

Please Note
This meeting is recorded.
Aviso:
Esta junta se graba 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, July 11, 2019
6:30 PM – Closed Session
7:00 PM - 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	

C. Closed Session (6:30 P.M.)

1. Student Discipline: Case #5502871 (Action)
2. Public Employee Appointment / Reassignment / Dismissal / Release / Retirement (Section 54957). (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. Luis Castro, Trustee Area 2

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. Los Banos Teachers Association Report
- B. California School Employees Association Report
- C. Superintendent's Report
- D. Facilities Report
- E. Board Member Reports

VIII. **UNFINISHED BUSINESS**

- A. Pacheco High School GSA Donation (Pg 6) **5 Min.**
It is recommended the Board approve the request to accept the donation of books made by Pacheco GSA to each of the Elementary School Sites.

Motion By _____ Seconded By _____

Proposed Action: Approve

IX. **NEW BUSINESS**

- A. Provisional Internship Permit (Pg 8) **5 Min.**
It is recommended the Board approve a Provisional Internship Permit for the following teachers:

1. Ceja, Ricardo – Math Teacher - Los Banos High School
2. Kara-Leigh Helmrick – Math Teacher – Creekside Junior High School

Motion by _____ Seconded by _____

Proposed Action: Approve

- B. Resolution #13-19 Declaring Intention to Annex Territory into Community Facilities District No. 2 (Mitigation Agreement) of Los Banos Unified School District (Pg 13) **5 Min.**

It is recommended the Board adopt Resolution No. 13-19 entitled: Resolution Declaring Intention to Annex Territory to Los Banos Unified School District Community Facilities District No. 2 (Mitigation Agreement) and to Levy a Special Tax to Pay For Certain Public Facilities.

Motion By _____ Seconded By _____
Proposed Action: Adopt Resolution (ROLL CALL VOTE)

X. **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
Regular Meeting on June 13, 2019 (Pg 29)
Special Meeting on June 20, 2019 (Pg 37)
- B. Personnel Actions
1. Report of Certificated Staffing Actions (Pg 39)
2. Report of Classified Staffing Actions (Pg 40)
- C. Monthly Fiscal Report (Pg 41)

The monthly Fiscal Report is provided for Board information

- D. Governance Handbook Update (Second Reading) (Pg 49)

It is recommended that the Board adopt the updated Los Banos Unified School District Governance Handbook.

- E. Paid Prep/Department Chair Stipends (Pg 68)

It is recommended the Board approve employee stipends for Paid Preps/Dept Chairs.

- F. Course Title Change: ROP Health Careers (Second Reading) (Pg 71)

It is recommended that the Board adopt the course title change for ROP Medical Occupations to ROP Health Careers.

- G. New ROP Courses (Second Reading) (Pg 75)

It is recommended that the Board adopt ROP Sports Medicine and ROP Media Marketing for the District.

H. New Course Adoptions (Second Reading) (Pg 102)

It is recommended the Board adopt the following new courses:

Pre-AP Algebra 1	PHS Math
Pre-AP Biology	PHS Science
Pre-AP World History & Geography	PHS Elective/Social Studies
Integrated Mth I/II Honors	LBHS Math
Honors Ag Biology	LBHS Ag/Life Science
Honors Biology	LBHS Science

I. Board Policy (Second Reading) (Pg 192)

BP 3100 Budget, Business and Noninstructional Operations
BP 3260 Fees and Charges, Business and Noninstructional Operations
AR 3260 Fees and Charges, Business and Noninstructional Operations
BP 3515.4 Recovery for Property Loss or Damage, Business and Noninstructional Operations
AR 3515.4 Recovery for Property Loss or Damage, Business and Noninstructional Operations
BP 6020 Parent and Family Engagement, Instruction
AR 6020 Parent and Family Engagement, Instruction
BP 6190 Evaluation of the Instructional Program, Instruction

J. Williams Complaint Summary (Pg 235)

It is recommended the Board approve the April/June Williams Complaint Summary Report as submitted.

K. 2019-20 Consolidated Application (Pg 237)

It is recommended the Board approve the 2019-20 Consolidated Application for Categorical Programs.

L. 2019-20 Annual Adoption of Common Core State Standards (Pg 239)

It is recommended the Board approve the Common Core State Standards (CCSS) as adopted by the California Department of Education (CDE) for the 2019-20 school year.

M. Contracts/Agreements/Proposals

1. Agreement, Passantino-Andersen, LLC, for communication services (Pg 2400)
2. Agreement, Stuff the Bus Initiative (Pg 249)
3. Agreement, MCOE ELA/ELD Professional Development (Pg 251)
4. Agreement, Paradigm for Medi-Cal Billing Program (Pg 254)
5. Agreement, MCOE Information Technology Contract (Pg 267)
6. Agreement, MCOE Media Services Contract (Pg 274))

N. Out of State/Overnight Travel

1. LBHS FFA Officer Retreat, Groveland, CA, July 23-25, 2019 (Pg 277)
2. LBHS Girls' Tennis, Clovis September 6-7, 2019 (Pg 278)
3. PHS Girls Cheer, UC Santa Cruz July 11-14, 2019 (Pg 279)

O. Disposal of Obsolete Equipment (Pg 280)

It is recommended the Board approve the removal and disposal of obsolete electronic equipment.

P. Approval/Ratification of Warrants

Motion By _____ Seconded By _____

Proposed Action: Approve Consent Calendar as listed. **(ROLL CALL VOTE)**

XI. REPORTING CLOSED SESSION ACTION

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

XII. CLOSED SESSION (if necessary)

XIII. REPORTING CLOSED SESSION ACTION

The Board will report on action taken during closed session (If necessary)

XIV. DISCUSSION, INFORMATION & FUTURE AGENDA ITEMS (Board-Superintendent)

XV. 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: Pacheco High School GSA Donation

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the request to accept the donation made by the Pacheco GSA to the Elementary School Sites for books and resources for teachers.

BACKGROUND INFORMATION:

Elementary level CTA and NEA reads books in honor of the CTA Guy De Rosa Safety in Schools Grant.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

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

N/A

ORIGINATOR: Mark Marshall, Ed.D., Superintendent
Date: July 11, 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: Pacheco High School GSA

Address: 200 Ward Rd. City: Los Banos Zip: 93635

Phone: 827-4506 Ext. 3263 1

Type of Donation:

Monetary Donation \$ _____

In-Kind Donation (other than monetary)

Description of Donation: Elementary level CTA & NEA reads
books, in honor of the CTA Guy De Rosa
Safety in Schools Grant

Donor's estimate of approximate present value \$ 500.⁰⁰

Intended use of donation: 5 books and teacher resources
donated to each of our 8 elementary libraries for students.

Comments: _____

Jill Nelson PHS GSA Advisor
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. Ray Martinez Mr. Gary Munoz Ms. Anahi Rodriguez

Administration

Mark E. Marshall, Ed.D. *Superintendent*
Tammie Calzadillas, Ed. D., *Assistant Superintendent, Human Resources*
Paul Enos, *Assistant Superintendent, Secondary Education*
Don Laursen, *Assistant Superintendent, Administrative Services*
Paula Mastrangelo, *Assistant Superintendent, Elementary Education*

Board Reference Material

SUBJECT TITLE: **Provisional Internship Permits**

REQUESTED ACTION:

Action X_____

Discussion/Information:_____

RECOMMENDATION:

It is recommended the Board approve four Provisional Internship Permits for the 2019-2020 school year.

BACKGROUND INFORMATION:

Current regulation governing Provisional Internship Permits require that a notice of intent to employ an applicant be made public and that a copy of that notice be submitted with the permit request. Public notice for permit requests must include the name of the candidate for whom the permit is being requested, the specific assignment including the subject(s) and grade level(s) the candidate will be teaching and the fact that the candidate will be employed based on a Provisional Internship Permit.

This Provisional Internship Permit is being recommended for:

Ricardo Ceja – Math – Los Banos High School
Kara-Leigh Helmrick – Math – Creekside Junior High

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified

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

None

ORIGINATOR: Tammie Calzadillas, Ed.D., Assistant Superintendent Human Resources
Date: July 11, 2019



State Of California
 Commission On Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant RICARDO CEJA

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

- Multiple Subject
- Single Subject - Specify subject(s): MATHEMATICS
- Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following):

- Distributed job announcements
- Contacted college or university placement centers
- Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) LBUSD Job Fair

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

- Public School District**
 Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

(continued)

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

I certify under penalty of perjury that I need to complete NCLB core area subject matter to enroll in an intern program for the education specialist preliminary credential

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title **Human Resource Specialist**

Date _____



VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Kara-Leigh Helmrick

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

- Multiple Subject
- Single Subject - Specify subject(s): MATHEMATICS
- Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following):

- Distributed job announcements
- Contacted college or university placement centers
- Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) LBUSD Job Fair

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

- Public School District**
 Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

(continued)

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

I certify under penalty of perjury that I need to complete NCLB core area subject matter to enroll in an intern program for the education specialist preliminary credential

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title _____

Date _____

Board Reference Material

SUBJECT TITLE: Annexation of Territory into Community Facilities District No. 2 (Mitigation Agreement) of Los Banos Unified School District

REQUESTED ACTION: Adopt Resolution

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board adopt Resolution No. 13-19 entitled: Resolution Declaring Intention to Annex Territory to Los Banos Unified School District Community Facilities District No. 2 (Mitigation Agreement) and to Levy a Special Tax to Pay For Certain Public Facilities.

BACKGROUND INFORMATION:

On October 13, 2005, the Board of Education approved Resolution No. 25-05, forming Los Banos Unified School District Community Facilities District No. 2 (Mitigation Agreement) (“CFD No. 2”). From time to time, as was done in 2006, the District is authorized by the Mello-Roos Community Facilities Act of 1982 (the “Act”), to annex territory into CFD No. 2.

The District has previously executed a mitigation agreement with the developer for a housing development within its boundaries currently known as “Shaunessy Village.” As a condition of the mitigation agreement, the developer has agreed to annex the territory into CFD No. 2.

Resolution No. 13-19 declares the District’s intention to annex the territory known as Shaunessy Village into CFD No. 2, and sets the date of the public hearing on the matter, which shall be a date no less than thirty (30) days, but no more than sixty (60) days, from the date of adoption of Resolution No. 8-19.

Exhibit A to Resolution No. 13-19 is a boundary map provided by the District’s CFD Administrator, Koppel & Gruber Public Finance, as required by law, showing the territory proposed to be annexed into CFD No. 2.

Exhibit B to Resolution No. 13-19 contains a description of the public school facilities and services that are financed by tax and/or bond proceeds of CFD No. 2. The qualified voters who are voting on the proposed annexation will be the present landowners of the parcels that are to be annexed into CFD No. 2.

Exhibit C to Resolution No. 13-19 is a special tax formula entitled “Rate, Method of Apportionment, and Manner of Collection of Special Tax” (“RMA”). The RMA provides for an annual special tax for residential units, which is subject to an annual inflation adjustment. Special taxes are subject to annual increases not to exceed two percent (2%), consistent with the requirements of the Act. Certain properties, such as governmental property and undeveloped property, are not subject to the special tax. The special taxes may be prepaid under certain circumstances. In no event shall any developed property be subject to the annual tax for more than thirty (30) years following the date the property is first subject to the tax.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

By securing revenue sources needed to build facilities to keep pace with student enrollment growth, adoption of Resolution No. 13-19 supports Board Goal Nos. 4 and 5.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

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

Adoption of this Resolution is a necessary step to the collection of special taxes within the territory proposed to be annexed into CFD No. 2.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services
Date: July 11, 2019

RESOLUTION NO. 13-19

**BEFORE THE BOARD OF EDUCATION
OF LOS BANOS UNIFIED SCHOOL DISTRICT
OF MERCED COUNTY, CALIFORNIA**

**RESOLUTION DECLARING INTENTION TO ANNEX TERRITORY TO LOS BANOS
UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2
(MITIGATION AGREEMENT) AND TO LEVY A SPECIAL TAX TO PAY FOR CERTAIN
PUBLIC FACILITIES**

WHEREAS, pursuant to the Mello-Roos Community Facilities Act of 1982, as amended (the "Act"), the Board of Education (the "Board") of Los Banos Unified School District (the "District"), on October 13, 2005, approved Resolution No. 25-05, forming Los Banos Unified School District Community Facilities District No. 2 (Mitigation Agreement) ("CFD No. 2"); and

WHEREAS, at a special election held on October 13, 2005, the questions of levying a special tax, establishing an appropriations limit and incurring bonded indebtedness with respect to CFD No. 2 were submitted to the qualified electors within CFD No. 2; and

WHEREAS, on October 13, 2005, the Board adopted Resolution No. 26-05 determining the results of the special election and finding that more than two-thirds ($\frac{2}{3}$) of all votes cast at the special election were cast in favor of the propositions presented, and such propositions passed; and

WHEREAS, the Board may declare its intention to annex territory to an existing community facilities district in accordance with Section 53339, *et seq.*, of the Act whenever the public convenience and necessity require such annexation; and

WHEREAS, since its formation, certain additional parcels of real property have been annexed into CFD No. 2; and

WHEREAS, the Board has determined, because of the proposed development of certain property within the District, to initiate proceedings for the annexation of territory on behalf of CFD No. 2 in accordance with the Act.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Los Banos Unified School District as follows:

Section 1. Recitals. The foregoing recitals are true and correct, and the Board so finds and determines.

Section 2. Public Convenience and Necessity. The public convenience and necessity so require, and this Board proposes and intends to annex territory to CFD No. 2 pursuant to the provisions of the Act.

Section 3. Description of Territory to Be Annexed. The territory to be annexed into CFD No. 2 (“Territory”) is described and depicted in the map attached hereto as *Exhibit A*, and on file with the Secretary of the Board. Said map, entitled “Annexation Map No. 2 of Community Facilities District No. 2 (Mitigation Agreement) of Los Banos Unified School District, Merced County, California” (the “Map”), has been filed with the District Superintendent. The Board hereby approves the Map and adopts the boundaries shown on the Map as describing the extent of the territory proposed to be annexed to CFD No. 2. The Board hereby finds that the Map is in the form and contains the matters prescribed by Section 3110 of the California Streets and Highways Code. The Board hereby directs the Clerk of the Board to certify the adoption of this Resolution on the face of the Map and at least one copy, and to file the original Map in his/her office, and file a copy of the Map with the County Recorder for placement in its book of Maps of Assessment and Community Facilities Districts within fifteen (15) days of the adoption of this Resolution, but in no event later than fifteen (15) days prior to the public hearing described below.

Section 4. Types of Public Facilities Provided. The types of public school facilities to be provided in the Territory proposed to be annexed to CFD No. 2 are the same as those provided in the existing CFD No. 2 and are more particularly described in *Exhibit B* attached hereto, and by reference incorporated herein. It is the intention of the Board to order the purchase, construction, expansion, improvement or rehabilitation of certain public facilities with an estimated useful life of five (5) years or longer which are necessary to meet increased demands upon the District as the result of development occurring within the Territory.

Section 5. Application of CEQA. The Board finds that the proposed annexation of Territory is exempt from the California Environmental Quality Act (“CEQA”), pursuant to Public Resources Code section 21080(b)(8) and section 15273 of the State CEQA Guidelines, in that the annexation is for the purpose of establishing, modifying, structuring, restructuring, and approving special taxes to be levied by the District upon the annexed territory for the purpose of:

- (a) Purchasing or leasing supplies, equipment, or materials;
- (b) Meeting financial reserve needs and requirements; and/or
- (c) Obtaining funds for capital projects, necessary to maintain service within existing service areas of the District.

Section 6. Determination Regarding Demand for Facilities. In accordance with California Government Code Section 53326(b), the Board finds and determines that the proposed public facilities are necessary to meet increased demands put upon the District as the result of new development occurring within the Territory proposed to be annexed to CFD No. 2.

Section 7. Plan for Sharing Facilities in Common with Existing CFD No. 2. The public facilities that are financed and provided from taxes collected in CFD No. 2 will be used by residents of the current CFD No. 2 and residents of the Territory (or shared between them) in accordance with the District’s current attendance policies.

Section 8. Specification of Special Taxes to Be Levied; Alteration of the Special Tax Levied in the Existing CFD No. 2. Except where funds are otherwise available, a special tax sufficient to pay for all facilities and services to be provided in or for the Territory, including the payment of principal and interest on bonds proposed to be issued to finance such facilities, and secured by a continuing lien against all nonexempt real property in CFD No. 2, will be annually levied within the Territory. The rate and method of apportionment, and manner of collection of such special tax is set forth in *Exhibit C* attached hereto, and incorporated by reference herein, in sufficient detail to allow each landowner or resident within the Territory to estimate the maximum annual amount that such person will be required to pay. The maximum tax currently in effect in the existing CFD No. 2 will not be increased as a result of annexation.

Section 9. Tax Subject to Election. The levy of a special tax shall be subject to the approval of the qualified electors of the Territory at an election to be held in the District for such purpose.

Section 10. Property Acquired by Public Entity Not Exempt. Pursuant to Section 53317.3 of the Act, a special tax shall be levied against all property that is not expressly exempt from the special tax, and against all property that is acquired by a public entity through a negotiated transaction, by gift, or devise.

Section 11. Taxation of Property Acquired by Eminent Domain. Pursuant to Section 53317.5 of the Act, any special tax levied against property that is acquired by a public entity through eminent domain proceedings shall be treated as if it were a special annual assessment.

Section 12. Inclusion of Lands Devoted to Agricultural Uses. Pursuant to Section 53325.6 of the Act, land that is devoted primarily to agricultural, timber or livestock uses and is being used for the commercial production of agricultural, timber or livestock products shall be benefited by the public facilities provided within CFD No. 2.

Section 13. Leasehold and Possessory Interests. Pursuant to Section 53340.1 of the Act, the special tax shall be levied against all leasehold or possessory interests in property owned by a public entity if such leasehold or possessory interest is held by a non-exempt person or entity.

Section 14. Notice of Hearing. NOTICE IS HEREBY GIVEN THAT the Board has fixed a date to hold a public hearing to consider annexation of such Territory to CFD No. 2, which is no sooner than thirty (30) days and no later than sixty (60) days from the adoption of this Resolution. At the hour of 5:00 p.m., or as soon thereafter as the matter may be heard, on August 15, 2019, at the District Office Board Room, 1717 S 11th St, Los Banos, California, is hereby appointed and fixed as the time and place when and where the Board will hold a public hearing to consider the annexation of such Territory to CFD No. 2. At said hearing, the testimony of all interested persons or taxpayers for or against the annexation or the levying of special taxes within the Territory will be heard. Any protests may be made orally or in writing, except that any protests pertaining to the regularity or sufficiency of the proceedings shall be in writing and shall clearly set forth the irregularities and defects to which objection is made. All written protests shall be filed with the Secretary of the Board on or before the time fixed for the hearing, and any written protests may be withdrawn, in writing, at any time prior to the conclusion of the hearing.

Section 15. Publication of Notice of Hearing. The Secretary of the Board shall publish a notice of said hearing once in the Los Banos Enterprise, a newspaper of general circulation in the boundaries of CFD No. 2, and may mail, or cause to be mailed, notice of such hearing by first-class mail, postage prepaid, to each registered voter and to each landowner within the Territory. Said publication shall be completed at least seven (7) days prior to said hearing, and said mailing shall be completed at least fifteen (15) days prior to said hearing.

Section 16. Said notice shall be headed "Notice of Public Hearing," and shall contain:

- (a) A summary of this Resolution;
- (b) The time and place of the hearing on the proposed annexation of said Territory to CFD No. 2;
- (c) A statement that at the hearing the testimony of all interested persons or taxpayers for or against the annexation of said Territory to CFD No. 2 or the levying of special taxes within the Territory proposed to be annexed will be heard;
- (d) A description and summary of the effect of protests made by registered voters or landowners against the annexation of territory to CFD No. 2, or the levying of special taxes within the territory to be annexed; and
- (e) A description of the proposed voting procedure.

The foregoing Resolution was adopted by the Board of Education of Los Banos Unified School District at a meeting of the Board on July 11, 2019, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

President, Board of Education
Los Banos Unified School District

ATTEST:

Clerk, Board of Education
Los Banos Unified School District

EXHIBIT A

Map of Territory Proposed to be Annexed into CFD No. 2

[ATTACH]

AMENDED MAP OF ANNEXATION MAP NO. 2 TO
 COMMUNITY FACILITIES DISTRICT NO. 2
 (MITIGATION AGREEMENT)
 OF THE LOS BANOS UNIFIED SCHOOL DISTRICT
 MERCED COUNTY
 STATE OF CALIFORNIA

FILED IN THE OFFICE OF THE CLERK OF THE BOARD OF EDUCATION THIS _____ DAY OF _____ 2019.

CLERK OF THE BOARD OF EDUCATION
 LOS BANOS UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE WITHIN WAS SIGNED PROPOSED BOUNDARIES OF ANNEXATION NO. 2 TO THE LOS BANOS UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2, COUNTY OF MERCED, STATE OF CALIFORNIA, WAS APPROVED BY THE BOARD OF EDUCATION OF THE LOS BANOS UNIFIED SCHOOL DISTRICT AT A REGULAR MEETING THEREOF, HELD ON THE _____ DAY OF _____ 2019, BY ITS RESOLUTION NO. _____

CLERK OF THE BOARD OF EDUCATION
 LOS BANOS UNIFIED SCHOOL DISTRICT

FILED THIS _____ DAY OF _____ 2019, AT THE HOUR OF _____ O'CLOCK
 IN THE BOOK _____ OF MAPS OF ASSESSMENT AND COMMUNITY FACILITIES
 DISTRICTS IN _____ AND AS DISTRICT NO. _____ IN THE OFFICE OF
 THE COUNTY RECORDER IN THE COUNTY OF MERCED, STATE OF CALIFORNIA.

COUNTY RECORDER
 COUNTY OF MERCED
 STATE OF CALIFORNIA

THIS MAP SUPERCEDES THE PROPOSED BOUNDARY MAP FOR ANNEXATION NO. 2 TO COMMUNITY FACILITIES DISTRICT NO. 2 (MITIGATION AGREEMENT) OF THE LOS BANOS UNIFIED SCHOOL DISTRICT, MERCED COUNTY, STATE OF CALIFORNIA, PRIOR RECORDED AT BOOK 15 OF MAPS OF ASSESSMENT AND COMMUNITY FACILITIES DISTRICTS IN _____ COUNTY RECORDER IN THE OFFICE OF THE COUNTY RECORDER FOR THE COUNTY OF MERCED, STATE OF CALIFORNIA.

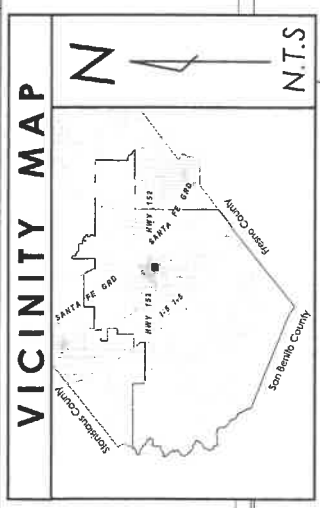
REFERENCE IS MADE TO THAT AMENDED BOUNDARY MAP OF MITIGATION AGREEMENT COMMUNITY FACILITIES DISTRICT NO. 2 OF THE LOS BANOS UNIFIED SCHOOL DISTRICT FILED WITH THE MERCED COUNTY RECORDER'S OFFICE ON OCTOBER 24, 2005, FILED IN BOOK 11 OF THE MAPS OF ASSESSMENT AND COMMUNITY FACILITIES DISTRICTS, PAGES 2 TO 3 AS INSTRUMENT NO. 2005-084765.

THE LINES AND DIMENSIONS OF EACH LOT OR PARCEL SHOWN ON THIS DIAGRAM SHALL BE THOSE LINES AND DIMENSIONS AS SHOWN ON THE MERCED COUNTY ASSESSOR'S MAPS FOR THOSE PARCELS LISTED.

THE MERCED COUNTY ASSESSOR'S MAPS SHALL GOVERN FOR ALL THE DETAILS CONCERNING THE LINES AND DIMENSIONS OF SUCH LOTS OF PARCELS.

MAP REF. NO.	ASSESSOR'S PARCEL NO.
1	083-100-005
2	083-100-006

PROPOSED BOUNDARY SURROUNDING PARCELS MAP REFERENCE NUMBER



KOPEL GRUBER
 PUBLIC FINANCE

334 Via Vera Cruz
 Suite 256
 San Marcos, California 92078
 Phone (951) 510-0230 Fax (951) 510-0288

Date Prepared: JUNE 2019

EXHIBIT B

Description of Public School Facilities and Services

The types of facilities and improvements to facilities and services to be financed by CFD No. 2, shall be as follows:

- The acquisition, construction and installation of new school facilities, including portable classroom buildings, together with related site acquisitions, all necessary appurtenances, integrated technology systems, equipment and furnishings therefor.
- The expansion of current school facilities, including portable classroom buildings, together with related site acquisitions, all necessary appurtenances, integrated technology systems, equipment and furnishings therefor.
- The acquisition, construction and installation of support facilities, together with related site acquisitions, all necessary appurtenances, integrated technology systems, equipment and furnishings therefor.

All facilities and equipment financed by CFD No. 2 will have an estimated useful life of five years or longer.

CFD No. 2 shall also finance incidental expenses directly related to acquisition, construction and installation of the aforementioned school facilities, including but not limited to, the cost of planning, engineering, inspecting, and designing the facilities (including the cost of environmental evaluation thereof); costs associated with the creation of CFD No. 2 and annexation of territory into CFD No. 2; issuance of bonds; determination of the amount of taxes and collection and payment thereof; costs otherwise incurred to carry out the authorized purposes of CFD No. 2; and any other expenses incidental to construction, completion and inspection of those facilities.

EXHIBIT C
RATE AND METHOD OF APPORTIONMENT

[ATTACH]

**LOS BANOS UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2 (MITIGATION AGREEMENT)**

**RATE, METHOD OF APPORTIONMENT,
AND MANNER OF COLLECTION OF SPECIAL TAX**

Special Taxes, determined as shown below, shall be levied each year by the Board of Trustees of the Los Banos Unified School District (the "District") within the boundaries of Community Facilities District No. 2 (Mitigation Agreement) (the "CFD No. 2"):

I. DEFINITIONS. The terms hereinafter set forth have the following meanings:

"Act" means the Mello-Roos Community Facilities Act of 1982, as amended, Section 53311 and following of the California Government Code.

"Annual Tax" or **"Annual Taxes"** means the special tax levied each year against Developed Residential Property.

"Board" means the Board of Trustees of the Los Banos Unified School District.

"Bond(s)" means bond(s) issued by the District under the Act for CFD No. 2.

"City" means the City of Los Banos, California.

"County" means the County of Merced, California.

"Developed Residential Property" means all Taxable Property (i) that has improvements suitable for residential use, (ii) for which a residential certificate of occupancy has been issued, (iii) where there is a residential use that does not require a building permit, or (iv) that is otherwise used for residential purposes.

"Fiscal Year" means the period starting on July 1 and ending on the following June 30.

"Governmental Property" means property owned by the state, federal, or local government.

"Parcel" means any County Assessor's Parcel in CFD No. 2 whether or not included in the equalized tax rolls of the County as of January 1 preceding the Fiscal Year.

"Pre-Existing Residential Property" means any Parcel constituting Taxable Property in CFD No. 2 upon which an occupied Residential Unit is located at the time of the public hearing related to the formation of CFD No. 2. In the event of annexation of property into CFD No. 2, Pre-Existing Residential Property means any Parcel constituting Taxable Property within the

area subject to the annexation upon which an occupied Residential Unit is located at the time of the public hearing date for such annexation.

“Residential Unit” or **“Residential Units”** means any improvement or improvements on a Parcel or portion thereof for residential use or suitable for residential use.

“Special Tax Rates” for any Fiscal Year means the amounts of special taxes that may be levied against any Residential Unit in that Fiscal Year.

“Special Taxes” means Annual Taxes.

“Taxable Property” means all Parcels within the boundaries of CFD No. 2 that are not exempt from the Special Tax.

“Undeveloped Property” means all Taxable Property in CFD No. 2 for which no residential use exists and no certificate of occupancy has been issued as of the June 1 immediately preceding the Fiscal Year for which the Annual Special Tax is to be levied.

II. ANNUAL TAXES.

A. Levy and Amount of Annual Tax; Subsequent Adjustment. An Annual Tax shall be levied on each Parcel or portion thereof that is Developed Residential Property as of the June 1 immediately preceding the Fiscal Year for which the Annual Special Tax is to be levied as follows:

1. **Single-Family Dwelling:** A Parcel on which at least one single-family house is located shall be assessed an Annual Tax of three hundred thirty nine dollars (\$339) per Residential Unit.
2. **Mobile Dwelling Units:** A Parcel on which a mobile home or mobile homes are located shall be assessed an Annual Tax of three hundred thirty nine dollars (\$339) per mobile home.
3. **Multi-Family Dwellings:** A Parcel on which a structure that contains more than one Residential Unit is located, including but not limited to an apartment building, a duplex or a halfplex, shall be assessed an Annual Tax of three hundred thirty nine dollars (\$339) per each Residential Unit.

Once a property has been classified as Developed Residential Property, it may not be reclassified as any other property and shall be taxed in the manner set forth above unless taxes are prepaid and fully satisfied for the otherwise applicable remaining term of the tax.

B. Annual Escalation. Each Special Tax Rate described in paragraph A above is subject to annual increase, prior to its application to any specific Parcel or Residential Unit, of the greater of: (1) the change in the Construction Cost Index (CCI) set forth in the Engineering News Record (“ENR”) for the California Region – All Construction (consisting of the total average CCI of the cities of Los Angeles, San Francisco, and any other cities or areas added to the list of ENR California cities) if available; or (2) the rate of increase on the District’s school

impact fee authorized by Government Code Section 65995 to be applied and increased on an annual basis. In the event that the increase is based on Government Code Section 65995, then the annual rate of increase shall be based on the change in the Class B construction cost index, as maintained by the State Allocation Board, for the previous one year period, converted to an annual rate of increase. Once the Special Tax Rate is assigned to any specific Parcel or Residential Unit, the escalation process defined immediately above shall cease and instead, such Special Tax Rate shall be subject to annual increases of not-to-exceed two percent (2.0%), compounded.

C. Collection of Annual Tax.

The Annual Tax shall be collected each year upon the applicable Parcels in the same manner as ordinary *ad valorem* property taxes are collected and shall be subject to the same penalties, procedures, and lien priorities in the case of delinquency as is provided for *ad valorem* taxes. Notwithstanding the above, the District reserves the right to collect the Annual Tax pursuant to any other lawful procedure as determined by the Board.

III. ANNEXATION PARCELS

Parcels may be annexed to CFD No. 2 after CFD No. 2 has been formed. In the event a Parcel is annexed to CFD No. 2, the Special Tax shall be assigned using the procedures described herein unless modified by the Board by way of the proceedings of annexation.

IV. EXEMPT PROPERTY

A. Governmental Property. Governmental Property will not be taxed, except:

1. In accordance with Government Code Section 53340.1, if the public agency owning Governmental Property, including property held in trust for any beneficiary, grants a leasehold or other possessory interest in the property to a nonexempt person or entity after August 1, 2005, the Special Taxes shall, notwithstanding Government Code Section 53340(c), be levied on the leasehold or possessory interest and shall be payable by the owner of the leasehold or possessory interest.
2. In accordance with Government Code Section 53317.3, if property not otherwise exempt from the Special Taxes levied pursuant to this formula is acquired by a public entity through a negotiated transaction, or by gift or devise, the Special Taxes shall, notwithstanding Government Code Section 53340(c), continue to be levied on the property acquired and shall be enforceable against the public entity that acquired the property.
3. In accordance with Government Code Section 53317.5, if property subject to a Special Tax levied pursuant to this formula is acquired by a public entity through eminent domain proceedings, the obligation to pay the Special Taxes shall be treated as if it were a special annual assessment. For this purpose, the present value of the obligation to pay the Special Taxes to pay the principal and interest on any indebtedness incurred by the

District prior to the date of apportionment determined pursuant to Section 5082 of the Revenue and Taxation Code shall be treated the same as a fixed lien special assessment.

- B. Non-Governmental Tax Exempt Uses: Any Parcel that is exempt by law from *ad valorem* taxes will not be taxed except as otherwise provided herein.
- C. Undeveloped Property: Undeveloped Property shall not be subject to the Annual Special Tax.
- D. Pre-Existing Residential Property: Pre-Existing Residential Property shall not be subject to the Annual Special Tax as long as the number of Residential Units on such property existing at the time of the exemption are not increased.

V. ANNUAL ESTABLISHMENT OF SPECIAL TAX RATES.

The District shall cause the actions required above to be done for each Fiscal Year in a timely manner to assure that the schedule of the Annual Taxes to be collected is received by the Auditor of the County of Merced for inclusion with billings for such *ad valorem* taxes for the applicable Fiscal Year.

VI. APPEALS AND INTERPRETATION PROCEDURE.

Any taxpayer claiming that the amount or application of a Special Tax is in error may file a notice with the District appealing the levy of the Special Tax. The Superintendent or designee will promptly review the appeal and, if necessary, meet with the applicant and decide the appeal. If the findings of the Superintendent or designee verify that the tax should be modified or changed, the Special Tax levy shall be corrected and, if applicable, a refund shall be granted. Any dispute over the decision of the Superintendent or designee shall be referred to the Board and the decision of the Board shall be final.

Interpretations may be made by resolution of the Board for purposes of clarifying any vagueness or uncertainty as it relates to the application of the Special Tax Rate, or application of the method of apportionment, or the classification of properties or any definition applicable to the CFD.

VII. TERM OF COLLECTION OF SPECIAL TAXES.

Term of Annual Taxes. Annual Taxes shall be levied and collected only so long as they are needed to pay the principal of and interest on debt incurred in order to acquire and/or construct the facilities of the CFD, or so long as they are needed to pay the costs or expenses related to the construction of facilities authorized. However, in no event shall any Developed Residential Property be subject to the Annual Tax for more than thirty (30) years following the date such property is first subject to the payment of such tax.

VIII. PREPAYMENT OF TAX.

The Annual Tax applicable to a Taxable Property in CFD No. 2 may be prepaid and the obligation of the Taxable Property to pay any Annual Tax permanently satisfied as described herein. An owner of a Taxable Property intending to prepay the Annual Tax obligation shall provide the District (or its designee) with written notice of intent to prepay and identify the company or agency that will be acting as the escrow agent, if any. The District shall provide such property owner with a statement of the prepayment amount for such Taxable Property within thirty (30) days of the request and may charge a reasonable fee for providing this service. Within the District's sole discretion, prepayment may be required to be made 60 or more days prior to any redemption date for CFD No. 2 Bonds to be redeemed with the proceeds of such prepaid Special Taxes.

The Prepayment Amount (defined below) may be calculated as summarized below:

$P = PVT + \text{Premium} + F$, where

P = Prepayment Amount

PVT = Present Value of Special Taxes

F = Fees

Present Value of Special Taxes (PVT) shall mean the present value of the Annual Tax applicable to the subject lot or parcel in each year remaining until the year ending thirty (30) years after a property is first subject to the Annual Tax using the yield on the Bonds as the discount rate if Bonds have been issued and sold and using a discount rate determined by District Superintendent at the time of prepayment if Bonds have not been issued and sold.

The Annual Tax used in such calculation shall be determined by the classification of parcels shown above.

Premium shall mean, if Bonds have been issued, the bond call costs (not to exceed three percent (3%) of PVT) associated with the redemption of Bonds. If no Bonds have been issued, no premium shall be applied.

Fees shall mean the fees of CFD No. 2, the District, the special tax consultant and any consultants retained by CFD No. 2 in connection with the prepayment calculation, and bond redemption, if any.

In addition, any property owner prepaying its Special Taxes must pay current and any delinquent Special Taxes and penalties prior to prepayment.

IX. CLAIMS FOR REFUND.

All claims for refund of Special Taxes collected on behalf of the CFD shall be filed with the Superintendent of the District no later than one year after the date the Special Tax was due and payable to the County or the District as applicable. The claimant shall file the claim within this time period and the claim shall be finally acted upon by the Board as a prerequisite to the

claimant's bringing suit thereon. Pursuant to Government Code Section 935(b), the claim shall be subject to the provisions of Government Code Sections 945.6 and 946.

The Board, acting on its own behalf and on behalf of CFD No. 2, shall act on a timely claim within the time period required by Government Code Section 912.4.

The procedure described above shall be the exclusive claimant procedure for claims seeking a refund of Special Taxes. The decision of the Board in response to the claim for refund of taxes shall be final.

LOS BANOS UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF EDUCATION
June 13, 2019

City Hall
Council Chambers

- Mr. Parreira called the meeting to order at 6:00 P.M. Call to Order
- PRESENT: Ms. Benton, Mr. Martinez, Mr. Munoz, Mr. Parreira, Ms. Rodriguez. Roll Call
ABSENT: Ms. Smith
- A study session was held to discuss the Local Accountability Plan (LCAP) Study Session
- A closed session was held. Student Discipline: Cases #5521012, #7174251066, #7316326034, #5509950, and #8194979158 (Action) Public Employee: Discipline/Dismissal/Release/Reassignment (Section 54957) (No action) Closed Session
- The regular meeting was called to order at 7:00 p.m. Regular Meeting
- The audience was led in the Pledge of Allegiance by Pacheco High School Principal, Daniel Sutton. Pledge of Allegiance
- There were some changes to the Agenda. Under Closed Session student cases #7316326034 and #8194979158 there was no action taken. Under New Business number VIII item D, the attached Board Reference Material should read 2019. Under Consent Calendar number IX item B-1 there was a revised Certificated Staffing Action report and item I-4 the BRM for the Agreement for Active Teaching Solutions had a change of funding categories. Copies of all updated items for the Consent Calendar were available for public distribution. On a motion by Member Martinez and seconded by Member Benton the Agenda was approved as amended. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried. Approval of Agenda
- A graduation ceremony was held for the Los Banos Adult School Class of 2019. Graduates were John Duran and Rachelle Martinez. Los Banos High School Principal Veli Gurgen introduced Donna Wilson, Migrant Education Advisor and the winners of the Region III Migrant State Speech contest. Assistant Superintendent of Administrative Services, Don Laursen and Assistant Superintendent of Secondary Education, Paul Enos were recognized for their years of service to the District and for their upcoming retirement. Recognitions/ Introductions
- Members of the local Soroptomist Chapter; DJ Barcellos, Sandy Lemas, Laura McPherson, and Darlene Neves presented the District with a plaque to recognize their support for supporting the "S Clubs" on the High School Campuses. Los Banos Unified Teacher, Kristen O'Dell, who recently completed her National Geographic Certified Educator program at Fresno State, gave a presentation on her Capstone Project of invasive species, more specifically the Burmese Python. Los Banos High Public Forum

School Principal, Veli Gurgun, introduced Lila Carranza who won second place in a congressional art contest and had her painting hanging in Sacramento in the office of Congressman, Jim Costa.

LBTA Co-President Jennifer Wilkin commended Sergio DeAlba for his recent Henry Ford Innovator award. She congratulated Ila Nelson on winning a \$2500.00 award and thanked her for using a part of it to provide books to the elementary sites to use as a tool to let students know that it is ok to be different. She stated while many students are excited for the summer break, while some are not and that an increase in behavior issues can be attributed to the fact that some of these students look at school as a safe place and a place where they can get at least two meals a day. The fear of the unknown can be scary for them. She thanked the board for recognizing the need for Mental Health providers for the students. She congratulated all of the teachers that retired in 2019 and stated that there was 230 combined years of teaching accomplished by the group. She stated that many teachers went to summer break not knowing what the language art curriculum was going to be, partially due to the lack of funding. She encouraged the board to make an appointment for the board vacancy at the special board meeting on the 20th instead of having to conduct a special election. She said that it would be a shame to spend tens of thousands of dollars on an election when they don't even have the money for a new language arts curriculum.

LBTA Report

No Report

CSEA Report

Dr. Marshall greeted everyone and congratulated the Adult School Graduates and retirees. He introduced Amer Iqbal as the new Assistant Superintendent of Administrative Services. He showed a copy of his end of the year summary report and told the board that they would be receiving the final edition the next day. He let the Board know that he has been working on aligning our efforts and a new division of duties between the new Chief Academic Officer position and that of the Assistant Superintendent of Elementary Education. A new District Organizational chart was distributed as well showing the reorganization of the Administration.

Superintendent's Report:

Tom Worthy, Director of Facilities gave an update on the projects currently in process. The Fire Alarm at LBE is making good progress every day. The WUES fire alarm project bid was being awarded. The San Luis High Modular foundation has been poured and is on schedule. The pads for the Volta Elementary modulars are being built. Jim Womack, Project Inspector for the New Elementary School Project said that things are moving quickly and that the plumbing and underground wiring is complete and so far things are going smooth and on time.

Facilities Report

Gary Munoz attended the Los Banos Junior High MESA Awards at Espanas. He attended the scholarship awards at Pacheco and Los Banos High Schools. He donated blood at the Pacheco Blood Drive. He attended the Community Café at Henry Miller Elementary. He was impressed by the students juggling and singing. He served at the Senior banquet at Pacheco. He also attended the FFA end of the year Banquet at Pacheco and the MESA Advisor dinner at Pacheco. He attended graduations at Pacheco, San Luis and Creekside. Anahi Rodriguez said she has been very busy with awards, recognitions and graduations. She thanked all of the parents, teachers, and staff for all that they do. She also talked about the Youth Business

Trustee Reports

Expo that will taking place at Los Banos Junior High. She also talked about the Youth Leadership LULAC conference that was taking place on July 23rd at Pacheco and invited everyone to attend the La Esperanza Festival on July 28th. Marg Benton attended many awards, banquets, art expos, music concerts and recitals. She said that the district is giving students the opportunity to shine. She attended High School and Junior High graduations as well. She congratulated all the parents, staff and students. Ray Martinez attended the 2 x 3 meeting where joint issues between the City and District were discussed. He attended the Community Café at Henry Miller and the Senior Banquet at Pacheco. He attended graduations at Pacheco and Los Banos Junior High. He thanked staff and administration. Anthony Parreira said ditto to all of the events as he attended them all as well. He congratulated all staff and administration for smooth graduation ceremonies. He thanked all the scholarship donors that generously donate each year to the scholarship funds. He congratulated and thanked all of the retirees.

Sherry Housley, Assistant Principal at Pacheco gave a presentation on the Positive Behavior Intervention and Support (PBIS) Program that is being used at some of the District School Sites PBIS Presentation

Pamela Wyatt from Imagine Learning gave an end of the year partnership report. Imagine Learning Presentation

Paul Enos, Assistant Superintendent of Secondary Education gave an informational report on the Local Accountability Report Plan (LCAP). A public hearing was opened at 8:31 p.m. for questions, no one came forward and the public hearing was closed at 8:32. LCP Presentation

Don Laursen, Assistant Superintendent, Administrative Services and Amer Iqbal, Director of Fiscal Services gave an informational report on the 2019-20 budget. A public hearing for questions was opened at 8:43 p.m., no one came forward and the public hearing was closed at 8:44. 2019-20 Budget Presentation

On a motion by Member Benton seconded by Member Rodriguez Trustees adopted Resolution #10-19 as required by legislation that established the Education Protection Account. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez. Noes: 0; Absent: Smith. Motion carried. (Roll Call Vote) Resolution 10-19 Education Protection Account

On a motion by Member Martinez seconded by Member Benton, Trustees approved Provisional Internship Permit for the following teachers: Anastasia Bunthoff – Math – Creekside Junior High, Letty Guterrez – Inclusion Specialist – Creekside Junior High, Joshua Gomes – Inclusion Specialist Los Banos Elementary, Mia Brudnicki – Social Science – Los Banos High School. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith . Motion carried. Provisional Internship Permits

On a motion by Member Martinez seconded by Member Rodriguez, Trustees approved the Help Desk Support Specialist position/job description. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried. New Job Description

On a motion by Member Benton seconded by Member Rodriguez, Trustees approved MOU California

<p>the Memorandum of Understanding between Los Banos Unified School District and California State University, Stanislaus for student placements in applied settings. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>State University Stanislaus/LBUSD</p>
<p>On a motion by Member Benton seconded by Member Rodriguez, Trustees approved the changes to the Confidential Employee Salary Schedule. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>Confidential Employee Salary Schedule</p>
<p>A public hearing was held to discuss compensation increases and work year reductions for unrepresented employee groups at 8:51 p.m. and no one came forward so the public hearing was closed at 8:52 p.m. On a motion by Member Rodriguez seconded by Member Martinez, Trustees approved the Compensation increases and Work Year Reductions for Unrepresented Employee Groups. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>Unrepresented Employee Groups</p>
<p>On a motion by Member Benton seconded by Member Martinez, Trustees approved the second addendum to the employment agreement between the Los Banos Unified School District and Superintendent, Dr. Mark Marshall Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>Addendum to Superintendents Contract</p>
<p>On a motion by Member Martinez seconded by Member Benton, Trustees declared its intent to adopt the updated Los Banos Unified School District Governance Handbook. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>Governance Handbook Update (First Reading)</p>
<p>On a motion by Member Benton seconded by Member Martinez, Trustees approved the updated Transitional Kindergarten Report Card as submitted. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>Transitional Kindergarten Report Card Update</p>
<p>On a motion by Member Rodriguez seconded by Member Benton, Trustees approved the revised Reclassification Forms for grades TK– 12. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>RFEP Revised Reclassification Forms</p>
<p>On a motion by Member Benton seconded by Member Martinez, Trustees declared its intent to adopt the course title change for ROP Medical Occupations to ROP Health Careers. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>Course Title Change (First Reading)</p>
<p>On a motion by Member Martinez seconded by Member Benton, Trustees declared its intent to adopt ROP Sports Medicine and ROP Media Marketing for the District. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.</p>	<p>New ROP Courses (First Reading)</p>
<p>On a motion by Member Rodriguez seconded by Member Benton, Trustees declared its intent to adopt the following new courses: Pre-AP Algebra 1, PHS Math; Pre-AP Biology, PHS Science; Pre-AP World History & Geography, PHS Elective/Social Studies; Integrated Math I/II Honors, LBHS Math; Honors Ag</p>	<p>New Course Adoptions (First Reading)</p>

Biology, LBHS Ag/Life Science; Honors Biology, LBHS Science; Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

A public hearing was opened at 9:06 p.m. to discuss a new Physics Textbook, no one came forward so the public hearing was closed at 9:06 p.m. On a motion by Member Benton seconded by Member Martinez, Trustees adopted the textbook; HMH Science Dimensions Physics in Universe CA 2020 digital. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

Physics Textbook Adoption

A public hearing was opened at 9:11 p.m. to discuss Level II Developer Fee Adjustments, no one came forward and the public hearing was closed at 9:11 p.m. On a motion by Member Martinez seconded by Member Benton, Trustees adopt Resolution #9-19, accepting the findings of the Facility Needs Analysis and increased the Level II residential fee from \$5.98 to \$8.40 per square foot, effective immediately. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

Resolution 9-19 Level II Developer Fee Adjustment

On a motion by Member Martinez seconded by Member Munoz, Trustees approved the low bid from Cable Links Construction for the Westside Elementary Fire Alarm Project and authorized the Superintendent or Designee to sign contract documents and issue the Notice to Proceed. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

Award Recommendation

On a motion by Member Benton seconded by Member Martinez Trustees approved renewal of the 2019-20 Contract # CSPP 9299 Between the California Department of Education (CDE) and the Los Banos Unified School District (LBUSD) for the California State Preschool Program; and adopt Resolution #11-19, authorizing designated personnel to sign contract documents. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

Resolution 11-19 2019-20 California State Preschool Program Contract Renewal

On a motion by Member Rodriguez seconded by Member Martinez Trustees approved renewal of the 2019-20 Contract #CPKS-9046 between the California Department of Education and Los Banos Unified School District for the Pre-Kindergarten Family Literacy Program Support; and adopt Resolution #12-19 authorizing designated personnel to sign contract documents. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

Resolution 12-19 Pre Kindergarten and Family Literacy Support Contract Renewal

On a motion by Member Benton seconded by Member Martinez Trustees declared their intent to adopt the following board policies: BP3100 Budget, Business and Noninstructional Operations; BP 3260 Fees and Charges, Business and Noninstructional Operations; AR 3260 Fees and Charges, Business and Noninstructional Operations; BP 3515.4 Recovery for Property Loss or Damage, Business and Noninstructional Operations; AR 3515.4 Recovery for Property Loss or Damage, Business and Noninstructional Operations; BP 6020 Parent and Family Engagement, Instruction; AR 6020 Parent and Family Engagement, Instruction; BP 6190 Evaluation of the Instructional Program, Instruction. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

Board Policy Updates (First Read)

Member Martinez asked that Item F-4 on the consent calendar be pulled for further discussion.

CONSENT
CALENDAR

On a motion by Member Munoz seconded by Member Rodriguez the Consent Calendar was approved with the exception of item F-4. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.

Trustees approved the minutes of the: Regular Meeting held on May 9, 2019 and the Special Meeting held on May 23, 2019

Minutes

Certificated Report: Appointments: Cardenas, Tina- 4th Grade Teacher, Westside Elementary- effective 8/7/2019, Moore, Christina – Physics Teacher, Los Banos High School – effective 8/7/2019, Robinson, Teresa – 6th Grade Teacher, RM Miano Elementary - effective 8/7/2019, Chavez, Edgar – Special Education Teacher, Lorena Falasco Elementary – effective 8/7/2019, Serang, Jason – Social Science Teacher, Los Banos Junior High – effective 8/7/2019, Bourbon, Jalen – Physical Education Teacher, Los Banos High School-effective 8/7/2019, Marchese, Nicole – 4th Grade Teacher, Westside Elementary – effective 8/7/2019, Marquez, Alma - Kindergarten Teacher, Volta Elementary – effective 8/7/2019, Martin Erik – 6th Grade Teacher, RM Miano Elementary – effective 8/7/2019, Gutierrez, Priscilla – PE Teacher, Pacheco High School – effective 8/7/2019, Lomeli, Serafin- Psychologist, District Wide – effective 7/1/2019, Wilson, Erika-6th Grade Teacher, RM Miano Elementary - effective 8/7/2019, Brudnicki, Mia-Social Science Teacher, Los Banos High School- effective 8/7/2019, Brasil, Susana-English Teacher, Pacheco High school- effective 8/7/2019, Zorra, Alyssa-English Teacher, Los Banos High School-effective 8/7/2019, Gutierrez, Letty-Inclusion Specialist, Creekside Junior High – effective 8/7/2019, Gomes, Joshua-Special Education Teacher, Los Banos Elementary - effective 8/7/2019, Sanchez, Yvette-English Teacher, Los Banos Junior High - effective 8/7/2019, Bunthoff, Anastasia-Math Teacher, Creekside Junior High- effective 8/7/2019, Gutierrez, Kazy-PE Teacher, Creekside Junior High - effective 8/7/20019, Ngo, Winnie-1st Grade Teacher, Los Banos Elementary - effective 8/7/2019, Vang, Ma Lee-Inclusion Specialist, Volta Elementary - 8/7/2019, Duke, Ashley-Art Teacher-Los Banos High School – effective 8/7/2019, Keller, Tami – Assistant Principal, Lorena Falasco Elementary – effective 7/1/2019, Gutierrez, Elizabeth-Math Teacher, Los Banos High School- effective 8/7/2019. Retired: Bhaskar, Hansa- Math Teacher, Los Banos High School-effective 6/30/2019, Christine Johnson-3rd Grade Teacher, Westside Elementary School- Effective 6/30/2019. Resigned: Gamino, Juventina – Elementary Teacher, Lorena Falasco Elementary-effective 6/30/2019, De Freitas, Justin – 6th Grade Teacher, Volta Elementary – effective 6/30/2019, De Gough, Erin – English Teacher, Los Banos High School – effective 6/30/2019, Torres, Cristalene – Social Science Teacher, Los Banos High School – effective 6/30/2019. Extra Duty Assignments: None.

Personnel Actions

Classified Report: New Hires: Byrum, Austin – FS, Child Nutrition Worker (2.0 Hrs), Reed, Taylor – SS, Licensed Vocation Nurse (8.0 Hrs), Resendiz, Grisel – SS, Licensed Vocation Nurse (8.0 Hrs), Rivas, Alicia – FS, Child Nutrition Worker (2.0 Hrs), Tarzian, Rosemarie – FS, Child Nutrition Worker (2.0 Hrs). Appointments: Malfabon, Mario – VE. Custodian – Effective 7/1/2019. Promotional: Carlos, Emma

– PHS, Attendance Secretary – Effective 7/1/2019, Carranza, Rosario – MSE, Office Assistant – Effective 7/1/2019, Iqbal, Amer – DO, Assistant Superintendent – Administrative Services- Effective 7/1/2019, Lewis, Lynn – FS, Child Nutrition Site Specialist – Effective 7/1/2019, Mendoza, Esteban – LJHS, Campus Security – Effective 7/1/2019, Monteon, Jessica – CE, Office Assistant – Effective 7/1/2019, Sanchez, Graciela – SLHS, Attendance Secretary – Effective 7/1/2019, Torres, Christine – LBE, Office Specialist – Effective 7/1/2019. Retired: None. Termination: None; Resigned: Dobbs, Nicolle – HME – Paraprofessional – Effective 6/30/2019, Marquez, Alma – VE – Paraprofessional – Effective 6/7/2019, Rivera-Carbajal, Stephani – LBE, Behavior Support Asst – Effective 6/30/2019. Leave of Absence: None.

The monthly Fiscal Report was submitted for Board information.

Monthly Fiscal Report

Trustees designated Veli Gurgen, LBHS Principal; Joseph Barcellos, LBHS Athletic Director; Ms. April Latta, LBHS Assistant Principal; Daniel Sutton, PHS Principal; Charles Pikas, PHS Athletic Director and Daniel Elizalde, PHS Assistant Principal as the District’s California Interscholastic Federation (C.I.F.) league representatives for the 2019-20 school year.

Designation of C.I.F. League Representatives

Trustees approved the 2019-20 Agricultural Career Technical Education Incentive Grant funding applications for Los Banos and Pacheco High Schools.

Agricultural Career Technical Education Incentive Grants PHS/LBHS

Trustees approved Donations from Dollar General to Lorena Falasco Elementary, Dollar General to Henry Miller Elementary, and Dollar General to Los Banos Elementary.

Donations

Trustees approved the addition to the District movie list, adding “*The Great Gatsby*” to the Los Banos High School film list.

LBUSD Approved film List

Trustees approved approve the novel, “Dry” to be used as a classroom resource by Los Banos Junior High.

Novel Approval LBJH

Trustees approved the following agreements/proposals: Blackboard Inc., messaging services; Houghton Mifflin Harcourt-Math Solutions, Prof Dev gr. 7-12; Houghton Mifflin Harcourt-Math Solutions, Prof Dev gr. 2-6; MCOE, Lease agreements for Severely Disabled Classrooms; Active Teaching Solutions, Professional Development; MCOE, Mathematics Professional Development and Coaching; Stanford History Education Group, Professional Development; Royal Prevention Services, Canine Team Services; Solution Tree Inc., Professional Development Services Regents of University of California, Teacher Preparation Program; MCOE, COMP Training; MCOE, Math Professional Development; Grand Canyon University, PLLS participation; Lozano Smith, Legal services for property and development; Santa Cruz County Office of Ed, LBUSD for Science Camp; Stonewall Security Systems, PHS and LBHS Extra Security.

Agreements/ Contracts

Trustees approved the following overnight/out-of-state travel: CE 6 th Graders, Santa Cruz County Science Camp Jan. 27-31, 2020.	Out of State/Overnight Travel
Trustees declared specific library books and/or textbooks as obsolete and to dispose of in accordance with Board Policy #3270.	Obsolete Books
Trustees approved the removal and disposal or sale of obsolete vehicles.	Obsolete Vehicles
Trustees approved the warrants for payment.	Warrants
Consent Calendar item F-4: Trustee Martinez stated he needed more time to review the books being donated. Trustee Martinez made a motion, seconded by Munoz, to table the book donation until next month's meeting. Motion did not pass. Ayes: Martinez, Munoz, Rodriguez; Noes: Benton, Parreira; Absent: Smith. Board President Parreira explained that a majority of the Board membership was needed to approve or not-approve a motion not just a majority the members present. Since there are currently 6 members on the Board, a majority of the Board is four and thus four votes is needed for action on any Board vote needing a majority. Trustee Parreira made a motion, seconded by Benton, to accept the donation of the books. The motion did not pass. Ayes: Benton, Parreira, Rodriguez; Noes: Martinez, Munoz; Absent: Smith. Board President Parreira stated the Donation of books from PHS GSA will be on the July 11, 2019 meeting agenda since no action was taken on the item.	Donation of Books from PHS GSA
On motion by Member Benton seconded by Member Munoz, Trustees expelled student #5509950 for the summer sessions and the following fall semester of the 2019-20 school year. The expulsion is suspended allowing the student to attend Los Banos High school on a behavior contract. If the student violates the contract, Pupil will immediately be referred to Valley Community School to complete the expulsion. Student #7316326034 was expelled for 1 calendar year. Student #5521012 was expelled for the summer sessions and the first trimester of the 2019-20 school year. The expulsion was then suspended placing the student on a behavior contract allowing her to attend junior high school in the District. If the behavior contract is violated, student will be referred to Valley Community School to complete the expulsion. Students are to contact the Office of Student Discipline for possible readmission to the District following the period of expulsion for a review of attendance, credits and/or grades, behavior and recommended counseling. Pupils are referred to Valley Community Day School. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez; Noes: 0; Absent: Smith. Motion carried.	Reporting Closed Session
None at this time	Future Agenda/ Discussion Item
The meeting was adjourned by Mr. Parreira at 9:37 P.M.	Adjournment

SECRETARY

**LOS BANOS UNIFIED SCHOOL DISTRICT
MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF EDUCATION
June 20, 2019**

District Office
Board Room

The meeting was called to order at 5:00 P.M. by Mr. Parreira.

Call to Order

PRESENT: Ms. Benton, Mr. Martinez, Mr. Munoz, Mr. Parreira,
Ms. Rodriguez (5:07), Ms. Smith. ABSENT: None

Roll Call

The audience was led in the Pledge of Allegiance by Anthony Parreira.

Pledge of
Allegiance

On motion by Member Munoz, seconded by Member Benton, Trustees approved the agenda as submitted. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: 0. Motion Carried

Approval of
Agenda

Mr. Enos asked the Board to approve the final draft of the LCAP. On motion by Member Smith, seconded by Member Martinez, Trustees approved the Local Control Accountability Plan as submitted. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: 0. Motion Carried

2019-20 LCAP
Approval

Mr. Iqbal asked the Board to adopt the 2019-20 Budget. On motion by Member Munoz, seconded by Member Benton, Trustees adopted the 2019-20 Budget as submitted. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: 0. Motion Carried

2019-20 Budget
Adoption

On motion by Member Benton, seconded by Member Martinez, Trustees approved the agreement between the Regents of the University of California and Los Banos Unified School District establishing a student teaching program (fieldwork) meeting the provisions of applicable state law and regulations. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: 0. Motion Carried

Agreement Regents
of University of
California/LBUSD

Board President, Anthony Parreira explained the process decided upon by the Ad Hoc Candidate Interview Committee in which the candidates would be interviewed, scored then ranked. After which time there would be discussion and then a vote on the appointment of a Board member to fill the vacancy in Area 2.

Provisional
Appointment of
Board Member
Adjournment

The candidates were then excused to the lobby and brought in one at a time and were asked yes and no questions by Board President Parreira on their current and/or former employment with the district, their availability for regular and special meeting of the Board, and if they agreed to fulfill the legal requirements of a Board member. The Trustees then each asked the candidates a series of questions selected by the Ad Hoc Candidate Interview Committee. Each candidate was given 20 minutes to answer the same questions.

Upon completion of the interviews, a recess was taken and the rating sheets were collected and tabulated by two impartial parties. The figures were triple checked and the final tabulations were brought to the board room to post. Superintendent's Secretary, Tina Accardo, posted the results for the public in order of which the candidates were interviewed. Board President Parreira made a motion to appoint candidate Luis Castro since he had the lowest score, which was the best score of the group. It was seconded by Member Benton. There was some discussion and then a roll call vote was taken. Ayes: Benton, Parreira, Rodriguez, Smith. Noes: Martinez, Munoz. Absent: None. Motion Carried.

Dr. Mark Marshall administered the Oath of Office to newly appointed Board Member Luis Castro. Oath of Office

The meeting was adjourned by Mr. Parreira at 7:37 P.M.

Secretary

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

REPORT OF CERTIFICATED EMPLOYMENT

Dr. Tammie Calzadillas, Assistant Superintendent

APPOINTMENT:

Maldonado, Daniel - 5th Grade Teacher, Volta - effective 8/7/2019
Lust, Richard II–Coordinator Special Ed/Special Services, Special Svc Dept. – effective 7/1/2019
Grant, Chelsea – Kindergarten Teacher, RME – effective 8/7/2019
Correa Perez, Miguel – 6th Grade Teacher, Volta – effective 8/7/2019
Warekentin, Joel – SDC Teacher, PHS – effective 8/7/2019
Cates, Kalie – Science Teacher, CJHS - effective 8/7/2019
Hernandez, Delila – Assistant Principal, CJHS – effective 7/8/2019
Helmrick, Kara-Leigh – Math Teacher, CJHS – effective 8/7/2019
Ceja, Ricardo – Math Teacher, LBHS - effective 8/7/2019
Chambers, Mylia – 5th Grade Teacher, WUES – effective 8/7/2019
Evans, Aleecia – 3rd Grade Teacher, LBE – effective 8/7/2019
Garcia-Urista – 4th Grade Teacher, LFE – effective 8/7/2019
Kline, Stephen – Social Science Teacher, LBHS – effective 8/7/2019
Lomeli, Malynda – Social Science Teacher, LBHS – effective 8/7/2019
Lopez, Gabriela – 5th Grade Teacher, LFE – effective 8/7/2019
Maldonado, Daniel- 5th Grade Teacher, Volta – effective 8/7/2019
Mankin, Sarah – Math Teacher, LBHS – effective 8/7/2019
Ortega, Stacey – Academic Counselor, CJHS – effective 8/1/2019
Souza, Connie – 1st Grade Teacher, LBE – effective 8/7/2019
Wright, Dawn – Physics Teacher, PHS – effective 8/7/2019

RETIRED

None

RESIGNED

Rocha, Mary Beth – Counselor – PHS – effective 6/30/2019
Ramirez, Juan Manuel – Counselor – CJHS – effective 6/30/2019
Nehme, Nadia – 1st Grade Teacher – LBE – effective 6/30/2019
Maiorino-Chase, Staci – 4th Grade Teacher – LFE – effective 6/30/2019
Bravo, Carmen – 3rd Grade Teacher – LBE- effective 6/30/2019
Thompson, Brandi – Assistant Principal – LBJHS - effective 6/30/2019

EXTRA DUTY

APPOINTMENTS:

Fournier, Jeanne – Auxillary Units Advisor – PHS
Fournier, Jeanne – Flag Team Advisor - LBJHS
Fournier, Jeanne – Letter Girl Advisor - LBJHS
Cavazos, Danielle – Band Director – LBHS
Souza, Nichole – Spirit Team Advisor – LBJHS
Robledo, Tony – Athletic Director – LBJHS
Camberos, Victor – Asst. Frosh Football Coach – PHS
Sandoval, Oyuky – 7th Grade Head Volleyball Coach – CJHS
Barger, Laura – Varsity Golf Coach, Girls – PHS
Brand, CJ – Band Director – CJHS
Faria, Manuel – Choir Director - LBHS

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

**REPORT OF CLASSIFIED EMPLOYMENT
FOR BOARD APPROVAL – July 11, 2019**

Tammie Calzadillas, Assistant Superintendent

New Hires:

Baker Matson, Geoff – LBHS/PHS, Accompanist (7.0 Hrs)

Appointments:

Barba, Janie – RME, Paraprofessional (1.5 Hrs)

Herrera, Brittany – RME, Paraprofessional (1.0 Hr)

Smith, Tasha – RME, Paraprofessional (1.0 Hr)

Tamber, Jatinder – RME, Paraprofessional (1.0 Hr)

Promotional:

Accardo, David – HME, Custodian – Effective 7/1/2019

Magana, Ana – FS, Child Nutrition Worker – Effective 7/1/2019

Silva, Linda – RME, Media Specialist – Effective 7/1/2019

Retired:

Moore, Kathleen – CE, Media Specialist – Effective 6/30/2019

Termination:

Resigned:

Zorra, Talisha – FS, Child Nutrition Worker – Effective 6/30/2019

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: Amer Iqbal, Director of Fiscal Services
Date: July 11 , 2019

UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND/COUNTY SSF

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
	REVENUE LIMIT SOURCES :	113,778,785.00	450,145.00	114,228,930.00	104,221,860.98	10,007,069.02	91.23
	FEDERAL REVENUES :	5,487,500.00	5,023,679.00	10,511,179.00	5,068,884.36	5,442,294.64	48.22
	OTHER STATE REVENUES :	15,200,891.00	1,424,108.00	16,624,999.00	8,817,870.30	7,807,128.70	53.03
	OTHER LOCAL REVENUES :	851,802.00	388,474.00	1,240,276.00	1,202,987.89	37,288.11	96.99
* TOTAL YEAR TO DATE REVENUES		* * 135,318,978.00 *	7,286,406.00	* 142,605,384.00 *	* 119,311,603.53 *	23,293,780.47 *	83.66

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	52,793,069.00	1,411,509.00	54,204,578.00	52,959,793.41	1,244,784.59	97.70
	CLASSIFIED SALARIES :	17,485,493.00	1,001,709.00	18,487,202.00	19,216,219.37	729,017.37-	103.94
	EMPLOYEE BENEFITS :	37,719,861.00	558,199.09	38,278,060.09	32,598,972.27	5,679,087.82	85.16
	BOOKS AND SUPPLIES :	10,575,960.00	2,818,565.24	13,394,525.24	5,728,611.76	7,665,913.48	42.76
	SERVICES, OTHER OPER. EXPENSE:	8,604,900.00	3,891,507.20	12,496,407.20	10,788,692.64	1,707,714.56	86.33
	CAPITAL OUTLAY :	1,912,000.00	2,371,404.00	4,283,404.00	3,500,776.28	782,627.72	81.72
	OTHER OUTGOING :	1,730,000.00	11,000.00-	1,719,000.00	1,864,816.86	145,816.86-	108.48
	DIRECT SUPPORT/INDIRECT COSTS:	351,742.00-	37,767.00-	389,509.00-	5,883.13-	383,625.87-	1.51
	PRIOR YEAR EXPENDITURE :	987,288.00		987,288.00	1,000,733.14	13,445.14-	101.36
* TOTAL YEAR TO DATE EXPENDITURES		* * 131,456,829.00 *	12,004,126.53	* 143,460,955.53 *	* 127,652,732.60 *	15,808,222.93 *	88.98

OTHER FINANCING SOURCES (USES)							
	INTERFUND TRANSFERS - OUT :	3,515,000.00-	1,550,000.00	1,965,000.00-	1,967,738.63-	2,738.63	100.13
	CONTRIB.- RESTRICTED PROGRAMS:	.00		.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE OTHER FINANCING		* 3,515,000.00-*	1,550,000.00	* 1,965,000.00-*	1,967,738.63-*	2,738.63 *	100.13

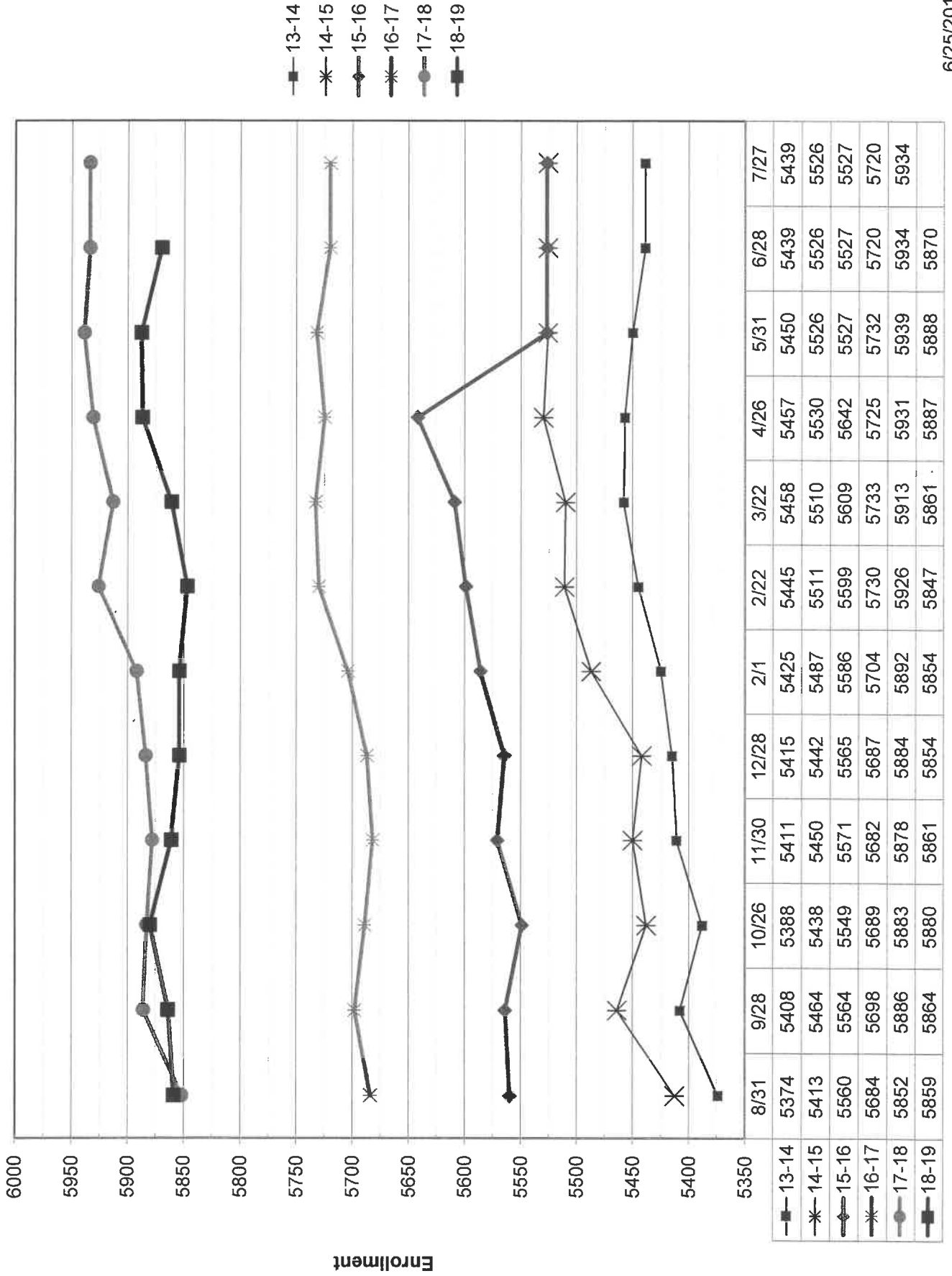
UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND/COUNTY SSF

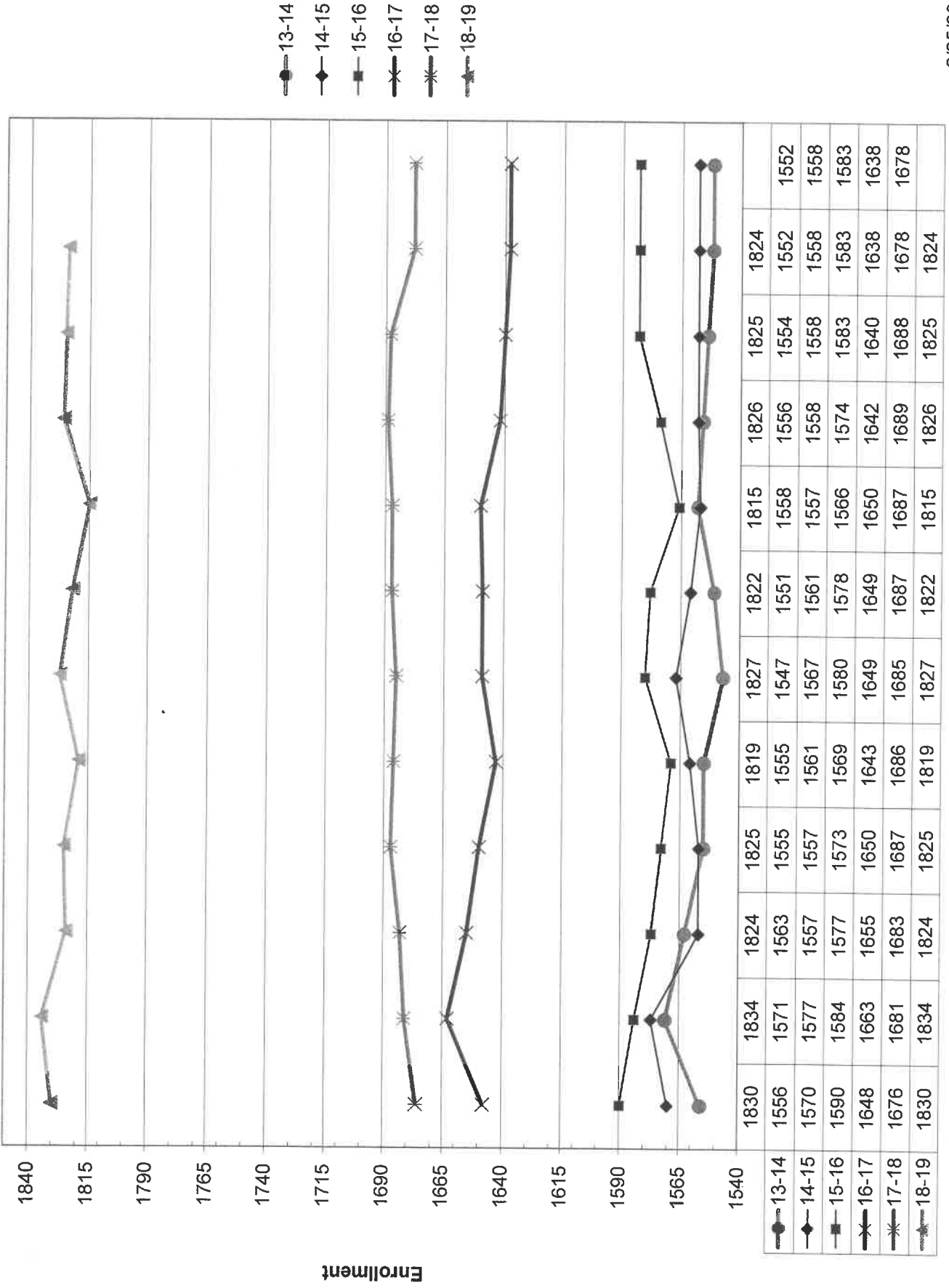
OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	21,505,129.16	13,224,207.06-	8,280,922.10
9130	REVOLVING CASH ACCOUNT	25,000.00	200.00	25,200.00
9135	CASH W/ FISCAL AGENT		31.30-	31.30-
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	1,826,141.05	700,444.16-	1,125,696.89
9310	DUE FROM OTHER FUNDS	380,245.66	380,245.66-	.00
9319	DUE FROM OTHER FUNDS - SET UP		5,883.13	5,883.13
9340	OTHER CURRENT ASSETS	2,250.00	.00	2,250.00
9509	ACCOUNTS PAYABLE SET UP		13,226.52-	13,226.52-
9510	ACCOUNTS PAYABLE CURRENT LIAB	2,370,788.03-	2,303,864.55	66,923.48-
9522	STRS REF EXCESS CONTRIBUTION	863.90-	360.06-	1,223.96-
9550	USE TAX LIABILITY	4,052.00	40,202.74-	36,150.74-
9553	REPAY	996.83-	826.09-	1,822.92-
9554	INSURANCE		64,749.15	64,749.15
9556	MISC DISTRICT VOL-DEDS (1)		15,516.25-	15,516.25-
9557	Refunds of PERS, STRS, SS, MED		212.15-	212.15-
9564	RETIREE LIABILITY	99,766.31-	99,833.06	66.75
9567	INSURANCE MISCELLANEOUS		.27-	.27-
9610	DUE TO OTHER FUNDS	17,827.46-	17,827.46	.00
9650	UNEARNED (DEFERRED) REVENUE	2,032,371.18-	1,952,922.09	79,449.09-
* NET YEAR TO DATE FUND BALANCE	**	19,220,204.16 *	9,929,992.82-*	9,290,211.34 *
* EXCESS REVENUES/(EXPENDITURES)	**	19,220,204.16 *	9,929,992.82-*	9,290,211.34 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	135,318,978.00	7,286,406.00	142,605,384.00	119,311,603.53	23,293,780.47	83.66
B.	EXPENDITURES	131,456,829.00	12,004,126.53	143,460,955.53	127,652,732.60	15,808,222.93	88.98
C.	EXCESS REVENUES (EXPENDITURES)	3,862,149.00	4,717,720.53-	855,571.53-	8,341,129.07-	7,485,557.54	974.91
D.	OTHER FINANCING SOURCES (USES)	3,515,000.00-	1,550,000.00	1,965,000.00-	1,967,738.63-	2,738.63	100.13
E.	NET CHANGE IN FUND BALANCE	347,149.00	3,167,720.53-	2,820,571.53-	10,308,867.70-	7,488,296.17	365.48
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	347,149.00	3,167,720.53-	2,820,571.53-	10,308,867.70-	7,488,296.17	365.48

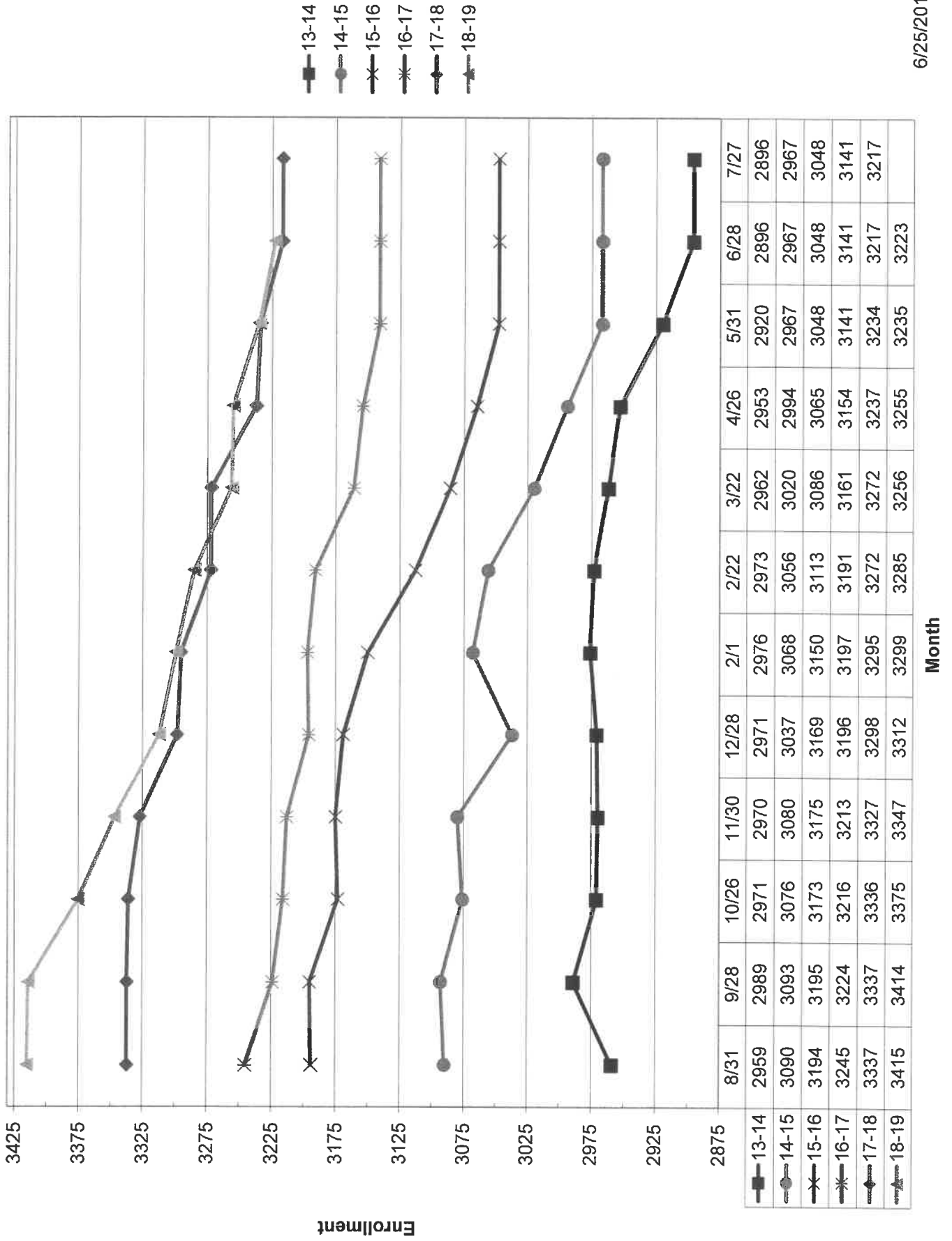
K-6 Enrollment (including SDC) by Month



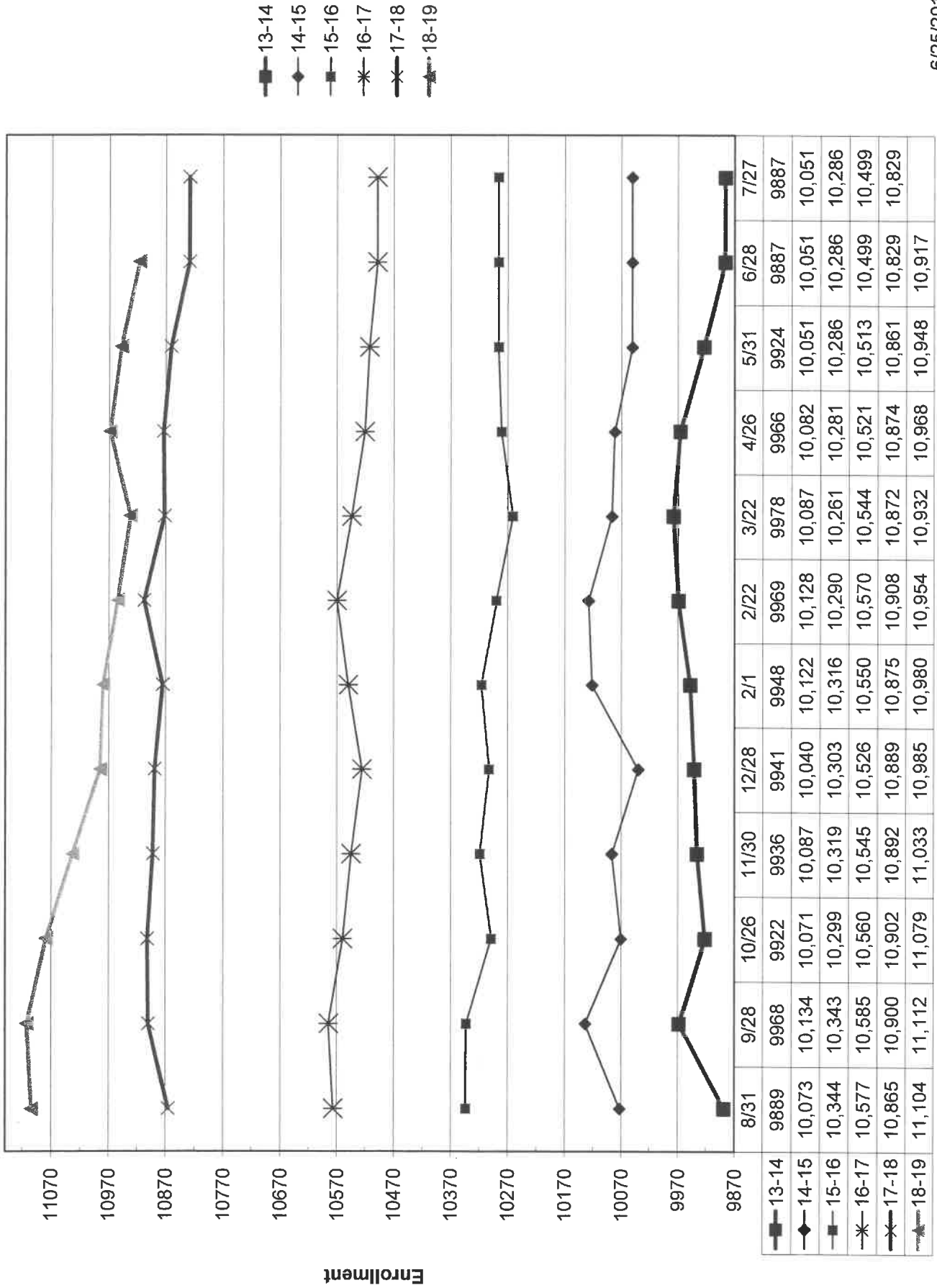
7-8 Enrollment (including SDC)



9-12 Enrollment (including SDC)



K-12 Enrollment (including SDC) by Month



Board Reference Material

SUBJECT TITLE: **Governance Handbook Update (Second Reading)**

REQUESTED ACTION: Adopt

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board adopt the updated Los Banos Unified School District Governance Handbook.

BACKGROUND INFORMATION:

The Governance Handbook was developed in 2017 by Board members with assistance from California School Boards Association. At the April 27, 2019 Special Board Meeting the handbook was reviewed and updated.

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):

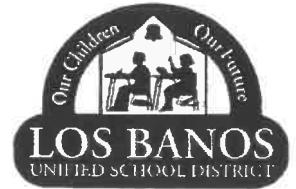
N/A

ORIGINATOR: Mark Marshall, Ed.D., Superintendent

Date: July 11, 2019

Los Banos Unified School District Draft Governance Handbook

Revised April 27, 2019



Board of Trustees

Anthony Parreira, *President*
Margaret Benton, *Vice President*
Marlene Smith, *Clerk*
Ray Martinez, *Member*
Gary Munoz, *Member*
Anahi Rodriguez, *Member*
_____, *Member*

Superintendent

Mark E. Marshall, Ed.D.

Unity of Purpose, Roles and Responsibilities, Norms and Agreements

These workshop notes reflect the governance team's work on the creation of a framework for effective governance. This involves ongoing discussions and agreements about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.

Los Banos Unified School District

Governance Team Handbook

Table of Contents

Los Banos USD Community Values.....	1
Los Banos USD Mission & Vision Statement	2
Unity of Purpose.....	3
Unity of Purpose – Board Goals.....	5
Governance Roles and Responsibilities.....	5
The Role of the Board and Superintendent.....	6
Governance Team Responsibilities.....	6
What the Board Needs from the Superintendent.....	7
What the Superintendent Needs from the Board.....	8
What Board Members Need from Each Other.....	8
Governance Norms and Protocols	8
Positive Governance Team Culture (norms).....	9
Creating and Sustaining a Positive Culture (meeting guidelines).....	10
Supportive Structures and Processes (protocols).....	11
Signature Page	16

COMMUNITY VALUES

Los Banos Unified School District

Stewardship – We will behave as stewards of our school district and community, sharing responsibility for our community assets. We will work together to achieve the greatest long-term benefit for the community as a whole.

Collaboration – We are willing to partner with others to achieve community outcomes. We will strive to create an inclusive, cohesive community through partnership and collaboration.

Commitment to Outcomes – We are willing to take responsibility for developing tasks, achieving specified outcomes, and staying committed until the tasks are completed.

Positive Thinking – We believe that anything is possible in the Los Banos Region. We will envision success and then develop an attainable strategy for achieving that vision.

Fact-Based Decision Making – We will base decisions and action plans on objective data, thereby avoiding distortion of issues by personal feelings or agendas.

Truth Telling – We will act and respond truthfully in all matters of the District.

Diversity – We respect all persons and recognize that there are diverse viewpoints. Viewpoints from diverse constituencies will be welcomed to ensure the best possible outcomes for the community.

Commitment to Resolving Conflict – Healthy conflict involves valuing every individual, regardless of his or her stance on a specific issue and a commitment to working through the conflict in a positive manner.

Conflict of Interest – We agree to disclose any personal or professional conflict of interest that may affect our objectivity before engaging in work that will impact the community. We seek to avoid even the appearance of conflict of interest.

Mission of the Los Banos Unified School District

Our Mission as a learning organization is to prepare and deliver curriculum focused on State and District adopted Common Core Standards and provide access to the best teaching and content available for all students.

Vision Statement

All students of the Los Banos Unified School District are provided a learning environment in which they will be able to perform at their highest potential. Upon graduation, all students will be prepared for entry into the world of work or entry into a college or university.

Fidelity to standards, rigorous curriculum and assessments will be an expectation of all staff. Regular assessment is a key part of the delivery of excellent instruction. Assessment practice in the District will reflect adopted standards and utilize similar test design as the annual state testing program. The implementation of District created curriculum units and regular assessment will be the basis for judging fidelity to standards.

Facilities and infrastructure of the District must support the ongoing growth of the District. Ongoing student population growth as well as ongoing technological growth of the District must be addressed in our long-term plans while addressing the central mission of the District, providing the best teaching and content to our students.

UNITY OF PURPOSE

Unity of Purpose is a common focus, super-ordinate goals, the values and beliefs governance team members share in common about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

–CSBA

Unity of Purpose

Governance team members identified the following concepts as important principles for the team.

Shared Values:

- Ensuring a safe physical and emotional environment for all children that is conducive to learning
- Preparing our children for career and college
- Serving all students
- Advocacy for all students and staff
- Collaboration
- Truthfulness - open and honest communication in all matters
- Basing decisions on objective data
- Positive Outlook - we believe that Los Banos Unified is destined to become a destination for many and that our schools and our students' performance should be equal to the best in the state
- Long-term planning
- Accountability to the community
- The board working closely with the superintendent
- Commitment to resolving conflict
- Linking all parents to the schools through parent education programs and encouraging parents and community members to be involved in school co-curricular and extra-curricular activities

Unity of Purpose

What We Are Most Proud of about Los Banos USD:

- Our passion and focus to do everything we can to give our kids the opportunity to succeed.
- That we provide a quality education for all students; every child deserves a quality education.
- The rate of returning students as employees; students love the district enough to return as staff.
- That we all come together when things get tough and do what is right.
- Our connection to the community
- Our dedicated, caring and professional staff
- Our focus on health and safety; this is a very safe district.

Unity of Purpose

As a Governance Team, We Want to Come Together to Accomplish the Following, to:

- Create a foundational root toward operating as a Board that reflects excellence.
- Continue to pursue stronger personal relationships that enable us to move forward as one body, one mind and one accord in a spirit of unity.
- Develop strong unity as a Board and provide clear direction for the community by establishing effective governance.
- Continue to be a Board that respects each other and works toward a common goal – what is best for our students.
- Find/develop alternative financing
- Find and utilize the strengths of each Board Member in order to help give every student opportunities for the best education possible to prepare them for life.

- Establish outcomes for every student to afford them a quality education.
- Work for the single purpose of what is best for our students and staff.
- Realize that our job is not to micro-manage or try to do the Superintendent's job by trying to direct the day-to-day running of the District.
- Let the certificated and classified staff know that the Board appreciates and supports their efforts on behalf of and influences on our students.

Unity of Purpose

Board Goals:

- Produce well-rounded children who are educated by teaching knowledge and wisdom.
- Have the facilities that we need to accomplish our goals for students.
- Carefully monitor our budget; to show fiscal responsibility
- Build solid leadership for our students, constituents and district.
- Continue to recruit and retain highly qualified teachers.
- Create a district of excellence to serve as a model for others to follow.

GOVERNANCE ROLES AND RESPONSIBILITIES

Effective teams' value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

–CSBA

Governance Roles

There are important distinctions to be made between the board's role and responsibilities and those of the superintendent and staff. Boards and superintendents must work together to ensure a district has effective leadership. Just as board members should govern and not manage a school district, superintendents should not administer a district in isolation from the representatives whom the public has entrusted with the schools.

School board trustees are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of local community.

Board members have collective, not individual authority. Authority to make decisions is only granted to the board as a whole. The full board gives direction to the superintendent, through decisions reached at board meetings. Individual board members do not have the authority to direct the superintendent, unless otherwise agreed to by the board and superintendent.

The responsibility of the school board is not to run the schools, but to see that the schools are run well. When a board member inadvertently takes over the staff role, he/she is in essence vacating his/her board seat and effectively undercutting his/her ability to govern. He/she is forfeiting his/her ability to hold the superintendent responsible for the way the board's policy direction is translated into action by the professional staff.

Working as the governance team, the superintendent, the executive cabinet and board guide the efforts of the professional staff by setting a direction for the district reflective of the community's wish for its children.

The Role of the Board and Superintendent:

The role of the School Board is a representative, governance role:

School board trustees are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of local community.

The role of the Superintendent is:

1. To facilitate the effective governance of the Governance Team.
2. To facilitate an effective administrative structure for the District.
3. Be the chief administrative officer for the school district.

Governance Team Responsibilities:

Set the Direction for the Community's Schools:

Focus on student achievement

Assess district needs / utilize data

Create and revise direction-setting documents

(Beliefs, vision, priorities, strategic goals, success indicators)

Ensure an appropriate inclusive process is used

Establish an effective and efficient governance structure for the school district

Employ the superintendent and set policy for hiring of other personnel

Oversee the development of and adopt policies

Set a direction for and adopt the curriculum

Establish budget priorities, adopt the budget, and oversee facilities issues

Provide direction for the negotiation of collective bargaining agreements

Provide Support through our behavior and actions

- Act with professional demeanor that reflects the district’s beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities & goals
- Enforce board-approved district policies
- Establish and maintain a positive professional climate
- Be knowledgeable about district efforts and be able to explain them to the public

Ensure Accountability to the public:

- Evaluate the superintendent
- Monitor, review, and revise policies
- Serve as a judicial and appellate body
- Monitor student achievement, program effectiveness, and require program changes as necessary
- Monitor district finances and provide direction for budget development
- Provide direction for the collective bargaining process and ratify all agreements

Act as Community Leaders:

- Speak with a common voice about district priorities, goals, and issues
- Involve the community in district schools and activities
- Communicate clear information about policies, programs, and fiscal conditions of the district
- Educate the community about issues facing the district and public education
- Advocate for children, district programs, and public education to the community, local, state and national leaders.

GAINING CLARITY ON ROLES AND RESPONSIBILITIES

What the Board needs from the Superintendent:

The superintendent will support trustees in fulfilling their responsibilities by:

- Ensuring transparency
- Having open, honest communication
- Ensuring that there are no surprises
- Continuing the Friday Memos and other updates
- Treating all Board Members equally.
- Maintaining confidentiality.

What the Superintendent needs from the Board:

The trustees can support the superintendent in fulfilling his responsibilities by:

- Ensuring transparency
- Having open, honest communication
- Ensuring that there are no surprises
- Maintaining confidentiality
- Supporting majority decisions

What the Board Members need from each other:

The trustees can support each other in fulfilling their responsibilities by:

- Treating each other with respect
- Acting with integrity
- Ensuring transparency
- Having open, honest communication
- Ensuring that there are no surprises
- Being prepared – reading the agenda and asking the Superintendent questions in advance
- Building relationships – providing Board Mentors/Buddies
- Maintaining confidentiality
- Supporting majority decisions

GOVERNANCE NORMS AND PROTOCOLS

The Board of Education for the Los Banos Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, protect the public interest in schools, and ensure that a high-quality education is provided to each student.

To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behavior (norms) and operating procedures, (protocols), support unity among team members. The purpose of the Los Banos USD governance team protocols is to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed

Norms:

-
- Norms for Building and Sustaining Trust Among Members of Our Team
 - Governance Team Meeting Guidelines

Protocols:

- Making sure that all board members are informed and have the same information
- Bringing up new information or issues for the board agenda
- Sub-committees of the Board (currently the 2x3 Committee, Facilities Committee, Finance Committee, and the LBUSD Scholarship Committee)
- Board Officer Elections
- Staff Reports to the Board of Education
- Honoring the Brown Act and Closed Session
- Responding to Constituents' Concerns or Complaints
- Site Visits

POSITIVE GOVERNANCE TEAM CULTURE

Norms for Building and Sustaining Trust among Team Members:

We Agree to:

- Always demonstrate respect for each other.
- Be honest in our interactions with other members of the team.
- Be willing to give and take respectful, constructive feedback.
- Base decisions on principles and not self-interest.
- Develop and maintain positive professional relationships with each other.
- Make sure our words and actions are the same.
- Be active listeners.
- Make sure that everyone has the opportunity to speak.
- Seek information prior to meetings rather than surprising other members or staff in public.
- Be open to new ideas.
- Choose our words carefully – making sure the words we use are helpful and not hurtful.
- Be honest with each other – say what we mean and mean what we say.

CREATING AND SUSTAINING A POSITIVE CULTURE

Meeting Guidelines

We will:

1. Communicate with the superintendent and the board president prior to board meetings so that there are no surprises, and no one is unprepared.
2. State our positions on issues. If we plan to vote no on an agenda item, explain our reasoning prior to the vote so that other board members have the benefit of our thinking.
3. Listen actively to each other – without preparing responses.
4. Paraphrase or ask questions to make sure we truly understand what the other person is saying and avoid making assumptions.
5. Make sure that our words and actions are one and the same and support majority decisions
6. Make sure that everyone has a chance to speak once before anyone speaks a second time.
7. Disagree courteously
8. Keep our focus on the best interest of our students.
9. Debate the facts and avoid personalities.
10. Each take responsibility for the success of the meeting and the work of the team by preparing ahead of time, participating in the meeting and addressing concerns.
11. Wait to speak until others are finished speaking and be to the point in our comments.
12. Only abstain from voting when a true conflict exists.
13. Respect differences, show respect and honor each other – never dismiss or devalue others.
14. Stay focused on our goals and avoid getting sidetracked.
15. Work to make sure that there are no hidden agendas and all issues and concerns can be dealt with openly by all members.
16. Work toward the future – learning from the past.

SUPPORTIVE STRUCTURES AND PROCESSES

Agreements to Facilitate Governance Leadership - (protocols):

TOPIC & RATIONALE:

Making sure that everyone is involved and has the same information.

We believe:

The group is most effective when everyone has the same information. The time of board members and staff is important. All of our opinions count. We can't be effective or make good decisions if we don't know what is going on. Individuals have a responsibility to indicate when they are feeling left out. Individual members have different amounts of time to dedicate to district issues.

PROTOCOL:

We Agree:

- We will receive updates on district issues in the Friday Memo (as appropriate)
- We can call the Superintendent and possibly other Board Members to obtain additional information.
- Regular, scheduled reports on major district issues will be scheduled for board meetings – either during open or closed session (as appropriate under the law)

TOPIC & RATIONALE:

Bringing up new information or issues for the board agenda.

We believe:

Board members should have the opportunity to present new ideas or bring up topics or issues that they would like to have addressed by the board. Individual board member interests should not divert the time or energy of staff away from the accomplishment of board adopted goals and objectives.

PROTOCOL:

We Agree:

- New ideas will be brought up during the Future Agenda Items section at the end of the board meeting.
- Board members will inform the Superintendent before the meetings about any new issues that may be raised.
- The following questions may be considered before a new item is added to the agenda:
 - How does this affect our district priorities/goals?
 - How much staff time is involved?
 - Does the situation rise to the level of a crisis and require immediate attention?
 - Is the timing appropriate? What is the preferred timing?

TOPIC & RATIONALE:

Subcommittees of the Board

(Currently – 2x3, Facilities Committee, Finance Committee and the LBUSD Scholarship Committee)

We believe:

The stability, continuity, and history of board subcommittee work are important to the effective functioning of the district. There must be a commitment to serving on the committee by board members and willingness to put in the necessary time and attend the meetings. Changes on the board are inevitable and might result in the need to have other board members prepared to take part in subcommittee meetings.

All board members need to have enough information about the subcommittee work to be comfortable making an informed decision and taking action at board meetings. The timelines for non-committee members to ask questions or gain information to fully understand the complexity of the information or the recommendation are often short..

PROTOCOL:

We Agree:

- If a board member who is not currently appointed to a subcommittee is interested in serving, s/he should inform the Superintendent and Board President at least two weeks prior to the Annual Organizational meeting of the Board.
- Only one board member will rotate off of a subcommittee at a time. The change in appointment will occur at the Annual Organizational Meeting of the Board.
- In order to serve on a subcommittee, board members must agree to take personal responsibility to:
 - become informed about subcommittee topics and issues
 - commit the necessary time and effort
 - attend the meetings
- The first alternate to the subcommittee will be a board member who has recently rotated off of the committee whenever possible.
- In order to provide more general information to the rest of the board about subcommittee meetings, the superintendent will include bullet points of the topics covered during a subcommittee meeting in the Friday Memo from the Superintendent.
- Board members need to assume personal responsibility for seeking additional information as necessary.

TOPIC & RATIONALE:

Board Officer Elections

We believe:

The board should vote on board officers based on the qualities of the person seeking each position.

Board officer elections must be in compliance with the law.

PROTOCOL:

We Agree:

- The school board officers for Los Banos USD are:
 - Board President
 - Vice President
 - Clerk
- School board officers are elected every year in December during the School Board Organizational Meeting
- During the Organizational Meeting:
 - Individual board members have the opportunity to express interest in serving as a board officer
 - More than one board member may be nominated for any office
 - Board members may accept or decline the nomination
 - The vote for board officer positions will occur in accordance with Brown Act and/or other legal requirements, and Robert's Rules of Order guidelines.

TOPIC & RATIONALE:

Staff Reports to the Board of Education

We believe:

Board members need sufficient information to make informed decisions on behalf of the community. The board has a responsibility to understand and be able to explain district progress toward the achievement of district goals. The board must feel competent to address significant issues or topics that are facing the district to the staff and out in the community.

PROTOCOL:

We agree:

Major staff reports to the board of education, (for example reports on progress toward district goals or on issues of significance to the district and/or community), should include:

- Background and history of the topic
- Relevant facts, data and information
- What was the process that was used and who was involved in the development of the recommended action?
- Important aspects of the staff action plan:
 - Necessary resources (people, cost, facilities, materials, etc.)
 - Who will be involved in the implementation?
 - Timelines - with the end point
 - Intended results / outcomes
- Recommendation from superintendent or designated staff member
- Other options that were considered
- Rationale for this recommendation

Topic and Rational

Honoring the Brown Act and Closed Session

We believe:

The Brown Act regulates many aspects of local agency meetings in both open and closed sessions. Regularly scheduled meeting agendas will be published at least 72 hours prior to the meeting, and special or emergency meeting agendas will be posted at least 24 hours prior to the meeting. Closed Session protocols will be strictly observed.

PROTOCOL:

We Agree:

- Board members will honor the definition of a meeting as described in the Brown Act.
- Board members recognize that information acquired during a closed session is confidential and may not be disclosed to a third party.
- Board members recognize that intentional violations of the Brown Act are misdemeanors.

Topic and Rational

Responding to Constituents' Concerns or Complaints

We believe:

That we need a standard that we will all follow consistently.

PROTOCOL:

We Agree to:

- **Receive** – Listen without interruption and without preparing a response to the person's issues or concerns, unless it is an issue that may come before us in our judicial role - that information will be shared with the entire Board at the appropriate place and time - during the hearing.
- **Repeat** – If it is appropriate for us to listen to the concern, we will paraphrase or ask a clarifying question to ensure understanding of what has been said.
- **Request** – Ask what the person sees as the solution to the problem or concern. Ask what they would have us do with the information they have given us.
- **Review** – The conversation (and next steps, if any).
- **Redirect** – Put the person back into the system at the appropriate place.
- **Report** - Notify the Superintendent of the conversation so that he has the full picture and can follow through as appropriate and/or necessary.

Topic and Rationale

Site Visits

We believe:

That site visits are important, as they build relationships and enable us to see what is happening in the schools – become familiar with sites and programs. They build morale and enable schools to share their accomplishments. Visiting schools enables us to show our support and better understand issues.

During site visits, we do not want to be a disruption, a distraction or disrespectful. We believe in the concept of “no surprises.”

PROTOCOL:

We Agree:

- When possible, to visit schools when we are invited.
- That when the Superintendent plans a site visit, he will send out a notice to all. The first three Board Members to respond to his invitation, will accompany him on his visit.
- That Board Members wishing to schedule their own visits, will work with the principals to arrange a time that is convenient for that administrator and school.
- The Board Member and the Principal will notify the Superintendent about the scheduled visit.
- At all visits, Board members will sign-in at the office and wear their badges.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Los Banos Unified School District Board of Education, staff, students and the community. We shall renew this agreement at each annually.

Affirmed on this _____ day of _____, 2019

Anthony Parreira, Board President

Margaret Benton, Vice President

Marlene Smith, Clerk

Ray Martinez, Trustee

Gary Munoz, Trustee

Anahi Rodriguez, Trustee

_____, Trustee

Mark E. Marshall, Ed.D., Superintendent

Board Reference Material

SUBJECT TITLE: Paid Prep, Department Chairs

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the updated list of employees who have accepted a Paid Prep period and Department Chair Assignments. List is attached for the 2019-20 school year.

BACKGROUND INFORMATION:

Each year a list of employees who will serve the district in an extra instructional capacity will be brought to the board for approval.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

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

None

ORIGINATOR: Tammie Calzadillas, Ed.D. Assistant Superintendent, Human Resources

Date: July 11, 2019

DEPARTMENT CHAIRS 2019-2020						
FIRST	FIRST	SITE	ASSIGNMENT	SECTIONS	STIPEND	MONTHLY
ALEXANDER	EMILY	CJHS	SPEC ED	20	\$1,543.20	\$128.60
MAGANA	MONICA	CJHS	ENGLISH	38	\$2,932.08	\$244.34
MOORE	KAREN	CJHS	SCIENCE	30	\$2,314.80	\$192.90
WALLACE	ROBBIE	CJHS	HISTORY	30	\$2,314.80	\$192.90
WILSON	HOWARD	CJHS	ELECTIVES	22	\$1,697.52	\$141.46
ZUNIGA	DAVE	CJHS	PHYSICAL EDUCATION	25	\$1,929.00	\$160.75
ALVARENGA	LAURA	LBJH	ENGLISH	38	\$2,932.08	\$244.34
LLAMS	MELONIE	LBJH	MATH	36	\$2,777.76	\$231.48
MONTEMURRO	JENNIFER	LBJH	SPECIAL ED	30	\$2,314.80	\$192.90
NORRIS	KAREN	LBJH	ELECTIVES	21	\$1,620.36	\$135.03
VAUGHN	REX	LBJH	PHYSICAL EDUCATION	25	\$1,929.00	\$160.75
WALSH	JASON	LBJH	HISTORY	32	\$2,469.12	\$205.76
WATKINS	DAYNA	LBJH	SCIENCE	32	\$2,469.12	\$205.76
CURUTCHAGUE	CLAUDIA	LBHS	FOREIGN LANGUAGE	25	\$1,929.00	\$160.75
FARIA	MANUEL	LBHS	MUSIC	7	\$540.12	\$45.01
GALLEGOS	TRINIDAD	LBHS	ART	15	\$1,157.40	\$96.45
GARBER	CHARLES	LBHS	SOCIAL STUDIES	60	\$4,629.60	\$385.80
BRETZ	JASON	LBHS	AGRICULTURE	25	\$1,929.00	\$160.75
NICOLETTI	ELISE	LBHS	ENGLISH	61	\$4,706.76	\$392.23
SPIVEY	ALLEN LEE	LBHS	MATH	62	\$4,783.92	\$398.66
TUGMAN	RAY	LBHS	SCIENCE	45	\$3,472.20	\$289.35
CARCDOZA BATY	SHELLY	LBHS	SPECIAL ED	30	\$2,314.80	\$210.44
BARGER	LAURA	PHS	PHYSICAL EDUCATION	30	\$2,314.80	\$192.90
CALDERON ARAGON	RODRIGO	PHS	FOREIGN LANGUAGE	32	\$2,469.12	\$205.76
MASTALER	BRETT	PHS	ART	15	\$1,157.40	\$96.45
CONWAY	HILLARY	PHS	SPECIAL ED	45	\$3,472.20	\$289.35
FREEMAN	CAITLIN	PHS	AG DEPT	24	\$1,851.84	\$154.32
GRIFFITH	CARISSA	PHS	SCIENCE	45	\$3,472.20	\$289.35
HELBLING	CHRIS	PHS	MUSIC	9	\$694.44	\$57.87
PERKINS	MICHAEL	PHS	SOCIAL SCIENCE	65	\$5,015.40	\$417.95
SALCIDO	CHRISTINE	PHS	MATH	58	\$4,475.28	\$372.94
SILVA	AUDREY	PHS	ENGLISH	65	\$5,015.40	\$417.95

PAID PREP						
LAST	FIRST	SITE	SUBJECT	ANNUAL SALARY	1/6 STIPEND	MONTHLY
HARTLEY	DAVID	CJHS	ART/CERAMICS	\$105,140.00	\$17,523.33	\$1,460.28
QUEVEDO	CHRISTINE	CSJH	YEARBOOK	\$80,003.00	\$13,333.83	\$1,111.15
KENNEDY	DAMIEN	CSJH	ATHLETIC DIRECTOR	\$66,286.00	\$11,047.67	\$920.64
CRIVELLI	COURTNEY	LBHS	SPEC ED/FOUNDATION OF INTEGRATED MATH	\$85,574.00	\$14,262.33	\$1,188.53
FARIA	TOM	LBHS	MUSIC	\$110,847.00	\$18,474.50	\$1,539.54
BATY CARDOZA	MEGAN	LBHS	SPEC ED/BASIC ENGLISH 11	\$105,140.00	\$17,523.33	\$1,460.28
WEATHERS	SHELLY	LBHS	SPEC ED/FOUNDATION OF INTEGRATED MATH	\$84,574.00	\$14,262.33	\$1,188.53
PRICOLO	ANISA	LBHS	PE 9	\$105,140.00	\$17,523.33	\$1,460.28
BAKER	AMANDA	LBJH	MOD LIVING	\$91,430.00	\$15,238.33	\$1,269.86
ARAICA	SUSAN	LBJH	SCIENCE	\$105,140.00	\$17,523.33	\$1,460.28
FLORES	CARLA	LBJH	MESA	\$70,858.00	\$11,809.67	\$984.14
FOSTER	JIM	LBJH	STEM ROBOTICS	\$107,991.00	\$17,998.50	\$1,499.88
JONES	EVON	LBJH	MATH	\$80,003.00	\$13,333.83	\$1,111.15
NAVAREZ	JOSEFINA	LBJH	MATH	\$107,991.00	\$17,998.50	\$1,499.88
ROBLEDO	TONY	LBJH	HISTORY	\$107,991.00	\$17,998.50	\$1,499.88
THIARA	MOHANI	LBJH	HISTORY	\$89,146.00	\$14,857.67	\$1,238.14
WALSH	JASON	LBJH	HISTORY	\$93,717.00	\$15,619.50	\$1,301.63
WILLS	STEVIE	LBJH	SCIENCE	\$57,141.00	\$9,523.50	\$793.63
BERUMEN-FLORES	CRUZ	PHS	SPANISH	\$75,428.00	\$12,571.33	\$1,047.61
CALDERON-ARAGON	FRANCISCO	PHS	SPANISH	\$84,574.00	\$14,095.67	\$1,174.64
GARIBAY	ROGELIO	PHS	MUSIC	\$68,572.00	\$11,428.67	\$952.39
GOMES	BILLY	PHS	MATH	\$89,146.00	\$14,857.67	\$1,238.14
HELBLING	CHRIS	PHS	MUSIC	\$98,288.00	\$16,381.33	\$1,365.11
PIKAS	CHARLES	PHS	ASB	\$105,140.00	\$17,523.33	\$1,460.28
SALCIDO	CHRISTINE	PHS	MATH	\$89,146.00	\$14,857.67	\$1,238.14
SMITH	MARILYN	PHS	SPEC ED MATH	\$91,430.00	\$15,238.33	\$1,269.86

Board Reference Material

SUBJECT TITLE: **Course Title Change: ROP Health Careers (Second Reading)**

REQUESTED ACTION: Adopt

 Action X

 Discussion/Information _____

RECOMMENDATION:

It is recommended the Board adopt the course title change for ROP Medical Occupations.

BACKGROUND INFORMATION:

Currently, on UC/CSU Doorways, LBUSD is approved for ROP Health Careers. Unfortunately, this course is titled on Aeries as ROP Medical Occupations. This action is to correct the course title so Aeries matches the course on UC/CSU Doorways.

The District Secondary Curriculum Council, at its May 9, 2019 meeting, reviewed and approved the title change.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #2: Assure all students have access to a broad curriculum that ensures they 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):

None

ORIGINATOR: Paul J. Enos, Assistant Superintendent, Secondary Education
Date: July 11, 2019

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

Course: ROP Health
Careers

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:	ROP Health Careers		
Grade Level:	9-12	Course Number:	8310
Principal or Designee Approval Date:			
Type of Credit / What Department:	ROP - CTE		
Credential Required / Available:	ROP - CTE		

Originating School:	Los Banos High School
Originating Department:	ROP
Originating Teacher:	Marie Soriano

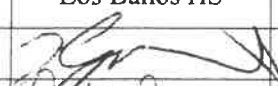

This action involves a:

New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

Currently, on UC/CSU Doorways, LBUSD is approved for ROP Health Careers.
 Unfortunately, this course is titled on Aeries as ROP Medical Occupations.
 This action is to correct the course title so Aeries matches the course on UC/CSU Doorways.

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 5/9/19
 Secondary Area Administrator

Board Approval:

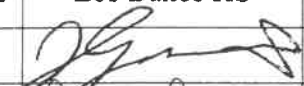

_____ Date _____

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:			

Board Reference Material

SUBJECT TITLE: ROP Sports Medicine, ROP Social Media Marketing (Second Reading)

REQUESTED ACTION: Adopt

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board adopt the ROP Sports Medicine and ROP Social Media Marketing for the district.

BACKGROUND INFORMATION:

The purpose of these courses is to solidify and enrich the current pathway.

The District Secondary Curriculum Council, at its May 9, 2019 meeting, reviewed and approved the courses.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #2 Assure all students have access to a broad curriculum that ensures they 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: Paul J. Enos, Assistant Superintendent, Secondary Education

Date: July 11, 2019

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

Course: ROP Sports
Medicine

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:	ROP Sports Medicine		
Grade Level:	10-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Elective – ROP		
Credential Required / Available:	ROP - CTE		

Originating School:	Los Banos High School
Originating Department:	ROP
Originating Teacher:	Marie Soriano

This action involves a:

- New course**

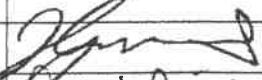
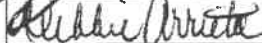
 Course content revision

 Course deletion
 Textbook Approval
 Title change

Rationale for action:

The purpose of this course is to enrich our current Patient Care pathway by offering a third course. This course will be the one of the concentrator courses that will lead to the capstone completer titled "ROP Medical Technologies"

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 5/19/19
Secondary Area Administrator

Board Approval: _____ Date _____

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

1. Course Identification

Course Title:	ROP Sport Medicine	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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Max. Credits: 10		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement: College Elective	

<p align="center">Department Area</p> <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 checked="" type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	<p align="center">Graduation Requirement</p> <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:	None
Co-requisites:	None

<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

This course is designed to help students develop a general awareness of health careers and specific preparation for physical therapy and sports medicine occupations. Classroom instruction covers such topics as: medical terminology, human anatomy, emergency procedures, soft tissue and bone injuries, causes, symptoms and management of injuries, nutrition, physical fitness, and career opportunities. In addition to this ongoing classroom instruction, students will rotate through high school sports providing assistance and preventative care for the student athletes before and during practices and games. Throughout this course, the students' core academic skills and ability to deal with people will be stressed.

3. Course Goals, Major Student Outcomes, Objectives, and Outline

Infection Control and Bloodborne Pathogens

CONTENT:

Students will focus on proper wound care and become familiar with biohazard protocols, OSHA Laws and bloodborne pathogens. Objectives including learning: the process for assessing the health status of patients and clients, the process for evaluating potential hazards to patients and clients, using appropriate equipment for transportation and transfer, how to evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines, and using various manual and mechanical decontamination and sterilization techniques and procedures.

ASSIGNMENT:

Students will analyze and explain the risk of viral infections by composing a 500-word essay articulating the risk of infections and comparing/contrasting the signs and symptoms of Hepatitis B and HIV. Students will demonstrate the evaluation of potential causes and methods of transmitting the infection and how to apply standard precautionary guidelines.

LAB:

Students will demonstrate infection control procedures by describing and illustrating the removal of blood-stained gloves and clothing. Students will compose a 150-word justification concerning the proper removal of contaminated items.

Students will demonstrate medical procedures used to control bleeding on a simulated

athlete and explain the importance of dressings and bandages in Sports Medicine.

Emergency Procedures

CONTENT:

Students will explore the emergency medical services system, including EMT-B, EMT-P, First Aid, CPR, C-spine, and vital signs. Students will summarize the nature of the interdependency of health care professionals within a given health care delivery system and the interconnected components of an EAP. Students will become proficient in assessing an injured athlete using proper procedures and appropriate documentation of an emergency procedure and event.

ASSIGNMENT:

Students will demonstrate comprehension of life-saving and emergency preparedness by designing an EAP (Emergency Action Plan). Students will compose a 500-word essay articulating the exact steps of the EAP of a real-life incident.

Using the Internet, students will find and review 4 to 5 Athletic Department's EAPs online. After comparing the EAPs, students will identify what they believe are the key components of an EAP. Students will then be asked to identify 3 separate locations on their campus (that are not adjacent) and create an EAP for each location.

LAB:

Students will describe and demonstrate the implementation of the emergency procedures to conduct primary and secondary surveys of injuries through original analysis, evaluation, and elaboration.

Health Professions & Related Careers

CONTENT:

Students will learn about general areas of employment within the field of sports medicine, understand the personal and interpersonal characteristics required for a career in the field, and explore the benefits of appropriate attitude and professionalism within the field.

ASSIGNMENT:

Students will research a health related career that they are interested in pursuing. Students will prepare a 5-7 minute presentation of that chosen career following guidelines handed out by teacher. A career action plan of at least 10 years in the future will also be completed and presented as part of the research. Instructor will use rubric for grading of the presentation.

-

Human Anatomy and Terminology

CONTENT:

Students will learn and understand how to describe a body part in relationship to others. Students will be able to discuss the anatomical position and planes of a patient. Students will be able to describe the terms for location. Students will also translate the different tissues types and functions as well as different joints and their movements within the body. Further, students will investigate and be able to discuss how the muscular and skeletal systems work together but are unique within themselves in how they function in the body.

ASSIGNMENT:

Students will work through the guided learning handout, interacting with the textbook as referenced to gain understanding of the anatomy structures of the body. Relevant vocabulary is embedded in the reading and students will need to draw, label and record relevant information in their students learning notebook.

LAB:

Students will translate various scenarios to and from medical terminology highlighting the affected areas of injury. Scenarios will describe mechanism of injury and identify the affected anatomy. The goal is to communicate professionally with other health care workers and open communication to those who are not in the field. Role play will be used to demonstrate proficiency in this area.

Mechanisms & Characteristics of Sport Trauma

CONTENT:

Students will be exposed to the function of cellular components, tissue groups, body systems, soft tissue injuries and symptoms of sprains, strains, dislocations, and fractures.

ASSIGNMENT:

Students will identify the stages of healing as it applies to hard and soft tissue injuries. Once the initial injury is documented the student will follow and document the injured athlete's progress during the healing process. Students will create a care plan for each injury observed and will include the time line of healing and desired outcome.

Students will create scenarios that demonstrate understanding of sports trauma. The scenarios will include cause, effect and describe the healing process.

LAB:

Students will be responsible for creating a plan of action focusing on care and prevention of athletic injuries.

Tissue Response to Injury

CONTENT:

Students will become familiar with the injury cycle including hemorrhage, inflammation, atrophy and pain. Students will also learn about soft tissue healing phases, including inflammatory phase, repair and regeneration phase and remodeling phase.

ASSIGNMENTS:

Students will understand the signs and symptoms of athletic injuries including the various phases of healing by viewing various videos and documentaries.

Student will follow the healing process of student athletes in real time as injuries occur during sporting events.

Students will prepare brief presentations to share with classmates regarding the processes of injury and healing phases they observed.

Students will be assigned various injury scenarios and will be asked to identify the injury, treatment and projected outcomes.

Environmental Considerations

CONTENT:

Students will be able to identify, evaluate and comprehend how extreme environmental conditions can affect athletes in the sports medicine profession. They will apply anatomy and physiology knowledge to predict health effects of the human body under various degrees of environmental stresses such as cold and heat. Students will understand the changes the body makes to adapt to cold and hot temperatures and how that affects cognitive thinking.

ASSIGNMENTS:

Students will understand standard patient assessment, treatment, and management plan for athletes with heat illness. Students will compose a injury/illness evaluation using HOPS method, compose a medical document utilizing the SOAPS methods, and create a management plan on the patient's injury report/medical chart.

Students will research 2-3 conditional environmental factors and write a 300-word expository paper explaining key factors and repercussions for athletes. Students will also explain recommendations for balancing the environmental factor against the athlete's outcome goals and needs for performance under such condition.

Psychological Intervention

CONTENT:

Students will learn the principles of sports psychology and its influences regarding the phases of injury and healing. Students will learn the importance of physiological support as the athlete begins the emotional process of healing and dealing with disabilities.

ASSIGNMENT:

Students will be assigned various scenarios that focus on basic human reactions to injury where the outcome of healing is unsure. Students will research using peer reviewed cite publications that are concerning similar psychological interventions experienced by professional athletes. Students will prepare a 300 word essay on their findings and share with the class what the results of their research was.

Therapeutic Modalities and Rehabilitation Techniques

CONTENT:

Students will identify and comprehend therapeutic exercises and physical therapy agents. Students will analyze and comprehend the goals of rehabilitation and proper patient care skills. Student will assess and understand the health advantages and disadvantages of physical rehabilitation prior and post-surgical procedures. Students will also learn legal implications and safety considerations involved with the use of therapeutic modalities.

ASSIGNMENT:

Students will compare and contrast the types of physiotherapy modalities and design and develop a chart that illustrates the therapeutic indications, contraindications, and physiological effects for each modality.

Students will search (in catalogs or on-line) for the supplies they would like to use in their training room using a predetermined budget. They should begin sketching their drawing of the training room layout and put together a supply list in an Excel spreadsheet. Students will then present their training room and set of supplies to the the class and instructor, fielding questions related to their project.

LAB:

Students will evaluate and illustrate through demonstration the proper use of hydrocollator and ice packs on simulated sports injuries. students will compose a 150-word reflection essay on the procedures and outcomes.

Foot, Ankle & Lower Leg

CONTENT:

Students will learn anatomy, common injuries, signs and symptoms and management of injuries of the foot, ankle and lower leg. Students will also be able to evaluate tape and rehabilitate ankle, lower leg and foot injuries.

ASSIGNMENT:

Hand each student a roll of tape and have them practice tearing the tape, also known as "ripping." Student volunteers will place their foot into the dorsiflexion while other students will demonstrate the ankle tape job. This will need to be completed under 3 minutes neatly and all appropriate steps done correctly. Students must vocalize the rational and desired outcome prior to applying any type of athletic tape and or wrap.

LAB:

Students will be given scenarios in which they will discuss the mechanics of the injury treatment and prevention. Students will be asked to create a plan of action should that injury occur at a school sporting event. Treatment, prevention and possible rehabilitation must be included along with using the injury as a teachable moment when interacting with injured athlete.

The Knee

CONTENT:

Students will learn basic knee anatomy, joint mechanics, common injuries, (including causes, signs, symptoms and management), and knee injury management evaluation techniques. Classroom models specific to the knee will be used to demonstrate the mechanics of the bones, ligaments and tendons as they work together to create movement.

ASSIGNMENT/LAB:

One student from each group of 3 will use a goniometer, measuring tape, pen and stickers. Each student will be measured to determine their Q-angle and record it. Next, each student will perform all the special tests to determine the nature of injury. Students will apply the use of specific forms such as HOPS, HIPS and SOAP. Each form insures a systemic approach to evaluating the possibility of injury and the steps necessary in identifying the type, severity and treatment of the injury.

The Thigh

CONTENT:

Students will learn the basic anatomy of the lower extremity specifically the femur and hip, (including causes, signs, symptoms, and management), and taping and wrapping.

ASSIGNMENT:

In small groups, students will review and demonstrate flexion, extension, abduction and adduction and other movements. The groups will also research and present on common injuries such as fractures and disease processes that affect the thigh area along with the care

of such processes and prognoses. Reports will be in the form of a 300-word essay and graded with rubric.

The Hip

CONTENT:

Students will learn basic hip anatomy, joint mechanics, common injuries (including causes, signs, symptoms, and management), and hip taping and wrapping.

ASSIGNMENT:

Students will view and evaluate various injuries of the hip area through video, x-rays, pictures and scenarios by vocalizing the mechanism of injury and signs and symptoms of the injury. This will be done by oral presentation to their peers using the media and research that the students complete. This will be scored by the instructor using an oral presentation rubric.

LAB:

Students will demonstrate the best method of transporting an athlete with a possible dislocation or fracture. Students will also recognize the potential of increased injury to the athlete by improper first aid.

Abdomen & Thorax

CONTENT:

Students will learn anatomy, evaluation and common injuries of the abdomen and thorax.

ASSIGNMENT/LAB:

Through the use of 3D video animations of the abdomen and thorax, students will identify the anatomy of the thoracic and abdominal areas of the body. Students will research common sports injuries to the kidney, spleen and liver. Students will then be asked to develop a checklist recognizing athletic abdominal injuries and determine how this checklist will be best used in the field. Checklist will be scored based on thoroughness and completeness. Students will also exam the most common thoracic injuries in sports. Due to the nature of these types of injuries, students will be instructed to refer to the EMT and/or the coach on the field when/if they experience these types of injuries.

Head & Face

CONTENT:

Students will learn basic cranial, facial, common injuries, including causes, signs, symptoms, management, and testing.

ASSIGNMENT:

Students will work in pairs to complete the following 4 activities:

1. History: allow students to role play being the athletic trainer and athlete.
2. Inspection: have students using their partners as models to visualize what they might see if a head injury occurs and to discuss the significance of that observation.
3. Neurologic Tests: students identify the name and major function of each cranial nerve and then perform a test for each nerve.
4. Practical questions can be used as an informal or formal assessment.

LAB:

Students will be assessed through demonstration of evaluation techniques, written exams covering structure and function of the brain as well as injuries to the head and face. Students written work can be assessed in the form of the worksheets filled out in the lecture portion of the lesson. Teacher observation will be done throughout the modeling and group work activities of this lesson.

Preparedness for on the field training will include certification of completion by the CDC "Heads Up" on-line certification. Students will learn the specific regions of the brain and their functions to assist them in grading concussions and recognizing the affected region of the brain. They will be tested on the causes, signs, symptoms, and management of common craniofacial injuries and demonstrate craniofacial assessment testing. Students will follow a specific checklist on the field outlining the signs and symptoms of traumatic brain injuries and the grading system of 1-3.

Spine

CONTENT:

Students will learn the anatomy, evaluation, common injuries and treatment of the spine and spinal injuries.

ASSIGNMENT:

Students will work in small groups to "Build-a-Spine" from marshmallows, Ritz crackers, clay, paper cups, foam, or aluminum foil. They will construct the entire spinal column (cervical, thoracic, lumbar, sacral, coccygeal spine) out of the materials they have chosen. The following criteria will be used to score the models: 1. accurate size of each section of the spine (i.e. smaller bones in the cervical and coccygeal spine, large bones in the lumbar spine) 2. transverse processes and a spinous process on every vertebrae, as well as a vertebral foramen and a recognizable vertebral body 3. each vertebra labeled 4. vertebral discs between the vertebra labeled 5. creativity and participation in building the model.

LAB:

Students will be graded during a verbal lab situation. Groups will be given a scenario verbally and have to demonstrate proper spinal precautions procedures. A Spine Boarding

Grade Sheet has been developed for assessment.

The Shoulder & Upper Arm

CONTENT:

Students will learn basic shoulder anatomy, joint mechanics, common injuries (including causes, signs, symptoms and management) and shoulder girdle testing, taping

ASSIGNMENT:

Students will develop a poem, rap, song, rhyme or cheer that will use the RC muscles and their actions correctly. It must include the following: Rotator cuff muscles major actions, supraspinatus abduction, infraspinatus external rotation, teres minor external rotation, and subscapularis internal rotation.

LAB:

Students will be able to assess musculoskeletal injuries to the shoulder using eh HOPS method. Students will begin by viewing a short video clip followed by a review of shoulder musculoskeletal anatomy and a demonstration of a HOPS assessment followed by paired practice using preset scripts. There will be a scenario for every Stress tests (5 total). Each student will be tested individually on their assessment abilities using a HOPS score sheet.

Elbow, Forearm, Wrist & Hand

CONTENT:

Students will learn basic elbow, forearm, wrist and hand anatomy, joint mechanics, common injuries (including causes, signs, symptoms and management), and distal arm testing, taping and wrapping.

ASSIGNMENT:

Students will be assessed on knowledge of basic anatomy of the elbow by labeling a picture of the elbow anatomy.

Given the prompt, "Describe how the shoulder muscles all interact and work together to throw a ball or even swing at volleyball," the students will complete a 200-300 word essay.

Nutrition & Digestive System

CONTENT:

Students will be exposed to the anatomy and physiology of the digestive system, the essential nutrients, eating disorders, sports nutrition, nutrition for athletes, ergogenic aids and nutrition supplements.

ASSIGNMENT:

Students will understand how to read a nutrition label and use that information to make better food choices. Students will learn how to calculate their basal metabolic rate (BMR) and adjust it for their current activity level.

Students will choose an on campus competitive athlete to interview about eating habits and sports activity. Taking into consideration the goals of the athlete and over a 2 day period, students will analyze the dietary habits and performance expectations reported by the athlete. Utilizing key nutritional USDA guidelines and recommendations for proper nutrition, students will then respond to the athlete by role playing as an athletic nutritionist making recommendation changes and additions to the athlete's diet relative to the athlete's performance and body mass (weight gain or loss)goals. This report will includes name and meal planning and liquids intake for means as well as during exercise periods.

LAB:

Students will answer the following questions in regard to a food label, and attach the label to their written documentation.

1. Break down on paper the:
 1. Amount of carbohydrates, fats and proteins (by percent and calories)
 2. The daily amount of each of the above in relation to the suggested daily intake.
 3. Do the numbers work out- do all of the calories show up on the food label, or is there a difference between the two.
2. Considering the digestibility coefficients we talked about in class figure out how much of the food product you are actually digesting.
3. List several reasons your estimation of calories may be off, consider the things on the notes sheet.
4. Figure out your basal metabolism and estimate your activity level . Figure out how many calories you need to take in each day Figure out if your current trend (how much you eat vs. how much you exercise) lends itself to gaining or losing weight.
5. In a paragraph or so, draw a connection between nutrition and activity level. How would you effectively loose weight, and how would you gain "good" weight.

Physical Conditioning

CONTENT:

Students will be analyzing physical fitness using a variety of assessments.

ASSIGNMENT/LAB:

Bring entire class out to track and have one member of each group jog around the track and have the remaining group members measure passive hip flexion the moment they completed their jog. (Note: remember to measure the same leg from earlier.)

Repeat with each member of the group.

After every member of the groups have finished have them go through 3 cycles of contract relax and record the final measurement. Repeat for every group member. Students will

complete lab documentation packet.

Drugs & Sports

CONTENT:

Students will gain an understanding of the history of drug use in sports and current trends in performance enhancing drugs. Students will also learn about the mechanisms, desired effects and side effects of specific performance enhancing drugs.

ASSIGNMENT:

Students will choose a performance enhancing drug to research including the name of the drug, why athletes take it and the side effects/implications. Students are to create a PowerPoint to present their research to the rest of the class. Students will need to take notes on each presentation as a quiz will ensue. A grading rubric will be used to score the quality of the PowerPoint and presentation.

Class debate is to be held with the topic being: "Should performance enhancing drugs be allowed in professional sports?" Students will be assigned a side. Teams have to research as a group and choose 4 members each to debate. Rubric will be used to score the debate based on valid research used and substantiation of argument.

Documentation

CONTENT:

Students will learn the documentation processes related to Sports Medicine. This will include the process for analyzing available information to assess the health status of patients and clients, evaluating and appraising the appropriateness of patient information, universal, systematic problem solving model that incorporates input, process, outcome and feedback components, the ability to formulate and report information clearly and concisely, SOAP notes, and clear and effective communication in dealing with patients.

ASSIGNMENT:

Students will interview each other using the SOAP note format. The instructor will walk around the room and listen to the students to check for understanding and correct application of the note-taking format. Students will be expected to turn in their partner interviews.

LAB:

Students pair up. Each student will be handed a scenario that they will have to re-enact. Students will use the SOAP format listing general, clear and concise questions that will cover the subjective section of the SOAP notes based on the condition. They will then proceed with subjective, objective, assessment, and plan of the condition. Students will be scored using a rubric for each section of the SOAP notes as well as appropriateness, conciseness, thoroughness, and effectiveness.

4. 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.

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Sports Medicine Essentials: Core Concepts in Athletic Training & Fitness Instruction	Jim Clover	National Geographic Learning/Cengage	3rd/2016	http://ngl.cengage.com/search/productOverview.do?Ntt=9781133281245 15605295718232014216100847591718629944&N=201+4294918395&Ntk=NGL%7C%7CP_EPI&Ntx=mode+matchallpartial#	Yes

Scholarly Articles

Article title	Journal	Authors	Volume/Issue/Date	Website
Thermoregulatory Responses and Hydration Practices in Heat-Acclimatized Adolescents During Preseason High School Football	Journal of Athletic Training	Susan Walker Yeargin, PhD,ATC*; Douglas J. Casa,PhD,ATC, FNATA, FACSM; Daniel A. Judelson,PhD `; Brendon P. McDermott,PhD,ATC ;Matthew S. Ganio,PhD ; Elaine C. Lee,PhD ; Rebecca M. Lopez,MS,ATC ;Rebecca L. Stearns,MA, ATC; Jeffrey M. Anderson,MD ;Lawrence E. Armstrong,PhD,FACSM ; William J. Kraemer,PhD, FACSM;Carl M. Maresh,PhD, FACSM	2010;45(2):136-146	www.nata.org/jat
Hydration and Physical Performance	Journal of the American College of Nutrition	Bob Murray, PhD	Vol. 26, No. 5, 542S-548S (2007)	[empty]
Dehydration Rates and Rehydration Efficacy of Water and Sports Drink During One Hour of Moderate Intensity Exercise	Annals of the Academy of Medicine, Singapore	Jeremy MF Sun,1MBBS, Jason KK Chia,1MBBS, MSpMed (Aust), Abdul Rashid Aziz,2BPE (Sport Studies), Benedict Tan,1MBBS, DFD (CAW), MSpMed (Aust)	April 2008, Vol. 37 No. 4	[empty]

Article title	Journal	Authors	Volume/Issue/Date	Website
in Well-trained Flatwater Kayakers				

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
CTE Online	[empty]	Butte County Office of Education/CDE	https://www.cteonline.org/
HEADS UP to Youth Sports: Online Training	[empty]	Center for Disease Control and Prevention	https://www.cdc.gov/headsup/youthsports/training/index.html

5. Instructional Methods and/or Strategies

- Hands-on learning activities
- Simulations
- Presentations
- Reading Selections
- Projects

6. Assessment Methods and/or Tools

- » *Learning Activities:* Learning Activities are practical assignments aligned to chapter concepts. These activities are mainly in-class assignments that are completed either individually or as groups, depending on the specific Learning Activity.
- » *Quizzes:* There is a 10-question quiz for each chapter of *Marketing Strategies*. The quizzes are built of multiple-choice and true-or-false questions.
- » *Projects:* There is a project to complete for each chapter of *Marketing Strategies*. Longer and more in-depth than the Learning Activities, these assignments allow you to present your learning through out-of-class application of course concepts.

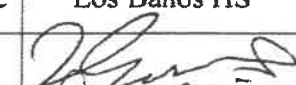

7. Honors Designation (Honors Courses Only)

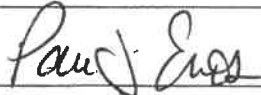
FORM C

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

Course Title	ROP Sports Medicine				
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	
5/19/19	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: ROP Social
Media Marketing

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:	ROP Social Media Marketing		
Grade Level:	10-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Elective – ROP – Social Sciences		
Credential Required / Available:	ROP - CTE		

Originating School:	Los Banos High School
Originating Department:	ROP – Social Sciences
Originating Teacher:	Stephani Austin

This action involves a:

- New course**

 Course content revision

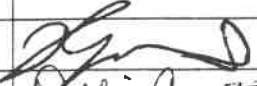
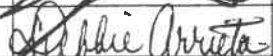
 Course deletion
 Textbook Approval
 Title change

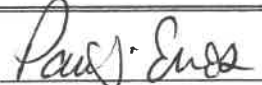
Rationale for action:

The purpose of this course is to solidify our Business and Marketing Pathway. With the addition of this course, we will have a three-course pathway that culminates with the capstone course.

This course will provide our students the knowledge and the hands-on experience of digital marketing.

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 5/9/19
Secondary Area Administrator

Board Approval: _____ Date _____

FORM A-2

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

1. Course Identification

Course Title:	ROP Social Media Marketing	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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Max. Credits: 10		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement: College Elective	
<p align="center">Department Area</p> <input type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Foreign Language <input checked="" 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:		<p align="center">Graduation Requirement</p> <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:	None		
Co-requisites:	None		
<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

This course will focus on understanding and effectively using strategies of marketing. The course is designed to provide you key concepts of and learning experiences with social media marketing. Also presented are foundational elements of marketing and concepts on digital marketing practices.

By gaining an understanding of foundational concepts; creating practical, hands-on projects; and experiencing social media marketing through an online simulation, you will have a foundation to help you succeed in social media and digital marketing today and in your professions.

3. Course Goals and/or Major Student Outcomes

Understand the background and the foundational concepts of marketing

- » Know the foundational concepts of social media marketing
- » Make key marketing decisions relative to leveraging Facebook, Instagram, Twitter, YouTube,
and other social media platforms
- » Understand the concepts of paid social media advertising
- » Know best practices of social media analytics, planning, and auditing
- » Be able to create and explain a personal brand
- » Understand the foundational concepts of digital marketing

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

Objectives	Standards
<p>Write Targeted Social Media Ads</p> <p>Students learn and test different promotional strategies to create compelling social media ads across various social media network platforms. Students will gain experience in writing ad copy that increases engagement and conversions.</p> <p>Perform Demographic Targeting</p> <p>Students get to analyze which types of content on which platforms resonate better among different demographics.</p> <p>Learn Social Media Content Promotion Strategies</p> <p>Students learn the difference between earned, owned, and paid social media marketing promotion strategies. They will analyze various forms of media and different targeting strategies to achieve the greatest reach.</p> <p>How To Measure Key Performance Indicators</p> <p>Knowing which indicators to measure and improve can make or break your social media marketing efforts. The Mimic Social Simulation will help students learn not only what these key performance indicators are, but also how to improve such indicators.</p> <p>Ad Budgeting</p> <p>Students will learn how to manage a social media marketing budget that allows them to place competitive bids to drive clicks, shares, likes, comments, etc.</p> <p>Proper Content Scheduling</p> <p>Students learn the art of content scheduling. They will analyze data points and schedule out their posts to go live at optimal times.</p> <p>Foundational Social Media Marketing Concepts</p> <p>The textbook provides key concepts and learning experiences with social media marketing and presents foundational elements in areas such as social media for business, paid social media advertising, analytics and audits, and campaign planning. The book also includes an introduction to digital marketing.</p> <p>Hands-on Learning Experience</p> <p>Marketing Strategies is packed with resources that provide practical, hands-on learning experiences. The textbook, class projects, in-class activities, and expert sessions position your students to succeed in social media and digital marketing</p>	

Objectives	Standards
<p>today and in their professions.</p> <p>Personal Brand</p> <p>After receiving instruction on core social media marketing strategies and concepts, students will have the opportunity to build their own personal brands. They will learn what a personal brand is, how they can influence that brand, and the benefits of having a personal brand.</p>	

5. Course Outline

Chapter 1 – Introduction to Marketing

Chapter 2 – Introduction to Social Media Marketing

Chapter 3 – Social Media for Business

Chapter 4 – Facebook Marketing

Chapter 5 – Instagram Marketing

Chapter 6 – Twitter Marketing

Chapter 7 – YouTube Marketing

Chapter 8 – Snapchat Marketing

Chapter 9 – Paid Social Media Advertising

Chapter 10 – Social Media Analytics and Audits

Chapter 11 – Social Media Planning

Chapter 12 – Personal Branding

Chapter 13 – Digital Marketing

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
Mimic Social – Social Media Marketing Simulation						
Marketing Strategies: A Guide to Social Media and Digital Marketing						

7. Key Assignments

DIGITAL TEXTBOOK AND SIMULATION

This course uses a digital textbook available at <https://home.stukent.com>. You will also be using Mimic Social, an online social media marketing simulation, available [here as well](#).

COURSE SETUP

The first major section of the course is structured around readings from the *Marketing Strategies* textbook and the accompanying Learning Activities, quizzes, expert sessions, and projects. The second major section of the course focuses on the Mimic Social in which you will make social media marketing decisions in a online simulation.

8. Instructional Methods and/or Strategies

- **Hands-on learning activities**
- **Simulations**
- **Presentations**
- **Reading Selections**
- **Projects**

9. Assessment Methods and/or Tools

- » *Learning Activities*: Learning Activities are practical assignments aligned to chapter concepts. These activities are mainly in-class assignments that are completed either individually or as groups, depending on the specific Learning Activity.
- » *Quizzes*: There is a 10-question quiz for each chapter of *Marketing Strategies*. The quizzes are built of multiple-choice and true-or-false questions.
- » *Projects*: There is a project to complete for each chapter of *Marketing Strategies*. Longer and more in-depth than the Learning Activities, these assignments allow you to present your learning through out-of-class application of course concepts.
- » *Mimic Social simulation*: This element of class provides real-world experience through an online simulation where you make social marketing decisions.
- » *Final Exam*: This 50-question exam, comprised of multiple-choice and true-or-false questions, will test you on the main concepts presented in the course.

GRADING

Learning Activities	15%
Quizzes	15%
Projects	25%
Mimic Social simulation	20%
Final Exam	25%

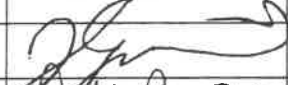
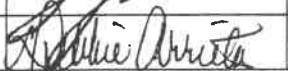
10. Honors Designation (*Honors Courses Only*)

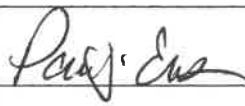
FORM C

LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form

Course Title	ROP Social Media Marketing				
Action:	<input type="checkbox"/> Content Revision	<input type="checkbox"/> Textbook Revision	<input type="checkbox"/> Title Change	<input type="checkbox"/> 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	
5/9/19	Approved as amended:		
	Disapproved:		
Date	Board of Education Action		
	Approved as Amended:		
	Disapproved:		

Board Reference Material

SUBJECT TITLE: Pre-AP Algebra 1, Pre-AP Biology, Pre-AP English 1, Pre-AP World History & Geography, Integrated Math I/II Honors, Honors Ag Biology, Biology Honors (Second Reading)

REQUESTED ACTION: Adopt

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board adopt the Pre-AP Algebra 1, Pre-AP Biology, Pre-AP English 1, Pre-AP World History and Geography, Integrated Math I/II Honors, Honors Ag Biology, Biology Honors for the district.

BACKGROUND INFORMATION:

These Pre-AP programs will give the students an opportunity to have exposure to higher level courses and prepare them for college and career readiness while at the same time supporting them.

The District Secondary Curriculum Council, at its May 9, 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: Paul J. Enos, Assistant Superintendent, Secondary Education
Date: July 11, 2019

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

Course: Pre-AP
Algebra I

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:	Pre-AP Algebra 1		
Grade Level:	9	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Math/Math		
Credential Required / Available:	Math		

Originating School:	Pacheco High School
Originating Department:	Administration
Originating Teacher:	Sanchez

This action involves a:



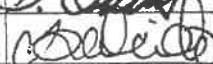
- New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

Pre-AP Algebra 1 focuses deeply on the concepts and skills that are most essential for college and career success, so mastery of linear relationships is a major focus of this course.

Linear functions and linear equations are the basic building blocks of many advanced topics in math. Pre-AP Algebra 1 is streamlined to give students the time and space to thoroughly master these concepts and skills.

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 5/9/19
 Secondary Area Administrator

Board Approval: _____ Date _____

Revised: 11/17/2011

FORM A-2

LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria

1. Course Identification

Course Title: Pre-AP Algebra 1		Grade Level: 9	
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 checked="" type="checkbox"/> Yes <input 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: Validation Level:		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement: <u>C and Math</u> 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 checked="" 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 type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	
Prerequisites:	None		
Co-requisites:	None		
<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

Pre-AP Algebra 1 focuses deeply on the concepts and skills that are most essential for college and career success, so mastery of linear relationships is a major focus of this course.

Linear functions and linear equations are the basic building blocks of many advanced topics in math. Pre-AP Algebra 1 is streamlined to give students the time and space to thoroughly master these concepts and skills.

3. Course Goals and/or Major Student Outcomes

The Pre-AP Algebra 1 instructional resources focus on the following key instructional shifts:

- **Emphasis on linear functions and linear equations:** Students develop deep and robust understanding of linear relationships in procedural, conceptual, and applied settings.
- **Focus on authentic applications:** Students employ mathematics to model and explain authentic scenarios.
- **Concentration on creating mathematical arguments:** Students use evidence to craft mathematical conjectures and prove or disprove them.

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

Math Standards attached*

5. Course Outline

Unit 1 title: Linear Functions and Linear Equations

Timeframe: 9 weeks

Key topics:

- Direct variation
- Slope and rate of change
- Linear functions

- Linear equations
- Scatterplots and lines of fit
- Linear inequalities

Underlying Unit Foundations

These big ideas are addressed across units:

- The structure of real numbers
- Functions
- Linear functions
- Quadratic functions
- Solutions

Unit 2 title: Systems of Linear Equations and Inequalities

Timeframe: 5 weeks

Key topics:

- Graphical and numerical solution techniques
- Algebraic solution techniques
- Systems of linear inequalities
- Modeling with systems of equations and inequalities

Underlying Unit Foundations

These big ideas are addressed across units:

- The structure of real numbers
- Functions
- Linear functions
- Quadratic functions
- Solutions

Unit 3 title: Quadratic Equations and Functions

Timeframe: 9 weeks

Key topics:

- Modeling with quadratic functions

- Algebraic forms of a quadratic function
- The graph of a quadratic function
- Solving quadratic equations

Underlying Unit Foundations

These big ideas are addressed across units:

- The structure of real numbers
- Functions
- Linear functions
- Quadratic functions
- Solutions

Unit 4 title: Exponents and Exponential Functions

Timeframe: 5 weeks

Key topics:

- Exponent rules and properties
- Roots of real numbers
- Exponential growth and decay

Underlying Unit Foundations

These big ideas are addressed across units:

- The structure of real numbers
- Functions
- Linear functions
- Quadratic functions
- Solutions

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
N/A-no new text is needed			N/A	N/A		N/A

--	--	--	--	--	--	--

7. Key Assignments

Schools that officially implement a Pre-AP course will receive access to instructional resources for each unit. These resources don't constitute a full day-by-day curriculum. Instead, they provide support and modeling as teachers design instruction for each unit.

8. Instructional Methods and/or Strategies

Pre-AP Algebra 1 instructional resources include:

- A course framework, targeted lessons, and practice problem sets for key concepts within each unit that provide guidance and models for teaching the course.
- Recommendations for targeted Khan Academy® practice to support students in building foundational skills across the units.

9. Assessment Methods and/or Tools

Each unit contains:

2 short online quizzes featuring multiple-choice questions modeled closely after the types of questions students encounter on SAT tests and AP exams. Unit quizzes require students to examine graphs, data, and short texts—all set in authentic contexts—to respond to a targeted set of questions that measure concepts and skills from the unit.

1 performance task modeled after the free-response questions for AP Calculus and AP Statistics. These tasks engage students in sustained problem solving and ask them to synthesize skills and concepts from across the unit to answer questions about a novel context.

10. Honors Designation (*Honors Courses Only*)

Pre-AP Designation

FORM C

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

Course Title					
Action:	<input type="checkbox"/> Content Revision	<input type="checkbox"/> Textbook Revision	<input type="checkbox"/> Title Change	<input type="checkbox"/> 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:			

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

Course:
PreAP Biology

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:	Pre-AP BIOLOGY		
Grade Level:	9	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	D Life Science		
Credential Required / Available:	Life Science		

Originating School:	Pacheco High School
Originating Department:	Administration
Originating Teacher:	

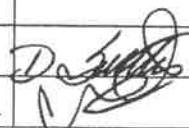


This action involves a:

New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

Pacheco High School was approved for the Pre-AP program through College Board. The Pre-AP Program will give the students an opportunity to have exposure to higher level courses and prepare them for college and career readiness while at the same time supporting them.

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 5/19/19
 Secondary Area Administrator

Board Approval: _____ Date _____

FORM A-2

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

1. Course Identification

Course Title: Pre-AP Biology		Grade Level: 9	
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 checked="" type="checkbox"/> Yes <input 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: Validation Level:		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement: <u> </u> Life Science (D) 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 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: None			
Co-requisites: None			
<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

The Pre-AP Biology course will be an additional curriculum added to our current Biology course. It will emphasize the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. This ability is one of the hallmarks of scientific literacy, and it cultivates a more sustainable pathway to numerous college and career opportunities in science as well as numerous natural and social sciences. This course focuses deeply on the foundational biology knowledge and skills that matter most in preparing students for subsequent coursework in science. This course concentrates on the core areas of ecological systems, evolution, cellular systems, and genetics. Rather than understanding content topics in isolation, students will make meaningful connections between the structures, processes, and interactions that exist across biological systems—from cells to ecological communities.

3. Course Goals and/or Major Student Outcomes

Students Will:

- Actively participate in analyzing real-world phenomena.
- Apply science practices to construct and revise their knowledge.
- Regularly collaborate with their peers in dialogue, investigations, and problem solving.

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

Objectives	Standards
<p>Pre-AP Biology instructional resources focus on the following key instructional shifts:</p> <ul style="list-style-type: none"> • Emphasis on analytical reading and writing: Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge. • Focus on applying mathematics: Students use mathematics to understand and express the quantitative aspects of biology, to record and interpret experimental data, and to solve problems as they arise. • Attention to modeling: Students go beyond just labeling diagrams to modeling biological processes to demonstrate and revise understanding of key patterns, interactions, and relationships. 	<p align="center">NGSS-Life Science/Biology</p>

5. **Course Outline**

Unit 1: Ecological Systems

Timeframe: 4 weeks

Key topics:

- Cycling of matter in the biosphere
- Population dynamics
- Defining ecological communities
- Ecological community dynamics
- Changes in ecological communities

Unit 2: Evolution

Timeframe: 4 weeks

Key topics:

- Patterns of evolution
- Mechanisms of evolution
- Speciation

Unit 3: Cellular Systems

Timeframe: 9-10 weeks

Key topics:

- Chemistry of life
- Cell structure and function
- Cell transport and homeostasis
- Organisms maintaining homeostasis
- Cell growth and division
- Photosynthesis
- Cellular respiration and fermentation

Unit 4: Genetics

Timeframe: 9-10 weeks

Key topics:

- Structure of DNA
- DNA synthesis
- Protein synthesis
- Asexual and sexual passing of genes
- Inheritance patterns
- Biotechnology

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
Existing Text						

7. Key Assignments

Pre-AP Biology instructional resources include:

- A course framework and targeted lessons for key concepts within each unit that provide guidance and models for teaching the course.
- 1–2 laboratory investigations and 1 practice performance assessment for each unit.
- Units with in-lesson recommendations for targeted Khan Academy® practice to support foundational skills in math.

8. Instructional Methods and/or Strategies

Schools that officially implement a Pre-AP course will receive access to instructional resources for each unit. These resources don't constitute a full day-by-day curriculum. Instead, they provide support and modeling as teachers design instruction for each unit.

9. Assessment Methods and/or Tools

Each unit includes:

- 2 short online quizzes featuring multiple-choice questions modeled closely after the types of questions students encounter on SAT tests and AP exams. Unit quizzes require students to examine data, models, diagrams, and short texts—all set in authentic contexts—to respond to a targeted set of questions that measure concepts and skills from the unit.
- 1 performance task that evaluates the depth of student understanding of key concepts and skills that are not easily assessed in a multiple-choice format. Performance tasks in the Ecological Systems and Cellular Systems units are modeled after the AP free-response question style. Performance tasks in the Evolution and Genetics units will engage students in hands-on data analysis and modeling skills.

10. Honors Designation (*Honors Courses Only*)

Pre-AP designation

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	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:			

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

Course: Pre-AP English
1

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:	Pre-AP English 1		
Grade Level:	9	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	English/English		
Credential Required / Available:	Language Arts		

Originating School:	Pacheco High School
Originating Department:	Administration
Originating Teacher:	Sanchez

This action involves a:

- New course**

 Course content revision

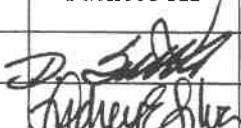

 Course deletion
 Textbook Approval
 Title change

Rationale for action:

Pre-AP English 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers.

Texts take center stage in the Pre-AP English 1 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly.

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:

Paul J. Evers Date 5/9/19
Secondary Area Administrator

Board Approval:

_____ Date _____

FORM A-2

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

1. Course Identification

Course Title:	Pre-AP English 1	Grade Level:	9
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Multiple Credit		Weighted GPA (Advanced Placement or International Baccalaureate course)?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<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	
Validation Level:		Subject area requirement: _____	
		Specify Letter and Subject Area	
Department Area		Graduation Requirement	
<input type="checkbox"/> Agriculture <input type="checkbox"/> Business <input checked="" 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 type="checkbox"/> Other:		<input type="checkbox"/> Elective <input checked="" 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:	none		
Co-requisites:	none		
<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

Pre-AP English 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers.

Texts take center stage in the Pre-AP English 1 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly.

3. Course Goals and/or Major Student Outcomes

Pre-AP English 1 emphasizes the following instructional priorities:

- **Reading closely:** Students read closely and analyze a range of complex literary and informational texts.
- **Valuing evidence:** Students value textual evidence and incorporate it effectively in writing and speaking.
- **Noticing language choices:** Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.

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

English 1 course organized by four units of study. Each unit is shaped by a focus area, a collection of high-quality readings, and lesson sets that support the readings and focus areas.

Content and Skills focus across all units:

- Close reading
- Evidence-based writing
- Vocabulary in context
- Precise language
- Collaborative communication

5. Course Outline

Unit 1 title: Telling Details

Featured text types: Short stories and visual texts

Timeframe: 7 weeks

Skills Focus

- Critical reading of literary texts
- Making meaning from visuals
- Writing a literary analysis

Unit title 2: Pivotal Words and Phrases

Featured text types: Poetry and drama

Timeframe: 7 weeks

Skills Focus

- Critical reading of poetry and drama
- Purposeful revision
- Oral delivery and dramatic presentations

Unit 3 title: Compelling Evidence

Featured text types: Essays and arguments

Timeframe: 7 weeks

Skills Focus

- Critical reading of essays and arguments
- Synthesizing ideas across texts

Unit 4 title : Powerful Openings

Featured text types: Openings from novels

Timeframe: 7 weeks

Skills Focus

- Critical reading of literary texts
- Writing a literary analysis

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
Holt McDougal Literature Grade 9	2012	978-0-547-61846-3	N/A	N/A	Already in stock	N/A

7. Key Assignments

. Schools that officially implement a Pre-AP course will receive access to instructional resources for each unit. These resources don't constitute a full day-by-day curriculum. Instead, they provide support and modeling as teachers design instruction for each unit.

8. Instructional Methods and/or Strategies

Pre-AP English 1 instructional resources include:

- A course framework, texts, and targeted lessons that provide guidance and models for teaching the course.

Pre-AP resources that can be used alongside local school or district materials during the unit with continued infusion of the areas of focus and shared principles

9. Assessment Methods and/or Tools

Each unit includes a variety of opportunities for meaningful feedback:

- Curriculum-embedded assessments: learning checkpoints consisting of short writing tasks scored by teachers
- 2 unit quizzes: short online assessments with automated scoring and reporting
- 1 performance task: writing prompts that build readiness for the SAT Essay and AP English exam, with clear scoring guidelines for teachers

10. Honors Designation (*Honors Courses Only*)

Pre-AP Designation

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	LBJHS	CJHS	Pacheco HS	San Luis HS
Principal					
Dept. Chair				<i>Andrey Silva</i>	

<i>District Curriculum Council and Board of Education Approval</i>			
Date	District Curriculum Council Action		
	Approved:	Secondary Area Admin. /Designee Signature	
	Approved as amended:	<i>Paul Ess</i>	
	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: Pre-AP World
History and Geography

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:	Pre-AP World History and Geography		
Grade Level:	9	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Elective/Social Studies		
Credential Required / Available:	Social Studies		

Originating School:	Pacheco High School
Originating Department:	Administration
Originating Teacher:	Sanchez


This action involves a:

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

Rationale for action:

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for college, career, and civic life. There is a need for a foundational course in the AP Pathway.

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 5/9/19
 Secondary Area Administrator

Board Approval: _____ Date _____

Underlying Unit Foundations

These big ideas are addressed across units:

- Geography
- Populations
- Culture
- State building
- Economic systems
- Social structures

Unit 2: The Ancient Period, Before 600 BCE

Timeframe: 7 weeks

Key topics:

- The Paleolithic Era
- The Neolithic Revolution
- River Valley civilizations

Underlying Unit Foundations

These big ideas are addressed across units:

- Geography
- Populations
- Culture
- State building
- Economic systems
- Social structures

Unit 3: The Classical Period, c. 600 BCE to c. 600 CE

Timeframe: 7 weeks

Key topics:

- The development and spread of world religions
- Classical empires
- The Silk Road

- The Mediterranean trade network

Underlying Unit Foundations

These big ideas are addressed across units:

- Geography
- Populations
- Culture
- State building
- Economic systems
- Social structures

Unit 4: The Postclassical Period, c. 600 CE to c. 1450

Timeframe: 7 weeks

Key Topics:

- The Indian Ocean trade networks
- Gunpowder empires
- Early manufacturing
- Feudalism
- The Mongolian Empire

Underlying Unit Foundations

These big ideas are addressed across units:

- Geography
- Populations
- Culture
- State building
- Economic systems
- Social structures

Unit 5: The Early Modern Period, c. 1450 to c. 1750

Timeframe: 7 weeks

Key Topics:

- Western European maritime empires
- Asian overland empires
- The Columbian Exchange
- The Atlantic economy
- The rise of manufacturing

Underlying Unit Foundations

These big ideas are addressed across units:

- Geography
- Populations
- Culture
- State building
- Economic systems
- Social structures

Unit 6: The Modern Period, c. 1750 to c. 1914

Timeframe: 7 weeks

Key Topics:

- Advances in science and reason
- Atlantic revolutions
- The First and Second Industrial Revolutions
- Nationalism and reform
- The new imperialism

Underlying Unit Foundations

These big ideas are addressed across units:

- Geography
- Populations
- Culture
- State building
- Economic systems
- Social structures

Unit 7: The Contemporary Period, c. 1914 to the Present

Timeframe: 7 weeks

Key Topics:

- The World Wars
- The global depression
- The Cold War in the developed world
- The end of empires
- The rise of globalization

Underlying Unit Foundations

These big ideas are addressed across units:

- Geography
- Populations
- Culture
- State building
- Economic systems
- Social structures

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
N/A-no new text is needed+			N/A	N/A		N/A

7. Key Assignments

Schools that officially implement a Pre-AP course will receive access to instructional resources for each unit. These resources don't constitute a full day-by-day curriculum. Instead, they provide support and modeling as teachers design instruction for each unit.

8. Instructional Methods and/or Strategies

Pre-AP World History and Geography instructional resources include:

- A course framework, primary and secondary source sets, and model lessons for selected key concepts within each unit that provide guidance and models for teaching the course.
- Pre-AP resources that can be used alongside local school or district materials during the unit with continued infusion of the areas of focus and shared principles.

9. Assessment Methods and/or Tools

Each unit includes a variety of opportunities for meaningful feedback:

- Curriculum-embedded assessments: learning checkpoints consisting of short writing tasks scored by teachers
- 2 unit quizzes: short online assessments with automated scoring and reporting
- 1 performance task: source-based analysis and writing prompts that build readiness for AP history exams, with clear scoring guidelines for teachers

10. Honors Designation (*Honors Courses Only*)

Pre-AP Designation

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	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:		

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

Course: Integrated Math
I/II Honors

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:	Integrated Math I/II		
Grade Level:	9-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Mathematics - Mathematics		
Credential Required / Available:	Mathematics		

Originating School:	Los Banos High School
Originating Department:	Mathematics
Originating Teacher:	Veronica Seaborn

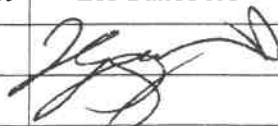
This action involves a:

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

Rationale for action:

Integrated I/II Honors course is an accelerated course that covers the content of two years of Math in one year. As a result of this rigorous and fast-paced course, students will be earning a local honors credit that will weigh their GPA.

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 5/9/19
Secondary Area Administrator

Board Approval:

_____ Date _____

FORM A-2

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

1. Course Identification

Course Title:	Integrated Math I/II Honors	Grade Level:	9-12
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Multiple Credit <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted GPA (<u>Advanced Placement</u> or <u>International Baccalaureate</u> course)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Max. Credits: 10		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement: Mathematics	
<p align="center">Department Area</p> <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 checked="" 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:		<p align="center">Graduation Requirement</p> <input type="checkbox"/> Elective <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	
Prerequisites:	Counselor and Teacher Recommendation		
Co-requisites:	Beginning Grammar / World Literature 9		
<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

This course is an accelerated presentation of the skills that will be required in high school to prepare students to become college and career ready. It includes much of the same material as Integrated Math I, as well as parts of Integrated Math II, but adapted for an accelerated presentation. Students in this course should have had an enriched study of middle school mathematics to be prepared for the accelerated presentation of these topics. Throughout the course, students will learn to use algebra to identify, model, and solve problems with both a constant rate of change (linear) and a varying rate (quadratic). They will learn to manipulate these general models, and learn how to apply this thinking to geometric models. These will include a number of geometric shapes and spatial relationships, including polygons with a detailed study of triangles. In addition, students will learn to adjust (transform) them to fit the needs of a problem. Throughout the course, students will learn how to apply these concepts to real world data and situations.

3. Course Goals and/or Major Student Outcomes

The goal of this course, in combination with the subsequent course Integrated Mathematics II-III, is to prepare students to be college and career ready in mathematics by the end of 10th grade. This course lays the foundations of Algebraic and Geometric thinking so that the following courses can move into more complicated polynomial, rational, and transcendental expressions. By the end of this course, students will have a strong understanding of how to generalize mathematical concepts using algebra, and will be able to explain how the general value of one unknown changes relative to the value of another in multiple fashions. They will also know how to apply this generalized thinking to spatial models through the foundations of geometry. In addition, they extend their understanding of geometry by learning how congruence and similarity can be related to algebraic models to solve problems. By meeting these goals, students will be prepared to tackle the more complicated models in Integrated Mathematics II/III, and will ultimately be prepared to take these concepts into advanced studies, such as trigonometry, math analysis, statistics, and/or calculus.

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

Objectives	Standards
<p>Unit 1 - Solving Problems with Algebra and Functions (4 weeks) - This unit is designed to get students up to speed with using Algebra to model and solve problems in a general sense. Students will work abstractly, using Algebra to model real world situations, ultimately learning that quantities, patterns, and relationships can be represented using algebraic expressions. Students will learn how to use these properties to transform equations and inequalities into equivalent, simpler forms, which can be used to "work backward" to find a solution. As an extension of the skills learned in solving equations in middle school, this unit has an extra emphasis on creating equations and inequalities to describe, explain, and predict unknown values in real world situations. Students also will be expected to explain their thinking in the problem solving process, and be able to explain how their solution relates to the original equation or inequality both mathematically and in the real world. Finally, students will learn to model these patterns and relationships using functions to relate an input value to an output value, and will use these to practice their numerical evaluation skills.</p>	<p>1. A. Modeling with Algebraic Expressions (A-SSE-1a)</p> <ul style="list-style-type: none"> • Using variables and algebraic expressions (A-SSE-1a) - Writing equations to model situations - Recalling algebraic properties (Associative, Commutative, Distributive, etc.) • Understanding the thinking behind substituting values for variables in an algebraic expression (A-CED-1) <p>1. B. Creating and solving Single Variable Equations (A-CED-1)</p> <ul style="list-style-type: none"> • Apply Algebraic properties to create and solve both equations and inequalities in one variable that require more than one step. (A-REI-3) • Explain the steps and thinking used to solve these problems. (A-REI-1) • Solve problems by creating equations that use absolute value. (A-CED-1) • Solving for a variable in terms of others, including formulas. (A-CED-4) • Using equations and inequalities to create models that can be used to solve real-world scenarios (HS-Modeling) • Understand the meaning of a solution both algebraically and in terms of the context of the problem, and discuss its feasibility (A-CED-3) <p>1. C. Relating Variables to Values and to Each Other (F-IF-1)</p> <ul style="list-style-type: none"> • Understand functions as an input and output relation (F-IF-1) • Using function notation to evaluate open sentences (F-IF-2)

Objectives	Standards
<p>Unit 2 - Geometric Transformations (3 weeks) - In this unit, students will understand and utilize the foundation and applications of transformations of figures which will later be built upon as transformations of functions, including trigonometric functions, as well as real world objects. This understanding will begin by recognizing all transformations including reflections, translations, dilations and rotations. Students will apply their knowledge of algebraic relationships and functions by writing a rule and a mapping for coordinates (x,y) to model how figures are transformed. Students will then utilize their skill in writing transformational rules to create an animated short film on programming software as they transform figures through animation. Students will be able to read and write transformational rules and mappings in order to fit geometric transformations of figures including transformations onto itself and congruence transformations.</p> <p>Unit 3 - Working with Linear Problems (6 weeks) - Students now will begin to analyze the relationship between two variables, especially for situations with a constant rate of change (linear). In this unit, students will reach a deep understanding of the concept of slope, and be able to calculate the slope of a line and to know the meaning mathematically and in context. They will be able to draw the graph of a linear function,</p>	<ul style="list-style-type: none"> • Using coordinate planes to relate variable values (A-CED-2) • Use graphs and function values to find patterns in models (F-BF-1ab) <ol style="list-style-type: none"> 1. A. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. (G.CO.3) <ul style="list-style-type: none"> • Develop definitions of rotations, reflections, and translations (G.CO.4) • Verify experimentally the properties of dilations given by a center and a scale factor (G.SRT.1) 1. B. Use geometric descriptions of rigid motions to transform figures and predict the effect of a given rigid motion on a given figure. Given two figures use the definition of congruence in terms of rigid motions to decide if they are congruent (G.CO.6) <ul style="list-style-type: none"> • Represent transformations in the plane using transparencies and geometry software. Describe transformations as functions. (G.CO.2) • Given a geometric figure and a rotation, reflection or rotation draw the transformed figure. (G.CO.5) <ol style="list-style-type: none"> 1. A. Understanding slope as a rate of change (F-IF-6) <ul style="list-style-type: none"> • Using slope in contextual situations (F-LE-5) • Relating slope to the graph of a linear function (F-IF-6) <p>- Determine the slope of a line graphically</p>

Objectives	Standards
<p>and will understand that the graph shows all of the possible solutions to an equation or inequality for a particular model. Finally, they will be able to recognize the algebraic relationships between the two variables, and be able to write equations in multiple forms (such as slope-intercept and point-slope form), as well as relate these equations to the concepts of graphs and solutions. In addition, students will learn how to solve a problem with two or more unknowns using a variety of techniques (both graphical and algebraic). They also will learn to interpret the meaning of a system of equations and its solution, as well as how to model real-world situations with two unknowns and how to use the solution to that model.</p> <p>Unit 4 - Quadrilateral and Coordinate Proofs (4 weeks) - After exploring the applications of slope and distance in linear equations this unit will utilize slope and distance to analyze quadrilaterals. This unit will also help students identify angle relationships based on parallel or perpendicular lines and transversals. Students will be able to identify which quadrilaterals are which by applying</p>	<p>and algebraically.</p> <ol style="list-style-type: none"> 1. B. Creating Two-Variable equations and Graphing them (A-CED-2) <ul style="list-style-type: none"> • Writing equations that relate two quantities (F-BF-1) • Graph linear functions and describe the graph in terms of its properties (such as slope and intercept) (F-IF-7) • Graph linear inequalities as a shaded region with a boundary line (A-REI-12) 1. C. Interpreting Linear Equations and Graphs (A-REI-10) <ul style="list-style-type: none"> • Recognize the y coordinate as a dependent value of the x coordinate, and interpret that in context (F-IF-1) • Understand the meaning of a solution, both as it relates to the graph and in terms of the problem (A-REI-10) 1. D. Solving Systems of Linear Problems (A-REI-6) <ul style="list-style-type: none"> • Interpret intersecting lines as functions equated to each other (A-REI-11) • Graph systems of linear inequalities as shaded half-plane (A-REI-12) • Solve systems of linear equations using algebraic methods and understand the reasoning behind the methods (A-REI-5) • Interpret solutions and discuss their feasibility (A-CED-3) 1. A. Use coordinates to prove simple geometric theorems algebraically. (G.GPE.4) <ul style="list-style-type: none"> • Prove the slope criteria for parallel and perpendicular lines; use them to solve geometric problems (G.GPE.5) • Use coordinate to compute perimeters of polygons and areas of triangle and

Objectives	Standards
<p>theorems about specific aspects of these shapes. These include whether or not opposite sides must be congruent, opposite angles must be congruent, the diagonals bisect each other. These properties will be used to meet specific requirements in design of landscapes as a culminating assessment and application of students' skill.</p> <p>Unit 5 - Triangle Congruence (3 weeks) - This unit examines congruence and how it is defined as well as how it can be proven. The idea of congruence is primarily applied to triangles and so parts of triangles and theorems about triangles are explored in the beginning stages of this unit. This exploration of triangles will include the pythagorean theorem, triangle inequality, theorems relating to isosceles and equilateral triangles, interior and exterior angle relations and finally medians, altitudes and bisectors. Knowledge of these theorems and the skill of know when and how to apply them will often be the key to recognizing congruence in two triangles. Students will learn to formally prove congruence using ASA, SSS, SAS and AAS.</p> <p>Unit 6 - Similarity of Shapes (3 weeks) - Transitioning to similarity from congruence is natural and will occur initial by exploring rigid motions that preserve congruence and other transformations that maintain similarity such as dilations. Exploring further the dilation and the scale factor will help to determine missing side lengths of similar shapes. This will be explored in triangles to complement the previous unit but than expand to include quadrilaterals and other polygons. Why exploring similarity in triangles students will be expected to prove the AA postulate and then the pythagorean</p>	<p>rectangles using distance formula. (G.GPE.7)</p> <ol style="list-style-type: none"> 1. B. Prove theorems about parallelograms. (G.CO.11) <ul style="list-style-type: none"> • Prove theorems about lines and angles when a transversal crosses parallel lines and that vertical angles are congruent. (G.CO.9) 1. A. Triangles are congruent only if corresponding parts are congruent (G-CO-7) <ul style="list-style-type: none"> • Prove theorems about triangles (G-CO-10) • Know and use the triangle inequality (G-CO-10.1) 1. B. Criteria of Congruence is derived from rigid motions (G-CO-8) <ul style="list-style-type: none"> • Use congruence to solve problems and prove relationships (G-SRT-5) 1. A. Determine Similarity based on similarity transformations (G-SRT-2) <ul style="list-style-type: none"> • Verify the properties of dilations (G.SRT.1) • Find a point that partitions a segment in a given ratio (G.GPE.6) 1. B. Use similarity transformations to establish AA criterion (G-SRT-3) <ul style="list-style-type: none"> • Use similarity criteria to solve problems

Objectives	Standards
<p>theorem by similarity.</p> <p>Unit 7 - Right Triangles and Basic Trigonometry (4 weeks) - Students will take their knowledge of triangles gained from the previous units to explore trigonometry and right triangle relationships in special right triangles. Students will start by reaffirming their knowledge of the pythagorean theorem including its converse. After discovering rules for special right triangles students will apply these to different contexts and in a variety of different problems beyond this unit. Students will move forward to explore further relationships between right triangles to find trigonometric ratios and learn how to use them to find missing parts of any right triangle. In order to find angles inverse trigonometric ratios would have to be employed. Students will use these ratios to some problems including those about elevated and depressed objects from varying view points. Additionally students must demonstrated they know how to prove the pythagorean identity of $\sin^2(\theta) + \cos^2(\theta) = 1$.</p> <p>Unit 8 - Exponents and Polynomial Operations (3 weeks) - Now that students have a basic understanding of geometric concepts using algebra, they begin to take a look at additional algebraic expressions. In this unit, students will learn not just the rules for simplifying exponents, but reach an understanding of the reasoning behind those rules, and use this understanding to extend</p>	<p>and prove relationships (G.SRT.5)</p> <ol style="list-style-type: none"> 1. C. Understand by similarity that side lengths relate to triangle angles (G-SRT-6) <ul style="list-style-type: none"> • Prove the pythagorean theorem using triangle similarity (G.SRT.4) 1. A. Use trig ratios and the pythagorean theorem to solve triangles (G-SRT-8) <ul style="list-style-type: none"> • Know and use relationships in special right triangles (G-SRT-8.1) 1. B. Prove the Pythagorean Identity and use it to find angle quadrants (F-TF-8) <ul style="list-style-type: none"> • Use the relationship between sine and cosine of angles(G-SRT-7) 1. A. Using Rational Exponents (N-RN-2) <ul style="list-style-type: none"> • Relating integer exponents and rational exponents (N-RN-1) • Simplifying expressions with exponents (N-RN-3) 1. B. Simplifying polynomials using

Objectives	Standards
<p>them to any rational exponent. They will also learn to understand the relationship between operations with numbers and the same operations using algebraic expressions in the form of polynomials. These expressions may be presented in function notation, or as parts of expressions for geometric models.</p>	<p>mathematical operations (A-APR-1)</p> <ul style="list-style-type: none"> • Combining polynomials using function notation (F-BF-1b)
<p>Unit 9 - Factoring Polynomials (3 weeks) - As an extension of understanding how to work with polynomial operations, students also need to be able to work backwards through those operations. Therefore, an extensive study of factoring is important for students to understand the relationship between polynomial factors, and the single polynomial that results when the factors are multiplied using the distributive property. By the end of the unit, students will be able to use a variety of methods to find the factors of a polynomial, as well as be able to apply these factors in real world and geometric models.</p>	<ul style="list-style-type: none"> 1. A. Identify methods for rewriting polynomials as factors (A-SSE-2) • Interpret factors and parts of a factored expression (A-SSE-1ab) • Relate polynomial rules (working backward) to factoring (A-APR-1) • Factor second degree (quadratic) polynomials (A-SSE-3a) • Rewrite expressions and functions in equivalent (factored) forms (F-IF-8)
<p>Unit 10 - Solving Quadratic Equations (5 weeks) - Throughout this course, students have seen algebraic expressions that change constantly (linear). They have also seen geometric models that are directly related. However, they have also seen geometric concepts that increase as a product (such as area). In this unit, students will combine that idea with the study of polynomial expressions and their early work with graphs and models to understand algebraic equations that change in a non-constant manner; specifically, they change in a quadratic manner. Students will have a visual understanding of what these equations and functions represent (through graphs and diagrams). They will also be able to convert this spatial reasoning into algebraic models, and use their work with</p>	<ul style="list-style-type: none"> 1. A. Properties of the graphs of quadratic equations (F-IF-4) • Understand parabolas as a solution set of a quadratic equation (A-REI-10) • Find intercepts (roots) and extrema of parabolas (F-IF-7a) • Relate methods for solving quadratic equations algebraic (such as factoring and completing the square) to properties of parabolas (F-IF-8a) 1. B. Finding "solutions" to quadratic equations in one variable (A-REI-4) • Solving quadratics using factoring to rewrite expressions (A-SSE-2) • Use completing the square to find the

Objectives	Standards
<p>polynomials to be able to rewrite these models into forms that reveal properties of the graphs. Students will understand the importance of extrema and roots, as well as methods for finding them (including a rudimentary understanding of imaginary roots). If time allows, students may also begin combining function types to solve systems of non-linear equations, and express the meaning of these solutions in context.</p>	<p>zeros of a quadratic (A-SSE-3ab)</p> <ul style="list-style-type: none"> • Understanding the meaning of a root/zero, and checking its validity based on the domain of the model (A-CED-3) • Know how to recognize and identify complex solutions (A-REI-4b) <p>1. C. Solve systems of non-linear equations (A-REI-7)</p> <ul style="list-style-type: none"> • Understand the meaning to a solution of system of equations graphically, both by hand and using a graphing calculator (A-REI-11) • Solve and simplify non-linear systems via substitution (A-REI-5)

5. Course Outline

Please refer to the table above

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
Integrated Mathematics 1				Already Adopted Textbook		
Integrated Mathematics 2				Already Adopted Textbook		

7. Key Assignments

Unit 1 - Solving Problems with Algebra and Functions

Performance Tasks on Comparing Salaries

This task of this first unit gives students an opportunity to combine algebraic thinking and modeling. Students start by creating a function that models the salary earned for a potential job (MP.4) and examining some specific values of that model. They are then expected to demonstrate an understanding of their model by explaining how it was created, as well as what it means contextually (MP.2). For the second part, students are instead given some sample salaries, and again asked to create a model based on that information (MP.8), and then make a numeric comparison of the two models. In the final portion of the task, the models, having been represented with tables and then functions, are now represented graphically, and students are

asked to interpret the meaning of the constructed graph (MP.1)

Performance Task on Modeling a River Swimmer

The goal for student learning in the task for the second unit is for them to continue to relate diagrams and equations to real-world models. In this problem, they are analyzing the path of a swimmer across the river, and relating his distance from the shore to time. They are given an absolute value equation to describe this relation, and through the course of the problem will demonstrate how that equation models the actual situation. Students start by drawing a (not necessarily mathematical) diagram of the swimmer's path. They are then asked to find distances given times, and then find times given distances. Using these results, the goal is for students to be able to relate specific parts of the given equation to actions in the real world (width of the river, the swimmer's speed, etc.) (MP.3, MP.7). Once they have practiced this understanding, students are then asked to create their own situation that could be modeled similarly, and make a poster of this situation to be shared with the class (MP.2, MP.4)

Unit 2 - Geometric Transformations

Performance Tasks on Creating a Short Animation

The set of performance tasks, that will assess students ability to apply knowledge and skills from this unit, will be to create short animations. Students begin with introductory tasks that explore one transformation and writing a rule that coincides with that transformation(MP.7). Students will use animated characters and objects that pass through a series of transformations and determine new coordinates of the images and finally a rule for the transformation(MP.8). The first three tasks assess comprehension of translations, reflections, and rotations. As a culminating task students will incorporate all of these transformations and how to write a rule for each to put together a short animated piece(MP.4, MP.5). This will be done primarily on animation software, by entering animation code simply in the form of a transformational rule.

Unit 3 - Working with Linear Problems

Performance Tasks on Air Traffic Control Work

The tasks that make up this unit help students demonstrate understanding of how a problem with a constant rate of change can be modeled graphically and algebraically, including using slopes and equations, as well as how to modify the situation appropriately. Students start by relating rates to times and distances, and are able to recognize the patterns to complete tables and graphs representing them (MP. 8). In the next two parts, students then explain what the various parts of the model represent, and then describe how changes to those situations will result in changes in the model, specifically as it relates to slopes (MP. 2, MP. 4). Next, students are asked to analyze their results from earlier parts to create an algebraic expression, placing the pieces of the model appropriately (MP. 4, MP. 7). Finally, students' work culminates in a final task that asks them to create models for a series of planes approaching on different paths and at different times, that meets a specific set of criteria, and be able to defend their models as accurate (MP. 1, MP. 3).

Unit 4 - Quadrilateral and Coordinate Proofs

Performance Tasks on Meeting the Design Requirements of a Rich Man's Garden

Students will perform skills in this units key assignments that will prove themselves ready to design a garden for a millionaire mathematician. As introductory tasks student will show their competence by exploring relationships between angles created by parallel lines and transversals, and quadrilaterals and their diagonals(MP.8). As a final preparatory task students will create a parallelogram to meet the strict requirements set out by the rich designer of the garden(MP.1, MP.6). Students will not only show their competence in following directives to create quadrilaterals from a description, but they will also have to prove that these shapes are indeed what they intended them to be(MP.3). After they have proven their competence through these introductory tasks they will be given the entire directions for creating the garden which will include quadrilaterals as an essential aspect of the design(MP.1, MP.4, MP.6).

Unit 5 - Triangle Congruence

Performance Tasks on Producing a Survival Show and Establishing Campsites

Students will make decisions and perform skills in this units key assignments that will help them put together a survival show and create campsites for the contestants. As introductory tasks student will show their competence by identifying which sites will work for which particular groups and decide which pole lengths should be left at which sites to create large enough tents. They also must defend their choices (MP.1, MP.3). In the next task students will identify if poles of particular lengths could even create a tent using the triangle inequality (MP.6, MP.7). Looking into adjusting the tents and allowing contestants to create different door sizes, students must decides which aspects of the triangular tent door are too restrictive and would not allow for any creativity because tent doors will be congruent. They must identify congruence postulates and determine which would allow for contestants to be creative(MP.2, MP.3) Finally students have to divide tent space up equally and present arguments to prove that what they have done is fair(MP.3, MP.8)

Unit 6 - Similarity of Shapes

Performance Tasks on Designing a Campground

Students will be competing to create a campground on a design show. The first task forces them to verify that transformations maintain similarity. They must model the campsite and justify their answer (MP.3, MP.4). Next they must use scale factors to find river front campsites and measure dock lengths(MP.1). A complicated following task has students find maximum flag pole lengths so that no campsites have a shadow of the flag(MP.2, MP.7) Finally students must create with a ruler and a scale factor five campsites and identify their actual size based on the scaled drawing (MP.4, MP.5).

Unit 7 - Right Triangles and Basic Trigonometry

Performance Tasks on Navagation and Map Making

Students will be following the story of pirates in hunt of treasure as the lead their team in navigation and map making. Students will first use the converse of the pythagorean theorem to direct their crew and draw a map of the island with the treasure (MP.1, MP.4). Next students will discover relationships in special right triangles by looking at how far a monkey in a tree will have to throw to throw food into a chest (MP.8). In the final two task students will navigate on the sea and note errors in course if they end up at the wrong destination using trigonometry on

their calculator.(MP.1, MP.5, MP.6)

Unit 9 - Factoring Polynomials

Areas of Housing Plots and Factoring Flowchart

This unit contains two main tasks for students to complete. First, students are presented with a series of triangular and rectangular models for housing and other landscaping plots, and asked to analyze their areas and dimensions using polynomials and factors. (MP.1). They will be asked to describe the plots algebraically, as well as comparing these representations to specific values for the dimensions (MP.2).

The second task requires students to reflect on the many forms of polynomials that can be factored. They have to describe the properties of these forms, as well as create and explain a method for choosing among the factoring techniques they've learned (MP.7). After this reflection, students will create a flowchart to demonstrate their methodology, and then attempt to use other students' flowcharts to factor a series of student created polynomials (MP.3).

Unit 10 - Solving Quadratic Equations

West Coast Offense - Planning an Efficient Football Play

To help students demonstrate an application of a quadratic equation, students are going to analyze the set-up and timing of a football team's passing play. Students will be asked to perform the calculations involved in solving a quadratic equation, as well as relating those results to the context of the problem, and a series of related calculations (MP.4). As they proceed through their analysis, students will be expected to figure out how each part of the problem is mathematically related to the others to try to understand the problem in its entirety (MP.1). They will then be asked to translate the results of their calculations to related conclusions about the set-up of the play (MP.2, MP.6). To help create a visual representation of the data in question, students will be expected to use graphs, compasses, and/or spreadsheets (MP.5). Finally, students will be expected to make adjustments to the structure of the quadratic equation, and explain the effects these changes have both on the graph and on the resulting contextual problem (MP. 7).

8. Instructional Methods and/or Strategies

Flipped Classroom

Some concepts will be frontloaded and made available online for students to watch prior to class, thereby freeing class time for project-based learning where the teacher is the facilitator.

Active Listening

Active listening helps the listener to focus on hearing the speaker's intent and on achieving mutual understanding. The listener takes the time to check in with the speaker, through paraphrasing and questioning, to verify that he or she has understood what is being said. It is

a skill that is important both in an academic setting and in the workplace.

Cooperative Learning

Cooperative learning develops interpersonal skills, individual accountability, communication, conflict resolution, and group decision-making skills. Unlike collaborative learning, which usually refers to any form of group-based, open-ended learning, cooperative learning is usually a fairly structured, teacher-designed activity. Students are divided into small groups, from two to six members, who complete a project as a team and peer edit their programs like a professional IT team. Group members share various roles and are interdependent in achieving the learning goal. Students learn the importance of maintaining group health and harmony and respecting individual views.

Flipped Classroom

Some concepts will be frontloaded and made available online for students to watch prior to class, thereby freeing class time for project-based learning where the teacher is the facilitator.

List, Group, Label

List, Group, Label is a strategy for developing categories within a larger concept. It is effective both as a way to introduce new material and as a review before a test or an essay. The teacher will provide—or ask the class to develop—a list of key words about a topic (for example, terms introduced in a statistics unit). Students then work individually, in pairs, or in small groups to sort the terms into categories and label them.

Metacognitive Statements

Metacognition is self-awareness of one's knowledge stated in terms such as "I know that I know" or "I know that I need to know." Writing metacognitive statements is a way to encourage students to clarify for themselves exactly what they know about a given topic, and what they want to learn. Using a set format, students write sentences starting with "I know something about..." and add "First..." and "In addition..." and "Finally..."

Think, Pair, Share

Think, Pair, Share is a cooperative learning strategy that uses these steps:

1. Students think silently about a question the teacher has posed. Provoke their thinking with a question or a prompt or an observation and have them write the prompt down. The students should take a few moments to think about the question.
2. Students pair up during the second step and exchange thoughts. Using designated or spontaneous partners, students pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most interesting.
3. The student pairs share their responses with other pairs, other teams, or the entire class. After students talk in pairs for a few moments, ask for pairs to share their thinking with the rest of the class. The instructor can do this by going around in round-robin fashion, calling on each pair, or taking answers as they are called out

“popcorn style” (or as hands are raised). Record these responses on the board or on the overhead.

Cornell Notes

The Cornell Notes System was designed by a professor at Cornell University and has been in popular use since the 1950s. The idea is to have students divide their paper in half, taking notes on the right-hand column only. Later, they are to go back and pull out main points, key ideas, terms, and dates and list them in the left-hand column (see examples below), or to write cue questions about the material. A space is often left at the bottom of the page for a summary of the key points. This note-taking system is best used when the information is given in a sequential, orderly fashion and allows for more detail. *One side of notes is math and the other side is written in programming language.*

Defining Format

Defining Format is a strategy for developing a more precise and deeper understanding of new terms. It moves the student away from such vague definitions as “a polynomial is something that...” or “a rational expression is something that...” It can be used to further define a term, e.g., “What is a 7?” where the category is simply “number,” and get the student to think of 7 as an integer, positive, or rational number.

Taxonomy

A taxonomy is a list of words related to a specific topic or subject matter area. Students can be asked to build taxonomies about almost anything they are studying, organizing the key words or terms alphabetically. The purpose of building these taxonomies is both to increase vocabulary—and especially vocabulary they may need to write about a given topic—and also to encourage students to work together to share knowledge. Taxonomies become each student’s personal thesaurus.

Comparison Matrix

A comparison matrix is a chart that can be used to compare specific attributes and characteristics that terms share. Comparison matrixes can be used to highlight similarities and differences between terms, which allows students to recognize how seemingly dissimilar things can be similar. It also enables students to compare familiar terms with unfamiliar ones.

K-W-L (Know, Want to Know, Learned)

Created by Donna Ogle (1986), K-W-L is a note-taking method that activates students’ prior knowledge about a particular topic. Students are asked what they already know about the topic. Students then set goals specifying what they want to learn, and after reading the material, they discuss what they have learned.

Composing with Key Words

In Composing with Key Words, students use selected words from taxonomies or text to compose key ideas in a sentence or paragraph format. This activity provides students with

the practice they need before they can write effective essays or create writings in complex genres.

Frustration Model

An instructional model for teaching vocabulary that uses examples and non-examples to cement knowledge of a new word. Similar to the four-square model, this strategy allows for teachers to modify the squares to include a sketch of the word or visual representation

9. Assessment Methods and/or Tools

Unit 1 - Solving Problems with Algebra and Functions

This assessment is broken up into three conceptual and practical portions. The first portion requires students to solve multi-step single-variable equations, including those with absolute value (A.CED.1, A.REI.3). In addition, students are expected to demonstrate the accuracy of a solution (A.CED.3) and explain their process in solving the problem (A.REI.1, MP.3). The second portion of the test also requires students to recognize solutions to equations and inequalities, but instead they are expected to choose from a list of representations of solutions, including numbers and number lines, and more than one choice can be a solution to a given problem (A.REI.3, A.CED.3, MP.1, MP.6). The last portion expects students to create and solve single variable equation and use them to solve problems and interpret the solution in context (A.CED.1, A.CED.3, MP.4).

Performance Tasks on Comparing Salaries

This task of this first unit gives students an opportunity to combine algebraic thinking and modeling. Students start by creating a function that models the salary earned for a potential job (MP.4) and examining some specific values of that model. They are then expected to demonstrate an understanding of their model by explaining how it was created, as well as what it means contextually (MP.2). For the second part, students are instead given some sample salaries, and again asked to create a model based on that information (MP.8), and then make a numeric comparison of the two models. In the final portion of the task, the models, having been represented with tables and then functions, are now represented graphically, and students are asked to interpret the meaning of the constructed graph (MP.1)

Performance Task on Modeling a River Swimmer

The goal for student learning in the task for the second unit is for them to continue to relate diagrams and equations to real-world models. In this problem, they are analyzing the path of a swimmer across the river, and relating his distance from the shore to time. They are given an absolute value equation to describe this relation, and through the course of the problem will demonstrate how that equation models the actual situation. Students start by drawing a (not necessarily mathematical) diagram of the swimmer's path. They are then asked to find distances given times, and then find times given distances. Using these results, the goal is for students to be able to relate specific parts of the given equation to actions in the real world

(width of the river, the swimmer's speed, etc.) (MP.3, MP.7). Once they have practiced this understanding, students are then asked to create their own situation that could be modeled similarly, and make a poster of this situation to be shared with the class (MP.2, MP.4)

Unit 2 - Geometric Transformations

This assessment consists of nine questions which align to the standards prioritized in this unit. The first and fourth questions require you to identify a transformation that would carry on to itself. (G.CO.3) The second questions asks you to look at three images of a transformed figure and identify which transformation has occurred.(G.CO.4) The third question asks you to draw the image of a rotated figure and determine which angle of rotation would be needed to carry onto itself. (G.CO.5) The fifth question asks you to identify congruent figures that have gone through transformations. (G.CO.6) The next question has student determine the effects of a particular transformation rule.(G.CO.2) Next, students are asked to draw and determine the effect of a dilation of a figure(G.SRT.1) In the eighth question students determine a rule based on the image and pre image. (G.CO.2) Finally students use a rule to draw an image of a figure. (G.CO.2)

Performance Tasks on Creating a Short Animation

The set of performance tasks, that will assess students ability to apply knowledge and skills from this unit, will be to create short animations. Students begin with introductory tasks that explore one transformation and writing a rule that coincides with that transformation(MP.7). Students will use animated characters and objects that pass through a series of transformations and determine new coordinates of the images and finally a rule for the transformation(MP.8). The first three tasks assess comprehension of translations, reflections, and rotations. As a culminating task students will incorporate all of these transformations and how to write a rule for each to put together a short animated piece(MP.4, MP.5). This will be done primarily on animation software, by entering animation code simply in the form of a transformational rule.

Unit 3 - Working with Linear Problems

This assessment has six main evaluative goals. The first portion of the test includes questions that have students demonstrate understanding of slope and rates of change in various representations, such as graphs, tables, and points (F.IF.6, F.IF.6). Secondly, students are given the graph of a linear equation and asked to write equations to describe it and to identify its various properties (A.CED.2, F.BF.1, MP.7). The third portion has a similar goal, requiring students to match three equations in different forms to a list of graphs, slopes, and intercepts that relate to the given equations (F.IF.7, A.CED.2, MP.7). Then, students are asked to graph linear inequalities (as a system on the same graph), and to identify given points as being part of the solution set or not part of the solution set (A.REI.12, A.REI.10). Fifthly, students are asked to create a model to a linear problem using two variables, and use the model to take an input and receive an output in the context of the problem (F.IF.1, F.LE.5, MP.4). Finally, students are asked to solve problems algebraically using systems of equations, both abstractly and with context (A.REI.5, MP.3)

Performance Tasks on Air Traffic Control Work

The tasks that make up this unit help students demonstrate understanding of how a problem with a constant rate of change can be modeled graphically and algebraically, including using slopes and equations, as well as how to modify the situation appropriately. Students start by relating rates to times and distances, and are able to recognize the patterns to complete tables and graphs representing them (MP. 8). In the next two parts, students then explain what the various parts of the model represent, and then describe how changes to those situations will result in changes in the model, specifically as it relates to slopes (MP. 2, MP. 4). Next, students are asked to analyze their results from earlier parts to create an algebraic expression, placing the pieces of the model appropriately (MP. 4, MP. 7). Finally, students' work culminates in a final task that asks them to create models for a series of planes approaching on different paths and at different times, that meets a specific set of criteria, and be able to defend their models as accurate (MP. 1, MP. 3).

Unit 4 - Quadrilateral and Coordinate Proofs

This assessment evaluates students using 6 questions that are good indicators of progress and performance in the priority standards. The first and second questions asks for slope or equations a line that are parallel or perpendicular to another. (G.GPE.5) The third questions explores angle relationships between angles created by a transversal (G.CO.9) The fourth and sixth questions requires students to prove a theorem about parallelograms and things that differentiate it from a rectangle (G.CO.11) The fifth question uses coordinates to determine which quadrilateral is contained within the coordinates. (G.GPE.4 , G.GPE.7)

Performance Tasks on Meeting the Design Requirements of a Rich Man's Garden

Students will perform skills in this units key assignments that will prove themselves ready to design a garden for a millionaire mathematician. As introductory tasks student will show their competence by exploring relationships between angles created by parallel lines and transversals, and quadrilaterals and their diagonals(MP.8). As a final preparatory task students will create a parallelogram to meet the strict requirements set out by the rich designer of the garden(MP.1, MP.6). Students will not only show their competence in following directives to create quadrilaterals from a description, but they will also have to prove that these shapes are indeed what they intended them to be(MP.3). After they have proven their competence through these introductory tasks they will be given the entire directions for creating the garden which will include quadrilaterals as an essential aspect of the design(MP.1, MP.4, MP.6).

Unit 5 - Triangle Congruence

This assessment has three main portions to evaluate student skill and knowledge. First students will label and identify congruent triangles, parts of triangles and angles in triangles based on theorems studied and knowledge acquired about triangles (G-CO-10). The second aspect of the test deals with solving problems that deal with utilizing these theorems about triangles(G-SRT-5). Finally the test evaluates a students familiarity with the formal proof in recognizing errors, missing pieces and creating a proof.(G-CO-7 and G-CO-8)

Performance Tasks on Producing a Survival Show and Establishing Campsites

Students will make decisions and perform skills in this unit's key assignments that will help them put together a survival show and create campsites for the contestants. As introductory tasks, students will show their competence by identifying which sites will work for which particular groups and decide which pole lengths should be left at which sites to create large enough tents. They also must defend their choices (MP.1, MP.3). In the next task, students will identify if poles of particular lengths could even create a tent using the triangle inequality (MP.6, MP.7). Looking into adjusting the tents and allowing contestants to create different door sizes, students must decide which aspects of the triangular tent door are too restrictive and would not allow for any creativity because tent doors will be congruent. They must identify congruence postulates and determine which would allow for contestants to be creative (MP.2, MP.3). Finally, students have to divide tent space up equally and present arguments to prove that what they have done is fair (MP.3, MP.8).

Unit 6 - Similarity of Shapes

In this assessment, students will be assessed on three main components of their understanding of this unit. The first component assesses students' conceptual understanding of congruence and similarity transformations and their effect (G-SRT-1 and G-SRT-2). The second focuses on procedural fluency of solving problems using scale factors, ratios, and other indicators of similarity (G-SRT-5 and G-SRT-6). Finally, students will apply their knowledge to analyzing proofs for errors and creating proofs of their own that prove using similarity (G-SRT-3 and G-SRT-4).

Performance Tasks on Designing a Campground

Students will be competing to create a campground on a design show. The first task forces them to verify that transformations maintain similarity. They must model the campsite and justify their answer (MP.3, MP.4). Next, they must use scale factors to find river front campsites and measure dock lengths (MP.1). A complicated following task has students find maximum flag pole lengths so that no campsites have a shadow of the flag (MP.2, MP.7). Finally, students must create with a ruler and a scale factor five campsites and identify their actual size based on the scaled drawing (MP.4, MP.5).

Unit 7 - Right Triangles and Basic Trigonometry

This test analyzes students' ability to execute procedural fluency in trigonometry as well as describe connections and relationships and finally make assertions and prove them. The first several problems focus on skills of trigonometry and using right triangle trigonometry and other theorems to solve for angles and sides (G-SRT-8 and G-SRT-8.1). The second piece allows students to identify and describe relationships in their own words (G-SRT-7). Finally, they are asked to prove the Pythagorean identity (F-TF-8).

Performance Tasks on Navigation and Map Making

Students will be following the story of pirates in hunt of treasure as they lead their team in navigation and map making. Students will first use the converse of the Pythagorean theorem to direct their crew and draw a map of the island with the treasure (MP.1, MP.4). Next, students

will discover relationships in special right triangles by looking at how far a monkey in a tree will have to throw to throw food into a chest (MP.8). In the final two task students will navigate on the sea and note errors in course if they end up at the wrong destination using trigonometry on their calculator.(MP.1, MP.5, MP.6)

Unit 8 - Exponents and Polynomial Operations

This assessment has students demonstrate their understanding of exponents and polynomials. Students start by showing understanding of the rules of exponents by being able to work backward to fill in problems given an answer (N-RN-3) They continue this demonstration by simplifying numeric expressions that use both negative and rational exponents (N-RN-2), and then identifying and correcting errors in student work involving exponents (MP.3). The remainder of the assessment has students demonstrate their ability to rewrite expressions involving polynomials by using all operations, both as expressions, and using function notation (A-APR-1, F-BF-1b).

Unit 9 - Factoring Polynomials

This assessment is designed to make sure students have mastered the skill of factoring polynomials, as well as understanding related vocabulary, and understanding the relationship to polynomial multiplication. Half of the assessment consists of binomials and trinomials for students to factor, require them to select from the various methods (A-SSE-2, MP.7). Students are also asked to examine student work in factoring and identify any errors by form or by multiplying (A-APR-1, MP.3). Finally, to demonstrate understanding of vocabulary and the inverse nature of factoring and distributing, students are asked to create and factor polynomials of their own (F-IF-8).

Areas of Housing Plots and Factoring Flowchart

This unit contains two main tasks for students to complete. First, students are presented with a series of triangular and rectangular models for housing and other landscaping plots, and asked to analyze their areas and dimensions using polynomials and factors. (MP.1). They will be asked to describe the plots algebraically, as well as comparing these representations to specific values for the dimensions (MP.2).

The second task requires students to reflect on the many forms of polynomials that can be factored. They have to describe the properties of these forms, as well as create and explain a method for choosing among the factoring techniques they've learned (MP.7). After this reflection, students will create a flowchart to demonstrate their methodology, and then attempt to use other students' flowcharts to factor a series of student created polynomials (MP.3).

Unit 10 - Solving Quadratic Equations

In this assessment, students will be required to demonstrate understanding of the meaning of a "root", both algebraically graphically, and in reference to both real and imaginary roots (A-CED-3, A-REI-10). Students will also be asked to analyze attempted problem solutions using each of the algebraic solving methods, and to describe any errors made (A-REI-4, MP.3). The bulk of the assessment will have students match a list of solutions to a much smaller number of quadratic equations. The list will include both real and imaginary solutions, and the problems include quadratic equations that "lend themselves" to each of the algebraic solving methods (A-

SSE-2, A-REI-4b). Finally, students will be asked to analyze the graphs of quadratic equations as parabolas, and relate the various forms (vertex form, standard form, etc.) to provided graphs, while describing the properties that led to their decision (F-IF-4). As a follow up, students will answer questions about the equations and graph of a system of equations of a parabola and a line (A-REI-7).

To help students demonstrate an application of a quadratic equation, students are going to analyze the set-up and timing of a football team's passing play. Students will be asked to perform the calculations involved in solving a quadratic equation, as well as relating those results to the context of the problem, and a series of related calculations (MP.4). As they proceed through their analysis, students will be expected to figure out how each part of the problem is mathematically related to the others to try to understand the problem in its entirety (MP.1). They will then be asked to translate the results of their calculations to related conclusions about the set-up of the play (MP.2, MP.6). To help create a visual representation of the data in question, students will be expected to use graphs, compasses, and/or spreadsheets (MP.5). Finally, students will be expected to make adjustments to the structure of the quadratic equation, and explain the effects these changes have both on the graph and on the resulting contextual problem (MP. 7).

10. *Honors Designation (Honors Courses Only)*



To reach a deeper understanding of material, students will need to learn to express their thinking and make sense of the thinking of others both in whole class or small group discussions (MP.3). Students will also need to understand how to organize their knowledge via taking notes or participating in other forms of information gathering (MP.6). Students will also be expected to demonstrate their skills and understanding by completing assignments and projects as assigned by the teacher, and will be expected to continue working until understanding is demonstrated (MP.1). Each unit will contain a *Performance Task* that will require students to participate in all of these manners to varying degrees and will both help students reach understanding through self-discovery as well as assess their learning (See "Key Assignments" for descriptions and applications). Students will also be assessed and outcomes measured using a Pre-Assessment and Post-Assessment for each unit. The Post-Assessments are rigorous tests that require students to apply knowledge beyond just basic skills, as defined by the Common Core State Standards and the Smarter Balanced Assessment Consortium (see "Assessments" for descriptions)

FORM C

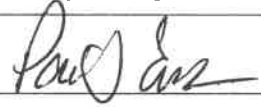
**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title	Integrated Math I/II Honors			
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				

District Curriculum Council and Board of Education Approval

Date	District Curriculum Council Action		
	Approved:	Secondary Area Admin. /Designee Signature	
5/9/19	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:

Honors Ag Biology

The Department Head 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 Head(s) Approval / Disapproval / Revisions; hence, submission of approved proposal to Principal, or designee.
- III. Principal, or designee present proposal to Assistant Superintendent 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:	Honors Ag Biology		
Grade Level:	9	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Agriculture - Life Science		
Credential Required / Available:	Agriculture		

Originating School:	LBHS
Originating Department:	Agriculture
Originating Teacher:	Jonathan Betschart

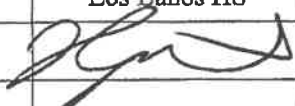

This action involves a:

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

Rationale for action:

The development of an Honors Ag Biology course will maintain challenging curriculum opportunities for students pursuing the Ag pathway.

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				
Counselor				
Dept. Chair				

Curriculum Council Approval: _____ Date 5/9/19
 Secondary Area Administrator

Board Approval: _____ Date _____

FORM A-2

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

1. Course Identification

Course Title:		Honors Ag Biology			Grade Level:		9
Course length/Credits:				Seeking "Honors" Distinction?			
		1 semester (5 credits)		<input checked="" type="checkbox"/>	Yes		No
	<input checked="" type="checkbox"/>	1 year (10 credits)					
		2 years (20 credits)	Weighted GPA (Advanced Placement or International Baccalaureate course)?				
		Other:		<input checked="" type="checkbox"/>	Yes		No
Multiple Credit							
	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Submitting for UC A-G?		
					<input checked="" type="checkbox"/>	Yes	No
Max. Credits:		Subject area requirement: _____ Specify Letter and Subject Area					
Department Area				Graduation Requirement			
	<input checked="" type="checkbox"/>	Agriculture					Elective
		Business					English
		English					Foreign Language
		Family & Consumer Science					Health
		Foreign Language					History-Social Studies
		History-Social Science					Mathematics
		Industrial Technology					Physical Education
		Mathematics					Science
		Non Departmental					Visual & Performing Arts
		Physical Education					Other:
		Science					
		Visual & Performing Arts					
		Other:					
Prerequisites:		B or better in 8th grade science					
Co-requisites:		None					
<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

2. Course Description

This is an in depth course designed for college-bound students with interests in animal and plant agriculture. The course will provide a study of living organisms, their interactions with the environment, agriculture and the environment, the molecular, microbiology and cellular aspects of living organisms, plant and animal genetics, taxonomy of plants and animals, comparative anatomy of humans and animals, evidence used to support the theory of evolution, ecology and its effect on biodiversity, and agricultural research and investigation. It is expected that the topics will be covered in great depth and breadth in comparison to traditional Agricultural Biology courses. This class includes extensive laboratory components. Homework will consist of technical reading and writing, lab reports, practical application and intense daily study. Students will be exposed to the FFA and supervised occupational experiences programs.

Understand and appreciate the complex designs of living organisms and their functions through reading, discussions, laboratory experiences, research projects and investigation. An emphasis will be placed on Agriscience concepts and research.

Develop investigation and experimentation skills through an Agriscience research project; and present findings in a sequential and structured manner using a ten page written report, research display and oral presentation. Written reports and finding will be evaluated by colligate professors and research assistants at three California Agricultural Universities. Students will be exposed to Agricultural Universities, research centers, science based museums, and biological and agricultural careers through field trips, guest speakers and agriscience research.

Learn that DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell and DNA and RNA influence genetic diversity through differentiation, expression and mutations of animals and plants. Investigation of the manipulation of these factors in improving the production of agricultural commodities

through selective breeding and genetic technologies will also be investigated.

Students will be able to discuss and make informed decisions in regards to bioethical issues, food production practice, water use, conservation, and legislative issues dealing with these topics.

Gain an understanding of cellular chemistry and the fundamental structures that influence the chemistry of living organisms.

Thoroughly examine the cell structure and function of prokaryotes and eukaryotes, including plasma membranes, photosynthesis, cellular respiration, and cell reproduction. An in-depth study of cellular genetics and how genetic instructions are specific to certain traits in organisms. Differences between the life cycles and reproduction methods of both sexual and asexual organisms will be examined.

Examine evidence used to support Evolution and write a scientific paper defending the theory.

Student Assessment/Methods

- Unit Test and Weekly Quizzes
- Laboratory Reports
- Agriscience Research Project, Display Board and Log Book
- Homework Assignments/Homework Packets
- Classroom Participation
- Written Position Papers
- Individual and Group Oral Presentations
- Midterm Exams (Comprehensive Mid-Term Final. This will be a written exam that will cover the first semester material)
- Final Exams (This comprehensive written Final Exam will cover the entirety of the course)

3. Course Goals and/or Major Student Outcomes

Science Practices

The Honors Ag Biology course is built around nine big ideas and seven science practices. The nine big ideas cover the content expected but the science practices for Honors Ag Biology are designed to get the students to think and act like scientists. The science practices will be cultivated in the student through laboratory investigations. The laboratory portion of this class is designed to be the equivalent of a college laboratory experience. Because some colleges require proof of the laboratory portion of the course before granting credit, all students will keep a laboratory notebook, provided by the teacher.

The science practices are:

Science Practice 1: The student can use representations and models to communicate scientific phenomena and solve scientific problems.

Science Practice 2: The student can use mathematics appropriately.

Science Practice 3: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.

Science Practice 4: The student can plan and implement data collection strategies in relation to a particular scientific question.

Science Practice 5: The student can perform data analysis and evaluation of evidence. **Science Practice 6:** The student can work with scientific explanations and theories.

Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.

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

See applicable life science standards from NGSS.

Available for viewing at: <https://www.nextgenscience.org/sites/default/files/HS%20LS%20topics%20combined%206.13.13.pdf>

5. Course Outline

Unit 1 Investigation and Experimentation

Agriscience Research Project

Each student will investigate and test an Agriscience research question. Research will be concentrated in the following areas; microbiology, environmental science, zoology, botany and engineering. Students will formulate a scientific questions related to agriculture, formulate a hypothesis based on related research, conduct an experiment to test the hypothesis, collect quantitative data, and form a conclusion based on analysis of the data. Students will formulate a ten to twelve page research paper technically written based on scientific protocol and cited using APA formatting. Students will also be required to construct a display board and produce a lab book containing raw data from the experiment.

Projects will be sent to three Agricultural Universities (University of California Davis, Chico State University and Fresno State University) for scoring and review by colligate research classes and their professors.

Formal Lab Write Up (Fertilizer Application Concentration Lab)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. All formal labs require graphs and analysis questions.

Possible Short Answers and Essay Questions

1. Defend the use of the metric system to a scientist who does not want to use it.
2. Distinguish between a variable and a control.
3. Differentiate between pseudoscience and science.

4. What steps are involved in making a valid conclusion?
5. Compare and contrast qualitative and quantitative.
6. Aaron knows that using fertilizer will result in more blooms, but wants to know if it will affect a plant's growth as well. Explain the design of an experiment that would answer this question.
7. What methods should be used to determine whether a particular set of ideas is scientific or pseudoscientific?
8. One of the most important parts of any scientific publication is the part called "Methods and Materials," in which the scientist describes the procedure used in the experiment. Why do you think such details are so important?

Key Assignments:

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. The unit will center on scientific procedures and the concepts and tools used worldwide to solve scientific questions. Concepts of focus include but are not limited to scientific method, metric system, data analysis, statistical analysis, graphing scientific citing, and technical reading and writing. Lab safety and laboratory equipment will be implemented and identified.

Unit 1 Investigation and Experimentation Elements of Instruction

- Lab Safety
- Scientific Method of Scientific Inquiry
- Quantitative and Qualitative research
- Inductive and Deductive Methods
- Statistical Analysis of Data
- Agriscience research project
- What is Biology?

Unit 1 Investigation and Experimentation Examples of Empirical Instruction

- Fertilizer Application Concentration Lab
- Agriscience Research Project

Unit 2 Ecology

Food Web Diagram

Students will construct a food web diagram based on an ecosystem of their choice. Organisms that must be included and labeled in the diagram include autotrophs, heterotrophs, primary consumers, secondary consumers, third order consumers, decomposers, and scavengers. Each food chain in the web must have at least three links. After creating the food web students will be given mathematical information of available energy at the first trophic level. Students will be required to calculate the amount of available energy at each of the trophic levels represented in the food web.

Formal Lab Write Up (Owl Pellet Dissection)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are Title, Objective, Hypothesis, Materials and Methods, Raw data, data table or graph, results and conclusion. All formal labs require graphs and analysis questions.

Formal Lab Write Up (Observation of Succession in Pond Water)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are Title, Objective, Hypothesis, Materials and Methods, Raw data, data table or graph, results and conclusion. Labeled diagrams of all microscope viewings are required. All formal labs require graphs and analysis questions.

Possible Short Answers and Essay Questions

1. What are the two main forms of energy that power living things?
2. Explain the relationships in this food chain: omnivore, herbivore and autotroph.
3. Describe how phosphorus moves through the biotic and abiotic parts of an ecosystem.
4. Explain the role of decomposers in the nitrogen cycle.

5. Discuss whether you think food webs change over time (for example, in the course of a year) and why. Suggest examples to back up your arguments.
6. Describe how the successional stages would differ from primary succession.
7. Explain why the concepts of limiting factors and tolerance are important in ecology.
8. What are the possible outcomes of the extinction of a species in a biological community? Use the structure of a food web to explain what might happen in the event of extinction.
9. Compare the reproduction pattern, general life span, and description of r-strategists with those of k-strategists. Include an explanation for each strategy, and give an example of each.
10. Imagine you are an ecologist brought in to consult with the owners of a Southeast Asian prawn hatchery which raises tiger prawns for the seafood market. The facility was constructed by cutting coastal mangroves and excavating shallow ponds for the prawn. Productivity was high for a few years despite the fact that runoff from the ponds killed many organisms in the intertidal zone. Now the ponds have developed a foul odor and the prawns are dying off. The owners are considering cutting new mangroves and moving the facility. What do you believe is the problem and how would you recommend it be solved.

Key Assignments:

Stability in an ecosystem is a balance between competing affects. The unit will center on the relationship between organisms and abiotic factors and biotic factors of its environment. Concepts of focus include but are not limited to ecosystems, levels of organization, population dynamics, nutrition and energy flow through an ecosystem, and cycles in nature including nitrogen, phosphorus, water and carbon. Emphasis will be placed on the chemistry of energy cycling between photosynthesis and respiration. Examination of the Calvin Cycle will correspond with photosynthesis and respiration studies. A Study of the effects of agricultural production practices on surrounding ecosystems will be investigated.

Unit 2 Ecology Elements of Instruction

- Principles of Ecology
- Communities and Biomes
- Ecosystems and the Biosphere
- Photosynthesis
- Cellular Respiration
- Population Dynamics
- Sustainable Agriculture and Environmental Science

Unit 2 Ecology Examples of Empirical Instruction

- Food Web Diagram and Energy Calculations
- Owl Pellet Dissection
- Observation of Succession in Pond Water Lab
- Studying a Yeast Population

Unit 3 Cell Biology

Cell Organelle Poster

Students create a poster to advertise a cell organelle. The poster should have a color diagram of the organelle and written description of the organelle. In addition the poster should tell the function of the organelle. Students will clearly list and label the description and function.

Cell Model

Students will build a three-dimensional model of a living cell using inanimate objects. Models will include all major parts of an animal or plant cell. Students are required to show a cut away view of the interior of the cell to show internal structure and organelles. All organelles and major structures will be labeled and a key describing the function of each will be required.

Formal Lab Write Up (Plant and Animal Cell Lab)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all microscope viewings are required. All formal labs require graphs and analysis questions.

Possible Short Answers and Essay Questions

1. Identify the role of the nucleus in a eukaryotic cell.
2. Summarize the role of the endoplasmic reticulum.
3. List and describe the types of cellular transport.
4. Describe how the plasma membrane controls what goes into and comes out of a cell.
5. How is facilitated diffusion different from active transport?
6. What is the function of a ribosome?
7. Briefly describe the structure of a cell membrane. How does the cell membrane affect the contents of a cell?
8. What is the relationship between osmosis and diffusion? What's the only substance that carries out osmosis?
9. Compare and contrast the structure of a cell wall and the structure of a cell membrane.
10. In which parts of the plant would you expect to find cells with the most chloroplasts? Explain your answer.
11. Describe the process of photosynthesis, including the reactants and the products. 12. Why are light and chlorophyll needed for photosynthesis?
13. Describe the role of fermentation in maintain ATP and NAD⁺ levels.
14. During cell division, two genetically identical daughter cells are produced from a single cell. Describe the occurrence relating to the chromosomes during the entire cell cycle, specifically pointing out the steps that lead to genetic identity of the daughter cells.

Key Assignments:

The history and discovery of the cell and the importance and use of a light microscope will serve as an introduction to cells. Students will use compound light microscopes to discover and study both prokaryotic and eukaryotic cells from plants and animals. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. The structure and function of both prokaryotic and eukaryotic cells will be studied with a focus on the function of organelles. Organelles structure and functions and the continuum of the plasma membrane will be examined. The specifics of movement across the plasma membrane in osmosis, diffusion, active and passive transport, and movement based on polarity will be investigated. The chemical process involved with enzymes, energy in the cell (photosynthesis and cellular respiration) and ATP production will be scrutinized.

Unit 3 Cell Biology Elements of Instruction

- The Cell Theory
- The Chemistry of Life
- A View of the Cell
- Structure and Function of Common Cell Organelles
- Structure and Function of Eukaryotic Cell Organelles
- Cell Transport Movement of Materials in and out of Cells (Active vs. Passive Transport)
-
- o The Semi-permeable Cell Membrane
- o Cellular Transport and the Cell Cycle
- o Energy in a Cell (Photosynthesis) and Cellular Respiration
- o Cellular Division –Mitosis

Unit 4 DNA and Cell Reproduction

Transcription and Translation Activity

Students will complete a Transcription and Translation activity and manually translate DNA into mRNA then physically move the information from the nucleus to the cytoplasm and work with a ribosome to stack amino acids together to form a protein.

Students are given multiple strands of DNA that must physically be translated into mRNA. Students then simulate leaving the nucleus and locate a ribosome in the cytoplasm to transcribe the mRNA into a protein. During each stage of the process students must physically manipulate the molecules involved in the production of protein.

DNA model

Students will build a model of a DNA molecule and identify each of the parts of the structure. DNA is an extremely complex molecule composed of a series of nucleotides. Each nucleotide unit consists of a sugar (deoxyribose), a phosphate, and one of four nitrogenous bases: adenine, guanine, cytosine or thymine.

Upon completion of the model, students will be verbally quizzed and must demonstrate mastery of all structures represented in the model. Credit will not be given for the model until the student has successfully show mastery of the structure, including; nucleotides, hydrogen bonds, deoxyribose sugar, phosphate, backbone, adenine, guanine, thymine, and cytosine. Students may be tested as a group if they are working at lab stations or in cooperative groups

Formal Lab Write Up (DNA Extraction and Purification of Plant and Animal Cells)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all microscope viewings are required. All formal labs require graphs and analysis questions.

Possible Short Answers and Essay Questions

1. Diagram and label a chromosome in prophase.
2. Describe the events of each stage of mitosis.
3. Give two reasons why cells divide.
4. Name the main events of the cell cycle.
5. Explain how a cell's DNA can limit the cell's size.
6. Describe the components and structure of a DNA nucleotide.
7. Explain how DNA is replicated.
8. Where and in what form is eukaryotic DNA found?
9. How are the long DNA molecules found in eukaryotes packed into short chromosomes?
10. What is meant by the term base pairing? How is base pairing involved in DNA replication?
11. Compare and contrast codon and anticodon.
12. Summarize what happens during the cell cycle.
13. Summarize the process by which the DNA code is made into a protein.
14. Describe the function of each of the following in protein synthesis: rRNA, mRNA, and tRNA.
15. Identify the two main types of mutagens.
16. Describe RNA interference.

Key Assignments:

Deoxyribonucleic acid (DNA) is a nucleic acid is the basis for all living organism on planet earth. DNA genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. The genetic composition of cells can be altered by ⁹

incorporation of exogenous DNA into the cells. The DNA segments that carry this genetic information are called genes, but other DNA sequences have structural purposes, or are involved in regulating the use of this genetic information. DNA is stored in the nucleus of cells. Concepts of focus include but are not limited to structure of the DNA molecule, DNA replication, transcription, translation, and protein synthesis.

Unit 4 DNA and Cell Reproduction Elements of Instruction

- o Basic DNA and RNA structure, nucleotides and formation of nucleic acids
- o DNA Replication
- o Transcription and Translation
- o Protein Synthesis
- o Mitosis and Meiosis

Unit 5 Chromosomes and Sex Linkage

Formal Lab Write Up (Chromosome Extraction and Analysis)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all microscope viewings are required. All formal labs require graphs and analysis questions.

Possible Short Answers and Essay Questions

1. How are the cells at the end of meiosis different from the cells at the beginning of meiosis? Use the terms chromosome number, haploid, and diploid in your answer.
2. What is the role of meiosis in maintaining a constant number of chromosomes in a species?
3. How do the events of meiosis explain Mendel's law of independent assortment?
4. What do the terms diploid and haploid mean?
5. What are gene maps and how are they produced?
6. How does crossing-over make gene mapping possible?
7. How do multiple alleles and polygenic traits differ?
8. Describe the process of meiosis.
9. Compare the phases of meiosis I with the phases of meiosis II in terms of the number and arrangement of the chromosomes.
10. Why can multiple alleles provide many different phenotypes for a trait?

Key Assignments:

1. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. Concepts of focus include but are not limited to structure and function of chromosomes, chromosomal number, inheritance by multiple alleles, sex linked traits, polygenic inheritance, meiosis, and chromosomal changes.

Unit 5 Chromosomes and Sex Linkage elements of Instruction

- o Chromosomes: Structure and function
- o Chromosome behavior within a cell
- o Sex Determination sex chromosomes vs. Autosomes
- o Chromosomal mutations

Unit 6 Genetics

Livestock Pedigree Project

Students will construct a pedigree for an individual swine tracing the Porcine stress gene. The swine being studied will be housed at the school laboratory farm and randomly assigned to students. Student will be required to research the effects of the genes and do a phenotypic examination of the hog to form a hypothesis of whether or not the organism contains the gene. Next, the student will examine the pedigrees of both the dam and sire and trace the Porcine gene. Finally, students will produce a pedigree three generations deep following the stress gene.

Genetic Probability Activity

Students will use a coin to simulate the random selection of specific genetic traits to create a litter of swine. Twenty phenotypic traits each with a dominant and recessive trait will be randomly decided by the flip of a coin simulating genetic probability. Students will construct a drawing of their animal with the selected traits. The activity will include analysis questions.

Biotechnology Cultural Lag Position Paper

Students will write a two page position paper on biotechnology techniques commonly used in the livestock industry on human beings. Expectable paper topics include but are not limited to cloning, flushing of eggs, implantation of fertilized eggs in numerous donors, blood analysis and publication of genetic imperfections, the buying and selling of gametes, and artificial selection. Paper will be formatted using APA.

Punnett Square Word Problems

Students will solve multiple Monohybrid and Dihybrid probability problems based in production agriculture. Students will be required to calculate the phenotype and genotype of each crossing and identify the sire and dam of each mating. Students will be required to formulate a hypothesis as to the genetic makeup of offspring prior to calculating probability.

Possible Short Answers and Essay Questions

1. List the four basic principles of genetics that Mendel discovered in his experiments. Briefly describe each of these principles.
2. In Pea plants, the allele for yellow seeds is dominant to the allele for green seeds. Predict the genotype ratio of offspring produced by crossing two parents heterozygous for this trait. Draw a Punnett square to illustrate your prediction.
3. Why can multiple alleles provide many different phenotypes for a trait?
4. Suppose that for an organism, $2N = 8$. How many chromosomes does the organism's gametes contain?
5. Compare and contrast the two major processes in protein synthesis.
6. List three genetic disorders in livestock; classify them as dominant or recessive; name the major problems with each disorder.
7. Give the names of two DNA mutations, and illustrate how each one would change the following DNA sequence. CGATTGACGTTTAGGAT
8. A squash plant that produces white fruit was crossed with a squash plant that produces yellow fruit to produce 25 offspring. Fourteen of the offspring produced white fruits, while 11 produced yellow fruit. Does this evidence support the idea that white fruit color is dominant to yellow? Defend your answer with specific information about the likely genotypes of the individual plants involved.
9. Genetic engineering often results in the production of unusual traits in organisms, such as fluorescent mosquitoes. Explain the purpose of this trait that is apparently functionless?

Key Assignments:

The historical implications of Mendel's experiments and impact on the study of genetics will be examined. Mutation and sexual reproduction lead to genetic variation in a population. Concepts of focus include but are not limited to Mendelian genetics, monohybrid crosses, Dihybrid cross, Punnett squares, phenotype, genotype, and rules of inheritance. Students will use examples in production agriculture to solve inheritance scenarios based on the rules of inheritance. In addition, students will look at gradual adaptation of organisms through genetic change. Student will research the significant biotechnological advancements of the last two decades and determine their connection to agriculture and their implications on the future.

Units 6 Genetics Elements of Instruction

- Mendel and Meiosis (Flower Anatomy and cross pollination)
- Mendel's Laws: Dominance, Segregation, Independent Assortment
- Use of Punnett Squares
- DNA and Genes

- Patterns of Heredity and Livestock Genetics
- Biotechnology in Agriculture

Unit 7 Evolution

Camouflage Adaptive Advantage Activity

Students will attempt to identify organisms in colorful and patterned environment in a designated time. Organisms will be of many different colors and patterns giving some an advantage. A population count will be taken recording the type of organism that has the highest survivability in the environment. A reproduction formula will then be applied based on the remaining organism to simulate offspring. After several generations students will identify changes in the population and phenotype of organisms. Students will be required to formulate a hypothesis prior to testing. The activity will include analysis questions.

Embryology Activity

Students are given 18 embryos in various stages of development. The embryos are from five species of mammals and are not in any order. Students are asked to put the embryos in developmental order based on specie. Prior to being given the correct order students will be asked to answer analysis questions based on similarities of the embryos and their reasons for sorting them in that order. This activity will show the similarities in embryos used to support the theory of evolution and will include analysis questions.

Homologous Structure Activity

Students are given models of the bone structure from the forelimb of a whale, crocodile, chicken and horse. Students are asked to identify and color coordinate bones common to each organism. Students will be asked to identify common bones in all the organisms. This activity will show the comparable bones or homologous structures in all the organisms. The activity will include analysis questions.

Possible Short Answers and Essay Questions

- How is artificial selection dependent on variation in nature?
- The Theory of Evolution by Natural Selection explains, in scientific terms, how living things evolve over time. What is being selected in this process?

Key Assignments:

- The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. Evolution is the result of genetic changes that occur in constantly changing environments. Concepts of focus include but are not limited to natural selection, artificial selection, evidence for evolution, population genetics, species evolution, and patterns of evolution.

Units 7 Evolution Elements of Instruction

- o The History of Life
- o The Theory of Evolution (Darwin)
- o Natural Selection
- o Geographic and reproductive isolation
- o Genetic drift
- o Domesticated Livestock Evolution
- o Organizing Life's Diversity
- o Livestock Domestication

Unit 7 Evolution Examples of Empirical Instruction

A detailed description of the following items can be found in the lab and activity sections of the application.

§ Camouflage Adaptive Advantage Activity

§ Embryology Activity

§ Homologous Structure Activity

- What types of evidence did Darwin use to support his theory of change over time?
- How does natural variation affect evolution?
- What does fossil evidence show about evolution?

6. What is a vestigial organ? Give an example.
7. How do scientists use similarities in embryology as evidence for evolution?
8. Explain what natural selection predicts about mimicry, camouflage, homologous structures, and vestigial structures.
9. Indicate how biochemistry provides evidence of evolution.
10. Discuss factors that can lead to speciation.
11. Compare and contrast genetic drift and natural selection as mechanism of evolution.
12. Euphorbia and cacti are plant families that are found in different parts of the world, but whose species are often similar in structure and function. For example, some species in both families store water in spiny stems that are leafless. Explain the similarities of these plants in terms of evolution and biogeography.
13. Suppose a group of birds are seed-eating finches and the tree produces large and small seeds. Each of the birds has either a small beak or a large beak. Explain the evolutionary phenomenon demonstrated in this case. Would a bird with a medium sized beak be able to coexist in the tree? Explain why or why not.

Unit 8 Physiology

Digestive Tract Comparison (Ruminant vs Mono-gastric)

Students will compare and contrast the digestive tract of a sheep (ruminant) and swine (mono-gastric). Students will trace the path of food through both digestive tracts. Students will be required to identify, diagram, label and remove the primary parts of both digestive tracts.

A formal lab write-up and multiple lab diagrams with all parts labeled will be required at the end of the dissection.

Formal Lab Write Up (Sheep Pluck Dissection)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all view of organism or part are required. Views to be diagramed include dorsal, ventral, posterior, anterior, internal and external. All formal labs require metric measurements of the organism or part and analysis questions.

Formal Lab Write Up (Bovine Eye Dissection)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all view of organism or part are required. Views to be diagramed include dorsal, ventral, posterior, anterior, internal and external. All formal labs require metric measurements of the organism or part and analysis questions.

Formal Lab Write Up (Chicken Wing Dissection)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all view of organism or part are required. Views to be diagramed include dorsal, ventral, posterior, anterior, internal and external. All formal labs require metric measurements of the organism or part and analysis questions.

Formal Lab Write Up (Swine Uterus Dissection)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all view of organism or part are required. Views to be diagramed include dorsal, ventral, posterior, anterior, internal and external. All formal labs require metric measurements of the organism or part and analysis questions.

Formal Lab Write Up (Frog Dissection)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all view of organism or part are required. Views to be diagramed include dorsal, ventral, posterior,

anterior, internal and external. All formal labs require metric measurements of the organism or part and analysis questions.

Possible Short Answers and Essay Questions

1. Sequence the following terms from simplest to most complex: organ system, tissue, organ, organism, cell.
2. What are the functions of rods and cones?
3. Describe the advantage of a reflex response in the survival of an organism.
4. Compare and contrast the structure of skeletal, smooth, and cardiac muscle.
5. Explain, based on the structure of the muscle fibers, why skeletal muscles can contract but not lengthen.
6. Describe how fetal cartilage becomes bone.
7. Compare a ligament with a tendon.
8. Which cells are produced in red bone marrow?
9. What types of tissue make up the skeletal system?
10. Trace the path of blood through the heart.
11. What are the major components of blood? List the function of each component.
12. What is the major function of a valve in the heart? Where else in the circulatory system are valves found?
13. Explain why muscles are always in antagonistic pairs.

14. Compare and contrast a mono-gastric and ruminant digestive tract.
15. Summarize the digestive processes that occur in the following structures: mouth, large intestine, stomach, small intestine, and esophagus.
16. What role do enzymes play during digestion?
17. Describe the functions of the pancreas.
18. What is the function of the large intestine?
19. Describe the changes that the zygote undergoes during the first week following fertilization.
20. Different kinds of mammals have different digestive systems. Explain how the digestive systems of ruminant herbivores differ from other herbivores.
21. Write a short essay describing the sequence of steps in the excretion of wastes from the Bowman's capsule to the urethra.
22. Describe the path that food takes through the Ruminant digestive tract. Include all accessory organs and their functions.

Key Assignments:

1. As a result of the coordinated structures and functions of organ systems the internal environment of a body remains relatively stable (homeostatic) despite changes in the outside environment. Study will focus on body systems including but not limited to skin, bones and muscle, digestive, endocrine, nervous, respiratory, circulatory, excretion, and reproductive. Using dissection and research students will discover and compare the anatomical systems of humans and animals.

Unit 8 Physiology Units of Instruction

- o Comparative Anatomy
- o Protection, Support and Locomotion
- o • The Digestive and Endocrine Systems • The Nervous System
- Respiration, Circulation and Excretion • Reproduction and Development
- Animal Systems
- Systems, Organ Dissection

Unit 9 Plants

Formal Lab Write Up (Flower Dissection)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Labeled diagrams of all view of organism or part are required. Views to be diagramed include dorsal, ventral, posterior, anterior, internal and external. All formal labs require metric measurements of the organism or part and analysis questions.

Formal Lab Write Up (Root Cutting Hormone Lab)

Formal labs write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. All formal labs require graphs and analysis questions.

Possible Short Answers and Essay Questions

1. To live successfully on land, what substances must plants obtain from their environment?
2. What are the two types of vascular tissue? Describe the function of each.
3. Describe the three important features used by botanists to divide the plants kingdom into four groups.
4. How does the pattern of veins differ in a monocot and a dicot leaf? Draw an example of each.
5. How are root hairs important to plants?
6. What are the three main functions of leaves?
7. What is the function of guard cells in regulation, transpiration and wilting?
8. What is an ovule? Describe what happens to an ovule if it is fertilized by the male gametophyte.
9. Describe at least two ways in which pollen is transferred from one plant to another.
10. Describe three ways in which plants can be propagated artificially.
11. Describe two leaf modifications and their functions.
12. Describe the function of the vascular tissue in a leaf.
13. Name and describe the function of the two types of vascular tissue found in plants.
14. A television special call The History of Earth presents information about the formation of Earth and early environmental conditions on the planet. During the presentation, the narrator explains that early Earth's atmosphere did not contain free oxygen and free oxygen was added to the atmosphere after plants evolved and colonized the land. Use what you know about cellular biology and plant cells to write a short essay that assesses the validity of this statement.
15. Write a short essay explaining how the structures of roots, stems and leaves enable them to carry out their functions.

Key Assignments:

The study of Botany will focus on the structure, growth, reproduction, development, diseases, and evolution of plants, algae and fungi. Emphasis will be placed on techniques use to produce food crops including selective breeding, advances in biotechnology and cultivation practices that are used in agriculture.

Unit 9 Plants Units of Instruction

- What is a Plant?
- The Diversity of Plants
- Plant Structure and Function
- Preproduction in Plants
- Commercial Crop Production
- o Flower Dissection
- o Root Cutting Hormone Lab
- o Comparing Soil-Grown Plants with Hydroponic Plants Lab
- o Observing Roots, Stems, and Leaves Lab

6. Texts & Supplemental Instructional Materials

Title/Publisher	Copyright Date	ISBN:	Funding Source	Cost Per Item	QTY	Total Cost
Biology: Miller & Levine	2014	97801332357 4-6				
(both sites are currently using this text for Ag Biology)						

7. Key Assignments

Laboratory notebook
 Textbook and supplemental work sets
 Oral presentations
 Research Papers

8. Instructional Methods and/or Strategies

Instructional Methods includes:

- Direct Instruction with frequent checks for understanding: lecture, reading, in class research, problem sets, presentations, and guest speakers
- Instructional Materials: textbook, primary and secondary materials, experts from the field, and electronic media
- Team Teaching which will include business, university, and community based partners
- Community based applied concept projects
- Self-directed, cooperative, and collaborative learning and laboratory projects
- Instruction adaptable to levels of learning
- Lab-based inquiry

9. Assessment Methods and/or Tools

The course provides opportunities for students to develop, record, and maintain evidence of their verbal, written, and graphic communication skills through laboratory reports, summaries of literature or scientific investigations, and oral, written, and graphic presentations.

Students are provided the opportunity to engage in investigative laboratory work integrated throughout the course, which must include laboratory experiments while using basic laboratory equipment to support the learning objectives listed within the Honors Biology curriculum framework.

The laboratory investigations used throughout the course allow students to apply the seven science practices defined in the Honors curriculum framework.

10. Honors Designation (Honors Courses Only)

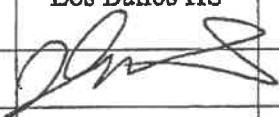

The Agriscience Fair Participation, SAE requirements, and additional lab expectations related to agriculture will mandate students to spend more time on essential knowledge acquisition outside of class, warranting an honors designation.


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				
Counselor				
Dept. Chair				

<i>District Curriculum Council and Board of Education Approval</i>			
Date	District Curriculum Council Action		
	Approved:	DCC Signature	
5/9/19	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: Biology Honors

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:	Biology Honors		
Grade Level:	9-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	Life Science - Science		
Credential Required / Available:	Life Science		

Originating School:	Los Banos High School
Originating Department:	Science
Originating Teacher:	Kara Haworth

This action involves a:

New course

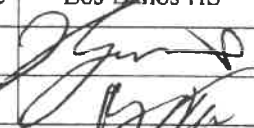
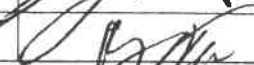
 Course content revision

 Course deletion
 Textbook Approval
 Title change

Rationale for action:

The rationale for this course is to provide a rigorous study into Biology that goes beyond the expectations of college prep Biology. This course will require lab and research projects that are more in depth and will provide the students the opportunity to challenge themselves through demanding critical thinking assignments. As a result, this course will be awarded an honors credit for local GPA calculations.

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 5/9/19
 Secondary Area Administrator

Board Approval: _____ Date _____

FORM A-2

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

1. Course Identification

Course Title:	Biology Honors	Grade Level:	9-12
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 checked="" type="checkbox"/> Yes <input 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: 10		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement: Science	
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:			
Co-requisites:	Integrated Math I and Beginning Grammar/World Literature 9		
<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

Honors Biology is the study of living things with the use of observation, experimentation, and interactive class experiences that will broaden the students appreciation for the world they live in. In this class, students will be expected to engage in a variety of hands-on activities designed to not only help them learn the class material, but to also help them develop critical thinking skills along with their intellectual character. Students will be diving into a variety of topics that will help them understand the way the world works and their place in it. These topics range from discussions about DNA and genetics to ecology and evolution. A main focus in this class will be for students to better learn how to analyze data and draw logical conclusions from specific evidences. . The honors class will dive deeper into each unit further exploring the whys and hows of the material. This includes taking a closer look at biochemical pathways, deeper analysis of data, and a wider breadth of and scope of the material.

3. Course Goals and/or Major Student Outcomes

In this class, curiosity and critical thinking will be greatly encouraged. Students will be given opportunities to develop curiosity about the world around them by, in some cases, simply asking "Why?" Science is all about trying to better understand, and the way we better understand is by observing, asking questions, and developing procedures to try to answer these questions. Another major component of science is being ok with being wrong. When your data doesn't support your hypothesis, it is important to remember that this in and of itself, is not a bad thing. Being wrong simply allows us to reassess, develop a new hypothesis, and try again. Through this process, we can try to better answer the questions we ask, which leads to discovery. Students will also be asked to look at data and identify trends and patterns as well as develop an in-depth analysis of what the data means and use this analysis to make generalized statements about the world.

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

Objectives	Standards
<p>Course objectives</p> <p>1. Unit 1: Intro to Biology</p> <ol style="list-style-type: none"> 1. To understand the Scientific Method and how to use it. 2. To understand how to use different types of data to describe the world around them. 3. To understand the difference between making an observation and an inference. 4. To be able to look at data and derive meaning from it. 5. To be able to use data and evidence to explain phenomena <p>2. Unit 2: Biochemistry</p> <ol style="list-style-type: none"> 1. To understand that atoms make up all matter 2. To understand how covalent and ionic bonds hold atoms together in different ways. 3. To understand the different physical and chemical properties of water. 4. To understand how carbohydrates, lipids, proteins, and nucleic acids contribute to the existence of life. <p>3. Unit 3: DNA</p> <ol style="list-style-type: none"> 1. To understand how the structure of DNA dictates the proteins that are produced and, therefore, what physical traits different organisms have 2. To explain how minor alterations to the genetic code can lead to the formation of new traits or the alteration of existing traits. <p>4. Unit 4 Mitosis and Meiosis</p> <ol style="list-style-type: none"> 1. To understand how and why cells reproduce. 2. To explain how a mutation in DNA can lead to uncontrolled cell division and possibly cancer. 3. To understand how gametes are formed. 4. To explain how the process of gamete formation creates so many options for genetic diversity. <p>5. Unit 5: Genetics and Genetic Engineering</p> <ol style="list-style-type: none"> 1. To understand how traits are passed on from parent to offspring. 2. To explain what the possible genetic outcomes would be based on the parental genotypes. 3. To explain how genetic engineering can be used to create "ideal" organisms or to transfer genes from one species into a different species. 4. To describe the moral and ethical issues of genetic engineering and cloning. 	

Objectives	Standards
<p>6. Unit 6: Cells and Cell Membranes</p> <ol style="list-style-type: none"> 1. To understand that a cell is the basic unit of all life. 2. To understand how the structure of the cell influences the function of the cell. 3. To understand how all the organelles work together to help the cell function. 4. To understand how the structure of the organelle can affect the function of the organelle <p>7. Unit 7: Viruses, Bacteria, and the Immune System</p> <ol style="list-style-type: none"> 1. To understand the differences between viruses and bacteria. 2. To understand how viruses and bacteria reproduce. 3. To explain the differences between the lytic and lysogenic cycles of viral replication. 4. To explain how a virus attaches and infects a host cell. 5. To explain how the body fights of infection including understanding the differences between acquired and innate immunity. <p>8. Unit 8: Ecology</p> <ol style="list-style-type: none"> 1. To understand how different organisms interact with each other in an ecosystem. <ol style="list-style-type: none"> 1. Includes concepts of symbiosis and food webs 2. To understand how life is organized within an ecosystem. 3. To understand how energy is transferred through an ecosystem. 4. To explain how populations growth can be affected by a variety of environmental factors. 5. To explain how humans have negatively impacted the planet and how we can try to reduce and reverse the damage done. <p>9. Unit 9: Evolution</p> <ol style="list-style-type: none"> 1. To understand the various pieces of evidence that support evolution. 2. To explain how each piece of evidence supports evolution. 3. To understand that evolution is a long and slow process that takes millions of years to occur. 4. To explain the process and mechanisms of speciation. <p>10. Unit 10: Plants</p> <ol style="list-style-type: none"> 1. To understand the origin of plants. 2. To understand how plants evolved from the simplest plant to the largest trees. 3. To understand the importance of flowers and fruit in pollen/seed dispersal. 4. To understand what plants need to survive 	

Objectives	Standards
<p>5. To explain how changing the external environment of a plant can alter its growth and development</p> <p>11. Unit 11: Photosynthesis and Cellular Respiration</p> <ol style="list-style-type: none"> 1. To explain how plants convert sunlight and water to glucose and oxygen. 2. To explain how animals convert glucose to ATP and CO₂. 3. To explain how photosynthesis and cellular respiration are connected. <p>12. Unit 12: Body Systems</p> <ol style="list-style-type: none"> 1. To make connections between the anatomy of a fetal pig and human anatomy. 2. To explain how organs and organ systems work together to help keep the body alive. 	

5. Course Outline

Semester 1 &2

Course outline

1. Unit 1: Intro to Biology

1. History of Biology
2. Observation vs Inference
3. Scientific Method
4. Data Collection

2. Unit 2: Biochemistry

1. Chemical Bonds
2. Physical and Chemical Properties of Matter
3. Organic Chemistry and Macromolecules

3. Unit 3: DNA

1. DNA Discovery and Structure
2. DNA Replication
3. Transcription and Protein Synthesis
4. Mutations

4. Unit 4: Mitosis and Meiosis

1. Cell Cycle
2. Reasons why cells divide
3. Cancer
4. Formation of gametes

5. Unit 5: Genetics and Genetic Engineering

1. Heredity and Mendelian Genetics
2. Punnett Squares and Probability of Genetic Outcomes
3. Genetic Disorders
4. Selective Breeding
5. Transgenics
6. Genetic Modifications

6. Unit 6: Cells and Cell Membranes

1. Cell Discovery and Structure
2. Organelle Structure and Function
3. Cellular Transport

7. Unit 7: Viruses, Bacteria, and the Immune System

1. Virus and Bacteria Structure

2. Virus and Bacteria Reproduction
3. Virus and Bacteria Attachment and Infection
4. Immune System and Immune Response

8. Unit 8: Ecology

1. Organization of Life
2. Energy flow through an ecosystem
3. Interactions within an ecosystem
4. Population Ecology
5. Human Impact on the Biosphere

9. Unit 9: Evolution

1. Darwin and his contemporaries
2. Evidence for evolution by natural selection
3. Evolution and Genetics
4. Mechanisms of Evolution

10. Unit 10: Plants

1. Plant adaptations and evolution
2. Plant anatomy and physiology
3. Photosynthesis

11. Unit 11: Animals

1. Animal anatomy and physiology
2. Fetal Pig Dissection
3. Cellular Respiration

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
Biology / Miller and Levine	2017			Existing	Adopted	Textbook

7. Key Assignments

1. Goldfish Respiration Lab

In this lab, students will practice using the scientific method, collecting data, graphing data, analyzing data, and drawing conclusions based on data. Students will measure the respiration of goldfish in varying temperatures of water. Students will then graph their data to see what happens to the respiration rate of the goldfish as the water gets warmer and colder. Students will then draw conclusions based on the data and justify their conclusions using the data they collect.

2. Liver Enzyme Lab

In this lab, students will be experimenting with catalase enzyme and hydrogen peroxide. The goal of this lab is to allow students to see how enzymes can speed up reactions and also allow reactions to take place that may not occur without the presence of an enzyme. This lab is less about collecting data and more about making qualitative observations about chemical reactions.

3. Mitosis Lab

In this lab, students will be looking at magnified onion tip cells and identifying which phase of the cell cycle those cells are in. Students will keep track of how many cells are in each phase and then use an equation to calculate how long each phase of the cell cycle actually takes. The purpose of this lab is to ensure students understand the cell cycle and also to give them practice using equations in science.

4. Cell City Project

In this project, students will be creating a city model that is a metaphor for cell structure. Students will research the structure and function of the various cell organelles and then create a city that has structures that mirror the structure and function of the cell organelles. The purpose of the project is to have students think creatively about cell organelle structure and function and be able to show what they learned in a non-traditional way.

5. Ecosystem Project

For this project, students will be taking what they learned and creating their own ecosystem. They must include information about the different biotic factors and where they fit in food webs and energy flow through the ecosystem. They also must include information about symbiotic relationships and how their biotic factors interact with the abiotic factors in their

ecosystem. This project is used as the assessment for this portion of the ecology unit.

6. Owl and Mice Lab

For this lab, students will simulate the predator/prey relationship using cutouts of owls (predators) and mice (prey). By completing this lab, students will be able to collect and analyze data to show how populations can fluctuate based on changes in the predator and prey populations. Students will then analyze their data and draw generalized conclusions based on the trends and patterns they see in their data.

7. Evolution Research Project

For this project, students will be researching the different pieces of evidence that support evolution and then writing a research paper based on what they learned. The goal of this project is for students to learn about the various pieces of evidence that support evolution (fossils, DNA, Biogeography, etc.) and explain how those pieces of evidence support evolution.

8. Plant Growth Lab

For this lab, students will design their own experiment with the overall goal of figuring out how a chosen variable will affect the growth of a corn plant. Students will grow two plants, one control and one experimental. Students will choose one variable to test and then over the course of several weeks, keep track of the growth they see in a journal. Upon completing the lab, students will then analyze their data to see if there was a difference between their control plant and their experimental plant. The goal of this lab is to allow for experimentation and data analysis. It is also to show students that sometimes science doesn't show what we expect, and that is ok. What matters is the process of doing science.

9. Photosynthesis and Cellular Respiration Project

For this project, students will be using information they learned as well as information they research to create a presentation that explains how photosynthesis and cellular respiration work and how they are related to each other. As a final product, students will take the information they learned and present it in a creative way, such as a news report, cooking show, music video, etc. The goal being to be able to internalize the material by putting it in their own words and creating something that they then would perform.

10. Fetal Pig Dissection

This is a 4 day dissection where students will be able to see first hand how our bodies are put together and how different organs work together to keep a body alive. Since our internal anatomy is very similar to that of a pig, we use fetal pigs to give students a hands-on way of learning about their own bodies. Students will follow a dissection guide and then create their own guide by labeling specific anatomical features, taking pictures, and creating a document to display their labeled pigs.

8. Instructional Methods and/or Strategies

A variety of instructional methods are employed to enhance student learning. There are opportunities for cooperative learning as well as teacher-guided instruction. Note taking strategies are emphasized as well as presentation skills. Students often work together to solve problems, do labs and projects, and discuss various topics. Critical thinking skills and creativity are emphasized and encouraged. These virtues are woven through the curriculum and are fostered through the use of thinking routines, guided discussions, open-ended questions, and scientific experimentation and discovery.

9. Assessment Methods and/or Tools

A variety of assessment methods are used. These methods include standard tests, formal lab reports, presentations, and projects. The goal of each assessment is to properly measure what students have learned in each unit in a variety of ways.

10. Honors Designation (*Honors Courses Only*)

Students will take a two-part comprehensive exam at the end of the school year that will show understanding of how living systems interact with their environment. Part one of the assessment will be a combination of multiple choice questions and short constructed responses that will assess the following skills: experimentation, data interpretation and analysis, use of models and writing scientific explanations. Part two of the assessment will be a performance task in which students will write and conduct a lab procedure investigating the effect of global climate change on rates of photosynthesis. Students will collect data and report findings in a formal lab report. Students will present findings to peers and school faculty for peer-evaluation.

FORM C

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

Course Title	Biology Honors				
Action:	<input type="checkbox"/> Content Revision	<input type="checkbox"/> Textbook Revision	<input type="checkbox"/> Title Change	<input type="checkbox"/> 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>[Signature]</i>			

<i>District Curriculum Council and Board of Education Approval</i>				
Date	District Curriculum Council Action			
	Approved:	Secondary Area Admin. /Designee Signature		
<i>5/9/19</i>	Approved as amended:	<i>[Signature]</i>		
	Disapproved:			
Date	Board of Education Action			
	Approved as Amended:			
	Disapproved:			

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:

- BP 3100 Budget, Business and Noninstructional Operations
- BP 3260 Fees and Charges, Business and Noninstructional Operations
- AR 3260 Fees and Charges, Business and Noninstructional Operations
- BP 3515.4 Recovery for Property Loss or Damage, Business and Noninstructional Operations
- AR 3515.4 Recovery for Property Loss or Damage, Business and Noninstructional Operations
- BP 6020 Parent and Family Engagement, Instruction
- AR 6020 Parent and Family Engagement, Instruction
- BP 6190 Evaluation of the Instructional Program, Instruction

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: Dr. Mark Marshall, Superintendent

DATE: July 11, 2019

Los Banos USD

Board Policy

Budget

BP 3100

Business and Noninstructional Operations

The Governing Board ~~accepts~~ **recognizes its critical** responsibility for adopting a sound budget that is compatible with the district's vision and goals. ~~The Board shall establish and maintain a reserve that meets or exceeds the requirements of law.~~ **each fiscal year which is aligned with and reflects the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.**

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3300 - Expenditures/~~Expending Authority~~ and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

~~The Board encourages public input in the budget development process and shall hold public hearings in accordance with law.~~

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

~~The Superintendent or designee shall determine the manner in which the budget is developed and shall schedule the budget adoption in accordance with the single budget adoption process.~~ **oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.**

~~(cf. 3460 - Financial Reports and Accountability)~~

The Board shall hold a public hearing on the proposed budget in accordance with

Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

**(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)**

The Board shall adopt the district budget at a public meeting held after the date of the public hearing but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file the adopted district budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget advisory committee section was left out of this BP for LBUSD.

Budget Criteria and Standards

The district budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget

assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increased or improved services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)

Fund Balance

*****Note:** *The following section should be revised to reflect district practice.*

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. **Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.**
2. **Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.**
3. **Committed fund balance includes amounts constrained to specific purposes by the Board.**

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. **Assigned fund balance includes amounts which are intended for a specific purpose**

but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent shall have discretion to further delegate the authority to assign funds.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year following the fiscal year in which the district is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

******Note: The following paragraph is optional. Government Code 21710-21716, as added by SB 1413 (Ch. 665, Statutes of 2018), establish the California Employers' Pension Prefunding Trust Program and related Trust Fund, allowing districts that provide a defined benefit pension plan to their employees to prefund required pension contributions to the California Public Employees' Retirement System (CalPERS). Districts may elect to participate in the Prefunding Trust Program for the purpose of investing payments toward their required CalPERS pension contributions.******

The Board may approve a plan for meeting the district's long-term obligations to fund contributions to the California Public Employees' Retirement System (CalPERS) which, to the extent possible, minimizes significant increases in annual general fund expenditures towards pension obligations. The plan may include prefunding required pension contributions through the California Employers' Pension Prefunding Trust Program pursuant to Government Code 21710-21716.

******Note: The following two optional paragraphs are for use by districts that provide "other postemployment benefits" (OPEBs)***

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of OPEBs. As a separate agenda item at the same meeting, the Board shall disclose whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

******Note: The following optional paragraph is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See AR 3460 - Financial Reports and Accountability for provisions related to reporting the estimated accrued but unfunded cost of workers' compensation claims based on an actuarial report.******

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims and the actuarial reports upon which the estimated costs are based. As a separate agenda item at the same meeting, the Board shall disclose whether it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County

Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

****Note: The following section is optional and should be revised to reflect district practice.****

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE

~~1620-1630 County office of education budget approval~~

~~33127 Development of standards and criteria for local budgets and expenditures~~

~~33128 Standards and criteria~~

~~33129 Standards and criteria; use by local agencies~~

~~35035 Powers and duties of superintendent~~

~~35161 Powers and duties, generally, of governing boards~~

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

41202 Determination of minimum level of education funding

42103 Public hearing on proposed budget; requirements for content of proposed budget; publication of notice of hearing

42122-42129 Budget requirements

~~42132 Resolutions identifying estimated appropriations limit~~

42130-42134 Financial certifications

42140-42142 Disclosure of fiscal obligations

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

~~44518-44519.2 Chief business officer training program~~

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 ~~Expenditure limitations~~ Appropriations limit

21710-21716 California Employer's Pension Prefunding Trust Program

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15452 1 Criteria and standards for school district budgets

~~1546794-15479 Criteria and standards for county office of education budgets~~ **Local control funding formula, supplemental and concentration grant expenditures**

Management Resources:

~~CDE MANAGEMENT ADVISORY~~

~~0203.92 Implementation of AB 1200, 92-03~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation,

December 2015 GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Fund Balance Guidelines for the General Fund, September 2015

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, February 2009

WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

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

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: December 12, 1996 Los Banos, California

revised

June 13, 2019

Los Banos USD

Board Policy

Fees And Charges

BP 3260

Business and Noninstructional Operations

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 - Budget)

(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socio-economic conditions of district students' families and their ability to pay.

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

(cf. 0415 - Equity)

(cf. 3250 - Transportation Fees)

~~(cf. 3515.4 - Recovery for Property Loss or Damage)~~

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5143 - Insurance)

(cf. 9323.2 - Actions by the Board)

The prohibition against student fees shall not ~~restrict~~ **prevent** the district from soliciting for ~~voluntary~~ donations, ~~participating~~ **conducting** in fundraising activities, ~~and or~~ providing prizes or other recognition for participants in such activities and events. **The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary.** ~~However,~~ ~~†~~The district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. ~~and~~ **The district also** shall not remove, or threaten to remove, from a student any course credit or privileges related to educational

activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3290 - Gifts, Grants and Bequests)

*****Note: The following paragraph is optional and may be revised to reflect district practice.*****

The Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

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

Complaints

~~Whenever district employees, volunteers, students, parents/guardians, or educational or civic organizations participate in such events or activities, the Superintendent or designee shall emphasize that participation in the event or activity is voluntary.~~

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification **required of uniform complaint procedures** to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

Collection of Debt

The Superintendent or designee **shall, in accordance with law, recover any debt owed to the district as a result of unpaid permissible student fees approved by the Board. However, the district shall not bill a current or former student for accumulated debt, nor take negative action against a student or former student because of such debt, including, but not limited**

to, any of the following: (Education Code 49014)

1. Denying full credit for any class assignment
2. Denying full and equal participation in any classroom activity
3. Denying access to the library or other on-campus educational facilities
4. Denying or withholding grades or transcripts
5. Denying or withholding a diploma
6. Limiting or barring participation in an extracurricular activity, club, or sport
7. Limiting or excluding the student from participation in an educational activity, field trip, or school ceremony

~~may provide additional information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4231—Staff Development)~~

~~(cf. 4331—Staff Development)~~

Legal Reference:

EDUCATION CODE

8239 Preschool and wraparound child care services

8250 Child care and development services for children with disabilities

8263 Child care eligibility

8422 21st Century High School After School Safety and Enrichment for Teens programs

8482.6 After School Education and Safety programs

8760-8774 Outdoor science and conservation programs

17453.1 District sale or lease of Internet appliances or personal computers to students or parents

17551 Property fabricated by students

19910-19911 Offenses against libraries

32033 Eye protective devices

32221 Insurance for athletic team member

32390 Fingerprinting program

35330-35332 Excursions and field trips

35335 School camp programs

38080-38086 Cafeteria establishment and use

38120 Use of school band equipment on excursions to foreign countries

39801.5 Transportation for adults

39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian
49010-49013 Student fees

49014 Public School Fair Debt Collection Act

49065 Charge for copies
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum

49557.5 Unpaid school meal fees

51810-51815 ,Community service classes
52612 Tuition for adult classes
52613 Nonimmigrant ~~aliens~~ **foreign nationals**
56504 School records; students with disabilities
60410 Students in classes for adults

GOVERNMENT CODE

6253 Request for copy; fee

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 8

1184 ~~Foreign students~~ **Nonimmigrant students**

COURT DECISIONS

Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251

Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

Hartzell v. Connell (1984) 35 Cal. 3d 899

CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony,
Addendum to Fiscal Management Advisory 12-02, October 4, 2013~~

~~Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013~~**17-01,
July 28, 2017**

WEB SITES

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

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

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: December 12, 1996 Los Banos, California

revised: DJune 13, 2013
revised: October 9, 2014
revised: June 13, 2019

Los Banos USD

Administrative Regulation

Fees And Charges

AR 3260

Business and Noninstructional Operations

When approved by the Governing Board, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

3. Expenses of students' participation in a field trip or excursion to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

(cf. 6142.5 - Environmental Education)

6. Reimbursement **to the district** for the direct cost of materials ~~provided by the district to a student for the~~ **used by students to** fabricate ~~ion of nonperishable personal property the student-~~ **they** will take home for ~~his/her~~ **their** own possession and use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the

statewide average nonsubsidized cost per student, **the district provides a waiver based on financial need, and an exemptions are is made for indigent and disabled students any student with a disability whose individualized education program includes transportation as a related service necessary to receive a free appropriate public education** (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

(cf. 6159 - Individualized Education Program)

(cf. 6178.2 - Regional Occupational Center/Program)

8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)

9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

10. Sale or lease of Internet appliances or personal computers ~~for the purpose of providing~~ **that allow a person to connect to or access to the district's educational computer network, provided that the items are sold or leased to parents/guardians** at no more than cost, as long as ~~and~~ the district provides network access for families who cannot afford it (Education Code 17453.1)

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

11. ~~Fees for any community service~~ **An adult education or secondary school community service** class in civic, vocational, illiteracy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51810-51815)

(cf. 6142.4 - Service Learning/Community Service Classes)

12. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)

(cf. 3514.1 - Hazardous Substances)

(cf. 5142 - Safety)

13. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

(cf. 5125 - Student Records)

14. Actual costs of duplication for reproduction of the prospectus of school curriculum or for

copies of public records (Education Code 49091.14; Government Code 6253)

(cf. 1340 - Access to District Records)
(cf. 5020 - Parent Rights and Responsibilities)

15. Food sold at school, subject to free and reduced-price meal program eligibility and other restrictions specified in law (Education Code 38084)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Funds)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)

16. ~~As allowed in~~ **In accordance with** law, replacement cost or reimbursement for lost or **willfully** damaged district books, supplies, or property, or for district property loaned to a student that ~~he/she~~ **the student** fails to return (Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.1 - District Residency)
(cf. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, ~~or~~ **classes** for which high school credit is granted when taken by a person who does not hold a high school diploma or, ~~effective July 1, 2015,~~ classes in English and citizenship (Education Code 39801.5, 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is **exempted from fees by law** ~~for severely disabled children and the student is eligible to enroll in it~~ (Education Code 8239, 8250, 8263)

(cf. 5148 - Child Care and Development)
(cf. 5148.3 - Preschool/Early Childhood Education)

20. **Participation in a before-school or after-school program that is funded as an After School Education and Safety (ASES) P** ~~programs, as long as no eligible student is denied the ability to participate because of inability to pay the fee~~, **21st Century Community Learning Center (21st CCLC), or 21st Century High School After School Safety and Enrichment for Teens program, provided that fees are waived or reduced for families with students who**

are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6)

**(cf. 5148.2 - Before/After School Programs)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)**

21. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

**(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5 - Advanced Placement)**

Collection of Debt

Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the Superintendent or designee shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student. The invoice shall reference district policies related to debt collection and the rights established pursuant to Education Code 49014 and 49557.5. For each payment received, the district shall provide a receipt to the parent/guardian. (Education Code 49014)

The Superintendent or designee shall not sell debt owed by a parent/guardian of a student or former student. (Education Code 49014)

Regulation LOS BANOS UNIFIED SCHOOL DISTRICT
approved: December 12, 1996 Los Banos, California
revised: June 13, 2013
revised: October 9, 2014
revised: **June 13, 2019**

Los Banos USD

Board Policy

Recovery For Property Loss Or Damage

BP 3515.4

Business and Noninstructional Operations

The Governing Board ~~shall seek reimbursement of damages and rewards from any individual or from the custodial parent guardian of any minor who commits any act of theft or vandalism.~~ **desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. When district property is damaged due to the willful misconduct of a student or other person, the district shall seek reimbursement of damages, within the limitations specified in law, from the parent/guardian of a minor child or from any other responsible individual.**

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 4156.3 /4256.3/4356.3 - ~~Reimbursement, Uniforms and Allowances Employee Property Reimbursement~~)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131 - Conduct)

(cf. 5125.2 ~~Withholding Grades, Diploma or Transcripts~~)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The district may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student willfully fails to return or that is willfully cut, defaced, or otherwise injured. However, this policy shall not apply to a student who is a current or former homeless or foster child or youth. (Education Code 48904, 49014)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Rewards

~~If the Superintendent or designee or law enforcement officials are unable to fix responsibility for the theft or vandalism, the Superintendent or designee is authorized to offer a reward in any amount he/she deems appropriate, not exceeding \$500 for information leading to the~~

~~identification and apprehension of the guilty party. A reward in excess of \$500 must be authorized in advance by the Board.~~

~~A reward shall be paid only when the guilt of the person responsible for the crime has been established by a confession, criminal conviction, or other appropriate judicial procedures.~~
The Board may offer and pay a reward for information leading to the determination of the identity of, and the apprehension of, any person who willfully damages or destroys any district property. (Government Code 53069.5)

OPTION 1: The Board authorizes the Superintendent or designee to offer a reward in any amount deemed appropriate, not exceeding \$2,500. A reward in excess of \$2,500 shall be authorized in advance by the Board.

OPTION 2: The Board shall determine the appropriate amount for the reward.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. If more than one person provides information, the reward shall be divided among them as appropriate.

Legal Reference:

EDUCATION CODE

19910 **Libraries**, Malicious cutting, tearing, defacing, breaking or injuring

19911 **Libraries**, Willful detention of property

44810 Willful interference with classroom conduct

48904 Liability of parent or guardian for willful misconduct; ~~withholding of grades, diplomas and transcripts~~

49014 Public School Fair Debt Collection Act

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information concerning person causing death, injury, or property damage; ~~liability for reward~~

53069.6 Actions to recover damages

~~61601.1 Graffiti abatement district~~

54951 Local agency, definition

PENAL CODE

484 Theft defined

594 Vandalism

594.1 Aerosol paint and etching cream

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

Management Resources:

WEB SITES

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

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

Judicial Council of California: <http://www.courts.ca.gov>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: December 12, 1996 Los Banos, California

revised: **June 13, 2019**

Los Banos USD

Administrative Regulation

Recovery For Property Loss Or Damage

NEW

AR 3515.4

Business and Noninstructional Operations

District employees shall report any damage to or loss of school property to the Superintendent or designee immediately after such damage or loss is discovered.

(cf. 3530 - Risk Management/Insurance)
(cf. 5131.5 - Vandalism and Graffiti)

The Superintendent or designee shall conduct a complete investigation of any instance of damage to or loss of school property and shall consult law enforcement officials when appropriate.

(cf. 3515.3 - District Police/Security Department)

When the individual causing the damage or loss has been identified and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps to recover the district's costs and shall consult with the district's legal counsel and/or insurance carrier, as appropriate.

Such steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from the parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

If the responsible person is a minor student of the district and the student's parents/guardians are unable to pay for the damages or to return the property, the district shall offer a program of voluntary work for the student in lieu of the payment of monetary damages. The district may offer any other student or former student, with parent/guardian permission, the option to provide service, work, or other alternative, nonmonetary forms of compensation to settle the debt owed as a result of property loss or damage. Service or work exchanged for repayment of a debt shall comply with all provisions of the Labor Code related to youth employment. (Education Code 48904, 49014)

The Superintendent or designee may withhold the student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages or the voluntary work has been completed. Prior to withholding a student's grades, diploma, or transcripts, due process shall be afforded the student in accordance with law. (Education Code 48904)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

In addition, the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Regulation **LOS BANOS UNIFIED SCHOOL DISTRICT**

Adopted: **June 13, 2019**

Los Banos USD

Board Policy

Parent Involvement

BP 6020

Instruction

PARENT AND FAMILY ENGAGEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

- (cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

- (cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

- (cf. 0500 - Accountability)

Title I Schools

Sanger Unified put this section of a "note" from the CASBA policy sample it is not mandated

that it be included as such.)

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program from schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>
California Parent Center: <http://parent.sdsu.edu>
California State PTA: <http://www.capta.org>
National Coalition for Parent Involvement in Education: <http://www.ncpie.org>
National PTA: <http://www.pta.org>
Parent Information and Resource Centers: <http://www.pirc-info.net>
Parents as Teachers National Center: <http://www.parentsasteachers.org>
U.S. Department of Education: <http://www.ed.gov>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT
adopted: December 14, 2017 Los Banos, California
revised: June 13, 2019

Los Banos USD

Administrative Regulation

Parent Involvement

AR 6020

Instruction

PARENT AND FAMILY ENGAGEMENT

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 **6316** (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6171 - Title I Programs)

The Superintendent or designee may:

a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board

b. Invite input on the plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input

d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and

review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee shall: (20 USC 6318)

a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent/guardian involvement activities as

parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training

c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

d. Train parents/guardians to enhance the involvement of other parents/guardians

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

f. Adopt and implement model approaches to improving parent/guardian involvement

g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs

h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities

i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

~~(cf. 1020—Youth Services)~~ **(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)**

j. Provide a master calendar of district activities and district meetings

k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops

p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities

q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement

r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

a. Identify overlapping or similar program requirements

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

- (cf. 2230 - Representative and Deliberative Groups)
- (cf. 3280 - Sale or Lease of District-Owned Real Property)
- (cf. 5030 - Student Wellness)
- (cf. 5148 - Child Care and Development)
- (cf. 5148.3 - Preschool/Early Childhood Education)
- (cf. 6174 - Education for English Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6178 - Career Technical Education)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged

c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

a. Include information about school activities in district communications to parents/guardians and family members

b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services

relate to parent/guardian involvement

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards

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

(cf. 5123 - Promotion/Acceleration/Retention)

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5113 - Absences and Excuses)
- (cf. 6145 - Extracurricular/Cocurricular Activities)
- (cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
- (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students

- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent/guardian and family engagement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

Regulation LOS BANOS UNIFIED SCHOOL DISTRICT
approved: December 14, 2017 Los Banos, California
revised: **June 13, 2019**

Los Banos USD

Board Policy

Evaluation Of The Instructional Program

BP 6190

Instruction

The Governing Board recognizes that it is accountable to the students, parents/guardians and community for ~~conducting a continual evaluation of the curriculum and the instructional~~ **the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to identify strategies for improving student achievement.**

(cf. 0200 - Goals for the School District)

(cf. 0500 - Accountability)

(cf. 6000 - Concepts and Roles)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall ~~review the effectiveness of district programs in meeting desired outcomes. He/she shall provide the Board and the community regular reports on student progress toward Board established standards of expected achievement at each grade level in each area of study. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and, as needed, to improve the quality of education that district students receive.~~ **achievement. The reports shall include data for each district school and for each numerically significant student subgroup, as defined in Education Code 52052, including, but not limited to, school and subgroup performance on statewide achievement indicators and progress toward goals specified in the district's local control and accountability plan (LCAP).**

(cf. 0460 - Local Control and Accountability Plan)

~~(cf. 0500 - Review and Evaluation)~~

(cf. 0510 - School Accountability Report Card)

~~(cf. 9000 - Role of the Board)~~

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

In addition, the Superintendent or designee shall conduct an evaluation of any new

instructional program implemented in the district and shall regularly assess district progress toward increasing student achievement in all subject areas taught in the district. The findings of such evaluations and assessments shall be reported to the Board.

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education provided to district students.

Annual Evaluation of Consolidated Application Programs

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria may include, but are not necessarily limited to, the progress of all students participating in the program and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, and/or other applicable district or school plans.

Program Quality Reviews

~~The Superintendent or designee shall ensure that program quality reviews for the district schools are conducted in accordance with law. (Education Code 64001)~~

~~To prepare for a program quality review, the Superintendent or designee shall establish procedures by which a thorough self-study shall be conducted. The goal of the self-study shall be to provide accurate information about the curriculum and instructional program and their effectiveness in meeting student needs and district goals for the instructional program. This information shall be analyzed in comparison to quality criteria formulated by the California Department of Education, and a self-study summary shall be prepared for use during the program quality review.~~

~~(cf. 6010—Goals and Objectives)~~

~~Findings from the program quality review shall be consulted during Board evaluations of the instructional program and shall guide ongoing efforts to improve the quality of curriculum and instruction at each school.~~

Coordinated Compliance Reviews

~~The Superintendent or designee shall cooperate with the California Department of Education in the conduct of coordinated compliance reviews to ensure that all district categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall notify the Board of the results of these reviews.~~

(cf. 0410—Nondiscrimination in District Programs and Activities)
(cf. 0420—School Plans/Site Councils)
(cf. 0420.1—School Based Coordinated Programs)
(cf. 0420.2—School Improvement Program)
(cf. 0420.3—School Based Student Motivation and Maintenance Program)
(cf. 1312.3—Uniform Complaint Procedures)
(cf. 4131.6—Professional Development Program)
(cf. 6000—Concepts and Roles in Instruction)
(cf. 6141.2—Recognition of Religious Beliefs and Customs)
(cf. 6171—Title I Programs)
(cf. 6174—Education for English Language Learners)
(cf. 6175—Migrant Education Program)
(cf. 6178—Vocational Education)
(cf. 6178.1—Work Experience Education)
(cf. 6179—Child Care and Development Programs)

Criteria for Evaluation of Consolidated Programs

~~The Superintendent or designee shall conduct annual evaluations to determine whether supplemental services provided by consolidated programs are effective and supportive of the core curriculum. As a basis for this evaluation, the Superintendent or designee shall recommend specific, measurable criteria which shall be used at each school and at the district level to evaluate student achievement and the effectiveness of each consolidated program.~~

~~The Superintendent or designee shall submit these criteria for consideration by the Board. If desired, each school may establish additional evaluation criteria beyond these districtwide criteria. Evaluations conducted for each school shall be presented annually to the Board.~~

(cf. 0500—Review and Evaluation)
(cf. 6000—Concepts and Roles)

Western Association of Schools and Colleges (WASC) Accreditation

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools.

The results of ~~¶~~ The accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby the district's schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

Not later than 60 days after receiving the results of an inspection of a school by WASC or any other accrediting agency, the Superintendent or designee shall notify parents/guardians in writing of the inspection results and/or shall post the information on the district's or school's web site. (Education Code 35178.4)

**(cf. 1113 - District and School Web Sites)
(cf. 5145.6 - Parental Notifications)**

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

Legal Reference:

EDUCATION CODE

33400-33407 Educational evaluations (by CDE)

35178.4 Notice of accreditation status

44662 Evaluation and assessment guidelines

48985 Compliance with translation of parental notifications

51041 Education program, evaluation and revisions

51226 Model curriculum standards

~~51513 Personal beliefs~~

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

~~54650-54659 Education Improvement Incentive Program~~

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated Application Process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

UNITED STATES CODE, TITLE 20

6311 State plans

Management Resources:

~~CDE PUBLICATIONS~~

~~Guide and Criteria for Program Quality Review—Elementary, 1994~~

~~Guide and Criteria for Program Quality Review—Middle Level, 1994~~

~~Guide and Criteria for Program Quality Review—High School, 1995~~

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONS

Focus on Learning: Joint ACS WASC/CDE Process Guide, 2017

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>
Western Association of Schools and Colleges (WASC), Accrediting Commission for
Schools: <http://www.acswasc.org>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT
adopted: September 17, 1997 Los Banos, California
revised: **June 13, 2019**

Board Reference Material

SUBJECT TITLE: Williams Quarterly Complaint Report Summary

REQUESTED ACTION: Approve

Action X Discussion/Information

RECOMMENDATION:

It is recommended that the Board approve the April – June 2019 complaint summary as submitted.

BACKGROUND INFORMATION:

Education Code 35186 requires a school district to report summarized data on the nature and resolution of all Williams Complaints on a quarterly basis to the County Superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

The general complaint summary areas include Textbooks & Instructional Materials, Facilities, and Teacher Vacancy & Misassignments. At this time, there are no pending complaints with the district.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Compliance in Nature

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT:

None

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent, Elementary Education

DATE: July 11, 2019

Quarterly Uniform Complaint Report Summary for Submission to Merced County Office of Education

Quarter Covered by this Report	January to March	X April to June	July to September	October to December	2019
Textbooks & Instructional Materials: Enter zero in any cell that does not apply.					
Facilities:			Teacher Vacancy & Misassignment		
# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved
0	0	0	0	0	0
Submitted by: Paula Mastrangelo					
Title: Assistant Superintendent Elementary					
School District: Los Banos Unified					
Telephone: 209-826-3801 ext. 7007					
Totals					
# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved
0	0	0	0	0	0
PLEASE RETURN VIA E-MAIL					

Board Reference Material

SUBJECT TITLE: 2019 – 2020 Consolidated Application for Funding

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the 2019-2020 Consolidated Application for Funding selections.

BACKGROUND INFORMATION:

Annually the Los Banos Unified School District applies for supplemental State and Federal funding through the Consolidated Application. The LEA is required to review and receive approval of the Application for Funding selections with the local governing board.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #7: Maintain sufficient reserves to insure fiscal stability in the budget year and for the next two projected fiscal years.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT:

The District, by not applying, would lose supplemental State and Federal funds for the 2019-2020 school year.

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent Elementary Education
DATE: July 11, 2019

2019 – 2020 Application for Funding

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

* Title I, Part A (Basic Grant): No Yes
ESSA Sec. 1111 et seq.
SACS 3010

* Title II, Part A (Supporting Effective Instruction): No Yes
ESEA Sec. 2104
SACS 4035

* Title III English Learner: No Yes
ESEA Sec. 3102
SACS 4203

* Title III Immigrant: No Yes
ESEA Sec. 3102
SACS 4201

* Title IV, Part A (Student Support): No Yes
ESSA Sec. 1112(b)
SACS 4127

Title V, Part B Subpart 2 Rural and Low-Income Grant: No Yes
ESSA Sec. 5221 SACS 4126

Board Reference Material

SUBJECT TITLE: **2019-20 Annual Adoption of Common Core State Standards**

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the Common Core State Standards (CCSS) as adopted by the California Department of Education (CDE) for the 2019-20 school year.

BACKGROUND INFORMATION:

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a high-quality education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace. LBUSD teachers have written our own Units of Instruction that reflect the CCSS and have been teaching these units since the beginning of the 2013-14 school year.

This is an extensive document and is available on the following website: www.cde.ca.gov/re/cc

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This action supports Board Goals #1 Promote educational success for all students..., #2 ...ready to enter a four-year university...ready to enter technical school or workforce, and #3 Create and sustain inspirational learning environments...

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

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

There is no cost for this action.

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

Date: July 11, 2019

Board Reference Material

SUBJECT TITLE: Agreement Passantino-Andersen, LLC

REQUESTED ACTION:

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the 2019-20 consultant agreement with Passantino-Andersen.

BACKGROUND INFORMATION:

We have an opportunity to continue to improve our brand in the community and enhance our outreach to the larger Los Banos community. Passantino-Andersen will continue to provide us with assistance in the areas of: public relations, strategic communications, and community engagement services; this is inclusive of augmenting our social media presence. At full scale, these measures can improve attendance at the school level in addition to enhancing our stakeholder satisfaction.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal # 10 and 11-This agreement fulfills the Board's goal to develop a messaging plan for the community inclusive of providing clear and understandable information to all parties.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

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

The District will pay a flat fee of 3678.00 monthly for services

ORIGINATOR: Mark Marshall, Ed.D., Superintendent
Date: July 11, 2019

MASTER CONSULTING AGREEMENT

THIS MASTER CONSULTING AGREEMENT (the "Agreement") is entered into by and between Passantino Andersen Communications, LLC, located at 42305 10th Street West, Lancaster, CA 93534 and Los Banos Unified School District ("Client") located at 1717 S. 11th Street, Los Banos, CA 93635.

INTRODUCTION

Thank you for the opportunity to have Passantino Andersen Communications provide public relations services for the school district.

1. Services to be Performed by Passantino Andersen Communications:

Passantino Andersen Communications will provide Los Banos Unified School District marketing and strategic communications services.

As our relationship continues, we may mutually execute other Statements of Work, which would also become part of this Agreement.

2. Payment for Services:

2.1 *Compensation.* Passantino Andersen Communications will invoice Client based on the compensation schedule outlined in the Statement of Work – Attachment A.

2.2 *Out-of-Pocket Expenses and Mileage.* Passantino Andersen Communications shall be reimbursed for all reasonable out-of-pocket expenses provided that such expenses are pre-approved by Client. Mileage costs will be billed at the IRS approved rate of \$0.58 per mile.

2.3 *Invoices.* Passantino Andersen Communications shall invoice Client at the end of each month for Services rendered during the prior month. The invoice will reference the work performed during such period. Client will pay the invoices within thirty (30) days following receipt of each invoice. Any charges not disputed in writing within thirty (30) days of the invoice date shall be deemed accepted by Client. Late or non-payment of invoices constitutes a material breach of this Agreement and is grounds for immediate termination of all Services to be performed by Passantino Andersen Communications.

3. Obligations of Client

3.1 Client agrees to make available to Passantino Andersen Communications, upon reasonable notice, any and all information, data, or documentation required by Passantino Andersen Communications to complete the Services. Client and Client's agents and employees shall cooperate, whenever necessary, with Passantino Andersen Communications to the degree such cooperation is necessary to Passantino Andersen Communications performance of the

Services.

4. Term and Termination:

4.1 *Commencement and Renewal.* This Agreement shall commence on July 1, 2019 and shall remain in effect for a period of twelve months. This Agreement may be renewed with revised terms, conditions and prices only upon written agreement of both parties.

4.2 If at any time in the event the other party terminates or suspends its business, becomes subject to any bankruptcy or insolvency proceeding under federal or state statute, or becomes subject to direct control by a trustee or similar authority that party shall immediately notify the other party of its occurrence.

4.3 *Obligations Upon Expiration or Termination.* Upon expiration or termination of this Agreement, Passantino Andersen Communications shall promptly return to Client all items, information, data or documentation in its possession, as well as any other related materials, which are owned by Client. Termination of this Agreement shall not relieve either party of its obligations regarding Confidential Information under Section 6 below.

5. Independent Contractor Status:

5.1 It is expressly agreed and understood that the relationship between Passantino Andersen Communications and Client shall be that of independent contractors and neither party shall be deemed to be the agent or employee of the other. Except for those powers required to perform the Services, neither party shall have the right to bind the other, transact any business in the other's name, or make any promise or representation, or incur any liability for or on behalf of the other. Passantino Andersen Communications may represent, perform services for and be employed by any other clients, persons, or companies as it sees fit.

6. Confidential Information:

6.1 *Non-Disclosure.* Both parties agree not to use, disclose, sell, license, publish, reproduce or otherwise make available the Confidential Information of the other party except and only to the extent necessary to perform under this Agreement. Both parties agree to secure and protect Confidential Information in a manner consistent with the maintenance of its own confidential and proprietary rights and to take appropriate action by instruction or agreement with its employees, consultants or other agents who are permitted access to Confidential Information to satisfy its obligations under this Section.

6.2 *Confidential Information.* "Confidential Information" means a party's information, not generally known by non-party personnel, used by the party and which is proprietary to the party or the disclosure of which would be detrimental to the party, except such information which (i) was previously known; (ii) is generally available to the public; (iii) is subsequently disclosed by a third party who is not under any obligations to the disclosing party.

7. Non-Solicitation:

7.1 Client warrants, represents and agrees that the personnel supplied hereunder are the employees or independent contractors of Passantino Andersen Communications, that their services are of a special, unique, unusual, extraordinary and intellectual character which gives Passantino Andersen Communications peculiar value and the loss of which cannot be reasonably or adequately compensated for by pecuniary damages, and that Client therefore shall not, during the term of this Agreement and for a period of twelve (12) months thereafter, solicit or actually employ, directly or indirectly, as an employee or independent contractor or otherwise, any of the personnel employees or independent contractors placed with Client by Passantino Andersen Communications hereunder. This is a continuing warranty and representation, and in the event of Client' breach thereof, Passantino Andersen Communications shall be entitled, in addition to any and all other remedies available to it, to injunctive relief.

8. Ownership of Work:

8.1. *Ownership of Work.* Title to the final form of all Deliverables, originated and prepared for Client under and during the term of this Agreement, shall belong to Client; provided that, title shall pass to Client only upon receipt by Passantino Andersen Communications of all outstanding invoiced amounts. Until such invoiced amounts are received, Passantino Andersen Communications may withhold delivery of Deliverables and such action shall not be considered a breach of this Agreement.

8.2. *Pre-Existing Materials.* Client acknowledges that in the course of performance by Passantino Andersen Communications pursuant to this Agreement, Passantino Andersen Communications may use ideas, methods, concepts, know-how, structures, formulas, techniques, inventions, developments, processes, discoveries, improvements, and/or software tools (including all copyrights, trademarks, patents, trade secrets and moral rights related to same) which are proprietary to Passantino Andersen Communications and/or its suppliers ("Pre-existing Materials"). Client shall not have nor obtain any rights in such Pre-existing Materials; provided that, to the degree the final form of the Deliverables implemented for Client require use of such Pre-Existing Materials, Passantino Andersen Communications hereby grants to Client a limited, perpetual, royalty-free non-exclusive license to utilize such Pre-Existing Materials as such needed to utilize the final Deliverables.

8.3 *Rights Retained by the Parties.* The parties understand and agree that each party's Confidential Information and working papers belong exclusively to that party in accordance with the Confidentiality provisions set forth in Section 6 above. Subject to such limitation, the ideas, methods, concepts, know-how, structures, techniques, inventions, developments, processes, discoveries, improvements and other information designed or developed during the course of this Agreement by Passantino Andersen Communications and/or Client' personnel may be used by either party in any way that party deems appropriate, without an obligation to account to the other, including by or for its clients or customers, notwithstanding anything to the contrary contained in this Agreement. Passantino Andersen Communications is in the business of developing solutions for a wide variety of clients, and Client understands that

Passantino Andersen Communications will continue these activities. Accordingly, nothing in this Agreement shall preclude or limit Passantino Andersen Communications from providing consulting services and/or materials for itself or other clients, irrespective of the possible similarity thereof to materials that might be delivered to Client.

9. Warranty / Limitation of Liability:

9.1 *Warranty.* Passantino Andersen Communications warrants that the Services performed under this Agreement will be performed using generally accepted industry standards and practices. No warranties or guarantees are expressed or implied with respect to the scope of work.

9.2 *Limitation of Warranty.* The warranty above is exclusive and is in lieu of all other warranties, express, implied, statutory or otherwise, with respect to the services provided under this Agreement, and all implied warranties of merchantability or fitness for a particular purpose. Passantino Andersen Communications shall not be liable for any services provided by third party vendors, regardless of whether such vendors were retained on behalf of Client.

9.3 *Limitation of Liability.* Passantino Andersen Communication's liability to Client under this Agreement and with respect to any Services contemplated by this Agreement shall be limited to the amount actually paid by Client to Passantino Andersen Communications. In no event shall either party be liable to the other party for any incidental, consequential, indirect or punitive damages (including but not limited to any lost profits) regardless of whether such liability is based on breach of contract, tort, strict liability, breach of warranties, even if either party is advised of the possibility of such damages.

10. General Provisions:

10.1 *Applicable Law and Forum.* This Agreement shall be governed and construed in accordance with the laws of the State of California without regard to the conflicts of laws or principles thereof. Any action or suit related to this Agreement shall be brought in the state or federal courts sitting in California.

10.2 *Notices.* Any notice or other communication required or permitted under this Agreement shall be given in writing and delivered by hand or by registered or certified mail, postage prepaid and return receipt requested, to the address first listed at the top of page 1 of this Agreement.

10.3 *Waiver.* No waiver by either party of any breach of the provisions of this Agreement shall be deemed a waiver of any preceding or succeeding breach of the same or any other provisions hereof. No such waiver shall be effective unless in writing and then only to the extent expressly set forth in writing.

10.4 *Entire Agreement.* This Agreement, including Attachment A, constitutes the entire agreement between Passantino Andersen Communications and Client and merges all prior and contemporaneous communications with respect to the subject matter hereof.

10.5 *Modifications.* No modification of this Agreement shall be effective unless in writing and signed by both parties.

10.6 *Severability.* If any provision of this Agreement is invalid or unenforceable under any statute or rule of law, the provision is to that extent to be deemed omitted, and the remaining provisions shall not be affected in any way.

11. Dispute Resolution:

11.1 The Parties agree to resolve any dispute arising between them as a result of or in connection with this Agreement by diligent negotiation in good faith. Should any such dispute remain unresolved for sixty (60) days, it will be finally settled by an arbitrator pursuant to the Commercial Rules of the American Arbitration Association.

11.2 If either Party institutes legal proceedings against the other arising out of this Agreement, the prevailing Party shall be entitled to reasonable attorney's fees and costs of litigation as fixed by the arbitrator in such action, or by a court rendering judgment on the same.

11.3 Nothing in this Section affects the Parties' right to seek injunctive relief or other equitable relief as provide in Section 11.1 of this Agreement.

IN WITNESS WHEREOF, and in acknowledgment that the parties hereto have read and understood each and every provision hereof, the parties have executed this Agreement on the date first set forth below.

PASSANTINO ANDERSEN COMMUNICATIONS, LLC



Signature **Date**

06/19/2019

LOS BANOS UNIFIED SCHOOL DISTRICT

Signature **Date**

STATEMENT OF WORK Attachment A

Communications Audit

Our team of experts will conduct an inventory of current communication tools (newsletters, web, announcements, social media, events). We will analyze how current communications occur with key stakeholders and what is being said. With this information, we will make recommendations to improve the communications performance of the District.

Message Development

We will conduct a detailed analysis of the District and its key characteristics which will be used to develop new, specific messaging points that reflect the strengths of Los Banos Unified School District for use in all communication platforms—both internal and external. Working with the District, we will develop what we call “Touchstone Messages.” This document will list the primary points we want to communicate to our audience in all platforms. The document will illustrate the use of these messages and explain why they are imperative.

Strategic Outreach Plan

Passantino Andersen’s team of specialists will develop a comprehensive outreach plan and strategically implement it on behalf of Los Banos Unified School District. We will establish a unique marketing approach and brand identity using many of the District’s core strengths.

The elements of the outreach plan will be developed in an iterative fashion – working collaboratively with school officials. Upon completion, we will be accountable for the execution of this plan and its components.

Media Relations

We will focus our efforts on increased media coverage for the District, using our touchstone messages as a guide in tailoring our messaging. We will provide a steady flow of news articles each month.

In addition to seeking out media opportunities, our team will help staff develop the skills and seasoning to ensure that every media encounter is conducted in accordance with best practices and maximizes the chance for favorable positioning.

Our focus will also consist of identifying media outlets that have not covered the District such as local radio and other print or online publications.

We have a team of specialists with many different backgrounds and relationships. We will use

those relationships to create new media opportunities for Los Banos Unified School District.

Social Media Marketing

We will incorporate our award-winning social media efforts on behalf of Los Banos Unified School District with a specific goal of promoting the district and its many programs. Specifically, we will seek to engage family, staff and volunteers to share content on Facebook, Instagram, Pinterest and YouTube (if applicable), thereby increasing our viral reach.

We will also assess other social networking opportunities to determine their effectiveness with the District and increase social media exposure wherever possible and effective.

District Newsletter

We will develop a district newsletter which will serve as a vehicle to proactively communicate with Los Banos Unified School District families and influencers. We will evaluate various tools for email communication to more effectively disseminate this material and measure impact.

Crisis Communications Policy Plan

We will prepare a District crisis communications plan document. This “go-to” document will serve as a main point of reference for key staff in the event of a crisis, with the intent of improving internal and external communications while protecting the District brand from reputational impacts.

Pricing

Passantino Andersen Communications is excited for the opportunity to work with Los Banos Unified School District.

We will offer a flat monthly fee of \$3,678 for our services. This contract period will be in effect for twelve months following the contract start date. If at any time Los Banos Unified School District decides to terminate our services, they are free to do so with no penalties.

Any services such as paid advertising, printing, direct mail, etc. will be exclusive from our monthly fee. All expenses will be approved by the Los Banos Unified School District prior to purchasing them. We will work to maximize every dollar invested in public communications.

Additional work (i.e. crisis communications, community engagement, etc.) will come at an additional cost of \$150 per hour for partner services and \$100 per hour for account staff services. This additional hourly cost is not to exceed \$1,500 per month without prior approval.

Signature

Date

LOS BANOS UNIFIED SCHOOL DISTRICT

Signature

Date

Board Reference Material

SUBJECT TITLE: Stuff the Bus Initiative

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve our participation in the Stuff the Bus Initiative.

BACKGROUND INFORMATION:

The goal of this national effort is to provide school supplies for local children, ensuring that students have the tools and confidence needed for a successful school year. LBUSD has successfully participated in this program in prior school years.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Academic Performance-Goals 1 to 3

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

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

N/A

ORIGINATOR: Mark Marshall, Ed.D., Superintendent
Date: July 11, 2019



June 24, 2019

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

Dr. Marshall,

As you are aware, the communities of the Central Valley continue to experience the consequences of a slow economic recovery. School districts, including Los Banos Unified School District (LBUSD), continue to provide high quality education opportunities for their students in the midst of this challenging scenario.

The people of Saint Alban's Anglican Church recognize the essential role that the public schools play in the community of Los Banos. We value the efforts of LBUSD administrators, teachers, classified staff, district trustees, and volunteers to serve the best interests of our community's students. We want to support you in your efforts.

Given these challenges, your district partnered with Saint Alban's Church and the Los Banos Walmart to launch the 3rd Annual "Stuff the Bus" School Supply Drive last summer. With the support of Walmart's patrons a LBUSD bus was literally stuffed with back-to-school supplies. Hundreds of deserving students in your district received those supplies which helped them start the school year more fully prepared. Thank you for your past support!

Will you partner with us again and help make the 4th Annual "Stuff the Bus" School Supply Drive even more successful in 2019?

This year's event is scheduled to take place on Saturday, August 3rd from 9 a.m.-3 p.m. As was the case last year, a bus would be parked in front of Walmart and volunteers will provide shoppers with a school supply check-list and invite them to add some of those items to their shopping lists. Once the purchase is made they would drop off their donations with one of the volunteers or literally stuff the bus themselves! The school bus, stuffed with all of the supplies, would then be picked up by the school district and delivered to area school sites for distribution to qualified students.

Would the Los Banos Unified School District once again allow the following?

- 1) Allow the LBUSD Transportation Department to allocate a school bus for this purpose on 8/3.
- 2) Allow a transportation department official to park a bus in front of the Walmart by 8 a.m. on 8/3.
- 3) Allow a transportation department official to pick the bus up by 4 p.m. on 8/3.
- 4) Provide ice chests/boxes/bags to keep supplies that melt cool.
- 5) Communicate to district staff that Stuff the Bus 2019 is happening and they are encouraged to stop by on the day of the event.
- 6) Communicate to district staff that Stuff the Bus 2019, through the generosity of the community, has made the supplies available to LBUSD students.
- 7) Distribute the donated school supplies to area school sites.

We hope that the school district will be able to participate in this year's efforts. If I can answer any questions please do not hesitate to contact me.

Sincerely,

The Reverend Noah Lawson
Pastor & Priest, Saint Alban's Anglican Church

Board Reference Material

SUBJECT TITLE: Agreement, MCOE ELA/ELD Professional Development

REQUESTED ACTION: Approve agreement

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the work plan with MCOE to provide professional development to all teachers at San Luis High School Center during the non-student contact day on August 7, 2019 and three afternoon sessions on August 28, 2019, October 17, 2019, and December 19, 2019.

BACKGROUND INFORMATION:

- The staff at San Luis agrees that additional professional development to support English Learners is needed.
- These days will provide appropriate professional development which aims to increase ELD strategies for SLHS Teachers in all content areas.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #1: Promote the educational success of English Learners by closing the achievement gap between groups of students by using best practices to attain proficiency or better by all students in English.

ALTERNATIVES/IDENTIFIED OPPOSITION:

NONE

SPECIFIC FINANCIAL IMPACT:

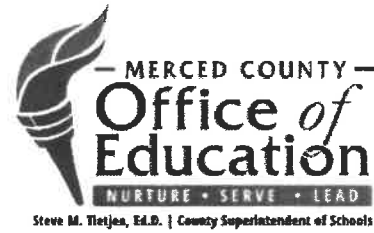
Total cost of the contract is \$3300, paid out of San Luis Title I funds

ORIGINATOR: Chan Meas, Principal, San Luis High School

DATE: July 11, 2019

DRAFT

Merced County Office of Education



632 West 13th Street
Merced, California, 95341 (209) 381-6600
DEPARTMENT OF EDUCATIONAL SERVICES

Professional Development – San Luis High School PD- Work Plan

Date: June 7, 2019

Objectives:

1. In order to support teachers in providing engaging instructional activities, coordinators will demonstrate lessons and unit design with teachers and staff in Guided Language Acquisition Design and Universal Design for Learning strategies. The use of the strategies will accommodate academic discourse for all learners and improve literacy for college and career readiness.
2. Incorporate the four areas of an Effective System Improvement Science Practices: Teaching & Learning, Building Leadership Capacity, Cycle of Learning (PDSA) and Monitoring Evaluation within the work including administrators, teachers, and staff.

LCAP (District Plan) Goals/Actions addressed:		
Goal	Action	Description
Goal #1 Promote the educational success of all students in reading by closing the achievement gap and using best practices to attain proficiency.	#5 Activities to refine and improve Units of Instruction	Coordinators will demonstrate GLAD strategies and support teachers in unit development..
Goal #3 Create and sustain inspirational learning environments that are safe.	Demonstrate strategies that support student discourse and create a safe environment to ensure student engagement.	Guided Language Acquisition Design contributes relevant, rigorous, and engaging practices as part of a broad course of study provided to students. GLAD creates a low affective filter to support English Learners in accelerated language acquisition. Coordinators will provide demonstrations of strategies designed to engage all students in academic conversations.

DRAFT

Objectives:

- Coordinators will provide Guided Language Acquisition and Design strategies demonstrations.
- Participants will understand the difference between and benefits of integrated and designated ELD
- Teachers will implement strategies to increase academic discourse and language acquisition for all students.

2018-2019 Professional Development			
Dates	Time	Participants	Objective
08/07/2019	7:45am-3:30pm	Instructors/Staff and/or Substitute Teachers	Demonstrate Guided Language Acquisition Design strategies for student engagement and focus.
08/28/2019 10/17/2019 12/19/19 TBD	½ day	Instructors/Staff and/or Substitute Teachers	Support teachers in lesson design and PDSA cycle.

Price Quote for Professional Development:	
Item Description	Cost
Coordinator services for 1 full day and 4 half days	3,200.00
Coordinator provided materials and supplies (for up to 6 participants)*	100.00
Grand Total:	3,300.00

Amy Mejia

Coordinator of ELD & UDL
 Educational Services
 Merced County Office of Education
 Telephone: (209) 381-5991
 Email: amejia@mcoe.org

Board Reference Material

SUBJECT TITLE: **Medi-Cal Billing Contracts**

REQUESTED ACTION: Approve

 Action X

 Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the contracts with Paradigm, for the Medi-Cal Administrative Activities (MAA) Program and the Medi-Cal Billing Program.

BACKGROUND INFORMATION:

This company will provide technical assistance and consultative services on behalf of L.B.U.S.D. under the Medi-Cal Administrative Activities (MAA) program and Medi-Cal Billing.

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 financial impact. Paradigm provides assistance to file claims. Their costs are covered by claim reimbursements.

ORIGINATOR: Yolanda Cork -Anthony, Director, Special Services

Date: July 11, 2019



SERVICE AGREEMENT

This Service Agreement (“**Agreement**”) is entered into as of the 1st day of July 2019 between Paradigm Healthcare Services, LLC, a California Limited Liability Company (“**Paradigm**”) and Los Banos Unified School District, a Local Education Agency (“**Client**”).

RECITALS

Paradigm is engaged in the business of providing Medicaid direct service and administrative claiming services to local education agencies, local governmental agencies, school districts, County offices of education, and local education consortia within the State of California.

Client desires to retain Paradigm, and Paradigm desires to be retained by Client, to provide the services described in greater detail below.

Accordingly, in consideration of the mutual obligations undertaken herein, THE PARTIES AGREE AS FOLLOWS:

TERMS

1. *Retention.*

Client hereby retains Paradigm and grants it the exclusive right to perform the services described below subject to the terms and conditions set forth in this Agreement.

2. *Term.*

This Agreement shall commence on the date first set forth above and shall continue in full force and effect through June 30, 2021 (“**Initial Term**”) subject to the termination provisions set forth in Paragraph, “**Termination.**” Unless either party sends written notice to the other party at least 60 days prior to the end of the Initial Term or any subsequent term, this agreement shall automatically renew for an additional year on each July 1 following the Initial Term, subject to termination provisions herein. The phrase “**Term of the Agreement**” shall refer to the Initial Term and any subsequent renewal period. The phrase “**Fiscal Year**” as used in this Agreement shall refer to the period July 1 through June 30. The Agreement will govern activities required to be performed by either party to complete obligations undertaken under this Agreement, regardless whether those activities are to be performed during or after the Term of the Agreement.

3. *Paradigm LEA Billing Services.*

a. Program Implementation Services.

(1) Paradigm will assist Client with all start-up documentation required by the California Department of Health Care Services (“**DHCS**”) to enroll Client as a Medi-Cal Provider, and establish Paradigm as the Client agent for purposes of submitting reimbursement requests under this Agreement.

(2) Paradigm will work with Client to assess program potential, establish provider and site databases for effective service tracking, and provide implementation training to Client program coordinator(s). This implementation process will be designed to identify areas of reimbursement and to facilitate an effective partnership between the Client and Paradigm.

b. Training and Materials.

(1) Paradigm will provide training to Client's program coordinator(s) and healthcare providers as part of the initial contract implementation and at least annually thereafter. Training will include the following subject areas: DHCS audit requirements for Client's LEA billing program; all necessary information and procedures for submitting Client billing data to Paradigm; and "best practices" to implement and maintain an optimized, audit-ready program.

(2) Paradigm will provide Client personnel with all necessary training materials including a proprietary "Coordinator's Handbook" containing a detailed review of the rules and regulations governing the LEA billing program. At Client's request Paradigm will also make available its proprietary "provider forms" for use in documenting the delivery of healthcare services (available in paper and electronic versions).

c. Claims Preparation and Submission.

(1) **Eligibility.** Upon the commencement of LEA Billing Services under this Agreement and quarterly thereafter during the Term of the Agreement, Paradigm will use its proprietary algorithms and know-how to determine Medi-Cal eligibility and identify Medi-Cal numbers within limits imposed by the DHCS and county governments. Eligibility match information will be retained by Paradigm and will be used solely to provide services hereunder subject to all the confidentiality provisions provided in the Agreement.

(2) **Claims Submittal.** Paradigm will make reasonable efforts to submit each LEA Medi-Cal billing claim eligible for submission pursuant to California law or regulation within thirty (30) days of receipt from Client of all information necessary for processing that claim. Paradigm will also make reasonable efforts to bill retroactive claims existing at the commencement of this Agreement so as to minimize revenue lost due to Medi-Cal's one (1) year billing limit.

(3) **Review and Resubmittal.** Paradigm will monitor the submittal and payment process, review denials, suspensions, and holds, as reported by DHCS, and make reasonable efforts to resolve any challenged Client reimbursement claim.

d. Management Reports and Program Analysis. Paradigm will provide Client with periodic management reports using provider, procedure, and/or site parameters. The frequency of such reports will be determined by mutual agreement of Paradigm and Client, but in any event shall occur no less frequently than quarterly.

e. Coordination with Client.

(1) **Information Sharing.** Paradigm will provide Client with information regarding program policy, interpretation of policy, and regulatory updates as applicable. Quarterly "Bulletins" will be provided to Client's coordinator(s) to ensure timely communication about program changes and updates to Paradigm's systems and processes.

(2) **Support.** Paradigm will provide a "Client Care Center" available for the use of Client's program coordinator(s) and accessible via toll-free phone and email. A Paradigm Help Desk will be available to Client program coordinator(s) and participants utilizing Paradigm's web-based software, accessible by toll-free phone during regular business hours and by email.

(3) **Audit and Site Visit Support.** Paradigm will provide Client personnel with training on audit requirements and program compliance. In the event of a program audit or review, Paradigm will assist in preparing for and responding to the audit to the extent permitted by DHCS and or any other auditing party.

f. **Paradigm Technologies Software.** Paradigm will make available its proprietary web-based software to assist Client in effective management of program participation, including at Client's option, the web-based Paradigm Technologies application. Note: Access to any Paradigm Technologies web-based applications requires acceptance of a separate, no-fee online Software License Agreement found at Paradigm's website.

4. *Client's LEA Billing Service Obligations.*

a. **Program Coordinator(s).** Client will make available designated personnel to assist with the implementation of Paradigm's services, and coordinate with Client's individual program participants.

b. **Provider Logs.** Client will maintain complete and accurate provider logs of all healthcare services provided by Client and will return the completed logs to Paradigm at the end of each month.

c. **Student Data.** Upon commencement of the Agreement and quarterly thereafter (October 1st, December 15th, March 15th, and June 15th), Client will provide Paradigm with a computer file in a format specified by Paradigm of all student data reasonably requested by Paradigm in connection with its performance under this agreement from Client's computer systems or from the computer systems of the individual schools Client comprises.

5. *Paradigm CRCS Services.*

Paradigm will prepare the annual Cost and Reimbursement Comparison Schedule ("CRCS") Workbook in accordance with the claim guidelines approved by DHCS, based on information supplied by Client for each fiscal year, in accordance with the terms of the Agreement. Client will have final approval over the CRCS Workbook submission prepared by Paradigm.

6. *Client's CRCS Obligations.*

Client will submit to Paradigm, in a format specified by Paradigm, all elements needed to complete the CRCS Workbook for each provider for whom reimbursement is sought. Documentation will be submitted to Paradigm no later than sixty (60) days after the end of the Fiscal Year for which the CRCS is to be submitted.

7. *Fees and Payment Terms.*

a. **Fees for LEA Billing Services.**

(1) **Flat Fee Per Approved Service.** Paradigm fees for Client LEA claims submitted or originating during the Term of the Agreement will consist in a flat fee for each claimed service that DHCS approves for interim reimbursement ("Interim Approved Claim"). The schedule of Paradigm flat fees for Interim Approved Claims is set forth in Appendix A subject to adjustment in accordance with the terms of Sub-paragraphs (2)-(5) following.

(2) **Effect of Increase in Reimbursement Rates.** In the event DHCS increases the reimbursement rates to Client for any LEA service claim during the Term of this Agreement,

Paradigm's flat fee for such services will simultaneously and without requirement of prior notice to Client increase by the same percentage as the percentage DHCS increase. Client will receive notice of any DHCS reimbursement rate increases as well as Paradigm flat fee increases.

(3) **Cap on Paradigm Fees.** Notwithstanding any other provision of this Paragraph (a) and the fee schedule set forth in Appendix A, the total fees payable to Paradigm based on Interim Approved Claims during any Fiscal Year will not exceed 11% of Interim Approved Claims

(4) **Application of Fiscal Year Limits.** For purposes of computing Paradigm's fees, thresholds and fee caps for LEA Billing Services, the date of an Interim Approved Claim will be the warrant date of the Remittance Advice Details ("RAD") issued by DHCS granting interim approval of the claim, regardless of when the claim originates or is submitted by Paradigm to DHCS for payment, and regardless of when or whether Client is reimbursed for the claim by DHCS. Paradigm will invoice Client monthly based on Interim Approved Claims identified in DHCS RADs.

(5) **Approval of Interim Approved Claims After the Termination of the Agreement.** Nothing in this Agreement shall constitute a limitation or waiver of Paradigm's entitlement to receive fees based on Interim Approved Claims submitted pursuant to this Agreement whose date of interim approval is after the termination of this Agreement.

b. **Fees for CRCS Services.** The fee for each Fiscal Year for which CRCS services are rendered will be equal to the lesser of: (i) \$100 per employee or contractor used in the final calculation of "Net Total Personnel Costs" as reported on Worksheets A and B, or (ii) \$5,000. Paradigm will invoice Client for CRCS services on an annual basis.

c. **Late Fees.** Client will incur a late fee of two percent (2%) per month or any part thereof, or the maximum fee allowed by law, whichever is less, on any invoiced amount unpaid after sixty (60) days. The fees specified herein do not include taxes or similar surcharges, which are the sole responsibility of Client (excluding taxes on Paradigm's gross income).

8. *Protection of Confidential Information.*

a. Definitions.

(1) "**Client Confidential Information**" shall mean all information in whatever form that Client provides or authorizes to be provided to Paradigm in connection with the services rendered under this Agreement and that at the time of first receipt: (i) is clearly marked "confidential" or "proprietary;" (ii) constitutes protected health information, personal information, or student or pupil information, as defined by any federal or state laws or regulations, including but not limited to the Family Education Rights Privacy Act (FERPA), 20 U.S.C. §1232g, et al., the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, the Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§6501-6506, and the California Education Code (including §49073.1); (iii) is governed by the terms of a Data Use Agreement (DUA) between Client and DHCS; (iv) is otherwise disclosed under circumstances of confidence; or (v) reasonably should be understood by the receiving party to be confidential. Without limiting the foregoing, Client Confidential Information shall include all Client student healthcare data and other student information, and all Medi-Cal data files received by Paradigm as Client's designated custodian. Confidential Information shall not include any information that is or becomes publicly known through no fault of Paradigm, is already known by Paradigm at the time of disclosure based on information received from a source other than Client, or is rightfully received or independently developed by Paradigm after disclosure.

(2) "**Paradigm Confidential Information**" shall mean all information in whatever form that Paradigm provides or authorizes to be provided to Client in connection with the services rendered under this Agreement and that, at the time of first receipt: (i) is clearly marked "confidential" or

“proprietary;” (ii) is otherwise disclosed under circumstances of confidence; or (iii) reasonably should be understood by the receiving party to be confidential. Without limiting the foregoing, Paradigm’s Confidential Information shall include all business, marketing, technical, financial, customer, supplier, or other information, data entry means, processed claiming data, instructions, management reports, data file specifications, instructional materials, algorithms, software, forms, boilerplate plans, technologies, know-how related to making eligibility determinations, and data and results derived from the foregoing, except to the extent such Confidential Information is set forth in this Agreement, which is a public record.

(3) “**Confidential Information**” shall mean Client Confidential Information and Paradigm Confidential Information.

b. Protection of Confidential Information.

(1) Each party shall use reasonable and appropriate measures to safeguard and keep confidential all Confidential Information of the other party and shall not disclose, use, or copy any Confidential Information except as necessary to perform its obligations hereunder. Such reasonable and appropriate measures shall be no less than the measures taken by each to protect its own confidential information of a similar nature, but in any event no less than the measures governing protection, maintenance, disclosure, retention and destruction of Confidential Information subject to the terms of any DUA between Client and DHCS and any applicable federal or state laws or regulations.

(2) Paradigm represents that all its employees who work with Confidential Information provided by Client under this Agreement: (i) have received regular training in data security procedures and federal and state laws and regulations applicable thereto; (ii) have reviewed Paradigm’s written data security policies and procedures; and (iii) have signed an agreement to be bound by the confidentiality terms contained in this Agreement.

(3) Each party may disclose Confidential Information of the other party to its responsible employees and independent contractors to the extent permitted by law and provided that such employees and independent contractors: (i) have a need to access such Confidential Information for purposes of fulfilling the party’s obligations hereunder; (ii) have been informed of the confidentiality provisions of this Agreement; and (iii) have agreed in writing to be bound by such provisions to the same extent as the parties. Each party shall be responsible for any breach of the confidentiality provisions of this Agreement by its employees and independent contractors.

(4) Each party will promptly notify the other of any misuse, unauthorized disclosure, or unauthorized access to Confidential Information, and shall reasonably assist the other in responding to such a breach in accordance with all applicable federal and state laws and regulations. Paradigm will designate a Security Coordinator who shall serve as a first point of contact between Client and Paradigm for matters relating to the management and protection of Client Confidential Information.

c. Ownership and Use of Client Confidential Information. Client Confidential Information provided to Paradigm under this Agreement continues to be the property of, and under the control of, Client, and will not be used for any purpose other than the requirements of this Agreement. Without limiting the foregoing, Paradigm will not use personally identifiable student information for commercial or advertising purposes. Nothing in this Agreement shall prohibit Paradigm from using student or other Client Information with all personal identification removed for purposes of training, research, or other activities designed to enhance the services provided to Client and to other Paradigm Clients receiving LEA Billing or MAA services, provided that and to the extent such use is consistent with applicable federal and state laws and regulations.

d. **Review and Correction.** Client represents that it maintains a procedure by which parents, legal guardians, and eligible students can review student records and correct erroneous information; Paradigm does not interact directly with parents, guardians or students, but will cooperate with Client as necessary to allow for the review and correction of student records.

e. **Retention of Confidential Information.**

(1) Paradigm certifies that it will only retain Client's Confidential Information for as long a period as is reasonably necessary to fulfill its obligations under this Agreement, including compliance with DHCS audit requirements, and applicable federal and state laws and regulations. At the end of such compliance period, Paradigm in its reasonable discretion will either destroy all Client Confidential Information in a secure manner or return this Information to Client. Paradigm will confirm in writing its disposition of all Client Confidential Information within five business days of such action.

(2) Client represents that it will only retain Paradigm's Confidential Information for as long a period as is reasonably necessary to fulfill its obligations under this Agreement, including compliance with DHCS audit requirements, and applicable federal and state laws and regulations. At the end of such compliance period, Client will return this Information to Paradigm and confirm such disposition of Paradigm Confidential Information within five business days thereafter.

f. **Lawful Disclosure.** This Paragraph shall not be construed as prohibiting either party from disclosing the other's Confidential Information to the extent required by law, regulation, or court order, provided such party notifies the other party promptly after becoming aware of such obligation and permits the other party to seek a protective order or otherwise to challenge or limit such required disclosure within the time permitted by law.

g. **Statutory Compliance.** A description of Paradigm's procedures to ensure the security and confidentiality of Client Confidential Information in accordance with the terms of this Agreement and all applicable state and federal laws and regulations is incorporated by reference herein, and is available for inspection by Client upon request at Paradigm's office. The parties acknowledge that, notwithstanding any other provision of this Agreement, Client has taken reasonable and appropriate steps to ensure that Paradigm's current practices with respect to Client Confidential Information comply with FERPA requirements, and Client remains legally responsible for any FERPA violations that may occur in the course of Paradigm's performance of services under this Agreement. The parties also acknowledge that they have made best efforts to ensure that this Agreement complies with the requirements of California Education Code §49073.1.

h. **Continuing Obligations.** The obligations contained in this Section, "Protection of Confidential Information," shall survive for a period of twenty (20) years after the expiration or termination of this Agreement.

9. **Accuracy of Information.**

a. **Client Efforts.** Client will make reasonable efforts to insure that the information supplied to Paradigm hereunder shall be true, complete, and accurate in all respects. Client assumes sole responsibility, and Paradigm shall have no liability, for the truth, completeness, and accuracy of all information supplied to Paradigm.

b. Paradigm Efforts.

(1) Paradigm shall make reasonable efforts to verify the completeness and accuracy of information underlying the claims it submits on Client's behalf. Due to the volume of data being processed from manual data entry forms and the necessity of correlating student records from several databases maintained by Paradigm, it is inevitable that some requests for reimbursement (or categories of requests or patients) will be denied or reduced due to incorrect or incomplete supporting data or healthcare insurance information. Paradigm will make reasonable efforts to minimize such denials or reductions. Client acknowledges that such denials are inherent in the LEA billing process, and will not constitute a breach of Paradigm's obligations under this Agreement. Client's sole and exclusive remedy for any such denial or reduction in reimbursement is to request that Paradigm re-bill such claims. Paradigm will determine in its sole and absolute discretion if such rebilling is reasonable and cost effective. Except as set forth in this paragraph, Paradigm shall not be liable, and Client shall have no remedy, for any denial or reduction in reimbursement to Client for healthcare or administrative services.

(2) Paradigm shall make reasonable efforts to submit all operational plans and claims made thereunder in a timely manner. However, Paradigm shall not be responsible in any way in the event that any operational plan or any claim made thereunder is submitted late or incomplete directly or indirectly because of the failure or delay by Client or its employees, students, agents or independent contractors in making all necessary information available to Paradigm, or any third party's failure or delay in submitting documentation to the DHCS.

(3) Client acknowledges that Paradigm is not providing Client with legal, medical, or healthcare information or services and that any forms, software, and other materials supplied to Client hereunder are not intended to provide legal, medical, or healthcare advice.

10. *Limitation of Liability.*

In no event shall Paradigm be liable to Client for any incidental, indirect, consequential, special, or punitive damages arising out of or relating to this Agreement, including without limitation damages for lost reimbursements, lost healthcare services, or lost data, regardless of whether Paradigm has been advised of the possibility of such damages, and regardless of whether the claim for damages sounds in contract, tort, or other form of action. In the event Client elects not to utilize Paradigm's services to prepare its annual CRCS Workbook, or fails to make available information necessary to timely complete the Workbook, Paradigm will not be liable in any manner for resulting termination of Client from participation in the LEA Billing Option or for any resulting disallowance of Client claims. In no event shall Paradigm's total liability for damages to Client arising out of or related to this Agreement exceed the net fees paid to Paradigm hereunder during the one (1) year period preceding the date on which the first claim alleged to give rise to damages occurs, regardless of the number of claims, causes of action, or amount of the alleged losses.

11. *Licenses and Permits.*

Client represents and warrants that: (a) it has all licenses and permits necessary or appropriate to render the medical services it currently provides to its students, and to be eligible for reimbursement from Medi-Cal; (b) Client will maintain such licenses in full force and effect during the Term of this Agreement; and (c) Client has all necessary authority, including approval by the Board of Education if necessary, to enter into this Agreement and to perform all of its obligations hereunder.

12. *Indemnification.*

a. **Client's Indemnification Obligations.** Client shall indemnify and hold harmless Paradigm, its managing members, employees, and agents against and from any and all liabilities, claims, demands, losses, damages, and expenses, including reasonable attorneys' fees and costs (collectively "Claims"), to the extent arising from Client's negligence, gross negligence, or intentional misconduct in the course of Client's discharge of its obligations under this Agreement, including without limitation: (i) breach of any provisions of this Agreement by Client; (ii) failure of Client or its health care providers, to provide any service for which reimbursement is sought; (iii) failure of Client or its health care providers to perform health care or related services in accordance with any professional standards applicable thereto; (iv) failure of the Client to provide accurate Confidential Information; or (v) failure of Client or its health care providers to obtain or maintain in good standing any licenses, permits, or registrations required to render the healthcare and related services for which reimbursement is sought. Notwithstanding the foregoing, Client shall not be required to indemnify Paradigm hereunder to the extent that Paradigm is obligated to indemnify Client pursuant to the following paragraph, "Paradigm's Indemnification Obligations."

b. **Paradigm's Indemnification Obligations.** Paradigm shall indemnify and hold harmless Client, its school board, officers, directors, employees, and agents against and from any and all Claims to the extent such claims arise from Paradigm's negligence, gross negligence, or intentional misconduct in the course of performing services under this Agreement. Notwithstanding the foregoing, Paradigm shall not be required to indemnify Client hereunder to the extent that Client is obligated to indemnify Paradigm pursuant to the preceding paragraph, "Client's Indemnification Obligations."

c. The indemnification rights set forth in this Section, "Indemnification," are conditional on the following: (i) the party seeking indemnification (each an "**Indemnified Party**") shall provide prompt written notice of any Claim as to which indemnification is sought to the party from whom indemnification is sought (the "**Indemnifying Party**"), provided, however, that failure to give such notice shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that it is materially prejudiced thereby; (ii) all Indemnified Parties shall reasonably cooperate with the Indemnifying Party in the defense and settlement of the underlying Claim at no cost to the Indemnified Party; and (iii) the Indemnifying Party shall have full and exclusive authority to defend or settle the underlying Claim, provided that the Indemnifying Party shall not enter into any settlement that includes an admission of liability by the Indemnified Party or injunction against any Indemnified Party without the consent of such Indemnified Party, such consent not to be unreasonably withheld or delayed, and provided further that each Indemnified Party shall have the right to participate in such Claim with counsel of its own selection at its own expense.

13. *Termination.*

a. **For Cause.** Either party may terminate this Agreement upon written notice to the other party if the other party is in material breach of its obligations under this Agreement and such breach is not cured within thirty (30) days after receipt of written notice of the specific nature of such breach (or, in the case of nonpayment of fees, within fifteen (15) days after receipt of written notice). The non-breaching party shall give its reasonable cooperation and assistance to the breaching party in any efforts made to cure such breach.

b. **Without Cause.**

(1) **Mutual Agreement.** The parties may terminate this Agreement at any time by written agreement of both parties, effective as of the date specified in such agreement.

(2) **CRCS Termination.** Notwithstanding anything to the contrary in this Agreement, Client may terminate Paradigm's CRCS Services by written notice sent no later than sixty (60) days prior to the end of any Fiscal Year for which the CRCS Services would otherwise be provided under this Agreement.

c. **Effect of Termination.** Upon the expiration or termination of this Agreement for any reason:

(1) **Payment for Services Completed.** All fees Client owes to Paradigm for services provided prior to expiration or termination shall immediately become due and payable upon receipt of an invoice from Paradigm.

(2) **Payment for Approved LEA Billing Claim Submittals.** Paradigm will prepare and submit to DHCS for reimbursement all Client LEA Billing claims arising from services provided by Client prior to termination or expiration and shall receive payment pursuant to the terms of this Agreement upon approval of such claims or part thereof by DHCS. Such claims for reimbursement shall be documented and submitted to Paradigm for submittal to DHCS within six (6) months after the earlier of expiration or termination of this Agreement.

(3) **Confidential Information.** Client shall, upon request, return or destroy, at Paradigm's option, all Confidential Information received from Paradigm and shall certify to Paradigm its compliance with this provision.

d. **Survival of Terms.** All provisions of this Agreement which by their express terms extend beyond expiration or termination of this Agreement or which by their nature so extend shall survive expiration or termination, including but not limited to Paragraphs: "Protection of Confidential Information," "Limitation of Liability," "Indemnification," "Termination," "Paradigm Proprietary Rights," and "Miscellaneous."

14. *Paradigm Proprietary Rights.*

Client acknowledges and agrees that Paradigm retains all right, title, and interest, including without limitation all intellectual property rights, in and to Paradigm's Confidential Information (as defined above), and all forms, materials, submissions, and software prepared or supplied by Paradigm. Except as and to the extent otherwise provided in this Agreement, neither this Agreement nor Paradigm's performance of services under this Agreement shall give Client any ownership interest in or license to any of Paradigm's intellectual or other property.

15. *Miscellaneous.*

a. **Notice.** Any notice required or permitted to be given under this Agreement shall be in writing and may be delivered in person, by overnight courier, or by email if confirmed by first class mail, or sent by certified or registered mail, addressed to the other party at the address set forth on the signature page of this Agreement. Notice will be effective as of the date personally delivered, or if by email, three business days after the date of mailing of by first class mail, certified or registered mail, provided that notice received on holidays, weekends or nights will be effective at 9:00 a.m. on the next business day.

b. **Relationship.** It is intended that the relationship of Paradigm to Client shall at all times be that of an independent contractor. Nothing contained in this Agreement is intended or to be construed so as to create any partnership, joint venture, employment, agency, franchise or other representative relationship between the parties. No party hereto, or their respective officers, directors, employees, or agents shall have any express or implied right or authority to assume or create any obligations on

behalf of or in the name of the other party, or to bind the other party to any contract, agreement, or undertaking with any third party.

c. **Governing Law.** This Agreement and the rights and obligations of the parties under it shall be subject to, governed by, construed, and enforced pursuant to the laws of the State of California without giving effect to any choice of law principles. Headings are for convenience only.

d. **Severability.** If any provision of this Agreement is held by a court or arbitrator to be invalid or unenforceable, the remaining portions of this Agreement shall remain in full force and effect, and such court or arbitrator shall be empowered to substitute provisions similar to said provision, or other provisions, so as to provide the parties the benefits intended by said provision, to the fullest extent permitted by applicable law.

e. **Arbitration.** Any dispute arising in connection with the interpretation or enforcement of this Agreement shall be resolved by compulsory binding arbitration under the auspices of and in accordance with the commercial arbitration rules of JAMS in San Francisco, California before a single arbitrator to be selected by mutual agreement of the parties or, failing such agreement, by JAMS from a list of three arbitrators proposed by each side. The decision of the arbitrator will be final and not appealable. The arbitrator shall interpret and enforce this Agreement in accordance with the laws of the State of California. The arbitrator shall be empowered to award the prevailing party any remedy available in law or equity not specifically precluded by this Agreement, including without limitation injunctive or declaratory relief, and attorneys' fees and costs.

f. **Other Remedies.** The parties acknowledge and agree that any actual or threatened misappropriation or infringement of intellectual property or breach of the confidentiality provisions of this Agreement will cause irreparable harm for which there is no adequate remedy at law, and accordingly, in addition to any other available remedies, a party may seek to enforce its rights with respect to the protection of confidential information or intellectual property hereunder through injunctive relief in any court of competent jurisdiction. In the event that any party is required to commence an action or arbitration to interpret or enforce any of the terms of this Agreement, the prevailing party shall be entitled to an award of reasonable attorneys' fees and costs.

g. **Force Majeure.** Neither party shall be liable for any delay or failure to perform its obligations hereunder (except for any obligation to pay fees) resulting from any cause beyond its reasonable control, including but not limited to acts of God, terrorism, weather, fire, explosions, floods, strikes, work stoppages, slowdowns, industrial disputes, accidents, riots, civil disturbances, or acts of government.

h. **Entire Agreement; Amendment.** This Agreement, the online Software License Agreement, and Paradigm's Website Policies constitute the entire agreement between Client and Paradigm, superseding all prior and contemporaneous proposals, negotiations, communications and agreements, written or oral concerning the subject matter hereof. The provisions of these agreements shall be construed to give effect to all provisions therein to the greatest extent possible. In the event of any conflict between the agreements, they shall take precedence over one another in the following order, with each agreement listed taking precedence over all listed after it: this Agreement; the online Software License Agreement; and the Website Policies. This Agreement may be amended only by an instrument in writing duly approved and signed by both parties.

i. **Assignment.** Neither party shall assign or transfer this Agreement without the consent of the other party, which shall not be unreasonably withheld or delayed. Any assignment or transfer in violation hereof shall be null and void.

j. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their successors, assignees, and legal representatives. It creates no rights in any third parties including any individual in connection with which reimbursement is sought by Client.

k. Counterparts. This Agreement may be executed in any number of faxed, scanned, or original counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be executed by duly authorized persons to be effective as set forth herein.

PARADIGM:

PARADIGM HEALTHCARE SERVICES, LLC

By: Constance Laflamme

Print Name: Constance Laflamme

Title: Executive Director

Date: 6/24/19

Address:

Attn: Constance Laflamme

500 Sansome Street, Suite 500

San Francisco, California 94111

Phone: (415) 616-0920

Fax: (415) 616-0910

CLIENT:

LOS BANOS UNIFIED SCHOOL DISTRICT

By: Yolanda Cork Anthony

Print Name: Yolanda Cork Anthony

Title: Director - Special Education / Special Se,

Date: 6/27/19

Address:

1717 S. 11th Street

Los Banos, CA 93635

Phone: (209) 827-0120

Fax: (209) 827-3552

Appendix A - Fees for LEA Billing Services

	\$s to Client @ 50% FMAP	Paradigm's Fees
Non-Special Education Assessments		
Developmental Assessment for Occupational Therapy	\$10.94	\$1.20
Developmental Assessment for Physical Therapy	\$11.80	\$1.30
Developmental Assessment for Speech Therapy	\$10.73	\$1.18
Nursing Health & Nutrition Assessment	\$10.33	\$1.14
Health Education & Anticipatory Guidance for Credentialed School Nurse/Physician	\$10.33	\$1.14
Health Education & Anticipatory Guidance for Mental Health	\$10.74	\$1.18
Hearing Assessment (Screening, Pure Tone, Air Only) - Under 18 Yrs	\$8.06	\$0.89
Hearing Assessment (Screening, Pure Tone, Air Only) - Over 18 Yrs	\$7.39	\$0.81
Hearing Assessment (Pure Tone Audiometry, Air Only) - Under 18 Yrs	\$12.09	\$1.33
Hearing Assessment (Pure Tone Audiometry, Air Only) - Over 18 Yrs	\$11.08	\$1.22
Psychosocial Status Assessment	\$10.74	\$1.18
Vision Screening	\$3.45	\$0.38
Special Education Assessments		
Initial/Triennial Audiological Assessment	\$95.45	\$10.50
Annual/Amended Audiological Assessment	\$71.59	\$7.87
Initial/Triennial Nursing Health Assessment	\$72.32	\$7.95
Annual/Amended Nursing Health Assessment	\$41.32	\$4.55
Physician's Health & Nutrition Assessment (I, T, A, AM) - 15 Min. Increments	\$10.33	\$1.14
Initial/Triennial Occupational Therapy Assessment	\$126.03	\$13.86
Annual/Amended Occupational Therapy Assessment	\$87.52	\$9.63
Initial/Triennial Physical Therapy Assessment	\$135.86	\$14.94
Annual/Amended Physical Therapy Assessment	\$94.35	\$10.38
Initial/Triennial Psychological Status Assessment	\$257.64	\$28.34
Annual/Amended Psychological Status Assessment	\$85.88	\$9.45
Psychosocial Status Assessment (I, T, A, AM) - 15 Min. Increments	\$9.42	\$1.04
Initial/Triennial Eval of Speech Fluency	\$33.03	\$3.63
Annual/Amended Eval of Speech Fluency	\$18.02	\$1.98
Initial/Triennial Eval of Sound Production	\$28.32	\$3.11
Annual/Amended Eval of Sound Production	\$15.45	\$1.70
Initial/Triennial Eval of Sound Production plus Language Comprehension/Expression	\$56.63	\$6.23
Annual/Amended of Sound Production plus Language Comprehension/Expression	\$30.89	\$3.40
Initial/Triennial Analysis of Voice and Resonance	\$28.32	\$3.11
Annual/Amended Analysis of Voice and Resonance	\$15.45	\$1.70
Treatment Services		
Initial Audiology Treatment (15-45 Min.)	\$43.75	\$4.81
Audiology Treatment - Additional 15 Min. Increments	\$11.93	\$1.31
Health Aide Treatment - 15 Min. Increments	\$4.40	\$0.48
Hearing Aid Check	\$27.84	\$3.06
School Nursing Treatment - 15 Min. Increments	\$10.33	\$1.14
LVN Treatments - 15 Min. Increments	\$5.22	\$0.57
Initial Occupational Therapy (15-45 Mins.)	\$41.57	\$4.57
Occupational Therapy - Additional 15 Min. Increments	\$10.94	\$1.20
Initial Physical Therapy (15-45 Min.)	\$37.74	\$4.15
Physical Therapy - Additional 15 Min. Increments	\$11.80	\$1.30
Initial Psychology/Counseling, Individual (15-45 Min.)	\$39.53	\$4.35
Psychology/Counseling, Individual - Additional 15 Min. Increments	\$10.74	\$1.18
Initial Psychology/Counseling, Group (15-45 Min.)	\$8.71	\$0.96
Psychology/Counseling, Group - Additional 15 Min. Increments	\$1.79	\$0.20
Initial Speech Therapy, Individual (15-45 Min.)	\$35.75	\$3.93
Speech Therapy, Individual - Additional 15 Min. Increments	\$10.73	\$1.18
Initial Speech Therapy, Group (15-45 Min.)	\$13.11	\$1.44
Speech Therapy, Group - Additional 15 Min. Increments	\$3.57	\$0.39
Targeted Case Management (TCM) - High	\$8.21	\$0.90
Targeted Case Management (TCM) - Med	\$7.20	\$0.79
Targeted Case Management (TCM) - Low	\$6.19	\$0.68
Transportation - One-Way Trip	\$9.27	\$1.02
Transportation Mileage - Per Mile	\$0.65	\$0.07

Board Reference Material

SUBJECT TITLE: Information Technology Contract 2019-2020

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the 2019-2020 Information Technology Contract.

BACKGROUND INFORMATION:

The Merced County Office of Education provides Financial and Technology Services for accounting, budgeting, payroll, warrants, financial, and personnel information. Each year we enter into a contract for these services.

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):

The contract fee is 36,568.33. This contract amount is included in our 2019-2020 budget.

ORIGINATOR: Garth Gomes, Information Systems Manager

Date July 11, 2019



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

Memorandum of Agreement
Between
Merced County Office of Education
Business Services Department/Information Technology Services
And
Los Banos Unified School District

Terms and Conditions:

1. Description of the Parties and Premises:

This Memorandum of Agreement ("MOA") is between the Merced County Office of Education, hereinafter called "MCOE", and Los Banos Unified School District, hereinafter called "District", and together jointly referred to as "Parties".

2. Term:

The term of this MOA shall begin July 1, 2019, or upon execution of this MOA by the Parties, whichever date is later, and end June 30, 2020.

3. Payment:

MCOE agrees to provide the services described under Section 5.1 and any services selected by District under Section 5.2.1, 5.2.2, 5.2.3, or 5.2.4 of this MOA. The rate to be charged for the services is enumerated under Section 5.

Services will be charged and paid for on a quarterly basis and be paid for via a cash transfer initiated by the MCOE Internal Fiscal Services Department unless stipulated otherwise in this MOA.

4. Termination:

Either Party may terminate services covered under Section 5.2.1, 5.2.2 or 5.2.4 of this MOA at any time with thirty (30) days written notice, with or without cause. The District understands when contracting for optional services under 5.2.3, which require MCOE to enter into an annual or multi-year agreement with a third-party vendor, the district may not terminate services unless a mutually agreeable arrangement is made between MCOE and the District.

5. Services Provided:

5.1 WAN Port/ QSS Financial System:

- WAN Port connectivity from MCOE to the District.
\$707.92/ per quarter
- Connection to the QSS Financial System.
\$35,860.41/ per year

5.2 Description of Optional Services and Pricing

Below are optional services offered by MCOE. The District will only be charged for the services utilized under sections 5.2.1, 5.2.2, 5.2.3 or 5.2.4:

- Continue — services currently provided by MCOE and continuing in FY 2019-2020. (2019-2020 cost in Red)
- Add — services District would like to **add** to 2019-2020; an MCOE Information Technology Services (ITS) representative will contact you.
- Cancel — services the District would like to **cancel** in FY 2019-2020.

5.2.1 Please check the appropriate box below.

Email/Voicemail*	Cost FY 2019-2020	Continue	Add	Cancel
VoIP Hosting Only \$23.00/per user	N/A			
Email/Archive \$19.00/per user	N/A			
Email First time set-up fee is \$500				
Email/VoIP/Archive \$27.00/per user	N/A			
VOIP First time set-up fee is TBD				
*Adds/Moves/Changes \$52 hour				

5.2.2 Please check the appropriate box below.

Help Desk/Tech Support	Continue	As Needed	Increase	Cancel
\$52.00 per hour (actual Time) * See custom services below*		X		

Custom Contracted Support Services				
Hourly Rate: \$52.00				
	Reservation:	Monthly Hours	10 month	12 month
A	1 day/mo	7	\$3,640.00	\$4,368.00
B	Two half days/mo	8	\$4,160.00	\$4,992.00
C	One half day/mo	4	\$2,080.00	\$2,496.00
D	2 days/mo	14	\$7,280.00	\$8,736.00
E	One half day/week	16	\$8,320.00	\$9,984.00

5.2.3 Description of Optional Services and Pricing – Third-Party Vendors

Please check the appropriate box below. See section 4 on page one of this Agreement.

Antivirus and Content Filtering are up for renewal 20-21. Please Indicate your interest in participating by checking the box under Add 20-21 and you will be contacted.

Multi-Year Agreements	FY 17-18 Cost	FY 18-19	FY 19-20	Add 20-21
Antivirus \$4.66 per machine/year	N/A	N/A	N/A	
Content Filtering \$4.66 per ADA/year	N/A	N/A	N/A	

5.2.4 Virtual Hosting Servers

In the table below you will see several columns. The **Base Cost** column reflects the cost of a base virtualized system, which includes: 2 CPU, 4 GB RAM (memory), 100GB disk space, hardware, licensing, and extended warranty costs. **CPUs, GB RAM, and GB HD** (disk space) is the exact amount of resources that have been allocated for the server. The next three **Cost** columns reflect additional charges over the base. The total annual charge is shown in the **Annual** column.

Virtual Servers		Continue	Add	Cancel					
QTY	Description	Base Cost	CPU	COSTCPU	GB RAM	COSTGB	GBHDD	HDDCOST	ANNUAL

5.3 Video Surveillance Systems:

The MCOE ITS Department also has developed some expertise in the design and implementation of video surveillance systems. If the District is interested in MCOE ITS developing or supporting a video surveillance system, please check the box below and an ITS representative will contact the District with further information.

Video Surveillance

Request Quote

Requires a custom agreement.

5.4 E-Rate Services

The MCOE ITS Department provides the following E-Rate support:

- Create Request For Proposal (RFP) if needed
 - Site-walk to determine needs for Internal Connections (equipment)
 - Create RFP with equipment specifications
 - Create RFP for telecommunication specifications based on current and future needs
 - Create RFP for Basic Maintenance of Internal Connections
 - Posting of RFP on Website or making available to vendors
 - Site-Walk with Vendors

File the necessary E-Rate forms and associated tasks for the forms as outlined below:

- File form 470 "Description of Services Requested Form"
- File form 471 "Description of Services Ordered Form"
 - Bid Evaluations
 - Binder Creation for document retention of forms
 - PIA (Program Integrity Assurance) Reviews
 - Appeals
- File form 486 "Receipt of Services Confirmation"
 - Service provider grids (telephone services)
 - Purchase Order guidance
 - Service Substitutions
- BEAR form "Billed Applicant Reimbursement Form"
 - Form 498 registration to receive payments
- Service Delivery Certifications (SDC)
- Document Retention for ten years after start of receipt of services
- Time for E-Rate paperwork will be billed at \$52 an hour (Telecomm Only, 20 hours per year)
- Dark Fiber, High Speed Connections, and Internal Connections will be billed at \$52 an hour approximately 40 hours

If the District is interested in MCOE ITS providing E-Rate support, please check the box below and an ITS representative will contact the District with further information.

E-Rate Services	Request a Quote
Requires a custom agreement.	

6. HOLD HARMLESS:

District agrees to indemnify, defend, and hold harmless MCOE from any and all claims, damages, liabilities, losses, and expenses arising out of or in any way resulting from the acts or omissions of District, its officers, boards, agents, employees, servants or invitees, in connection with its obligations under this MOA, or in connection with its ownership of the premises and activities related thereto which MCOE may sustain because of bodily injury, including death, sustained by any person or persons, including employees of District, or on account of damage to property of others, including loss of use thereof, except to the extent that injuries to person or damage to property are caused by the sole negligent acts or intentional misconduct of MCOE, its officers, boards, agents, or employees.

Agreement Signature and Cash Transfer Budget Code Authorization

By signing below MCOE and District agree to the services and terms of this MOA. District agrees to provide appropriate budget codes authorizing a cash transfer to take place at the end of each billing period as compensation to MCOE for services within this MOA.

Merced County Office of Education

Los Banos Unified School District

By:

Janet Riley

Janet Riley

By:

GARTH GAMES

Authorized Signer's Name (Print)

Assistant Superintendent Business Services

IS MANAGER

Title

6/28/19

Date

Date

Budget Code(s) for services:

WAN Port Connectivity - 01-0000-0-5861.00-0000-7700-000-000-000 - \$707.92
QSS Financial System - 01-0000-0-5861 00 0000-7700-000-000-000 - \$35,860.41

Name of district representative authorized to schedule services

GARTH GAMES

Board Reference Material

SUBJECT TITLE: 2019-20 MCOE Contract for Media Services

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the attached contract with Merced County Office of Education for 2019-2020 Media Services.

BACKGROUND INFORMATION:

Each year the district contracts with Merced County Office of Education to provide media services to our schools.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Access to media materials supports the area of Academic Performance.

ALTERNATIVES/IDENTIFIED OPPOSITION:

The District could purchase and circulate our own media materials, however there could be copyright and licensing issues depending upon what is used.

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

The contract amount for the 2019-2020 school year is \$39,306.25 and is included in our adopted General Fund Budget.

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent Elementary Education
Date: July 11, 2019



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

AGREEMENT FOR MEDIA SERVICES

An Agreement between Merced County Office of Education, hereinafter referred to as the **County Superintendent**, and the **Los Banos Unified School District**, hereinafter referred to as the **District**.

The term of this Agreement shall begin July 1, 2019 or upon execution of this Agreement by all parties, whichever is later, and end June 30, 2020.

The **County Superintendent** will provide the following services and resources:

1. Accounts and access to the following online resources:
 - a) Portal access (portal.mcoe.org)
 - b) California Streaming with CALSnap search
 - c) Moodle
 - d) Online Media Catalog (Insignia)
 - e) Pebble Go and Pebble Go Next (K-5)
 - f) Scholastic Go (K-12)
2. Audiovisual learning resources (VHS, DVDs, CDs, etc.) and models, kits, realia, and books.
3. DVD site collection.
4. Access to the Teacher Center which includes: poster printers, Ellison Dies, laminator, paper cutters, copier, and includes materials at discounted pricing.
5. Access and support for the MCOE and Media Center Computer Lab.
6. Support for setting up electronic learning resource trainings.
7. Credentialed Library Services.

The **District** agrees to the following:

1. Inform all staff using instructional materials provided through this contract that duplication of copyrighted material owned and/or licensed by the Merced County Office of Education shall not be permitted beyond the term of this contract.
2. Transfer to the County Schools Service Fund a sum equal to the rate multiplied by the total ADA of the District as reported on the previous year's P-2 Report.

- 3. Adhere to the County Superintendent Policy, Regulation and Exhibit 5022: Student and Family Privacy Rights. Refer to Exhibit A of this Agreement, pages E-1 through E-8.

This Agreement provides the District and County Superintendent to assess the value of the media services provided and will be reviewed and evaluated prior to the Agreement termination point to determine what, if any, modifications may be needed.

Therefore, the amount to be paid by the District for services for the **2019-2020** school year is computed as follows:

Basic Services:

$$10455 \times \$3.75 = \$39,206.25 + \$100 \text{ (delivery)} = \$39,306.25$$

Additional Options:

The following digital resource is available at an additional cost. Check Yes to add or No to decline the add-on:

Yes No **Nearpod: 10455 x \$4.25 Annual Rate = \$44,433.75**

John Magneson

 John Magneson, Assistant Superintendent
 Educational Services

6/5/19

 Date

Janet Riley

 Janet Riley, Assistant Superintendent
 Business Services

6-5-19

 Date

Governing Board of
 Los Banos Unified School District

By: _____
 Clerk or Secretary

 Date

Total \$: _____

Budget Code Number:

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 Los Banos High School FFA officer team to attend the annual Officer's Retreat on July 23 - 25, 2019 at Groveland, CA.

BACKGROUND INFORMATION:

The retreat is for new officers to plan activities for the 2019-2020 school year and to participate in leadership and team building activities. The students will be chaperoned by three advisors.

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):

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

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: July 11, 2019

Board Reference Material

SUBJECT TITLE: Student Overnight Travel

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve student overnight travel for the Los Banos High School Varsity Girls' Tennis Team to attend a tennis tournament on September 6 – 7, 2019 in Clovis, California.

BACKGROUND INFORMATION:

There are over 100 schools participating in the California High School Girls' Tennis Classic. 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 girls' 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:

None.

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

10-12 players would attend.

1 Coach

1 Parent Driver

Entry Fee \$250.00

Lodging \$400.00

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

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: July 11, 2019

Board Reference Material

SUBJECT TITLE: PHS Summer Cheer Camp

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the Pacheco High School cheer team traveling to participate in the United Spirit Association cheer camp at UC Santa Cruz, July 11-14, 2019.

BACKGROUND INFORMATION:

Pacheco High cheer team has participated in this cheer camp every year, this is an opportunity to learn, collaborate and grow from other schools and the USA cheer staff and allow the team to bond in a travel experience. The team will travel in district bus to their destination and will stay in the dormns at UC Santa Cruz. There will be between 3-4 chaperones/coaches that will supervise this trip and stay with the team in the dorms.

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 be paid for through fundraising efforts of the PHS Cheerleading team.

ORIGINATOR: Daniel Sutton – Principal, Pacheco High School

Date: July 11, 2019

Board Reference Material

SUBJECT TITLE: **Disposal of Obsolete Electronic Equipment**

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the removal and disposal of obsolete electronic equipment.

BACKGROUND INFORMATION:

District staff has indicated that numerous computers and other electronic equipment has become inoperable and/or obsolete and are no longer being used by the District. A list of the obsolete equipment is attached.

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):

Monies received from the disposal of surplus property shall be placed in the General Fund.

ORIGINATOR: Garth Gomes, Information Systems Manager

Date: July 11, 2019

Site: LFE

Date: 2/2019

EX.	TYPE	DESCRIPTION (MAKE & MODEL)	SERIAL #	QTY	DIST. #	STATUS
	Copier	Minolta EP 4320	3113122	1	07302	Beyond Repair
1	Laptop	HP 6450b	CNU0443ZD7	1	8788	
2	Laptop	Gateway laptop: M465-E	39155872	1		
3	Laptop	HP 6450b	CNU0443ZK2		8780	
4	Laptop	HP 6450b	CNU0443ZJ6		8796	
5	Laptop	HP 6450b	CNU0443ZF0		8811	
6	Laptop	HP 6450b	CNU0443ZNX		8800	
7	Laptop	HP 6450b	CNU0443ZC2		8789	
8	Laptop	HP 6450b	CNU0443ZG1		8810	
9	Laptop	HP 6450b	CNU0443ZLR		8795	
10	Laptop	HP 6450b	CNU0443ZN0		8793	
11	Laptop	HP 6450b	CNU0443ZPV		8803	
12	Laptop	HP 6450b	CNU0443ZP2		8805	
13	Laptop	HP 6450b	CNU0443ZH1		8801	
14	Laptop	HP 6450b	CNU0443ZQ1		8781	
15	Laptop	HP 6450b	CNU0443ZMD		8797	
16	Laptop	HP 6450b	CNU0443ZM1		8786	
17	Laptop	HP 6450b	CNU0443ZC8		8806	
18	Laptop	HP 6450b	CNU0443ZNF		8787	
19	Laptop	Gateway laptop: M460E	36397838		6613	
20						
21						
22						
23						
24						
25						

*STATUS:
 OBSOLETE
 REPAIR NEEDED
 BEYOND REPAIR