

Please Note
This meeting is recorded.
Aviso:
Esta junta se grabará en cinta.

**LOS BANOS UNIFIED SCHOOL DISTRICT
GOVERNING BOARD OF EDUCATION
REGULAR/ MEETING**

**Los Banos City Council Chambers
520 J Street – Los Banos, CA 93635**

Thursday, December 12, 2019

5:30 P.M. – Study Session California High Speed Rail

6:00 P.M. – Closed Session

7:00 P.M. – Regular Meeting

AGENDA

The District welcomes Spanish speakers to Board meetings. Anyone planning to attend and needing an interpreter should call 826-3801, 48 hours in advance of the meeting, so arrangements can be made for an interpreter.
El Distrito da la bienvenida a las personas de habla hispana a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretación llame al 826-3801, 48 horas antes de la junta, para poder hacer arreglos de interpretación.

I. OPENING BUSINESS

A. Call Public Session to Order

B. Roll Call of Board Members Present

Margaret Benton Anthony Parreira
Luis Castro Anahi Rodriguez
Ray Martinez Marlene Smith
Gary Munoz Lizbeth Ku

**C. Study Session (5:30 P.M.)
California High Speed Rail**

- D. Closed Session (6:00 P.M.)**
1. Student Discipline: Cases #5162041157 (action)
 2. Litigation Settlement, Section 54956.9(a) of the California Government Code, OAH Case#201910036
 3. Request for waiver from Physical Education graduation requirement, Pacheco High School student #5509796 (action)
 4. Public Employee: Discipline/Dismissal/Release/Reassignment (Section 54957) (No Action)
 5. Conference with Labor Negotiator (Section 54957.6) Agency Negotiators: Tammie Calzadillas, Amer Iqbal, Mark Marshall, Paula Mastrangelo, and Sean Richey; Employee Organization: LBTA/CSEA (No Action).

II. OPEN REGULAR MEETING (7:00 P.M.)

III. PLEDGE OF ALLEGIANCE

IV. APPROVAL OF AGENDA

Motion by _____ Seconded by _____
Proposed Action: Approve Agenda

V. **RECOGNITION/INTRODUCTIONS**

1. A graduation will be held for the Los Banos Unified Adult School
2. Sonia Falaschi, LBHS Ag Teacher will be recognized

VI. **PUBLIC HEARING**

Public Presentations:

Members of the public may request an item be placed on the agenda of a regular meeting by submitting a request in writing, with all supporting documents, if any, to the Superintendent at least two weeks before the scheduled meeting date. [BB 9322(a)]

General Public Comment:

Individuals wishing to address the Board on items not on the agenda may do so by approaching the podium. Once recognized, individuals shall identify themselves and make their statement. Speakers are limited to three (3) minutes, with the total time for public input at twenty (20) minutes per non-agenda item. [BB 9323]

Public Comment on Agenda Items:

Members of the community may address specific items on the agenda as they are taken up by the Board in open session or prior to the Board going into closed session. The Board President will recognize individuals who wish to speak. Speakers are limited to three (3) minutes, with the total time for public input at twenty (20) minutes per agenda item. Once public comment on the agenda item is concluded and the Board begins deliberations or recesses to closed session, no further public comment shall be permitted on the agenda item. [BB 9323]

VII. **REPORTS**

- A. Student Representative Report
- B. California School Employees Association Report
- C. Los Banos Teachers Association Report
- D. Superintendents Report
- E. Facilities Report
- F. Board Member Reports

VIII. **NEW BUSINESS**

- A. Los Banos to College Program (Pg 6) **10 Min.**

Staff from Los Banos High School will present information regarding the Los Banos to College Program.

Proposed Action: No Action Informational Only.

- B. 2019 Dashboard Local Indicators Report (Pg 7) **5 Min.**

Dr. C. Sean Richey will provide an informational report on Dashboard Local Indicators for Reporting to California Department of Education Dashboard.

Proposed Action: No Action Informational Only.

- C. First Interim Budget Report (Pg 8) **5 Min.**
- The First Period Budget Interim Report requires the Board to certify the financial condition of the District twice each year.
- Motion By _____ Seconded By _____
- Proposed Action:** Approve Interim Report and certify District can meet its financial obligations for the current year and two subsequent years.
- D. Course Adoptions (First Reading) (Pg 9-10) **2 Min.**
- It is recommended the Board declare its intent to adopt the following Course: *Books to Movies and AP Physics*
- Motion By _____ Seconded By _____
- Proposed Action:** Declare Intent to Adopt
- E. Course Title Change: (First Reading) (Pg 61) **2 Min.**
- It is recommended the Board declare it intent to adopt the following course title change from *Native Speakers 1-2 to Native Speakers 2.*
- Motion By _____ Seconded By _____
- Proposed Action:** Declare Intent to Adopt
- F. 2020-21 School Calendars (First Reading) (Pg 62) **2 Min.**
- It is recommended the Board declare their intent to adopt the 2020-21 school calendar. *Pending LBTA Approval.*
- Motion By _____ Seconded By _____
- Proposed Action:** Declare Intent to Adopt
- G. Preconditions for Los Banos Teacher Induction Program (Pg 64) **2 Min.**
- It is recommended that the Board approve the *Preconditions for the Los Banos Teacher Induction Program*, pursuant to Education Code Section 44227 and 44265.
- Motion by _____ Seconded by _____
- Proposed Action:** Approve
- H. Award Recommendation – Play Structure for Grasslands Elementary (Pg 70) **5 Min.**
- It is recommended the Board approve the low bid from Sun Country Playgrounds for the Purchase and Installation of the Play Structure for Grasslands Elementary School and authorize the Superintendent or Designee to sign contract documents and issue the Notice to Proceed.
- Motion By _____ Seconded By _____
- Proposed Action:** Approve

IX. CONSENT CALENDAR

The Consent Calendar represents routine items acted upon in one motion by roll call vote. The recommendation is for adoption, unless otherwise specified. Any item can be removed for discussion upon request.

A. Approval of Minutes

1. Regular Meeting, November 14, 2019 (Pg 71)

B. Personnel Actions

1. Report of Certificated Staffing Actions (Pg 78)
2. Report of Classified Staffing Actions (Pg 79)

C. Monthly Fiscal Report (Pg 80)

The monthly Fiscal Report is provided for Board information.

D. Donations:

1. Berkshire Hathaway Home Services Community Donation to Henry Miller Elementary (Pg 89)

E. Contracts/Agreements/Proposals

1. Agreement, Mangini Architect, Shade Structure Creekside Junior High (Pg 91)
2. Agreement, Mangini Architect, Shade Structure Lorena Falasco (Pg 92)
3. Agreement, Mangini Architect, New Classroom Wing, Pacheco High (Pg 93)
4. Agreement, Boys and Girls Club of Merced County, for after school program at Creekside Junior High (Pg 94)

F. Overnight/Out of State Travel

1. Staff Out of State Travel PHS California Association of Directors of Activities (CADA), Reno, NV March 4-7, 2020 (Pg 98)
2. Student Overnight travel PHS FFA- Jan 26-27 Made for Excellence/Advanced Leadership Academy: Monterey, CA; Feb 13-14 Chico Field Day: Chico, CA; March 27-28 Gridley Field Day: Gridley, CA; April 23-26 State FFA Conference: Anaheim, CA; May 1-2 Cal Poly State Finals: San Luis Obispo, CA; June 17-19 Officer Retreat: Shaver Lake, CA (Pg 99)
3. Student Overnight travel LBHS Varsity Boys Tennis: March 6 -7, 2020 Clovis, CA (Pg 100)

G. Crossroads Alternative Education Center Building Exemption (Pg 101)

It is recommended the Board approve the exemption request with the State Allocation Board for the Crossroads Alternative Education Center facility.

H. Mandated Policy Changes/Updates-Second Reading (Pg 102)

It is recommended the Board adopt the following mandated policy updates:

BP0460	Local Control and Accountability Plan: Philosophy, Goals Objectives and Comprehensive Plans
BP1112	Media Relations; Community Relations
BP5123	Promotion Acceleration Retention; Students
BP5136	Gangs; Students
BP6179	Child Care and Development Programs; Instruction
BB 9320	Meetings and Notices; Board Bylaws

I. Approval/Ratification of Warrants

Motion By _____ Seconded By _____
Proposed Action: Approve Consent Calendar as listed. (ROLL CALL VOTE)

X. REPORTING CLOSED SESSION ACTION

The Board will report on action taken at the closed session held prior to the meeting.

XI. DISCUSSION, INFORMATION & FUTURE AGENDA ITEMS (Board/Superintendent)

XII. CLOSED SESSION (If needed)

XIII. REPORTING CLOSED SESSION ACTION (If needed)

The Board will report on action taken at the closed session.

XIV. ADJOURNMENT

Americans with Disabilities Act Assistance: Auxiliary aids and services include a wide range of services and devices that promote effective communications for individuals with disabilities. If you require such assistance, please notify the Office of the Superintendent at 826-3801 as soon as possible. Every effort will be made to give primary consideration to expressed preferences or provide equally effective means of communication to insure equal access to Los Banos Unified School District programs and events.

Board Reference Material

SUBJECT TITLE: Los Banos to College (LB2C)

REQUESTED ACTION:

Action _____

Discussion/Information X

RECOMMENDATION:

Los Banos HS will present information to the board regarding the Los Banos to College program.

BACKGROUND INFORMATION:

Currently students at San Luis HS, Pacheco HS, and Los Banos HS take college courses offered by Merced College on district and Merced College campuses. Los Banos HS is expanding the courses offered to students at Los Banos HS through Los Banos to College (LB2C), a partnership with Merced College.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #2: All students will graduate from high school having completed a clear pathway of A-G requirements and ready to enter a four-year university or have completed a vocational pathway and are ready to enter a technical school or the workforce.

ALTERNATIVES/IDENTIFIED OPPOSITION:

There is no identified opposition.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Instructional materials and use of facilities: No cost to the district.

ORIGINATOR: Dr. C. Sean Richey, Chief Academic Officer
Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: **2019 Dashboard Local Indicators Report**

REQUESTED ACTION: Report Only

Action _____

Discussion/Information X

RECOMMENDATION:

No action required; report only

BACKGROUND INFORMATION:

Staff will share the initial data that was reported on the 2019 Dashboard for the District.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #1 - Promote the educational success of all students by closing the achievement gap between groups of students by using best practices to attain proficiency or better by all students in reading and mathematics.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

N/A

ORIGINATOR: Dr. C. Sean Richey, Chief Academic Officer
Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: 2019-20 1st Interim Report

REQUESTED ACTION: Approve

Action

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the 1st Interim Report and certify that the District can meet its obligations for the current year, and two subsequent years.

BACKGROUND INFORMATION:

Current law requires the Board to certify the financial condition of the District twice each year. Attached is the 1st Interim Report for the period ending October 31, 2019. The report shows a positive certification of the budget.

The report will be distributed under separate cover.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

SPECIFIC FINANCIAL IMPACT (Include impact on School District Facilities):

None.

ORIGINATOR: Alejandra Garibay, Director of Fiscal Services

Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: Books to Movies (First Read)

REQUESTED ACTION: Declare Intent to Adopt

Action _____

Discussion/Information X

RECOMMENDATION:

It is recommended the Board declare its intent to adopt the following new course: Books to Movies.

BACKGROUND INFORMATION:

Creekside Junior High realizes the need for more elective classes. This course is designed as a year-long elective course.

The District Curriculum Council, at its November 7, 2019 meeting, reviewed and approved the course.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

1. Promote the educational success of all students by closing the achievement gap between groups of students by using best practices to attain proficiency or better by all students in reading and mathematics.

3. Create and sustain inspirational learning environments that are safe, drug-free and conducive to learning.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Estimated cost \$6,600.00 for books and materials.

ORIGINATOR: Carolina Moreno-Principal CJHS

Date: December 14, 2019

Board Reference Material

SUBJECT TITLE: AP Physics (First Reading)

REQUESTED ACTION: Declare of Intent

 Action X

 Discussion/Information _____

RECOMMENDATION:

It is recommended the Board declare their intent to adopt AP Physics for the district.

BACKGROUND INFORMATION:

AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

The District Secondary Curriculum Council, at its November 7, 2019 meeting, reviewed and approved the courses.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #2: All students will graduate from high school having completed a clear pathway of A-G requirements and ready to enter a four-year university or have completed a vocational pathway and are ready to enter a technical school or the workforce.

ALTERNATIVES/IDENTIFIED OPPOSITION:

There is no identified opposition.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Instructional Materials: No cost to the district

ORIGINATOR: Dr. C. Sean Richey, Chief Academic Officer

Date: December 12, 2019

**Los Banos Unified School District
Secondary Course Outline Submittal Procedures
New and Revised Courses**

Course:

The Department Chair or designated subject area leader identifies the need for a new course of study or for revisions to an existing course. Once identified, they will work collaboratively with designated site leadership to complete the course approval or revision process. All documents must be in final form before submitted to the curriculum council.

NEW OR REVISED COURSE SUBMISSION PROCESS / DOCUMENTS

- I. Course proposal identified, consensus reached within department(s), course outline approval document completed, signed and submitted.
- II. Department Chair(s) Approval / Disapproval / Revisions; hence, submission of approved proposal to Principal, or designee.
- III. Principal, or designee present proposal to Area Administrator for approval / disapproval / revisions
- IV. Submission to Curriculum Council for Review and Recommendation
- V. Approval / Disapproval / Recommendation by Board
- VI. Implementation

REQUIRED APPROVAL DOCUMENTS

FORM A-1: Course Outline Approval

FORM A-2: Course Eligibility Summary

FORM B: Course Syllabus/Outline (Pacing Calendar if available)

FORM C: Course Revision Approval Form

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

Course Title:	Books to Movies		
Grade Level:	7th/8th	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Elective		
Credential Required / Available:			

Originating School:	Creekside Junior High School
Originating Department:	Electives
Originating Teacher:	Mrs. Robbie Wallace

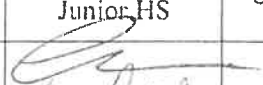

This action involves a:

- New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

New/more elective courses are needed and wanted for the students at Creekside Junior High School to give them more options.

Signatures: In order to eliminate course duplication and to ensure full district communication, applicable signatures are required before course is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Pacheco HS	Los Banos Junior HS	Creekside Junior HS	San Luis HS
Principal					
Dept. Chair					

Curriculum Council Approval: _____ Date _____
Secondary Area Administrator

Board Approval: _____ Date _____

FORM A-2

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria**

1. Course Identification

Course Title:	Books to Movies	Grade Level:	7 8
Course length/Credits:		Seeking "Honors" Distinction?	
<input type="checkbox"/> 1 semester (5 credits) <input checked="" type="checkbox"/> 1 year (10 credits) <input type="checkbox"/> 2 years (20 credits) <input type="checkbox"/> Other:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Multiple Credit		Weighted GPA (Advanced Placement or International Baccalaureate course)?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Max Credits:		Submitting for UC A-G?	
		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Validation Level:		Subject area requirement: _____	
		Specify Letter and Subject Area	
Department Area		Graduation Requirement	
<input type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> History-Social Science <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mathematics <input type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> Other:		<input checked="" type="checkbox"/> Elective <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	
Prerequisites:	N/A		
Co-requisites:	N/A		
<i>for office use only</i>			
SIS Course #		Board of Education Approval Date	
Transcript Title/Abbreviation			

FORM B

LOS BANOS UNIFIED SCHOOL DISTRICT Course Syllabus / Outline Criteria

1. Course Identification

Complete each section of the identification form or provide a comprehensive course outline that addresses each of the following areas.

2. Course Description

Books to Movies is a year long elective course open to all 7th and 8th graders. This course will offer students the opportunity to read classic and contemporary books and compare them to their movie adaptations.

3. Course Goals and/or Major Student Outcomes

Students will read contemporary books and watch the movies that have been adapted from those books to encourage and promote reading. Movies can be an integral part of the classroom when they are used in ways that encourage and develop students' critical thinking. In this course students will explore matching texts—novels and the movies adapted from them—to develop their analytical strategies. They will use graphic organizers to draw comparisons between the two texts and hypothesize about the effect of adaptation. Students will analyze the differences between the two versions by citing specific adaptations in the film version, indicating the effect of each adaptation on the story, and deciding if they felt the change had a positive effect on the overall story.

4. Course Objectives/Content Standards (STANDARDS MAP IF AVAILABLE)

Objectives	Standards
<p>Students will</p> <ul style="list-style-type: none"> • identify the characters, setting, plot, and resolution in a book and in the movie based upon the book. • describe how the elements of the book and movie are alike and different. • discuss the effects of and state preferences toward these similarities and differences. • hypothesize reasons that movie makers altered characteristics from the book. 	<p>Common Core Standards</p> <p>7th Grade</p> <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • 7RL 1,2,3, 7RL 7, 7RL 10 <p>Writing Standards</p> <ul style="list-style-type: none"> • 7W 2, 7W 2.a, 7W 5, 7W 10 <p>Language Standard</p> <ul style="list-style-type: none"> • 7L 4, 7L 4.a, 7L 4d, 7L 6 <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • RL 7.1, RL 7.2, RL 7.3, RL 7.7, RL 7.10 <p>8th Grade</p> <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • 8RL1, 8RL2, 8RL4, 8RL7, 8RL9, 8RL10 <p>Writing Standards</p> <ul style="list-style-type: none"> • 8W5, 8W9.a, 8W10 <p>Language Standard</p> <ul style="list-style-type: none"> • 8L4, 8L4.a, 8L4.d, 8L6 <p style="text-align: right;">SEE Attached</p>

5. Course Outline

Students will read on average, two books per trimester. Books will rotate every other year, with an average of 6 books per year.

Year 1

Trimester 1

The Princess Bride - Book/Movie

Harry Potter and the Sorcerer's Stone - Book/Movie

Trimester 2

The Help -Book/Movie

The Giver -Book/Movie

Trimester 3

The Hunger Games -Book/Movie

Bridge to Terabithia -Book/Movie

Year 2

Trimester 1

Miss Peregrine's Home for Peculiar Children -Book/Movie

Holes -Book/Movie

Trimester 2

The Maze Runner - Book/Movie

A Wrinkle in Time Book/Movie

Trimester 3

The Secret Life of Walter Mitty - Short Story/Movie

TBD

6. Texts & Supplemental Instructional Materials

Please list basic and supplementary materials with their copyright dates, costs, and funding sources for purchase. Funding Source should be included and should be specific.

Title/Publisher	Copyright Date	ISBN:	Funding Source	Cost Per Item	QTY	Total Cost
*See Attached List						

7. Key Assignments

- Book Analysis (Character, Setting, Plot)
- Venn Diagram Writing Assignment
- Top 3 Scenes Activity
- Movie Scorecard Activity
- Evaluate the Director Activity
- Book/Movie Trailer Project
- Add a Scene Activity

8. Instructional Methods and/or Strategies

- Cooperative Learning
- Projects
- Presentations
- Socratic Seminars
- Brainstorming

9. Assessment Methods and/or Tools

- Quizzes/Tests: Students will take quizzes and tests for each book/movie.
- Projects: Students will show their ability to analyze the concepts presented in the books and movies studied through various projects.

10. Honors Designation (Honors Courses Only)

FORM C

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title	Books to Movies				
Action:	Content Revision	Textbook Revision	Title Change	Course Deletion	

Signatures are needed to ensure full district communication, applicable signatures are required before course revision is submitted to Curriculum Council.

Signature/Date	Los Banos HS	LBJHS	CJHS	Pacheco HS	San Luis HS
Principal					
Dept. Chair					

<i>District Curriculum Council and Board of Education Approval</i>				
Date	District Curriculum Council Action			
	Approved:	Secondary Area Admin. /Designee Signature		
	Approved as amended:			
	Disapproved:			
Date	Board of Education Action			
	Approved as Amended:			
	Disapproved:			

Books to Movies: Common Core Standards

CA.CC.7.R Reading Standards for Literature

- 7.RL.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Integration of Knowledge and Ideas
- 7.RL.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- 7.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6 -8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA.CC.7.RI. Reading Standards for Informational Text

- Integration of Knowledge and Ideas
- 7.RI.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CA.CC.7.W. Writing Standards

- Text Types and Purposes
- 7.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7.W.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Production and Distribution of Writing

- 7.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA.CC.7.L. Language Standard

Vocabulary Acquisition and Use

- 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- 7.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 7.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 7.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CA.CC.RL.7. Reading Standards for Literature

Key Ideas and Details

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Integration of Knowledge and Ideas

- RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA.CC.RI.7. Reading Standards for Information Text

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CA.CC.W.7. Writing Standards

Text Types and Purposes

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

Production and Distribution of Writing

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 3 up to and including grade 7.)

CA.CC.L.7. Language Standards

Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CA.CC.8.R **Reading Standards for Literature**

- 8.RL.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Craft and Structure
- 8.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 31 for additional expectations.)

Integration of Knowledge and Ideas
- 8.RL.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- 8.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CA.CC.8.W. **Writing Standards**

Production and Distribution of Writing

- 8.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 3 up to and including grade 8 on page 30.)

Research to Build and Present Knowledge

- 8.W.9.a. Apply grade 8 Reading standards to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered).
- 8.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA.CC.8.L. **Language Standard**

Vocabulary Acquisition and Use

- 8.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- 8.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 8.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 8.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CA.CC.RL.8. **Reading Standards for Literature**

Key Ideas and Details

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Craft and Structure
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA
- Integration of Knowledge and Ideas
- RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

CA.CC.RI.8. Reading Standards for Information Text

Key Ideas and Details

- RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CA.CC.W.8. Writing Standards

Production and Distribution of Writing

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 3 up to and including grade 8.)
Research to Build and Present Knowledge
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9.a. Apply grade 8 Reading standards to literature (e.g. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).

CA.CC.L.8.

Language Standards

Vocabulary Acquisition and Use

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Booklist for Books to Movies Class

Holes by Louis Sachar ISBN-13: 9780440414803 5/28/2000

Harry Potter and the Sorcerer's Stone by J.K. Rowling - ISBN-13: 9780590353427 9/8/1999

The Hunger Games by Suzanne Collins - ISBN-13: 9780439023528 7/1/2010

Bridge to Terabithia by Katherine Paterson - ISBN-13: 9780064401845 5/2/2017

Miss Peregrine's Home for Peculiar Children by Ransom Riggs - ISBN 13: 9781594746031
6/4/2013

The Princess Bride - by William Goldman - ISBN 13: 978-0156035217

The Maze Runner by James Dashner - ISBN-13: 9780385737951 8/24/2010

The Giver by Lois Lowry - ISBN-13: 9780544336261 7/1/2014

The Help by Katherine Stockett - ISBN-13: 4/5/2011

A Wrinkle in Time by Madeleine L'Engle 5/1/2007 ISBN-13: 978-0312367541

****Including the Audible version of each book****

Quote for CREEKSIDE JR HIGH SCH

To: Follett School Solutions
 1340 Ridgeview Drive
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 Attn: Order Department
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 or 815.759.9831
 Email: fssorders@follett.com
 List Notes

Quote ID: 10123151
 Created By: Sheri Yellen
 syellen@losbanosustd.k12.ca.us
 Customer Number: 0419337
 List Number: 54944254
 List Name: Wallace R Brooks To Movies
 Date: 11/20/2019
 Time: 17:08:48

Total Books (Qty.)	9 (360)	\$6,271.60
Total cataloging and processing for Books		\$288.00
Grand total		\$6,559.60

Free shipping and handling on books and audiovisual materials within the United States and its territories. Shipping and brokerage are free to Canada.

Prices guaranteed through 01/05/2020
 For details on cataloging or processing options offered by Follett School Solutions, call customer service at 888.511.5114 x4 or 708.884.5150.

Books FLR#	Title -- Author -- Publisher : Year	Bnd	Qty	! Price	Extended
1066YJ8	Bridge to Terabithia -- Paterson, Katherine {IL 5-8, -Fic-} -- Harper, an imprint of HarperCollins Publishers, 2017., RL 5, 181p	HRD	40	14.64	585.60
1419CN0	The giver -- Lowry, Lois BKK+ BKL* ELS+ HRN* NEWW PWK+ SLJ+ WCC+ WMJ+ WSH+ {IL YA, -Fic-} -- Houghton Mifflin Harcourt, 2018., 246p	HRD	40	16.34	653.60
27790F8	Harry Potter and the sorcerer's stone -- Rowling, J. K SOW+ BKL* ELS+ NBKL NYT+ PWK* SLJ* WMJ+ WSH+ {IL 5-8, -Fic-} -- A.A. Levine Books, 1998., RL 5.5, 309p	HRD	40	23.14	925.60
0232HM2	The help -- Stockett, Kathryn KIR+ LBJ* MTR+ PWK* {IL AD, 813} -- Berkley Books, 2011., 534p	FBG	40	21.11	844.40
14347W7	The Hunger Games -- Collins, Suzanne BKL* BUL+ CRL+ HRN* HRN+ KIR+ LMC* NBKL NYT+ PWK* SLJ* VOY* WMJ+ WSH+ {IL YA, -Fic-} -- Scholastic Press, 2008., 374p	HRD	40	16.34	653.60
0654WQ6	The maze runner -- Dashner, James {IL YA, -Fic-} -- Delacorte Press, 2014., 375p	HRD	40	15.49	619.60
0796LK6	Miss Peregrine's Home for Peculiar Children -- Riggs, Ransom BKL+ LBJ+ SLJ+ VOY+ {IL YA, -Fic-} -- Quirk Books, 2013., 382p	FBG	40	15.91	636.40
20901Y2	The princess bride : S. Morgenstern's classic tale of true love and high adventure -- Goldman, William WFC+ {IL YA, 813} -- Harcourt, 2007., 414p	FBG	40	18.81	752.40
1019RK7	A wrinkle in time -- L'Engle, Madeleine [HRG+] {IL 5-8, -Fic-} -- Square Fish, Farrar Straus Giroux, 2017., RL 7.3, 232p	FBG	40	15.01	600.40

9 titles (qty 360) Total Guaranteed Title Price: \$6,271.60

Total Books (Qty.)	9 (360)	\$6,271.60
Total cataloging and processing for Books		\$288.00
Grand total		\$6,559.60

Free shipping and handling on books and audiovisual materials within the United States and its territories. Shipping and brokerage are free to Canada.

Prices guaranteed through 01/05/2020
 For details on cataloging or processing options offered by Follett School Solutions, call customer service at 888.511.5114 x4 or 708.884.5150.

CREEKSIDE JR HIGH SCH Book Specifications

Listed below are the Book Specifications we have on file for your school.

Processing Specifications

- Spine label: 1 1/2" measurement
- Mylar: Tape Mylar on Dust Jackets Only
- Bar code label: Special Instructions on File
- Bar code inscription: CREEKSIDE JUNIOR HIGH LIBRARY

Cataloging Specifications

- Subject Headings: Sears subjects
- Fiction: F with FULL author's surname
- Nonfiction: Class number with FULL author's surname
- Individual Biography: B with FULL biographee's surname
- Collective Biography: 920 with FULL author's surname
- Easy Fiction: Follow fiction options
- Short Story: Follow fiction option
- Foreign Language: Class number assigned by subject (no special coding)
- Reference: REF above class number with FULL author's surname

Los Banos Unified School District
Secondary Course Outline Submittal Procedures
New and Revised Courses

Course:

The Department Chair or designated subject area leader identifies the need for a new course of study or for revisions to an existing course. Once identified, they will work collaboratively with designated site leadership to complete the course approval or revision process. All documents must be in final form before submitted to the curriculum council.

NEW OR REVISED COURSE SUBMISSION PROCESS / DOCUMENTS

- I. Course proposal identified, consensus reached within department(s), course outline approval document completed, signed and submitted.
- II. Department Chair(s) Approval / Disapproval / Revisions; hence, submission of approved proposal to Principal, or designee.
- III. Principal, or designee present proposal to Area Administrator for approval / disapproval / revisions
- IV. Submission to Curriculum Council for Review and Recommendation
- V. Approval / Disapproval / Recommendation by Board
- VI. Implementation

REQUIRED APPROVAL DOCUMENTS

FORM A-1: Course Outline Approval

FORM A-2: Course Eligibility Summary

FORM B: Course Syllabus/Outline (Pacing Calendar if available)

FORM C: Course Revision Approval Form

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

Course Title:	AP Physics 1		
Grade Level:	10-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Science		
Credential Required / Available:	Physics		

Originating School:	Los Banos High School
Originating Department:	Science
Originating Teacher:	Ray Tugman

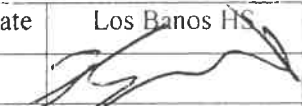

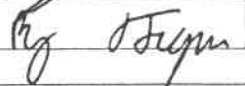

This action involves a:

- New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

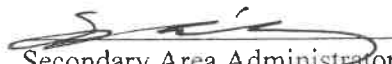
Rationale for action:

This physics course is comparable to the 1st semester of a college algebra-based Physics course. It is more rigorous than the traditional Physics course in LBUSD and will be challenging for students who meet the math requirements.

Signatures: In order to eliminate course duplication and to ensure full district communication, applicable signatures are required before course is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

Curriculum Council Approval:

 Date 11/7/19
Secondary Area Administrator

Board Approval:

_____ Date _____

FORM A-2

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria**

1. Course Identification

Course Title:	AP Physics 1	Grade Level:	10-12
Course length/Credits: <input type="checkbox"/> 1 semester (5 credits) <input checked="" type="checkbox"/> 1 year (10 credits) <input type="checkbox"/> 2 years (20 credits) <input type="checkbox"/> Other: 1-4 years: About 2/3 of the repertoire changes annually.		Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Multiple Credit <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted GPA (Advanced Placement or International Baccalaureate course)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Max. Credits:		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Department Area <input type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> History-Social Science <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mathematics <input type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input checked="" type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:		Graduation Requirement <input type="checkbox"/> Elective <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input checked="" type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	
Prerequisites:	Integrated II (geometry)		
Co-requisites:	Integrated III (Algebra II)		
<i>for office use only</i>			
SIS Course #		Board of Education Approval Date	
Transcript Title/Abbreviation			

FORM B

LOS BANOS UNIFIED SCHOOL DISTRICT Course Syllabus / Outline Criteria

1. Course Identification

Complete each section of the identification form **or** provide a comprehensive course outline that addresses each of the following areas.

2. Course Description

AP Physics 1 is an algebra based course in general physics that meets for ~50 minutes each day for the entire school year. General physics topics presented during the course closely follow those outlined by the College Board and also mirror an introductory level university physics course.

AP Physics 1 is organized around six big ideas that bring together the fundamental science principles and theories of general physics. These big ideas are intended to encourage students to think about physics concepts as interconnected puzzle pieces, which, when put in place illustrate how our world actually works. You will participate in inquiry based exploration of physical principles to strengthen your conceptual understanding of them. Less of your time will be spent working problems per se, and more of your time will be spent thinking and reasoning critically to further develop these skills.

3. Course Goals and/or Major Student Outcomes

The AP Physics 1 course reflects a commitment to what physics teachers, professors, and researchers have agreed is the main goal of a college-level physics course: to help students develop a deep understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course. To foster this deeper level of learning, the AP Physics 1 course defines concepts, science practices, and understandings required by representative colleges and universities for granting college credit and placement. Students will practice reasoning skills used by physicists by discussing and debating, with peers, the physical phenomena investigated in class, as well as by designing and conducting inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis, and interpretation.

4. **Course Objectives/Content Standards (STANDARDS MAP IF AVAILABLE)**

Objectives	Standards
<p>Big Idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure.</p> <p>Big Idea 2: Fields existing in space can be used to explain interactions.</p> <p>Big Idea 3: The interactions of an object with other objects can be described by forces.</p> <p>Big Idea 4: Interactions between systems can result in changes in those systems.</p> <p>Big Idea 5: Changes that occur as a result of interactions are constrained by conservation laws.</p> <p>Big Idea 6: Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.</p>	

5. **Course Outline**

I. **Unit 1: Kinematics** ~16–19 Class Periods

- a. Position, Velocity, and Acceleration
- b. Representations of Motion

II. **Unit 2: Dynamics** ~19–22 Class Periods

- a. Systems
- b. The Gravitational Field
- c. Contact Forces
- d. Newton’s First Law
- e. Newton’s Third Law and Free-Body Diagrams
- f. Newton’s Second Law
- g. Applications of Newton’s Second Law

III. **Unit 3 Circular Motion and Gravitation** ~7–9 Class Periods

- a. Vector Fields
- b. Fundamental Forces
- c. Gravitational and Electric Forces
- d. Gravitational Field/ Acceleration Due to Gravity on Different Planets
- e. Inertial vs. Gravitational Mass
- f. Centripetal Acceleration and Centripetal Force
- g. Free-Body Diagrams for Objects in Uniform Circular Motion
- h. Applications of Circular Motion and Gravitation

IV. **Unit 4: Energy** ~19–22 Class Periods

- a. Open and Closed Systems: Energy
- b. Work and Mechanical Energy
- c. Conservation of Energy, the Work Energy Principle, and Power

- V. **Unit 5 Momentum:** ~12–15 Class Periods
 - a. Momentum and Impulse
 - b. Representations of Changes in Momentum
 - c. Open and Closed Systems: Momentum
 - d. Conservation of Linear Momentum

- VI. **Unit 6: Simple Harmonic Motion** ~2–5 Class Periods
 - a. Period of Simple Harmonic Oscillators
 - b. Energy of a Simple Harmonic Oscillator

- VII. **Unit 7 Torque and Rotational Motion** ~12–17 Class Periods
 - a. Rotational Kinematics
 - b. Torque and Angular Acceleration
 - c. Angular Momentum and Torque
 - d. Conservation of Angular Momentum

- VIII. **Unit 8 Electric Charge and Electric Force** ~3–5 Class Periods
 - a. Conservation of Charge
 - b. Electric Charge
 - c. Electric Force

- IX. **Unit 9 DC Circuits** ~9–12 Class Periods
 - a. Definition of a Circuit
 - b. Resistivity
 - c. Ohm’s Law, Kirchhoff’s Loop Rule (Resistors in Series and Parallel)
 - d. Kirchhoff’s Junction Rule, Ohm’s Law (Resistors in Series and Parallel)

- X. **Unit 10 Mechanical Waves and Sound** ~11–14 Class Periods
 - a. Periodic Waves
 - b. Interference and Superposition (Waves in Tubes and on Strings)

6. Texts & Supplemental Instructional Materials

Please list basic and supplementary materials with their copyright dates, costs, and funding sources for purchase. Funding Source should be included and should be specific.

Title/Publisher	Copyright Date	ISBN:	Funding Source	Cost Per Item	QTY	Total Cost
College Physics by Serway and Vuille/ Cengage Publishing with webassign	2018	978-1-305-96539		190.75	60	11445
Fast track to a 5 Preparing for the AP Physics 1 by Mancino and Vick/Cengage learning	2018	978-305-96540-9		24.75	60	1485

7. **Key Assignments**

It is expected that 25% of class time will be spent doing lab activities that incorporate data analysis, interpretation and application of quantitative information. Labs should be designed to be inquiry based.

8. **Instructional Methods and/or Strategies**

This course will consist of lecture, guided and independent practice of physics concepts and inquiry labs.

9. **Assessment Methods and/or Tools**

Tests, labs, class work

10. **Honors Designation** (*Honors Courses Only*)

FORM C

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title				
Action:	Content Revision	Textbook Revision	Title Change	Course Deletion

Signatures are needed to ensure full district communication, applicable signatures are required before course revision is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

<i>District Curriculum Council and Board of Education Approval</i>				
Date	District Curriculum Council Action			
	Approved:	Secondary Area Admin. /Designee Signature		
	Approved as amended:			
	Disapproved:			
Date	Board of Education Action			
	Approved as Amended:			
	Disapproved:			

**Los Banos Unified School District
Secondary Course Outline Submittal Procedures
New and Revised Courses**

Course:
NS 2

The Department Chair or designated subject area leader identifies the need for a new course of study or for revisions to an existing course. Once identified, they will work collaboratively with designated site leadership to complete the course approval or revision process. All documents must be in final form before submitted to the curriculum council.

NEW OR REVISED COURSE SUBMISSION PROCESS / DOCUMENTS

- I. Course proposal identified, consensus reached within department(s), course outline approval document completed, signed and submitted.
- II. Department Chair(s) Approval / Disapproval / Revisions; hence, submission of approved proposal to Principal, or designee.
- III. Principal, or designee present proposal to Area Administrator for approval / disapproval / revisions
- IV. Submission to Curriculum Council for Review and Recommendation
- V. Approval / Disapproval / Recommendation by Board
- VI. Implementation

REQUIRED APPROVAL DOCUMENTS

FORM A-1: Course Outline Approval

FORM A-2: Course Eligibility Summary

FORM B: Course Syllabus/Outline (Pacing Calendar if available)

FORM C: Course Revision Approval Form

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

Course Title:	NS 1/2 (Native Speaker 1-2)		
Grade Level:	9-12	Course Number:	4020
Principal or Designee Approval Date:	10/04/19		
Type of Credit / What Department:	Foreign Language		
Credential Required / Available:	LOTE - Yes		

Originating School:	Los Banos High School
Originating Department:	Foreign Language
Originating Teacher:	Curutchague, Claudia

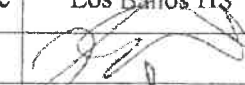

This action involves a:

- New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

The course satisfies the doorways distinction second year Spanish completion. The rationale for this action is to assign LOTE2 designation for this course on Doorways. As a result, students who successfully complete this course will fulfill 2 years of LOTE requirements for A-G.

Signatures: In order to eliminate course duplication and to ensure full district communication, applicable signatures are required before course is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

Curriculum Council Approval:

 Date 11/7/19
Secondary Area Administrator

Board Approval:

_____ Date _____

FORM A-2

LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria

1. Course Identification

Course Title: Native Speakers 2		Grade Level: 9/10	
Course length/Credits: <input type="checkbox"/> 1 semester (5 credits) <input checked="" type="checkbox"/> 1 year (10 credits) <input type="checkbox"/> 2 years (20 credits) <input type="checkbox"/> Other: 1-4 years: About 2/3 of the repertoire changes annually.		Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Multiple Credit ? <input type="checkbox"/> Yes <input type="checkbox"/> No		Weighted GPA (Advanced Placement or International Baccalaureate course)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Max. Credits:		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Department Area <input type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input checked="" type="checkbox"/> Foreign Language <input type="checkbox"/> History-Social Science <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mathematics <input type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:		Graduation Requirement <input type="checkbox"/> Elective <input type="checkbox"/> English <input checked="" type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	
Prerequisites: Counselor approval			
Co-requisites:			
<i>for office use only</i>			
SIS Course #		Board of Education Approval Date	
Transcript Title/Abbreviation			

FORM B

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Syllabus / Outline Criteria**

1. Course Identification

NS-Spanish 2

2. Course Description

Unchanged

3. Course Goals and/or Major Student Outcomes

Unchanged, A-G eligibility on successful completing of the course

4. Course Objectives/Content Standards (STANDARDS MAP IF AVAILABLE)

Objectives	Standards
Unchanged	Unchanged

5. Course Outline

Unchanged

6. Texts & Supplemental Instructional Materials

Please list basic and supplementary materials with their copyright dates, costs, and funding sources for purchase. Funding Source should be included and should be specific.

Title/Publisher	Copyright Date	ISBN:	Funding Source	Cost Per Item	QTY	Total Cost
Unchanged						

7. Key Assignments

Unchanged

8. Instructional Methods and/or Strategies

Unchanged

9. Assessment Methods and/or Tools

Unchanged

10. Honors Designation (*Honors Courses Only*)

No

FORM C

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title	NS-Spanish 2			
Action:	Content Revision	Textbook Revision	Title Change	Course Deletion

Signatures are needed to ensure full district communication, applicable signatures are required before course revision is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

<i>District Curriculum Council and Board of Education Approval</i>			
Date	District Curriculum Council Action		
	Approved:	Secondary Area Admin. /Designee Signature	
	Approved as amended:		
	Disapproved:		
Date	Board of Education Action		
	Approved as Amended:		
	Disapproved:		

Los Banos Unified School District
Secondary Course Outline Submittal Procedures
New and Revised Courses

Course:

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REQUIRED APPROVAL DOCUMENTS

FORM A-1: Course Outline Approval

FORM A-2: Course Eligibility Summary

FORM B: Course Syllabus/Outline (Pacing Calendar if available)

FORM C: Course Revision Approval Form

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

Course Title:	Books to Movies		
Grade Level:	7th/8th	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Elective		
Credential Required / Available:			

Originating School:	Creekside Junior High School
Originating Department:	Electives
Originating Teacher:	Mrs. Robbie Wallace

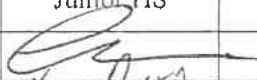
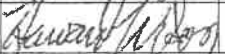
This action involves a:

- New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

New/more elective courses are needed and wanted for the students at Creekside Junior High School to give them more options.

Signatures: In order to eliminate course duplication and to ensure full district communication, applicable signatures are required before course is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Pacheco HS	Los Banos Junior HS	Creekside Junior HS	San Luis HS
Principal					
Dept. Chair					

Curriculum Council Approval:

 Date 11/7/19
Secondary Area Administrator

Board Approval:

_____ Date _____

FORM A-2

LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria

1. Course Identification

Course Title:	Books to Movies	Grade Level:	7 8
Course length/Credits: <input type="checkbox"/> 1 semester (5 credits) <input checked="" type="checkbox"/> 1 year (10 credits) <input type="checkbox"/> 2 years (20 credits) <input type="checkbox"/> Other:		Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Multiple Credit <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted GPA (Advanced Placement or International Baccalaureate course)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Max Credits: Validation Level:		Submitting for UC A-G? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Subject area requirement: _____ Specify Letter and Subject Area	
Department Area <input type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> History-Social Science <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mathematics <input type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> Other:		Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	
Prerequisites:	N/A		
Co-requisites:	N/A		
<i>for office use only</i>			
SIS Course #		Board of Education Approval Date	
Transcript Title/Abbreviation			

FORM B

LOS BANOS UNIFIED SCHOOL DISTRICT Course Syllabus / Outline Criteria

1. Course Identification

Complete each section of the identification form or provide a comprehensive course outline that addresses each of the following areas.

2. Course Description

Books to Movies is a year long elective course open to all 7th and 8th graders. This course will offer students the opportunity to read classic and contemporary books and compare them to their movie adaptations.

3. Course Goals and/or Major Student Outcomes

Students will read contemporary books and watch the movies that have been adapted from those books to encourage and promote reading. Movies can be an integral part of the classroom when they are used in ways that encourage and develop students' critical thinking. In this course students will explore matching texts—novels and the movies adapted from them—to develop their analytical strategies. They will use graphic organizers to draw comparisons between the two texts and hypothesize about the effect of adaptation. Students will analyze the differences between the two versions by citing specific adaptations in the film version, indicating the effect of each adaptation on the story, and deciding if they felt the change had a positive effect on the overall story.

4. Course Objectives/Content Standards (STANDARDS MAP IF AVAILABLE)

Objectives	Standards
<p>Students will</p> <ul style="list-style-type: none"> • identify the characters, setting, plot, and resolution in a book and in the movie based upon the book. • describe how the elements of the book and movie are alike and different. • discuss the effects of and state preferences toward these similarities and differences. • hypothesize reasons that movie makers altered characteristics from the book. 	<p>Common Core Standards 7th Grade Reading Standards for Literature</p> <ul style="list-style-type: none"> • 7RL 1,2,3, 7RL 7, 7RL 10 <p>Writing Standards</p> <ul style="list-style-type: none"> • 7W 2, 7W 2.a, 7W 5, 7W 10 <p>Language Standard</p> <ul style="list-style-type: none"> • 7L 4, 7L 4.a, 7L 4d, 7L 6 <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • RL 7.1, RL 7.2, RL 7.3, RL 7.7, RL 7.10 <p>8th Grade Reading Standards for Literature</p> <ul style="list-style-type: none"> • 8RL1, 8RL2, 8RL4, 8RL7, 8RL 9, 8RL 10 <p>Writing Standards</p> <ul style="list-style-type: none"> • 8W5, 8W9.a, 8W10 <p>Language Standard</p> <ul style="list-style-type: none"> • 8L4, 8L4.a, 8L4.d, 8L6 <p style="text-align: right;">SEE Attached</p>

5. Course Outline

Students will read on average, two books per trimester. Books will rotate every other year, with an average of 6 books per year.

Year 1

Trimester 1

Holes Book/Movie -

Harry Potter and the Sorcerer's Stone - Book/Movie

Trimester 2

Middle School: The Worst Years of my Life - Book/Movie

City of Ember - Book/Movie

Trimester 3

The Hunger Games -Book/Movie

Bridge to Terabithia -Book/Movie

Year 2

Trimester 1

Miss Peregrine's Home for Peculiar Children -Book/Movie

The Boy Who Harnessed the Wind -Book/Movie

Trimester 2

The Maze Runner - Book/Movie

The Giver -Book/Movie

Trimester 3

The Secret Life of Walter Mitty - Short Story/Movie

The Help -Book/Movie

6. Texts & Supplemental Instructional Materials

Please list basic and supplementary materials with their copyright dates, costs, and funding sources for purchase. Funding Source should be included and should be specific.

Title/Publisher	Copyright Date	ISBN:	Funding Source	Cost Per Item	QTY	Total Cost
*See Attached List						

7. Key Assignments

- Book Analysis (Character, Setting, Plot)
- Venn Diagram Writing Assignment
- Top 3 Scenes Activity
- Movie Scorecard Activity
- Evaluate the Director Activity
- Book/Movie Trailer Project
- Add a Scene Activity

8. Instructional Methods and/or Strategies

- Cooperative Learning
- Projects
- Presentations
- Socratic Seminars
- Brainstorming

9. Assessment Methods and/or Tools

- Quizzes/Tests: Students will take quizzes and tests for each book/movie.
- Projects: Students will show their ability to analyze the concepts presented in the books and movies studied through various projects.

10. Honors Designation (Honors Courses Only)

FORM C

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title	Books to Movies				
Action:	Content Revision	Textbook Revision	Title Change	Course Deletion	

Signatures are needed to ensure full district communication, applicable signatures are required before course revision is submitted to Curriculum Council.

Signature/Date	Los Banos HS	LBJHS	CJHS	Pacheco HS	San Luis HS
Principal					
Dept. Chair					

District Curriculum Council and Board of Education Approval

Date	District Curriculum Council Action	
	Approved:	Secondary Area Admin. /Designee Signature
	Approved as amended:	
	Disapproved:	
Date	Board of Education Action	
	Approved as Amended:	
	Disapproved:	

- 7.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 7.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA.CC.7.L. **Language Standard**

Vocabulary Acquisition and Use

- 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- 7.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 7.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 7.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CA.CC.RL.7. **Reading Standards for Literature**

Key Ideas and Details

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Integration of Knowledge and Ideas

- RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA.CC.RI.7. Reading Standards for Information Text

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CA.CC.W.7. Writing Standards

Text Types and Purposes

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

Production and Distribution of Writing

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 3 up to and including grade 7.)

CA.CC.L.7. Language Standards

Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CA.CC.8.R **Reading Standards for Literature**

- 8.RL.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Craft and Structure
- 8.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 31 for additional expectations.)
- Integration of Knowledge and Ideas
- 8.RL.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- 8.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CA.CC.8.W. Writing Standards

Production and Distribution of Writing

- 8.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 3 up to and including grade 8 on page 30.)

Research to Build and Present Knowledge

- 8.W.9.a. Apply grade 8 Reading standards to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered).
- 8.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA.CC.8.L. Language Standard

Vocabulary Acquisition and Use

- 8.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- 8.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 8.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 8.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CA.CC.RL.8. Reading Standards for Literature

Key Ideas and Details

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Craft and Structure
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA
- Integration of Knowledge and Ideas
- RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CA.CC.RI.8. Reading Standards for Information Text

Key Ideas and Details

- RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CA.CC.W.8. Writing Standards

Production and Distribution of Writing

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 3 up to and including grade 8.)
Research to Build and Present Knowledge
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9.a. Apply grade 8 Reading standards to literature (e.g. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).

CA.CC.L.8. **Language Standards**

Vocabulary Acquisition and Use

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Booklist for Books to Movies Class

Holes by Louis Sachar ISBN-13: 9780440414803 5/28/2000

Harry Potter and the Sorcerer's Stone by J.K. Rowling - ISBN-13: 9780590353427 9/8/1999

Middle School: The Worst Years of my Life by James Patterson - ISBN-13: 9780316101691
11/6/2012

City of Ember by Jeanne DuPrau - ISBN-13: 9780385371353 5/14/2013

The Hunger Games by Suzanne Collins - ISBN-13: 9780439023528 7/1/2010

Bridge to Terabithia by Katherine Paterson - ISBN-13: 9780064401845 5/2/2017

Miss Peregrine's Home for Peculiar Children by Ransom Riggs - ISBN 13: 9781594746031
6/4/2013

The Boy Who Harnessed the Wind (Young Reader's Edition) by William Kamkwamba and
Bryan Mealer - ISBN-13: 9780147510426 1/5/2016

The Maze Runner by James Dashner - ISBN-13: 9780385737951 8/24/2010

The Giver by Lois Lowry - ISBN-13 9780544336261 7/1/2014

The Help by Katherine Stockett - ISBN-13: 4/5/2011

****Including the Audible version of each book****

Board Reference Material

SUBJECT TITLE: Course Title Change: Native Speakers 2 (First Reading)

REQUESTED ACTION: Declare Intent to Adopt

Action X

Discussion/Information _____

RECOMMENDATION

It is recommended the Board declare their intent to adopt the course title change for “Native Speakers 1-2” to “Native Speakers 2”.

BACKGROUND INFORMATION:

The course is being renamed so as to decrease student confusion regarding the purpose of the course and so as to align the course within the world language pathway for official transcripts. The name change will be recognized by UC Doorways. This course will be a second year Spanish course and will not be considered to provide students two years of academic credit for Spanish in one academic year.

The District Secondary Curriculum Council, at its November 7, 2019 meeting, reviewed and approved the title change.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #2: All students will graduate from high school having completed a clear pathway of A-G requirements and ready to enter a four-year university or have completed a vocational pathway and are ready to enter a technical school or the workforce.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

None

ORIGINATOR: Dr. C. Sean Richey, Chief Academic Officer
DATE: December 12, 2019

Board Reference Material

SUBJECT TITLE: 2020-2021 School Calendars (First Reading)

REQUESTED ACTION: Approve

Action _____ Discussion/Information X

RECOMMENDATION:

It is recommended the Board review the 2020-2021 school calendars with anticipated adoption at the December, 2019 regularly scheduled Board meeting.

BACKGROUND INFORMATION:

The 2020-2021 calendar reflects a traditional schedule of 180 instructional days with the first day of school beginning on August 11, 2020 for secondary grades and August 12, 2021 for elementary grades; ending June 4, 2021 and June 3, 2021 respectively. This calendar also reflects two (2) staff development days on August 6-7, 2020, prior to the start of school for students.

The calendars were developed by a committee comprised of LBTA representatives, CSEA representation and District Office Administrators.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT:

N/A

ORIGINATOR: Tammie Calzadillas, Ed.D., Assistant Superintendent, Human Resources
DATE: December 12, 2019

LOS BANOS UNIFIED SCHOOL DISTRICT

2020-2021 School Calendar

All Wednesdays Are Minimum Days for all Elementary Schools

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Elementary Teacher Prep
- All District Teacher Prep
- Secondary Teacher Prep
- Secondary First/Last Day of School
- Elementary First/Last Day of School
- Elementary Parent Teacher Conferences
- Holidays
- Elementary Minimum Day - Teacher Prep
- Elementary Minimum Day
- Secondary Minimum Day
- All District Minimum Day
- Elementary PLC
- High School PLC
- Jr. High PLC
- Staff Development Days
- Classified Staff Holidays

- Holidays**
- September 7
 - November 11
 - November 23-27
 - Dec. 21 - Jan. 8
 - January 18
 - February 8
 - February 15
 - March 29-April 5
 - April 30
 - May 31
- Report Card Periods**
- Grades TK-6
 - 1st Trimester Ends - October 30 (57)
 - 2nd Trimester Ends - February 26 (61)
 - 3rd Trimester Ends - June 4 (62)
 - Grades 7-8
 - 1st Trimester Ends - October 30 (58)
 - 2nd Trimester Ends - February 26 (61)
 - 3rd Trimester Ends - June 3 (61)
 - High Schools
 - 1st Quarter Ends - October 9 (43)
 - 2nd Quarter Ends - December 18 (44)
 - 3rd Quarter Ends - March 19 (47)
 - 4th Quarter Ends - June 3 (46)
- Kindergarten Registration**
- February 22 thru 26 2021
- Graduations**
- Pacheco High School - June 4 - 8:00 PM
 - Los Banos High - June 4 - 8:00 PM
- Board Adopted:**
- vertex42 calendar
- Other:**
- ★ Oct. 28, Mar. 3, and May 26 - Elementary Report Card Prep Days

Board Reference Material

SUBJECT TITLE: Preconditions for Los Banos Teacher Induction Program

REQUESTED ACTION:

Action X

Discussion/Information _____

RECOMMENDATION: It is recommended that the Board approve the *Preconditions for the Los Banos Teacher Induction Program*, pursuant to Education Code Section 44227 and 44265.

BACKGROUND INFORMATION:

California law provides the Commission on Teacher Credentialing with the authority to accredit institutions and approve all programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Section 44225 of the California Education Code establishes that the Commission shall establish professional standards, assessment and examinations for entry and advancement in the education profession, adopt a framework and general standards for the accreditation of preparation programs for teachers and other certificated educators, and propose appropriate rules and regulations in this area. All institutions wishing to offer credential programs in the area of educator preparation programs must first successfully respond to the Commission's preconditions. Each program of professional preparation that leads to a teaching or services credential shall adhere continually to the requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions two times in the seven year accreditation cycle.

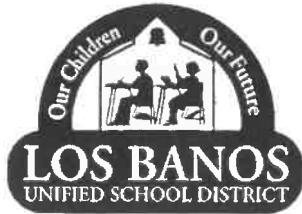
A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance. The basis for a precondition is either statute, regulations, or Commission policy.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS? LCAP Goal 5 Provide instructional support for all first/second year teachers along with PIP/STSP/Interns. Board Goal 9 Continue to recruit, hire, and train employees and ensure that all first and second year teachers complete induction.

ALTERNATIVES/IDENTIFIED OPPOSITION: N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities): Los Banos Unified has sponsored an induction program since the 2008-09 school year. The \$375,600 to cover salary, stipends, substitute pay, and materials has been included in our adopted budget.

ORIGINATOR: Dr. Barbara Severns, Induction Coordinator
Date: December 12, 2019



Los Banos Unified School District

1717 South Eleventh Street
Los Banos, California 93635-4800
Telephone (209) 826-3801 Fax (209) 826-6810
www.losbanosusd.org

General Institutional Preconditions

General Statement Applicable to all Preconditions for all Educator Preparation Programs

Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

(1) Accreditation and Academic Credit

(b) School districts or other non-regionally accredited entities

*I verify that the Los Banos Unified School District governing board has approved the sponsorship of the Los Banos General Education (MS/SS) and Education Specialist (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education) Induction program. The **board agenda**, the **board reference material**, the **minutes of the December, 2019, board meeting** and the **minutes showing the December, 2019, minutes were adopted** provide the verification of this.*

(2) Enrollment and Completion

*I verify that the institution understands that once it enrolls candidates, candidates must be able to complete the program even if the program plans to close. This is reiterated in the superintendent's **statement of assurance**. Teacher candidates enroll in the program at the beginning of the school year. They remain in the program for the full amount of time unless they submit a **Request for Extension**. Teachers who leave the school district before completing the full program are provided with their **Evidence of Application** to give to their next employer and induction program. In the event the program would close, a teach-out plan ensures that the **Evidence of Application** documents would be provided to each teacher to transfer to the county consortium program. Those documents are saved in the district's network and are accessible by district administration for teachers to receive, should they need an additional copy. A **program closure candidate letter** explains the process to candidates; a **program closure Merced COE letter** ensures that the county consortium is prepared to absorb Los Banos teachers.*

3. Responsibility and Authority

(a) The Los Banos Unified School District assures that there is an identified position within the organization that is responsible for ongoing oversight for all educator preparation programs offered by this institution. The identified individual is Mrs. Tammie Calzadillas, Ed.D., Assistant Superintendent, Human Resources and Los Banos Induction Director.

Board of Trustees

Mr. Anthony Parreira, *President* Mrs. Margaret Benton, *Vice President* Ms. Marlene Smith, *Clerk*
Mr. Luis Castro Mr. Ray Martinez Mr. Gary Munoz Mrs. Anahi Rodriguez

Administration

Mark E. Marshall, Ed.D. *Superintendent*
Tammie Calzadillas, Ed. D., *Assistant Superintendent, Human Resources*
C. Sean Richey, Ed.D. *Chief Academic Officer*
Amer Iqbal, *Assistant Superintendent, Administrative Services*
Paula Mastrangelo, *Assistant Superintendent, Elementary Education*

(b) The attached **Organizational Chart** identifies the direct reporting relationship between this position and the individual(s) that coordinate the General Education (MS/SS) and Clear Education Specialist Induction Programs offered by the Los Banos Unified School District. No other outside organizations or partners are responsible for the oversight or delivery of the program.

(c) The Induction Coordinator works with the Induction Director to form the unit that oversees the Los Banos Induction program. The Induction Coordinator and the Induction Director are jointly involved in the credential recommendation process. Regular updates of program completion are shared throughout the school year. The Induction Director confirms the recommendations of the Induction Coordinator to recommend teacher candidates for a California Clear Credential. This is verified by the **Induction Final Review notice to HR** that is submitted at the completion of the program year. The **Induction Coordinator Job Description** and the **assurance from the superintendent** confirm that the duties regarding credential recommendations are provided solely by a current employee of the school district.

(4) Lawful Practices

I verify that all personnel decisions in Los Banos Unified School District are made without consideration of differences due to race, gender or other constitutionally or legally prohibited considerations. The Los Banos Unified School District follows state and federal discrimination laws in all personnel decisions, including hiring of teachers, enrollment in the Induction program, recommendation of the California Clear Credential, and employment retention. This is verified with **Board Policy 4111 and 4030**, the **Los Banos Unified School District statement of non-discrimination**, and the statement on **EdJoin** and on **internal job postings**.

The Los Banos Induction Program accepts all candidates who have a preliminary credential each year. As a district employee, the induction coordinator complies with the non-discrimination laws in all decisions related to the induction program, including the admission, retention, and graduation of all candidates. This is verified by the **induction statement of non-discrimination** and the **intake agenda** that shows it is shared with each candidate prior to entry into the program.

5. Commission Assurances

I verify through the superintendent's **statement of assurance** that a) the Los Banos Unified School District will ensure that Los Banos Teacher Induction Program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, b) all candidates participating in the Los Banos Teacher Induction Program hold a Certificate of Clearance from the Commission, c) the Los Banos Teacher Induction Program will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and d) the Los Banos Teacher Induction Program will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

6. Requests for Data

I confirm that Los Banos Unified School District shall identify a qualified individual responsible for reporting and responding to requests from the Commission for the electronic submission of data, including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. I also confirm that the institutional contact information must be updated annually. The identified individual is Barbara Severns, Induction Coordinator; the **Induction Coordinator Job Description** identifies each of these components. The superintendent's **statement**

of assurance confirms that the District understands its responsibility to update the Commission's approved programs page at least on an annual basis.

7. Veracity in all Claims and Documentation Submitted

*I positively affirm the veracity all statements and documentation submitted to the Commission, as verified by the superintendent's **statement of assurance**.*

8. Grievance Process

*Clear credential teacher candidates receive all program requirements and procedural information at the initial meeting at the beginning of the school year, as evidenced on the **agenda** for the meeting. The **Grievance Process** is included in their handbook in the **flow chart** of earning a clear credential and is explained at that meeting. Documentation of any grievance filed with the induction office is maintained on the **Grievance Process Documentation** form. The handbook is also housed on the district website, <http://www.losbanosusd.org/District/Department/833-BTSA>.*

9. Faculty and Instructional Personnel Participation

This precondition applies only to colleges and universities. Local Education Agencies do not need to address this precondition.

10. Communication and Information

*I verify that easily accessible and accurate information is proved to the public, prospective employees, and current candidates. The Los Banos Unified School District website, (<http://www.losbanosusd.org/District/Department/833-BTSA>) provides a basic overview of the program and contact information for prospective employees. As teachers enroll in the induction program, they are provided with a **handbook**, which outlines program requirements, timelines, and procedural information.*

11. Student Records Management, Access, and Security

*(a) Three times each year, candidates are provided the **Evidence of Application** to verify progress towards program completion. A final document is provided each candidate upon program completion; this is also maintained electronically.*

*(b-c) I verify through the superintendent's **statement of assurance** that clear credential teacher candidates' records are maintained and are retained on the secure district network. This network is password protected.*

12. Disclosure

*I confirm through the **superintendent's statement of assurance** that professional learning is provided by induction leadership. Professional learning complies with the standards identified by **Learning Forward**. No other direct educational services are provided by outside organizations.*

Preconditions for Teacher Education Induction Programs

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

*I verify that the design of the Los Banos Unified School District induction program ensures that teachers are enrolled in the program in the first full year of teaching with a preliminary credential. Teachers who begin employment with an intern credential or a permit are monitored by the induction coordinator and are enrolled in the program upon receipt of the preliminary credential. Teachers who earn the preliminary credential or are hired after October are supported with a mentor until enrollment in the program at the beginning of the following school year. The **Timeline of Activities** and documents in the handbook including the **welcome letter, cycle of reflection graphics, and the syllabus** provide verification that this is a two-year program. The **Induction Mentor Collaboration Log** confirms the mentoring support, as does the program **vision statement**. The **Individualized Learning Plan** and the **Site Administrator Input** verify the job-embedded design of the program.*

2. The Induction program must identify and assign a mentor to each clear-credential teacher candidate within the first 30 days of the participant's enrollment in the program, matching the mentor and teacher candidate according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

*The **Flowchart of Teacher/Mentor Pairings** provides verification of the process used to match clear credential teacher candidates with mentors. The **Mentor Assignment Letter to HR, the Mentor Policy, and the Mentor Pairing Data** provide verification of the site, assignment, and credential for mentor pairing. The **Database of Components Completed** identifies the teacher candidates' dates of enrollment and assignments.*

3. Each Induction program must assure that each clear-credential teacher candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

*The **Master Time Log** provides a means of tracking to ensure that teachers receive not less than one hour per week of mentoring support. The **Induction Mentor Collaboration Log** details each weekly meeting and whether the support is direct or indirect. The **Mentor Letter of Commitment** and the **Candidate Letter of Commitment** both confirm that weekly meetings will occur. The **Site Administrator Letter of Commitment** confirms that the site administrators provide sufficient time for mentors and candidates to meet. The **Expectations and Requirements for Induction Mentors** provides clear description of the mentoring and support that should be provided each candidate. The **Corrective Feedback Form** provides a format for addressing concerns should a mentor not provide sufficient support.*

4. Goals for each clear-credential teacher candidate must be developed within the context of the Individualized Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

*The **Timeline of Activities** provides verification that the ILP is developed within the first 60 days of the teachers' enrollment in the program. The **ILP Development Agenda and PowerPoint presentation** provides clarification of the initial process used.*

5. The Individualized Learning Plan must be designed and implemented solely for the professional growth and development of the clear-credential teacher candidate and not for evaluation for employment purposes.

*I verify that the **Individualized Learning Plan** is solely designed and implemented for personal growth and development of the teacher candidate, with a focus on teacher candidate growth outcomes. This is confirmed by the superintendent's **statement of assurance**.*

6. An Induction program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.

*I verify that the **Early Completion Option (SB 57, 2001)** is explained to each candidate during the **Intake Meeting**. The criteria are described on the **ECO Form**.*

Board Reference Material

SUBJECT TITLE: Purchase and Installation of Play Structure for Grasslands Elementary

REQUESTED ACTION: Approve

 Action X Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the low bid from Sun Country Playgrounds for the Purchase and Installation of the Play Structure for Grasslands Elementary School and authorize the Superintendent or Designee to sign contract documents and issue the Notice to Proceed.

BACKGROUND INFORMATION:

The bid process for the Purchase and Installation of the Play Structure for Grasslands Elementary Project is complete and the bid results are as follows:

<u>Contractor</u>	<u>Bid Amount</u>
Sun Country Playgrounds	\$190,948.99
Gametime	\$209,722.00
PD Play	\$227,461.82

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT:(Include Impact on School District Facilities):

Paid from the Capitol Improvement Fund #40.

ORIGINATOR: Thomas Worthy – Director of Facilities, Operations and Transportation
Date: December 12, 2019

LOS BANOS UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF EDUCATION
November 14, 2019

City Hall
Council Chamber

Mr. Parreira called the meeting to order at 5:30 P.M.

Call to Order

PRESENT: Ms. Benton, Mr. Castro, Mr. Martinez, Mr. Munoz, Mr. Parreira, Ms. Rodriguez, Ms. Smith. ABSENT: Mr. Munoz.

Roll Call

There was a study session presented by Gabriela Espinoza, Daniel Lepe, Cynthia Beltran and Christian Amezcua about the College Advising Corps and the services that are being provided by them at our High Schools.

Study Session

A closed session was held. Student Discipline Cases #9373779371, #9157496591, and #3192015947(Action). Conference with Labor Negotiator (Section 54957.6) Agency Negotiators: Tammie Calzadillas and Mark Marshall; Employee Organization: CSEA/LBTA (No Action). Public Employee: Discipline/Dismissal/Release/ Reassignment (Section 54957) (No Action) Property Negotiations (Section 54956.8) Agency Negotiators: Mark Marshall for Amer Iqbal (no action).

Closed Session

The regular meeting was called to order at 7:03.

Open of Regular Meeting

The audience was led in the Pledge of Allegiance by Pacheco High School Representative to the Board, Lizbeth Ku.

Pledge of Allegiance

There was a correction to an agenda board backup item. Under new business item J the Board Reference Material did not have the Article number listed. It should say Article XII. It is listed on the agenda. On the Consent Calendar Item E Agreement/Contracts number 4 Agreement with Boys and Girls Club of Merced County was pulled and will be presented at the December meeting with refined language in the agreement. On a motion by Member Martinez and seconded by Member Benton the Agenda was approved as amended. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.

Approval of Agenda

Vicki Costello, 2nd grade teacher at Mercey Springs Elementary had 3 of her students recite a poem that they performed for the Poetry Contest. Virginia Hayward, CEO of the Merced County Boys and Girls Club and Chuck Erreca from the Los Banos Boys and Girls Club spoke about starting an afterschool program at Creekside Junior High and the possibility of a summer program in Los Banos. They thanked Superintendent Marshall and Zachary Cruz, Coordinator for the LEAP program for their partnership. Parent Milko Montalvo spoke about recent school shootings nationwide and the recent threats in Los Banos. He was concerned about the perceived lack of communication from the School District. He asked that maybe text messages be sent through the existing messaging system that sends out notices from the school. It was suggested that a Hotline be set up for parents to call for up to date information.

Public Forum

Others parents of students that attend Los Banos Junior High spoke as well and the common message was that communication is key. Kevin Brown, parent from Los Banos Junior High, spoke about having a community meeting that includes multiple agencies so that parents could share their concerns. Dr. Marshall stated that a Community Safety Meeting was in the works and the police department would be involved and that the District would be sharing resources to help parents have better communication with the District. He also asked that parents please monitor their children's social media use and that we work together as a partnership between the District and Parents. Los Banos Police Department Commander, Jason Hedden spoke about the incidents and steps that were taken by local law enforcement. He spoke about getting the correct information out to everyone. He said that there seems to be a misunderstanding from the public about steps that were taken in the recent response to the threats. He invited the parents in attendance to pick up one of his business cards and set up at meeting if they had concerns that they wanted to discuss further. Community Member Michelle Frias had questions from parents that were unable to attend the meeting regarding the safety of the crosswalks at Los Banos Junior High and Pacheco High School. She had a question from a staff member from Los Banos Junior High about active shooter vs. drill trainings for the staff. She stated that parents are requesting more buses. Board President Parreira referred her to the District Office where she could get her questions answered. Parent Raul Granillo from Los Banos Junior High asked that parents trust the District and the police department to take care of their kids. These agencies are trained in the type of situations being discussed. He said that there was a School Site Council Meeting at the Junior High where the Site Safety plans were being discussed and that he was the only parent in attendance. He stated that there are ways for parents to be involved and that they need to contact the school to find out how. Former PHS student Lucas Marquez Sr. gave some suggestions to increase safety at school sites such as more cameras, metal detectors and perhaps armed security personnel. Dr. Marshall reiterated that the District has a close relationship with the LBPD. He cited the recent threat at Los Banos Junior High and that when he went to assist at the site, he saw multiple police cars in the parking lot and in the front office Commander Hedden was assisting staff and parents. He stated that you would not see that in many other towns. He also stated that he takes the job of the responsibility of watching over 11,000 students very seriously and that their safety is his number one priority.

Pacheco High School Student Representative to the Board, Lizbeth Ku reported on the many activities at Pacheco and Los Banos High Schools. Student Report

No Report CSEA Report

No report LBTA Report

Los Banos Junior High Student John Villagomez was recognized and presented with a certificate for placing third in the Merced County Young Patriots Challenge contest. Pacheco High Student representative to the Board, Lizbeth Ku was introduced. Recognitions/
Introductions

Dr. Marshall stated that he had a great time at the FFA convention and thanked the students, staff members and chaperones for a well-organized trip and thanked the Ag Superintendent's
Report:

Boosters for inviting him. He attended the Boys and Girls Club Gala and was excited about the partnership between the organization and Los Banos Unified School District. He congratulated all of the sites (Westside Elementary, Los Banos Junior High and Pacheco High School) that won awards at the Veterans Day Parade. He thanked all parents for coming to the meeting and for sharing their concerns. He assured them that the District is listening and that we are looking forward to partnering with them.

Tom Worthy, Director of Facilities gave an update on the projects currently in process. The Westside Fire Alarm project should be complete during the first part of December. The Volta project is at the punch list phase and there are only minor items left to finish. At San Luis High they are still trying to locate the water line on the street as the blue prints that were provided by the city were not accurate. As soon as this is located they can connect to the new hydrant and then the project will be complete. Jim Womack, Project Inspector for Grasslands Elementary School said the project was moving along, the administration building was almost complete and that the project was slated to be finished on time.

Facilities Report

Anthony Parreira read to the students at LFE and proctored the written Spelling Bee at WUES and also judged the oral Spelling Bee at Los Banos Elementary. He thanked all the sites that participated in the Veterans Day Parade. He spent a day in Mr. De La Cruz's Governments classes at Pacheco High. He thanked the students in the audience for attending and invited them to come up after the meeting if they had any questions. Margaret Benton thanked Mrs. Costello and her students for the awesome performance. She reminded everyone in attendance about the "Feed the Need" program that was being sponsored by the Los Banos Rotary and the "Coats for Kids" drive that was being sponsored by Century 21 in partnership with the School District. She said that she also read to the students at LFE. She wished everyone a good Thanksgiving. Anahi Rodriguez thanked Jaime King for inviting her to read to the first graders at LFE. She served as a Red Ribbon Week judge at Westside. She said she was impressed at the many ways students were saying no to drugs. She attended a training in Monterey that was provided by the Merced County School Boards Association (MCSBA) with other school board members in the area. She attended the Dias de los Muertos celebration held by the Los Banos Arts Council and Pacheco and Los Banos High Schools. She wished everyone a Happy Thanksgiving and thanked all the veterans for their service. Ray Martinez welcomed everyone in attendance. He also read to the students at LFE. He attended the "Be a Buddy Not a Bully" festival at RME. He participated in the Veterans Day parade. He wished everyone a blessed Thanksgiving. Luis Castro also attended the MCSBA workshop and attended sessions about how to handle parent concerns and met with other school districts and talked about how to better serve students. Big issues that were discussed were School Safety, Special Education, Mental Health and Bullying. He shared that he experienced this first hand as a parent. He said that he believes communication is key on both sides. He also read to kindergartners at LFE and it was a humbling experience and that he really enjoyed it. He also said that he doesn't take his responsibility as a board member lightly. Marlene Smith said that she attended the Community Café at PHS on the 24th of October. In reference to the social media threats she stated that she would like us as a District to be more proactive than reactive. She manned a water station at the Veterans parade and said it was so nice to

Trustee Reports

see all of the floats from the different schools and to see the students on the floats. On November 6th she attended a meeting where the results from the Healthy Kids Survey Suicide Risk were discussed. She thanked Dan Martin and Nancy Velador for their work on this project. On the 13th she attended the Black Student Union meeting at PHS. She was impressed at the multi-cultural mix of students that attended. She remarked about the activities that the City is providing for the youth in the community. She stated that the city was offering youth volleyball and that she was happy to see the Boys and Girls Club partner with the schools. She attended the Los Banos Junior High Girls Basketball game and commended the coaching of Mrs. Cotta. She also attended the MCSBA training in Monterey and learned about school safety and the use of drones. She encouraged the community to get involved and report anything they see online to the LBPD and the District. She wants children to be able to safely walk to school. She suggested implementing a community wide "Walk to School Day". She wished everyone a Happy Thanksgiving.

<p>Oswaldo De Luna Coordinator of the Merced County North Valley Leadership Institute, presented the annual Williams Report</p>	<p>Williams Settlement Report</p>
<p>Assistant Superintendent Dr. Tammie Calzadillas provided an informational report on Dashboard Local Indicator for Reporting to California Department of Education Dashboard.</p>	<p>2019 Dashboard Local Indicators Report</p>
<p>On a motion by Member Castro and seconded by Member Smith, Trustees approved Monday, December 16, 2019, 5:00 P.M., at the Los Banos Unified School District Office Boardroom as the date, time, and place of its annual organizational meeting. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Annual Organizational Meeting</p>
<p>On a motion by Member Benton seconded by Member Rodriguez, Trustees declared their intent to adopt the following mandated policy updates: BP0460 Local Control and Accountability Plan: Philosophy, Goals Objectives and Comprehensive Plans, BP1112 Media Relations; Community Relations, BP5123 Promotion Acceleration Retention; Students, BP5136 Gangs; Students, BP6179 Child Care and Development Programs; Instruction, BB 9320 Meetings and Notices; Board Bylaws. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Mandated Policy Changes/Updates (First Reading)</p>
<p>On a motion by Member Castro and seconded by Member Smith, Trustees adopted Resolution #41-19 authorizing District Administration to transfer funds as needed for cash-flow purposes, and to repay those transfers as funds become available for the respective school years. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Resolution #41-19 Interfund Cash Transfers</p>
<p>On a motion by Member Martinez and seconded by Member Smith, Trustees adopted Resolution #42-19 authorizing acquisition of two school buses: 84 passenger school buses and 32+1/18+4 passenger bus by utilizing the piggyback contract from Hemet Unified School District bid number 061719. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Resolution #42-19 Acquisition of School Buses</p>

<p>On a motion by Member Smith and seconded by Member Rodriguez Trustees approved the low bid from Yanez Construction for the Loftin Stadium Removal of Asbestos, Lead and Disposal of Structures Project and authorized the Superintendent or Designee to sign contract documents and issue the Notice to Proceed or Designee to sign contract documents and issue the Notice to Proceed. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Loftin Demolition Bid Award</p>
<p>On a motion by Member Benton and seconded by Member Castro Trustees approved the third addendum to the employment agreement between the Los Banos Unified School District and Superintendent, Dr. Mark Marshall extending his contract to 2023. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Addendum to Superintendents Contract</p>
<p>On a motion by Member Martinez and seconded by Member Castro Trustees approved a Provisional Internship Permit for Alexis Barcellos as a Life Science Teacher for Creekside Junior High. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>PIPS</p>
<p>On a motion by Member Smith and seconded by Member Benton Trustees approved the changes to the language being proposed in Article XII Reclassification, in the collective bargaining agreement. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried</p>	<p>CSEA Reclassification Article Changes</p>
<p>On a motion by Member Martinez and seconded by Member Smith Trustees approved the MOU between California School Employees Association (CSEA) and its Los Banos Chapter #92 and the Los Banos Unified School District establishing a bilingual stipend for eligible classified job classifications. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz. Motion carried</p>	<p>Bilingual Stipend:</p>
<p>On a motion by Member Benton and seconded by Member Castro the Consent Calendar was approved as amended.</p>	<p>CONSENT CALENDAR</p>
<p>Trustees approved the minutes of the: Special Meeting held on October 3, 2019, the Regular Meeting held on October 10, 2019 and the Special Meeting held on October 14, 2019.</p>	<p>Minutes</p>
<p>Certificated Report: <u>Appointments:</u> None. <u>Retired:</u> None. <u>Resigned:</u> Claudia Martinez Cisneros – effective 10/17/2019. <u>Extra Duty Appointments:</u> Olivencia, Courtney – Head FROSH Spirit Team Advisor - PHS; Mariyah Rodriguez – Athletic Trainer/Equipment Manager – PHS; Jessie Bellinger – Head Volleyball Coach – 7th Grade - LBJHS; – Jessie Bellinger Head Volleyball Coach – 8th Grade - LBJHS; Christopher Helbling IV, Choral Director – PHS; Lorinda Sanchez – Head Varsity Basketball Coach, Girls - LBHS; Carlos Rodriguez – Head FROSH Basketball Coach, Boys – PHS; Jose Castro II– Head Varsity Wrestling Coach – LBHS; Ryan Thiercof – Asst. Basketball Coach, 7th Grade Boys – CJHS; Michael Perkins – Head Varsity Soccer Coach , Boys – PHS; Michael Perkins- Head JV Soccer Coach, Boys – PHS; Erica Franco – Head Basketball Coach, JHS 8th Grade Girls – LBJHS; Shellbey Cotta - Head Basketball Coach, JHS 7th Grade Girls; Brittnie Cooksey – Head FROSH Basketball Coach, Girls – PHS; Efrain Ulloa – Activities Director –</p>	<p>Personnel Actions</p>

CJHS; Taya McCoy – Assistant Band Director – LBHS; Jeanne Fournier – Winter Guard, JHS – LBJHS; Jaime Foreman – Asst. Basketball Coach, 8th Grade Boys – CJHS; Shane Rogers – Asst. Basketball Coach, 7th Grade Boys – LBJHS; Marc Heguy – Head Soccer Coach, JHS Girls – CJHS; Jennifer Barcellos – Activities Director, JHS – CJHS; Earnest Willhite – Head FROSH Basketball Coach, Girls – LBHS; Ralph Apodaca – Head Basketball Coach, JHS, 7th Grade Girls – LBJHS; Demond Thomas – Head Varsity Basketball Coach, Girls – PHS; Tyrell Jenkins – Head Varsity Basketball Coach, Boys – PHS; Peter Costello – Head JV Basketball Coach – LBHS; Mike Bonillas – Head Basketball Coach, 8th Grade boys – CJHS; Michael Singh – Asst. Wrestling Coach – PHS; Brian Lockett – Head Basketball Coach, 7th Grade Boys – CJHS; Kevin Coleman – Head Varsity Basketball Coach, Boys – LBHS; Laurence Mitchell – Head JV Basketball Coach, Boys – PHS; Paul Sevier – Head Varsity Soccer Coach, Boys – LBHS; Carla Flores – Asst. Basketball Coach, JHS, 8th Grade Girls – LBJHS; Shirley Brand – Winter Guard, JHS – CJHS; Lerissa Mendoza - Head Wrestling Coach, 7th Grade – LBJHS; Lerissa Mendoza – Asst. Wrestling Coach, HS – LBHS; Kelly Todd – Head Basketball Coach, 8th Grade Girls – CJHS; Darryl Barger – Head Basketball Coach, JHS, 8th Grade Boys – LBJHS; Darryl Barger – Head Basketball Coach, JHS, 7th Grade Boys – LBJHS; Danette Brizzee – Asst. Basketball Coach, 7th Grade Girls – CJHS; Bernardo Vera Trevino – Asst. Soccer Coach, JHS Girls- CJHS; Gonzalo Rodriguez – Head JV Basketball Coach, Boys – LBHS; Cynthia Hernandez – Head Varsity Soccer Coach, Girls – LBHS; Esteban Mendoza – Asst. Wrestling Coach, HS – LBHS; Esteban Mendoza – Head Wrestling Coach, 8th Grade – LBJHS; Louis Martinez Jr – Asst. Wrestling Coach – PHS; Michael Maiorino – Asst. Wrestling Coach – PHS

Classified Report: New Hires: Arambula, Lilyan – FS, Child Nutrition Worker (1.5 Hrs), Calderon Abrego, Yesenia – LEAP, Paraprofessional (4.5 Hrs), Camarillo, Francisco – CJHS, Custodian (8.0 Hrs), Carmo Barrera, Yolanda – LEAP, Paraprofessional (4.5 Hrs), Lerma, Rachel – LBE, Paraprofessional (4.5 Hrs), Ruiz, Rebecca – CE, Paraprofessional (4.0 Hrs), Wills, Terry – LEAP, Paraprofessional (4.5 Hrs). Appointments: Bowling, Sara – FS, Child Nutrition Worker (2.0 Hrs). Promotional: None. Retired: None. Termination: None. Resigned: None. Leave of Absence: None.

The monthly Fiscal Report was submitted for Board information.

Monthly Fiscal Report

Trustees approved the donation from Dollar General in the amount of \$5,000 to Westside Union Elementary for their Literacy Program

Donations

Trustees approved the following agreements/proposals: Agreement, Super COOP, to manage commodity monies; Agreement, Presence Learning, for Speech Language Services; Agreement, Sherman Garnett & Associates for 504 Training; Agreement, Foundation for California Community Colleges for College Next college and career planning platform.

Agreements/ Contracts

Trustees approved the following overnight/out-of-state travel: LBHS Seniors Grad Night June 2-3, 2020 Disneyland, Anaheim CA; PHS Skills USA students and advisor, March 23-25, 2020 Workshop, Disneyland, Anaheim CA; LBHS Varsity Boys' Wrestling: Dec. 27-28, 2019; The Bash, Santa Maria: Jan. 31, 2020; Sac-Joaquin Section Div. IV Dual Team Championship, Stockton: Feb.20-21, 2020: Sac-Joaquin Sections Masters, Stockton Feb. 26-28, 2020: CIF State Championship, Bakersfield; LBHS Varsity Girl's Wrestling Feb. 20-21, 2020: Sac-Joaquin Girls Masters, Stockton, CA, Feb. 26-28, 2020: Girls CIF State Wrestling Championships: Bakersfield.

Out of
State/Overnight
Travel

Trustees approved the removal and disposal of obsolete electronic equipment.

Obsolete
Equipment
Disposal

Trustees approved the warrants for payment.

Warrants

On motion by Member Benton seconded by Member Martinez, Trustees expelled students #9373779371, #9157496591, and #3192015947 for the remainder of the 2019-20 School Year. Pupils shall report to Valley Community School or any school of the parents' choice outside of Los Banos Unified School District, which meets the requirements of the Education Code of the State of California. Ayes: Benton, Castro, Martinez, Parreira, Rodriguez, Smith; Noes: 0; Absent: Munoz, Motion carried.

Reporting of
Closed Session

There were no future agenda items or discussion.

Future Agenda/
Discussion Item

The meeting was adjourned by Mr. Parreira at 8:53 P.M

Adjournment

SECRETARY

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

Tammie Calzadillas Ed.D, Assistant Superintendent

REPORT OF CERTIFICATED EMPLOYMENT
FOR BOARD APPROVAL – December 12, 2019

APPOINTMENT:

Barcellos, Alexis – Life Science Teacher, Creekside Junior High – effective 10/9/2019
Shepard, Rachel – Counselor, Pacheco High School – effective 11/15/2019
Ondarza, Yalle – Student Advocate, Pacheco High School – effective 11/12/2019

ABANDONED POSITION

Cisneros Martinez, Claudia - Counselor, Pacheco High School

RESIGNED

None

EXTRA DUTY

APPOINTMENTS:

Marsha Lino – Head JV Soccer Coach, Girls – PHS; C J Brand – Winter Percussion, JHS – CJHS; Isaac Samaniego – Head FROSH Basketball Coach, Boys – LBHS; Isaac Samaniego – Head JV Volleyball Coach, Boys – LBHS; Doug Fuentes – Asst. Basketball Coach, JHS, 8th Grade Boys – LBJHS; James Mitchell – Head Varsity Soccer Coach, Girls – PHS; Martin Salvatier – Head JV Soccer Coach, Boys – LBHS; Christopher Witt – Head JV Basketball Coach – PHS; Manual J. Garcia – Head Soccer Coach, JHS Girls – LBJHS

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

**REPORT OF CLASSIFIED EMPLOYMENT
FOR BOARD APPROVAL – December 12, 2019**

Tammie Calzadillas Ed.D., Assistant Superintendent

New Hires:

Loretto, Nancy – FS, Child Nutrition Worker (1.5 Hrs)

Appointments:

Bondi, Twila – FS, Child Nutrition Worker (1.0 Hr)
Garcia, Yamira – FS, Child Nutrition Worker (1.0 Hr)
Mentz, Maria – FS, Child Nutrition Worker (1.0 Hr)
Nunes Ballez, Diane – FS, Child Nutrition Worker (1.0 Hr)
Rivas, Alicia – FS, Child Nutrition Worker (1.0 Hr)
Rueckheim, Lisa – FS, Child Nutrition Worker (1.0 Hr)

Promotional:

Retired:

Martinez, Maria – MSE, Paraprofessional – Effective 1/1/2020

Termination:

Resigned:

Leave of Absence:

Board Reference Material

SUBJECT TITLE: **Monthly Fiscal Report**

REQUESTED ACTION: None—report only

 Action _____

 Discussion/Information ___X___

RECOMMENDATION:

The attached reports are provided for informational purposes only.

BACKGROUND INFORMATION:

- Board Financial Summary Report, General Fund
- Enrollment Graphs
- Developer Fee Collection Report (summary only)

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

N/A

ORIGINATOR: Alejandra Garibay, Director Fiscal Services
December 12, 2019

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
	REVENUE LIMIT SOURCES :	119,890,095.00	1,718,026.00-	118,172,069.00	38,988,804.98	79,183,264.02	32.99
	FEDERAL REVENUES :	6,717,409.00	4,174,852.00	10,892,261.00	3,679,711.33	7,212,549.67	33.78
	OTHER STATE REVENUES :	11,795,891.00	343,720.00	12,139,611.00	2,350,926.53	9,788,684.47	19.36
	OTHER LOCAL REVENUES :	807,027.00	75,419.00	882,446.00	759,533.78	122,912.22	86.07
	* TOTAL YEAR TO DATE REVENUES	* 139,210,422.00 *	* 2,875,965.00 *	* 142,086,387.00 *	* 45,778,976.62 *	* 96,307,410.38 *	32.21

EXPENDITURE DETAIL

	CERTIFICATED SALARIES :	56,722,733.00	1,606,600.00-	55,116,133.00	22,359,926.51	32,756,206.49	40.56
	CLASSIFIED SALARIES :	20,272,185.00	11,436.00	20,283,621.00	8,219,167.96	12,064,453.04	40.52
	EMPLOYEE BENEFITS :	41,095,493.00	425,043.00-	40,670,450.00	14,078,832.02	26,591,617.98	34.61
	BOOKS AND SUPPLIES :	11,422,835.00	5,504,709.00	16,927,544.00	5,062,156.81	11,865,387.19	29.90
	SERVICES, OTHER OPER. EXPENSE :	9,110,978.00	1,689,599.00	10,800,577.00	3,841,502.63	6,959,074.37	35.56
	CAPITAL OUTLAY :	1,058,000.00	241,492.00	1,299,492.00	350,818.99	948,673.01	26.99
	OTHER OUTGOING :	1,730,000.00	293,642.00	2,023,642.00	971,070.67	1,052,571.33	47.98
	DIRECT SUPPORT/INDIRECT COSTS :	316,197.00-	31,809.00-	348,006.00-	691.99-	347,314.01-	0.19
	PRIOR YEAR EXPENDITURE :	757,744.00	223,000.00	980,744.00	384,729.29	596,014.71	39.22
	* TOTAL YEAR TO DATE EXPENDITURES	* 141,853,771.00 *	* 5,900,426.00 *	* 147,754,197.00 *	* 55,267,512.89 *	* 92,486,684.11 *	37.40

OTHER FINANCING SOURCES (USES)

	INTERFUND TRANSFERS - OUT :	80,000.00-		80,000.00-	.00	80,000.00-	0.00
	CONTRIB.- RESTRICTED PROGRAMS :	.00		.00	.00	.00	NO BDDT
	* TOTAL YEAR TO DATE OTHER FINANCING	* 80,000.00-	* .00 *	* 80,000.00-	* .00 *	* 80,000.00-	0.00

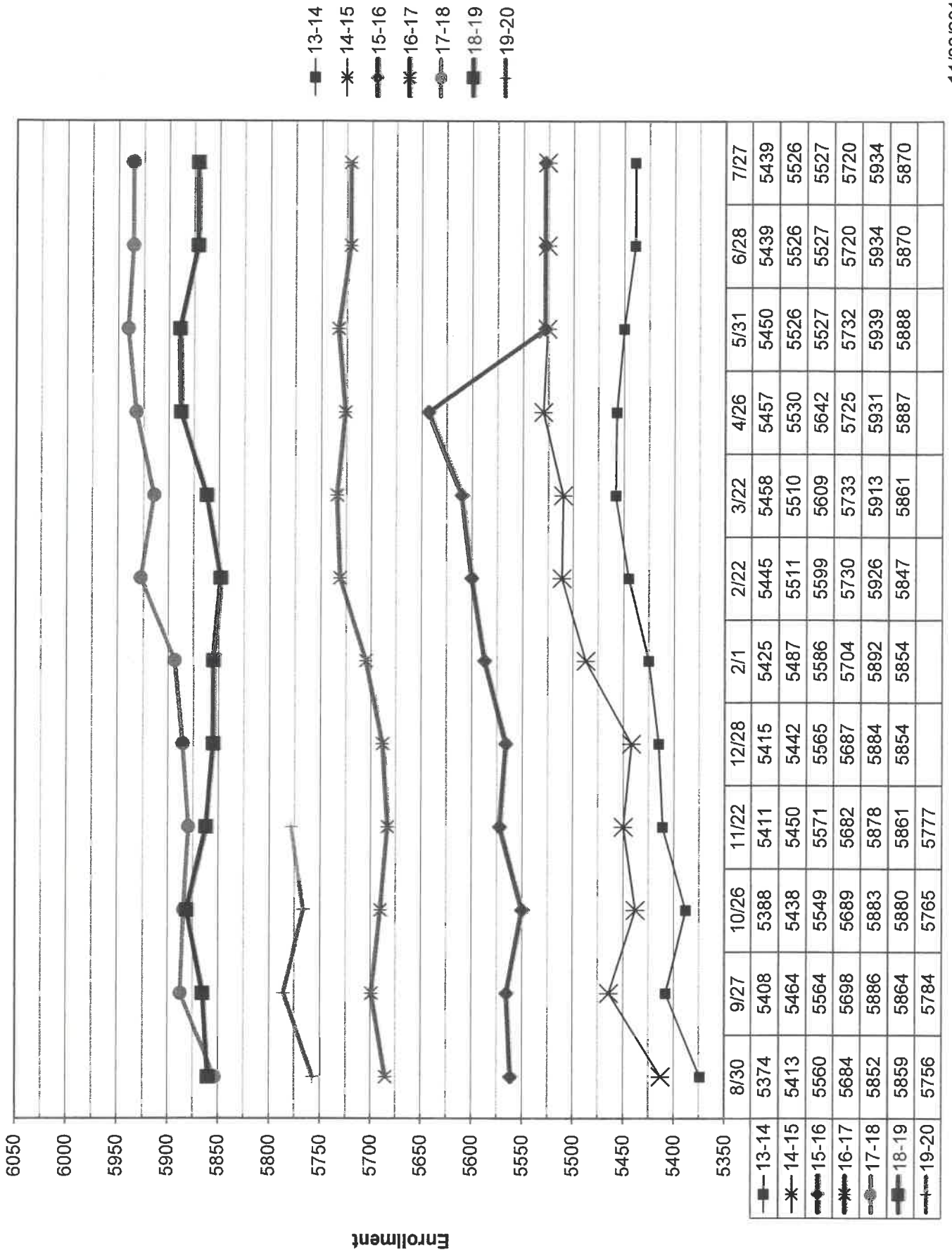
OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
9110	CASH IN COUNTY TREASURY	23,588,752.24	11,007,407.62-	12,581,344.62
9130	REVOLVING CASH ACCOUNT	25,200.00	.00	25,200.00
9135	CASH W/ FISCAL AGENT		109.11-	109.11-
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	7,170,254.44	5,366,948.28-	1,803,306.16
9310	DUE FROM OTHER FUNDS	348,972.89	360,620.75-	11,647.86-
9319	DUE FROM OTHER FUNDS - SET UP		500,000.00	500,000.00
9340	OTHER CURRENT ASSETS	2,250.00	2,250.00-	.00
9510	ACCOUNTS PAYABLE CURRENT LIAB	4,400,888.78-	2,685,453.97	1,715,434.81-
9512	PERs PASS THROUGH		147.91-	147.91-
9522	STRS REF EXCESS CONTRIBUTION	1,223.96-	565.90-	1,789.86-
9523	RET 1/3701.2		198,074.67-	198,074.67-
9550	USE TAX LIABILITY	36,150.74-	11,174.58	24,976.16-
9553	REPAY		4,829.99	4,829.99
9554	INSURANCE		161,870.85	161,870.85
9556	MISC DISTRICT VOL-DRDS (1)		16,823.75-	16,823.75-
9557	Refunds of PERs, STRs, SS, MED		662.92-	662.92-
9563	STRs TAX DEFERRED REPAYMENT		937.92	937.92
9564	RETIREE LIABILITY	.01-	66.75-	.00
9567	INSURANCE MISCELLANEOUS	66.75	66.75-	.00
9610	DUE TO OTHER FUNDS	68,632.82-	107,467.62-	107,467.62-
9650	UNEARNED (DEFERRED) REVENUE	4,139,708.87-	68,632.82	.00
			4,139,708.87	.00
* NET YEAR TO DATE FUND BALANCE		22,488,891.14 *	9,488,536.27-*	13,000,354.87 *

FUND RECONCILIATION

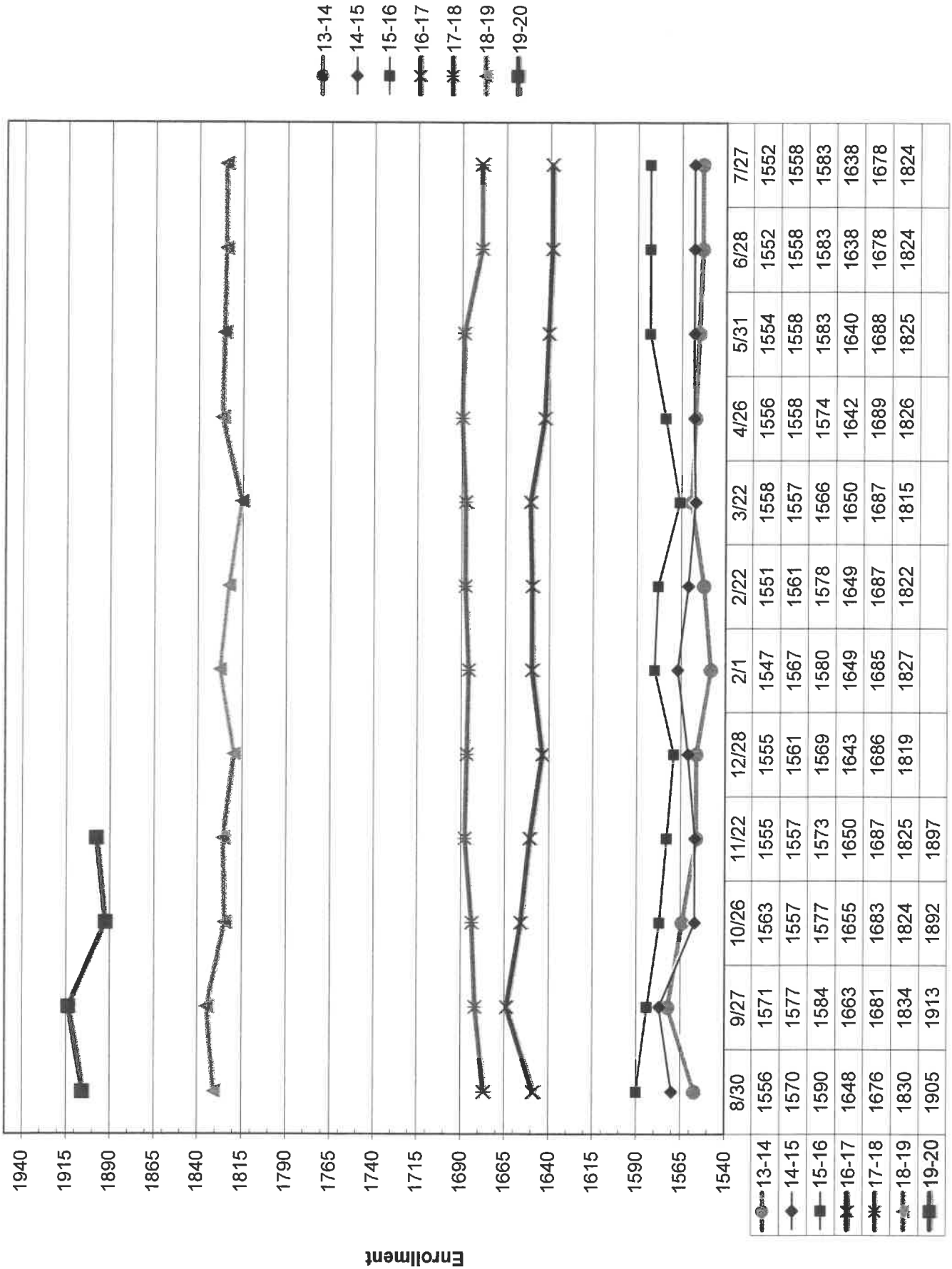
* EXCESS REVENUES/(EXPENDITURES)	22,488,891.14 *	9,488,536.27-*	13,000,354.87 *
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OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	139,210,422.00	2,875,965.00	142,086,387.00	45,778,976.62	96,307,410.38	32.21
B.	EXPENDITURES	141,853,771.00	5,900,426.00	147,754,197.00	55,267,512.89	92,486,684.11	37.40
C.	EXCESS REVENUES (EXPENDITURES)	2,643,349.00-	3,024,461.00-	5,667,810.00-	9,488,536.27-	3,820,726.27	167.41
D.	OTHER FINANCING SOURCES (USES)	80,000.00-	.00	80,000.00-	.00	80,000.00-	0.00
E.	NET CHANGE IN FUND BALANCE	2,723,349.00-	3,024,461.00-	5,747,810.00-	9,488,536.27-	3,740,726.27	165.08
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	.00	.00	.00	.00	.00	NO BDGT
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	.00	.00	.00	.00	.00	NO BDGT
G.	ENDING BALANCE	2,723,349.00-	3,024,461.00-	5,747,810.00-	9,488,536.27-	3,740,726.27	165.08

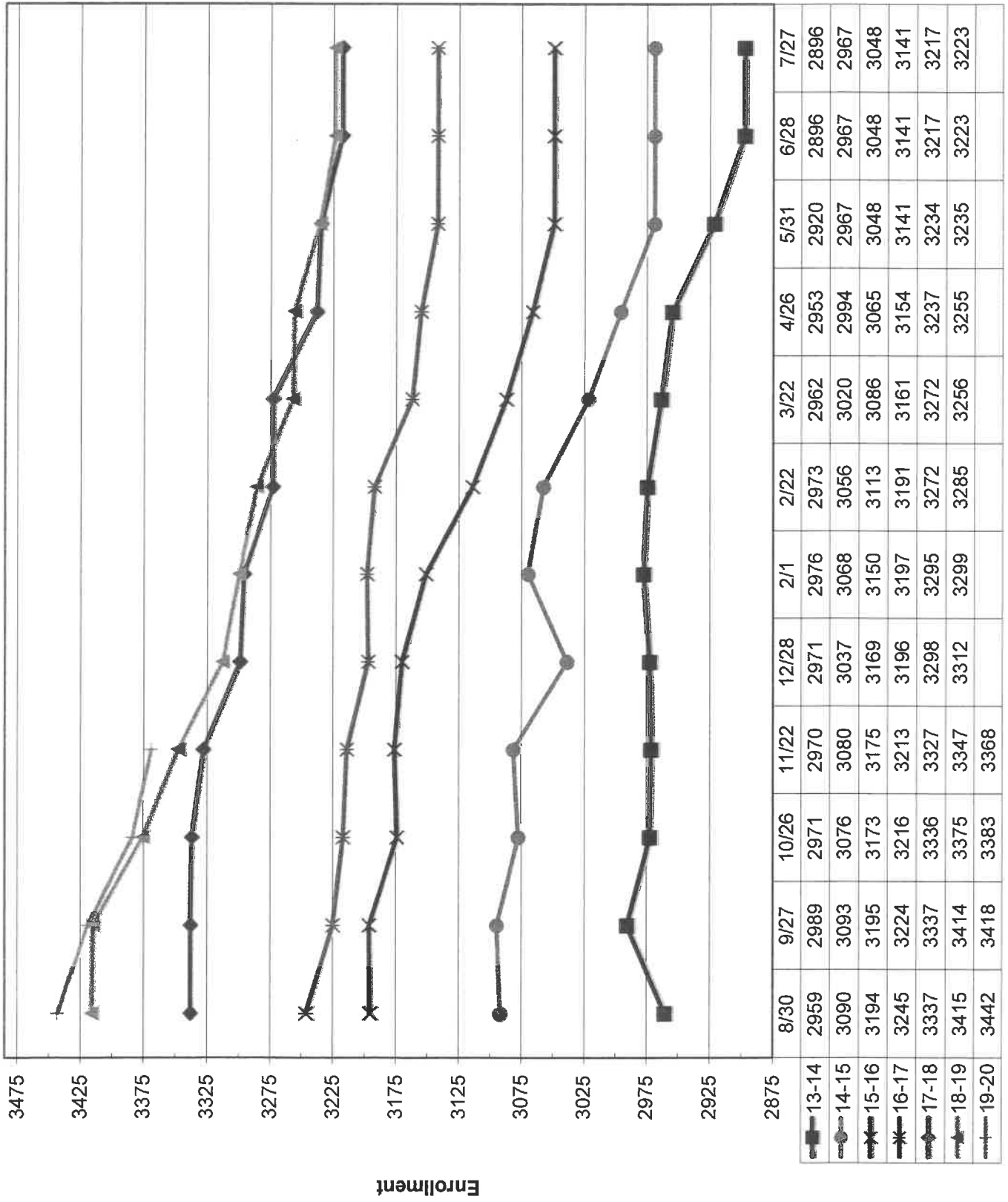
K-6 Enrollment (including SDC) by Month



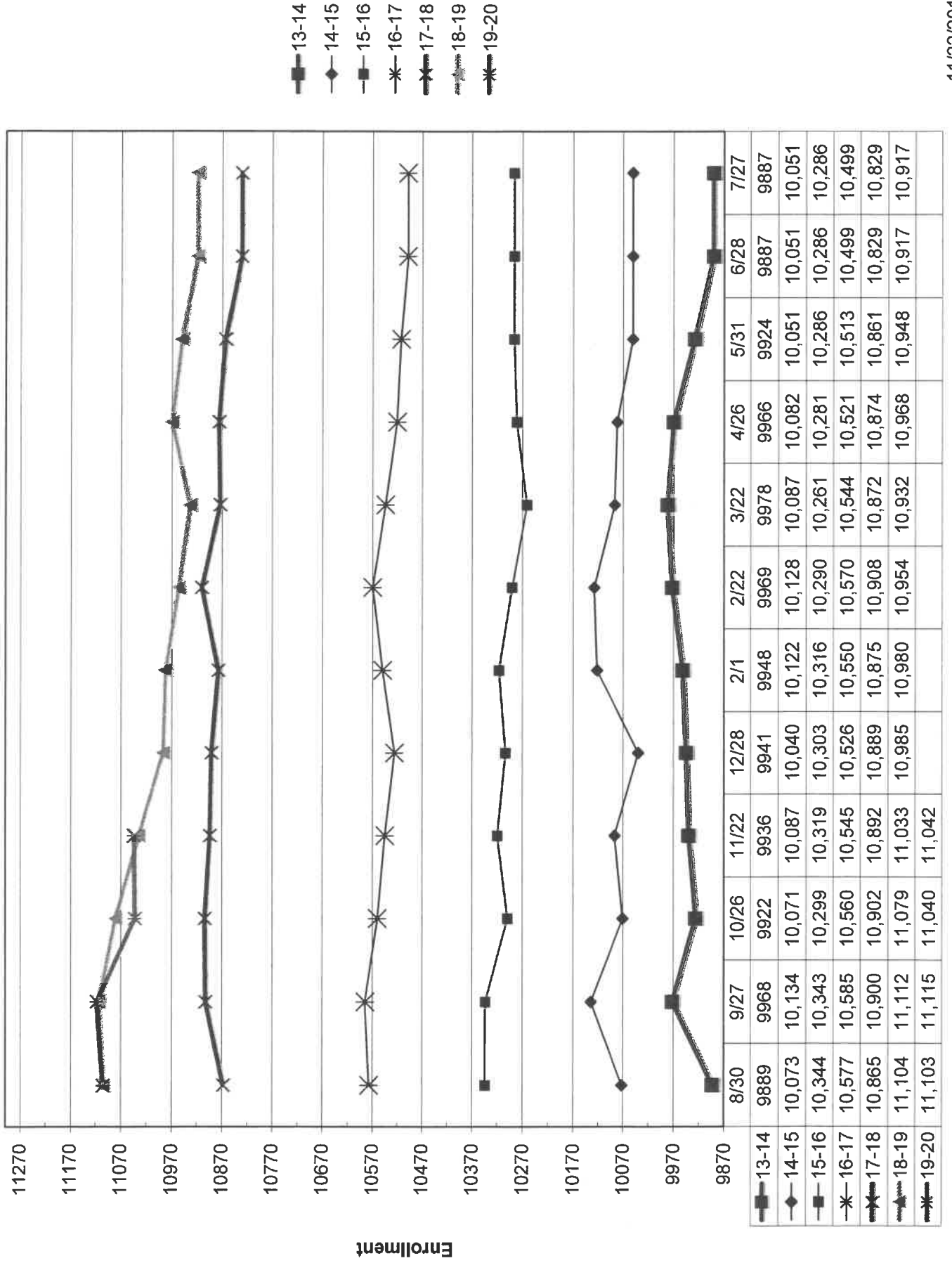
7-8 Enrollment (including SDC)



9-12 Enrollment (including SDC)



K-12 Enrollment (including SDC) by Month



Los Banos Unified School District
2019-2020 Developer Fees

	2015-16	Monthly %	Cumulative %	2016-17	Monthly-%	Cumulative %	2017-18	Monthly %	Cumulative %	2018-19	Monthly-%	Cumulative %	2019-20	Monthly %	Cumulative %
JUL	\$109,941.25	7.48%	7.48%	\$5,731.20	0.25%	0.25%	\$274,657.79	8.01%	8.01%	\$309,617.57	12.98%	12.98%	\$86,944.18	5.65%	5.65%
AUG	\$105,310.08	7.17%	14.65%	\$26,649.18	1.16%	1.41%	\$208,796.85	6.09%	14.10%	\$281,495.00	11.80%	24.78%	\$283,834.35	18.46%	24.11%
SEP	\$37,320.27	2.54%	17.19%	\$47,479.74	2.07%	3.48%	\$275,404.32	8.03%	22.13%	\$102,499.83	4.30%	29.08%	\$256,596.00	16.69%	40.80%
OCT	\$19,825.11	1.35%	18.54%	\$51,686.41	2.25%	5.74%	\$218,715.47	6.38%	28.50%	\$89,323.29	3.74%	32.82%	\$231,462.65	15.05%	55.85%
NOV	\$28,945.89	1.97%	20.51%	\$186,628.12	8.14%	13.88%	\$197,943.82	5.77%	34.28%	\$269,092.36	11.28%	44.10%	\$678,864.73	44.15%	100.00%
DEC	\$82,174.85	5.59%	26.11%	\$60,503.79	2.64%	16.51%	\$217,111.35	6.33%	40.61%	\$191,497.49	8.03%	52.13%		0.00%	100.00%
JAN		0.00%	26.11%	\$365,848.48	15.95%	32.47%	\$635,341.43	18.53%	59.13%	\$132,937.61	5.57%	57.70%		0.00%	100.00%
FEB	\$61,428.06	4.18%	30.29%	\$273,114.28	11.91%	44.38%	\$247,502.17	7.22%	66.35%	\$176,908.67	7.42%	65.12%		0.00%	100.00%
MAR	\$111,836.09	7.61%	37.90%	\$165,196.51	7.20%	51.58%	\$66,820.53	1.95%	68.30%	\$155,010.10	6.50%	71.62%		0.00%	100.00%
APR	\$304,266.24	20.71%	58.61%	\$145,515.82	6.35%	57.93%	\$278,641.73	8.12%	76.42%	\$62,214.54	2.61%	74.22%		0.00%	100.00%
MAY	\$436,037.69	29.68%	88.29%	\$787,362.62	34.34%	92.27%	\$549,872.46	16.03%	92.45%	\$447,335.16	18.75%	92.98%		0.00%	100.00%
JUN	\$171,996.03	11.71%	100.00%	\$177,319.04	7.73%	100.00%	\$258,832.61	7.55%	100.00%	\$167,523.95	7.02%	100.00%		0.00%	100.00%
TOTAL	\$1,469,081.56	100.00%	100.00%	\$2,293,035.19	100.00%	100.00%	\$3,429,640.56	100.00%	100.00%	\$2,385,455.57	100.00%	100.00%	\$1,537,701.91	100.00%	100.00%

Board Reference Material

SUBJECT TITLE: Berkshire Hathaway Home Services Community Donation

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the request to accept the donations made by Berkshire Hathaway Real Estate to Henry Miller Elementary School for the amount of \$3,500.00 to use towards our school wide family outreach by providing 75 holiday meal kits to needy families within our school community.

BACKGROUND INFORMATION:

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

N/A

ORIGINATOR: Jason Waltman, Principal, Henry Miller Elementary School
Date: December 12, 2019



Los Banos Unified School District

1717 South Eleventh Street
Los Banos, California 93635-4800
Telephone (209) 826-3801 Fax (209) 826-6810
www.losbanosusd.org

DONATION ACCEPTANCE FORM

Name of Donor: Berkshire Hathaway Home Services

Address: 931 E Pacheco Blvd City: Los Banos Zip: 93635

Phone: 209.826.8271

Type of Donation:

Monetary Donation \$ \$3,500.00

In-Kind Donation (other than monetary)

Description of Donation: Berkshire Hathaway Home Services are making a community donation to Henry Miller Elementary School so that we may purchase 75 Christmas Dinner Kits to distribute to needy families within our school community.

Donor's estimate of approximate present value \$ \$3,500.00

Intended use of donation: To purchase 75 Christmas Dinner Kits from our local Save Mart to distribute to needy families within our school community

Comments: _____

Jays Henry
Signature of Donor

Date donation was approved by the Board: _____

Board of Trustees

Mr. Anthony Parreira, *President* Mrs Marget Benton, *Vice President* Ms. Marlene Smith, *Clerk*
Mr. Luis Catto Mr. Ray Martinez Mr. Gary Munoz Ms. Anahi Rodriguez

Administration

Mark E. Marshall, Ed.D. *Superintendent*
Tammie Calzadillas, Ed. D., *Assistant Superintendent, Human Resources*
Amer Iqbal, *Assistant Superintendent, Administrative Services*
Paula Mastrangelo, *Assistant Superintendent, Elementary Education*
C. Sean Richey, Ed.D., *Chief Academic Officer*

Board Reference Material

SUBJECT TITLE: Agreement: Mangini for Shade Structure at CJHS

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the agreement with Mangini, architect, for the new shade structure at Creekside Junior High School.

BACKGROUND INFORMATION:

The Project includes design and construction administration services for a shade structure at Creekside Junior High School. Mangini has been selected by a competitive process that will allow the District to potentially capture State matching funds for the Project.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

\$15,000 from School Facilities Fund 35.

ORIGINATOR: Amer Iqbal, Assistant Superintendent-Administrative Services

Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: Agreement: Mangini for Shade Structure at LFE

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the agreement with Mangini, architect, for the new shade structure at Lorena Falasco Elementary School.

BACKGROUND INFORMATION:

The Project includes design and construction administration services for a shade structure at Lorena Falasco Elementary School. Mangini has been selected by a competitive process that will allow the District to potentially capture State matching funds for the Project.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

\$9,000 from School Facilities Fund 35.

ORIGINATOR: Amer Iqbal, Assistant Superintendent-Administrative Services

Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: Agreement: Mangini for New Classroom Wing at PHS

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the agreement with Mangini, architect, for the New Classroom wing at Pacheco High School.

BACKGROUND INFORMATION:

The Project includes design and construction administration services for a new classroom wing at Pacheco High School. Mangini has been selected by a competitive process that will allow the District to potentially capture State matching funds for the Project.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

\$465,000 from School Facilities Fund 35.

ORIGINATOR: Amer Iqbal, Assistant Superintendent-Administrative Services

Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: Agreement, Boys and Girls Club of Merced County

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the Memorandum of Understanding (MOU) between the Boys and Girls Club of Merced County and Los Banos Unified School District to provide an Afterschool program for Creekside Junior High. The purpose of this MOU is to enrich the lives of students at Creekside Junior High that are eligible for services by supporting programs that discourage risky behaviors while encouraging healthy lifestyles.

BACKGROUND INFORMATION:

The Mission of the Boys and Girls Club is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. The vision is to provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity, and does not support a specific Board Goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

There is no cost to the District.

ORIGINATOR: Mark Marshall, Superintendent

Date: December 12, 2019



Memorandum of Understanding

Memorandum of Understanding between Los Banos Unified School District and the Boys and Girls Club of Merced County.

Purpose:

This Memorandum of Understanding, by and between Los Banos Unified School District ("District") and Boys & Girls Clubs of Merced County (the "Club"), will serve to document the agreement of such parties on the principal terms of a partnership to be executed by both parties. The intent of this memorandum is to establish a formal working relationship and sets forth the respective partnership and responsibilities for the District and Club which will govern this particular partnership. The purpose of this partnership is to provide the Boys & Girls Clubs of Merced County after school enrichment program at Creekside Junior High School. Based upon each individual program criteria the parties of this Memorandum of Understanding agree:

The Club shall:

- 1) Provide Boys & Girls Club personnel, curriculum and materials to run enrichment programming for the District's Project Success after school program;
- 2) Set policies for staff and programs;
- 3) Furnish, at the Clubs expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this agreement. The Club's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession;
- 4) Meet regularly with appropriate school staff to exchange relevant information related to student progress, events and goals of the program;
- 5) Oversee daily operations of activities and programs related to the Club's enrichment programs;
- 6) Keep all student data confidential. The Club shall require signed Parent Consent forms, notifying families of the data that is collected.

The District shall:

- 1) Provide appropriate, dedicated space for implementation of Club enrichment programming;
- 2) Collaborate with the Club to create a world-class program experience for students;
- 3) Support building relationships with school principals and staff;
- 4) Assign a point of contact to serve as liaison to the Club;
- 5) Require written approval of any marketing efforts relating to the Club's programs prior to publicizing any documentation.

Memorandum of Understanding Continued

(page2)

Financial Cost:

There is no cost to this MOU.

Locations:

Services will be performed at the District school listed below:
Creekside Junior High 1401 Prairie Springs Dr. Los Banos, CA 93635

Dates and Times:

Services will be performed on the following dates and times:
District school days (or days Project Success is in operation) starting from the end of the school day, until 6PM LST.

Assurances of the Club:

The Club hereby provides assurance of compliance with laws applicable to public agencies regarding conflicts of interest, health and safety, and contract requirements. In accordance with Education Code section 47604.3, the Club will assist the District with requests for information from the Merced County Department of Education as required by law.

The Club and its employees/agents who perform under this MOU and are in contact with children will be required to comply with the District's background check and TB test/screening policy. The Club's employees/agents must meet satisfactory clearance of a criminal records check with the DOJ and fingerprinting prior to engaging in work services provided to the program or related to the MOU.

Notice:

All notices or demands to be given under this MOU by either Party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in an U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section.

At the date of this MOU, the addresses of the parties are as follows:

The Club:

Boys & Girls Clubs of Merced County
615 W 15th Street, Merced, CA 95340

District:

Los Banos Unified School District
1717 So. 11th Street, Los Banos, CA 93635

Memorandum of Understanding Continued

(page3)

Insurance:

Each party acknowledges and agrees to maintain in full force and effect during the Term, commercial general liability insurance, or equivalent self-insurance, with limits of not less than \$2,000,000.00 single limit coverage per occurrence for bodily injury, personal injury and property damage and \$2,000,000.00 aggregate coverage. The Club shall maintain in full force and effect during the Term Sexual Abuse and Molestation Insurance in an amount not less than \$2,000,000 per occurrence. The Club shall furnish the District with certificates and endorsements affecting coverage required by the agreement/contract. The endorsements are to be signed by the person authorized by the Insurer to bind coverage on its behalf.

All endorsements are to be received and approved by the District and the Club before work commences. However, failure to do so shall not operate as a waiver of these insurance requirements. The Club hereby grants to the District a waiver of any right to subrogation which any insurer of said Club may acquire against the District by virtue of the payment of any loss under such insurance. Provider agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

Duration, Termination and Modification:

The term of this agreement shall begin January 13, 2020 through June 30, 2020. This Agreement is subject to termination by either party upon a 30-day written notice. If modifications are necessary to complete this agreement, they will be added to this MOU by written mutual consent of all parties involved.

The Parties agree that this Agreement has been mutually drafted and authored by all the Parties and that it shall not be construed against any one Party.

Los Banos Unified School District, Mark Marshall, Superintendent

(Signature) _____ (Date) _____

Boys and Girls Club Merced County:, Virginia Hayward, Chief Executive Officer

(Signature) Virginia Hayward (Date) November 27, 2019

Board Reference Material

SUBJECT TITLE: CADA Conference

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve Pacheco High School Athletic Director, Teacher and Account Technician traveling to the California Association of Directors of Activities (CADA) conference on 3/4-3/7, 2020, in Reno, Nevada.

BACKGROUND INFORMATION:

This leadership experience is supported by the Common Core State Standards which are designed to prepare students for success in college and the workplace. The convention will focus on several aspects of school which include improving the culture and climate by infusing leadership philosophies that are aligned with the elements of the Local Control Accountability Program (LCAP). Curriculum is designed to include the entire educational team: Administrators, Activities Directors, Athletic Directors, Class Advisors, Teachers, Finance Clerks, Counselors and support staff.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity supports LBUSD Board Goal

#3 - Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Conference fees, lodging, and transportation for this activity will be covered by PHS and LBHS site conference funds.

ORIGINATOR: Daniel Sutton, Principal Pacheco High School

Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: **Student Overnight Travel**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve overnight travel for the following events:

- Jan 26-27 Made for Excellence/Advanced Leadership Academy: Monterey, CA
- Feb 13-14 Chico Field Day: Chico, CA
- March 27-28 Gridley Field Day: Gridley, CA
- April 23-26 State FFA Conference: Anaheim, CA
- May 1-2 Cal Poly State Finals: San Luis Obispo, CA
- June 17-19 Officer Retreat: Shaver Lake, CA

BACKGROUND INFORMATION:

Students will be attending various events associated with the State FFA Association. These events include conferences, contests and retreats. All events will be chaperoned by FFA advisors and may include chaperones from Los Banos FFA Advisors depending on the teacher/student gender ratio.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

This trip will not have a financial impact on the District; the Pacheco High School FFA student body will be responsible for all costs associate with the trip.

ORIGINATOR: Daniel Sutton

Date: 12/12/19

Board Reference Material

SUBJECT TITLE: Student Overnight Travel

REQUESTED ACTION:

Action X Discussion/Information_____

RECOMMENDATION:

It is recommended the Board approve travel for the Los Banos High School Varsity Boys' Tennis Team to attend a tennis tournament in Clovis, CA for March 6 – 7, 2020.

BACKGROUND INFORMATION:

The tournament is called California High School Boys' Tennis Classic. There are over 100 schools participating in this event. It is the biggest high school tournament in the country. This tournament will prepare us for the season and post season. The level of competition will greatly improve the boys' preparation for the season.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not support a specific Board goal. All student overnight travel requires prior Board approval.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

10-12 players would attend.

1 Coach

1 Parent Driver

Entry Fee \$300.00

Lodging \$300.00

All costs would be paid out of the Boys' Tennis account.

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: Crossroads Alternative Education Center Building Exemption

REQUESTED ACTION:

Action X

Discussion/Information

RECOMMENDATION:

It is recommended that the board approve the Exemption request to the State Allocation Board.

BACKGROUND INFORMATION:

The State Allocation Boards allows districts to operate independent study in a leased facility that meets or exceeds local building, health, and safety standards. This is a renewal of the waiver previously approved by the board in December, 2018.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Exercising fiscal responsibility and providing adequate school facilities are consistent with the Los Banos Unified School District Board Goals 4 and 7.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None; moving Crossroads onto district property is not currently possible due to lack of open classrooms at each secondary site.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Crossroads is currently under lease, at 265 Mercey Springs Rd., Suites C and D, for \$3044.00 per month (\$36,528 per year) for both suites and Ste. A, for \$1655 per month (\$19,860.00 per year). This totals \$56,388.00 for the three suites.

ORIGINATOR: Barbara Severns, principal, Crossroads Alternative Education Center
Date: December 12, 2019

Board Reference Material

SUBJECT TITLE: **Mandated Policy Changes/Updates-Second Reading**

REQUESTED ACTION: Adopt

 Action X

 Discussion/Information _____

RECOMMENDATION:

It is recommended the Board adopt the following mandated updates:

- | | |
|---------|--|
| BP0460 | Local Control and Accountability Plan: Philosophy, Goals
Objectives and Comprehensive Plans |
| BP1112 | Media Relations; Community Relations |
| BP5123 | Promotion Acceleration Retention; Students |
| BP5136 | Gangs; Students |
| BP6179 | Child Care and Development Programs; Instruction |
| BB 9320 | Meetings and Notices; Board Bylaws |

BACKGROUND INFORMATION:

These Board Policies, Administrative Regulations and have been updated to meet current legal and state mandated requirements. The changes are mandated by law and the District must take action to update these policies.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity is operational in nature, and does support a specific Board Goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

Mandated policies must be acted upon; optional policies are recommended, but are adopted at the discretion of the Board.

SPECIFIC FINANCIAL IMPACT:

None.

ORIGINATOR: Mark Marshall Ed. D., Superintendent

DATE: December 12, 2019

Los Banos USD

Board Policy

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A ~~community-based~~, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions **which are aligned with the district budget** and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0415 - Equity)

The Board shall adopt a districtwide local control and accountability plan (LCAP), ~~following~~ **based on** the template ~~provided in 5 CCR 15497.5~~, **adopted by the State Board of Education (SBE)**, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060; **52064**; ~~5 CCR 15494-15497.5~~)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" ~~and other~~ **or are part of any numerically significant student subgroup that is at risk of or is underperforming students.**

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth ~~and are counted only once~~ **as defined in Education Code 42238.01** for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the **single school** plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)

(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include ~~at least one~~ parent/guardian **S** of an unduplicated student **S** as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners: **to review and comment on the LCAP.** (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. **(Education Code 52062)**

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, **the district budget, and the budget overview for parents/guardians**, the Board shall file the LCAP, **the budget, and the budget overview** with the County Superintendent of Schools. (Education Code 42127, **52064.1, 52070**)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by ~~him/her~~ **the Superintendent** and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance ~~based on evaluation rubrics adopted by the State Board of Education pursuant to Education Code 52064.5.~~ **reported on the California School Dashboard.** Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

~~When it is in the best interest of the district,~~ **At its discretion,** the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of ~~ying~~ district strengths and weaknesses in regard to state priorities ~~and which includes the review of effective, evidence-based programs that apply to the district's goals~~ **performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.**

2. Assistance from an academic, **programmatic, or fiscal** expert, ~~or team of academic experts, or another district in the county~~ in identifying and implementing effective programs ~~and practices that are designed to improve the outcomes for student subgroups~~ **performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.**

~~3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074~~

In the event that the County Superintendent requires the district to receive technical assistance pursuant to ~~Education Code 52071~~, **based on one or more numerically significant student subgroups meeting the criteria established pursuant Education Code 52064.5**, the Board shall ~~review all recommendations received from work with the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.~~ **another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)**

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

~~If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072~~, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: **(Education Code 52072)**

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

33430-33436 Learning Communities for School Success Program; grants for LCAP implementation

41020 Audits

41320-41322 Emergency apportionments

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 ~~Academic Performance Index~~; Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning pilot program

54692 Partnership academies

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission

~~60811.3 Assessment of language development~~

64001 ~~Single School~~ plan for student achievement

99300-99301 Early Assessment Program

WELFARE AND INSTITUTIONS CODE

300 Dependent child of the court

CODE OF REGULATIONS, TITLE 5

15494-15497.5 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

The California School Dashboard and Small Districts, October 2018

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

~~Every Student Succeeds Act – Update #6, January 18, 2017~~

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

Family Engagement Framework: A Tool for California School Districts, 2014

California Career Technical Education Model Curriculum Standards, 2013

California Common Core State Standards: English Language Arts and Literacy in

History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: October 12, 2017 Los Banos, California

revised: November 14, 2019

Los Banos USD

Board Policy

Media Relations

BP 1112

Community Relations

The Governing Board ~~recognizes that the media significantly influences~~ **respects** the public's ~~understanding of school issues and can greatly assist the district in communicating with the community about school needs.~~

~~The Board respects the public's right to information and recognizes that the media has a legitimate interest in the schools and a responsibility to provide the community with news.~~

~~The Superintendent or designee shall coordinate the release of information concerning the district and the actions of the Board.~~ **desire for and right to information and recognizes that the media significantly influence the community's understanding of school programs, student achievement, and school safety. In order to develop and maintain positive media relations, the Board and Superintendent shall reasonably accommodate media requests for information and provide accurate, reliable, and timely information.**

In conjunction with the Superintendent or designee, the Board shall periodically establish priorities and key messages for proactively communicating with the media regarding current district issues, activities, or needs.

- (cf. 0400 - Comprehensive Plans)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 0510 - School Accountability Report Card)
- (cf. 1100 - Communication with the Public)
- (cf. 1160 - Political Processes)

Media representatives are welcome at all Board meetings and shall receive meeting ~~announcements and agendas upon request~~ **in accordance with Board policy.**

- (cf. 9321 - Closed Session)
- (cf. 9322 - Agenda/Meeting Materials)

~~Like all visitors, m~~Media representatives are encouraged to identify themselves when they, like **all other visitors, shall register immediately upon entering any school building or grounds so as to avoid causing disruption or confusion. when school is in session.**

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)

~~The principal or designee of each school shall~~ **Staff may** provide the media with **student directory** information relating to his/her school, including information about student awards, school accomplishments and events of special interest.

~~(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)~~

, as identified in AR 5125.1 - Release of Directory Information, unless the student's parent/guardian has submitted a written request that such information not be disclosed. The district shall not release other student records or personally identifiable student information that is private or confidential as required by law, Board policy, or administrative regulation.

(cf. 1340 - Access to District Records)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 9010 - Public Statements)
(cf. 9324 - Minutes and Recordings)

~~District employees are encouraged to cooperate with members of the press, radio and television. Employees should always make it clear that they are expressing their own personal viewpoints when so doing. They should not express viewpoints on behalf of the district unless they have been designated to do so.~~

Interviewing and Photographing Students

****Note: In 79 Ops. Cal. Atty. Gen. 58 (1996), the Attorney General stated that, because students have a constitutional right to free speech, school administrators may not require prior written parental permission before allowing media representatives to interview particular students on campus. However, Education Code 48907 and 48950 and case law clarify that the district may adopt reasonable provisions for the time, place, and manner in which free expression may occur within the district's jurisdiction. Therefore, in some circumstances (e.g., interviews during class time or interviews that identify other students by name), it may be appropriate to limit the student's ability to talk with the media on campus. Because this is a complex area of law, districts should consult with legal counsel before adopting a policy or practice that may limit students' constitutional rights. ****

****Note: Neither the Attorney General opinion nor case law considers the rights of media to photograph students on school grounds. However, the same concerns raised with regard to student interviews, such as a substantial disruption to the orderly operation of school or a substantial invasion of the rights of others, including privacy rights, may exist with regard to*

*photos. Furthermore, in some cases, the publishing of a photo may affect student safety, such as when a student's attendance is concealed from a parent due to a domestic violence restraining order. Districts should consult with legal counsel before adopting a policy or practice that may limit the photographing of students by the media. ****

~~Media representatives who wish to interview or photograph students at school are strongly encouraged. The district shall not impose restraints on students' right to speak freely with media representatives. However, interviewing and photographing students shall not create substantial disruption to the orderly operation of the school or impinge on the rights or safety of students. Therefore, the district shall encourage media representatives who wish to interview or photograph students at school to make prior arrangements with the principal, so as to alleviate any possibility of disturbances on campus. This also allows the principal to arrange for interview times that will not interfere with the student's class attendance.~~

(cf. 5145.2 - Freedom of Speech/Expression)

Media Contacts/Spokespersons

The Superintendent or designee shall identify the district's and/or site's primary media contact to whom all media inquiries shall be routed. Spokespersons designated to speak to the media on behalf of the district include the Board president, Superintendent, public information officer, or district communications director. Other Board members and/or staff may be asked by the Superintendent or designee to speak to the media on a case-by-case basis, depending on their expertise on an issue or appropriateness given a particular situation.

The Superintendent or designee shall provide training on effective media relations to all designated spokespersons.

(cf. 9240 - Board Training)

Crisis Communications Plan

~~The district shall not release information which is private or confidential as identified by law and Board policy or administrative regulation.~~

~~(cf. 1340 - Access to District Records)~~

~~(cf. 5125 - Student Records)~~

~~(cf. 5125.1 - Release of Directory Information)~~

~~During a disturbance or crisis situation, the first priority of school staff is to address the situation at hand. At such times, media inquiries shall be routed to the Superintendent or designee, who shall:~~

~~1. Prepare an official statement responding to the particular situation.~~

~~2. Update the official statement as events unfold.~~

~~3. Keep staff and students well informed.~~

~~(cf. 9010 - Public Statements)~~

The Superintendent or designee shall develop strategies for working with the media to provide timely and accurate information to students, parents/guardians, and the community during a crisis or natural disaster. The crisis communications plan may include, but not be limited to, identification of a media center, strategies for press conference logistics, and development and integration of both internal and external notification systems, including public address systems, social media, web site postings, and text alerts.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall include local law enforcement, media representatives, and district technology personnel in the crisis planning process.

Legal Reference:

EDUCATION CODE

~~32210 Willful disturbance of public school or meeting~~

~~32211 Threatened disruption or interference with classes~~

35144 Special meetings

35145 Public meetings

~~35145.5 Agenda; public participation~~

~~35146 Closed sessions~~

35160 Authority of governing boards

35172 Promotional Activities

48907 Freedom of speech and press

48950 Prohibition against disciplinary action for first amendment speech

49061 Definition of directory information

49073 Directory information

EVIDENCE CODE

1070 Refusal to disclose news source

PENAL CODE

627-627.10 Access to school premises

UNITED STATES CODE, TITLE 20

1232g Family educational and privacy rights

CODE OF FEDERAL REGULATIONS, TITLE 34

99.3 Definition of directory information

COURT DECISIONS

Lopez v. Tulare Joint Union High School District, (1995) 34 Cal.App.4th 1302

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: October 3, 1996 Los Banos, California

revised: November 14, 2019

Los Banos USD

Board Policy

Promotion/Acceleration/Retention

BP 5123

Students

PLEASE TAKE NOTE OF HIGHLIGHTED SECTIONS

~~Cautionary Notice: As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Los Banos Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

~~Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.~~

The Governing Board expects students to progress through each grade level within one school year. ~~To accomplish this~~ **Toward this end**, instruction ~~should~~ **shall be designed to** accommodate the variety of ways that ~~children~~ **students** learn and ~~include~~ **provide** strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6170.1 - Transitional Kindergarten)

~~Progress toward high school graduation shall be based on the student's ability to pass the courses necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Board and the State of California.~~

When high academic achievement is evident, the ~~Superintendent or designee~~ **teacher** may recommend a student for acceleration into a higher grade level. The student's ~~social and emotional growth~~ **maturity level** shall be taken into consideration in making a determination to accelerate **a student**.

As early as possible in a student's school career, in the school year, the Superintendent or designee Teachers shall identify whether or not the student is at risk of being or who should be retained in accordance with law, Board policy, administrative regulation and the following criteria: or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Annual assessment results mandated on the state's Standardized Testing and Reporting Program; **Between grades 2 and 3**
 2. Minimum levels of proficiency recommended by the State Board of Education, and the Los Banos Unified School District; **and Between grades 3 and 4**
 3. Other indicators of achievement as established in Exhibit 5123. **Between grades 4 and 5**
- ***Note: If all the schools in the district are configured in the same manner, the district may specify the actual grade levels in items #4 and 5 below (e.g., between grades 6 and 7, between grades 8 and 9).****
4. **Between the end of the intermediate grades and the beginning of the middle school grades**
 5. **Between the end of the middle school grades and the beginning of the high school grades**

****Note: Pursuant to Education Code 48070.5, the district may use either of the following: (1) the student's grades and other indicators of academic achievement designated by the district (Option 1 below) or (2) the results of state assessments administered pursuant to Education Code 60640-60649 and minimum levels of proficiency recommended by the State Board of Education (SBE) (Option 2 below). With regard to students with special needs, the determination as to the appropriate standards for promotion or retention should be made as part of the individualized education program process; see BP/AR 6159 - Individualized Education Program.****

****Note: Education Code 48070.5 provides that, when a district chooses to identify students on the basis of grades pursuant to Option 1, the Board shall also designate other indicators of academic achievement that will be used. These other indicators of achievement (e.g., state or district assessments, portfolios, attendance) should be specified in the blanks provided below.****

OPTION 1: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

(cf. 5121 - Grades/Evaluation of Student Achievement)

*****Note:** According to the California Department of Education's (CDE) "FAQs Pupil Promotion and Retention," student results from the California Assessment of Student Performance and Progress may be included as indicators of academic achievement for the purpose of identifying students for promotion or retention as provided in Option 2 below, but should not be the only criterion until minimum performance levels for this purpose have been established by CDE. Other indicators of achievement (e.g., grades, district assessments, portfolios, attendance) should be specified in the blanks provided below. ***

OPTION 2: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:

~~(cf. 5149 - At Risk Students)~~
~~(cf. 6162.5 - Student Assessment)~~
(cf. 6162.51 - State Academic Achievement Tests)

~~When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after school programs, and summer school programs.~~

~~(cf. 6164.5 - Student Study Teams)~~
~~(cf. 6177 - Summer School)~~

~~Students who have been retained one time in grades 1-8 will not be retained a second time, but continue to be identified as "At Risk of Retention" and required to attend intervention activities.~~

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

~~(cf. 6142.91 - Reading/Language Arts Instruction)~~
~~(cf. 6142.92 - Mathematics Instruction)~~

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When any student in grades 2-9 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

**(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)**

Legal Reference:

EDUCATION CODE

~~37252-37254.1 Supplemental instruction~~

~~41505-41508 Pupil Retention Block Grant~~

~~46300 Method of computing ADA~~

48010 Admittance to first grade

~~48011 Admission on completing kindergarten; grade placement of pupils coming from other districts~~ **Promotion/retention following one year of kindergarten**

48070-48070.5 Promotion and retention

~~48431.6 Required systematic review of students and grading~~

56345 Elements of individualized education plan

~~60641-60647 Standardized Testing and Reporting Program~~

~~60648 Minimum performance levels~~

~~60850-60856 Exit examination~~

60640-60649 California Assessment of Student Performance and Progress

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CDE MANAGEMENT ADVISORIES

~~0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10~~

LEGISLATIVE COUNSEL'S OPINION

~~Promotion and Retention #21610~~

CSBA ADVISORIES

~~0901.99 Social Promotion/Retention Policy Briefing: Considerations for English Language Learners~~

~~1112.98 Student Promotion/Retention Advisory~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

CSBA: <http://www.csba.org>

CDE: California Department of Education: <http://www.cde.ca.gov>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: May 8, 1997 Los Banos, California

revised: June 15, 2000

revised: November 14, 2019

Los Banos USD

Board Policy

Gangs

BP 5136

Students

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which who exhibit drug use, violence or disruptive behavior **behavior disruptive to the school environment and/or the safety and well-being of students.** The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities. **Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.**

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 3515.1 - Crime Data Reporting)

(cf. 5131.4 - Campus Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5137 - Positive School Climate)

The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. **develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.**

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership.

Gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

~~To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct are enforced consistently and that all students have access to counselors as needed. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.~~

(cf. 5020 - Parent Involvement)
(cf. 6164.2 - Guidance/Counseling Services)

~~The Board believes that gang-related apparel is hazardous to the health and safety of the school environment. When there is evidence of a gang presence in district schools that disrupts or threatens to disrupt school activities, the Superintendent or designee may establish reasonable dress code regulations prohibiting students from wearing gang-related apparel. In addition, individual schools may, in their school safety plans, prohibit gang-related apparel on school grounds.~~

~~(cf. 3515 - School Safety and Security)~~
~~(cf. 5132 - Dress and Grooming)~~

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

(cf. 5131.2 - Bullying)

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

(cf. 5132 - Dress and Grooming)

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Preschool/Early Childhood Education)
(cf. 5148.3 - Before/After School Programs)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Legal Reference:

EDUCATION CODE

32282 School safety plans

35183 Gang-related apparel

~~41510-41514 School Safety Consolidated Competitive Grant~~

48907 Student exercise of free expression

48950 Student freedom of speech

51264 Educational inservice training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention in-service training

51266-51266.5 Model gang and substance abuse prevention curriculum

~~58700-56707 Gang risk intervention programs~~

PENAL CODE

186.22 Participation in criminal street gang

13826-13826.7 Gang violence suppression

~~Marvin H. Jeglin et al v. San Jacinto Unified School District et al 827 F.Supp. 1459 (C.D. Cal. 1993)~~

UNITED STATES CODE, TITLE 20

~~7101-7184 Safe and Drug-Free Schools and Community Act~~ **22 Student Support and Academic Enrichment Grants**

Management Resources:

~~CDE PUBLICATIONS~~

~~On Alert: Gang Prevention in School and Inservice Guidelines, January 1994~~

LOS ANGELES POLICE DEPARTMENT PUBLICATIONS

Why Young People Join Gangs

NATIONAL GANG CENTER PUBLICATIONS

Strategic Planning Tool

Gangs in Schools, March 2019

Parents' Guide to Gangs, July 2015

WEB SITES

California Cities Gang Prevention Network: <http://www.ccgpn.org>
California Department of Education: <http://www.cde.ca.gov/ls/ss/sa>
Gang Resistance Education and Training: <http://www.great-online.org/GREAT-Home>
Los Angeles Police Department, Gangs:
http://www.lapdonline.org/get_informed/content_basic_view/1396
Homeboy Industries: <http://homeboyindustries.org>
National Gang Center: <http://www.nationalgangcenter.gov>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT
adopted: May 8, 1997 Los Banos, California
revised: November 14, 2019

Los Banos USD

Board Policy

Child Care And Development Programs

BP 6179

Instruction

PLEASE NOTE HIGHLIGHTED

~~Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Los Banos Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

~~Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.~~

~~The Governing Board wishes to provide a safe environment, with competent, caring supervision, for children whose parents/ guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, district child care and development programs shall aim to strengthen families by enhancing parenting skills and reducing the strain on parents.~~ **recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.**

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6164.5 - Student Success Teams)

~~The Superintendent or designee shall ensure that district child care and development programs~~

~~comply with requirements of law and that subsidized child care is provided to eligible families.~~

~~(cf. 5146—Married/Pregnant/Parenting Students)~~

~~(cf. 5148—Child Care)~~

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

When determined to be necessary by the principal or designee and when written parent/guardian consent is obtained for the student's participation, a student may be required to participate in supplemental instruction outside the regular school day.

Supplemental instruction shall be offered to students who are recommended for retention, or are identified as being at risk for retention, at their current grade level. (Education Code 48070.5)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6162.51 - State Academic Achievement Tests)

*****Note: Items #1-2 below are optional and may be revised to reflect district practice.*****

In addition, supplemental instruction may be offered to:

1. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

*****Note: The following optional item may be used by districts maintaining high schools.*****

2. High school students who need support to successfully complete courses required for graduation

Legal Reference:

EDUCATION CODE

~~8200-8498 Child Care and Development Services Act~~

~~56244 Staff development funding~~

37200-37202 School calendar

37223 Weekend classes

42238.01-42238.5 Local control funding formula

46100 Length of school day

48070-48070.6 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

CODE OF REGULATIONS, TITLE 5

~~18140-18174 School Age Parenting and Infant Development Programs~~

~~18201-18208 State funded Child Development Programs~~

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6311 State plan

Management Resources:

~~CDE PROGRAM ADVISORIES~~

~~6121.89 Educating Young Children: Next steps in implementing the school readiness task force~~

~~1107.89 Implementation of new procedures for noncompliance~~

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

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Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: September 17, 1997 Los Banos, California

revised: November 14, 2019

Los Banos USD

Board Policy

Child Care And Development Programs

BP 6179

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Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: September 17, 1997 Los Banos, California

revised: November 14, 2019

Los Banos USD

Board Bylaw

Meetings And Notices

BB 9320

Board Bylaws

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Regular Meetings

The Board shall hold one regular meeting each month. Regular meetings shall be held at 7:00 p.m. on the second Thursday of each month except December. **The December meeting shall**

be held on the Thursday following the second Friday in December. All meetings will be held at the Los Banos City Hall Council Chambers.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings

pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)
(cf. 2111 - Superintendent Governance Standards)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Meetings shall be held within district boundaries, except to do any of the following:
(Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 3511.1 Local agency executives
- 11135 State programs and activities, discrimination
- 54950-54963 The Ralph M. Brown Act, especially:

54953 Meetings to be open and public; attendance
54954 Time and place of regular meetings
54954.2 Agenda posting requirements, board actions
54956 Special meetings; call; notice
54956.5 Emergency meetings

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications
36.303 Auxiliary aids and services

COURT DECISIONS

Wolfe v. City of Fremont, (2006) 144 Cal.App. 544

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 218 (2005)
84 Ops.Cal.Atty.Gen. 181 (2001)
84 Ops.Cal.Atty.Gen. 30 (2001)
79 Ops.Cal.Atty.Gen. 69 (1996)
78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

CSBA: <http://www.csba.org>

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

California Attorney General's Office: <http://www.ag.ca.gov>

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

Bylaw LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: March 8, 2012 Los Banos, California