The Reach for the Future conference is a BCDBH sponsored leadership conference that has been a part of the Chico Community for almost 20 years. It is a club sponsored activity as a part of Friday Night Live and Club Live. Young people are challenged to increase their awareness of what is happening on their school campus and in their communities. They are also challenged to step up, get involved, and become advocates for positive change and to follow through in helping to make that positive change happen. Young people get the opportunity to choose and attend leadership workshops as well as participate.

Educational Implications

This is a leadership opportunity for our Butte County youth. Students have the opportunity to develop their leadership skills, attend workshops and meet other youth from across the state. Youth will attend workshops on a number of subjects, including topics such as how to value diversity, cyberbullying, having healthy relationships and the dangers of drugs/alcohol. Students also learn decision making and problem solving skills that they will take back into their classrooms. Conference attendees do miss 2 days of school. Both young people and adults who have attended can attest to the value of this conference experience.

Fiscal Implications

1. The conference costs \$150 for each young person to attend. Those conference fees are paid by the student and many have raised funds to cover that cost. Students who are suffering significant financial hardship may be offered assistance. The \$150 covers all lodging and food so additional expenses to the students are not incurred.

2. Each school site requires a chaperone (10:1 ratio) and each school site coordinator works closely with administration to determine who the chaperone is and how that person is paid for. Ex. Some principals cover the sub fee for a teacher, others send a counselor or student teacher, and other times the club raises funds to cover the cost of the sub.

For additional information or questions, please contact Jen Skinner at 530.891.2891 or jskinner@buttecounty.net

CHICO UNIFIED SCHOOL DISTRICT

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9.2.9.

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FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** Aug. 14th, 2015**FROM:** August Moore- BCDBH**School/Dept.:** Bidwell JH School**SUBJECT: Field Trip Request**Request is for Club Live

(grade/class/group)

Destination: Richardson Springs Activity: REACH leadership conferencefrom Thurs 03.03.2016 / 9am to Sat 03.05.2016 / 5pm
(dates) / (times) (dates) / (times)Rationale for Trip: REACH is a leadership conference for Club Live members.Number of Students Attending: 10 Teachers Attending: 1 Parents Attending: 0Student/Adult Ratio: 10:1Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: _____**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.****ESTIMATED EXPENSES:**Fees \$150 (student paid) _____ Substitute Costs \$ 190 _____ Meals \$ included _____Lodging \$ included _____ Transportation \$ private _____ Other Costs \$ N/A _____**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**Name Administration Acct. #: 01-0009-0-1110-2700-1179-050-2050 \$ 190

Name _____ Acct. #: _____ \$ _____

Requesting Party

Jude Roth

Site Principal

n/a

Director of Transportation

Date

12-17-15

Date

12-18-15Approve/Minor
or
Recommend/MajorDo not Approve/Minor
or
Not Recommended/Major

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Director of Educational Services

Board Action

Date

1/6/16

Recommend



Not Recommended



Approved



Not Approved

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street

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9.2.9.

Page 3 of 5

FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** January 11, 2016**FROM: Vernon Spearman/Camille Upton****School/Dept.:** Chico High School**SUBJECT: Field Trip Request**Request is for Friday Night Live Club

(grade/class/group)

Destination: Richardson Springs Activity: 2016 Reach for the Future Conferencefrom 3/10/2016 9AM to 3/12/2016 5PM
(dates) / (times) (dates) / (times)Rationale for Trip: The Reach Conference is a leadership conference for Friday Night Live members.Number of Students Attending: 10 Teachers Attending: 1 Parents Attending: 0Student/Adult Ratio: 10:1Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: _____**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.****ESTIMATED EXPENSES:**

Fees \$150 (student paid)

Meals

\$ Included

Lodging

Transportation \$ _____ Other Costs \$200 (for substitute)

\$ Included**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**Name: CHS ADMIN Acct. #: 01-0009-0-1110-2700-1179-010-2010 \$ 200.00

Name _____ Acct. #: _____ \$ _____

Requesting Party Vernon SpearmanDate 1/11/16Site Principal [Signature]Date 1/11/16☒ Approve/Minor ☐ Do not Approve/Minor
or
Recommend/Major Not Recommended/Major
(If transporting by bus or Charter)Director of Transportation n/a

Date _____

IF MAJOR FIELD TRIPDirector of Educational Services [Signature]Date 1/13/16☒ Recommend ☐ Not Recommended☐ Approved ☐ Not Approved

Board Action _____

Date _____

CHICO UNIFIED SCHOOL DISTRICT

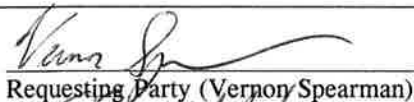

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9.2.9.

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FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** December 16, 2015**FROM:** Vernon Spearman & Erica Scott**School/Dept.:** Fair View High School**SUBJECT: Field Trip Request**Request is for Friday Night Live/Leadership Class
(grade/class/group)Destination: Richardson Springs Activity: YD Summit Leadership Conferencefrom Thursday, March 10, 2016 @ 9am to Saturday, March 12, 2016 @ 5pm
(dates) / (times) (dates) / (times)Rationale for Trip: REACH for the Future is a leadership conference for FNLNumber of Students Attending: Approx. 20 Teachers Attending: 2 Parents Attending: 0Student/Adult Ratio: 10:1Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: _____**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.****ESTIMATED EXPENSES:**Fees \$150.00 Substitute Costs \$250.00 Meals \$ IncludedLodging \$ Included Transportation \$ -0- Other Costs \$ N/A**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**Name Site discretionary Acct. #: 01-0009-0-3200-2700-1979-030-3030 \$ 250.00

Name _____ Acct. #: _____ \$ _____


Requesting Party (Vernon Spearman)12/16/15
Date
Site Principal12/16/15
Date

Approve/Minor



Do not Approve/Minor

or

Recommend/Major

or

Not Recommended/Major

(If transporting by bus or Charter)

N/A
Director of Transportation_____
Date**IF MAJOR FIELD TRIP**
Director of Educational Services1/4/16
Date

Recommend



Not Recommended



Approved



Not Approved

Board Action_____
Date

CHICO UNIFIED SCHOOL DISTRICT

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

9.2.9.
Page 5 of 5

FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** Dec. 17th 2015**FROM:** August Moore - BCDBH**School/Dept.:** Pleasant Valley HS**SUBJECT: Field Trip Request**Request is for Friday Night Live

(grade/class/group)

Destination: Richardson Springs Activity: REACH leadership conference

from Thurs 03.10.2016 / 9am to Sat 03.12.2016 / 5pm
(dates) / (times) (dates) / (times)

Rationale for Trip: REACH is a leadership conference for Friday Night Live members.Number of Students Attending: 10 Teachers Attending: 1 Parents Attending: 0Student/Adult Ratio: 10:1

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 \$150 (student paid) _____ Substitute Costs \$ 190 _____ Meals \$ included _____Lodging \$ included _____ Transportation \$ private _____ Other Costs \$ N/A _____**ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):**Name _____ Acct. #: BCDBH \$ 190 _____

Name _____ Acct. #: _____ \$ _____

Requesting Party August MooreDate 12/18/15Site Principal [Signature]Date 12/18/15

Approve/Minor



Do not Approve/Minor

or

or

Recommend/Major

Not Recommended/Major

(If transporting by bus or Charter)

Director of Transportation n/a

Date _____

IF MAJOR FIELD TRIPDirector of Educational Services [Signature]Date 1/4/16

Recommend



Not Recommended



Approved



Not Approved

Board Action _____

Date _____

AGENDA ITEM: Consultant Agreement with Duerr Evaluation Resources

Prepared by: Scott Lindstrom

☒ Consent

Board Date January 20, 2015

☐ Information Only

☐ Discussion/Action

Background Information

The Chico Unified School District received an Elementary and Secondary School Counseling Grant, providing counselors at Hooker Oak, Little Chico Cree, McManus, and Neal Dow. Assuming full funding, the grant is awarded from 2014-15 to 2016-17. Duerr Evaluation Resources will provide evaluation of the grant, per the approved grant request and budget. This will include evaluation of the effectiveness of program interventions, as well as support with completion of required reports for the US Department of Education.

Educational Implications

We will evaluation the impacts of intervention and prevention services provided by grant-funded elementary school counselors and the program. Evaluation will include service data, behavioral changes, attendance, school disciplinary records, suspensions, and school climate. Evaluations will also be reviewed in relation to addressing LCAP Goals for school climate and parent engagement.

Fiscal Implications

Evaluation is funded by the grant. This contract has no impact on the general fund.

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

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:
☒ On File (click to view) ☐ Attached if not on file
2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:
☒ On File (click to view) ☐ Attached if not on file

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

Name: Duerr Evaluation Resources
Street Address/POB: 55 Hanover Lane
City, State, Zip Code: Chico, CA 95973
Phone: 530-893-3734
Taxpayer ID/SSN: 68-044023

This agreement will be in effect from: 9/1/2015 to: 8/31/2016

Location(s) of Services:
Hooker Oak, Little Chico Creek, McManus, Neal Dow

3. Scope of Work to be performed: (attach separate sheet if necessary)
Annual evaluation of federal Elementary and Secondary School Counseling Program Grant. Includes provision of evaluation materials, collection of program service and outcome data, annual evaluation report, and assistance with federal report, as outlined and budgeted in CUSD grant application.
4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant Services:
Evaluation of the effectiveness of intervention and prevention services, recommendations for improvements of services provided through the counseling grant, per the approved grant application.
5. Funding/Programs Affected: (corresponding to accounts below)
 - 1) Elementary and Secondary School Counseling Program Grant
 - 2)
 - 3)

6.	Pct. (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Site	Manager
1)	100	01	5827	0	1110	3110	5800	570	6510
2)							5800		
3)							5800		

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

8. Payment to Consultant: For services actually rendered and supported by Consultant initiated invoices, the District will pay consultant not to exceed the payment criteria as follows:

\$ 20000 Per Unit, times ¹ #Units = \$ 20000 Total for Services

9. Additional Expenses
N/A

\$
\$

Total of Additional Expenses
\$ 0
\$ 20000 Grand Total

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

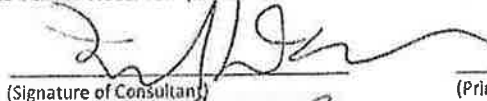
CONSULTANT TERMS AND CONDITIONS

(Applicable, unless determined to be Contract Employee-See BS 10a)

Consultant Name: Duerr Evaluation Resources

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an Independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using Administration Form #3515.6, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.
9. The District will determine whether the Consultant will be paid by vendor check as a Consultant or payroll check as a Contract Employee (with taxes withheld) by reviewing the completed Certificate of Independent Consultant Agreement (a blank sample may be viewed at: http://www.chicoud.org/documents/BUSINESS/Consultant_Agreement/BS_10a_11_04_rev.pdf). IRS publication SWR 40 and IRS Ruling 87-41 will assist in determining the payment method applied to this Agreement.
10. Consultant shall provide an original invoice to the Originating Administrator. Consultant shall be paid within 30 days of receipt of invoice and authorization of payment forwarded to the CUSD Accounts Payable department along with the original invoice.
11. Either party may terminate this agreement, with or without cause, upon 30 days' written notice to the other. Vendor shall be paid for work actually performed as of the date of receipt of such notice.

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


(Signature of Consultant)

Mark Duerr
(Printed Name)

10-26-15
Date

13. RECOMMENDED:

Scott Lindstrom
(Signature of Originating Administrator)

Scott Lindstrom
(Printed Name)

10/26/2015
Date

14. APPROVED:


(Signature of District Administrator, or Director of Categorical Programs)

John Bohannon
(Printed Name)

10-26-15
Date

APPROVED:


(Signature of District Admin, Business Services)

☒ Consultant ☐ Contract Employee

Kevin J. Davis
(Printed Name)

1-4-16
Date

15. Authorization for Payment:

CHECK REQUIRED (Invoice to accompany payment request):

☐ Partial Payment through: _____ Date _____
☐ Full or Final Payment

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

☐ Send to Site Administrator: _____ (Date Check Required) _____
☐ Mail to Consultant

\$ _____
(Amount)

(Originating Administrator Signature- Use Blue Ink)

(Date)

AGENDA ITEM: New Course Proposal – STEM – Flight and Space (Elective Class)

Prepared by: Judi Roth, Principal

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Bidwell Junior High School staff is in the process of becoming a “STEAM” school by the actions and planning of many staff members. As we consider the virtues of the STEAM engineering model for exploring ideas: ask, imagine, plan, create, and improve, this course includes these virtues as part of the learning process. This course is a PLTW curriculum-driven and will require teachers to be trained this summer for this course.

Educational Implications

Students will have access to science, math, engineering and technology curriculum and have fun exploring the science behinds aeronautics and use that knowledge to design, build, and test an airfoil. Students engage their natural curiosity and imagination in creative problem solving. Elective courses are offered based upon student interest and Bidwell staff is hoping this course will “make” (based upon student sign-ups). The course is semester-long and will be offered twice (semester one and semester two) during the academic year.

Fiscal Implications

One section of an elective class staffed by a science teacher.

Summer Training for one teacher: \$1, 000 (Title II Staff Development Funds)

The cost for Flight and Space is only \$2203 for both the startup and consumables. Most of the supplies are not consumable so the good news is that sustainability is a plus for adding this course. Last year, the training was in the south state so travel cost for training will be close to non-existent if held at CSU, Chico.



NEW COURSE PROPOSAL OUTLINE

Course Title:	STEM – Flight and Space (Elective Class)
Grade Level:	7 th and 8 th Grade
Required/Elective:	Elective
Length/Credits:	Semester (5 Credits)
Prerequisites:	None required
Course Number:	(To be completed by District)

I. Course Rationale and Description:

In the STEM Flight and Space course, the exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials: None will be needed.

Supplemental Materials: The teacher of this class will be attending a week long training provided by Project Lead the Way. In addition, the course will require supplemental materials. The course requires the purchasing of Autodesk/and or using Google Sketch-up. These programs will need to be installed on each computer used for the course.

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.)

Course	Standards Addressed CC= Common Core NGSS = Next Generation Science Standards	Time	Instructional Strategies	Assessments
Flight and Space	The NGSS: MS-PS 2.1 MS-PS 2.2 MS-PS 2.4 MS-PS 3.4 MS-PS 3.5 MS-ETS1-1 MS-ETS1-2 MS-ETS1-3 MS-ETS1-4 MS-ESS 1-2 CC ELA/Literacy Standards: AS.R.1 AS.R.2 AS.R.4 AS.R.7 AS.R.10 AS.W.1 AS.W.2 AS.W.4 AS.W.6 AS.W.7 AS.W.8 AS.W.9 AS.W.10 AS.SL.1 AS.SL.2 AS.SL.4 AS.SL.5 AS.SL.6 AS.L.1 AS.L.2 AS.L.6 (*See Attachment)	90 Days	1. Scaffolding/ Building prior knowledge 2. Vocabulary Instruction 3. Setting Objectives and Providing Feedback 4. Direct Instruction 5. Summarizing and Note Taking 6. Cooperative Groups 7. Problem based learning 8. Generating and Testing Hypotheses 9. Using Graphic Organizers 10. Flipped classroom.	Students will be given both formative and summative assessments. Student journals will be an ongoing assessment. Students must demonstrate their knowledge by completing activities, projects, and problems. Rubrics will also be used.

	<p>CC Math: 6.NS.C.7 6.NS.C.7d 6.SP.A.2 6.SP.B.5 6.SP.B.5a 6.SP.B.5b 6.RP.A.3 6.RP.A.3d 6.EE.A.1 6.EE.A.2c 6.EE.B.6 6.EE.C.9 7.NS.A.1 7.NS.A.3 7.EE.B.3 7.EE.B.4 8.EE.B.5 (*See Attachment)</p>			
--	---	--	--	--

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

(SDAIE)Specially Designed Academic Instruction in English will be used to meet the needs of all students to include all sub categories mentioned above. In addition, the teacher will collaborate with the teachers of students with special needs and work towards the designated goals in the student's IEP.

SDAIE Strategies

Metacognitive Development

Providing students with skills and vocabulary to talk about their learning.

- Self-assessments
- Teach note taking and studying techniques
- Vocabulary assignments

Bridging

Building on previous knowledge and establishing a link between the students and the material.

- Think - pair - share
- Quick-writes
- Anticipatory charts

Schema- Building

Helping students see the relationships between various concepts.

- Compare and contrast
- Jigsaw learning - peer teaching
- Projects

Contextualization

Familiarizes unknown concepts through direct experience.

- Demonstrations
- Video clips
- Repetition
- Use of manipulatives
- Local opportunities

Modeling

- Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

Text Representation

Inviting students to extend their understandings of text and apply them in a new way.

- Students create drawings, posters, or videos
- Students create new games

V. Assessment and Grading Policy:

This STEM elective course supports a balanced approach to assessment for all programs, integrating both formative and summative assessments. Through a balanced approach, assessment is an ongoing activity. Students demonstrate their knowledge throughout the course by completing activities, projects, and problems using a variety of assessment tools, such as performance rubrics and reflective questioning, to deepen and expand their knowledge and skills.

Grades will be determined on a percent scale as follows:

89.5-100 = A

79.5-89.4 =B

69.5-79.4 =C

59.5-69.4 =D

0-59.4= F

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

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

Sites offered: Bidwell Junior High School

Ed Services Approval Date:



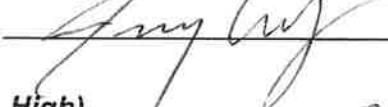
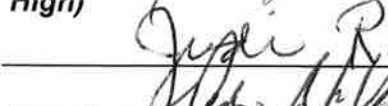
Board Approval Date:

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

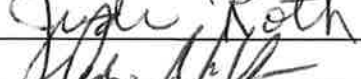
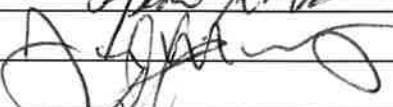

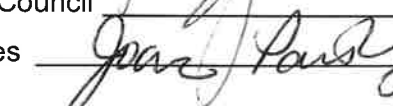
Course Title: Flight and Space -STEM Elective
Submitted by: Judi Roth, Judy Hass, Carie Myers
Department: Science
School: Bidwell Junior High School
Planned Start Date: Fall 2016



Approvals (Signature & Date):

Dept. Chair (High Schools)

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

Dept. Rep (Jr. High)

Bidwell Jr.	 1-7-16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Chico Jr.		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Marsh Jr.		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

Secondary Admin. 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

Flight and Space (FS)

Common Core State Standards for English Language Arts

Lesson 4.1 - History of Flight and Space

Reading

Key Ideas and Details

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. (AS.R.1)
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. (AS.R.4)

Text Types and Purposes

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. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)
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. (AS.W.8)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
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. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
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 considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 4.2 - Aeronautics

Reading

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
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 considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 4.3 - Traveling and Living in Space

Reading

Key Ideas and Details

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. (AS.R.4)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
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 considering a word or phrase important to comprehension or expression. (AS.L.6)

Standards for Technological Literacy

Lesson 4.1 - History of Flight and Space

Students will develop an understanding of the influence of technology on history.

6-8

- C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)
- D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)

9-12

- G. Most technological development has been evolutionary, the result of a series of refinements to a basic invention. (7.9-12.G)

Students will develop an understanding of the attributes of design.

6-8

- E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
- F. There is no perfect design. (8.6-8.F)
- G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop the abilities to apply the design process.

6-8

- K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
- L. Make a product or system and document the solution. (11.6-8.L)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

- H. Information and communication systems allow information to be transferred from human to human, human to machine, and machine to human. (17.6-8.H)
- I. Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination. (17.6-8.I)
- J. The design of a message is influenced by such factors as intended audience, medium, purpose, and the nature of the message. (17.6-8.J)
- K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

Lesson 4.2 - Aeronautics

Students will develop an understanding of the core concepts of technology.

6-8

- N. Systems thinking involves considering how every part relates to others. (2.6-8.N)

- P. Technological systems can be connected to one another. (2.6-8.P)
- Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
- R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)

Students will develop an understanding of the influence of technology on history.

6-8

- C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)
- D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)

Students will develop an understanding of the attributes of design.

6-8

- E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
- F. There is no perfect design. (8.6-8.F)
- G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop an understanding of engineering design.

6-8

- F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
- H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

- F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
- H. Some technological problems are best solved through experimentation. (10.6-8.H)

Students will develop the abilities to apply the design process.

6-8

- H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
- I. Specify criteria and constraints for the design. (11.6-8.I)
- J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
- K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)

Students will develop an understanding of and be able to select and use transportation technologies.

6-8

- H. Governmental regulations often influence the design and operation of transportation systems. (18.6-8.H)

9-12

- L. Transportation services and methods have led to a population that is regularly on the move. (18-9-12.L)
- M. The design of intelligent and non-intelligent transportation systems depends on many processes and innovative techniques. (18-9-12.M)

Lesson 4.3 - Traveling and Living in Space

Students will develop an understanding of the core concepts of technology.

6-8

- N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
- P. Technological systems can be connected to one another. (2.6-8.P)
- Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
- R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
- V. Controls are mechanisms or particular steps that people perform using information about the system that causes systems to change. (2.6-8.V)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

- D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
- E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. (4.6-8.E)
- G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

- E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)
- F. Social and cultural priorities and values are reflected in technological devices. (6.6-8.F)

Students will develop an understanding of the influence of technology on history.

6-8

- C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)
- D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)

Students will develop an understanding of the attributes of design.

6-8

- E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)

- F. There is no perfect design. (8.6-8.F)
- G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop the abilities to use and maintain technological products and systems.

6-8

- H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
- J. Use computers and calculators in various applications. (12.6-8.J)

Students will develop the abilities to assess the impact of products and systems.

6-8

- F. Design and use instruments to gather data. (13.6-8.F)
- I. Interpret and evaluate the accuracy of the information obtained and determine if it is useful. (13.6-8.I)

Students will develop an understanding of and be able to select and use transportation technologies.

6-8

- G. Transportation vehicles are made up of subsystems, such as structural propulsion, suspension, guidance, control, and support that must function together for a system to work effectively. (18.6-8.G)
- H. Governmental regulations often influence the design and operation of transportation systems. (18.6-8.H)

Next Generation Science Standards

Lesson 4.1 - History of Flight and Space

Middle School

Engineering Design

1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)

Lesson 4.2 - Aeronautics

Middle School

Motion and Stability: Forces and Interactions

1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* (MS.PS2.1)
2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (MS.PS2.2)
4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects (MS.PS2.4)

Energy

4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS.PS3.4)
5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (MS.PS3.5)

Engineering Design

1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

Lesson 4.3 - Traveling and Living in Space

Middle School

Motion and Stability: Forces and Interactions

1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* (MS.PS2.1)

Earth's Place in the Universe

2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (MS.ESS1.2)

Engineering Design

2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

High School

Engineering Design

4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

Common Core State Standards for Mathematical Practice (6-8)

Lesson 4.1 - History of Flight and Space

Lesson 4.2 - Aeronautics

Grade 6

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." (6.RP.A.1)
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (6.RP.A.2)
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6.RP.A.3)
- 3.b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? (6.RP.A.3b)

The Number System

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3)/(3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3)/(3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b)/(c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? (6.NS.A.1)

Compute fluently with multi-digit numbers and find common factors and multiples.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)
- 2.a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$. (6.EE.A.2a)

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. (6.EE.C.9)

Grade 7

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour. (7.RP.A.1)
2. Recognize and represent proportional relationships between quantities. (7.RP.A.2)
- 2.c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. (7.RP.A.2c)

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.A.2)
- 2.a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. (7.NS.A.2a)

Expressions and Equations

Use properties of operations to generate equivalent expressions.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05." (7.EE.A.2)

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7.EE.B.4)

- 4.a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? (7.EE.B.4a)

Lesson 4.3 - Traveling and Living in Space

Grade 6

The Number System

Compute fluently with multi-digit numbers and find common factors and multiples.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3) [OPTIONAL]

Grade 7

Expressions and Equations

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3) [OPTIONAL]

AGENDA ITEM: New Course Proposal – EV3 Lego Robotics

Prepared by: Judi Roth, Principal

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Bidwell Junior High School staff is in the process of becoming a “STEAM” school by the actions and planning of many staff members. As we consider the virtues of the STEAM engineering model for exploring ideas: ask, imagine, plan, create, and improve, this course includes these virtues as part of the learning process. This course is far less costly than the PLTW course covering robotics.

Educational Implications

Students will have access to science, math, engineering, and art and technology curriculum and have fun exploring core computer programming logic and reasoning skills using a robotics engineering context. Tasks become more complex and are based upon previous learning opportunities throughout the semester long course.

Elective courses are offered based upon student interest and Bidwell staff is hoping this course will “make” (based upon student sign-ups). The course is semester-long and will be offered twice (semester one and semester two) during the academic year.

Fiscal Implications

One section of an elective class staffed by a science teacher. Start-up costs included a site license to use EV3 software and use of a core set of materials with charger. This total amount is \$8,351.



NEW COURSE PROPOSAL OUTLINE

Course Title: EV3 Lego Robotics

Grade Level: 6 / 7

Required/Elective: Elective

Length/Credits: Semester / 5 units

Prerequisites: None

I. Course Rationale and Description:

The EV3 Lego Robotics course will be a semester long class. The EV3 Curriculum is a curriculum designed to teach core computer programming logic and reasoning skills using a robotics engineering context. The semester will contain three main curricular topics, which include Basics, Behaviors, and Final Challenge. During the Basics Unit students learn how to set up the robot and learn about its basic operation and maintenance. Included in this unit are the general usage patterns in the EV3 Programming Software. The Behaviors Topic students shows students sequential commands to make the robot move and turn. They also use sensors to stop the robot in different situations and use loops and switches to control the program with smarter decisions. The last topic, Final Challenge, has students combine all the techniques and lessons of the previous units to solve more complex tasks. Within the curricular topics contain a sequence of 5 units, each one with 2 tasks and 1 "Capstone Challenge". These five units are Programing is Precise, Sensors, Programs and Actions, Making Sense of Systems, Break Down Problems and Build Up Solutions, and Computational Thinking Applies Everywhere.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

The EV3 Lego Robotics course requires 20 sets of the EV3 Core Set with Software Pack. This is to ensure that each group of 2 students has their own pack, which is recommended by the Lego EV3 Curriculum. Also required are 20 iPads, which have already been procured for the Bidwell Jr. High Science Department.

Supplemental Materials:

Supplemental materials that might be required are carpet squares and cardboard. As learned during the STEM Curriculum Conference in Anaheim, California the Lego EV3 hardware works best when used on thin carpeting as opposed to linoleum tile flooring. The carpet provides better traction, and the cardboard can be used for ramps, retaining walls, and obstacles.

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.)

Lesson	Time Allocated	Assessment
1 – Building and Setup	2 to 3 x 45 minutes each	<ul style="list-style-type: none"> Observe and/or ask questions to determine if the students • follow the building instructions to successfully construct the Driving Base; • connect and download programs; • manage to create and run simple programs; and • work cooperatively to solve the tasks.
2 – Curved Motion	2 to 3 x 45 minutes each	<ul style="list-style-type: none"> Observe and/or ask questions to determine if the students • set the Steering Parameter Value to 50 to perform a single-motor turn; • set the Steering Parameter Value to 100 or -100 to perform a point turn; • manage to describe the robot behavior in relation to the program in as much detail as possible; • for the Lesson Challenges <ul style="list-style-type: none"> a. are able to trace out the selected shape; b. are able to attach a pen to their robot and have it draw the correct shape; c. are able to have the robot follow the path by selecting the correct turn types; and • work cooperatively to solve the tasks.
3 – Move Object	2 to 3 x 45 minutes each	<ul style="list-style-type: none"> Observe and/or ask questions to determine if the students • successfully grab the Cuboid with the robot; • manage to describe the robot behavior in relation to the program in as much detail as possible; • modify the robot to grab other objects; • for the Lesson Challenge, grab the Cuboid and place it fairly precisely in the predetermined end position; and • work cooperatively to solve the tasks.
4 – Stop at Object	2 to 3 x 45 minutes each	<ul style="list-style-type: none"> Observe and/or ask questions to determine if the students • can use the Ultrasonic Sensor to detect the Cuboid; • manage to describe the robot behavior in relation to the program in as much detail as possible; • in the "Modify It" task, realize that the robot will always move forward 11 cm and then backward 6 cm, regardless of the start distance to the Cuboid; • for the Lesson Challenges <ul style="list-style-type: none"> a. are able to detect and grab the Cuboid from position 1, follow the path before releasing the Cuboid in position 2, and then reverse the robot back to the start position; b. are able to move the Cuboid correctly from position 1 to position 3 and park the robot in position 4; c. are able to move the Cuboid correctly from position 3 to position 1; and • work cooperatively to solve the tasks.
5 – Stop at Angle	2 to 3 x 45 minutes each	<ul style="list-style-type: none"> Observe and/or ask questions to determine if the students • can identify factors that may affect the stopping precision when using the Gyro Sensor (sensor tolerance, motor slack, and rotational momentum);

Lesson	Time Allocated	Assessment
		<ul style="list-style-type: none"> • manage to describe the robot behavior in relation to the program in as much detail as possible; • in the “Modify It” task, can make the robot drive in a square based on Gyro Sensor input; • for the Lesson Challenges <ol style="list-style-type: none"> a. fully or partially draw the letter “Z”; b. fully or partially draw a star with five identical angles; c. fully or partially navigate their robot through a maze; and
6 – Stop at Line	2 to 3 x 45 minutes each	<ul style="list-style-type: none"> • work cooperatively to solve the tasks. <p>Observe and/or ask questions to determine if the students</p> <ul style="list-style-type: none"> • make the robot stop at different-colored lines by changing the “Set of Colors” Parameter of the Wait Block’s Color Sensor – Compare – Color Mode; • manage to describe the robot’s behavior in relation to the program in as much detail as possible; • for the Lesson Challenge, can explain the “No Color” functionality; and
7 – Follow a Line	2 to 3 x 45 minutes each	<ul style="list-style-type: none"> • work cooperatively to solve the tasks. <p>Observe and/or ask questions to determine if the students</p> <ul style="list-style-type: none"> • are able to make the robot follow the line; • manage to describe the robot behavior in relation to the program in as much detail as possible; • in the “Modify It” task, change the “Threshold Value” Parameter; • for the Lesson Challenges <ol style="list-style-type: none"> a. increase the power in one or both of the Large Motor Blocks; b. fully or partially modify their sample program to include Move Steering Blocks; c. fully or partially create a line-follower program using Wait Blocks; and
Master Challenge 1	2 to 4 x 45 minutes each	<ul style="list-style-type: none"> • work cooperatively to solve the tasks. <p>Observe and/or ask questions to determine if the students</p> <ul style="list-style-type: none"> • use both the Color and Gyro Sensors; • correctly predict the angle required to park the robot in each of the parking bays; • use the blue line to stop forward movement; • can compensate for the factors that may affect the stopping precision when using the Gyro Sensor (sensor tolerance, motor slack, and rotational momentum); and • work cooperatively to solve the tasks.
Master Challenge 2	2 to 6 x 45 minutes each	<p>Observe and/or ask questions to determine if the students use their experience from the seven lessons to solve this seven-step challenge, by</p> <ul style="list-style-type: none"> • understanding the difference between Change and Compare Modes. For example, they use the Wait Block’s Ultrasonic Sensor – Compare Mode in this challenge to achieve the best results; • calculating the distance based on wheel circumference or using trial and error to get to the required 84 cm; • estimating the turn angle by using a protractor and the Gyro Sensor; • measuring the distance and then calculating the number of motor rotations to get close to the center of the target; • programming the robot to stop at the line; • following the line back; • stopping in front of the large object; and • working cooperatively to solve the tasks.

Lesson	Time Allocated	Assessment
Brief Challenges	4 x 45 minutes each	Observe and/or ask questions to determine if the students <ul style="list-style-type: none"> • follow the building instructions to successfully construct the Driving Base; • connect and download programs; • manage to create and run simple programs; and • work cooperatively to solve the tasks.

Common Core Mathematics Content

Standard (CCSS.Math.Practice)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities

6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship

6.R.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.

Introduction to Programming the EV3

Students use ratio language to describe and make use of the relationship between quantities such as Wheel Rotations and Distance Traveled

The relationship between Wheel Rotations and Distance Traveled is a rate, customarily understood through a unit rate such as “# cm per rotation”.

Students are required to apply ratios and rates when they build their prototype examples of their real world robots.

Comparisons between rate-derived quantities

Common Core English Language Arts

Standard (CCSS.ELA-Literacy)

WHST.6-8.1 Write arguments focused on discipline-specific content.
[See also: WHST.6-8.1.a to WHST.6-8.1.e]

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Introduction to Programming the EV3

Reflection Questions ask students to analyze, evaluate, and synthesize arguments in response to robotics and programming problems

Reflection Question tasks include composing technical critiques, technical recommendations, and creative synthesis.

Next Generation Science Standards (NGSS)

Standard

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Introduction to Programming the EV3

Solving challenges requires students to create and evaluate both hardware and software designs according to scenario scoring criteria. Some Reflection Questions require students to make recommendations between competing alternatives based on criteria that they define.

When solving more difficult and complex challenges, students are guided toward iterative testing and refinement processes. Students must optimize program parameters and design.

Problem Solving methodology for challenges directs students to break down large problems into smaller solvable ones, and build solutions up accordingly; challenges give students opportunities to practice, each of which is based on a real-world robot

Some Reflection Questions require students to make recommendations about real-world policies (e.g. requiring sensors on automobiles) based on the impact of that decision

Computer Science Principles Framework (CSP)

Learning Objective

1.1.1 Use computing tools and techniques to create artifacts. [P2]

1.1.2 Collaborate in the

Introduction to Programming the EV3

Challenge activities result in the creation of a (simple) algorithmic solution and an accompanying program that implements it.

Students work in teams to accomplish tasks.

Learning Objective	Introduction to Programming the EV3
creation of computational artifacts. [P6]	
1.1.3 Analyze computational artifacts. [P4]	Students perform debugging on their own code, as well as analyze and evaluate others' code and suggested code in Reflection Questions.
1.3.1 Use programming as a creative tool. [P2]	Students use programming to solve model challenges based on challenges real robots face.
2.2.1 Develop an abstraction. [P2]	Robots gather information about the world through sensors, which turn physical qualities of the world into digital abstractions. Students must understand and work with this data to develop then implement their solution algorithms.
2.3.1 Use models and simulations to raise and answer questions. [P3]	Students construct and use a "program flow" model of programming itself to understand how the robot uses data to make decisions and control the flow of its own commands.
4.1.1 Develop an algorithm designed to be implemented to run on a computer. [P2]	Students develop solution algorithms to each challenge and mini-challenge problem before implementing them as code. Reflection Questions also ask students to evaluate algorithms expressed as pseudocode.
4.2.1 Express an algorithm in a language. [P5]	Students develop code to robotics challenges in the EV3 Programming Language.
5.1.1 Explain how programs implement algorithms. [P3]	Students must communicate solution ideas within groups and as part of class discussion, as well as in Reflection Questions.
5.3.1 Evaluate a program for correctness. [P4]	Students test and debug their own code, and evaluate others' in the Reflection Questions.
5.3.2 Develop a correct program. [P2]	Programmed solutions to challenges must work.
5.3.3 Collaborate to solve a problem using programming. [P6]	Students develop solutions in teams.
5.4.1 Employ appropriate mathematical and logical concepts in programming. [P1]	Relationships such as "distance per wheel rotation" are important to making solutions work.
7.4.1 Connect computing within economic, social, and	Reflection Questions ask students to make evaluative recommendations based on the impacts of robotic solutions in

Learning Objective

cultural contexts. [P1]

Introduction to Programming the EV3

context.

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

(SDAIE)Specially Designed Academic Instruction in English will be used to meet the needs of all students to include all sub categories mentioned above. In addition, the teacher will collaborate with the teachers of students with special needs and work towards the designated goals in the student's IEP.

SDAIE Strategies

Metacognitive Development

Providing students with skills and vocabulary to talk about their learning.

- Self-assessments
- Teach note taking and studying techniques
- Vocabulary assignments

Bridging

Building on previous knowledge and establishing a link between the students and the material.

- Think - pair - share
- Quick-writes
- Anticipatory charts

Schema- Building

Helping students see the relationships between various concepts.

- Compare and contrast
- Jigsaw learning - peer teaching
- Projects

Contextualization

Familiarizes unknown concepts through direct experience.

- Demonstrations
- Video clips
- Repetition
- Use of manipulatives
- Local opportunities

Modeling

- Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

Text Representation

Inviting students to extend their understandings of text and apply them in a new way.

- Students create drawings, posters, or videos
- Students create new games

V. Grading Policy:

Completion of benchmark projects: 40%
Completion of "Capstone" challenge: 40%
Participation: 20%

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

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

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



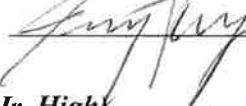
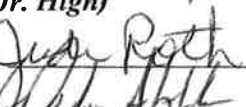
Sites offered: Bidwell Jr. High School

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

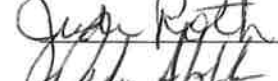
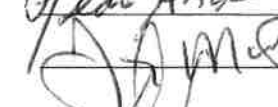


Course Title: Lego EV3 Robotics
Submitted by: Michael Riley
Department: Science
School: Bidwell Jr. High School
Planned Start Date: Fall – 2016

Approvals (Signature & Date):

Dept. Chair/Admin. (High Schools)

Chico High		1/7/16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
PVHS		1/7/16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.		1/7/16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Inspire		1/7/16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

Dept./Admin. (Jr. High)

Bidwell		1-7-16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Chico Jr.		1-7-16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Marsh		1-7-16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.		1-7-16	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

Secondary Admin. Council



☒ Approve ☐ Reject

Educational 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

AGENDA ITEM: New Course Proposal – Voices of Youth Inspiring Community Change (VOICE)

Prepared by: Annie Adamian, Teacher

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

This elective course will support students in developing the 21st century skills necessary for successful and meaningful participation in a diverse democratic society. This course challenges students to reflect on their individual identity in relationship to the current socio-political context of schooling in order to take action in their schools and/or communities. Using Critical Pedagogy (Darder, Baltodano, & Torres, 2008; Duncan-Andrade & Morrell, 2008; Freire, 1970; Giroux 1998; Kincheloe, 2008/2010; Leonardo, 2005) as a conceptual framework, students will analyze their own understanding and experiences related to oppression (race, class, gender, etc.) and examine how these identities are impacted by systemic inequality.

Educational Implications

This course will utilize anti-oppressive education (Kumashiro, 2015) and approaches to facilitate a positive reframing of students' self-identities, inspire student agency, and honor the development of a beloved community (hooks 1995, King, 1957). Students will develop the knowledge and skills to address the inequities in their schools and/or communities. Through the multifaceted study of literature, history, science, and critical theory, students will learn to critically analyze various texts in order to reflect on personal and collective identity toward school and/ or community change. Students will plan, design, and work towards change through their collective involvement and knowledge production while engaging with participatory action research at their local school site and/or community. Lastly, elective courses are offered based upon student interest and Bidwell staff is hoping this course will “make” (based upon student sign-ups). The course is yearlong and will be offered once during the academic year.

Fiscal Implications

One section of an elective class staffed by a teacher. Additionally, minor expenses toward texts (one time purchase initial year of course) amounting to \$50.00 per student enrolled.



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

NEW COURSE PROPOSAL OUTLINE

Course Title:	<u>Voices of Youth Inspiring Community Change (VOICE)</u>
Grade Level:	<u>7th and/or 8th</u>
Required/Elective:	<u>Elective</u>
Length/Credits:	<u>Yearlong</u>
Prerequisites:	<u>None</u>
Course Number:	<u>(To be completed by District)</u>

I. Course Rationale and Description:

Course Rationale: This elective course provides a liberating and equitable space for students to develop the knowledge and skills necessary to take action towards improving their own lives, schools, and/or communities. Through action and reflection – praxis, students learn to link theory with practice in order to be of service within their communities towards the development of equitable classrooms and schools.

Course Description: This elective course will support students in developing the 21st century skills necessary for successful and meaningful participation in a diverse democratic society. This course challenges students to reflect on their individual identity in relationship to the current socio-political context of schooling in order to take action in their schools and/or communities. Using Critical Pedagogy (Darder, Baltodano, & Torres, 2008; Duncan-Andrade & Morrell, 2008; Freire, 1970; Giroux 1998; Kincheloe, 2008/2010; Leonardo, 2005) as a conceptual framework, students will analyze their own understanding and experiences related to oppression (race, class, gender, etc.) and examine how these identities are impacted by systemic inequality. This course will utilize anti-oppressive education (Kumashiro, 2015) and approaches to facilitate a positive reframing of students' self-identities, inspire student agency, and honor the development of a beloved community (hooks 1995, King, 1957). Students will develop the knowledge and skills to address the inequities in their schools and/or communities. Through the multifaceted study of literature, history, science, and critical theory, students will learn to critically analyze various texts in order to reflect on personal and collective identity toward school and/ or community change. Students will plan, design, and work towards change through their collective involvement in participatory action research within their local schools and/or communities.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials: N/A

Supplemental Materials: Access to Technology (e.g. Computers, Internet, MS Word, Excel, Projector, Cameras (Video and Photo) and Audio/Visual); Texts (to be determined); and Consumables (e.g. Markers, Poster Boards, Poster Boards/Paper, Binders, etc.).

Course Outline/Standards/ Instructional

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.)

[illegible]

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

See attached (p. 5-8)

V. Grading Policy:

Final Grade: Grades will be assigned based on percentage of points earned:

A+	97 – 100%	C+	77 – 79.9%
A	94 – 96.9%	C	74 – 76.9%
A-	90 – 93.9%	C-	70 – 73.9%
B	87 – 89.9%	D+	67 – 69.9%
B+	84 – 86.9%	D	64 – 66.9%
B-	80 – 83.9%	D-	60 – 63.9%
		F	0 – 59.9%

Definitions of Grades:

A-Superior Work:

- A level of achievement so outstanding that it is normally attained by relatively few students.

B-Very Good Work:

- A high level of achievement clearly better than adequate competence in the subject matter/skill, but not as good as the unusual, superior achievement of students earning an A.

C-Adequate Work:

- A level of achievement indicating adequate competence in the subject matter/skill. This level will usually be met by a majority of students in the class.

D-Minimally Acceptable Work:

- A level of achievement which meets the minimum requirements of the course.

F-Unacceptable Work:

- A level of achievement that fails to meet the minimum requirements of the course. Not passing.

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

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

Sites offered: Bidwell Junior High School

Ed Services Approval Date:

Board Approval Date:

Duration in Weeks	Topic	Description
6	Building a Beloved Community (hooks, 1995; King 1957; Ginwright, 2010)	Identity: Affirmation, Respect, Self-worth, Trust, and Empathy (development of healing spaces). Cooperative Learning: Group and Community Building Activities Student Autobiographies (Camangian, 2010)
		Power Dynamics and Youth Agency: Hegemony (Gramsci, 1971) Critical Thinking, Analysis, and Reflection
		Structural Inequities (Kumashiro, 2012; Lipman, 2011; Solozano & Bernal, 2001; Yosso, 2005). Critical Thinking, Generating New Ideas, Understanding Resistance, Community Cultural Wealth, and Argumentation & Debate
		Service to Others and Community: Understanding Institutions/Systems Poverty, Mental and Physical Health, Safety, Access to Resources, Inequitable Schooling/Education, and Family Security.
6	Exploring Inequities	Critical Analysis of Inequities in our Community: Honoring Students' Voices
		City of Chico Policies and Community Organizations (Presenters: Council members, school board members, professors, local business owners, and community members including parents, family members, organizations, youth, students, etc.)
		Personal reflections, interviews, informational texts, etc.
2	Access to College	Access to College: High School Readiness, Upward Bound, A-G Coursework, and FAFSA. Presenters from colleges, high school students, community members, and former students in college
3	Introduction to Participatory Action Research	Development of a research problem and research question that addresses a problem in our school or community that we want to investigate and support in developing a solution/work towards transforming.
		End of semester presentations for parents and/or community members Feedback from parents and/or community members will support students in the development of their research project
End of Semester		
6	Question, Plan, Literature Review, and Data Collection	Part 1 of Research Process
6	Data Analysis and Action Plan	Part 2 of Research Process
8	Taking Action and Reflection	Part 3 of Research Process

Topic	Common Core Standards: Grade 8 (see pp. 51–87 for full description)	Instructional Strategies	Assessment
Building a Beloved Community (hooks, 1995; King 1957; Ginwright, 2012)	<ul style="list-style-type: none"> • Speaking and Listening Standards: Comprehension and Collaboration (1a-d, p. 66) • Speaking and Listening Standards: Presentation of Knowledge and Ideas (4a, 5, p. 67) • Reading Standards for Literacy in History/Social Studies: Key Ideas and Details (1, 2, 3, p. 81) • Reading Standards for Literacy in History/Social Studies: Craft and Structure (4, 5, 6, p. 81) 	<ul style="list-style-type: none"> • Read, Analyze, and Reflect on Primary and Secondary Sources • Group-work • Classroom Dialogue • Building on students' prior knowledge • Scaffolding • Modeling • Pair-Share • Pre-teach Vocabulary • Visual Aids/Realia • Short Lectures (10-2) • Graphic Organizers • Problem Solving • Short Videos 	<ul style="list-style-type: none"> • Student Journal Reflections • Student Presentations • Student Autobiographies • Teacher Observation • Teacher-led Inquiry Based Questioning • Class Discussions • Student made rubrics and evaluation
Exploring Inequities	<ul style="list-style-type: none"> • Speaking and Listening Standards: Comprehension and Collaboration (2, 3, p. 66) • Language Standards: Conventions of Standard English (2, p. p. 71) • Standard 10: Range, Quality, and Complexity of Student Reading: Informational Text (p. 77) • Reading Standards for Literacy in History/Social Studies: Key Ideas and Details (1, 2, 3, p. 81) • Reading Standards for Literacy in History/Social Studies: Craft and Structure (4, 5, 6, p. 81) • Reading Standards for Literacy in History/Social Studies: Integration of Knowledge and Ideas (7, 8, 9, p. 82) • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (1, 2, p. 83) • Reading Standards for Literacy in Science and Technical Subjects: Craft and Structure (4, 5, 6, p. 83) 	<ul style="list-style-type: none"> • Read, Analyze, and Reflect on Primary and Secondary Sources • Group-work • Classroom Dialogue • Building on students' prior knowledge • Scaffolding • Modeling • Pair-Share • Pre-teach Vocabulary • Visual Aids/Realia • Short Lectures (10-2) • Graphic Organizers • Problem Solving • Short Videos 	<ul style="list-style-type: none"> • Student Journal Reflections • Student Interviews/Survey Development • Teacher Observation • Teacher-led Inquiry Based Questioning • Class Discussions • Student Research Paper (MLA formatting)

Access to College	<ul style="list-style-type: none"> • Reading Standards for Literacy in History/Social Studies: Integration of Knowledge and Ideas (7, 8, 9, p. 82) • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (1, 2, p. 83) • Reading Standards for Literacy in Science and Technical Subjects: Craft and Structure (4, 5, 6, p. 83) • Speaking and Listening Standards: Comprehension and Collaboration (2, 3, p. 66). 	<ul style="list-style-type: none"> • Read, Analyze, and Reflect on Primary and Secondary Author Texts • Group-work • Classroom Dialogue • Building on students' prior knowledge • Scaffolding • Modeling • Pair-Share • Pre-teach Vocabulary • Visual Aids/Realia • Short Lectures (10-2) • Graphic Organizers • Problem Solving • Short Videos 	<ul style="list-style-type: none"> • Student Journal Reflections • Teacher Observation • Teacher-led Inquiry Based Questioning • Class Discussions • Teacher-made Summative test • Student-led Inquiry Based Questioning • Class Discussions • Short Answer Responses to Primary and Secondary texts.
Participatory Action Research	<ul style="list-style-type: none"> • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (3, p. 83) • Reading Standards for Informational Text: Key Ideas and Details and Craft and Structure (1-6, p. 51) • Speaking and Listening Standards: Presentation of Knowledge and Ideas (4a, 5, p. 67) • Speaking and Listening Standards: Comprehension and Collaboration (2, 3, p. 66) 	<ul style="list-style-type: none"> • Read, Analyze, and Reflect on Primary Author Articles • Group-work • Classroom Dialogue • Building on students' prior knowledge • Scaffolding • Modeling • Pair-Share • Pre-teach Vocabulary • Visual Aids/Realia • Short Lectures (10-2) • Graphic Organizers • Problem Solving • Short Videos 	<ul style="list-style-type: none"> • Student Journal Reflections • Teacher Observation • Teacher-led Inquiry Based Questioning • Class Discussions • Student Development of Research Problem and Question • Student response to feedback from parents and/or community • Students made posters • Student Presentations
Question, Plan, Literature Review, and Data Collection	<ul style="list-style-type: none"> • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (3, p. 83) • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (3, p. 83) • Reading Standards for Literacy in Science and Technical Subjects: Integration of Knowledge 	<ul style="list-style-type: none"> • Internet Research • Read, Analyze, and Reflect on Primary Author Articles • Group-work • Classroom Dialogue • Building on students' prior knowledge • Scaffolding • Modeling • Pair-Share • Pre-teach Vocabulary 	<ul style="list-style-type: none"> • Student written, Literature Review (MLA formatting) • Student Journal Reflections • Teacher Observation • Teacher-led Inquiry Based Questioning • Class Discussions • Development of Research Instruments • Student Data Collection

	<ul style="list-style-type: none"> and Ideas (7, 8, 9, p. 84) • Reading Standards for Informational Text: Key Ideas and Details and Craft and Structure (1-6, p. 51) • Speaking and Listening Standards: Comprehension and Collaboration (2, 3, p. 66) 	<ul style="list-style-type: none"> • Visual Aids/Realia • Short Lectures (10-2) • Graphic Organizers • Problem Solving • Short Videos 	<p>Report</p> <ul style="list-style-type: none"> • Student Methodology Plan
Data Analysis and Action Plan	<ul style="list-style-type: none"> • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (3, p. 83) • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (3, p. 83) • Reading Standards for Literacy in Science and Technical Subjects: Integration of Knowledge and Ideas (7, 8, 9, p. 84) • Reading Standards for Informational Text: Key Ideas and Details & Craft and Structure (1-6, p. 51) • Speaking and Listening Standards: Comprehension and Collaboration (2, 3, p. 66) 	<ul style="list-style-type: none"> • Read, Analyze, and Reflect on Primary Author Articles • Group-work • Classroom Dialogue • Building on students' prior knowledge • Scaffolding • Modeling • Pair-Share • Pre-teach Vocabulary • Visual Aids/Realia • Short Lectures (10-2) • Graphic Organizers • Problem Solving • Short Videos 	<ul style="list-style-type: none"> • Student Journal Reflections • Teacher Observation • Teacher-led Inquiry Based Questioning • Class Discussions • Student Analysis of Collected Data • Student Development of Action Plan
Taking Action and Reflection	<ul style="list-style-type: none"> • Reading Standards for Literacy in Science and Technical Subjects: Key Ideas and Details (3, p. 83) • Reading Standards for Literacy in Science and Technical Subjects: Integration of Knowledge and Ideas (7, 8, 9, p. 84) • Speaking and Listening Standards: Presentation of Knowledge and Ideas (4a, 5, p. 67) • Speaking and Listening Standards: Comprehension and Collaboration (2, 3, p. 66) 	<ul style="list-style-type: none"> • Read, Analyze, and Reflect on Primary Author Articles • Group-work • Classroom Dialogue • Building on students' prior knowledge • Scaffolding • Modeling • Pair-Share • Pre-teach Vocabulary • Visual Aids/Realia • Short Lectures (10-2) • Graphic Organizers • Problem Solving • Short Video 	<ul style="list-style-type: none"> • Student Participation in Action Plan • Student Journal Reflections • Teacher Observation • Teacher-led Inquiry Based Questioning • Class Discussions

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

Course Title: _____Voices of Youth Inspiring Community Change (VOICE)

Submitted by: Annie Adamian_____

Department: Electives_____

School: Bidwell Junior High School_____

Planned Start Date: 2016–2017_____

Approvals (Signature & Date):

Dept. Chair (High Schools)

Chico High _____ ☒ 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 ☐ Reject

Secondary Administrative Council _____ ☒ Approve ☐ Reject

Educational 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

AGENDA ITEM: Approval of the New Course Proposal Advanced Mathematical Concepts

Prepared by: Camillie Upton, Dan Sours

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

With the new three year math requirement, it has become necessary to accommodate all mathematical interests. Many students are not interested in a Calculus or Statistics path. In order to assist those students we have created the course "Advanced Math Concepts."

Educational Implications

This course allows students to explore many non-traditional, rigorous, Mathematics topics as an alternative to a Calculus or Statistics pathway.

Fiscal Implications

Textbook cost: $(\$195.25) \times (160) = \$31,240$



NEW COURSE PROPOSAL OUTLINE

Course Title:	Advanced Mathematical Concepts (AdvMathConcepts)
Grade Level:	9-12
Required/Elective:	This course could serve as one of the three required years of math for graduation, or it could be taken for elective credit
Length/Credits:	This is a yearlong course, earning 5 credits for each semester successfully completed.
Prerequisites:	Students must have successfully completed Integrated Math 3 (or an equivalent course such as Algebra 2) as a prerequisite to enroll in this course.
Course Number:	(To be completed by District)

I. Course Rationale and Description:

This is a rigorous, college preparatory math course that covers topics from a variety of fields. This course is designed to show some of the essence and quality of mathematics, and to enhance precision in the evaluation and expression of ideas, thereby developing a student's quantitative reasoning skills. Students in this course are expected to have a firm grasp of concepts through Integrated Math 3 (Algebra 2), and be prepared to both build upon previous concepts as well as explore a variety of new topics. Students will formulate ideas, set goals, and demonstrate application through group work, presentations, individual assessments, homework and special projects.

Topics will include various selected items from below:

- Problem Solving and Critical Thinking
- Set Theory
- Logic
- Number Representation and Calculation
- Number theory and the Real Number System
- Algebra
- Geometry
- Networks and Graph Theory
- Measurement
- Growth
- Financial Management
- Counting Methods
- Probability Theory
- Statistics
- Graphs and Functions
- Mathematical Systems
- Voting and Apportionment

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

The Nature of Mathematics, by Karl Smith, 13th edition, Brooks Cole

ISBN-10: 1133947255

ISBN-13: 9781133947257

1024 Pages

Previous Editions: 2012

© 2017 | Available January 2016

See more at:

http://www.cengage.com/search/productOverview.do?Ntt=Nature+of+Mathematics%2C+13th+edition||12442129211278772333433639484870506336&N=16&Ntk=APG%7C%7CP_EPI&Ntx=mode+matchallpartial#sthash.nGPI6VTo.dpuf

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.)

This course will cover various selected topics found in the following list:

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
<u>THE NATURE OF PROBLEM SOLVING:</u> The Nature of Problem Solving Problem Solving Inductive and Deductive Reasoning Scientific Notation and Estimation	Mathematical Practices Expressions and Equations	2-3 Weeks	<ul style="list-style-type: none"> Group/Individual Projects Group Work Individual work Student Presentations Instructor lead Lectures Student centered test analysis Demonstrations with models Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF SETS:</u> Sets, Subsets, and Venn Diagrams Operations with Sets Applications of Sets Finite and Infinite Sets	SP: Conditional Probability and the Rules of Probability Understand the independence and conditional probability and use them to interpret data Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> Group/Individual Projects Group Work Individual work Student Presentations Instructor lead Lectures Student centered test analysis Demonstrations with models Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments

<p><u>THE NATURE OF LOGIC:</u></p> <p>Deductive Reasoning Truth Tables and the Conditional Operators and Laws of Logic The Nature of Proof Problem Solving Using Logic Logic Circuits</p>	<p>A-REI: Reasoning with Equations and Inequalities</p> <p>Seeing structure in expressions</p> <p>Mathematical Practices</p>	<p>2-3 Weeks</p>	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	<p>Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments</p>
<p><u>THE NATURE OF NUMERATION SYSTEMS:</u></p> <p>Early Numeration Systems Hindu-Arabic Numeration System Different Numeration Systems Binary Numeration System History of Calculating Devices</p>	<p>Mathematical Practices</p> <p>History of Mathematics</p>	<p>2-3 Weeks</p>	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	<p>Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments</p>
<p><u>THE NATURE OF NUMBERS:</u></p> <p>Natural Numbers Prime Numbers Integers Rational Numbers Irrational Numbers Groups, Fields, and Real Numbers Discrete Mathematics Cryptography</p>	<p>N-RN: Real Number System</p> <p>Number and Quantity</p> <p>College Level Mathematics</p> <p>Mathematical Practices</p>	<p>2-3 Weeks</p>	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	<p>Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments</p>
<p><u>THE NATURE OF ALGEBRA:</u></p> <p>Polynomials Factoring Evaluation, Applications, and Spreadsheets Equations Inequalities Algebra in Problem Solving Ratios, Proportions, and Problem Solving Percents Modeling Uncategorized Problems</p>	<p>A-REI: Reasoning with Equations and Inequalities</p> <p>A-ADR: Arithmetic with Polynomials and rational expressions</p> <p>N-Q: Quantities</p> <p>Ratio and Proportional Relationships</p> <p>Mathematical Practices</p>	<p>2-3 Weeks</p>	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	<p>Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments</p>

<u>THE NATURE OF GEOMETRY:</u> Geometry Polygons and Angles Triangles Similar Triangles Right Triangle Trigonometry Mathematics, Art, and Non-Euclidean Geometries	G-CO: Congruence G-SRT: Similarity, Right Triangles, and Trigonometry G-C: Circles F-TF: Trigonometric Functions Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> Group/Individual Projects Group Work Individual work Student Presentations Instructor lead Lectures Student centered test analysis Demonstrations with models Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF NETWORKS AND GRAPH THEORY:</u> Euler Circuits and Hamiltonian Cycles Trees and Minimum Spanning Trees Topology and Fractals	College Level Mathematics Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> Group/Individual Projects Group Work Individual work Student Presentations Instructor lead Lectures Student centered test analysis Demonstrations with models Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF MEASUREMENT:</u> Perimeter Area Surface Area, Volume and Capacity Miscellaneous Measurements U.S.-Metric Conversions	G-GMD: Geometric Measurement and Dimensions G-MG: Modeling with Geometry Measurement and Data Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> Group/Individual Projects Group Work Individual work Student Presentations Instructor lead Lectures Student centered test analysis Demonstrations with models Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF GROWTH:</u> Exponential Equations Logarithmic Equations Applications of Growth and Decay	F-BF: Building Functions F-LE: Linear, Quadratic, and Exponential Modeling A-SSE: Seeing structure in expressions F-IF: Angle Functions using representations Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> Group/Individual Projects Group Work Individual work Student Presentations Instructor lead Lectures Student centered test analysis Demonstrations with models Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF SEQUENCES, SERIES, AND FINANCIAL MANAGEMENT:</u> Interest Installment Buying Sequences Series Annuities Amortization Summary of Financial Formulas	F-LE: Linear Quadratics and Exponential Modeling Construct and Compare Linear Arithmetic and Geometric expressions Operations and Algebraic thinking and modeling Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> Group/Individual Projects Group Work Individual work Student Presentations Instructor lead Lectures Student centered test analysis Demonstrations with models Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments

<u>THE NATURE OF COUNTING:</u> Permutations Combinations Counting without Counting Rubik's Cube and Instant Insanity	S-CP: Conditional Probability and the rules of probability Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF PROBABILITY:</u> Introduction to Probability Mathematical Expectation Probability Models Calculated Probabilities The Binomial Distribution	S-CP: Conditional Probability and the rules of probability Using Probability to make decisions Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF STATISTICS:</u> Frequency Distributions and Graphs Descriptive Statistics The Normal Curve Correlation and Regression Sampling	S-IC: Interpreting categorical and quantitative data Making inferences and justifying conclusions Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF GRAPHS AND FUNCTIONS:</u> Cartesian Coordinates and Graphing Lines Graphing Half-Planes Graphing Curves Conic Sections Functions	F-IF: Interpreting Functions Graphing with a 2-Dimensional coordinate plane G-GPE: Expressing geometric properties with equations Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
<u>THE NATURE OF MATHEMATICAL SYSTEMS:</u> Systems of Linear Equations Problem Solving with Systems Matrix Solution of a System of Equations Inverse Matrices Modeling with Linear Programming	F-LE: Linear Quadratics and Exponential Modeling A-REI: Reasoning with Equations and Inequalities N-VM: Vector and Matrix Quantities Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments

<u>THE NATURE OF VOTING AND APPORTIONMENT:</u> Voting Voting Dilemmas Apportionment Apportionment Flaws	Mathematical Practices	2-3 Weeks	<ul style="list-style-type: none"> • Group/Individual Projects • Group Work • Individual work • Student Presentations • Instructor lead Lectures • Student centered test analysis • Demonstrations with models • Use of manipulatives 	Group Tests Quizzes Individual Tests Projects Presentations Formative Assessments
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IV. Instructional Methods: Please indicate instructional methods to be used for special needs students, including Special Education, English Language Learners, and Honors.

All required accommodations based upon the students IEP, SST or 504 will be met. In addition the presentation of material will be presented in a well-rounded method so as to encourage learning for all types of learners. This course's curriculum will provide the opportunity for all students to meet or exceed expected state and local standards. The course will focus on teaching students of varied abilities and backgrounds through the use of the following strategies:

- Use of SDAIE strategies for ELD students
- Scaffolding for all levels of learners
- Notes both visually and verbally
- Group projects and work to encourage being a good communicator and collaborative worker/learner.
- Individual/Group discovery and discussion
- Student presentations to also encourage good communication skills and quality production.
- Differentiated Instruction as needed based upon the students learning needs.
- Individual work to maintain mathematical perseverance
- Various manipulatives and models will be used to give concrete examples to the mathematics.

V. Grading Policy:

Student grading progress will be reported in accordance with the CUSD Board Policy. Grade will reflect assessments of each student's work as determined by the stated assessment and evaluations.

90-100: A
80-89: B
70-79: C
60-69: D
59 and below: F

Aligned with State Frameworks: () Yes () No

CSU/UC Requirement: () Yes () No

Sites offered:

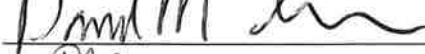
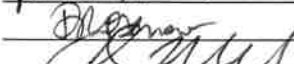

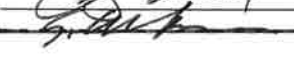



Curriculum Council Approval Date:

Board Approval Date:




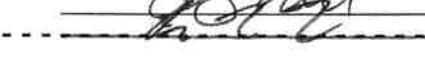

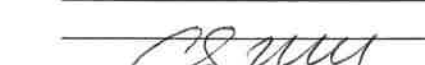

New Course Proposal Signature Page

Course Title: Advanced Math Concepts
Submitted by: Brian Boyer
Department: Math **Campus:** CHS/PV/FV

STEP 1 - Same Grade Level Department Chairperson Approval

Chico High School		Date <u>1/12/16</u>
Pleasant Valley High School		Date <u>1/12/16</u>
Fair View High School		Date <u>1/12/16</u>
Oakdale School		Date <u>1/12/16</u>
INSPIRE		Date <u>1/12/16</u>
Bidwell Jr. High School		Date _____
Chico Jr. High School		Date _____
Marsh Jr. High School		Date _____
CAL		Date <u>1/12/16</u>
Oakdale School		Date <u>1/12/16</u>

STEP 2 - Same Grade Level Campus Principal Approval

Chico High School		Date <u>1/12/16</u>
Pleasant Valley High School		Date <u>1/12/16</u>
Fair View High School		Date <u>1/12/16</u>
Oakdale School		Date <u>1/12/16</u>
INSPIRE		Date <u>1/12/16</u>
Bidwell Jr. High School		Date _____
Chico Jr. High School		Date _____
Marsh Jr. High School		Date _____
CAL		Date <u>1/12/16</u>
Oakdale School		Date <u>1/12/16</u>

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

Content Area Task Force Approval (if appropriate):

 _____ Date _____

CUSD Educational Services Approval:

 _____ Date 1/13/16

CUSD Curriculum Council Approval:

 _____ Date _____

AGENDA ITEM: Library Science – Name change to existing course

Prepared by: Linda Elliott / Deanna Holen

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

The Library Aide course is the current name of the course for which this change is being proposed. At PVHS, students enrolled in this course are graded with assignments and curriculum as they are in other elective courses, which is not typical of other Aide positions for students.

Educational Implications

The name change more accurately reflects the coursework that students are completing when they take this class. The proposed name change also distinguishes the different expectations for students who choose to take the course a second year.

Fiscal Implications

There are no fiscal implications anticipated for this course.



NAME CHANGE FOR EXISTING COURSE PROPOSAL

Current Course Title:	Library Aide
Proposed Course Title:	Library Science I / Library Science II
Grade Level:	11-12
Required/Elective:	no
Length/Credits:	1 year 5 credits/semester
Prerequisites:	none
Course Number:	

I. Name Change Rationale and Description:

This class is currently titled Library Aide and is a graded course with assignments and curriculum as other electives are. Since students do progress through a series of work related to research and technology, the name change more accurately reflects the content of the course. Additionally we are specifying a level as a few students will choose to take the class more than one year and consequently they have different expectations for the units.

Library Science I

This graded (A-F) course is designed to introduce students to fields of library science and information literacy. Students will assist in daily library operations, learning clerical tasks, such as business use of the telephone, filing, typing, and researching information for staff. Educational content will be taught as students work with both print and non-print collections, helping to organize and maintain the collection, researching, designing and creating projects with a career and technical focus. Digital literacy through desktop publishing, multimedia presentations and hands on work with computers will be an emphasis. Students must complete an application and have teacher/counselor/administration approval in order to be in this class.

Library Science II

Pre-requisite, Library Science I. This graded (A-F) course is designed to further the knowledge and practice of the field of library science and information literacy. Students will assist in daily library operations, practicing clerical tasks, such as business use of the telephone, filing, typing, and researching information for staff. Educational content will be taught as students work with both print and non-print collections, helping to organize and maintain the collection, researching, designing and creating projects, and assisting with the creation of instructional content, all with a career and technical focus. Critical and creative thinking will be needed for successful completion of this class. Digital literacy through video and multimedia presentations, and the creation of websites will be emphasized. Students must complete an application and have teacher /counselor/ administration approval in order to be in this class.

Aligned with State Frameworks: ☐ Yes ☒ No

CSU/UC Requirements: ☐ Yes ☒ No

*If yes, site must complete attached addendum.

Sites Offered: Pleasant Valley High School

Chico Unified School District – Name Change for Existing Course Proposal – Addendum

Date Submitted to Site Registrar: _____

To be completed by Site Department Chair/Designee:

Course Title: _____ Library Science I & II _____

Department: _____ Elective / Other _____

Department member responsible for course description for Catalog/Student Handbook:

Library _____

UC/CSU A-G Subject Area (check one):

_____ A: History/Social Science

_____ D: Laboratory Science

_____ B: English

_____ E: Language Other Than English

_____ C: Mathematics

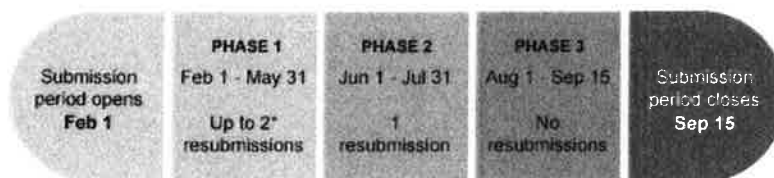
_____ F: Visual & Performing Art

_____ G: College Preparatory Elective

Department member responsible for UCOP submission: _____

UCOP Website/Directions = <https://hs-articulation.ucop.edu/agcmp/login#/>

UCOP portal opens Feb. 1. Final deadline is Sept. 15. Applies to initial and any re-submissions



To be completed by Site Office Personnel:

Action	Date of confirmation	Person who confirmed action
Submission to UCOP portal	_____	_____
Status of submission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
Resubmission, if necessary	_____	_____
Status of resubmission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
In UC Doorways Course List	_____	_____
Course Offerings Document Updated	_____	_____
Course Catalog/Student Handbook Updated	_____	_____

Name Change for Existing Course Proposal Signature Page

Proposed Course Title:	Library Science I / Library Science II		
Submitted by:	Linda Elliott		
Department:	Library	School:	Pleasant Valley High
Planned Start Date:	August 2016		

STEP 1 – Same Grade Level Department Chairperson (High Schools) or Rep (Jr. High)

	Signature	Date
Chico High	<i>Gale Morgan</i>	1/12/16
Pleasant Valley High	<i>[Signature]</i>	1/12/16
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16
Inspire	<i>[Signature]</i>	1/12/16
Bidwell Jr. High		
Chico Jr. High		
Marsh Jr. High		
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16

STEP 2 – Same Grade Level Campus Principal Approval

	Signature	Date
Chico High	<i>[Signature]</i>	1/12/16
Pleasant Valley High	<i>[Signature]</i>	1/12/16
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16
Inspire	<i>[Signature]</i>	1/12/16
Bidwell Jr. High		
Chico Jr. High		
Marsh Jr. High		
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16

Appropriate consideration in Steps 1 and 2 must be made within 10 days of receipt. Consideration may be: approval or rejection.

If rejected, return to originator with rationale or conditions for approval.

Educational Services Approval: *[Signature]* Date: 1/13/16

Board of Education Approval: _____ Date: _____

AGENDA ITEM: Course name change – Environmental Design

Prepared by: Deanna Holen and Priscilla Burns

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

The PVHS HECT Department is seeking to change the name of an existing course (Interior Design) in order to align with industry and state standards.

Educational Implications

Students' transcripts will more accurately reflect the industry standards covered during their coursework at PVHS.

Fiscal Implications

None – this is a change in course name only.



NAME CHANGE FOR EXISTING COURSE PROPOSAL

Current Course Title:	Interior Design
Proposed Course Title:	Environmental Design
Grade Level:	10-12
Required/Elective:	Elective
Length/Credits:	One Year / 5 credits per semester
Prerequisites:	Suggested: Life Management
Course Number:	

I. Name Change Rationale and Description:

This course title is replacing the course title of "Interior Design" within the career pathway. This concentrator course is developed based on standards and career pathway sequences of housing, interior design and furnishings within the California Department of Education. Utilizing existing courses from other model programs statewide the department developed this course to meet an increasing market segment in environmental design. According to job market data, the bureau of labor statistics forecasts that this industry sector will have a 13% greater increase from now until 2022. Interior design, housing and furnishing includes traditional coursework and issues trending such as sustainability, energy and environmental stewardship. Students will understand, compare, analyze and design in this project-based learning atmosphere.

This comprehensive course will emphasize visual art and design concepts, aesthetics, development of creative expression, and the cultural/historical aspects of environmental design. Students will analyze and identify the principles and elements of design, compare and contrast interior and exterior structures and design, understand and apply theory using various mediums, and draw visual representations. Students will create marketing and advertising mediums, and they will present projects both visually and orally while building a design portfolio. Students will demonstrate knowledge through analytical writing, math computation, research projects, portfolios, and oral presentations throughout the course.

Aligned with State Frameworks: ☒ Yes ☐ No

CSU/UC Requirements: ☒ Yes ☐ No

*If yes, site must complete attached addendum

Sites Offered: Pleasant Valley High School

Chico Unified School District – Name Change for Existing Course Proposal – Addendum

Date Submitted to Site Registrar: 1/6/16

To be completed by Site Department Chair/Designee:

Course Title: Environmental Design

Department: HECT

Department member responsible for course description for Catalog/Student Handbook:
Priscilla Burns

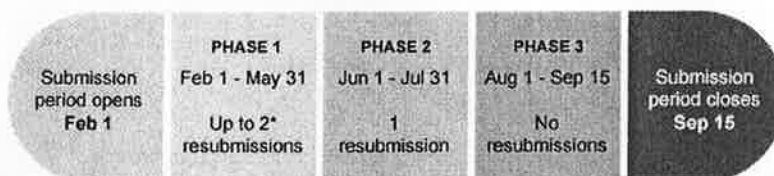
UC/CSU A-G Subject Area (check one):

- | | |
|--|--|
| <input type="checkbox"/> A: History/Social Science | <input type="checkbox"/> D: Laboratory Science |
| <input type="checkbox"/> B: English | <input type="checkbox"/> E: Language Other Than English |
| <input type="checkbox"/> C: Mathematics | <input checked="" type="checkbox"/> F: Visual & Performing Art |
| | <input type="checkbox"/> G: College Preparatory Elective |

Department member responsible for UCOP submission: _____

UCOP Website/Directions = <https://hs-articulation.ucop.edu/agcmp/login#/>

UCOP portal opens Feb. 1. Final deadline is Sept. 15. Applies to initial and any re-submissions



To be completed by Site Office Personnel:

Action	Date of confirmation	Person who confirmed action
Submission to UCOP portal	_____	_____
Status of submission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
Resubmission, if necessary	_____	_____
Status of resubmission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
In UC Doorways Course List	_____	_____
Course Offerings Document Updated	_____	_____
Course Catalog/Student Handbook Updated	_____	_____

Name Change for Existing Course Proposal Signature Page

Proposed Course Title:	Environmental Design		
Submitted by:	Priscilla Burns		
Department:	HECT	School:	Pleasant Valley High
Planned Start Date:	Fall 2016		

STEP 1 – Same Grade Level Department Chairperson (High Schools) or Rep (Jr. High)

	Signature	Date
Chico High	<i>Barbara Bont (Asst. Principal)</i>	1-12-16
Pleasant Valley High	<i>Priscilla Burns</i>	1/7/16
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16
Inspire	<i>[Signature]</i>	1/12/16
Bidwell Jr. High		
Chico Jr. High		
Marsh Jr. High		
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16

STEP 2 – Same Grade Level Campus Principal Approval

	Signature	Date
Chico High	<i>[Signature]</i>	1/12/16
Pleasant Valley High	<i>[Signature]</i>	1/12/16
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16
Inspire	<i>[Signature]</i>	1/12/16
Bidwell Jr. High		
Chico Jr. High		
Marsh Jr. High		
Alternative Ed. Campus	<i>[Signature]</i>	1/12/16

Appropriate consideration in Steps 1 and 2 must be made within 10 days of receipt. Consideration may be: approval or rejection.

If rejected, return to originator with rationale or conditions for approval.

Educational Services Approval: *[Signature]* Date: 1/13/16

Board of Education Approval: _____ Date: _____

AGENDA ITEM: ROP Video Production 2 & 3 – Name change to existing course

Prepared by: Mike Peck / Deanna Holen

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

In recent years, the introductory Video Production course was extended to 10th grade students for enrollment. As a result, some students have repeated the ROP Video Production course to complete a four-year sequence within this CTE pathway. However, there has been no way to distinguish whether a student was a first or second year participant in the ROP Video Production course.

Educational Implications

The name change will make it easier for counselors and students to keep track of their progression through the Arts, Media, and Entertainment CTE pathway.

Fiscal Implications

There are no expected fiscal implications for this course name change.



NAME CHANGE FOR EXISTING COURSE PROPOSAL

Current Course Title:	ROP Video Production
Proposed Course Title:	ROP Video Production 2 & 3
Grade Level:	11-12
Required/Elective:	Elective
Length/Credits:	Year / 10 credits
Prerequisites:	Video Production 1
Course Number:	

I. Name Change Rationale and Description:

The 2 & 3 course levels and name changes are necessary to differentiate between the current "Video Production" course and the Advanced level ROP Video Production (1) courses.

The name change will make more sense for counselors and students to keep track of the classes in a sequence in the CTE pathway. More and more students are taking ROP Video as a junior and repeating it as a senior, so the level 2 & 3 will also get them the proper credit for their advanced work in the courses.

The new sequence of course in the Arts, Media, & Entertainment pathway will be as follows:

9th: Intro to Multi-media (semester)
10th: Video Production 1 (A-G VPA & Butte 2+2 credits)
11th: ROP Audio Production and/or Video Production 1 or 2 (Butte 2+2 credits)
12th: ROP Video Production 2 or 3 (Butte 2+2 credits)

Aligned with State Frameworks:

☒

Yes

☐

No

CSU/UC Requirements:

☐

Yes

☒

No

*If yes, site must complete attached addendum.

Sites Offered:

Pleasant Valley High School

Chico Unified School District – Name Change for Existing Course Proposal – Addendum

Date Submitted to Site Registrar: 1/8/16

To be completed by Site Department Chair/Designee:

Course Title: ROP Video Production 2 & 3

Department: Business/Technology & Arts, Media, & Entertainment Pathway

Department member responsible for course description for Catalog/Student Handbook:

Michael Peck

UC/CSU A-G Subject Area (check one):

☐ A: History/Social Science

☐ D: Laboratory Science

☐ B: English

☐ E: Language Other Than English

☐ C: Mathematics

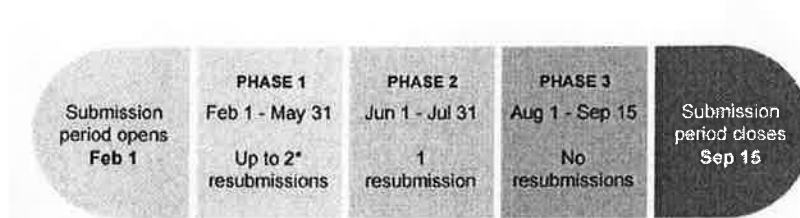
☐ F: Visual & Performing Art

☐ G: College Preparatory Elective

Department member responsible for UCOP submission: _____

UCOP Website/Directions = https://hs-articulation.ucop.edu/agcmp/login#

UCOP portal opens Feb. 1. Final deadline is Sept. 15. Applies to initial and any re-submissions



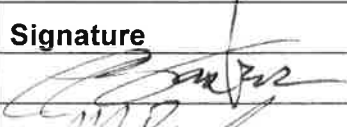
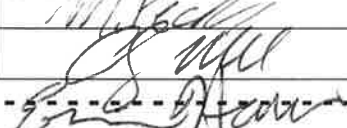
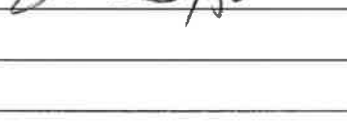

To be completed by Site Office Personnel:

Action	Date of confirmation	Person who confirmed action
Submission to UCOP portal	_____	_____
Status of submission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
Resubmission, if necessary	_____	_____
Status of resubmission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
In UC Doorways Course List	_____	_____
Course Offerings Document Updated	_____	_____
Course Catalog/Student Handbook Updated	_____	_____

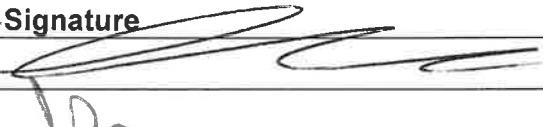
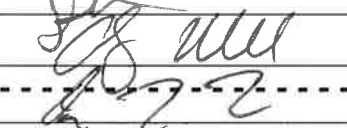
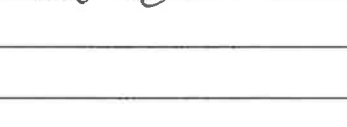
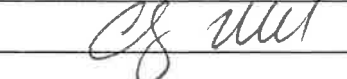
Name Change for Existing Course Proposal Signature Page

Proposed Course Title:	ROP Video Production 2 and ROP Video Production 3 (two courses)		
Submitted by:	Michael Peck		
Department:	CTE / Business Technology	School:	PVHS
Planned Start Date:	Fall 2016		

STEP 1 – Same Grade Level Department Chairperson (High Schools) or Rep (Jr. High)

	Signature	Date
Chico High		1/12/16
Pleasant Valley High		1/12/16
Alternative Ed. Campus		1/12/16
Inspire		
Bidwell Jr. High		
Chico Jr. High		
Marsh Jr. High		
Alternative Ed. Campus		1/12/16

STEP 2 – Same Grade Level Campus Principal Approval

	Signature	Date
Chico High		1/12/16
Pleasant Valley High		1/12/16
Alternative Ed. Campus		1/12/16
Inspire		
Bidwell Jr. High		
Chico Jr. High		
Marsh Jr. High		
Alternative Ed. Campus		1/12/16

Appropriate consideration in Steps 1 and 2 must be made within 10 days of receipt. Consideration may be: approval or rejection.

If rejected, return to originator with rationale or conditions for approval.

Educational Services Approval:  Date: 1/13/16

Board of Education Approval: _____ Date: _____

AGENDA ITEM: Stagecraft

Prepared by: Tamara Jensen / Deanna Holen

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

The PVHS VAPA department has been considering how to meet the needs of students who are interested in participating in theatrical productions but are not interested in performing.

Educational Implications

By creating a separate course for this type of participation in theatrical productions, students' transcripts will better reflect their knowledge base after completing the course. Participation in the course will build upon students' academic skills, such as analytical reading, that can be applied for success in other subject areas as well.

Fiscal Implications

No fiscal implications are expected.



NEW COURSE PROPOSAL OUTLINE

Course Title:	Stagecraft
Grade Level:	10-12
Required/Elective:	Elective
Length/Credits:	Year / 5 credits per semester
Prerequisites:	Drama I

I. Course Rationale and Description:

Stagecraft aligns with several California Common Core State Standards in English and math. The course builds upon students' prior skills acquired in their math, English, and previous theatre courses and provides real world extensions and practice with these skills. The course requires reading of a variety of genres, both fiction (mostly plays) and non-fiction (including reviews, blueprints, instructional manuals and industry reports). Course work builds proficiency in analytical reading and writing of plays and an understanding of author's purpose and audience. Students will be able to synthesize information in order to create sets, props, design, and other theatrical needs. Students will learn industry specific language for both construction and theater.

Students will also become familiar with all aspects of production – from stage management to house management.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Theater Handbook
Scripts

Supplemental Materials:

OSHA curriculum from IATSE

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.)

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
Theater Safety and Etiquette	1.1 2.1 2.2 2.3 2.4	3 Weeks	Reading OSHA documents Hands-on of tools Make charts for theater personnel and responsibilities	Testing OSHA from IATSE documents Sign up for crew/work hours
Production and Marketing	1.2 2.8 1.3 3.1 2.5 3.2 2.6 3.3 2.7	2 Weeks	Script Analysis for production needs	Self-Evaluations Socratic Seminar Marketing Strategy
Stage Management	2.1 2.2 2.3 2.8	2 Weeks	Script Analysis	Stage Management Book including props, blocking notes, cue sheets, etc.
Set/Lighting Design	1.2 2.5 1.3 2.3 2.4	10 Weeks	Script Analysis	Essay: What is "good" art? Design sets and lights for a mock production
Costume Design	1.2 1.3 2.5 2.3 2.4	3 Weeks	Script Analysis Guest Artist	Creation of costume design for one production including scene breakdown, hand-drawn designs and one final product
Front of House Management	1.2 2.1 3.1	1 Week	COM rules Ushering Disabled Needs Ticketing	Work FOH for a production
Final Project	All Standards	12 Weeks	All previous	Immersion into a full production

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

Accommodations for text analysis will be made according to the current level of the student and native language (if necessary).

V. Grading Policy:

Total Points for each project completed and for hours participating in the theater. Standard A-F PVHS percentage applies.

Aligned with State Frameworks: ☒ Yes ☐ No

Course intended for a CTE Pathway: ☐ Yes* ☒ No

*If yes, which: ☐ Introductory ☐ Concentrator ☐ Completer

Already CUSD Board Approved:

☐ Yes, sites currently offering: _____ ☒ No

Is course intended to meet CSU/UC Requirement: ☐ Yes** ☒ No

**If yes, site must complete attached addendum

Chico Unified School District – Secondary New Course Proposal – Addendum

Date Submitted to Site Registrar: 1/6/16

To be completed by Site Department Chair/Designee:

Course Title: Stagecraft

Department: VAPA

Department member responsible for course description for Catalog/Student Handbook:
Reta Rickmers

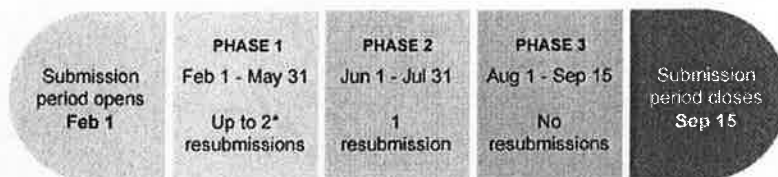
UC/CSU A-G Subject Area (check one):

- | | |
|--|--|
| <input type="checkbox"/> A: History/Social Science | <input type="checkbox"/> D: Laboratory Science |
| <input type="checkbox"/> B: English | <input type="checkbox"/> E: Language Other Than English |
| <input type="checkbox"/> C: Mathematics | <input type="checkbox"/> F: Visual & Performing Art |
| | <input type="checkbox"/> G: College Preparatory Elective |

Department member responsible for UCOP submission: N/A

UCOP Website/Directions = https://hs-articulation.ucop.edu/agcmp/login#

UCOP portal opens Feb. 1. Final deadline is Sept. 15. Applies to initial and any re-submissions



To be completed by Site Office Personnel:



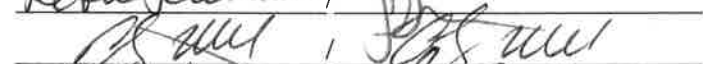
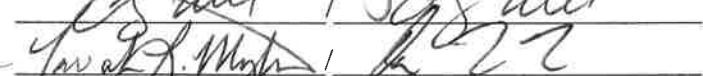
Action	Date of confirmation	Person who confirmed action
Submission to UCOP portal		
Status of submission:		
Approved by UCOP (attach email)		
Rejected by UCOP		
Resubmission, if necessary		
Status of resubmission:		
Approved by UCOP (attach email)		
Rejected by UCOP		
In UC Doorways Course List		
Course Offerings Document Updated		
Course Catalog/Student Handbook Updated		

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




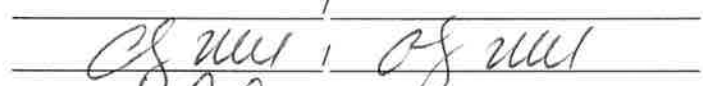

Course Title: Stagecraft
Submitted by: Tamara Jensen
Department: VAPA
School: Pleasant Valley High School
Planned Start Date: Fall 2016

Approvals (Signature & Date):

Dept. Chair/Admin. (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 checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Inspire		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

Dept./Admin. (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 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: CTE Medical Terminology and Introductory Anatomy – New Course

Prepared by: Barbara Bertapelle / Deanna Holen

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

This course is being proposed to support students' pursuit of a job in the medical field. Although PV currently has a Medical Terminology course, this course will be taught in relation to the basic anatomy, physiology, and pathology of body systems.

Educational Implications

Integration of the anatomy content will further develop students' working knowledge of the medical terms they are learning. The Medical Terminology curriculum is currently articulated with Butte College's Medical Terminology Course.

Fiscal Implications

Fiscal implications include the possible purchase of supplemental materials for the course.



NEW COURSE PROPOSAL OUTLINE

Course Title:	CTE Medical Terminology and Introductory Anatomy
Grade Level:	11-12
Required/Elective:	Elective
Length/Credits:	Year/10.0
Prerequisites:	Biology or Life Science with a grade of C or better
Course Number:	(To be completed by District)

I. Course Rationale and Description:

This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and spelling of medical terms with focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems. This course is directed towards those students seeking a basic anatomy/physiology and medical terminology class to support their pursuit of a job in the medical field.

Our Medical Terminology curriculum is already articulated with Butte College's Medical Terminology Course.

This class will not satisfy science credits toward graduation.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

Fremgen, Bonnie. Medical Terminology, A Living Language. 5th Edition. Prentice Hall, ISBN-10: 0132843471 • ISBN-13: 9780132843478

Supplemental Materials:

Taber's Cyclopedic Medical Dictionary. 20th Edition. F.A. Davis, 2005.

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.)

OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. interpret the meaning of medical terms by analyzing the basic elements of the terms.
- B. explain medical terms in relation to basic anatomy, physiology, and pathology of body systems.
- C. identify and pronounce medical terms correctly.

D. understand and display knowledge of all 10 human body systems and how they interact.

Unit Name and time allotted	Standards Addressed
Introduction of Medical Terminology 2 weeks	CTE 10.1 Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
Integumentary (Skin and associated Structures) 2 weeks	B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment. B2.2 Describe basic stages of growth and development. B2.3 Recognize common disease and disorders of the human body. B2.4 Compare normal function
Body Structure 3 weeks	B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
Muscular System 2 weeks	B5.1 Use medical terminology in patient care appropriate to communicate information and observations.
Skeletal System 2 weeks	B5.2 Accurately spell and define occupationally specific terms related to health care. B5.3 Use roots, prefixes, and suffixes to communicate information.
Cardiovascular System 2 weeks	B5.4 Use medical abbreviations to communicate information. B5.5 Know the basic structure of medical terms. B5.6 Demonstrate the correct pronunciation of medical terms. B5.7 Practice word building medical terminology skills.
Blood, Lymphatic and Immune System 3 weeks	CTE STANDARDS – Transferable through all CTE Pathway Strands 1.0 Academics Class will be partnering with science classes to develop several integrated lessons.
Respiratory System 2 weeks	2.0 Communications Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
Digestive System 2 weeks	3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
Urinary System 2 weeks	4.0 Technology Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.
Reproductive System 3 weeks	5.0 Problem Solving and Critical Thinking Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
Endocrine System 2 weeks	6.0 Health and Safety Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
Special Senses 2 weeks	7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.
Special Topics 3 weeks	8.0 Ethics and Legal Responsibilities Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. 9.0 Leadership and Teamwork Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization. 10.0 Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

	<p>11.0 Demonstration and Application Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.</p> <p>Next Generation Science Standards</p> <p>HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p> <p>HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanism maintain homeostasis.</p>
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Direct Methods of Instruction will include:

- A. Lectures using Powerpoints and white boards.
- B. Reading Assignments
- C. Multi-media Presentations
- D. Handouts

Methods of Evaluation

- A. Exams and Quizzes
- B. Multi-media Presentations
- C. Homework Assignments

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

Direct instruction will include the use of powerpoints. Students will conduct case studies and internet research. Students will also need to be able to produce short presentations on a case study and use the correct terminology. To meet the needs of all students and the populations listed above, teachers will use Specially Designed Academic Instruction in English (SDAI) techniques such as: frontloading vocabulary, building on prior knowledge, use of manipulatives, and modeling to aid in instruction. In addition, the teacher will collaborate with the resource instructor so students with special needs can work toward specific goals listed in the student's IEP.

V. Grading Policy:

Default grading policy for PVHS.

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

Course intended for a CTE Pathway: () Yes* () No

***If yes, which:** (x) Introductory () Concentrator () Completer

Already CUSD Board Approved:

() Yes, sites currently offering: _____ (x) No

Is course intended to meet CSU/UC Requirement: () Yes** (x) No

****If yes, site must complete attached addendum**

Chico Unified School District – Secondary New Course Proposal – Addendum

Date Submitted to Site Registrar: 1/6/16

To be completed by Site Department Chair/Designee:

Course Title: CTE Medical Terminology/Non-College Prep Anatomy

Department: Science / CTE

Department member responsible for course description for Catalog/Student Handbook:
Barbara Bertapelle

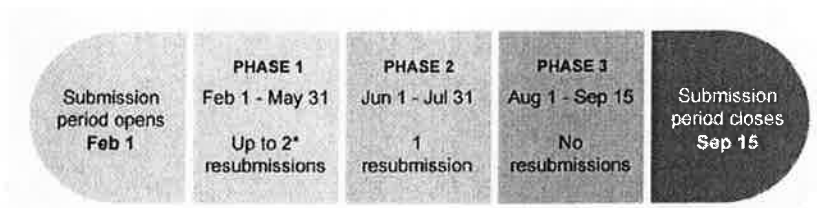
UC/CSU A-G Subject Area (check one):

_____A: History/Social Science
_____B: English
_____C: Mathematics
_____D: Laboratory Science
_____E: Language Other Than English
_____F: Visual & Performing Art
_____G: College Preparatory Elective

Department member responsible for UCOP submission: N/A

UCOP Website/Directions = <https://hs-articulation.ucop.edu/agcmp/login/#/>

UCOP portal opens Feb. 1. Final deadline is Sept. 15. Applies to initial and any re-submissions



To be completed by Site Office Personnel:

Action	Date of confirmation	Person who confirmed action
Submission to UCOP portal		
Status of submission:		
Approved by UCOP (attach email)		
Rejected by UCOP		
Resubmission, if necessary		
Status of resubmission:		
Approved by UCOP (attach email)		
Rejected by UCOP		
In UC Doorways Course List		
Course Offerings Document Updated		
Course Catalog/Student Handbook Updated		

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

Course Title: CTE Medical Terminology / Non-College Prep Anatomy
 Submitted by: Barbara Bertapelle
 Department: Science / CTE
 School: Pleasant Valley High School
 Planned Start Date: Fall 2016

Approvals (Signature & Date):

Dept. Chair/Admin. (High Schools)

Chico High	<u>JBall</u>	<u>[Signature]</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
PVHS	<u>B Bertapelle</u>	<u>[Signature]</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.	<u>of mui</u>	<u>[Signature]</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Inspire	<u>[Signature]</u>	<u>[Signature]</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

Dept./Admin. (Jr. High)

Bidwell	<u>/</u>	<input type="checkbox"/> Approve	<input type="checkbox"/> Reject
Chico Jr.	<u>/</u>	<input type="checkbox"/> Approve	<input type="checkbox"/> Reject
Marsh	<u>/</u>	<input type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.	<u>of mui</u> <u>/</u> <u>of mui</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Educational Services	<u>[Signature]</u>	<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: AP Music Theory – New Course and Textbook proposal

Prepared by: Ryan Heimlich / Deanna Holen

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

The music program at Pleasant Valley High School has consistently grown over the last couple of years. During that same time, PV has had at least one student per year register to take the AP Music Theory exam in May. With the addition of Music Theory as a course offering in 2015-16, there was teacher/department interest in offering the Advanced Placement course of the same name as an honors option for interested students.

Educational Implications

The addition of AP Music Theory will broaden the scope of current Advanced Placement offerings at PVHS, specifically within the electives offerings.

Fiscal Implications

Fiscal implications include the purchase of instructional materials, which will be approximately \$7000 for both the student texts and workbooks.



NEW COURSE PROPOSAL OUTLINE

Course Title:	AP Music Theory
Grade Level:	9-12
Required/Elective:	CTE / Fine Art / Foreign Language / Elective
Length/Credits:	Year, 5 Credits per semester
Prerequisites:	Students must be able to read and write musical notation and have acquired performance skills in voice or on an instrument.

I. **Course Rationale and Description:**

This rigorous college level music theory course will develop student's ability to understand the fundamentals of Music Theory. Ear training, sight singing, part writing, terminology and compositional strategies will all be a part of the course. In the process, students will be prepared to take the AP Music Theory Exam. With the successful completion of this course, students will also be able to pass out of the first semester of a college level music theory course. Students will learn how to use notation programs and basic recording technologies to compose, perform, record, and publicize their own music.

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

II. **Instructional and Supplemental Materials:**

Approved Core Instructional Materials:

Tonal Harmony with an Introduction to Twentieth-Century Music by Stephen Kostka and Dorothy Payne. 7th edition

Music for Sight Singing by Robert Ottman and Nancy Rogers, 9th edition

Supplemental Materials:

Tonal Harmony with an Introduction to Twentieth-Century Music Workbook, by Stephen Kostka and Dorothy Payne. 7th edition

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.)

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
BASICS <ul style="list-style-type: none"> Written: notation in treble and bass clef, key signatures, time signatures. (KP 1&2) Ear training: simple melodic dictation in 3-5 note patterns; sing major scales on different pitches. (OT 1&2) 	1.0: Artistic Perception: 1.1-1.6 2.0: Creative Expression: 2.1-2.8	Weeks 1-2	sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups	Written, performance, and aural
Intervals and Keys <ul style="list-style-type: none"> Written: intervals and inversions; key signatures and scales. (KP 3-4) Ear training: Chapter 2 review. Easy stepwise melodies of 5-7 notes. Introduce intervals. (OT 1&2) 	1.0: Artistic Perception: 1.1-1.6 2.0: Creative Expression: 2.1-2.8	Weeks 3-4	sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups	Written, performance, and aural
Further Intervals and Keys <ul style="list-style-type: none"> Written skills: KP, review chapters 3&4 and introduce chapter 5. Ear training: introduction of chords, review scales, intervals and short stepwise melodies. (OT 3) 	1.0: Artistic Perception: 1.1-1.6 2.0: Creative Expression: 2.1-2.8	Weeks 5-6	sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups	Written, performance, and aural
Chords <ul style="list-style-type: none"> Written skills: triads and chord identification, introduction to part writing. (KP 5&6) Ear training: new intervals; drill scales, triad qualities and short stepwise melodies. (OT 4&5) 	1.0: Artistic Perception: 1.1-1.6 2.0: Creative Expression: 2.1-2.8	Weeks 7-8	sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups	Written, performance, and aural
Intro to Progressions <ul style="list-style-type: none"> Written skills: Writing short progressions with given soprano or bass with concentration on triads in the root position; melody writing examples; harmonic intervals, parallel fifths and octaves. (KP 6&7) Ear Training: Introduction of modes. 	1.0: Artistic Perception: 1.1-1.6 2.0: Creative Expression: 2.1-2.8	Weeks 9-10	sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups	Written, performance, and aural
Further Progressions <ul style="list-style-type: none"> Written skills: writing short progressions with given soprano, or bass, 	1.0: Artistic Perception: 1.1-1.6 2.0: Creative	Weeks 11-12	sing, listen, see, perform, write, compose, improvise,	Written, performance, and aural

<p>concentrating on primary triads in root position; harmonic intervals, parallel fifths and octaves, work some with modes, and learn to write melodies that are mostly conjunct with good shape. (KP 6/7)</p> <ul style="list-style-type: none"> • Ear training: test basic skills on triad and scale identification; identify all intervals; continue to drill short melodies and sing stepwise melodies; small skips may be used. (OT 5&6) 	<p>Expression: 2.1-2.8</p>		<p>analyze, and apply both as individuals and groups</p>	
<p>Longer Progressions</p> <ul style="list-style-type: none"> • Written skills: extend length of progressions, add first inversion triads, review of root position triads. (KP 8) • Ear training and sight singing: triad, scale, and interval identification; incorporation of more challenging melodies and harmonic progressions using V; sight-singing simple, mostly stepwise melodies. (OT 8&9) 	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p>	<p>Weeks 13-14</p>	<p>sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups</p>	<p>Written, performance, and aural</p>
<p>Second Inversions</p> <ul style="list-style-type: none"> • Written skills: introduce second inversion triads (KP 9) • Ear training: basic skills continue; harmonic progressions add the IV triad; melodic dictation and sight singing stay within the same parameters. (OT 9) 	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p>	<p>Weeks 15-16</p>	<p>sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups</p>	<p>Written, performance, and aural through composition and presentation</p>
<p>Review and Final</p>	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p>	<p>Week 17-18</p>		<p>Written, performance, and aural through composition and presentation</p>
<p>Dominant V7</p> <ul style="list-style-type: none"> • Written skills: introduce V7 and inversions. (KP 13) • Ear training: Harmonic dictation using dominant seventh chords; melodic dictation and sight singing include melodies with small skips and intervals. (OT 13) 	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p> <p>3.0: Historical and Cultural Context: 3.1, 3.3, 3.4, 3.7,</p> <p>4.0: Aesthetic Valuing: 4.1, 4.2, 4.3</p>	<p>Week 19-21</p>	<p>sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups</p>	<p>Written, performance, and aural</p>
<p>Secondary Triads</p> <ul style="list-style-type: none"> • Written skills: secondary 	<p>1.0: Artistic Perception: 1.1-1.6</p>	<p>Week 22-24</p>	<p>sing, listen, see, perform, write,</p>	<p>Written, performance, and</p>

<p>triads and their inversions; use of Bach chorales (harmonize melodies). (KP 7)</p> <ul style="list-style-type: none"> • Ear training: dictation adding the ii chord. (OT 10/14) 	<p>2.0: Creative Expression: 2.1-2.8</p> <p>3.0: Historical and Cultural Context: 3.1, 3.3, 3.4, 3.7,</p> <p>4.0: Aesthetic Valuing: 4.1, 4.2, 4.3</p>		<p>compose, improvise, analyze, and apply both as individuals and groups</p>	<p>aural</p>
<p>Non-Harmonic Tones</p> <ul style="list-style-type: none"> • Written skills: non-harmonic tones; figured-bass exercises with some non-harmonic tones. (KP 11/12) • Ear training: introduce identification of non-harmonic tones. (OT 11/12) 	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p> <p>3.0: Historical and Cultural Context: 3.1, 3.3, 3.4, 3.7,</p> <p>4.0: Aesthetic Valuing: 4.1, 4.2, 4.3</p>	<p>Week 25-26</p>	<p>sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups</p>	<p>Written, performance, and aural</p>
<p>Figured Bass</p> <ul style="list-style-type: none"> • Written skills: triads and non-harmonic tones, given bass lines with figured bass, fragments of soprano/bass mixed, part-writing skills. (KP review 7–13) • Ear training: OT review Chapters 9–14. Harmonic dictation starts to add other diatonic triads. • <i>Teacher administers the first practice AP Exam.</i> 	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p> <p>3.0: Historical and Cultural Context: 3.1, 3.3, 3.4, 3.7,</p> <p>4.0: Aesthetic Valuing: 4.1, 4.2, 4.3</p>	<p>Week 27-28</p>	<p>sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups</p>	<p>Written, performance, and aural</p>
<p>Secondary Functions</p> <ul style="list-style-type: none"> • Written skills: secondary functions (secondary dominant and secondary leading tone chords) and phrase structure; Use of Bach chorales. (KP 17) • Ear training: harmonic dictation includes all triads. Melodic dictation and sight singing become more complex; on other instruments. (OT 18) 	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p> <p>3.0: Historical and Cultural Context: 3.1, 3.3, 3.4, 3.7,</p> <p>4.0: Aesthetic Valuing: 4.1, 4.2, 4.3</p>	<p>Week 29-30</p>	<p>sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups</p>	<p>Written, performance, and aural</p>
<p>Modulations</p> <ul style="list-style-type: none"> • Written skills: modulation to closely related keys, contrapuntal devices, melody writing. (KP 18) • Ear training: harmonic dictation includes all triads. Melodic dictation and sight singing become more complex; on other 	<p>1.0: Artistic Perception: 1.1-1.6</p> <p>2.0: Creative Expression: 2.1-2.8</p> <p>3.0: Historical and Cultural Context: 3.1, 3.3, 3.4, 3.7,</p>	<p>Week 31-32</p>	<p>sing, listen, see, perform, write, compose, improvise, analyze, and apply both as individuals and groups</p>	<p>Written, performance, and aural</p>

instruments. (OT 18) • <i>Teacher administers the second practice AP examination.</i>	4.0: Aesthetic Valuing: 4.1, 4.2, 4.3			
EXAM PREP • AP exam. • Begin work on Final composition project.	1.0: Artistic Perception: 1.1-1.6 2.0: Creative Expression: 2.1-2.8 3.0: Historical and Cultural Context: 3.1, 3.3, 3.4, 3.7, 4.0: Aesthetic Valuing: 4.1, 4.2, 4.3	Week 33-34		Written, performance, and aural
Final Projects • Final Projects: composition and presentation		Week 35		Written, performance, and aural through composition and presentation

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

Class will be divided into approximately one-third ear training and two-thirds theory. Each class will start with ear training and aural musicianship, with sight singing on Monday, Tuesday and Wednesday and dictation on Thursday and Friday. The last two-thirds of class will be focused on music theory concepts, with lecture, discussion, and readings approximately Monday, Tuesday, and Wednesday and practice (via group, written, and compositional work) Thursday and Friday.

Students will sing, listen, see, perform, write, compose, improvise, analyze, and apply the concepts taught in this course.

Aside from the text, there are several Technology Aids that can prove to be very useful, including:

- Ricci Adams' Music Theory Website: www.musictheory.net
- MacGamut 2003 for Mac and Windows. Columbus, Ohio: www.macgamut.com
- Free download of Finale NotePad software at www.makemusic.com
- Free notation program: Noteflight.com

Accommodations for text analysis will be made according to the current level of the student and native language (if necessary).

V. Grading Policy: Grades will be based on a point system in the following categories:

- Written assignments and compositions (30%): Written theory assignments, at least one per week
- Ear Training (30%): Sight singing, dictation, etc.
- Tests/Quizzes/Exams (30%): Pop quizzes, chapter tests, unit tests, and final exams

- Classroom Preparation and Participation (10%): One point per day for preparation and participation

Late work: Late work will be accepted up to one week past the due date, with a deduction of one letter grade per school day late.

The Pleasant Valley High School Grading Scale will be used to assign grades.

Aligned with State Frameworks: ☒ Yes ☐ No

Course intended for a CTE Pathway: ☐ Yes* ☒ No

*If yes, which: ☐ Introductory ☐ Concentrator ☐ Completer

Already CUSD Board Approved:

☐ Yes, sites currently offering: _____ ☒ No

Is course intended to meet CSU/UC Requirement: ☒ Yes** ☐ No

**If yes, site must complete attached addendum

Chico Unified School District – Secondary New Course Proposal – Addendum

Date Submitted to Site Registrar: _____

To be completed by Site Department Chair/Designee:

Course Title: AP Music Theory

Department: Visual and Performing Arts

Department member responsible for course description for Catalog/Student Handbook:
Ryan Heimlich

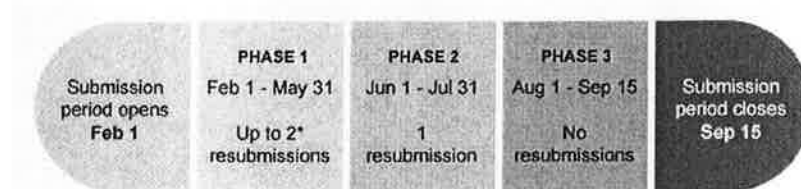
UC/CSU A-G Subject Area (check one):

- | | |
|--|--|
| <input type="checkbox"/> A: History/Social Science | <input type="checkbox"/> D: Laboratory Science |
| <input type="checkbox"/> B: English | <input type="checkbox"/> E: Language Other Than English |
| <input type="checkbox"/> C: Mathematics | <input checked="" type="checkbox"/> F: Visual & Performing Art |
| | <input type="checkbox"/> G: College Preparatory Elective |

Department member responsible for UCOP submission: Ryan Heimlich

UCOP Website/Directions = https://hs-articulation.ucop.edu/agcmp/login#

UCOP portal opens Feb. 1. Final deadline is Sept. 15. Applies to initial and any re-submissions



To be completed by Site Office Personnel:




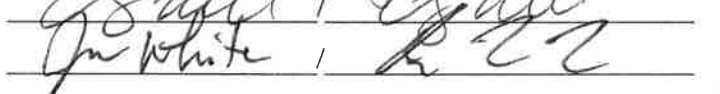
Action	Date of confirmation	Person who confirmed action
Submission to UCOP portal	_____	_____
Status of submission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
Resubmission, if necessary	_____	_____
Status of resubmission:		
Approved by UCOP (attach email)	_____	_____
Rejected by UCOP	_____	_____
In UC Doorways Course List	_____	_____
Course Offerings Document Updated	_____	_____
Course Catalog/Student Handbook Updated	_____	_____

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






Course Title: AP Music Theory
 Submitted by: Ryan Heimlich
 Department: VAPA
 School: Pleasant Valley High School
 Planned Start Date: Fall 2016

Approvals (Signature & Date):

Dept. Chair/Admin. (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 checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Inspire		<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject

Dept./Admin. (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 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

Page 1 of 3

Page 10 of 12

Contact Person: _____ **Campus:** _____

*****Please include six copies of the text or instructional materials when submitting this form.*****

A. New Adoption

- ## 1. Proposed Text

Title:	Tonal Harmony
Edition/# of Pages	7 th , 688 pages
Author:	Stefan Kostka and Dorothy Payne
Publisher:	McGraw-Hill Education
Copyright Date:	2012
Current List Price:	\$150.51
Material is on the California Legal Compliance List? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

2. Approximately how many classes will be using this text? 1
How many copies of the text will be purchased? 25
3. List other districts using this text: CSU Chico, Woodland Unified School District, College Board/AP recommended text
4. List other textbooks considered in the selection and their current list price:
None – this is the one recommended to me by the College Board and other music teachers.
5. The proposed text for all courses that have state approved standards must align with those standards. Indicate areas that are supported by the proposed text and areas where supplementary material will be needed. Attach a list of those standards and the corresponding text correlation.

Check each criterion that applies in terms of the course and ability level to which the material is to be submitted	Excellent	Good	Average	Poor	Does not apply
1. How well does the material align with Chico Unified School District Standards and Benchmarks?	x				
2. How well does the material align with California State Standards?	x				
3. How well does the material cover the scope of student and teacher needs at the grade level for which it is being considered?	x				
4. How well does material employ a variety of pedagogical methods of instruction?		x			
5. How well are the assessment tools linked to the content and instructional methodology?	x				
6. How successfully are formal, informal and alternative assessment systems incorporated into the teacher resource guide?	x				
7. How well does the material provide for the needs of English language learners?			x		
8. How appropriate are the supplementary materials in supporting the effective use of the text?	x				
9. To what degree does the teacher resource material provide support and guidance?					x
10. Classify the ease of use of the teachers' manual?					x

**CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL**

Page 2 of 3

9.2.20.
Page 11 of 12

6. Is supplementary material available for the adoption? ☒ YES ☐ NO

Is it necessary for instructional purposes? ☒ YES ☐ NO

If yes, why?

Practice of skills

What costs are involved?

\$96.19

7. Textbook previously used

Title: N/A

Author:

Publisher:

Copyright Date:

a. Date of initial adoption: _____

b. State reason for the previous text no longer serving the purpose for which it was originally adopted:

**CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL**

Page 3 of 3

9.2.20.
Page 12 of 12


STEP 1 – DISTRICT OFFICE APPROVAL

Review by CUSD Director of Curriculum

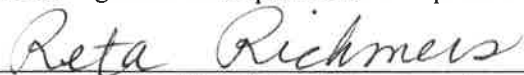
Date

ONLY PROCEED TO STEP 2 AFTER COMPLETING STEP 1.

STEP 2 – DEPARTMENT CHAIRPERSON APPROVAL TO USE TEXTBOOK


Chico High School Department Chairperson

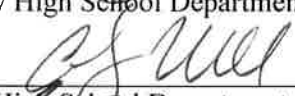
Date


Pleasant Valley High School Department Chairperson

Date


Fair View High School Department Chairperson

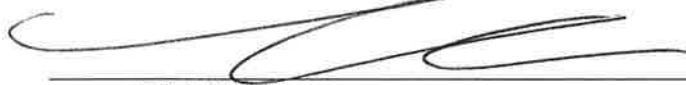
Date


Oakdale High School Department Chairperson

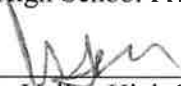
Date

Inspire

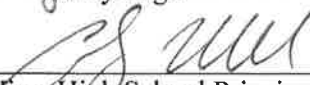
STEP 3 – CAMPUS PRINCIPAL APPROVAL


Chico High School Principal

Date


Pleasant Valley High School Principal

Date


Fair View High School Principal


Date


Oakdale High School Principal

Date

 **Appropriate consideration in the above Steps 2 and 3 above must be made within 10 days of receipt.**

Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.


Task Force Approval (if appropriate)

Date


CUSD Educational Services Approval

Date

Governing Board Approval

Date

AGENDA ITEM: Request for Textbook Approval for Integrated Math 3

Prepared by: Debbie Rosenow

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Integrated Math 1, Integrated Math 2, and Integrated Math 3 are approved secondary math courses for CUSD. We have been implementing the new courses one year at a time and this is the 3rd textbook in a series of three that needs final approval.

Educational Implications

Approval will allow for full implementation of the integrated math curriculum that is aligned to State Common Core Standards.

Fiscal Implications

Depending on enrollment for 2016/2017, the cost could range between \$80,000 and \$90,000.

CHICO UNIFIED SCHOOL DISTRICT REQUEST FOR TEXTBOOK APPROVAL

Page 1 of 3

9.2.21.

Page 2 of 13

Department: Mathematics **Course:** Integrated Math 3 **Grade Level:** 9-12
Contact Person: Debbie Rosenow **Campus:** PVHS, CHS,
Inspire, Fairview

*****Please include six copies of the text or instructional materials when submitting this form.*****

A. New Adoption

1. Proposed Text

Title: CPM Core Connections Integrated 3
Edition/# of Pages First Edition
Author: Dieteker, Baldinger, Kassarian
Publisher: CPM Educational Program
Copyright Date: 2015
Current List Price: \$74

Material is on the California Legal Compliance List? ☒ YES ☐ NO

2. Approximately how many classes will be using this text? 25
 How many copies of the text will be purchased? 1 per student, plus 1 class set per teacher
3. List other districts using this text: Anderson, Rocklin, Oroville, Davis
4. List other textbooks considered in the selection and their current list price:
McGraw-Hill "Core-Plus Mathematics"
Carnegie "Integrated Math 3"
Pearson "Mathematics 3 Common Core"

5. The proposed text for all courses that have state approved standards must align with those standards. Indicate areas that are supported by the proposed text and areas where supplementary material will be needed. Attach a list of those standards and the corresponding text correlation. SEE ATTACHMENT

Check each criterion that applies in terms of the course and ability level to which the material is to be submitted	Excellent	Good	Average	Poor	Does not apply
1. How well does the material align with Chico Unified School District Standards and Benchmarks?	X				
2. How well does the material align with California State Standards?	X				
3. How well does the material cover the scope of student and teacher needs at the grade level for which it is being considered?	X				
4. How well does material employ a variety of pedagogical methods of instruction?	X				
5. How well are the assessment tools linked to the content and instructional methodology?		X			
6. How successfully are formal, informal and alternative assessment systems incorporated into the teacher resource guide?		X			
7. How well does the material provide for the needs of English language learners?			X		
8. How appropriate are the supplementary materials in supporting the effective use of the text? (eBook license comes with textbook)		X			
9. To what degree does the teacher resource material provide support and guidance?	X				
10. Classify the ease of use of the teachers' manual?	X				

**CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL**

Page 2 of 3

9.2.21.
Page 3 of 13

6. Is supplementary material available for the adoption? ☐ YES ☒ NO **(eBook is part of the package)**
Is it necessary for instructional purposes? ☐ YES ☒ NO

If yes, why?

What costs are involved?

No cost for the eBook that provides links for online help, homework guidance, and technology tools.

7. Textbook previously used

NONE, this is a new course in accordance with the Common Core State Standards

Title: _____

Author: _____

Publisher: _____

Copyright Date: _____

- a. Date of initial adoption: _____
- b. State reason for the previous text no longer serving the purpose for which it was originally adopted:
Transitioning over to Common Core State Standards and moving from a traditional pathway to an integrated pathway.

NOTE #1: Integrated Math 3 is the third book in the CPM series that we started adopting two years ago at the high school level. We currently use these CPM Common Core Books at the junior and senior highs: Math B (course 2), Math C (course 3), Integrated Math 1, and Integrated Math 2. In 2016/2017 we plan to complete the series and offer the following standard pathway of common core curriculum (with options for acceleration.)

Math A→Math B→Math C→Integrated Math 1→Integrated Math 2→Integrated Math 3

The ebook can be temporarily accessed at: <http://textbooks.cpm.org>

Teacher Username: **chicou1#cpm**

Teacher Password: **542673**

Use this link for a short video introduction to the eBook:

<https://vimeo.com/121402318>

Then watch this video for the additional features included in the teacher eBook:

<http://cpmprogram.screenstepslive.com/s/926/m/8733/l/101800-cpm-teacher-ebook-tour-video>



Standards Correlations

CPM has posted detailed correlations between the CCSS content standards and their location in the corresponding CPM text.

- [Complete Core State Standards Correlations](#) for all CPM textbooks.

A solid star indicates a modeling standard linking mathematics to everyday life, work, and decision making. (+) Indicates additional mathematics to prepare students for advanced courses.

- Correlation of Appendix A: Integrated Pathway of the CCSS to [CPM Core Connections Integrated III](#) (updated 05/2015)

CH. 1--INVESTIGATIONS AND FUNCTIONS

Chapter 1 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
1.1	1.1.1	Solving a Function Puzzle in Teams	
	1.1.2	Using a Graphing Calculator to Explore a Function	F-IF.4, F-IF.7b
	1.1.3	Function Investigation	F-IF.4
	1.1.4	Combining Linear Functions	A-APR.1
1.2	1.2.1	Representing Points of Intersection	F-BF.1
	1.2.2	Modeling a Geometric Relationship	F-BF.1
	1.2.3	Describing Data	

CH.2--TRANSFORMATIONS OF PARENT GRAPHS

Chapter 2 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
2.1	2.1.1	Transforming Quadratic Functions	
	2.1.2	Modeling with Parabolas	A-CED.2, F-BF.1, F-IF.5
	2.2.1	Transforming Other Parent Graphs	A-SSE.1b, F-BF.3, F-IF.7b, F-IF.7e
	2.2.2	Describing (h, k) for Each Family of Functions	A-SSE.1b, F-BF.3, F-IF.7b, F-IF.7e
2.2	2.2.3	Transforming of Functions	F-BF.3
	2.2.4	Transforming Non-Functions	F-BF.3
	2.2.5	Developing a Mathematical Model	F-BF.1, F-IF.4, F-IF.5, F-IF.6, F-IF.7b
2.3	2.3.1	Completing the Square (opt.)	G-GPE.3.1

CH.3--SOLVING AND INEQUALITIES

Chapter 3 Teacher Guide

Section	Lesson	Lesson Objectives	CCSS Standards
3.1	3.1.1	Strategies for Solving Equations	A-APR.4, A-REI.2, A-SSE.1b, A-SSE.2
	3.1.2	Solving Equations Graphically	A-REI.2, A-REI.11
	3.1.3	Multiple Solutions to Systems of Equations	A-REI.11
	3.1.4	Using Systems of Equations to Solve Problems	A-CED.2, A-CED.3, A-REI.11, F-BF.1, F-IF.4
3.2	3.2.1	Constant Ratios in Right Triangles	A-CED.3
	3.2.2	Using Systems to Solve a Problem	A-CED.3
	3.2.3	Application of Systems of Inequalities	A-CED.3, F-BF.1
	3.2.4	Using Graphs to Determine Solutions	A-CED.3, A-REI.11

CH.4--NORMAL DISTRIBUTIONS AND GEOMETRIC MODELING

Section	Lesson	Lesson Objectives	CCSS Standards
4.1	4.1.1	Survey Design	S-IC.6
	4.1.2	Samples and the Role of Randomness	S-IC.1, S-IC.3
	4.1.3	Bias in Convenience Samples	S-IC.1, S-IC.4
4.2	4.2.1	Testing Cause and Effect With Experiments	S-IC.3, S-IC.5, S-IC.6
	4.2.2	Conclusions From Studies	S-IC.3, S-IC.6
	4.3.1	Relative Frequency Histograms	S-IC.2, S-IC.4, S-ID.4
4.3	4.3.2	The Normal Probability Density Function	S-IC.2, S-IC.4, S-ID.4
	4.3.3	Percentiles	S-ID.4
	4.4.1	Cross-Sections and Solids of Revolution	G-GMD.4
4.4	4.4.2	Modeling with Geometric Solids	G-MG.1
	4.4.3	Designing to Meet Constraints	G-MG.3

CH.5--INVERSES AND LOGARITHMS

Section	Lesson	Lesson Objectives	CCSS Standards
5.1	5.1.1	"Undo" Equations	F-BF.4a
	5.1.2	Using a Graph to Determine an Inverse	F-BF.4a
	5.1.3	More Inverse Functions	F-BF.4a
5.2	5.2.1	The Inverse of an Exponential Function	F-BF.4, F-LE.4, F-LE.4.2
	5.2.2	Defining the Inverse of an Exponential Function	F-BF.4, F-LE.4, F-LE.4.2
	5.2.3	Investigating the Family of Logarithmic Functions	I-IF.7e
	5.2.4	Transformations of Logarithmic Functions	F-BF.3, I-IF.7e

CH.6--SIMULATING SAMPLING VARIABILITY

Section	Lesson	Lesson Objectives	CCSS Standards
6.1	6.1.1	Simulations of Probability	S-IC.2, S-MD.6-
	6.1.2	More Simulations of Probability	S-IC.2, S-MD.6-
	6.1.3	Simulating Sampling Variability	S-IC.2, S-IC.4
	6.2.1	Statistical Test Using Sampling Variability	S-IC.1, S-IC.4, S-IC.5
6.2	6.2.2	Variability in Experimental Results	S-IC.5
	6.2.3	Quality Control	S-IC.5, S-MD.7-
	6.2.4	Statistical Process Control	S-MD.7-
6.3	6.3.1	Analyzing Decisions and Strategies	S-IC.6, S-MD.6-, S-MD.7-

CH.7--LOGARITHMS AND TRIANGLES

Section	Lesson	Lesson Objectives	CCSS Standards
7.1	7.1.1	Using Logarithms to Solve Exponential Equations	F-LE.4, F-LE.4.3
	7.1.2	Investigating the properties of Logarithms	A-SSE.2, F-LE.4, F-LE.4.1, F-LE.4.3
	7.1.3	Writing Equations of Exponential Functions	F-BF.2, F-LE.4
	7.1.4	An Application of Logarithms	F-BF.1, F-IF.7a, F-LE.4
7.2	7.2.1	Determining Missing Parts of Triangles	F-BF.3
	7.2.2	Law of Sines	F-BF.3, G-SRT.9-, G-SRT.10-
	7.2.3	Law of Cosines	F-BF.3, G-SRT.10-
	7.2.4	The Ambiguous Case	F-BF.3, G-SRT.10-
	7.2.5	Choosing a Tool	G-SRT.11-

CH.8--POLYNOMIALS

Section	Lesson	Lesson Objectives	CCSS Standards
§ 1	§ 1.1	Sketching Graphs of Polynomial Functions	A-APR.3, F-IF.4, F-IF.7c, N-CN.9+
	§ 1.2	More Graphs of Polynomial Functions	A-APR.3, F-IF.7c, N-CN.9+
	§ 1.3	Stretch Factors for Polynomial Functions	A-APR.3, F-IF.4, F-IF.7c
§ 2	§ 2.1	Writing Equations Using Complex Roots	A-APR.3, N-CN.9+
	§ 2.2	More Real and Complex Roots	N-CN.8+, N-CN.9+
§ 3	§ 3.1	Polynomial Division	A-SSE.2, A-APR.1, A-APR.2, A-APR.6
	§ 3.2	Factors and Rational Zeros	A-APR.2, A-APR.3, A-APR.6, F-IF.7c, N-CN.9+
	§ 3.3	An Application of Polynomials	A-APR.2, A-APR.3, A-CED.2, F-IF.7c, F-BF.1
	§ 3.4	Special Cases of Factoring	A-APR.4, A-SSE.2, N-CN.8+

CH.9--TRIGONOMETRIC FUNCTIONS

Section	Lesson	Lesson Objectives	CCSS Standards
9.1	9.1.1	Introduction to Periodic Models	F-TF.5
	9.1.2	Graphing the Sine Function	F-BF.1, F-IF.4, F-IF.7e, F-TF.2.1, F-TF.5
	9.1.3	Unit Circle \Rightarrow Graph	F-IF.7e, F-TF.2
	9.1.4	Graphing and Interpreting the Cosine Function	F-IF.4, F-IF.7e, F-TF.2.1, F-TF.5
	9.1.5	Defining a Radian	F-TF.1
9.2	9.1.6	Building a Unit Circle	F-TF.2
	9.1.7	The Tangent Function	F-BF.2.1, F-IF.4, F-IF.7e
	9.2.1	Transformations of $y = \sin(x)$	F-IF.7e, F-TF.5
	9.2.2	One More Parameter for a Periodic Function	F-IF.7e, F-TF.5
	9.2.3	Period of a Trigonometric Function	F-IF.7e, F-TF.5
	9.2.4	Graph \Rightarrow Equation	F-IF.7e, F-TF.5

CH.10--SERIES

Section	Lesson	Lesson Objectives	CCSS Standards
10.1	10.1.1	Introduction to Arithmetic Series	
	10.1.2	More Arithmetic Series	
	10.1.3	General Arithmetic Series	
	10.1.4	Summation Notation and Combinations of Series	
	10.1.5	Mathematical Induction	
10.2	10.2.1	Geometric Series	A-SSE.4
	10.2.2	Infinite Series	A-SSE.1b, A-SSE.4
10.3	10.3.1	Using a Binomial Probability Model	A-APR.5--
	10.3.2	Pascal's Triangle and Binomial Theorem	A-APR.4, A-APR.5--
	10.3.3	The Number e	A-SSE.4

CH.11--RATIONAL EXPRESSIONS AND THREE VARIABLE SYSTEMS

Section	Lesson	Lesson Objectives	CCSS Standards
11.1	11.1.1	Simplifying Rational Expressions	
	11.1.2	Multiplying and Dividing Rational Expressions	A-APR.6, A-SSE.2
	11.1.3	Adding and Subtracting Rational Expressions	
	11.1.4	Operations with Rational Expressions	
11.2	11.2.1	Creating a Three-Dimensional Model	
	11.2.2	Graphing Equations in Three Dimensions	
	11.2.3	Solving Systems of Three Equations with Three Variables	
	11.2.4	Using Systems of Three Equations for Curve Fitting	

CH.12--ANALYTIC TRIGONOMETRY

Section	Lesson	Lesson Objectives	CCSS Standards
12.1	12.1.1	Analyzing Trigonometric Equations	A-APR.7, (-), A-REI.11, F-IF.7e, F-BF.1,
	12.1.2	Solutions to Trigonometric Equations	A-APR.7, (-), F-LE.4
	12.1.3	Inverses of Trigonometric Functions	A-SSE.1b, A-SSE.2, A-SSE.4, A-APR.7, (-), A-CED.2, F-IF.4, F-BF.3, G-SRT.11, (-)
	12.1.4	Reciprocal Trigonometric Functions	A-APR.5, (-), A-APR.6, F-IF.7e, A-APR.7, (-), A-REI.2, F-BF.3, G-SRT.10, (-), G-MG.2, G-MG.3
12.2	12.2.1	Trigonometric Identities	A-SSE.4, A-APR.7, (-), A-CED.2, A-REI.2
	12.2.2	Proving Trigonometric Identities	A-APR.7, (-), F-IF.7b, F-LE.4.3
	12.2.3	Angle Sum and Difference Identities	F-BF.1

CCSS Standards for Mathematical Practice in CPM Core Connections Courses

Correlation of CPM Core Connections Integrated III to the CCSS Standards for Mathematical Practice

All the lessons in *CPM Core Connections Integrated III* integrate the *CCSS Standards for Mathematical Practice*. CPM does not treat the *CCSS Standards for Mathematical Practice* as an occasional activity, nor does it simply tack them onto the lessons.

The table on the following page lists sample lessons that the reader can review to see how *CCSS Standards for Mathematical Practice* are embedded in all the lessons. The reader should examine the detailed sample lesson on the previous page before going through any of the lessons on the next page. The table is by no means exhaustive; it illustrates only how the practices are integrated into a few typical lessons. The *CCSS Standards for Mathematical Practice* stand as the foundation of each of the daily lessons. An "x" in the table represents a practice that is a focus of the lesson. An "xx" represents a practice that is present in the lesson.

In addition to the daily execution of the CCSS Standards for Mathematical Practice as shown in the following table, culminating problems in the Portfolio Activity in the Closure lessons of Chapters 3, 7, and 11 ask students to specifically reflect on when, where, and how they used the CCSS Standards for Mathematical Practice during the course.

Correlation of CPM Core Connections Algebra to the CCSS Standards for Mathematical Practice

CPM Core Connections Integrated III Lesson #, #, # Title	Mathematical Practice							
	1	2	3	4	5	6	7	8
2.2.1 Transforming Other Parent Graphs	x		x				xx	xx
3.1.4 Using Systems of Equations to Solve Problems	xx	xx	x	xx	x	xx		
3.2.3 Application of Systems of Inequalities	xx	xx	x	x	x	x	x	
4.1.2 Samples and the Role of Randomness	x		x	xx	xx			
4.4.1 Cross-sections and Solids of a Revolution	xx		xx	xx				
5.1.3 More Inverse Functions	x		x		x	xx	xx	x
5.2.2 Defining the Inverse of an Exponential Function	x		x		x	x	xx	xx

Correlation of CPM Core Connections Algebra to the CCSS Standards for Mathematical Practice

CPM Core Connections Integrated III Lesson #, #, # Title	Mathematical Practice							
	1	2	3	4	5	6	7	8
6.1.3 Simulating Sampling Variability	X		X	XX	XX	X		
6.2.1 Statistical Test Using Sampling Variability	X	X	X	XX	XX	XX		
7.1.4 An Application of Logarithms	XX	XX	X	XX	X	X		
7.2.2 Law of Sines	X	X	X			XX		XX
8.1.3 Stretch Factors for Polynomial Functions	XX	X	XX	XX	X		X	X
8.3.1 Polynomial Division	X		XX	X			XX	
9.1.1 Introduction to Periodic Models	X	X	X	XX	X			
9.2.4 Graph \Leftrightarrow Equation	X		X	XX	XX		X	XX
10.1.3 General Arithmetic Series	X		X				XX	XX
10.3.2 Pascal's Triangle and the Binomial Theorem	X		X				XX	XX
11.1.3 Adding and Subtracting Rational Expressions	X		X	X			XX	XX
11.2.4 Using Systems of Three Equations for Curve Fitting	X	XX	X	X	X	X	X	XX
12.1.2 Solutions to Trigonometric Equations	X		X	X	XX		XX	
12.2.1 Trigonometric Identities	X		X	X	X	XX	XX	XX

CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL
Page 3 of 3

9.2.21.
Page 13 of 13

STEP 1 – DISTRICT OFFICE APPROVAL

Review by CUSD Director of Curriculum

Date

ONLY PROCEED TO STEP 2 AFTER COMPLETING STEP 1.

STEP 2 – DEPARTMENT CHAIRPERSON APPROVAL TO USE TEXTBOOK


Chico High School Department Chairperson

Date

1/12/16


Pleasant Valley High School Department Chairperson


Date

1/12/16


Fair View High School Department Chairperson

Date

1/12/16

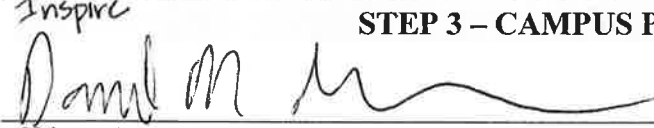

Oakdale High School Department Chairperson

Date

1/12/16

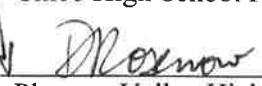
1/12/16

STEP 3 – CAMPUS PRINCIPAL APPROVAL


Chico High School Principal

Date

1/12/16


Pleasant Valley High School Principal

Date

1/12/16


Fair View High School Principal

Date

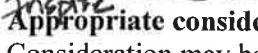
1/12/16



Oakdale High School Principal

Date

1/12/16

1/12/16


Appropriate consideration in the above Steps 2 and 3 above must be made within 10 days of receipt.
Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.


Task Force Approval (if appropriate)

Date

1/13/16

CUSD Educational Services Approval

Date

Governing Board Approval

Date

AGENDA ITEM: New Textbook Proposal, The Nature of Mathematics

Prepared by: Camillie Upton, Dan Sours

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

This textbook will accompany the new course proposed for adoption: *Advanced Math Concepts*.

Educational Implications

Please see course proposal

Fiscal Implications

Textbook cost: $(\$195.25) \times (160) = \$31,240$

**CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL**

Page 1 of 3

9.2.22.
Page 2 of 4

Department: Mathematics **Course:** Advanced Mathematical Concepts **Grade Level:** 11-12

Contact Person: Brian Boyer **Campus:** Chico Senior High School

*****Please include six copies of the text or instructional materials when submitting this form.*****

A. New Adoption

1. Proposed Text

Title: The Nature of Mathematics- ISBN #978-1-133-94725-7
Edition/# of Pages 13th edition / 909 pages (plus appendix, glossary, and index)
Author: Karl J. Smith
Publisher: Cengage Learning
Copyright Date: 2015
Current List Price: \$195.25
Material is on the California Legal Compliance List? ☐ YES ☐ NO

2. Approximately how many classes will be using this text? 2

How many copies of the text will be purchased? 80

3. List other districts using this text:

4. List other textbooks considered in the selection and their current list price:

None

5. The proposed text for all courses that have state approved standards must align with those standards. Indicate areas that are supported by the proposed text and areas where supplementary material will be needed. Attach a list of those standards and the corresponding text correlation.

Check each criterion that applies in terms of the course and ability level to which the material is to be submitted	Excellent	Good	Average	Poor	Does not apply
1. How well does the material align with Chico Unified School District Standards and Benchmarks?	X				
2. How well does the material align with California State Standards?		X			
3. How well does the material cover the scope of student and teacher needs at the grade level for which it is being considered?	X				
4. How well does material employ a variety of pedagogical methods of instruction?	X				
5. How well are the assessment tools linked to the content and instructional methodology?		X			
6. How successfully are formal, informal and alternative assessment systems incorporated into the teacher resource guide?		X			
7. How well does the material provide for the needs of English language learners?			X		
8. How appropriate are the supplementary materials in supporting the effective use of the text?		X			
9. To what degree does the teacher resource material provide support and guidance?			X		
10. Classify the ease of use of the teachers' manual?			X		

CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL
Page 2 of 3

9.2.22.
Page 3 of 4

6. Is supplementary material available for the adoption? ☐ YES ☒ NO
Is it necessary for instructional purposes? ☐ YES ☒ NO

If yes, why?

What costs are involved?

7. Textbook previously used

Title: None

Author: _____

Publisher: _____

Copyright Date: _____

- a. Date of initial adoption: _____
- b. State reason for the previous text no longer serving the purpose for which it was originally adopted:

CHICO UNIFIED SCHOOL DISTRICT
REQUEST FOR TEXTBOOK APPROVAL
Page 3 of 3

9.2.22.
Page 4 of 4


STEP 1 – DISTRICT OFFICE APPROVAL

Review by CUSD Director of Curriculum

Date

ONLY PROCEED TO STEP 2 AFTER COMPLETING STEP 1.

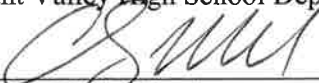
STEP 2 – DEPARTMENT CHAIRPERSON APPROVAL TO USE TEXTBOOK


Chico High School Department Chairperson

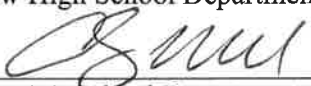
1/12/16
Date


Pleasant Valley High School Department Chairperson


1/12/16
Date


Fair View High School Department Chairperson

1/12/16
Date



Oakdale High School Department Chairperson

1/12/16
Date

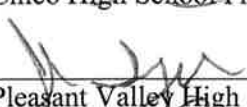

INSPIRE

1/12/16
Date

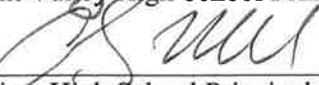
STEP 3 – CAMPUS PRINCIPAL APPROVAL


Chico High School Principal


1/8/16
Date


Pleasant Valley High School Principal

1/8/16
Date


Fair View High School Principal

1/12/16
Date



Oakdale High School Principal

1/12/16
Date

INSPIRE

1/12/16
Date

Appropriate consideration in the above Steps 2 and 3 above must be made within 10 days of receipt.
Consideration may be: approval or rejection. If rejected, it must be returned to originator with rationale.


Task Force Approval (if appropriate)

Date

CUSD Educational Services Approval

1/13/16
Date

Governing Board Approval

Date

AGENDA ITEM: Quarterly Report on Williams Uniform Complaints

Prepared by: John Bohannon, Director

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Williams's 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 or 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
2015-2016 FISCAL YEAR
[Education Code § 35186(d)]

District: Chico Unified School District

Person completing this form: John Bohannon

Title: Director

Quarterly Report Submission Date:
(check one)

- ☐ April 2015
☐ July 2015
☐ October 2015
☒ January 2016

Date for information to be reported publicly at governing board meeting:

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: Joanne Parsley, Assistant Superintendent

☒ Consent

Board Date January 20, 2015

☐ 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, 2015. In addition, the SARCs can be obtained at the California Department of Education website: www.cde.ca.gov/ope/sarc/

AGENDA ITEM: Warrant Authorization

Prepared by: Jaclyn Kruger, Director Fiscal Services

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Warrants in the amount of \$3,899,724.85 for the period of December 9, 2015 through January 12, 2016 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.

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	463	1,195,853.07
09	Charter Sch Spec Rev 3412	36	42,437.96
13	Cafeteria (3401)	58	129,545.23
22	Measure E (3429) 21 Cap Proj	10	67,033.23
25	Cap Fac State Cap (3408) 25-26	11	1,249,860.47
35	Cnty Sch Fac (3435)	4	514,557.84
42	sp Res Rda-Cp thru (3427)40-43	2	104,072.67
76	Payroll Warrants	6	598,249.22
Total Number of Checks		590	3,901,609.69
Less Unpaid Sales Tax Liability			1,884.84-
Net (Check Amount)			3,899,724.85

AGENDA ITEM: Legal Services Agreement with Orbach Huff Suarez + Henderson LLP

Prepared by: Kevin Bultema, Assistant Superintendent Business Services

☒ Consent

Board Date January 20, 2016

☐ Information Only

☐ Discussion/Action

Background Information

Chico Unified School District (CUSD) has need to for legal services in the acquisition, construction, modernization, financing, and other associated activities in providing quality educational facilities. Current legal counsel is changing firms and the district has used this opportunity to evaluate its legal services in the future. Administration would like to utilize the services of Philip Henderson with the firm of Orbach Huff Suarez & Henderson LLP going forward.

Educational Implications

N/A

Fiscal Implications

The hourly rate for legal services with Orbach Huff Suarez & Henderson LLP is as follows:

- | | |
|-------------------------------------|------------------------|
| • Partners | \$255 - \$275 per hour |
| • Senior Counsel / Senior Associate | \$245 - \$265 per hour |
| • Associate | \$225 - \$245 per hour |
| • Paralegals | \$100 - \$150 per hour |

Recommendation

Administration recommends the board of trustees approve the agreement with Orbach Huff Suarez & Henderson LLP.



File Number

January 4, 2016

VIA E-MAIL ONLY

Kevin Bultema
Asst. Superintendent of Business Services
Chico Unified School District
1163 East Seventh Street
Chico, CA 95928-5999

Re: Chico Unified School District and Orbach Huff Suarez & Henderson LLP

Dear Kevin:

Our firm is extremely pleased to represent Chico Unified School District. This letter shall serve to outline the terms and conditions of that representation. If you have any questions concerning any of the information provided in this letter, I welcome your call.

1. Scope of Services. Our responsibilities on your behalf shall be to represent Chico Unified School District (District) in matters related to its property, business, facilities, construction and on other matters from time to time as your District may request.

2. Fees. The measure for our services will be the actual time expended performing legal services, in 1/10 hour increments, at hourly rates in effect at the time services are performed by the lawyers, paralegals and clerks who are directly involved in the matters for which you have retained us. Our regular hourly rates are \$395-\$445 per hour for partners and of counsel and \$295-\$355 per hour for associate attorneys. Because of its public mission and it being our privilege to perform services for your District, we will discount our regular rates and charge your District the following: partners at a rate of \$255 - \$275 per hour; senior counsel/of counsel/senior associates at a rate of \$245 - \$265 per hour; associates at a rate of \$225 - \$245 per hour; paralegals at a rate of \$100-\$150; and clerks at a rate of \$25-\$50 per hour. Our firm may change the hourly rates for its personnel. We will, however, advise you as to any change in our hourly rates before they become effective.

Attorneys at Law

●
Suite 1630
1901 Harrison Street
Oakland, CA 94612
510 999-7908 · PHONE
510 999-7918 · FAX
www.ohshlaw.com

■
Suite 575
1901 Avenue of the Stars
Los Angeles, CA 90067
310 788-9200 · PHONE
310 788-9210 · FAX

■
Suite 800
501 W. Broadway
San Diego, CA 92101
619 564-4130 · PHONE

■
Suite 1100
600 Anton Boulevard
Costa Mesa, CA 92626
714 795-3200 · PHONE



Kevin Bultema
January 4, 2016
Page 2

3. Expenses Incurred and Other Charges. In addition to our fee, we will expect your District to reimburse us for all expenses we incur on its behalf, including expert witness fees, long distance telephone calls, travel costs, air freight, commercial messengers, computer research terminal time and printing costs, secretarial and word processing overtime when dictated by your needs and the like; we will expect your District to pay us for all photocopying (currently 25¢ per page) and telecopying/faxing (currently \$1.00 per page) done by us with respect to its matter(s).
4. Billing Practices. We will send an invoice to you monthly detailing all of the expenses incurred during the previous month. These invoices will be of sufficient detail to enable you to determine the nature of any expenses incurred.
5. Termination of Representation. The attorney-client relationship is one of mutual trust and confidence, and you are, of course, free to terminate our relationship at any time. We will also be free to terminate the relationship at any time, and should that unlikely event occur, we will do so in a manner which complies with applicable law, court rules and the Rules of Professional Conduct of the State Bar of California. These rules permit us to withdraw if, among other reasons, your conduct renders it unreasonably difficult for us to carry out the representation effectively.
6. Professional Liability Insurance. Orbach Huff Suarez & Henderson LLP carries professional errors and omissions liability insurance. No representation is made by Orbach Huff Suarez & Henderson LLP as to "insurance coverage" for the types of service which we may perform for you.
7. Mediation and Costs. We look forward to a beneficial and mutually productive relationship with your District. If, however, you become dissatisfied for any reason with the services we have performed, we encourage you to bring that to our attention immediately. It is our belief that most such problems can be resolved by good faith discussions between the parties. Nevertheless, it is always possible that some dispute may arise which cannot be resolved by discussions between us. We believe that such disputes can be resolved more expeditiously and with less expense to all concerned by mediation than by court proceedings. Therefore, the parties will attempt to resolve all disputes through mediation with a mediator mutually agreed to by the parties. In any dispute, at any stage, the parties shall bear their own attorneys' fees and costs.



Kevin Bultema
January 4, 2016
Page 3

8. Term. The term of this agreement and our representation of you shall begin on the date you indicate by your signature below and shall continue unless our representation is terminated as indicated herein.

If you agree with the foregoing, please print and sign two (2) copies of this letter, and return them to me. We will execute one of those and return it to you for your records. I look forward to continuing to work with you and thank you again for your trust in choosing Orbach Huff Suarez & Henderson LLP. If you ever have any concerns about our work, please contact me at any time.

Very truly yours,
ORBACH HUFF SUAREZ & HENDERSON LLP

/s/

Philip J. Henderson

Accepted and agreed by Orbach Huff Suarez & Henderson LLP on _____, 2016.

By: _____

The undersigned has read and understood this agreement, represents the authority to execute this agreement on behalf of Chico Unified School District, and acknowledges that this agreement is subject to mediation as provided above. The foregoing accurately sets forth all the terms of your engagement and is approved and accepted on _____, 2016.

By: _____

Title: _____

At its public meeting of _____, 2016, the District's Board of Education approved or ratified / will approve or ratify this Agreement.

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

9.4.1.
Page 1 of 1

DATE: January 20, 2016
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Certificated Human Resources Actions

Temporary Appointments – 2015/16

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Daubenspeck, Debra	Secondary	1/04/16 – 6/02/16	0.4 FTE
Quok, Kalyn	Secondary	1/19-16 – 6/02/16	0.2 FTE
Trezza, Ashley	Elementary Counselor	1/04/16 – 6/02/16	1.0 FTE

Probationary Appointments – 2015/16

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Fellner, Kelly	Special Education	12/31/15	0.2 FTE

Leave Requests – 2015/16

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Castaneda, Joana	Elementary	1/25/16 – 3/12/16	1.0 FTE Child Care

Retirements

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Callahan, Maryjo	Elementary	2/12/16	Retirement
Quist, Robert	Secondary	6/03/16	Retirement

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

9.4.2.
Page 1 of 2

DATE: January 20, 2016

MEMORANDUM TO: Board of Education

FROM: Kelly Staley, Superintendent

SUBJECT: Classified Human Resources Actions

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS
APPOINTMENT			
Aiken, Holly	IA-Special Education/Sierra View/5.0	1/12/2016	Vacated Position
Amaro, Patricia	IPS-Healthcare/Parkview/6.0	1/5/2016	Vacated Position
Belcher, Brenda	LT Sr Custodian/Loma Vista/8.0	1/11/2016-6/1/2016	During Absence of Incumbent
Billingsley, Lisa	Office Assistant/PVHS/8.0	1/4/2016	Vacated Position
Boyd, Donna	Cafeteria Assistant/Chapman/3.3	12/14/2015	Vacated Position
Campbell, Kimberly	Campus Supervisor/BJHS/1.8	1/4/2016	Vacated Position
Fitzstevens, Kyle	IPS-Classroom/PVHS/6.0	1/5/2016	Vacated Position
Gore, Cody	IA-Computers/BJHS/4.0	1/5/2016	New Position
Grady, Geraldine	Cafeteria Assistant/Rosedale/2.5	1/12/2016	Vacated Position
Gronlund, Adrian	Cafeteria Satellite Manager/Hooker Oak/6.0	1/4/2016	Vacated Position
Hefner, Richard	Parent Classroom Aide-Restr/Chapman/2.0	12/16/2015	New Position
James, Chelsea	Sr Library Media Assistant/MJHS/6.0	1/4/2016	Vacated Position
Lanzavecchia, John	IPS-Classroom/Chapman/6.0	1/12/2016	New Position
Lessenger, Ova	IPS-Classroom/Emma Wilson/4.0	1/4/2016	Vacated Position
Loughlin, Marisa	Cafeteria Assistant/BJHS/2.5	1/4/2016	Vacated Position
Mecham, Christy	IPS-Classroom/LCC/3.0	1/4/2016	Vacated Position
Mecham, Christy	IPS-Classroom/LCC/3.5	1/4/2016	Vacated Position
Mendoza, Alexandria	IA-Bilingual/MJHS/2.0	1/5/2016	New Position
Montes, Erickson	IA-Computers/MJHS/4.0	1/6/2016	Vacated Position
Mueller, Melissa	IPS-Classroom/Sierra View/3.0	1/4/2016	Vacated Position
Nelson, Samantha	Sr Library Media Assistant/BJHS/5.0	12/9/2015	Vacated Position
Nelson, Samantha	Sr Library Media Assistant/BJHS/1.6	12/9/2015	Vacated Position
Ortiz, Dianna	IA-Bilingual/Citrus/4.0	1/4/2016	Vacated Position
Pisani, Debra	LT IPS-Classroom/Loma Vista/6.0	1/4/2016-2/17/2016	During Absence of Incumbent
Saoud, Abir	Cafeteria Assistant/Sierra View/2.3	1/4/2016	Vacated Position
Smith, Kristen	IPS-Classroom/Emma Wilson/6.0	1/4/2016	Vacated Position
Smith, Melanie	Office Asst Elementary Attendance/Parkview/4.0	1/4/2016	Vacated Position
Taylor, Alanna	IPS-Healthcare/Loma Vista/4.0	1/4/2016	Vacated Position
Thayer, Olivia	IPS-Classroom/Citrus/4.0	1/5/2016	Vacated Position
Ward, Tyler	IA-Computers/Shasta/4.0	1/4/2016	New Position

LEAVE OF ABSENCE

Hanson, Effie	IPS-Healthcare/Parkview/6.0	12/16/2015	Early Return
Hanson, Effie	IPS-Healthcare/Parkview/3.0	1/25/2016-5/20/2015	Part-time per CBA 5.12
Hazzard, Charles	IA-Special Education/CJHS/6.5	5/16/2016-5/28/2016	Per CBA 5.3.3
Hunn, Michell	IPS-Healthcare/Loma Vista/4.0 & 3.0	5/17/2016-6/1/2016	Per CBA 5.3.3

RESIGNATION/TERMINATION

Denning, Richard	Custodian/BJHS/8.0	1/3/2016	Voluntary Resignation
Deome, Gale	IPS-Healthcare/Loma Vista/6.0	12/18/2015	Voluntary Resignation
Drouillard, Patsylee	Cafeteria Assistant/FVHS/2.5	12/9/2015	39-mo Re-employ List
Lessenger, Ova	LT IPS-Classroom/Emma Wilson/2.0	12/31/2015	End LT Assignment
Miranda, Jill	School Office Manager/Neal Dow/8.0	1/7/2016	Voluntary Resignation
Morales-Miller, Sandra	IPS-Healthcare/Loma Vista/6.0	12/21/2015	39-mo Re-employ List

RESIGNED ONLY POSITION LISTED

Aiken, Holly	Instructional Assistant/Neal Dow/3.0	1/11/2016	Transfer w/Increase in Hours
Billingsley, Lisa	Office Asst Elementary Attendance/McManus/6.5	1/3/2016	Voluntary Demotion
Bodney, Teresa	IPS-Healthcare/CJHS/3.5	1/3/2016	Voluntary Resignation
Bodney, Teresa	IPS-Classroom/MJHS/3.0	1/3/2016	Increase in Hours
Boyd, Donna	Cafeteria Assistant/Hooker Oak/2.0	12/13/2015	Increase in Hours
Campbell, Kimberly	Campus Supervisor/MJHS/1.0	1/3/2016	Increase in Hours
Gronlund, Adrian	Cafeteria Cook Small School/Sherwood/4.0	1/3/2016	Transfer w/Increase in Hours
Smith, Kristen	IPS-Classroom/Emma Wilson/4.0	1/3/2016	Increase in Hours
Smith, Melanie	Sr Office Assistant/Educational Svcs/8.0	1/3/2016	Voluntary Demotion
Taylor, Alanna	IPS-Classroom/Loma Vista/4.0	1/3/2016	End LT Assignment

AGENDA ITEM: Location of CUSD Regular Board Meetings

Prepared by: Board President Eileen Robinson and Superintendent Kelly Staley

☐ Consent

Board Date January 20, 2016

☐ Information Only

☒ Discussion/Action

Background Information

The CUSD Board of Education generally has two meetings per month, a regular business meeting held in the Chico City Council Chambers, and a Board Workshop, usually held either in the CUSD District Office Large Conference Room or at a school site. For the past 18 months, CUSD has experienced difficulty accessing its current regular Board meeting location.

CUSD Board members have requested that staff look at options for holding CUSD Board meetings in CUSD owned Facilities. This would allow not only increased access to the meeting facility, but would allow CUSD to showcase district owned facilities.

Staff has looked at several options and makes the following recommendations:

- March Regular Board Meeting: Center For the Arts, Pleasant Valley High School Campus
- March Board Workshop: CUSD District Office Large Conference Room

- April Regular Board Meeting: Little Chico Creek Multi-Purpose Room
- April Board Workshop: CUSD District Office Large Conference Room

- May Regular Board Meeting: Bidwell Junior High School Library
- May Board Workshop: CUSD District Office Large Conference Room

- June Regular Board Meeting: Pleasant Valley High School Library

- June Board Workshop: CUSD District Office Large Conference Room
- July Regular Board Meeting: All Regular CUSD Board meetings beginning with the July 20, 2016, meeting will be held in the Marsh Junior High School Multi-purpose room which is currently under construction.

Educational Implications

The move from Chico City Council Chamber will result in the loss of the ability to televise CUSD Board meetings. In an effort to continue to provide community access to CUSD Board meetings, staff is working with students enrolled in the Internet Broadcast course at Chico High School to record and video stream CUSD Board meetings to the web. These students conducted a trial run at the CUSD December Board workshop.

Fiscal Implications

The City of Chico, at its January City Council meeting, voted to increase its facility usage fee. Effective March 2016, the rate for CUSD to use the City Council Chambers for its regular Board meetings will increase from \$259 per meeting to an estimated \$800 per meeting.

To offset these increased costs, CUSD proposes to utilize its own facilities. In utilizing CUSD facilities, there will be no facility use fee. Depending upon needs for each board meeting, there may be set up/take down costs.

AGENDA ITEM: Educator Effectiveness Spending Plan

Prepared by: Joanne Parsley

☐ Consent

Board Date January 20, 2016

☐ Information Only

☒ Discussion/Action

Background Information

The 2015-16 State Budget includes \$500 million for paraprofessional, teacher and administrator professional development and network management training. Of that amount, \$490 million will be distributed to school districts on a per-certificated staff basis to be used for the following purposes:

1. Beginning teacher and administrator support and mentoring, including programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing.
2. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support.
3. Professional development for paraprofessionals, teachers and administrators that is aligned to state-adopted content standards.
4. To promote educator quality and effectiveness that may include training on mentoring and coaching certificated staff to support effective teaching and learning.

Educational Implications

Of those factors over which schools have some degree of control, highly effective teaching is the most powerful in influencing learning. These funds are dedicated to improving and refining educational practices used by teachers, paraprofessionals and administrators.

Fiscal Implications

One-time State funds of \$951,688 must be spent by June 30, 2018.

AGENDA ITEM: Adoption of Resolution No. 1315-16 Regarding Accounting of Developer Fees for Fiscal Year 2014-15

Prepared by: Julia Kistle, Director Facilities and Construction

☐ Consent

Board Date January 20, 2016

☐ Information Only

☒ Discussion/Action

Background Information

The District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated September 17, 2014. These resolutions were adopted under the authority of Education Code section 17620, in an amount authorized by Government Code section 65995.

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

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.

Additional Information

Government Code Section 66001(a) requires a number of findings be made when "establishing, increasing, or imposing" developer fees. The 2012 Developer Fee Justification Study established the basis for the collection of these fees. At the January 22, 2014 State Allocation Board meeting the SAB approved developer fee rates to \$3.36 per square foot for residential and \$0.54 per square foot for commercial. These increased fee amounts were collected beginning on September 17, 2014.

Recommendation

It is recommended that the Board of Education adopt Resolution No. 1315-16 regarding accounting of developer fees for the previous school year (2014-15) and the fifth year reporting requirement.

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

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RESOLUTION NO. 1315-16

RESOLUTION OF THE CHICO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION REGARDING ACCOUNTING OF DEVELOPER FEES
FOR THE PRIOR FISCAL YEAR (2014-15) AND FIFTH YEAR ACCOUNTING REPORT

WHEREAS, this District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated September 17, 2014. 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 20, 2016.

AYES:
NOES:
ABSENT:
ABSTAIN:

Eileen Robinson, President

Dr. Kathleen E. Kaiser, Vice-President

Gary Loustale, Clerk

Elizabeth Griffin, Member

Linda Hovey, Member

ATTEST:

Kelly Staley, Superintendent



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Facilities Development
2455 Carmichael Dr.
Chico, Ca. 95928
Phone: (530) 891-3214
Fax: (530) 891-3190

December 18, 2015

To All Interested Parties:

Pursuant to Government Code Sections 66006, the Chico Unified School District has issued the enclosed Developer Fee Accounting Report. This report meets the annual reporting requirements for school districts collecting statutory school facilities fees and the fifth year reporting requirement. The report will be available to the public on December 30, 2015 in Room 10 of our District Office located at 1163 E. Seventh Street, Chico, Ca. The report will be reviewed at the regularly scheduled Board of Education meeting to be held Wednesday, January 20, 2016 at 7:00 pm at the Chico City Council Chambers located at 421 Main Street, Chico, Ca.

Sincerely,

Mary Wrysinski
Facilities Finance Coordinator
Chico Unified School District

Enclosure



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Developer Fee Accounting Report

Pursuant to Government Code Section 66006(b) and 66001

December 2015



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

On September 17, 2014 Chico Unified School District levied developer fees on residential development at the rate of \$3.36 per square foot, \$0.54 per square foot for commercial development, and \$0.09 per square foot for rental self-storage development. These fees were effective on the 60th day following the date of adoption. The first work day following the 60 days was November 17, 2014.

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

The District began fiscal year 2014-15 with a balance of \$12,995,221.33. The 2014-15 ending balance was \$14,493,235.03.

D. The amount of the fees collected and interest earned

During fiscal year 2014-15, the District collected \$3,196,163.33 in developer fees and earned \$124,385.14 in interest. There was an audit adjustment of \$2,401.33 to increase 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 2014-15, the following projects were funded 100% by developer fees:
\$160,437.51 was paid to mitigate the various environmental requirements for the Canyon View property.
\$133,424.00 was paid to complete the two new portables project at Loma Vista. This project was complete as of 9/23/14.
\$41,478.75 was paid to JM King and Associates for demographic studies and new construction funding research.
\$10,840.00 was paid to Holdrege & Kull for environmental assessment at Leora Court and Henshaw Avenue.
\$5,610.00 was paid to Northstar Engineering for a boundary study at Nord Country School.



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\$351.94 was paid to the Chico Enterprise Record to advertise the proposed increase in Developer Fees.
\$2,130.00 was paid to Mary Leary for the analysis of Prop 39 charter school facility requests.
\$2,690.59 was paid to Kronick, Moskovitz, Tiedeman & Girard for legal services regarding real property acquisition and property boundaries
\$1,100.00 was paid to Michael Weissenborn for consulting services regarding guaranteed maximum pricing, solar projects, Canyon View mitigation and property acquisition.
\$395.00 was paid to Mid Valley Title Company for a property boundary report.
\$2,065.75 was paid to the Department of Toxic Substances for the sampling and review process at Leora Court.
\$11,757.03 was paid to Holdrege & Kull for sampling and site analysis at Leora Court.
\$16,440.85 was paid to Government Financial Strategies for developer fee study services.
\$5,333.82 was paid for desks and chairs to furnish additional classrooms due to enrollment increases.
\$1,927.91 was paid for teacher overtime to move classrooms due to additional students.
\$364,118.49 was paid for the ongoing construction of the Marsh Junior High Science Building. The estimated cost of the project is \$5,190,000.
\$510,688.75 was paid for the ongoing construction of the Chico Junior High Conversion project. The estimated cost of the project is \$8,396,000.

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

\$95,884.90 was transferred to the General Fund for the allowable 3% administration fee.
\$458,351.81 was paid for salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001.

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 2014-15.



Exhibit B

Additional Fifth Year Reporting Requirement (Government Code 66001(d))

Every fifth year after the first deposit of developer fees, the District must make all of the following findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted:

1. Identify the purpose to which the fee is to be put

The purpose of the fees is to assist with paying for additional school facilities, in whatever legal form the District chooses, needed to accommodate students generated from new development.

2. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged

New residential space (e.g. new homes, additions of more than 500 square feet, etc.) provides capacity for additional school-aged children to live within the District's boundaries. To the extent that they cannot be accommodated with existing school facilities, these school-aged children will require additional school facilities. The fee imposed by the District is used to help fund these additional facilities.

Further, the District's 2014 Developer Fee Justification Study shows that the projected cost of providing facilities for students from new development equates to \$3.36 per square foot of residential development, commercial development fees of \$0.54 per square foot and \$0.09 per square foot for rental self-storage.

The estimated cost of the Marsh Junior High Science Building project is \$5,190,000.

The estimated cost of the Chico Junior High Conversion project is \$8,396,000.

Adequate funding currently exists for the completion of the two junior high projects.

Therefore, there is a reasonable relationship between the fee and the purpose for which it is charged.



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3. Identify all sources and amounts of funding anticipated to complete financing in incomplete improvements identified in paragraph (2) of subdivision (a) of Section 66001

During fiscal year 2009-2010, the following projects were funded 100% by developer fees:

\$3,102.00 to Thomson & Hendricks for an architectural analysis of the Fair View site.

\$49,779.65 to Thomson & Hendricks for architectural work on the Classroom Addition at Loma Vista.

\$56.25 to Thomson & Hendricks to file the close out paperwork for the 2007 Chico Junior High restroom project.

\$50.00 to the Butte County Clerk Record for CEQA notice fees for the Classroom Addition at Loma Vista.

\$29.17 to Federal Express to mail plans for the Classroom Addition at Loma Vista to the Office of Public School Construction.

\$35,531.25 to JM King and Associates for an enrollment projection study, a demographic study and a Career Technical Education Facilities Program grant application for the Center for the Arts at Pleasant Valley High School.

\$2,388.75 to Government Financial Strategies for the 2010 Developer Fee study.

\$328,038.72 to pay salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001.

\$44,865.26 transferred to the General Fund for the 3% administration fee.

During fiscal year 2010-11, the following projects were funded 100% by developer fees:

\$420,927.92 for the New Relocatable classrooms project at Fair View High School. This project was completed in August 2011.

There were no loans made from this fund in 2010-11. Two inter-fund transfers were made:

\$310,266.30 to pay salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001.

\$28,808.98 transferred to the General Fund for the 3% administration fee.



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During fiscal year 2011-2012, the following projects were funded 100% by developer fees:

\$509,316.30 for the New Relocatable classrooms project at Fair View High School. This project was completed in August 2011.

\$62,500.00 to JM King and Associates for a demographic study and consulting services relative to the Office of Public School Construction grant processing.

\$4,542.12 to Kronick Moskovitz Tiedemann & Girard for legal advice on developer fees.

\$12,826.25 to Government Financial Strategies for the 2011-2012 Developer Fee Study.

\$354.06 to the Chico Enterprise-Record to publish the notice of the increase in fees.
There were no loans made from this fund in 2011-12.

\$424,177.98 was paid for salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001.

One inter-fund transfer of \$29,646.16 was made to the General Fund for the 3% administration fee.

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.

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.



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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.

During fiscal year 2013-14, the following projects were funded 100% by developer fees:

\$205,955.25 was paid to mitigate the various environmental requirements for the Canyon View property.

\$378,921.77 was paid for the completion of the Loma Vista and Shasta Elementary Portables 2013 project. The project was complete as of 2/18/14.

\$48,368.97 was paid for the Loma Vista 2014 Portables, the placement of two additional portables. This project was complete as of 9/23/14.

\$6,952.50 was paid to JM King and Associates for a demographic study.

\$1,669.50 was paid to Kleinfelder Inc. for the certification of old construction documents.

\$4,331.25 was paid to Paul Hendricks, AIA to close out old projects with the Division of the State Architect.

\$300.00 was paid to T.L. Sullivan for plan sets of Shasta Elementary, necessary for proximity study.

\$4,221.67 was paid to Kronick, Moskovitz, Tiedeman & Girard for legal services regarding real property acquisition and review of several architect agreements.

\$2,716.29 was paid to A&E Associated Architects and Engineers to close out Little Chico Creek with the Division of the State Architect.

\$61.90 was paid for moving supplies to convert the library at Shasta to a classroom.

\$2,500.00 was paid to Anaya Construction to move a portable restroom to off-site storage for a charter school.



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\$54,502.00 was transferred to the General Fund for the allowable 3% administration fee.

\$466,029.28 was paid for salaries and benefits of facilities personnel as recommended by FCMAT study dated May 26, 2001

4. Designate the approximate dates on which the funding referred to in paragraph (3) is expected to be deposited in the appropriate account or fund

AGENDA ITEM: Facilities Master Plan Update

Prepared by: Julia Kistle, Director Facilities & Construction

☐ Consent

Board Date January 20, 2016

☐ Information Only

☒ Discussion/Action

Background Information

On April 14, 2014, the Board of Education adopted the Facilities Master Plan. This document describes a phased implementation plan extending for many years into the future. It is important to confirm and adjust the master plan as projects are completed and the districts delivery of instruction changes over time. Included in the Facilities Master Plan is an evaluation plan describing annual evaluation and master plan updates. Given recent changes in the educational program being delivered to our Pre-Kindergarten and Kindergarten students combined with a desire to include our Athletics Master Plan and District Owned Charter Campuses, it is time to update the master plan.

In order to simplify and accelerate the process, Facilities Staff has requested a proposal from our previous Master Planning Consultant IEP2, Tim Haley and Ellen Hooper. Their CUSD specific experience and knowledge combined with established data tools will prevent duplication of effort. Please see the attached narrative and proposal for a breakdown of the tasks they will perform. Additionally, this extensive worklist will be completed by April 2016, which will assist the District in developing the project list for the November bond election.

Educational Implications

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

Fiscal Implications

The services of IEP2 will be funded with Measure E bond funds. The proposed project qualifies as a project defined in the voter approved Measure E ballot language.

Recommendation

It is recommended that the Board of Education authorize the Superintendent or designee to enter into an agreement with the IEP2 for master plan update services as described in the attached narrative and proposal for a fee not to exceed \$50,515.00.

January 12, 2016

Chico Unified School District
1163 East Seventh Street
Chico, CA 95928

Attn: Julia Kistle, Director Facilities & Construction

Re: Chico Master Plan Update

Dear Julia,

We are extremely pleased to present to you a proposal for completing an update to the Facilities Master Plan for Chico Unified School District. Our experience in completing the original work was awesome and being able to work with the District again is exciting.

We have attached a Narrative describing the scope of work we are ready to perform. We understand that time is of the essence and we are proposing to begin work immediately, completing the work before the end of April 2016.

Thank-you again, and we look forward to some great working sessions.

Tim Haley, RA



Managing Member
iep2

Attached: Narrative

The Chico Unified School District is updating their Facilities Master Plan to include the following:

- Any and all changes in demographics that may affect student population
- Facilities owned by the District but occupied by a charter school
- Review of the Phasing Options set forth in the original Facilities Master Plan
- Incorporation of the Athletic Facilities Master planning efforts
- An analysis of the effect of the all-day Kindergarten
- Review locations for the District Informational Technology Department (IT)

In order to complete the Master Plan Update the following Tasks have been identified:

Task 1 Collect and Produce Data

1.1 Demographic Data – New Enrollment/Charter School Enrollment

JM KING Consulting, Inc. has provided the District with a February 2015 demographic and enrollment update. A review of this report and a comparison to October 2015 CBEDS will be completed. This will be used to assess any changes in the overall school by school enrollment that may affect the Facilities Master Plan, Implementation Phasing Plan. This work will be coordinated and incorporated into the overall document.

1.2 Review Athletic Master Plan and Costs

Current Athletic Master Plans for both high schools campuses will be reviewed. This would include the estimated cost of construction, and phasing.

1.3 Floor and Site Plans for District Owned Charter Schools

Current 1A's and other data will be collected for existing District Owned Charter School campuses. This data will be used in the physical assessment and analysis of overall campus needs. It will also be used in the graphical identification of campus changes. If data is not available from District sources, Google maps will be used as the base map for a campus.

1.3 Review Current Implementation Plan/Costs

Current Facility Master Plan Implementation and phasing will be reviewed. All work completed in PHASE 1 and PHASE 2 will be incorporated. PHASE 3 projects will be reviewed. Budgets will be reviewed and updated to current costs, as necessary.

Task 2 Site Assessments-District Charters

2.1 Complete Preparation

Assessment tools will be adjusted to align with CUSD review standards, as set forth in the original Facilities Master Plan.

2.2 Complete on Site Assessments

On site assessments will be conducted at all District Owned Charter School campuses. Physical assessments will be for both function and condition.

2.3 Complete Documentation

Reports will be completed using the assessment data from the onsite physical inspection.

Task 3 Athletic Master Plans

3.1 Review Options

Options will be discussed with facilities staff. Extents of funding will be determined. Options for folding in the Athletics Master Plan into the CUSD Facilities Master Plan Update will be discussed.

3.2 Prepare Final Options for Master Plan Update

Necessary steps will be taken to incorporate Athletic Master Plans into CUSD Facilities Master Plan Update.

Task 4 Meet with Educational Services

4.1 Discussion the Direction of TK and Full Day Kindergarten

Meet with Educational Services to discuss the overall direction of the TK and full day Kindergarten program and the impact on Facilities. Meet with Special Education to discuss any additional impacts. Discuss opportunities and options.

4.2 Review current Elementary School Data and Projections

Review demographics and projections. Meet with Facilities to discuss current and projected demographics and the impact on the Elementary Schools. Review options and potential changes to PHASE 3 of the original Facilities Master Plan, Implementation Phasing Plan.

4.3 Prepare Options

Prepare several options that take into account the changing demographics and the facility capacities and utilization. Each potential Option should also consider the financial impact of the changes to the Implementation Phasing Plan.

4.4 Present recommendations

Present the options developed in 4.3 to facilities, Instruction and Facilities Sub Committee of the Board. Incorporate comments and make necessary changes.

4.5 Prepare Final Options for Master Plan Update

Create document to fit into the Master Plan Update.

Task 5 IT Housing

5.1 Review Opportunities in District and other areas

Complete a review of space location in District. Review proposed layout of space and determine budgets for modifications to space.

5.2 Meet to discuss Options

Meet with Facilities and IT to discuss option.

5.3 Finalize Options – Create Master Plan Update Information

Complete final option development for Master Plan Update. This will include a rough order of magnitude cost estimate and concept plan.

Task 6 Alternate Phasing / Implementation Plans

- 6.1 Review Existing Implementation Phasing Plan**
Review existing phasing plan with Facilities. The plan is documented with both Microsoft Project and word documents.
- 6.2 Create Optional Implementation phasing plans-including the District Owned Charters and the Athletic Master Plans**
Create optional Implementation phasing plans that take into account current project status, future project commitments, critical timing, funding, the full day Kindergarten Impact, the Athletic Master Plans, the District Charter School Facilities and the IT Department location options.
- 6.3 Meet with Facilities**
Discussion with Facilities all options for Phasing. Narrow Options and incorporate comments. Take Options to Facilities Sub Committee and Board for review.
- 6.4 Create Implementation Plan for Master Plan Update**
Create Updates for the Master Plan Update, including new phasing plans, timelines and budget adjustments.

Task 7 Facilities Sub Committee and Board Meetings

- 7.1 PHASE 3 Options**
When PHASE 3 Options have been developed in 6.3 above, meet with the Facilities Sub of the Board to discuss Options. Make modifications as necessary.
- 7.2 Draft Update**
When a Draft document has been prepared, meet with the Facilities Sub Committee and the Board for review.
- 7.3 Final Update Document**
When a Final document has been prepared, meet with the Facilities Sub Committee and the Board for approval.

Compensation for the Tasks list above will not exceed \$50,515.00. This includes \$5,000 for budget estimating from John Moreno.

AGENDA ITEM: 2014-15 Independent Financial Audit

Prepared by: Jaclyn Kruger, Director of Fiscal Services

☐ Consent

Board Date January 20, 2016

☐ Information Only

☒ Discussion/Action

Background Information

An annual independent financial audit is required of all K-12 local educational agencies in California. Audits of the prior fiscal year are due to county offices of education by December 15 each year. As a result, the 2014-15 independent audit is being brought to the CUSD January board meeting for approval. The auditors believe the CUSD financial statements present fairly, in all material respects, the financial position of the district as of June 30, 2015.

Educational Implications

N/A

Fiscal Implications

There were no financial statement findings this year. As a result, there was no fiscal impact to the unaudited actuals that were presented in June 2015.

Additional Information

CUSD had two findings related to state compliance. The district has already addressed both findings noted in the audit report and made changes to ensure compliance going forward.

This is the district's first year with Tittle and Company, LLP. CUSD is in contract with this audit firm for another two years (2015-16 & 2016-17).

Recommendation

It is recommended that the Board approve the 2014-15 independent financial audit.

AGENDA ITEM: Reimbursement Resolution #1316-16 – Regarding Intention to Issue Tax-Exempt General Obligation Bonds

Prepared by: Kevin Bultema, Assistant Superintendent Business Services

☐ Consent

Board Date January 20, 2016

☐ Information Only

☒ Discussion/Action

Background Information

The District's voters approved Measure E, a \$78,000,000 general obligation bond measure on the November 6, 2012 ballot. Measure E would permit the sale of bonds (the "Bonds") to finance capital projects authorized thereby (the "Project(s)"). The District may elect to advance certain of its own funds toward the start of a Project. The District would advance funds on the knowledge that it could be reimbursed for amounts expended on such improvements from the subsequent sale of any Bonds. The Internal Revenue Code has certain requirements that need to be satisfied in order for a school district to reimburse itself for costs incurred for capital projects in advance of the sale of tax-exempt Bonds. In order to qualify for reimbursement of such costs from the proceeds of a Bond issue, the Board must adopt a resolution which satisfies all the requirements of the Internal Revenue Code within 60 days of the date on which the expenditures had been made.

The District's bond counsel has prepared the attached resolution which complies with applicable requirements of the Internal Revenue Code and would allow the District to reimburse itself for such advanced Project costs from the proceeds of the next series of Bonds issued under Measure E. The adoption of this resolution does not obligate the District to ever advance its own funds toward Projects. The adoption of this resolution preserves the option for the Board to decide at a subsequent date whether or not it would be in the best interests of the District to allocate a portion of any Bond proceeds towards the reimbursement of the monies the District might spend in getting started on Projects to be funded from a future bond issuance.

There is a reference in this resolution to a \$17,000,000 Bond issue. The Internal Revenue Code obligates this resolution to include an estimated size of the borrowing from which the reimbursement will occur. The District is not required to maintain this \$17,000,000 amount. It is included to satisfy a legal requirement and constitutes only a rough estimate of the likely size of a Bond issue that the Board may consider. If the Board were to sell a larger or a smaller Bond, such decision would not have adversely effected its ability to use a portion of the proceeds of such Bond to reimburse the District for these costs.

On April 14, 2014, the CUSD board voted to set aside \$2 million dollars of a future Measure E bond sale to be used for projects that are not specifically noted in Phases 1 through 5 of the Facilities Master Plan (FMP). The district would reimburse itself for expenditures to complete the improvements to the track and athletic fields at the high schools which are not included in the FMP Phases 1-5 and for the purchase of property currently not included in the FMP.

Educational Implications

Improvements of track and athletic fields at both high schools will allow for a full physical education program with year-round access and improved safety. Purchase of property will allow for improved site plan at a current school site.

Fiscal Implications

Not Applicable.

Recommendation

Administration recommends approval of Reimbursement Resolution #1316-16 - Regarding Intention to Issue Tax-Exempt General Obligation Bonds.

REIMBURSEMENT RESOLUTION

RESOLUTION NO. 1316-16

RESOLUTION OF THE BOARD OF EDUCATION OF THE CHICO
UNIFIED SCHOOL DISTRICT REGARDING ITS INTENTION TO
ISSUE TAX-EXEMPT GENERAL OBLIGATION BONDS

WHEREAS, on June 20, 2012, the adopted Resolution No. 1186-12 ("Election Resolution") calling for a bond election within Chico Unified School District (the "District"), on November 6, 2012 passed a \$78,000,000 general obligation bond election ("Measure E"); and

WHEREAS, the Board of Education of the District desires to finance the costs of acquiring, constructing, reconstruction and/or equipping of school facilities as provided in Measure E (the "Project"); and

WHEREAS, the District intends to finance the acquisition, construction, reconstruction and/or equipping of the Project or portions of the Project with the proceeds of the sale of general obligation bonds or other forms of debt, the interest upon which is excluded from gross income for federal income tax purposes (the "Obligations"); and

WHEREAS, prior to the issuance of the Obligations the District desires to incur certain capital expenditures (the "Expenditures") with respect to the Project from available moneys of the District; and

WHEREAS, the Board of Education has determined that those moneys to be advanced on and after the date hereof to pay the Expenditures are available only for a temporary period and it is necessary to reimburse the District for the Expenditures from the proceeds of the Obligations.

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE CHICO UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, ORDER, AND DETERMINE AS FOLLOWS:

SECTION 1. The District hereby states its intention and reasonably expects to reimburse Project costs incurred prior to the issuance of the Obligations with proceeds of the Obligations. Exhibit B of the Election Resolution describes the general character, type, purpose, and function of the Project.

SECTION 2. The reasonably expected maximum principal amount of the Obligations is \$ _____.

SECTION 3. This resolution is being adopted not later than 60 days after the payment of the original Expenditures (the "Expenditures Dates or Dates").

SECTION 4. The District will make a reimbursement allocation, which is a written allocation that evidences the District's use of proceeds of the Obligations to reimburse an Expenditure, no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. If both the District and a licensed architect or engineer certify that at least 5 years is necessary to complete construction of the Project, the maximum reimbursement period is changed from 3 years to 5 years.

SECTION 5. Each Expenditure will be either (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Obligations, (c) a nonrecurring item that is not customarily payable from current revenues, or (d) a grant to a party that is not related to or an agent of the District so long as such grant does not impose any obligation or condition (directly or indirectly) to repay any amount to or for the benefit of the District.

SECTION 6. This resolution is consistent with the budgetary and financial circumstances of the District, as of the date hereof. No moneys from sources other than the Obligations are, or are reasonably expected to be reserved, allocated on a long-term basis, or otherwise set aside by the District (or any related party) pursuant to their budget or financial policies with respect to the Project costs. To the best of our knowledge, this Board is not aware of the previous adoption of official intents by the District that have been made as a matter of course for the purpose of reimbursing expenditures and for which tax-exempt obligations have not been issued.

SECTION 7. This resolution is adopted as official action of the District in order to comply with Treasury Regulation §1.150-2 and any other regulations of the Internal Revenue Service relating to the qualification for reimbursement of District expenditures incurred prior to the date of issue of the Obligations.

SECTION 8. The limitations described in Section 3 and Section 4 do not apply to (a) costs of issuance of the Obligations, (b) an amount not in excess of the lesser of \$100,000 or five percent (5%) of the proceeds of the Obligations, or (c) any preliminary expenditures, such as architectural, engineering, surveying, soil testing, and similar costs other than land acquisition, site preparation, and similar costs incident to commencement of construction, not in excess of twenty percent (20%) of the aggregate issue price of the Obligations that finances the Project for which the preliminary expenditures were incurred.

SECTION 9. All the recitals in this resolution are true and correct and this Board of Education so finds, determines and represents.

ADOPTED, SIGNED AND APPROVED this 20th day of January, 2016.

CHICO UNIFIED SCHOOL DISTRICT BOARD
OF EDUCATION

By _____
Board President

Attest:

Secretary

STATE OF CALIFORNIA)
)ss
BUTTE COUNTY)

I, Kelly Staley, do hereby certify that the foregoing is a true and correct copy of Resolution No. ____, which was duly adopted by the Board of Education of the Chico Unified School District at meeting thereof held on the 20th day of January, 2016, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By _____
Secretary

AGENDA ITEM: Resolution #1314-16, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2015-16 School Year

Prepared by: Jim Hanlon, Assistant Superintendent, Human Resources

☐ Consent

Board Date January 20, 2016

☐ Information Only

☒ Discussion/Action

Background Information

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

Educational Implications

None.

Fiscal Implications:

The District will save the cost of these positions.

**RESOLUTION 1314-16
RESOLUTION OF THE GOVERNING BOARD
OF THE CHICO UNIFIED SCHOOL DISTRICT**

**ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2015-2016 SCHOOL YEAR**

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

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

Classification	Full-Time Equivalent	Site/Program
Cafeteria Assistant	0.3375	FVHS/Categorical
IA-Special Education	0.1875	Parkview/Special Ed

WHEREAS the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) effective July 1, 2012 through November 15, 2015. The CSEA's covered unit members, as defined in the Agreement, include those holding the positions described herein.

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

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

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

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

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

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

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

PASSED AND ADOPTED at a meeting of the Governing Board of the Chico Unified School District of Butte County on January 20, 2016.

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED this 20th day of January, 2016.

Clerk of the Governing Board of the
Chico Unified School District