

CUSD Board of Education

Regular Meeting Agenda

Marsh Junior High School, Multi-Purpose Room

February 15, 2017

CLOSED SESSION – 5:00 P.M.

REGULAR BOARD MEETING – 6:00 P.M.



Board Members

Gary Loustale, President

Dr. Kathleen Kaiser, Vice President

Linda Hovey, Clerk

Elizabeth Griffin, Member

Eileen Robinson, 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: 02/10/17

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

INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS

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

CONSENT CALENDAR

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

STUDENT PARTICIPATION

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

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

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

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

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

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

- Public comments for items not on the agenda will be limited to one hour in duration (15 minutes at the beginning of the meeting and 45 minutes at the end of the meeting).
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given three (3) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3rd speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

WRITTEN MATERIAL:

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

COPIES OF AGENDAS AND RELATED MATERIALS:

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

AMERICANS WITH DISABILITIES ACT

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

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

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting – February 15, 2017

Closed Session – 5:00 p.m.

Regular Session – 6:00 p.m.

Marsh Junior High School, Multi-Purpose Room

2253 Humboldt Road, 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 – Anticipated Litigation

Per Subdivision (b) of Government

Code §54956.9 (two cases)

2.3. Public Employee Discipline/Dismissal/Release

Per Government Code §54957

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

3. RECONVENE TO REGULAR SESSION

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

4. STUDENT REPORTS

5. SUPERINTENDENT'S REPORT AND RECOGNITION

6. ANNOUNCEMENTS

7. ITEMS FROM THE FLOOR

8. NEGOTIATIONS UPDATE

9. CONSENT CALENDAR

9.1. GENERAL

- 9.1.1. Consider Approval of Minutes of Regular Session on January 18, 2017, and Special Session on February 1, 2017
- 9.1.2. Consider Approval of Items Donated to the Chico Unified School District

9.2. EDUCATIONAL SERVICES

- 9.2.1. Consider Expulsion of Students with the following IDs: 60703, 68439, 74126, 78391
- 9.2.2. Consider Approval of Field Trip Request for Pleasant Valley High IB Students to Go on a Student Service Trip to Quito, Ecuador and the Galapagos Islands from 03/10/17 to 03/19/17
- 9.2.3. Consider Approval of Field Trip Request for PVHS Boys Varsity Tennis Team to Attend a Tennis Tournament in Fresno, CA from 03/02/17 to 03/04/17
- 9.2.4. Consider Approval of Field Trip Request for PVHS Mock Trial Team to Attend State Finals in Riverside, CA from 03/23/17 to 03/26/17
- 9.2.5. Consider Approval of Field Trip Request for PVHS Cheerleading Team to Attend the National Competition in Anaheim, CA from 03/23/17 to 03/26/17

- 9.2.6. Consider Approval of Field Trip Request for PVHS Culinary Art Prostart Team to Attend the State Invitational for the CA Restaurant Association in Pomona, CA from 03/18/17 to 03/21/17
- 9.2.7. Consider Approval of the Field Trip Request for PVHS FCCLA (Family, Career and Community Leaders of America) Students to Attend the State Conference in Riverside, CA from 04/06/17 to 04/11/17
- 9.2.8. Consider Approval of the New Course Proposal, Introduction to Public Safety – Careers 911
- 9.2.9. Consider Approval of the New Course Proposal, Careers in Public Service and Law
- 9.2.10. Consider Approval of the New Course Proposal, Film and Media Studies
- 9.2.11. Consider Approval of the Obsolete Textbooks

9.3. BUSINESS SERVICES

- 9.3.1. Consider Approval of the Accounts Payable Warrants
- 9.3.2. Consider Approval of the Independent Contractor Agreements
- 9.3.3. Consider Approval of the Contracts
- 9.3.4. Consider Approval of the Notice of Completion for Canopy Project at Chico High School
- 9.3.5. Consider Approval of the Notice of Completion for Fencing at Chico Jr. High School and Marsh Jr. High School
- 9.3.6. Consider Approval of the Citizen's Bond Oversight Committee, Annual Report 2015-2016

9.4. HUMAN RESOURCES

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

10. DISCUSSION/ACTION CALENDAR

10.1. EDUCATIONAL SERVICES

- 10.1.1. Discussion/Action: Charter Review Committee Recommendation Regarding Nord Country School (John Bohannon)
- 10.1.2. Information/Public Hearing: Sherwood Montessori Charter Petition Public Hearing (John Bohannon)
- 10.1.3. Information/Public Hearing: Inspire School of Arts and Sciences Charter Petition Public Hearing (John Bohannon)

10.2. BUSINESS SERVICES

- 10.2.1. Discussion/Action: Measure E Citizens' Bond Oversight Committee Recommendation (Julie Kistle)
- 10.2.2. Information: Governor's 2017-2018 Budget Proposal Information (Kevin Bultema)
- 10.2.3. Discussion/Action: Board Policy – Debt Management (Kevin Bultema)

10.3. HUMAN RESOURCES

- 10.3.1. Information: Proclamation – National School Counseling Week (Jim Hanlon)
- 10.3.2. Discussion/Action: Sunshine Openers (CUTA) for the 2017-18 Negotiation Session (Jim Hanlon)
- 10.3.3. Discussion/Action: Student Calendars for 2018-19 and 2019-2020 (Jim Hanlon)
- 10.3.4. Discussion/Action: Resolution 1364-17, Reduction in Certificated Staff Due to Reduction or Elimination of Particular Kinds of Service (Jim Hanlon)
- 10.3.5. Discussion/Action: Resolution 1365-17, Release/Non-Reelection of Temporary (including "Probationary 0") Certificated Employees (Jim Hanlon)
- 10.3.6. Discussion/Action: Resolution 1366-17, Non-Reelection of Probationary Certificated Employees (Jim Hanlon)
- 10.3.7. Discussion/Action: Resolution 1368-17, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2016-2017 School Year (Jim Hanlon)

- 10.3.8. Discussion/Action: Resolution 1369-17, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2016-2017 School Year (Jim Hanlon)

10.4. BOARD

- 10.4.1. Discussion/Action: 2017 California School Boards Association (CSBA) Delegate Assembly Election

11. ITEMS FROM THE FLOOR

12. ANNOUNCEMENTS

13. ADJOURNMENT

Posted: 02/10/17

:mm

MINUTES**1. CALL TO ORDER**

At 5:00 p.m. Board President Loustale called the meeting to order at the Marsh Jr. High School Multi-Purpose Building, 2253 Humboldt Rd. and announced the Board was moving into Closed Session.

Present: Loustale, Kaiser, Hovey, Griffin, Robinson

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 Legal Counsel –
Anticipated Litigation**

Per Subdivision (b) of Government
Code §54956.9 (two cases)

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

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

3.2. Report Action Taken in Closed Session None

Board President Loustale announced the Board had been in Closed Session and there was nothing to report.

3.3. Flag Salute

Board President Loustale led the Salute to the Flag.

4. STUDENT REPORTS

At 6:07 p.m. Rosedale Principal JoAnn Bettencourt introduced the Ballet Folclorico Dance Group who performed one dance under the direction of parent/dance Instructor Maria Trendera.

5. SUPERINTENDENT'S REPORT AND RECOGNITION

At 6:15 p.m. Board President Loustale and Vice President Kaiser presented Principal John Shepherd, Head Coach Mark Cooley, and Students Jordan Cooley and Salomon Navarro with framed articles from the Enterprise-Record regarding their State Football Championship. PVHS Principal John Shepherd presented Board members and Senior Management with water bottles engraved with "Vikings 2016 State Champions". Director David Koll presented information about the calendar art contest held by the North Valley Schools Insurance Group. Sierra View Principal Mele Benz and Teacher Gabrielle Leavy-Obeng introduced the two Sierra View students, Henry Heithchecker, whose art was used as the Cover for the calendar and Megan Mournal, who won an Honorable Mention. The students were presented with plaques and gift certificates. The Superintendent's Award for Classified staff was presented to Ana Nava, a Bi-Cultural Liaison / Bilingual Instructional Assistant at Rosedale by Principal JoAnn Bettencourt. Superintendent's Awards were presented to the following Valley Contractor's Exchange staff by Director Julie Kistle for both their on-going partnership with CUSD and for their help with Measure K: Teresa Walsh, Carrie Moore, Elizabeth Carter, and Kate Leyden.

6. ANNOUNCEMENTS

At 6:28 p.m. There were no announcements.

7. ITEMS FROM THE FLOOR

At 6:29 p.m. Sherwood Charter School Principal Michelle Yezbick and Inspire School of Arts and Sciences Principal Jerry Crosby both presented Charter Petition and Renewal Requests to the CUSD Board.

MINUTES**8. NEGOTIATIONS UPDATE**

At 6:30 p.m. Assistant Superintendent Jim Hanlon provided brief updates on CSEA and CUTA negotiations.

9. CONSENT CALENDAR

At 6:31 p.m. Board President Loustale announced Item 9.3.4., Consider Approval of the Student Housing Committee Recommendations for School Year 2017-2018, had been removed from the agenda and asked if anyone would like to pull an item from the Consent Calendar for further discussion. Board Vice President Kaiser pulled Item 9.1.2., Consider Approval of Items Donated to the Chico Unified School District. Board Member Griffin moved to approve the remaining Consent Items; seconded by Board Member Hovey.

9.1. GENERAL

9.1.1. The Board Approved the Minutes of the Regular Session on December 14, 2016

9.1.2. This item was pulled for further discussion

9.2. EDUCATIONAL SERVICES

9.2.1. The Board Approved the Expulsion of Students with the following IDs: 69930, 70576, 71064

9.2.2. The Board Approved the Expulsion Clearance of Students with the Following IDs: 58000, 66797, 86828

9.2.3. The Board Approved the Field Trip Request for 5th Grade Students from Little Chico Creek and Citrus Elementary Schools to Attend Environmental Camp at Whiskeytown from 04/10/17 to 04/13/17

9.2.4. The Board Approved the Field Trip Request for Chico High FFA Students to Attend the Made for Excellence and Advanced Leadership Conference in Modesto, CA from 02/03/17 to 02/04/17

9.2.5. The Board Approved the Field Trip Request for Pleasant Valley High School FCCLA State Officer to Attend the Capitol Leadership Training at Sacramento, CA from 02/05/17 to 02/07/17

9.2.6. The Board Approved the Field Trip Request for PVHS Music Students to Attend NORCAL Honor Band/Choir at Sonoma State from 02/02/17 to 02/04/17

9.2.7. The Board Approved the (5) Field Trip Requests for Bidwell Jr. High, Chico Jr. High, Chico High, Fair View High and Pleasant Valley High Students to Attend the Reach for the Future Leadership Conferences in Richardson Springs from 03/02/17 to 03/04/17 (Jr. High Students) and 03/23/17 to 03/25/17 (High School Students)

9.2.8. The Board Approved the School Accountability Report Cards

9.2.9. The Board Approved the Quarterly Report on Williams Uniform Complaints

9.2.10. The Board Approved Resolution 1360-17, Approval of the Child Care and Development Contract

9.3. BUSINESS SERVICES

9.3.1. The Board Approved the Accounts Payable Warrants

9.3.2. The Board Approved the Independent Contractor Agreements

9.3.3. The Board Approved the Contracts

9.3.4. This item was removed from the agenda.

9.3.5. The Board Approved the Notice of Completion for Fencing at Chico High School

9.3.6. The Board Approved the Notice of Completion for Track and Field Improvements at Pleasant Valley High School

MINUTES

9.4. HUMAN RESOURCES

9.4.1. The Board Approved the Certificated Human Resources Actions

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
<u>Temporary Appointments – 2016/17</u>			
Argo, Cynthia	Elementary Counselor	1/09/17-6/07/17	0.4 FTE
Deome, Gale	Special Education	1/09/17-6/07/17	0.5 FTE
Dickerson Shaina	Secondary	1/10/17-6/07/17	1.0 FTE
Sebring, Rheanna	Elementary	1/09-6/07/2017	1.0 FTE
Walsh, Kristina	Elementary	1/09-6/07/2017	1.0 FTE
<u>Probationary Appointments – 2016/17</u>			
Andoe, Shanna	Preschool Site Supervisor	1/05/2017	1.0 FTE Probationary 1
Corbett, Kathleen	Preschool Site Supervisor	1/04/2017	1.0 FTE Probationary 1
<u>Leave Requests – 2016/17</u>			
Gilliam, Amanda	Special Education	2/16-05/11/17	1.0 FTE Child Bonding Leave
Lundberg, Shelbi	Elementary	1/30-4/21/2017	1.0 FTE Child Bonding Leave
<u>Retirements/Resignations</u>			
Cangialosi, Jenna	Secondary	12/31/2016	Resignation
Graham, Sandra	Elementary	2/1/2017	Retirement
Kelley, Michelle	Librarian	1/6/2017	Resignation

9.4.2. The Board Approved the Classified Human Resources Actions

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS
APPOINTMENT			
Alarcon, Karla	IPS-Classroom/Chapman/6.0	12/19/2016	Vacated Position
Bellante, Lynne	IPS-Classroom/Emma Wilson/4.0	12/21/2016	Vacated Position
Bennett, Kayla	IPS-Classroom/Emma Wilson/4.0	1/9/2017	Vacated Position
Billingsley, Carlie	Preschool Assistant/McManus/8.0	1/4/2017	New Position
Blaine, Kelsey	LT IA-Special Education/Marigold/6.0	12/19/2016-6/7/2017	New LT Position
Boyd, Jennifer	Sr Office Assistant/MJHS/2.0	1/9/2017	Vacated Position
Burner, Elizabeth	IPS-Classroom/McManus/6.0	12/19/2016	Vacated Position
Carriere, Rebecca	IPS-Classroom/Sierra View/4.0	12/19/2016	Vacated Position
Church, Malcolm	IPS-Classroom/Loma Vista/6.0	12/19/2016	Vacated Position
Dunn, Valerie	Preschool Assistant/McManus/8.0	1/4/2017	Correct Start Date
France, Brandy	IPS-Healthcare/Loma Vista/6.0	12/19/2016	Vacated Position
Fraser, Emily	IPS-Classroom/Loma Vista/6.0	1/9/2017	Vacated Position
Ghiorso, Adam	LT IA-Special Education/Marigold/6.0	12/15/2016-6/7/2017	New LT Position
Hess, Colleen	Elementary Guidance Specialist/Marigold/2.5	12/9/2016	Vacated Position
Kearns, Mary	IA-Special Education/Citrus/3.0	12/9/2016	Vacated Position
Miller, Stephanie	IPS-Classroom/Emma Wilson/5.5	1/9/2017	Vacated Position
Newton, Mathilda	IA-Special Education/PVHS/5.0	1/9/2017	Vacated Position
Ordorica, Christina	Administrative Specialist/Human Resources/8.0	12/28/2016	Vacated Position

MINUTES

Reise, Marcy	Campus Supervisor/CJHS/.5	1/9/2017	New Position
Rios, Rebecca	IPS-Healthcare/Parkview/6.0	12/19/2016	Vacated Position
Rothi, Antonia	Preschool Assistant/Chapman/8.0	1/5/2017	New Position
Soulliere, Diana	Office Assistant Elementary Attendance/Citrus/4.0	1/9/2017	Vacated Position
Thayer, Olivia	IPS-Classroom/MJHS/3.0	1/11/2017	Vacated Position
Thomas Melly, Megan	IPS-Healthcare/LCC/6.0	12/19/2016	Vacated Position
Vang, Tou	IPS-Classroom/Loma Vista/4.0	1/9/2017	Vacated Position
Vinson, Donna	Campus Supervisor/MJHS/1.0	12/21/2016	New Position
Wood, Rose	School Bus Driver-Type 2/ Transportation/4.0	12/15/2016	Vacated Position
Yang, Gregory	LT IPS-Classroom/Loma Vista/5.0	1/9/2017-2/18/2017	During Absence of Incumbent

PROMOTION

Catren, Michael	Sr Custodian/BJHS/8.0	1/9/2017	Vacated Position
Costello, Sean	Network Analyst/Info Tech/8.0	12/21/2016	Vacated Position
Kruger, Jaclyn	Business Manager/Business Office/8.0	1/3/2017	New Position
Novak, Deborah	Sr Office Assistant/PVHS/8.0	12/13/2016	Vacated Position
Sealey, Angie	Licensed Vocational Nurse/Loma Vista/4.0	1/9/2017	New Position

LEAVE OF ABSENCE

Bodnar, Charlotte	IPS-Healthcare/LCC/6.0	2/19/2017-6/7/2017	Per CBA 5.12
Browne, Arthur	Sr Custodian/Loma Vista/8.0	1/24/2017- 2/28/2017	Per CBA 5.1
Jackson, Mark	IA-Special Education/CHS/6.5	3/25/2017-4/3/2017	Per CBA 5.3.3
O'Kelley, Conner	IPS-Classroom/MJHS/6.0	1/9/2017-6/7/2017	Per CBA 5.12
Walsh, Kristina	Instructional Assistant/Citrus/3.5	12/23/2016- 6/7/2017	Per CBA 5.12

RESIGNATION/TERMINATION

Ayala, Paola	IA-Special Education/CHS/2.5	12/2/2016	Voluntary Resignation
Bean, Emily	Parent Classroom Aide-Restr/ Hooker Oak/3.0	12/31/2016	Voluntary Resignation
Brown, Jeffrey	Custodian/CHS/8.0	12/15/2016	Voluntary Resignation
Chanturai-Woelbing, Sheviya	Elementary Guidance Specialist/ Sierra View/3.5	1/23/2017	Voluntary Resignation
Fitzstevens, Kyle	IPS-Classroom/CHS/6.0	1/6/2017	Voluntary Resignation
Greenwalt, Sean	School Bus Driver-Type 2/ Transportation/5.3	12/16/2016	39-Mo Re-employ List
Kirk, Sarena	LT IPS-Healthcare/LCC/6.0	1/13/2017	Voluntary Resignation
Krause, Michelle	IPS-Classroom/PVHS/6.5	1/2/2017	Voluntary Resignation
Novara, Ronald	School Bus Driver-Type 2/ Transportation/7.7	1/4/2017	PERS Retirement

RESIGNED ONLY POSITION LISTED

Catren, Michael	Custodian/CHS/8.0	1/8/2017	Promotion
Costello, Sean	Computer Technician/Info Tech/8.0	12/20/2016	Promotion
Kruger, Jaclyn	Director-Fiscal Services/ Business Office/8.0	1/2/2017	Promotion

MINUTES

Newton, Mathilda	IPS-Visually Impaired/CHS/6.5	1/8/2017	Trans w/Decrease in Hours
Novak, Deborah	Office Assistant/PVHS/4.0	12/12/2016	Promotion
Thomas Melly, Megan	IPS-Healthcare/Loma Vista/5.5	12/18/2016	Trans w/Increase in Hours

(Consent Vote)

AYES: Loustale, Kaiser, Hovey, Griffin, Robinson

NOES: None

ABSENT: None

10. DISCUSSION/ACTION CALENDAR**ITEMS REMOVED FROM CONSENT FOR FURTHER DISCUSSION****9.1.2. Consider Approval of Items Donated to the Chico Unified School District**

At 6:32 p.m. Board Vice President Kaiser announced she pulled this item to give special recognition to Bill Kearns, owner of Custom Homes and Remodeling, for the significant donation of building items worth \$24,450.00 to the Youth Build Program. Board Vice President Kaiser moved to approve Item 9.1.2.; seconded by Board Member Griffin.

AYES: Loustale, Kaiser, Hovey, Griffin, Robinson

NOES: None

ABSENT: None

10.1. EDUCATIONAL SERVICES**10.1.1. Information/Public Hearing: Nord Country School Charter Petition Public Hearing**

At 6:33 p.m. Director John Bohannon stated CUSD received the charter renewal petition for Nord Country School at the CUSD Board meeting on December 14, 2016. This agenda item gives the public and Board the opportunity to ask questions about the proposed charter. Director Bohannon then introduced Nord Country School Principal Kathy Dahlgren and two parents/staff members who presented a short video and information on the school and addressed questions. The Public Hearing for the Nord Country School Charter Petition was opened at 6:47 p.m. and closed at 6:48 p.m. with no comments received. The charter petition will come back before the Board within 60 days of the date CUSD received the petition for approval or denial.

10.2. BUSINESS SERVICES**10.2.1. Discussion/Action: Adoption of Resolution No. 1361-17 Regarding Accounting of Developer Fees for Fiscal Year 2015-2016 (Julie Kistle)**

At 6:49 p.m. Director Julie Kistle presented information on Resolution 1361-17. Board Member Griffin moved to approve Resolution 1361-17; seconded by Board Vice President Kaiser.

AYES: Loustale, Kaiser, Hovey, Griffin, Robinson

NOES: None

ABSENT: None

10.2.2. Discussion/Action: 2015-16 Independent Financial Audit (Jaclyn Kruger)

At 6:51 p.m. Director Jaclyn Kruger presented information on the 2015-16 Independent Financial Audit noting there were no financial statement findings and that the district has already addressed the four findings related to state compliance and made changes to ensure compliance going forward. The Board congratulated the financial department on a job well done. Board Member Hovey moved to approve the 2015-16 Independent Financial Audit; seconded by Board Member Griffin.

MINUTES

AYES: Loustale, Kaiser, Hovey, Griffin, Robinson
NOES: None
ABSENT: None

10.2.3. Discussion/Action: Resolution 1363-17, Declaring the Results of the School Bond Election held on November 8, 2016

At 6:59 p.m. Assistant Superintendent Kevin Bultema explained Resolution 1363-17 demonstrates CUSD's declaration of the results of the School Bond Election for Measure K held on the November 8, 2016 ballot as required by Education Code Section 15274. Board Member Griffin moved to approve Resolution 1363-17; seconded by Board Vice President Kaiser.

AYES: Loustale, Kaiser, Hovey, Griffin, Robinson
NOES: None
ABSENT: None

10.3 HUMAN RESOURCES

10.3.1. Discussion/Action: Resolution 1362-17, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2016-2017 School Year

At 7:03 p.m. Assistant Superintendent Jim Hanlon provided information regarding Resolution 1362-17. Board Member Griffin moved to approve 1362-17; seconded by Board Vice President Kaiser.

AYES: Loustale, Kaiser, Hovey, Griffin, Robinson
NOES: None
ABSENT: None

10.3.2. Information: Student Calendars for 2018-19 and 2019-2020

At 7:04 p.m. Assistant Superintendent Jim Hanlon explained the district would like to have an adopted calendar three years out every year to allow families and the community the opportunity to plan for the future. He noted input had already been received from site administrators and teachers. The calendars will be posted on our website for further comments from the community and then brought back to the March 1 Board meeting for Board approval.

11. ITEMS FROM THE FLOOR

At 7:14 p.m. There were no items from the floor.

12. ANNOUNCEMENTS

At 7:15 p.m. Board Vice President Kaiser announced the presentation at CSUC in March by Gloria Steinem, Author of the 2016-17 Book in Common "My Life on the Road" is sold out, but tickets for the live real-time simulcast are still available.

13. ADJOURNMENT

At 7:16 p.m. Board President Loustale adjourned the open session and noted the Board was moving back into Closed Session.

At 7:45 p.m. Board President Loustale announced there was nothing to report from Closed Session and the meeting was adjourned.

:mm

APPROVED:

Board of Education

Administration

MINUTES**1. CALL TO ORDER**

At 5:00 p.m. Board President Loustale called the meeting to order at the Chico Unified District Office in the Large Conference Room at 1163 East 7th St.

Present: Loustale, Kaiser, Hovey, Griffin, Robinson

Absent: None

2. CONSENT CALENDAR

At 5:01 p.m. Board President Loustale asked if anyone would like to pull a Consent Item for further discussion. Board Vice President Kaiser pulled Item 2.1.2. Board Member Griffin moved to approve the remaining Consent Items; seconded by Board Vice President Kaiser

2.1. EDUCATIONAL SERVICES

2.1.1. The Board Approved the Expulsion of Students with the following IDs: 66728, 67038

2.1.2. This Item was pulled for further discussion

2.2. BUSINESS SERVICES

2.2.1. The Board Approved the Independent Contractor Agreements

2.2.2. The Board Approved the Contracts

2.2.3. The Board Approved the Archived Records Destruction Request

3. DISCUSSION/ACTION CALENDAR**ITEMS REMOVED FROM CONSENT FOR FURTHER DISCUSSION****2.1.2. Consider Approval of Field Trip Request for Chico High Cheerleading Competitive Team to Attend the Nationals in Anaheim, California from 03/23/17 to 03/27/17**

At 5:02 p.m. Board Vice President Kaiser stated she pulled this item to recognize the talents of both the Chico High and the Pleasant Valley High Cheerleading teams. Board Vice President Kaiser moved to approve the field trip request; seconded by Board Member Griffin.

3.1. EDUCATIONAL SERVICES**3.1.1. Information: Personal Finance Skills**

At 5:04 p.m. Director David McKay provided a brief overview and introduced staff who presented information on both how Personal Finance skills are currently being taught and possible future options including a dedicated course, an online course, and integrating curriculum in courses throughout high school. Teachers included Sherri Boone and Michelle Long, FVHS; Ken Frisbee and Danny Webb, CHS; and Beth Burton, Priscilla Burns, and Mike Brooks, PVHS along with Assistant Principals Brian Boyer, CHS and Deanna Holen, PVHS. Board Members agreed providing personal finance education to students is important and suggested this agenda item be brought back to a future meeting to further review options of how to ensure that every student becomes financially literate, while not overburdening teachers.

3.1.2. Discussion/Action: Elementary Counseling Program Update

At 5:49 p.m. Director Ted Sullivan stated there is overwhelming support from Administrators, staff, and parents for the services provided by the Elementary and Secondary School Counseling Grant. Coordinator Scott Lindstrom provided a brief overview and introduced the Counselors: Ashley Trezza, Chapman, Melanie Verdone, Citrus, Sam Stone, Hooker Oak, Sue Tran, Little Chico Creek, Mike Carroll, McManus, who could not be present tonight, Cynthia Argo, recently recruited back to CUSD, and Mary Goeke, Neal Dow, who presented an informational PowerPoint and addressed questions. Other speakers present to show support included Hooker Oak Principal Brian Holderman and parents Jennifer Holtzer, Jennifer and Chris Polo, Serina Gonzales, and Peggy Dev. Superintendent Staley noted this is the last year of funding for the grant and if programs are to continue, they will need to be included in LCAP priorities, reminding Board members that any cost added, means subtraction elsewhere. Assistant Superintendent Bultema explained the 2nd Interim in March will give a clearer look at the budget. Assistant Superintendent Parsley stated the Educational Services department has been reviewing all options as to how to maintain and, if possible, to expand these

MINUTES

programs to all sites. At 6:52 p.m. Board President Loustale thanked parents and staff for their presentations and announced the Board was taking a ten-minute recess.

3.2. BOARD**3.2.1. Information/Discussion: Board Members Will Discuss Workshop Topics from Recent California School Boards Association (CSBA) Annual Education Conference**

At 7:04 p.m. Board President Loustale called the meeting back to order. Board members shared information gathered from sessions attended at the California School Boards Association Annual Education Conference. At 7:39 p.m. Board President Loustale adjourned the Open Session and stated the Board was moving into Closed Session.

4. CLOSED SESSION**4.1. Public Comment on Closed Session Items**

There was no public comment on Closed Session Items

4.2. Update on Labor Negotiations

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Jim Hanlon, Asst. Superintendent

Joanne Parsley, Asst. Superintendent

Kevin Bultema, Asst. Superintendent

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

Per Subdivision (b) of Government

Code §54956.9 (two cases)

5. RECONVENE TO REGULAR SESSION**5.1. Call to Order**

At 8:15 p.m. Board President Loustale called the Open Session back to order.

5.2. Report Action Taken in Closed Session

Board President Loustale stated there was nothing to report from Closed Session.

6. ADJOURNMENT

At 8:15 p.m. Board President Loustale adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

9.1.2.
Page 1 of 1

Donor	Item	Recipient
Colleen Ashe	Piano @ \$3,000.00	District Music Program
Chico Christian School	Various Instruments @ \$5,925.00	Elementary Music Program
Knife River / Todd Garman	2 Bikes @ \$150.00	Chapman Elementary
Jo-ann Fabric & Crafts Store	Misc. Craft Items @ \$2,400.00	Citrus Elementary
Jessica & Tom Alchin	\$60.00	Hooker Oak School
Rose McClintick	Guitar @ \$200.00	Hooker Oak School
Allison Lester	\$250.00	Hooker Oak School
Rachael Newkirk	\$140.00	Hooker Oak School
Mayli Menesini	\$50.00	Neal Dow Elementary
Target - Scholarship America	\$600.00	Chico Jr. High
Anthony Mazetis	Drum Set & Amplifier @ \$2,500.00	Chico Jr. High
Bernard Vigallon	Video Tripod @ \$100.00	Fair View High

AGENDA ITEM: Field Trip Request for PVHS IB Student Group (Grades 11 and 12)
 to Go on a Student Service Trip to Quito, Ecuador and the
 Galapagos

Prepared by: Amy Besnard

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

In hopes to support the ideals of the IB program, we are working with an outside organization (Bright Light Volunteers) to provide IB students with an opportunity to participate in a service learning trip to Quito, Ecuador and the Galapagos Islands. Bright Light Volunteers organizes our travel, accommodations, food, activities, and service opportunities. They provide a minimum of two guides with our group (in addition to our two teacher chaperones).

Educational Implications

Students will be exposed to Ecuadorian culture and history. In addition, our work will address the eight core values of the IB program: awareness, challenges, initiative, collaboration, commitment, global value, ethics, and new skills. Many of these can be found in the Common Core standards. The hope is that the attributes the students gain on this trip will transfer in to the classroom, their community, and future lives.

Fiscal Implications

There is no fiscal responsibility on the district. All funds are handled through Bright Light Volunteers. Students may pay, some have fund-raised, and some have received scholarships.

Additional Information

This is a life changing trip. I have facilitated and chaperoned service trips to Costa Rica, Cambodia, Peru, and Greece with students and have watched their lives dramatically change. Some previous participants are now even organizing service trips at Universities and working for Bright Light Volunteers.

CHICO UNIFIED SCHOOL DISTRICT

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9.2.2.

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 1/24/17

FROM: Amy Besnard

School/Dept.: PVHS

SUBJECT: Field Trip Request

Request is for IB student group (grades 11 & 12)
(grade/class/group)

Destination: Quito, Ecuador & The Galapagos Activity: student service trip

from 3/10/17 / 8:00 am to 3/19/17 / 10:00 pm
(dates) / (times) (dates) / (times)

Rationale for Trip: This trip is to expose students to Ecuadorian culture and to expand their view of the world through service work. The goal is to help students become global citizens who aim to make a difference through sustainable projects on the island of Rhodes.

Number of Students Attending: 14 Teachers Attending: 2 Parents Attending: 0

Student/Adult Ratio: 7:21

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

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

ESTIMATED EXPENSES:

Fees \$ 3115 Substitute Costs \$ 0 Meals \$ 0

Lodging \$ 0 Transportation \$ 0 Other Costs \$ _____

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

Name Bright Light Volunteers (Not CUSD) Acct. #: _____ \$ _____

Name _____ Acct. #: _____ \$ _____

Amy Besnard
Requesting Party Date 1/24/17

[Signature]
Site Principal Date 1/31/17

[Signature]
Director of Transportation Date _____

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

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services Date 2/2/17

[Signature]
Board Action Date _____

☒ Recommend ☐ Not Recommended

☐ Approved ☐ Not Approved

AGENDA ITEM: Field Trip Request for PVHS Boys Varsity Tennis Team to Attend a Tennis Tournament in Fresno, CA from 03/02/17 to 03/04/17

Prepared by: Carissa Martin, Coach

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

The Boys Varsity Tennis team is requesting to participate in the California Tennis Classic tournament in Fresno, CA. The Varsity team is made up of all grade levels from freshman to seniors. The Boys Tennis team has been participating in the California Tennis Classic tournament as far back as 2006.

Educational Implications

The tournament allows for each player to develop further in their tennis skills by playing against competitive competition. The tournament provides an opportunity for team bonding and positive team moral in both singles and doubles. Over the course of the trip there will be mandatory homework time to allow for student athletes to stay on top of their academics while away from school.

Fiscal Implications

The trip has been funded through fundraising of the Boys Varsity Tennis Team. The cost of the tournament (\$350) was funded with ASB funds. Hotel fees will be paid through Sports Boosters and ASB funds, along with player donations. Transportation to the tournament will be provided by parent drivers.

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9.2.3.

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2/7/17FROM: Carissa MartinSchool/Dept.: Pleasant Valley High

SUBJECT: Field Trip Request

Request is for Boys Varsity Tennis Team
(grade/class/group)Destination: Fresno, CA Activity: Tennis Tournamentfrom 3/2/17 / 3:00pm to 3/4/17 / 8:00pm
(dates) / (times) (dates) / (times)Rationale for Trip: A pre-season tournament at this level of play will allow for the team to develop their skills and level of competition prior to going into league play. This Tournament also allows for team bonding among team-mates in both singles and doubles play.Number of Students Attending: 12 Teachers Attending: 1 coach Parents Attending: 4Student/Adult Ratio: 3:1Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: _____**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.**

ESTIMATED EXPENSES:

Fees \$ \$350 Substitute Costs \$ _____ Meals \$ _____Lodging \$ \$880 Transportation \$ _____ Other Costs \$ _____

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

Name ASB Acct. #: 01-9014-0-1232-4138-5200-020-2020 \$ \$350Name Sports Boosters Acct. #: _____ \$ \$880Requesting Party Carissa MartinDate 02/07/17Site Principal [Signature]Date 2/7/17

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 TRIP

Director of Educational Services [Signature]Date 2/5/17

Recommend



Not Recommended



Approved



Not Approved

Board Action [Signature]

Date _____

AGENDA ITEM: Field Trip Request for Pleasant Valley High Mock Trial Team to Attend State Finals in Riverside, CA from 03/23/17 to 03/26/17

Prepared by: Charles Copeland, Retired

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

On Tuesday, February 28, 2017, the Pleasant Valley Mock Trial team will compete at the Superior Courthouse in Oroville to represent Butte County in the State competition at Riverside on March 24 to March 25.

Educational Implications

The Mock Trial activity provides 20 students with speech and debate skills plus an introduction to criminal law procedure. Each school fields two 9-student teams: prosecution and defense. Each team contains attorneys, witnesses, and support personnel. Teams play against a fixed-set, imaginary scenario; a new case is written each year. In competition, students present before Superior Court judges or Law School professors.

Fiscal Implications

The team has been funded by coaches and parents. Students may participate with no financial obligation. Parent generosity carried us to Riverside last year. The team seeks no financial support from district or student body.

Additional Information

Mock Trial is a service of the Constitutional Rights Foundation. Approximately 30 California schools compete in the State finals. The Butte County competition is coordinated by the Butte County Superintendent of Schools.

The students have practiced every Monday night since September. They have competed against high schools in Mendocino, Shasta, and Sacramento counties. They are supported by several deputy District Attorneys and several local private attorneys.

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9.2.4.
Page 2 of 2

FIELD TRIP REQUEST**TO: CUSD Board of Education****Date:** Feb. 6, 2017**FROM:** Charles Copeland**School/Dept.:** Pleasant Valley HS**SUBJECT:** Field Trip Request

Request is for Mock Trial team to travel to Riverside for State competition.

Destination: **Riverside**Activity: **State Finals, Mock Trial
Constitutional Rights Foundation.**From: **Thursday, March 23** – leave Chico 12:30 p.m. to: **Sunday, March 26** – afternoonRationale for Trip: **Students earned right to compete at state level.**

Number of Students Attending: 17 Teachers Attending: 1 Parents Attending: 5

Student/Adult Ratio: about 3 to 1

Transportation: **Private Cars – teacher and parents** ✓**All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.**

ESTIMATED EXPENSES: Many parents will support the trip. Others funded through private generosity. No district funds requested or expected.

Fees **estimate \$1,200**Substitute Costs **None**Meals \$ - **estimate \$1,000**Lodging **estimate \$2,000**Transportation **estimate \$800**

Other Costs unknown

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S): *No District Funds.*

Name _____ Acct. #: _____ \$ _____

Name _____ Acct. #: _____ \$ _____

<i>Charles Copeland</i> <i>Chico</i>		<i>2/6/17</i>		(See attachment for signatures.)	
Requesting Party	Date				
<i>[Signature]</i>	<i>2/7/17</i>				
Site Principal	Date	<input checked="" type="checkbox"/> Approve/Minor	<input type="checkbox"/> Do not Approve/Minor		
<i>n/a</i>		or	or		
Director of Transportation	Date	Recommend/Major Not Recommended/Major			
		(If transporting by bus or Charter)			
IF MAJOR FIELD TRIP					
<i>[Signature]</i>	<i>2/8/17</i>	<input checked="" type="checkbox"/> Recommend	<input type="checkbox"/> Not Recommended		
Director of Educational Services	Date				
		<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved		
Board Action	Date				

AGENDA ITEM: Field Trip Request for Pleasant Valley High Cheerleading Team to Attend the National Competition in Anaheim, CA from 03/23/17 to 03/26/17

Prepared by: Donna Henderson

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

Cheer Teams that compete through a national recognized cheer company such as USA, UCA and NCA have the opportunity to compete nationally if the score high enough at a regional competition. Teams will compete regionally to obtain a bid to Nationals. Each team must score a minimum of 75 points to be illegible. If you compete through USA, your National Competition will be in Anaheim, CA. If you compete UCA, your National Competition will be held in Orlando, Florida. I am not sure where Nationals are held for NCA. We attended two regional competitions and received a bid to Nationals both times. We are hoping to fund-raise enough money to attend the Nationals in Anaheim, CA.

Education Implications

Taking the PV Cheer team to Nationals will be an experience they will never forget. Getting there requires hard work, learning new skills, balancing their personal life and keeping up with their grades. Attending the National Competition will expose all the cheerleaders to many things, a couple being scouts for scholarships or being asked to try out and join a national recognized cheer team such as USA. The girls will need to cooperate with one another and have the trust it takes to pull off the stunts required to compete. Going to this competition will also help them with their social skills in having to communicate with one another when the stunts are not hitting. They need to talk with one another to find out what is going wrong and what adjustments need to take place. I have seen tremendous growth with the PV Cheer team since we started stunting a couple of years ago. This opportunity will also give the girls a positive experience in being proud of their hard work and accomplishments. Lastly, they will be interacting with other cheer teams to see the next level of skills they can and will be learning.

Fiscal Implications

PV Competition Cheer will be fundraising for this event. They will not be asking the district for any support. The parents are providing transportation to Anaheim on 3-23-17 and back to Chico on 3-26-17. PV Competition Cheer team, 17 members, will be fundraising for lodging, food and entertainment. We are projecting that the cost will be about \$8500.00. Please see page 1 of this document for breakdown of the cost to go to Nationals in Anaheim.

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2-2-2017

FROM: Donna Henderson

School/Dept.: Pleasant Valley High School

SUBJECT: Field Trip Request

Request is for National's at USA Competiton This is a cheer competition
(grade/class/group)
Destination: Anaheim Convention Center Activity: Cheer Competition
from 3-23-17 / 8:00 Am to 3-26-17 / 8:00 PM
(dates) / (times) (dates) / (times)
Rationale for Trip: taking the competition cheer team to the biggest competition available. This will
expose the girls to other teams and their talents. If the girls become good enough with their skills, they could
end up getting a scholarship for cheer to help pay for college.
Number of Students Attending: 17 Teachers Attending: 1 Parents Attending: 11
Student/Adult Ratio: 17 to 14
Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: airplane
All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:
Fees \$ 1955.00 Substitute Costs \$ 0 Meals \$ 2000.00
Lodging \$ 1949.13 Transportation \$ on own Other Costs \$ 3240.00
ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name PV Boosters Acct. #: Cheer \$ 9300.00 approx
Name _____ Acct. #: _____ \$ _____

Donna Henderson 2-2-2017
Requesting Party Date
[Signature] 2/7/17 ☒ Approve/Minor ☐ Do not Approve/Minor
Site Principal Date or
n/a _____ ☐ Recommend/Major ☐ Not Recommended/Major
Director of Transportation Date
(If transporting by bus or Charter)
IF MAJOR FIELD TRIP
Director of Educational Services 2/8/17 ☒ Recommend ☐ Not Recommended
Board Action _____ ☐ Approved ☐ Not Approved

AGENDA ITEM: Field Trip Request for Pleasant Valley High Culinary Art Prostart Team to Attend the State Invitational for the CA Restaurant Association in Pomona, CA from 03/18/17 to 03/21/17

Prepared by: Priscilla Burns

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

Annually the Culinary II course has been invited to the California Restaurant Association competition for gourmet and management. Once again the annual invitational will be held. This competition is very rigorous, with emphasis on fine dining performance and academic application of cost analysis, oral presentations and writing skills. Students work in teams to perform gourmet meal presentations and design a restaurant. This year's competition will occur Saturday, March 18 through Monday, March 21 at the Pomona Convention Center. Saturday and Tuesday are travel days.

Education Implications

Students have the opportunity to network with judges from across the country. There are master level chefs and executives from industry that will judge and give workshops. Students if place may win scholarships and prizes. The team will miss two school days of the four day event.

Fiscal Implications

Students have worked hard to raise funds to attend. Funds are already raised and being held in the ASB/PVHS Account under the FCCLA group. The CTEIG funds can also pay a portion of the transportation and supervision costs.

Additional Information

PVHS has received top honors at this event and participated over the last 10 years. Respectively we have placed in the top 5 over 6 times, including 1st, 2nd, 3rd three times. Students regardless of placement have considered this an amazing pre-professional event. Over 40 professionals in the food service, hospitality and tourism field are judges at this event.

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9.2.6.
Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2/2/2017

FROM: Priscilla Burns

School/Dept.: PVHS/Culinary Pathway

SUBJECT: Field Trip Request

Request is for Culinary Art Prostart Team

(grade/class/group)

Destination: Pomona, CA

Activity: State Invitational for the CA Restaurant Assoc.

from Saturday, March 18 / 8:00 am

(dates) / (times)

to Tuesday, March 21 / 7:00 pm

(dates) / (times)

Rationale for Trip: Students are competing at a statewide California Restaurant Association Gourmet meal competition.

This is a standards based competition for food preparation, presentation and costing. Students can earn scholarships and prizes toward postsecondary education.

Number of Students Attending: 5 **Teachers Attending:** 1 **Parents Attending:**

Student/Adult Ratio: 5:1

Transportation: Private Cars CUSD Bus Charter Bus Name

Other: Rental Van

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

ESTIMATED EXPENSES:


Fees \$ 300 **Substitute Costs** \$ 200 **Meals** \$ 200

Lodging \$ 1000 **Transportation** \$ 1000 **Other Costs** \$

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

Name CTEIG **Acct. #:** 01355003815100011790202020 **\$** 1,700

Name FCCLA **Acct. #:** ASB (hotel for students) **\$** 1000


Requesting Party

2/4/17
Date


Site Principal

Date

☐

Approve/Minor

☐

Do not Approve/Minor

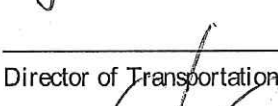
or

or

Recommend/Major


Not Recommended/Major

(If transporting by bus or Charter)


Director of Transportation

Date

IF MAJOR FIELD TRIP


Director of Educational Services

2/2/17
Date

☒

Recommend

☐

Not Recommended

☐

Approved

☐

Not Approved

Board Action

Date

AGENDA ITEM: Field Trip Request for PVHS FCCLA Students to Attend the State Conference in Riverside, CA

Prepared by: Priscilla Burns

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

Annually the FCCLA (Family, Career and Community Leaders of America) career and technical student organization attends the state convention. The purpose includes career development, regional meetings, install a regional officer, compete in state level finals and attend leadership workshops. Students will leave on Thursday, April 6 (in the afternoon) and be gone until Tuesday, April 11, 2017.

Educational Implications

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

Fiscal Implications

Students have worked hard to raise funds to attend. Funds are already raised and being held in the ASB/PVHS Account under the FCCLA group. Some components of this convention can be funded by Perkins and the CTE incentive grant.

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9.2.7.

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 2/2/2017

FROM: Priscilla Burns

School/Dept.: PVHS/FCCLA

SUBJECT: Field Trip Request

Request is for FCCLA Family Career and Community Leaders of America
(grade/class/group)

Destination: Riverside CA Activity: State Conference for FCCLA

from Thursday, April 6 / 1:00 pm to Tuesday, April 11 / 9:00 pm
(dates) / (times) (dates) / (times)

Rationale for Trip: Students are attending the statewide conference for FCCLA. Some will be competing at the state level. Conference workshops, tours and leadership activities are included in this conference. PVHS has student leaders and students that will be in charge of some aspects of the conference.

Number of Students Attending: 20 Teachers Attending: 2 Parents Attending: _____

Student/Adult Ratio: 10:1

Transportation: Private Cars _____ CUSD Bus _____ Charter Bus Name x US Coachways
Other: _____

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

ESTIMATED EXPENSES:

Fees \$ 5000 Substitute Costs \$ 600 Meals \$ 500
Lodging \$ 6000 Transportation \$ 8000 Other Costs \$ _____

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

Name CTEIG Acct. #: 01355003815100011790202020 \$ 12,100
Name FCCLA Acct. #: ASB \$ 8000

Priscilla Burns
Requesting Party

2/4/17
Date

[Signature]
Site Principal

2/7/17
Date

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

Director of Transportation

Date

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services

2/8/17
Date

☒ Recommend ☐ Not Recommended
☐ Approved ☐ Not Approved

Board Action

Date

AGENDA ITEM: New Course Proposal – Introduction to Public Safety – Careers 911

Prepared by: Samuel P. Castillo, Public Service Pathway

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

The HERO Program was a part of the curriculum on Pleasant Valley High School's Campus for twenty (20) years. Due to recent changes in the CTE requirements, the course has been modified to fulfill the CTE framework for public schools. This revised class will serve as the introductory course for the Public Service Pathway adaptation of the HERO program for 9th and 10th graders investigating career opportunities in the Public Service sectors of law enforcement, emergency medical service, fire service, mental health and human services.

Educational Implications

This course will fulfill the introductory requirements in the CTE Public Service pathway. There are over 20 local, state and federal agencies in the Chico area whom have been actively involved previously as advisors for this pathway and its predecessors the HERO program and its previous capstone course, Introduction to Administration of Justice which is an articulated course of study through Butte College. This modified course framework will mirror the HERO Program but complies with the CTE framework. Staff is anxious to have this offering to help students transition to career and college readiness.

Fiscal Implications

The course fiscal impacts are not known at the time. Once a textbook has been identified, the overall cost will be better estimated; however, the course textbook will be the major fiscal expenditure requirement. CTE Incentive funds (CTEIG) and Perkins can help with the development of instructional materials, texts and needed media.



NEW COURSE PROPOSAL OUTLINE

Course Title:	Introduction to Public Safety – Careers 911
Grade Level:	9 th and 10 th
Required/Elective:	None
Length/Credits:	Year/10
Prerequisites:	None

I. Course Rationale and Description:

This course is the Introductory Level course in the Public Safety Pathway and prepares high school students for work in entry-level positions in Public Safety through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the focus is ensuring the general safety and public service to the community. The careers included in this pathway primarily address public order, fire protection, social services and emergency medical services.

Students understand basic concepts designed to introduce them to Police, Fire, social services, Emergency Medical Services and the 911 Communications Systems. Students will learn how each of these groups interacts and are interdependent. Instruction will focus on understanding the multitude of careers in the field of Public Safety / Social Services and the various industry certifications available in the industry. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology and employment literacy connection to core academic standards. Additionally, The student may complete certificates for first responders in first aid and CPR,

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

- Text to be determined
- Certificates: First aid and CPR
- Lecture
- Audio and Visual Materials
- Research Reading, Written and Verbal Presentations using multi-media
- Group and Individual Activities
- Internet Exploration
- Guest Speakers:
 - Law Enforcement and Fire Departments,
 - EOD Specialists (Bomb Squad)
 - Attorneys
 - Judges
 - Pathologists
 - Crime Scene Investigators

- g. Court Reporter
- h. 911 Dispatchers
- i. K-9 Handler
- j. Social Work – Child Protective Services Personnel
- k. Homeland Security
- l. Arson Investigator
- i) Activities:
 - a. Labs – Forensic Evidence Collection
 - b. Field Trips, Police and Fire Departments, Butte College Training Facilities

Supplemental Materials:

- a) Instructional materials: To be determined, but includes
 - a. First Aid and CPR Student Handbooks
 - b. CPR and First Aid Mannequins
 - c. CPR and First Aid demonstration equipment
 - d. Rescue Mask
 - e. Splinting and Bandages
 - f. PPE including non-latex gloves

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	CTE Standards Addressed	Time	Instructional Strategies	Assessments
Career Planning and Management	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0 (See CTE Pathway Standard list below)	40 (8 weeks)	Interactive Lecture Self-Assessment Self-Directed Learning Lab Activities Writing Project Student Presentation Role Play Guest Lecture Games Video and Multi-media Portfolio	CAHSEE Language Arts R8.2.1 Research Project Paper - Survey
Technology	A4.0-A4.7	30 (Inclusive)	Guided Practice Self-Directed Learning Problem Based Learning Student Presentation	Projects Research Projects Case Analysis
Problem solving and Critical	A4.0, A5.0 and A6.0	40 (8 weeks)	Questioning Whole Group Discussion Interactive Lecture	Problem Sets Journal Notebook Reports

Thinking			Self-Directed Learning Problem Based Learning Writing Projects Demonstration Student Presentation Small-Group Discussion Brainstorming Lecture Role Play Debate Games Question and Answer Quizzes	Tests
Health and Safety	A3.0	20 (3 weeks)	Questioning Whole Group Discussion Interactive Lecture Problem Based Learning Lab Activities Self Assessment Small-Group Discussion Quizzes Brainstorming Computer Based Exercises Demonstration	Project Problem Sets Case Study
Responsibility and Flexibility	A1.0 - A1.11	20 (3 weeks)	Questioning Whole Group Discussion Interactive Lecture Demonstration Self-Assessment Quizzes Small Group Discussion Case Study Computer Based Exercise Research Games	Project Journal Research Project Paper reports
Ethics and Legal Responsibilities	A1.0 - A1.11	10 (Inclusive)	Questioning Whole Group Discussion Guided Practice Interactive Lecture Problem Based Learning Student Presentation Self-Assessment Small Group Discussion	Project Case Studies Reports

			Brainstorming Informal Writing Quizzes Games	
Leadership and Teamwork	A1.0 - A1.11	10 (Inclusive)	Whole Group Discussion Guided Practice Interactive Lecture Self-Directed learning Demonstration Student Presentation Group Discussion Literature Review Brainstorming Role Play Guest Lecture Games	Project Problem Sets Reports Case Study Analysis
CPR and 1 st Aid Certification	A6.0	10 (Approx. 1 week)	Demonstration Whole Group Discussion Peer Assessment Quizes	Certification

CTE Pathway Standards:

A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.

A1.1 State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.

A1.2 Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.

A1.3 Recognize the extent and scope of a background investigation, what sorts of information is collected, and how it may impact the evaluation of a candidate for a position in a public safety occupation.

A1.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.

A1.5 Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.

A1.6 Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.

A1.7 Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods. Public Services | PS 7

A1.8 Understand the importance of security and background checks, credit checks, and other assessments—including oral interviews and polygraph tests—that are required for some public safety occupations.

A1.9 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

A1.10 Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many public safety occupations.

A1.11 Understand how to interact with others in ways that demonstrate respect for persons, property, individual lifestyle choices, and cultural differences.

A1.12 Compile a personal portfolio specific to the expectations for employment in a public safety career.

A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.

A2.1 Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.

A2.2 Describe the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order.

A2.3 Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters.

A2.4 Identify the major public safety agencies at the international, national, state, and local levels, as well as scenarios (including response to catastrophic events with multiple casualties) that call for a referral to a higher-level agency or collaboration with other public safety agencies.

A2.5 Analyze information to make prompt, effective, and appropriate decisions.

A2.6 Use conflict-resolution and anger-management skills and procedures to resolve problems.

A2.7 Apply critical-thinking skills to manage emergency response situations.

A2.8 Survey the history of public safety agencies in the United States and their influence on the current systems.

A2.9 Analyze and evaluate ideas, proposals, and solutions to problems.

A2.10 Create a scenario that includes a potential threat from terrorism, a hostage situation, or danger at a school site, describing who should respond and actions that should be taken.

A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.

A3.1 Understand the need for physical fitness and proper nutrition in the public safety career areas. 8 PS | California Career Technical Education Model Curriculum Standards

A3.2 Recognize the different physical agility assessments required for entrance into a public safety career and understand the skills and techniques necessary for success in agility testing.

A3.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and a lifetime fitness mindset.

A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.

A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.

A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a

professional tone of voice; paraphrasing; and the proper use of nonverbal body language.

A4.3 Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.

A4.4 Understand the professional use of a variety of communication methods and equipment.

A4.5 Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.

A4.6 Narrate a sequence of events consistent with agency reporting formats.

A4.7 Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats.

A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.

A5.1 Describe how federal, state, and local laws and regulations affect public safety operations.

A5.2 Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.

A5.3 Prepare a chart showing the organizational chain of command and other administrative systems to assign tasks and responsibilities for maximum effectiveness.

A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).

A6.1 Know the principles of emergency communications management and the importance of technological interoperability for information sharing among public safety agencies and for effective public address/warning systems.

A6.2 Identify the skills required to deal effectively with emergency situations.

A6.3 Become familiar with personal safety procedures to meet prescribed regulations and situations. Public Services | PS 9

A6.4 List the key elements of an action plan.

A6.5 Understand the safety and health issues related to serving persons with disabilities.

A6.6 Demonstrate the techniques for restraining individuals without violating their individual rights or jeopardizing safety.

A6.7 Practice basic emergency lifesaving techniques in order to apply those skills as needed in emergencies.

A6.8 Implement procedures for emergency response and know the requirements for handling hazardous materials—in normal and emergency situations—to avoid health and environmental risks (e.g., airborne and blood-borne pathogens, contamination).

A6.9 Explain the management of crisis negotiations to promote the safety of individuals and the public.

A6.10 Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.

A7.0 Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.

A7.1 Describe the mission and role of the DOD and the individual armed services.

A7.2 Understand the chain of command within organizations of the DOD.

A7.3 Understand the initial entry assessments of physical, educational, and legal for military recruitment and levels of service.

A7.4 Describe the structure and composition of the DOD.

A7.5 Understand and adhere to the following personal attributes within the DOD: leadership, teamwork, fitness, honor, integrity, respect, selfless service, and personal courage.

A7.6 Describe the need for, and the responsibilities of, the following functions within the DOD: armored security, maritime security and welfare, air superiority, space operations, and cyber security.

A7.7 Understand the role and structure of federal agencies and national organizations.

A8.0 Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).

A8.1 Describe the mission, roles, and responsibilities of the U.S. Department of Homeland Security.

A8.2 Assess the local, state, national, and global perspectives on homeland security and the implications of protecting the public from natural and man-made threats to public safety.

A8.3 Recognize the impact of the September 11, 2001, terror attacks on the security and intelligence community structure and the resulting emphasis placed on coordination and cooperation between public safety agencies. 10 PS | California Career Technical Education Model Curriculum Standards

A8.4 Identify the current global and national issues and policies concerning terrorism and homeland security.

A8.5 List the various techniques and methods of infrastructure and facilities protection.

A8.6 Understand the role of cyber-security professionals within the homeland defense community and the methods and techniques used to combat public and private cyber attacks.

A8.7 Survey the roles, functions, and interdependency among local, federal, and international law enforcement, intelligence, and military agencies.

A8.8 Analyze the various elements of emergency preparedness, including emergency response and recovery, within the context of homeland security.

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

Instruction will include the use of power points, lectures, multi-media presentations, and hands-on demonstrations. Students will use simulations to practice skills. Class discussions will also be used to discuss medical emergency scenarios. 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. Examples of instructional methods will include:

1. Small Group Exercises,
2. Classroom Center – guided instruction
3. Blended Instruction

4. Thematic Instruction
5. Scaffolding
6. Graphic Organizers
7. Realia
8. Targeted Feedback
9. Modeling
10. Structured Academic Controversy
11. Read Aloud
12. Word wall
13. Other

V. Grading Policy:

1. An exam will be given at the end of each unit. A final exam will also be given.
2. Periodic and final skill exam.
3. CPR skill exam.

Grades are calculated using the % listed below based on the total points possible:

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

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: Introduction to Public Safety - Careers 911
Department: Public Service (CTE) Pathway
Department member responsible for course description for Catalog/Student Handbook:
Sam Castillo

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

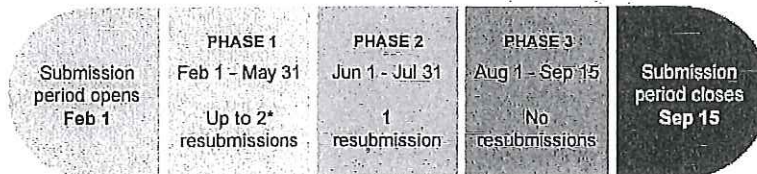
_____ A: History/Social Science _____ D: Laboratory Science

_____ B: English
_____ C: Mathematics
_____ E: Language Other Than English
_____ 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	_____	_____

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

Course Title: Introduction to Public Safety - Careers 911
Submitted by: Samuel Castillo
Department: Public Service Pathway (CTE)
School: Pleasant Valley High School
Planned Start Date: 2017-18 School Year

Approvals (Signature & Date):

Dept. Chair/Admin. (High Schools)

Chico High

PVHS

[Signatures]

☒ Approve

☐ Reject

☒ Approve

☐ Reject

Alt. Ed.	<u>[Signature]</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>Leonardo Lopez</u> / <u>J. P. Lopez</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Chico Jr.	<u>Pedro A. Alden</u> / <u>Pedro A. Alden</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Marsh	<u>[Signature]</u> / <u>[Signature]</u>	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Reject
Alt. Ed.	<u>[Signature]</u> / <u>[Signature]</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: New Course Proposal – Careers in Public Service and Law

Prepared by: Samuel P. Castillo, Public Service Pathway

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

The HERO Program was a part of the curriculum on Pleasant Valley High School's Campus for twenty (20) years. Due to recent changes in the CTE requirements, the course has been modified to fulfill the CTE framework for public schools. This revised class will serve as the capstone course for the Public Service Pathway adaptation of the HERO program for 11th and 12th graders interested in career opportunities in the Public Service sectors. Students participating in this CTE pathway will prepare for careers in law enforcement, emergency medical service, fire service, mental health and human services as well as gain skills required in job or educational readiness for immediate placement or postsecondary studies in these career fields.

Educational Implications

This course will fulfill the capstone requirements in the CTE Public Service pathway. There are over 20 public service agencies in the Chico representing local, state and federal entities whom have been actively involved as advisors for this pathway and its predecessors the HERO program and its previous capstone course, Introduction to Administration of Justice, which is an articulated course of study through Butte College. This course will fulfill foundational standards in leadership, ethical behavior, and teamwork through job shadow and internships with local Public Service agencies.

Fiscal Implications

The course fiscal impacts are not known at the time. Once a textbook has been identified, the overall cost will be better estimated; however, the course textbook will be the major fiscal expenditure requirement. CTE Incentive funds (CTEIG) and Perkins can help with the development of instructional materials, texts and needed media.



NEW COURSE PROPOSAL OUTLINE

Course Title:	Careers in Public Service and Law
Grade Level:	11 th and 12
Required/Elective:	Elective
Length/Credits:	1 year / 10
Prerequisites:	Introduction to Administration of Justice

I. Course Rationale and Description:

This course is Public Safety, Emergency Medical Services (EMS), and the Law through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the focus is ensuring the general safety and public service to the community. The careers included in this pathway primarily address public order, fire protection, social services and emergency medical services.

This class is designed to build upon concepts taught within the curriculum of Introduction of Administration of Justice currently articulated with Butte College AJ-1. Students will understand basic concepts integrated throughout the course are career preparation standards, which include introduction to criminal investigative techniques, evidence analysis, courtroom protocol, substance abuse, lifetime fitness, communication, interpersonal skills, problem solving, and workplace safety, technology, combined with community classroom internships with local law enforcement agencies, fire, EMS, legal professionals and employment literacy connection to core academic standards.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

- a) Text to be determined
- b) Certificates: First aid and CPR (Annual Certification Required)
- c) Lecture
- d) Audio and Visual Materials
- e) Research Reading, Written and Verbal Presentations using multi-media
- f) Group and Individual Activities
- g) Internet Exploration
- h) Guest Speakers:
 - a. Law Enforcement and Fire Departments,
 - b. EOD Specialists (Bomb Squad)
 - c. Attorneys
 - d. Judges
 - e. Pathologists
 - f. Crime Scene Investigators
 - g. Court Reporter
 - h. 911 Dispatchers

- i. K-9 Handler
- j. Social Work – Child Protective Services Personnel
- k. Homeland Security
- l. Arson Investigator
- i) Activities:
 - a. Labs – Forensic Evidence Collection
 - b. Field Trips, Police and Fire Departments, Butte College Training Facilities
CSU Chico Anthropology Lab

Supplemental Materials:

- a) Instructional materials: To be determined, but includes
 - a. First Aid and CPR Student Handbooks
 - b. CPR and First Aid Mannequins
 - c. CPR and First Aid demonstration equipment
 - d. Rescue Mask
 - e. Splinting and Bandages
 - f. PPE including non-latex gloves

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. Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- B. Write persuasive compositions and defend positions with relevant evidence, including facts, opinions, quotations and commonly used professional language.
- C. Select and use appropriate tools and technology.
- D. Demonstrate an understanding of the role of personal integrity and ethical behavior in the workplace.
- E. Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- F. Understand the necessity of "Lifetime Fitness" and personal health and their effects on personal and professional achievement.
- G. Compilation of a working Portfolio demonstrating preparedness for employment in an entry level Public Service position.

Unit Name and time allotted (47 Days Total)	Standards Addressed (At Advanced Level and Comprehension)
Introduction and Orientation: 1 Week	<p>A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.</p> <p>A.1.1 State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.</p> <p>A1.2 Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.</p> <p>A1.3 Recognize the extent and scope of a background investigation, what sorts of information is collected, and how it may impact the evaluation of a candidate for a position in a public safety occupation.</p> <p>A1.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.</p> <p>A1.5 Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.</p> <p>A1.6 Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.</p> <p>A1.7 Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods. Public Services PS 7</p> <p>A1.8 Understand the importance of security and background checks, credit checks, and other assessments—including oral interviews and polygraph tests—that are required for some public safety occupations.</p> <p>A1.9 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>A1.10 Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many public safety occupations.</p> <p>A1.11 Understand how to interact with others in ways that demonstrate respect for persons, property, individual lifestyle choices, and cultural differences.</p> <p>A1.12 Compile a personal portfolio specific to the expectations for employment in a public safety career.</p>
Ethics and Integrity 1 Week	
Report Writing Review 1 Week	
Crime Scene Investigation 1 Week	
Law Enforcement, EMS and Legal Professionals 2.5 Weeks	
Crimes Against People .5 Weeks	
Crimes Against Property .5 Weeks	
Emergency Medicine and HIPAA 1 Week	
Substance Abuse and Lifetime Fitness 1 Week	<p>A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local</p>

<p>Community Classroom</p> <p>(135) Hours</p>	<p>government levels.</p> <p>A2.1 Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.</p> <p>A2.2 Describe the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order.</p> <p>A2.3 Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters.</p> <p>A2.4 Identify the major public safety agencies at the international, national, state, and local levels, as well as scenarios (including response to catastrophic events with multiple casualties) that call for a referral to a higher-level agency or collaboration with other public safety agencies.</p> <p>A2.5 Analyze information to make prompt, effective, and appropriate decisions.</p> <p>A2.6 Use conflict-resolution and anger-management skills and procedures to resolve problems.</p> <p>A2.7 Apply critical-thinking skills to manage emergency response situations.</p> <p>A2.8 Survey the history of public safety agencies in the United States and their influence on the current systems.</p> <p>A2.9 Analyze and evaluate ideas, proposals, and solutions to problems.</p> <p>A2.10 Create a scenario that includes a potential threat from terrorism, a hostage situation, or danger at a school site, describing who should respond and actions that should be taken.</p> <p>A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.</p> <p>A3.1 Understand the need for physical fitness and proper nutrition in the public safety career areas. 8 PS California Career Technical Education Model Curriculum Standards A3.2 Recognize the different physical agility assessments required for entrance into a public safety career and understand the skills and techniques necessary for success in agility testing.</p> <p>A3.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and a lifetime fitness mindset.</p> <p>A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.</p> <p>A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.</p> <p>A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language. A4.3 Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.</p>
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A4.4 Understand the professional use of a variety of communication methods and equipment.

A4.5 Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.

A4.6 Narrate a sequence of events consistent with agency reporting formats.

A4.7 Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats.

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A6.9 Explain the management of crisis negotiations to promote the safety of individuals and the public.

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A7.0 Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.

A7.1 Describe the mission and role of the DOD and the individual armed services.

A7.2 Understand the chain of command within organizations of the DOD.

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A7.4 Describe the structure and composition of the DOD.

A7.5 Understand and adhere to the following personal attributes within the DOD: leadership, teamwork, fitness, honor, integrity, respect, selfless service, and personal courage.

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A8.1 Describe the mission, roles, and responsibilities of the U.S. Department of Homeland Security.

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A8.4 Identify the current global and national issues and policies concerning terrorism and homeland security.

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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.

Instruction will include the use of power points, lectures, multi-media presentations, and hands-on demonstrations. Students will use simulations to practice skills. Class discussions will also be used to discuss medical emergency scenarios. 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. Finally, the course will culminate in Community Classroom Placement to further student academic development and career readiness at the completion of instruction.

V. Grading Policy:

1. An exam will be given at the end of each unit. A final exam will also be given.
2. Periodic and final skill exam.
3. CPR skill exam.

Grades are calculated using the % listed below based on the total points possible:

A = 90 - 100%
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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:

Careers in Public Service and Law

Department:

Public Service Pathway (CTE)

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

Sam Castillo

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

☐ A: History/Social Science

☐ D: Laboratory Science

☐ B: English

☐ E: Language Other Than English

☐ C: Mathematics

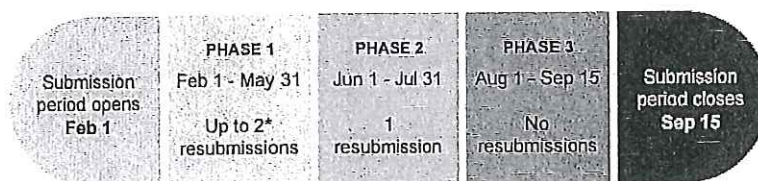
☐ F: Visual & Performing Art

☒ G: College Preparatory Elective

Department member responsible for UCOP submission: Sam Castillo

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: Careers in Public Service and Law
 Submitted by: Samuel Castillo
 Department: Public Service Pathway (CTE)
 School: Pleasant Valley High School
 Planned Start Date: 2017-18 School Year

Approvals (Signature & Date):

Dept. Chair/Admin. (High Schools)

Chico High

Mark Boh / *[Signature]*

☒ Approve

☐ Reject

PVHS

Anna Helen / *[Signature]*

☒ Approve

☐ Reject

Alt. Ed.

[Signature] / *[Signature]*

☒ Approve

☐ Reject

Inspire

[Signature] / *[Signature]*

☒ Approve

☐ Reject

Dept./Admin. (Jr. High)

Bidwell

Leonardo Lopez / *[Signature]*

☒ Approve

☐ Reject

Chico Jr.

Regina A. Caldera / *[Signature]*

☒ Approve

☐ Reject

Marsh

[Signature] / *[Signature]*

☒ Approve

☐ Reject

Alt. Ed.

[Signature] / *[Signature]*

☒ Approve

☐ Reject

Educational Services

[Signature]

☒ 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 – Film and Media Studies

Prepared by: Michael Peck

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

Film and Media Studies is a course based on the California State Standards for Career and Technical Education (CTE) in Arts Media and Entertainment to help students develop technical knowledge and skills needed for success in the audio video production industry. The proposed course includes California's Common Core State Standards as well as some VAPA Visual Arts Content Standards. This course will add both rigor and relevance to the already existing production based pathway courses.

Educational Implications

It will be added to the AME House of BLUE Pathway at PVHS as a Concentrator course.

Fiscal Implications

None - associated costs will be covered by existing pathway resources.



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

9.2.10
Page 2 of 15

NEW COURSE PROPOSAL OUTLINE

Course Title:	Film & Media Studies
Grade Level:	11 & 12
Required/Elective:	Elective
Length/Credits:	Year 10 Credits
Prerequisites:	None

I. Course Rationale and Description:

****On the UC A-G Site there are 114 Film Studies Courses offered by 108 institutions.***

Storytelling is the most common way that we communicate with one another. Stories told through film have a tremendous influence on our attitudes and perceptions of the world around us. In fact, films may be one of the most powerful tools in modern culture for shaping values and conveying information. By viewing, studying, discussing, and writing about film students will develop and demonstrate skills in technological, cultural, and media literacy, as well as critical thinking and problem solving - skills that will serve them well in the real world.

This course is based on the California State Standards for Career and Technical Education (CTE) in Arts Media and Entertainment to help students develop technical knowledge and skills needed for success in the audio video production industry. The course also includes California's Common Core State Standards as well as some VAPA Visual Arts Content Standards. This course will be added to the AME House of BLUE Pathway at Pleasant Valley High School and will add both rigor and relevance to the already existing production based pathway courses.

II. Instructional and Supplemental Materials:

Approved Core Instructional Materials:

All instructional and supplemental materials will adhere to current AME California Career Technical Education Curriculum Standards. And "Design, Visual, & Media Arts" Anchor Standards.

Text: Video: Digital Communication and Production. ISBN: 978-1-60525-820-1 Goodheart-Willcox Company, Inc.

Supplemental Materials:

Reading literary articles, short stories, film scripts, and the viewing of several films ranging from early Hollywood classics, to modern day films, and covering a diverse range of film genres will be important elements of this course. In addition, lecture, class presentations, CTE guest speakers, handouts, film reviews, and presentations and research papers will all be included in the course content.

Student objectives for this course are as follows:

1. To understand the nature and process of film production.
2. To learn how to read and analyze film as you would a novel, a poem or a short story
3. To familiarize ourselves with certain theoretical ideas presented by major film theorists.
4. To learn how to develop, write and revise workable screenplays.
5. To explore the major aesthetic trends in the history of cinema.
6. To be able to communicate information in an effective manner while using persuasive dialogue and synthesizing new ideas.
7. To work collaboratively with our peers to produce short films in a variety of different ways.
8. To gain a greater understanding of how filmmaking works—how it manipulates reality to make a thematic point and address issues which are political, social, philosophical, aesthetic, and controversial.

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.)

**Sample Units Might Include:*

Unit Name	Standards Addressed	Time	Instructional Strategies	Assessments
The Art of a personal essay	AME Knowledge and Performance standards. 1.0 and 2.0. CTE Anchor Standards: 1 Academics 2 Communications 5 Problem Solving and critical Thinking	3 weeks	In the first unit of the year, we will be reading a number of exceptional personal essays in preparation to write short form essays that you can use on your college applications.	Formal Rubrics for elements of writing and presentations.
What is cinema?	CTE Anchor Standards: 1 Academics 2 Communications 5 Problem Solving and critical Thinking	2 weeks	What is Cinema??? Why do we watch films? What are the technical processes that go into the production of films? How do films get made? Who are the people who make films? Who are the people who watch films? Why do people watch films? Why do people make films? a	Formal & Informal assessments throughout unit.
Intro to film Form.	AME Knowledge and Performance standards. 1.0 and 2.0. CTE Anchor Standards: 1 Academics 2 Communications 5 Problem Solving and critical Thinking	2 weeks	In this section of the course, we will learn the elements of film language, focusing mostly on the four most important elements: mise-en-scene, cinematography, montage, and sound. Some important questions are: What is the language in which cinema speaks? How do films create meaning? How does form reflect content? How can we read films more effectively? How does cinema create and use metaphors and symbolism? a	Formal & Informal assessments throughout unit.
Screenwriting	CTE Anchor Standards: 1 Academics 2 Communications 5 Problem Solving and	4 weeks	Next, we will turn our attention to the process of developing and writing our own original	

	critical Thinking		screenplays and prepare them for submission to various contests	
Film Genres:	CTE Framework Standards in AME and Design, Visual, And Media Arts.	Inclusive in all units during the year long course	We will be watching various classics from each film genre and will be writing, discussing, and presenting information through various means including: Film Reviews Research Papers Pod Casts Group Presentations	Birth of cinema Introduction to Sound Early Hollywood Classics Film Noir Combat/War Western Suspense Coming of Age Political Sci-fy Film School Generation/Blockbuster
Collaborative Filmmaking	CTE Framework Standards in AME and Design, Visual, And Media Arts.	6 weeks	Introduction to Collaborative Filmmaking: This unit, which will serve as the culmination of our studies of the cinema, will require you and a small group of peers to turn one of the screenplays that you have already written into an 8-10 minute short film.	
Persuasive speech: including pitches, presentations, and film reviews	CTE Framework Standards in AME and Design, Visual, And Media Arts.	4 weeks	Students will practice and perfect the art of "pitching." Students will give oral presentations on various topics and film reviews. There will be final presentations given by students each semester.	

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

This class will be available to ALL students who are in grades 11 & 12. Additional support for special needs students including special Ed and ELA will be provided as necessary and in compliance with IEP information and/or student and parent requests. There are no current plans for an Honors section for this course.

V. Grading Policy:

Standard Grading Policy will apply to this course. Grading will be based on work habits, attendance, work quality, and class participation. This course will be weighted with the following grading rules:

1. Classwork: 50%
2. Exams & Quizzes: 30%
3. Projects & Presentations: 20%

 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: Film and Media Studies

Department: Media Arts

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

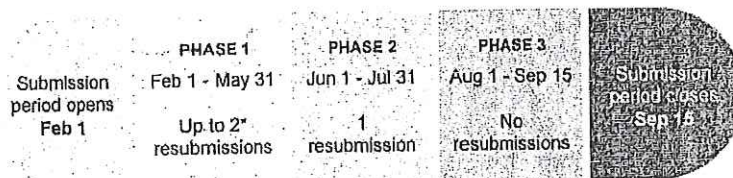
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☐ A: History/Social Science ☐ D: Laboratory Science
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Inspire

☒ Approve ☐ Reject
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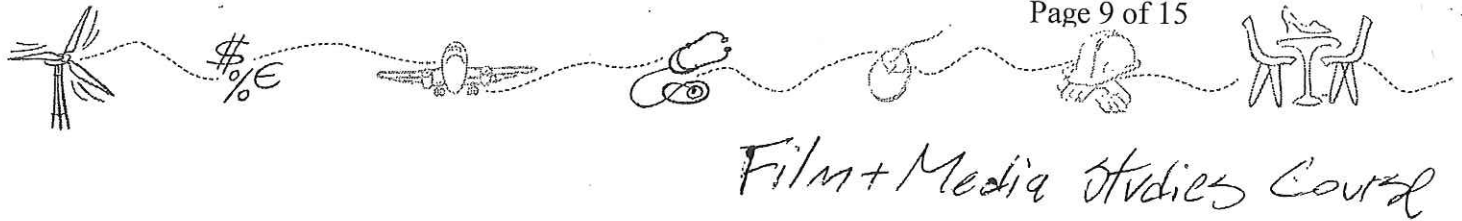
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Educational Services

☒ 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



Film + Media Studies Course

Table 1: CTE Anchor Standards—Common Core English Language Arts Alignment

ANCHOR STANDARD	CCSS ELA Standards Code(s)
Anchor Standard 1: Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.	Note: alignment listed within each sector
Anchor Standard 2: Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	LS 9-10, 11-12.6
Anchor Standard 3: Career Planning and Management Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SLS 11-12.2
Anchor Standard 4: Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	WS 11-12.6
Anchor Standard 5: Problem Solving and Critical Thinking Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WS 11-12.7
Anchor Standard 6: Health and Safety Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	RSTS 9-10 11-12.4
Anchor Standard 7: Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SLS 9-10 11-12.1
Anchor Standard 8: Ethics and Legal Responsibilities Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work.	SLS 11-12.1d
Anchor Standard 9: Leadership and Teamwork Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.	SLS 11-12.1b
Anchor Standard 10: Technical Knowledge and Skills Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	WS 11-12.6
Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.	Note: no alignment evident for this standard



Academic Alignment Matrix

ARTS, MEDIA, AND ENTERTAINMENT

Film & Media Studies Course

	PATHWAYS			
	A. Design, Visual, and Media Arts	B. Performing Arts	C. Production and Managerial Arts	D. Game Design and Integration
ENGLISH LANGUAGE ARTS				
Language Standards – LS (Standard Area, Grade Level, Standard #)				
11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0
11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0
11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D4.0, D7.0, D8.0
11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D4.0, D6.0, D7.0, D8.0
11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D4.0, D6.0, D7.0, D8.0, D9.0
11-12.6. Acquire and accurately use 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.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0
Reading Standards for Literature – RSL (Standard Area, Grade Level, Standard #)				
11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A6.0, A7.0	B3.0, B6.0		D4.0, D6.0, D8.0, D9.0
11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	A6.0, A7.0	B3.0, B6.0		D1.0, D4.0, D8.0



Academic Alignment Matrix

ARTS, MEDIA, AND ENTERTAINMENT

ARTS, MEDIA, AND ENTERTAINMENT	PATHWAYS			
	A. Design, Visual, and Media Arts	B. Performing Arts	C. Production and Managerial Arts	D. Game Design and Integration
Reading Standards for Literature – RSL (Standard Area, Grade Level, Standard #) <i>(continued)</i>				
11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).	A6.0, A7.0	B3.0, B6.0		D4.0, D8.0
11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	A6.0, A7.0	B3.0, B6.0		D4.0, D8.0
11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	A6.0, A7.0	B3.0, B6.0		D4.0, D6.0, D7.0, D8.0
11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	A6.0, A7.0	B3.0, B6.0		D7.0
11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.).	A6.0, A7.0	B3.0, B6.0		D4.0, D6.0, D8.0
11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	A6.0, A7.0	B3.0, B6.0		D8.0
11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	A6.0, A7.0	B3.0, B6.0		D4.0, D8.0

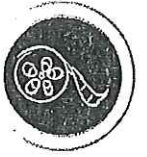




Academic Alignment Matrix

ARTS, MEDIA, AND ENTERTAINMENT

Reading Standards for Informational Text – RSIT (Standard Area, Grade Level, Standard #)	PATHWAYS			
	A. Design, Visual, and Media Arts	B. Performing Arts	C. Production and Managerial Arts	D. Game Design and Integration
11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D4.0, D7.0
11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D4.0
11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D4.0
11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). (See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D4.0, D8.0, D9.0
11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D7.0, D8.0, D9.0
11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0			D7.0
11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D4.0, D8.0, D9.0
11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).				D7.0, D8.0, D9.0



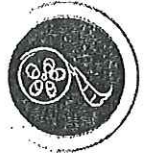
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	A. Design, Visual, and Media Arts	B. Performing Arts	C. Production and Managerial Arts	D. Game Design and Integration
Reading Standards for Literacy in History/Social Studies – RHSS (Standard Area, Grade Level, Standard #)				
11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	A2.0, A3.0, A4.0, A5.0, A6.0, A8.0	B1.0, B2.0, B4.0, B5.0, B7.0, B8.0	C7.0	D1.0, D4.0, D8.0
11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	A2.0, A3.0, A4.0, A5.0, A6.0, A8.0	B1.0, B2.0, B4.0, B5.0, B7.0, B8.0	C7.0	D1.0, D7.0, D8.0
11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	A2.0, A3.0, A4.0, A5.0, A6.0, A8.0	B1.0, B2.0, B4.0, B5.0, B7.0, B8.0	C7.0	D4.0
11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	A2.0, A3.0, A4.0, A5.0, A6.0, A8.0	B1.0, B2.0, B4.0, B5.0, B7.0, B8.0	C7.0	D4.0, D8.0
11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	A2.0, A3.0, A4.0, A5.0, A6.0	B7.0	C7.0	D1.0, D4.0, D6.0, D7.0, D8.0
11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	A2.0, A3.0, A4.0, A5.0, A6.0	B7.0		D1.0, D8.0
11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	A2.0, A3.0, A4.0, A5.0, A6.0, A8.0	B1.0, B2.0, B4.0, B5.0, B7.0, B8.0	C7.0	D1.0, D2.0, D4.0, D5.0, D8.0, D9.0
11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	A2.0, A3.0, A4.0, A5.0, A6.0, A8.0	B1.0, B2.0, B4.0, B5.0, B7.0, B8.0	C7.0	D1.0, D4.0, D7.0, D8.0
11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	A2.0, A3.0, A4.0, A5.0, A6.0, A8.0	B1.0, B2.0, B4.0, B5.0, B7.0, B8.0	C7.0	D1.0, D8.0



Academic Alignment Matrix

ARTS, MEDIA, AND ENTERTAINMENT	PATHWAYS			
	A. Design, Visual, and Media Arts	B. Performing Arts	C. Production and Managerial Arts	D. Game Design and Integration
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)				
11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes to any gaps or inconsistencies in the account.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D1.0, D7.0, D8.0
11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D1.0, D2.0, D4.0, D8.0
11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D3.0, D5.0, D10.0
11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D3.0, D5.0, D6.0
11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D3.0, D5.0, D7.0
11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D5.0, D6.0
11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0
11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D2.0, D3.0, D5.0
11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D4.0, D5.0, D6.0, D7.0, D8.0
11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	A1.0, A2.0, A5.0, A8.0	B4.0, B5.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C7.0	D3.0, D5.0, D6.0, D7.0, D8.0



Academic Alignment Matrix

ARTS, MEDIA, AND ENTERTAINMENT	PATHWAYS			
	A. Design, Visual, and Media Arts	B. Performing Arts	C. Production and Managerial Arts	D. Game Design and Integration
Writing Standards – WS (Standard Area, Grade Level, Standard #)				
11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D4.0, D7.0, D8.0
11–12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D8.0
11–12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D4.0, D7.0, D8.0, D9.0
11–12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D8.0, D9.0
11–12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0
11–12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D2.0, D5.0, D8.0
11–12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation including footnotes and endnotes.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D6.0, D8.0
11–12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0	D1.0, D8.0,



AGENDA ITEM: Obsolete Textbooks

Prepared by: Ted Sullivan, Director

☒ Consent

Board Date February 15, 2016

☐ Information Only

☐ Discussion/Action

Background Information

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

Educational Implications

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

Fiscal Implications

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

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

January 27, 2017
(Date)

[illegible]

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


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

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

Inspire
(School)

Jan 2017
(Date)

[illegible]


(Principal's Signature)

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

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

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE


RHS

(School)

1/27/17

(Date)

[illegible]


(Principal's Signature)

(Principal's Signature)

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

Chico Junior High School
(School)

[illegible]

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

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

(Date)

[illegible]

H. McJays
(Principal's Signature)

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

AGENDA ITEM: Warrant Authorization

Prepared by: Jaclyn Kruger, Director Fiscal Services

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

Warrants in the amount of \$1,688,713.73 for the period January 12, 2017 through February 7, 2017 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 Recap

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
01	General Fund	290	1,045,905.41
09	Charter Sch Spec Rev 3412	22	18,934.87
12	Child Development (3407)	2	133.13
13	Cafeteria (3401)	37	94,220.80
22	Measure E (3429) 21 Cap Proj	4	398,625.10
25	Cap Fac State Cap (3408) 25-26	8	89,579.23
35	Cnty Sch Fac (3435)	1	30,000.00
76	Payroll Warrants	2	11,970.23
Total Number of Checks		366	1,689,368.77
Less Unpaid Tax Liability			655.04-
Net (Check Amount)			<u>1,688,713.73</u>

Includes checks for only Bank Account COUNTY

AGENDA ITEM: Independent Contractor Agreements

Prepared by: Kevin Bultema, Assistant Superintendent

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

Per Board Policy 3600 Consultants/Independent Contractor, all Consultant/Independent Contractor Agreements shall be brought before the board for approval.

- Sharon DeMeyer (Inspire, ASB)
- Brian Ellis (PVHS, ASB)
- Great Outdoors Landscape Maintenance, Joe Morris (Bidwell Jr)
- Nicholas Medici (PVHS, ASB)

Educational Implications

Per Board Policy 3600, the Board of Education authorizes the use of consultants/independent contractors to provide expert professional advice or specialized technical or training services which are not needed on a continuing basis and which cannot be provided by district staff because of limitations of time, experience or knowledge. Individuals, firms or organizations employed as consultants may assist management with decisions and/or project development related to financial, economic, accounting, engineering, legal, administrative, instructional or other matters.

Fiscal Implications

Consultant/Independent Contractor Agreement(s) to be paid from accounts noted on approval forms.

AGENDA ITEM: Contracts

Prepared by: Kevin Bultema, Assistant Superintendent

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

Per Board Policy 3312 Contracts, all Contracts shall be brought before the board for approval and/or ratification.

- Holdrege & Kull (Facilities)
- Spainhower Building Services (Facilities)
- United Building Contractors (Facilities)

Educational Implications

Per Board Policy 3312 Contracts, the Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's interest is protected and that the terms of the contract conform to applicable legal standards, including the bidding requirements in Public Contract Code 20111.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board.

Every contract entered into on behalf of the district shall be made available for public inspection, except when the law prohibits disclosure. No contract shall prohibit a district employee from disparaging the goods or services of any contracting party.

Fiscal Implications

Contracts shall be paid according to agreed upon terms noted.

AGENDA ITEM: Notice of Completion for Canopy Project at Chico High School

Prepared by: Julia Kistle, Director Facilities & Construction

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

The project was successfully completed on January 12, 2017.

Educational Implications

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

Fiscal Implications

This project was funded by CHS Discretionary Funds, 2015-16 One-time Funds allocated to Arts and RRMA (Routine Maintenance) Summer Projects.

Additional Information

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

Recommendation

It is requested that the Board of Education authorize the Superintendent or designee to approve and execute the Notice of Completion for the Canopy Project at Chico High School.

WHEN RECORDED MAIL TO:

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

9.3.4.

Page 2 of 2

SPACE ABOVE THIS LINE IS FOR RECORDER'S USE

DSA FILE NO. n/a

DSA APPL NO. n/a

PROJECT NO. 01-canopy

NOTICE OF COMPLETION

1. The undersigned is OWNER or agent of the OWNER of the interest or estate stated below in the property hereinafter described.
2. The FULL NAME of the OWNER is **CHICO UNIFIED SCHOOL DISTRICT.**
3. The FULL ADDRESS of the OWNER is **1163 EAST SEVENTH STREET, CHICO, CALIFORNIA, 95928-5999.**
4. The NATURE OF THE INTEREST or ESTATE of the undersigned is: **IN FEE**
5. A work of improvement on the property hereinafter described was COMPLETED on **January 12, 2017** and accepted by the Chico Unified School District on **February 15, 2017.**
6. The work of improvement completed is described as follows: **FURNISHING OF ALL LABOR, MATERIALS AND SERVICES FOR Canopy Project at Chico High School FOR THE CHICO UNIFIED SCHOOL DISTRICT, CHICO, BUTTE COUNTY, CALIFORNIA.**
7. The NAME OF THE ORIGINAL CONTRACTOR for such work of improvement is
United Building Contractors, 275 Fairchild Avenue, Ste. 106, Chico, CA 95973
8. The street address of said property is:
Chico High School, 901 Esplanade, Chico, CA 95926
9. The property on which said improvement was completed in the **CITY OF CHICO, COUNTY OF BUTTE, STATE OF CALIFORNIA**, and described as follows:

ASSESSORS PARCEL NUMBER: 003-140-001-000

Date: _____

Signature of Owner or agent of owner _____

Julia M. Kistle
Director, Facilities & Construction
Chico Unified School District

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

Date and Place Chico, CA

Julia M. Kistle
Director, Facilities & Construction
Chico Unified School District

AGENDA ITEM: Notice of Completion for Fencing at Chico Jr. High School and Marsh Jr. High School

Prepared by: Julia Kistle, Director Facilities & Construction

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

The project was successfully completed on January 31, 2017.

Educational Implications

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

Fiscal Implications

The projects identified will be funded with Measure E. All available State reimbursement will be pursued.

The proposed projects qualify as projects defined in the voter approved Measure E ballot language.

Additional Information

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

Recommendation

It is requested that the Board of Education authorize the Superintendent or designee to approve and execute the Notice of Completion for Fencing at Chico Jr. High School and Marsh Jr. High School.

WHEN RECORDED MAIL TO:

9.3.5.

Page 2 of 2

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

SPACE ABOVE THIS LINE IS FOR RECORDER'S USE

DSA FILE NO. # n/a

DSA APPL NO. n/a

PROJECT NO. SS-06-07-Fencing

NOTICE OF COMPLETION

1. The undersigned is OWNER or agent of the OWNER of the interest or estate stated below in the property hereinafter described.
2. The FULL NAME of the OWNER is **CHICO UNIFIED SCHOOL DISTRICT.**
3. The FULL ADDRESS of the OWNER is **1163 EAST SEVENTH STREET, CHICO, CALIFORNIA, 95928-5999.**
4. The NATURE OF THE INTEREST or ESTATE of the undersigned is: **IN FEE**
5. A work of improvement on the property hereinafter described was COMPLETED on **January 31, 2017** and accepted by the Chico Unified School District on **February 15, 2017.**
6. The work of improvement completed is described as follows: **FURNISHING OF ALL LABOR, MATERIALS AND SERVICES FOR Fencing at Chico Jr. High School and Marsh Jr. High School FOR THE CHICO UNIFIED SCHOOL DISTRICT, CHICO, BUTTE COUNTY, CALIFORNIA.**
7. The NAME OF THE ORIGINAL CONTRACTOR for such work of improvement is
Pisor Fence Division, Inc., PO Box 7213, Citrus Heights, CA 95621
8. The street address of said property is:
Chico Jr. High School, 280 Memorial Way, Chico, CA 95926
Marsh Jr. High School, 2253 Humboldt Rd., Chico, CA 95928
9. The property on which said improvement was completed in the **CITY OF CHICO, COUNTY OF BUTTE, STATE OF CALIFORNIA**, and described as follows:

ASSESSORS PARCEL NUMBER:

Chico Jr. High: 003-177-001-000, 003-175-004-000, 003-180-014-000, 003-180-017-000

Marsh Jr. High: 002-180-090-000

Date: _____

Signature of Owner or agent of owner _____

Julia M. Kistle
Director, Facilities & Construction
Chico Unified School District

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

Date and Place Chico, CA

Julia M. Kistle
Director, Facilities & Construction
Chico Unified School District

AGENDA ITEM: Citizen's Bond Oversight Committee, Annual Report 2015-2016

Prepared by: Julia Kistle, Director of Facilities & Construction

☒ Consent

Board Date February 15, 2017

☐ Information Only

☐ Discussion/Action

Background Information

The Chico Unified School District (CUSD) was successful at the election conducted on November 6, 2012 in obtaining authorization from the District's voters to issue up to \$78,000,000 aggregate principal amount of the District's general obligation bonds (Measure E). The election was conducted under Proposition 39, being chaptered as the Strict Accountability in Local School Construction bonds Act of 2000, at Section 15264 of the Education Code. Pursuant to Section 15278 of the Education Code, CUSD implemented a Bond Oversight Committee (Committee) for Measure E. The Committee has the following duties:

Inform the Public. The Committee shall inform the public concerning the District's expenditure of bond proceeds.

Review Expenditures. The Committee shall review expenditure reports produced by the District to ensure that (a) bond proceeds were expended only for the purposes set forth in the Measure E; and (b) no bond proceeds were used for teacher or administrative salaries or other operating expenses.

Annual Report. The Committee shall present to the Board, in public session an annual written report which shall include a statement indicating whether the District is in compliance with the requirement of Article XIII A, Section 1(b)(3) of the California Constitution and a summary of the Committee's proceeds and activities for the preceding year.

Educational Implications

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

Fiscal Implications

Measure E bonds are paid through local property taxes. The district maintains fund 22 – Measure E Building Fund to account for expenditures of bond funds for facilities and Fund 58- Measure E Debt Service to account for bond principal and interest payments.

Recommendations

It is recommended the Board approve the Annual Report 2015-2016.

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

DATE: February 15, 2017
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Certificated Human Resources Actions

Temporary Appointments – 2016/17

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Callahan, Meghan	Elementary	2/01/17-6/07/17	0.8 FTE
Davis, Irene	Elementary	1/25/17-6/07/17	0.35 FTE
Ginno, Cathelin	Secondary	2/01/17-6/07/17	0.1 FTE
Lynn, Charles	Secondary	1/26/17-6/07/17	0.8 FTE

Rescission of Leave Request

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Cunniff, Stephanie	Elementary	1/16/2017	Returning to 1.0 FTE

Retirements/Resignations

<u>Employee</u>	<u>Assignment</u>	<u>Effective</u>	<u>Comment</u>
Gower, Chrissy	Elementary	2/28/2017	Resignation

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

9.4.2.
Page 1 of 2

DATE: February 15, 2017
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Classified Human Resources Actions

ACTION NAME	CLASS/LOCATION/ASSIGNED HOURS	EFFECTIVE	COMMENTS
APPOINTMENT			
Apalit, Victor	Campus Supervisor/CHS/4.0	1/23/2017	New Position
Dunn, Caitlin	LT IPS-Classroom/Hooker Oak/5.5	2/19/2017-6/7/2017	During Absence of Incumbent
English, Tammie	IPS-Classroom/Loma Vista/6.4	1/17/2017	Vacated Position
Fashing, Kari	Instructional Assistant/LCC/3.0	1/23/2017	New Position
Fowler, Shannel	Parent Classroom Aide-Restr/Emma Wilson/5.5	2/1/2017	Vacated Position
Gray Berger, April	Campus Supervisor/FVHS/1.3	1/23/2017	Vacated Position
Gray Berger, April	Campus Supervisor/FVHS/1.0	1/23/2017	Vacated Position
Gray Berger, April	Campus Supervisor/FVHS/1.0	1/23/2017	Vacated Position
Herrick, Debi	Elementary Guidance Specialist/Sierra View/3.0	1/30/2017	Vacated Position
Hopson, Baranduin	IPS-Visually Impaired/CHS/6.5	1/23/2017	Vacated Position
Lewis, Brian	SMW-HVAC/M & O/8.0	2/2/2017	Vacated Position
Nelson, Samantha	Sr Library Media Assistant/CJHS/1.0	1/20/2017	New Position
Pruis, Thorvald	SMW-HVAC/M & O/8.0	1/19/2017	Vacated Position
Quick, Kresten	IPS-Classroom/Head Start/2.8	1/10/2017	Vacated Position
Slyh, Gary	Delivery Worker/Warehouse/6.5	2/1/2017	Vacated Position
Stimac, Kotie	Campus Supervisor/MJHS/2.0	1/25/2017	Vacated Position
Stimac, Kotie	Campus Supervisor/MJHS/1.0	2/2/2017	Vacated Position
Yang, Gregory	LT IPS-Classroom/CHS/5.0	2/19/2017-6/7/2017	During Absence of Incumbent
PROMOTION			
Schwartz, Karen	Sr Library Media Assistant/BJHS/5.0 & 1.6	1/26/2017	Vacated Positions
LEAVE OF ABSENCE			
Almand, Karyn	IPS-Healthcare/MJHS/6.0	1/27/2017-6/7/2017	Per CBA 5.12
Googins, Oresta	IPS-Healthcare/LCC/6.0	10/8/2016-4/8/2017	Per CBA 5.1
Holman, Ryan	IA-Special Education/Inspire/6.0	2/5/2017-6/8/2017	Per CBA 5.12
Hunn, Michell	IPS-Healthcare/MJHS/3.0	12/31/2016-5/31/2017	Per CBA 5.3.3
Hunn, Michell	IPS-Healthcare/MJHS/4.0	12/31/2016-5/31/2017	Per CBA 5.3.3
Metzger, Gina	IPS-Classroom/CHS/5.0	2/2/2017-8/1/2017	Per CBA 5.12
O'Connor, Michelle	IPS-Classroom/Emma Wilson/5.5	2/19/2017-8/18/2017	Per CBA 5.12
Smallhouse, Caius	IPS-Classroom/Hooker Oak/3.0	1/23/2017-5/19/2017	Per CBA 5.12

RESIGNATION/TERMINATION

Besson, Kasey	Cafeteria Assistant/Hooker Oak/2.0	12/22/2016	Voluntary Resignation
Browne, Arthur	Sr Custodian/Loma Vista/8.0	1/31/2017	PERS Retirement
Costello, Melissa	IA-Computers/PVHS/4.0	1/8/2017	Voluntary Resignation
Curiel, Gabriel	IA-Special Education/Citrus/5.0	1/13/2017	Voluntary Resignation
Empl #14386		1/13/2017	Released During Probation
Garcia, Jasmany	Targeted Case Mgr-Bil/CHS/4.0 & 4.0	2/3/2017	Voluntary Resignation
Holmes, Annel	Targeted Case Mgr-Bil/Parkview-Sierra View/8.0	2/9/2017	Voluntary Resignation
Lieb Gott, Amy	IPS-Visually Impaired/Hooker Oak/6.0	2/18/2017	Voluntary Resignation
Rodgers, Laura	IPS-Classroom/Parkview/4.0	1/20/2017	Voluntary Resignation
Szczepanski, Monica	Administrative Specialist/Educational Svcs/8.0	1/19/2017	Voluntary Resignation

RESIGNED ONLY POSITION LISTED

Apalit, Victor	Campus Supervisor/CJHS/1.0	1/22/2017	Increase in Hours
English, Tammie	IPS-Healthcare/Head Start/3.2	1/16/2017	Voluntary Resignation
English, Tammie	IPS-Classroom/Head Start/3.2	1/16/2017	Increase in Work Year
Fowler, Shannel	Parent Classroom Aide-Restr/Emma Wilson/3.9	1/31/2017	Increase in Hours
Herrick, Debi	Parent Classroom Aide-Restr/Sierra View/2.0	1/29/2017	Appointment
Hopson, Baranduin	IPS-Healthcare/CHS/6.5	1/22/2017	Lateral Transfer
Schwartz, Karen	Health Assistant/LCC/6.0	1/25/2017	Promotion

AGENDA ITEM: Charter Review Committee Recommendation – Nord Country School

Prepared by: John Bohannon, Director

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information

Nord Country School was founded as a charter school in 2005. The Nord charter was most recently renewed for a five-year term in 2012. The current charter will expire June 2017.

CUSD received a charter renewal petition for Nord Country School on December 14, 2016. Pursuant to California Education code, the CUSD Board of Directors held a public hearing regarding the renewal on January 18, 2017.

The CUSD Charter School Review Committee met to review the Nord Renewal petition and is ready to make a recommendation to the Board.

Educational Implications

Nord Country School offer students in grades TK-8 another educational option.

Fiscal Implications

Nord is a direct funded charter, which means any ADA generated flows to the school and will not come to CUSD.

Additional Information

When a charter petition is renewed, Education Code mandates the term of the renewal is for five years.



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To: Board of Education
From: John Bohannon, Director State and Federal Programs
Date: February 15, 2017
RE: Nord Country School Renewal Request

Action Requested: Approve Nord Country School renewal because the charter school has met the standards and expectations set forth in the Charter Schools Act, Education Code 47605(b)(5), which governs charter school renewals.

Summary: Staff recommends approval based on the following factors:

1. Nord Country School will continue to work to ensure its academic achievement is comparable to similar CUSD schools.
2. Nord Country School's governance and finance support the schools vision and function.
3. The Nord Country Charter Petition meets the 16 required elements of a charter petition and neither the school or petition display any of the reasons necessary for denial of a charter petition.

Governing Law: Under the California Charter Schools Act, authorizers are required to apply the "standards and criteria" set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act:

A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.

The governing board of the school district shall not deny a petition for the establishment (or renewal) of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one of more of the following findings:

- (1) The charter presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a). (not a requirement for renewal).

- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
- (5) The petition does not contain reasonably comprehensive descriptions of all of the required charter elements.

Academic Performance: Pursuant to Education Code 47607(a)(3)(A) the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the charter school.

The California Assessment of Student Performance and Progress (CAASPP) System only contains two years of data. The state has not yet approved an official tool for utilizing CAASPP data to evaluate school performance in order to compare multiple schools. Nord will complete an MOU with CUSD stating it will achieve similar results on an approved state tool as demographically comparable schools in CUSD when the state approves the tool.

Procedural Background:

1. Nord Country School submitted its renewal petition on December 14, 2016, at the regularly scheduled Board of Education Meeting.
2. CUSD Charter Committee met for first discussion of the submission on January 10, 2017
3. A public hearing was held on January 18, 2017. Representatives from the petitioning group presented.
4. CUSD Charter Committee completed matrix of the 16 required elements of a charter petition between January 9 and February 7, 2017.

AGENDA ITEM: Sherwood Montessori Charter Petition Public Hearing

Prepared by: John Bohannon, Director

☐ Consent

Board Date February 15, 2017

☒ Public Hearing/Information

☐ Discussion/Action

Background Information

When a group files a petition to renew a charter school, a school district must hold a public hearing about the renewal within 30 days.

CUSD received a charter renewal petition for Sherwood Montessori at the regularly scheduled CUSD Board meeting on January 18, 2017.

This hearing gives the public and Board of Education the opportunity to ask questions about the proposed charter.

The charter petition will come back before the Board within 60 days of the date CUSD received the petition from Sherwood for approval or denial.

Educational Implications

Sherwood Montessori was created as a charter school in 2009 and provides an additional education option.

Fiscal Implications

Sherwood is an independent charter, meaning the funds for Chico Unified students choosing this charter go directly to Sherwood Montessori.

Additional Information

California Education Code requires all approved charter renewals are for a five-year term.

AGENDA ITEM: Inspire School of Arts and Sciences Charter Petition Public Hearing

Prepared by: John Bohannon, Director

☐ Consent

Board Date February 15, 2017

☒ Public Hearing/Information

☐ Discussion/Action

Background Information

When a group files a petition to renew a charter school, a school district must hold a public hearing about the renewal within 30 days.

CUSD received a charter renewal petition for Inspire School of Arts and Sciences at the regularly scheduled CUSD Board meeting on January 18, 2017.

This hearing gives the public and Board of Education the opportunity to ask questions about the proposed charter.

The charter petition will come back before the Board within 60 days of the date CUSD received the petition from Inspire for approval or denial.

Educational Implications

Inspire School of Arts and Sciences provides an additional education option in Chico.

Additional Information

California Education Code requires all approved charter renewals are for a five-year term.

AGENDA ITEM: Measure E Citizens' Bond Oversight Committee Recommendation

Prepared by: Julia Kistle, Director of Facilities & Construction

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information

On November 6, 2012 Chico Unified School District successfully passed Measure E, a \$78 million dollar School Bond. With the passage of the Bond, the District must establish a Citizens' Bond Oversight Committee (CBOC) to develop and approve Committee Bylaws.

Per Education Code Section 152789(a), the committee shall consist of at least seven (7) members to serve a two year term, without compensation.

Currently, the CBOC has six members, with two members' terms nearly completed. District Staff have made numerous attempts to recruit new CBOC members.

Applicants applying for CBOC membership are Tami Adams, Administrative Manager at California State University, Chico department of Alumni and Parent Engagement and Dr. Kelly Crockett, Adjunct Online Assistant Professor in Public Administration at California State University, San Diego.

Educational Implications

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

Fiscal Implications

No impact to the General Fund.

Recommendation

It is recommended that the Board approve the CBOC membership applications for Tami Adams to fill the category of Parent-Teacher Organization Member and Dr. Kelly Crockett to fill the category of At-Large Community Member.

AGENDA ITEM: Governor's 2017-2018 Budget Proposal Information

Prepared by: Kevin Bultema – Assistant Superintendent, Business Services

☐ Consent Board Date February 15, 2017

☒ Information Only

☐ Discussion/Action

Background Information

The Governor's Budget Proposal is the start of the state budget process for next fiscal year. In summary the state budget process is as follows:

- By January 10 – Governor introduces state budget proposal
- Budget Bill introduced in both houses of state legislature shortly thereafter
- In February – Budget trailer bills are released providing critical details to the January proposal
- Early Spring – Budget Subcommittees examine specific details of the proposal
- May - Governor releases revised budget proposal based on state revenues collected since December
- June 15 – Deadline for Legislature to pass budget bill
- Governor has 12 days to sign or veto budget bill

The 2017-2018 Governor's budget proposal has been released and represents a modestly improved financial outlook. Administration would like to provide a brief overview of the Governor's proposal and its impact on the Chico Unified School District budget.

Educational Implications

N/A

Fiscal Implications

The state budget drives funding for education services and is the basis for the CUSD budget development including our multi-year projections in 2016-2017 and the original budget for 2017-2018.

AGENDA ITEM: Board Policy – Debt Management

Prepared by: Kevin Bultema – Assistant Superintendent, Business Services

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information

Chico Unified School District (CUSD) is preparing to issue Measure K general obligation bonds as approved by voters on November 8, 2016. CUSD's bond financing plan estimates Measure K Series A bonds in the amount of \$45 million be issued in two parts with approximate repayment terms of 5-8 years and 20-25 years. Senate Bill (SB) 1029 requires CUSD adopt local debt policies and certify policies have been adopted before issuing debt on or after January 21, 2017.

Senate Bill (SB) 1029 Section I (c) State and local agencies should adopt comprehensive written debt management policies pursuant to the recommendation of the Government Finance Officers Association, a professional organization of over 18,000 public officials united to enhance and promote the professional management of governmental financial resources. These policies should reflect local, state, and federal laws and regulations.

SB1029 Section 2 9 (i) (1) The issuer of any proposed debt issue of state or local government shall, no later than 30 days prior to the sale of any debt issue, submit a report of the proposed issuance to the commission by any method approved by the commission. This subdivision shall also apply to any nonprofit public benefit corporation incorporated for the purpose of acquiring student loans. The commission may require information to be submitted in the report of proposed debt issuance that it considers appropriate. Failure to submit the report shall not affect the validity of the sale. The report of proposed debt issuance shall include a certification by the issuer that it has adopted local debt policies concerning the use of debt and that the contemplated debt issuance is consistent with those local debt policies.

The debt policy being submitted to the CUSD board for consideration is recommended by California School Board Association (CSBA) and meets the requirements of SB 1029.

Educational Implications

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

Fiscal Implications

General obligation bonds are repaid through local property taxes. The issuance of bond debt will not impact CUSD's operations budget. Approval of debt policies meets the requirements of SB 1029 and assures CUSD's compliance with the law before issuing Measure K Series A bonds.

Recommendation

Administration recommends the board adopt the board policy on debt management as presented.



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Board Policy: #3470

Section: 3000
**Business and
Noninstructional
Operations
Page 1 of 7**

Debt Issuance and Management

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

(cf. 3000 - Concepts and Roles)
(cf. 3460 - Financial Reports and Accountability)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

The Superintendent or designee may retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

(cf. 3312 - Contracts)
(cf. 3600 - Consultants)
(cf. 9270 - Conflict of Interest)

Goals

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes practical precautions and proactive measures to avoid financial decisions that could negatively impact current credit ratings on existing or future debt issues



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

Board Policy: #3470

Section: 3000 **Business and
Noninstructional
Operations
Page 2 of 7**

4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that is not funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 7000 - Concepts and Roles)

Authorized Purposes for the Issuance of Debt

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

(cf. 3100 - Budget)
(cf. 3110 - Transfer of Funds)

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.



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(530) 891-3000

Board Policy: #3470

Section: 3000

**Business and
Noninstructional
Operations
Page 3 of 7**

Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
 - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
 - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
 - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)
2. Long-Term Debt
 - a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

(cf. 7214 - General Obligation Bonds)
3. Lease financing, including certificates of participation (COPs)
 - a. Lease financing to fund capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)
 - b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429, 17456)
4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in lower financing costs compared to traditional tax-exempt bonds, COPs, and/or revenue bonds; other types of financing methods including special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3) or bonds issued pursuant to the Marks-Roos Local Bond Polling Act of 1985 (Government Code 6584-6599.1)
5. Temporary borrowing from other sources such as the County Treasurer

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)



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(530) 891-3000

Board Policy: #3470

Section: 3000
**Business and
Noninstructional
Operations
Page 4 of 7**

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

When considering a debt issuance, the Board and the Superintendent or designee may evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Codes 15102, 15106, 15268, or 15270, as applicable.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be consistent with State law.

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

1. A competitive method of sale, in which the issuer solicits bids from underwriting firms to purchase its bonds, and sells bonds to the firm or bond syndicate offering the lowest interest rate bid



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

Board Policy: #3470

Section: 3000 **Business and
Noninstructional
Operations
Page 5 of 7**

2. A negotiated method of sale, in which the issuer selects the underwriting firm or firms in advance of the proposed sale and the final purchase price is negotiated at the time designated for the sale of bonds
3. A private placement sale method of sale, in which the issuer sells bonds directly to a single or limited number of purchasers without a public offering

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

(cf. 3430 - Investing)

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

(cf. 3314 - Payments for Goods and Services)
(cf. 3400 - Management of District Assets/Accounts)

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall

Policy Adopted: **NEW**



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(530) 891-3000

Board Policy: #3470

Section: 3000 **Business and
Noninstructional
Operations
Page 6 of 7**

include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

The Superintendent or designee shall maintain the official transcript for the financing, including documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, the sources of payment or security for the debt, and investment of proceeds, which shall be kept for as long as the debt is outstanding, plus the period ending three years after financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

Exceptions and Modifications

The District acknowledges that the capital marketplace fluctuates, municipal finance products change from time to time, and that issuer and investor supply and demand vary. These fluctuations may produce situations that are not anticipated or covered by this policy. As such, the Governing Board may make exceptions or modifications to this policy to achieve the debt management goals outlined above. Management flexibility is appropriate and necessary in such situations, provided specific authorization is granted by the Governing Board.

Policy Development

The Superintendent or designee may develop additional specific elements of a debt management framework through rules and regulations which, along with this policy, shall be reviewed periodically in consideration of changing laws, District needs and market conditions.

Legal Reference:

EDUCATION CODE

5300-5441 Conduct of elections
15100-15262 Bonds for school districts and community college districts
15264-15276 Strict accountability in local school construction bonds
15278-15288 Citizen's oversight committees
15300-15425 School Facilities Improvement Districts
17150 Public disclosure of non-voter-approved debt
17400-17429 Leasing of district property
17450-17453.1 Leasing of equipment
17456 Sale or lease of district property
17596 Duration of contracts
42130-42134 Financial reports and certifications

ELECTIONS CODE

1000 Established election dates

GOVERNMENT CODE

8855 California Debt and Investment Advisory Commission
53311-53368.3 Mello-Roos Community Facilities Act
53410-53411 Bond reporting
53506-53509.5 General obligation bonds



Chico Unified School District

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

Board Policy: #3470

Section: 3000

**Business and
Noninstructional
Operations
Page 7 of 7**

53550-53569 Refunding bonds of local agencies
53580-53595.55 Bonds
53850-53858 Tax and revenue anticipation notes
53859-53859.08 Grant anticipation notes
CALIFORNIA CONSTITUTION
Article 13A, Section 1 Tax limitation
Article 16, Section 18 Debt limit
UNITED STATES CODE, TITLE 15
78o-4 Registration of municipal securities dealers
UNITED STATES CODE, TITLE 26
54E Qualified Zone Academy Bonds
CODE OF FEDERAL REGULATIONS, TITLE 17
240.10b-5 Prohibition against fraud or deceit
240.15c2-12 Municipal securities disclosure
CODE OF FEDERAL REGULATIONS, TITLE 26
1.103 Interest on state and local bonds
1.141 Private activity bonds
1.148 Arbitrage and rebate
1.149 Hedge bonds
1.6001-1 Records

Management Resources:

CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS

California Debt Issuance Primer

GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS

An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016

Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015

Investment of Bond Proceeds, Best Practice, September 2014

Selecting and Managing Municipal Advisors, Best Practice, February 2014

Debt Management Policy, Best Practice, October 2012

Analyzing and Issuing Refunding Bonds, Best Practice, February 2011

INTERNAL REVENUE SERVICE PUBLICATIONS

Tax Exempt Bond FAQs Regarding Record Retention Requirements

Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016

U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS

Internal Control System Checklist

WEB SITES

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

Government Finance Officers Association: <http://www.gfoa.org>

Internal Revenue Service: <http://www.irs.gov>

Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA): <http://www.emma.msrb.org>

U.S. Government Accountability Office: <http://www.gao.gov>

U.S. Securities and Exchange Commission: <http://www.sec.gov>

AGENDA ITEM: Proclamation – National School Counseling Week

Prepared by: Jim Hanlon – Assistant Superintendent of Human Resources

☐ Consent

Board Date February 15, 2017

☒ Information Only

☐ Discussion/Action

Background Information

February 6-10, 2017, has been designated the National School Counseling Week to focus public attention on the unique contribution of school counselors within the United States school systems.

Educational Implications

The purpose of this proclamation is to honor our counselors throughout the district and recognize their contribution to our students' success.

Fiscal Implications

No fiscal implications.

CHICO UNIFIED SCHOOL DISTRICT

A Proclamation

- WHEREAS* school counselors are employed in public schools to help students reach their full potential; and
- WHEREAS* school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and
- WHEREAS* school counselors help parents focus on ways to further the educational, personal and social growth of their children; and
- WHEREAS* school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and
- WHEREAS* school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and
- WHEREAS* comprehensive development school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school;

Therefore be it recorded that Chico Unified School District hereby proclaims February 6-10, 2017 as National School Counseling Week.

National School Counseling Week 2017

AGENDA ITEM: Sunshine Openers (CUTA) for the 2017-18 Negotiation Session

Prepared by: Jim Hanlon – Assistant Superintendent of Human Resources

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information Pursuant to Articles 15 and 19 of the Collective bargaining Agreement between CUTA and the District, the two parties exchanged openers on February 3, 2017 for the 2017-18 school year. Articles 8 (Wages) and 9 (Benefits) are automatically opened as per the Collective Bargaining Agreement.

Additionally, the district opened Article 6 (Hours of Employment). CUTA declined to open additional articles at this time.

Educational Implications A timely settlement will ensure that all certificated staff continue to provide quality services to our students.

Fiscal Implications Subject to the outcome of negotiations in the area of wages and benefits there may be fiscal implications depending on the settlement. Factors the directly impact the settlement include the 2017-18 education budget from the state, district reductions to selected programs, enrollment and attendance rates of students.

**Administrative Offices**

1163 E. Seventh Street
Chico, CA 95928-5999

530/891-3000

fax 891-3220

www.ChicoUSD.org

Office of the Assistant Superintendent Human Resources
(530) 891-3000 Ext. 142

January 26, 2017

Charlie Snyder, CUTA Negotiations Chair
Kevin Moretti, CUTA President

In accordance with Article 15, Section 15.2 of the Collective Bargaining Agreement (CBA) which states, "*Not later than February 1, the CUTA and District shall exchange their initial proposals for the next school year(s). The proposals shall be presented to the Governing Board at the next meeting of the Board.*"

After final discussions with the Governing Board on January 18, 2017 we have completed our decision process regarding the sunshining of our proposal for the 2017-2018 school year. The District will be opening Article 8 (Wages), Article 9 (Health and Welfare Benefits) and Article 6 (Hours of Employment).

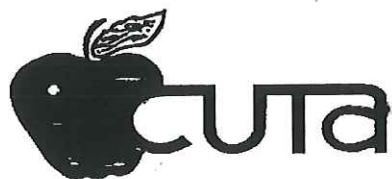
As outlined in Article 15 we will be making our openers public at the February 1, 2017 School Board meeting with the intent to begin negotiations on February 9, 2017 in compliance with Section 15.2.1 of the CBA and Section 3543.3 of the Government Code.

We look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Hanlon", written in a cursive style.

Jim Hanlon
Assistant Superintendent, Human Resources



CHICO UNIFIED TEACHERS ASSOCIATION
819 E. Fifth Ave Chico, CA 95926
(530) 343-0226 FAX 343-0533
csnyder@chicousd.org

www.chicouta.org

affiliated with CTA and NEA

February 3, 2017

Board of Education
Chico Unified School District
Ms. Kelly Staley, Superintendent
1163 East Seventh Street
Chico, CA 95928

Honorable Members and Ms. Staley:

Pursuant to Articles 15 and 19 of the Collective Bargaining Agreement between CUTA and the District, CUTA does hereby give notice of our intent not to open any articles for negotiations in 2017-18, with the exception that by the terms of the current collective bargaining agreement, we are ready to begin negotiations regarding Article 8 (Wages) and Article 9 (Benefits).

The success of the interest based bargaining model makes us feel comfortable that we can discuss and make progress on many different contractual issues. The last two years have been a positive and welcome development. We look forward to working together productively.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Charles", written in a cursive style.

Charles Snyder
Bargaining Chair
Chico Unified Teachers Association

AGENDA ITEM: Adoption of the 2018-19 & 2019-20 Student Calendars

Prepared by: Jim Hanlon – Assistant Superintendent of Human Resources

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information The CUSD Board currently has an approved student calendar through the 2017-18 school year. In an effort to look ahead for planning purposes we are bringing forward proposed calendars for 2018-19 and 2019-20. We have requested and received input from all CUSD staff. Additionally, the CUTA bargaining team has proposed some adjustments to the calendar. We have posted the proposed calendar on our website and Facebook pages and at this time received no parent/community input.

Since the basic structure of the calendar is very similar to past calendars there appears to be little controversy with the proposal at this time. Staff input was used to make modest changes as discussed at the previous public hearing.

Educational Implications The student calendar is designed to provide the best possible schedule for student learning while considering the needs of our students' families with regards to family time/vacations. The calendar accommodates important date considerations such as elementary parent conferencing, state testing schedules, finals schedules for secondary students as well as the state required minutes for instruction.

Fiscal Implications Complying with the stated mandated number of school days/minutes is critical to the district in regards to state funding.

Chico Unified School District 2018 - 2019 Student Calendar

DRAFT



JULY							AUGUST							SEPTEMBER						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22
22	23	24	25	26	27	28	26	27	28	29	30	31		23	24	25	26	27	28	29
29	30	31												30						

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6		4	5	6	7	8	9	10	2	3	4	5	6	7	8
7	8	9	10	11	12	13	11	12	13	14	15	16	17	9	10	11	12	13	14	15
14	15	16	17	18	19	20	18	19	20	21	22	23	24	16	17	18	19	20	21	22
21	22	23	24	25	26	27	25	26	27	28	29	30		23	24	25	26	27	28	29
29	30	31												30	31					

JANUARY							FEBRUARY							MARCH						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30

APRIL							MAY							JUNE						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29

= No school for students

11/9/17 ** = Elementary Pupil Free Day
(Full day for secondary schools)

12/20/17 * = Secondary Pupil Free Day
(Full day for elementary schools)

8/16/18 = First Day of School
Minimum day for Bidwell, Chico Jr.,
and Marsh Jr. High Schools

6/6/19 = Last Day of School
(Minimum day for secondary;
Full day for elementary schools)

District designated holidays per Education Code 37220 and 45205

Wednesday	July 4	Independence Day Holiday
Monday	Sep 3	Labor Day
Monday	Nov 12	Veterans Day Observed
Thursday	Nov 22	Thanksgiving Day
Friday	Nov 23	Day after Thanksgiving
Monday	Dec 24	Christmas Eve Holiday
Tuesday	Dec 25	Christmas Holiday
Monday	Dec 31	New Year's Eve
Tuesday	Jan 1	New Year's Day
Monday	Jan 21	Martin Luther King, Jr. Day observed
Friday	Feb 15	Lincoln's Birthday observed
Monday	Feb 18	Presidents' Day
Friday	Apr 19	Spring Travel Day
Monday	Apr 22	In lieu Admission Day
Monday	May 27	Memorial Day observed

Winter Recess - All Schools	
December 20, 2018 - January 7, 2019	
Spring Recess	
March 18 - 22, 2019	

ELEMENTARY GRADING PERIODS	
First Trimester	56 days
Second Trimester	62 days
Third Trimester	62 days
SECONDARY GRADING PERIODS	
First Semester	82 days
Second Semester	98 days

Chico Unified School District 2019 - 2020 Student Calendar

DRAFT



JULY							AUGUST							SEPTEMBER						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

JANUARY							FEBRUARY							MARCH						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
16	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				

APRIL							MAY							JUNE						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				

# #	= No school for students	11/01/19 **	= Elementary Pupil Free Day (Full day for secondary schools)	12/19 *	= Secondary Pupil Free Day (Full day for elementary schools)
8/15/19	= First Day of School Minimum day for Bidwell, Chico Jr., and Marsh Jr. High Schools	6/4/20	= Last Day of School (Minimum day for secondary; Full day for elementary schools)		

District designated holidays per Education Code 37220 and 45205

Thursday	July 4	Independence Day Holiday
Monday	Sep 2	Labor Day
Monday	Nov 11	Veterans Day
Thursday	Nov 28	Thanksgiving Day
Friday	Nov 29	Day after Thanksgiving
Tuesday	Dec 24	Christmas Eve Holiday
Wednesday	Dec 25	Christmas Holiday
Tuesday	Dec 31	New Year's Eve
Wednesday	Jan 1	New Year's Day
Monday	Jan 20	Martin Luther King, Jr. Day observed
Friday	Feb 14	Lincoln's Birthday observed
Monday	Feb 17	Presidents' Day
Friday	Apr 10	Spring Travel Day
Monday	Apr 13	In lieu Admission Day
Monday	May 25	Memorial Day observed

Winter Recess - All Schools	
December 20, 2019 - January 6, 2020	
Spring Recess	
March 16 - 20, 2020	

ELEMENTARY GRADING PERIODS	
First Trimester	49 days
Second Trimester	70 days
Third Trimester	61 days
SECONDARY GRADING PERIODS	
First Semester	82 days
Second Semester	98 days

Note: Jr. High Quarter Periods end on

AGENDA ITEM: Resolution 1364-17, Reduction in Certificated Staff Due To
Reduction or Elimination of Particular Kinds of Service

Prepared by: Jim Hanlon, Assistant Superintendent, Human Resources

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information

The District must identify those positions and/or services that may not be needed next school year. This process requires that the Board pass a resolution identifying which particular kinds of services or programs may be reduced or eliminated for the 2017/18 school year.

The process is bound by timelines that require formal written notification to affected staff no later than March 15. An analysis of credentialing, the seniority list and other factors will determine those individuals who will receive a possible layoff notice. The determination of the particular kinds of services that may not be necessary is a necessary first step in this process.

Educational Implications

There will likely be fewer certificated staff members in the District next year based primarily on the loss of some grant funds. The possible elimination of the services in this resolution will not change the staffing levels required per the Collective Bargaining Agreement (CBA) between the District and the Chico Unified Teachers Association (CUTA). The loss or reduction of grant funding will likely result in fewer opportunities for intervention support for students and/or afterschool programs.

Fiscal Implications

The precise amount of savings cannot be determined until school starts. It is fair to plan for a savings of approximately \$62,000 per FTE that is eliminated. The District's fiscal health is dependent on staffing as close to the CBA as possible.

CHICO UNIFIED SCHOOL DISTRICT
Resolution 1364-17

**Reduction in Certificated Staff Due
To Reduction or Elimination of Particular
Kinds of Service**

WHEREAS, Sections 44949 and 44955 of the California Education Code require action by the governing board if the services of certificated staff are to be reduced or eliminated in order to permit the layoff of certificated employees.

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The services set forth in Exhibit "A" shall be reduced or eliminated at the close of the 2016/17 school year for the 2017/18 school year.
2. The Board has considered anticipated certificated employee attrition (resignation, retirements, non-reelections, temporary teacher releases, etc.). Nevertheless, it is still necessary to terminate certificated full-time equivalent positions as referenced in Exhibit "A."
3. It will be necessary to retain the services of certificated employees, regardless of seniority, who possess qualifications and competencies needed in the projected educational program for the 2017/18 school year which are not possessed by more senior employees thereby subject to layoff.
4. The Superintendent, or designee, is authorized and directed to send notice(s) of recommendation of non-reemployment pursuant to Sections 44949 and 44955 of the California Education Code to any employee whose services shall be terminated by virtue of this Resolution.

THIS RESOLUTION was passed and adopted by the Board at a meeting held on the 15th day of February 2017, by the following roll call vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Signed and approved by me after its passage.

President - Board of Education

ATTEST:

Clerk - Board of Education

EXHIBIT "A"
TO
RESOLUTION 1364-17

**PARTICULAR KINDS OF SERVICES (PKS) TO BE REDUCED
OR ELIMINATED
AT CLOSE OF 2016/17 SCHOOL YEAR**

Grade Level	Full Time Equivalent	Service
Elementary (TK-5)	1.0	Afterschool Program TOSA
	3.0	Afterschool Program Coordinators
	2.0	District Leadership Council TOSA's
	2.0	Elementary Math Grant
	3.4	Elementary Counseling Grant
	0.6	Elementary Counseling Grant Coordinator
	1.5	Elementary Title 1
Secondary (6-12)		
	1.0	Career Pathways Grant
	3.0	Afterschool Program Coordinators
	2.6	District Leadership Council TOSA's
	1.62	Justice Assistance Grant Coordinators
TOTAL	21.72	

AGENDA ITEM: Resolution 1365-17, Release/Non-Reelection of Temporary
(including "Probationary 0") Certificated Employees

Prepared by: Jim Hanlon, Assistant Superintendent, Human Resources

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information

Each year the District employs "temporary" certificated staff. Certificated staff members can be employed under this "temporary" status for various reasons per Education Code including short term positions, long term positions based on the need for additional employees because of leave or illness of another employee and for categorically funded programs. Per Education Code 44954, the District is required to notify such "temporary" certificated staff members on or before March 15 if they are to be released or non-re-elected at the end of the current school year. Approving this resolution will initiate the process of notifying all such "temporary" certificated staff members that their services will not be needed after the end of the current school year.

Educational Implications

This will provide the District with needed flexibility to staff appropriately for the 2017/18 school year given variables such as staff returning from a leaves of absence and adjustments needed for changes in enrollment and funding.

Fiscal Implications

Unknown at this point as many of these positions may be filled next school year but this provides needed flexibility for current certificated staff returning from leave and any enrollment and funding changes.

CHICO UNIFIED SCHOOL DISTRICT

Resolution 1365-17

**Release/Non-Reelection of Temporary (including "Probationary 0")
Certificated Employees**

WHEREAS, Education Code section 44954(b) requires that the governing board shall notify a temporary employee, in a position requiring certification qualifications, of the decision to release/non-reelect the employee from such a position for the next succeeding school year; and

WHEREAS, certain employees hired in a temporary capacity by the District *may* retain certain employment protections even though these employees are unable to accrue permanent status in the manner of probationary employees (such employees are otherwise referred to as having "Probationary 0" status).

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The employees listed by employee number in Exhibit "A" are temporary employees of the District employed in a position requiring certificated qualifications (including "Probationary 0" employees who are providing a service which has been eliminated or reduced for the 2017/18 school year) and each such employee shall be released/non-relected at the end of the 2016/17 school year for the 2017/18 school year.
2. The Superintendent, or designee, is authorized and directed to give notice to each affected employee of this decision. Notice shall be given:
 - a. in the manner required by law; and
 - b. in conformity with the mandated timeline.

THIS RESOLUTION was passed and adopted by the Board at a meeting held on the 15th day of February 2017, by the following roll call vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Signed and approved by me after its passage.

President - Board of Education

ATTEST:

Clerk - Board of Education

EXHIBIT "A"
TO RESOLUTION 1365-17

TEMPORARY (including "Probationary 0")
CERTIFICATED EMPLOYEES (LISTED BY EMPLOYEE #)
TO BE RELEASED/NON-REELECTED

<u>Employee ID#</u>	<u>Employee ID#</u>
1145	13644
1273	13666
1328	13669
1372	13727
1425	13750
2518	13816
2696	13861
3051	13863
3244	13900
4041	13915
4251	13925
4451	13940
11185	13990
11290	14053
11440	14065
11838	14104
11891	14121
12090	14150
12332	14229
12408	14300
12575	14325
12753	14339
12985	14351
13081	14352
13320	14357
13349	14364
13511	14380
13514	14388
13534	14389
13544	14403
13577	14406
13586	14408
13595	14427
13596	14625
13639	

AGENDA ITEM: Resolution 1366-17, Non-Reelection of Probationary Certificated Employees

Prepared by: Jim Hanlon, Assistant Superintendent, Human Resources

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information

Per Education Code 44929, school districts are able to non-reelect probationary certificated staff without cause during their probationary period. The District is choosing to non-reelect some probationary certificated employees at this time. They will be provided with appropriate notification prior to March 15th. These employees will serve in their current capacities for the remainder of the 2016/17 school year.

Educational Implications

None.

Fiscal Implications

Little if any, as the positions will likely be filled next school year.

CHICO UNIFIED SCHOOL DISTRICT

10.3.6.
Page 2 of 3

Resolution 1366-17

Non-Reelection of Probationary
Certificated Employees

WHEREAS, California Education Code section 44929.21(b) provides that a certificated employee shall be notified, on or before March 15 of the employee's second complete consecutive school year of probationary employment, of the decision to reelect or not reelect the employee for the next succeeding school year.

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The employees listed by employee number on Exhibit "A" were employed by the District as probationary certificated employees for the 2016/17 school year and shall not be reelected as certificated employees of the District for the coming 2017/18 school year.
2. The Superintendent, or designee, is authorized and directed to give notice to each affected employee of this decision. Notice shall be given:
 - a. in the manner required by law; and
 - b. in conformity with the mandated timeline.

THIS RESOLUTION was passed and adopted by the Board at a regular meeting held on the 15th day of February 2017, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Signed and approved by me after its passage.

President - Board of Education

ATTEST:

Clerk - Board of Education

EXHIBIT "A"
TO RESOLUTION 1366-17

PROBATIONARY
CERTIFICATED EMPLOYEES (LISTED BY EMPLOYEE #)
TO BE RELEASED/NON-REELECTED

Employee ID
13502

AGENDA ITEM: Resolution 1368-17, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2016-2017 School Year

Prepared by: Jim Hanlon, Assistant Superintendent, Human Resources

☐ Consent

Board Date February 15, 2017

☐ 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.

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

RESOLUTION 1368-17
ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2016-2017 SCHOOL YEAR

WHEREAS, due to lack of work or lack of funds, this Board hereby finds that it is the best interest of the Chico Unified School District that certain services now being provided by said School District be reduced or discontinued by the following extent:

Elimination of the following position(s):

<u>Classification</u>	<u>Full-Time Equivalent</u>	<u>Site/Program</u>
Director-Fiscal Services	1.0000	Business Office/General

NOW, THEREFORE, BE IT RESOLVED that as of the 15th day of February, 2017 classified position(s) of the CHICO UNIFIED SCHOOL DISTRICT be reduced or discontinued to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that the Superintendent of this School District be and hereby is authorized and directed to give notice of termination of employment to affected classified employee(s) of this School District pursuant to Merit System rules and regulations and applicable provisions of the Education Code of the State of California not less than 60 days prior to the effective date of 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.

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.

The foregoing RESOLUTION was passed and adopted at a meeting of the Board of Trustees of the CHICO UNIFIED SCHOOL DISTRICT on the 15th day of February, 2017, by the following vote to wit:

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED this 15th day of February, 2017.

Clerk of the Governing Board
of the Chico Unified School District

AGENDA ITEM: Resolution 1369-17, Elimination of Classified Services and Ordering Layoffs in the Classified Service for the 2016-2017 School Year

Prepared by: Jim Hanlon, Assistant Superintendent, Human Resources

☐ Consent

Board Date February 15, 2017

☐ 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.

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

**RESOLUTION 1369-17
ELIMINATION OF CLASSIFIED SERVICES AND
ORDERING LAYOFFS IN THE CLASSIFIED SERVICE
FOR THE 2016-2017 SCHOOL YEAR**

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

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

Classification	Full-Time Equivalent	Site/Program
Campus Supervisor	0.125	CHS/General
IA-Special Education	0.125	BJHS/Special Ed

WHEREAS the District and the California School Employees Association, Chico Chapter 110 (CSEA) executed a Collective Bargaining Agreement (Agreement) November 15, 2018. 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 February 15, 2017.

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED this 15th day of February, 2017.

Clerk of the Governing Board of the
Chico Unified School District

AGENDA ITEM: 2017 California School Boards Association (CSBA) Delegate Assembly Election

Prepared by: Kelly Staley, Superintendent

☐ Consent

Board Date February 15, 2017

☐ Information Only

☒ Discussion/Action

Background Information

The Delegate Assembly is a vital link in California School Boards Association's (CSBA) governance structure. This body sets the general policy direction for the association. It works with local districts, county offices of education, the Board of Directors and the Executive Committee to ensure that the association reflects the interests of districts and COE's throughout the state. CSBA delegates serve two-year terms.

Enclosed is the ballot material for election of a representative to CSBA Delegate Assembly from our subregion. The material consists of the ballot, required candidate biographical sketch form, and a resume, if submitted, for each candidate.

Educational Implications

n/a

Fiscal Implications

n/a



***TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Wednesday, March 15, 2017***

January 31, 2017

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Susan Henry, President

Re: 2017 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Wednesday, March 15, 2017

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2017. No exceptions are allowed.**

Election results will be posted on CSBA’s web site no later than Monday, April 3. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019. The next meeting of the Delegate Assembly is on Saturday, May 20 – Sunday, May 21 at the Hyatt Regency in Sacramento.

Please do not hesitate to the Executive Office at (800) 266-3382 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-B
(Butte County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019

**denotes incumbent*

☐

Judith Peters (Paradise USD)*

☐

Eileen Robinson (Chico USD)

COPY

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.



2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: Judith Peters CSBA Region-subregion #: 4-B
 District or COE Name: Paradise Unified School Dist. Years on board: 6
 Profession: _____ Contact Number: 530.518.1748 E-mail: jzp25@hotmail.com
 Are you a continuing Delegate? ☒ Yes ☐ No If yes, how long have you served as a Delegate? 2 yrs

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served on the Delegate Assembly for 2 years. The connections I've made with other Delegates has been valuable to me and my Board. I would like to spend more time with the other School Boards in my region (4B) to relay the information I receive through CSBA and to better understand their needs and concerns.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been a Board Member for 6 years. Before that, as now, I am very active in our schools. The education of our children is my passion. I have taken this passion from PTA to Site Council to Board Member to Delegate Assembly and possibly I'll take it even further. The education of our children is the best hope for the future.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The two biggest challenges we face are adequate funding and Charter School reform. Both of these are being addressed and supported by CSBA.

Changing Charter School law so there is a more equitable playing field is important and CSBA has made this a priority this last year. With the support of the Delegate Assembly and School Boards across the state, we can make

Signature: _____

Date: Dec 13, 2016

this happen.

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Eileen Robinson</u>	CSBA Region-subregion #: <u>4-B</u>
District or COE Name: <u>Chico Unified School District</u>	Years on board: <u>Six</u>
Profession: <u>Retired Classified School Emp</u> Contact Number: <u>530-521-9756</u>	E-mail: <u>erobinson46@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I wish to represent Chico Unified and other districts in Butte County to bring voice to the needs and opinions of districts with 15,000 ADA or less. My experience in governance through a statewide organization goes back 40 years and includes representational offices in PTA, the California School Employee's Association and the National Committee on Equity Pay for Woman and Minorities. I served as a Director for Area A, CSEA and chaired many statewide committees including, Legislative, Comparable Worth Committee, Member Education and Staff Development Committee and the Judicial Panel. I organized and conducted member training seminars on Collective Bargaining and other related topics. I have lobbied in Sacramento on many public education related issues such as adequate funding for education, employee rights, and training for school board members.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have served on the district's Nutrition and Health and Facilities committees, served as the certificated negotiations observer, and helped to develop criteria for the Special Education workshop. I have advocated for the City of Chico plan to improve traffic safety around various schools, speaking at City Council meetings. I schedule regular school site observations and attend special recognition ceremonies. I attended CSBA and ACSA Legislative Lobby days in 2015-16. I served two (2) years as the CUSD representative to the Board of Directors of Inspire School of Arts and Sciences a CUSD charter school.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I believe the biggest challenge is increasing member capacity on such issues as LCAP development, increasing the number of students meeting a-g requirements, increasing CTE pathway offerings, understanding trends in test score results, understanding district budget priorities and controls and how they must be tied to the LCAP three year planning outlook. Learning to disaggregate data to determine whether or not district programs are resulting in closing the achievement gap, increasing graduation rates and supporting the social/emotional needs of students is critical. CSBA can help by target trainings to help build capacity in these areas being mindful that trainings need to be adaptable for districts of any size ADA.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Eileen Robinson

Date: 11/25/2016