

**LOS BANOS UNIFIED SCHOOL DISTRICT
GOVERNING BOARD OF EDUCATION
REGULAR MEETING
Los Banos City Council Chambers
520 J Street – Los Banos, CA 93635**

**Thursday, November 16, 2017
6:15 P.M. – Closed Session
7:00 P.M. – Regular Meeting**

AGENDA

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

I. OPENING BUSINESS

A. Call Public Session to Order

B. Roll Call of Board Members Present

Dennis Areias	Gary Munoz
Margaret Benton	Anthony Parreira
Megan Goin-Soares	Marlene Smith
Ray Martinez	Marielle Gimeno

D. Closed Session (6:15 P.M.)

1. Student Discipline: Cases #6185995784, #5518917, #1136976873, #3174324647, #9195515741, #6191908064, #8178349228 (Action)
2. Public Employee: Discipline/Dismissal/Release/Reassignment (Section 54957) (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. **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]

Recognition/Introductions:

1. LBHS Student, Elena Gutierrez Ramirez and teacher Jon Betschart
2. LBJH Student, Ignacio Gutierrez Ramirez and teacher Jason Walsh
3. Retirees - Martie Lloyd, Christina Torres, Randall W. Ware, Virginia Iudice, Maria T. Rojas
4. New Director of Fiscal Services, Amer Iqbal

VI. **REPORTS**

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

VII. **NEW BUSINESS**

- A. Williams Settlement Report (Page 7) **10 Min.**

This agreement is being presented to the Board without staff recommendation.

- B. Governance Handbook (First Reading) (Page 8) **5 Min.**
- It is recommended the Board review the revisions to the Governance Handbook and declare intent to adopt.
- Motion By _____ Seconded By _____
Proposed Action: Declare Intent to Adopt
- C. Annual Organizational Meeting (Page 27) **5 Min.**
- It is recommended the Board approve December 14, 2017, 7:00 P.M., as the date and time of its annual organizational meeting.
- Motion By _____ Seconded By _____
Proposed Action: Approve
- D. 2017-2018 Single Plans for Student Achievement (Page 28) **15 Min.**
- It is recommended the Board approve the 2017-2017 Single Plans for Student Achievement.
- Motion By _____ Seconded By _____
Proposed Action: Approve
- E. 2018-19 School Calendar (First Reading) (Page 29) **5 Min.**
- It is recommended the Board review the 2018-19 school calendars with anticipated adoption at the December 14, 2017 Board meeting.
- Proposed Action:** No action, review only.
- F. Signatures on Warrant Registers (Page 32) **5 Min.**
- It is recommended the Board adopt Resolution #28-17 authorizing the signatures of the Acting Superintendent, Assistant Superintendent of Human Resources, Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education and Director of Fiscal Services as signatories for orders drawn on District funds.
- Motion By _____ Seconded By _____
Proposed Action: Adopt Resolution **(ROLL CALL VOTE)**

- G. District Representative, MCSIG (Page 34) 5 Min.

It is recommended the Board adopt Resolution #27-17 designating Don Laursen as the District's representative and Amer Iqbal as alternate to the Merced County School's Insurance Group.

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

- H. Authorized Signatures (Page 36) 5 Min.

It is recommended the Board approve the authorized signatures for the District Revolving Funds, Clearing Account and Children's Welfare Fund.

Motion By _____ Seconded By _____
Proposed Action: Approve

- I. Mandated Policy Changes/Updates (First Reading) (Page 37) 5 Min.

It is recommended the Board declare its intent to adopt the following mandated policy updates:

BP 0400	Comprehensive Plan
BP/AR 0460	Local Control and Accountability Plan-LCAP
BP 3513.4	Drugs and Alcohol Free Schools- New Policy
BP/AR 5113.1	Chronic Absence and Truancy
BP/AR 1113 (a)	District and School Web Sites
AR 5113.11	Attendance Supervision- New Policy
BP/AR 5113.12	District School Attendance Review Board-SARB- New Policy
BP 5131.6	Alcohol and Other Drugs
AR 6173.1	Educations for Foster Youth
BB 9150	Student Board Members

Motion By _____ Seconded By _____
Proposed Action: Declare Intent to Adopt

VIII. 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, October 12, 2017 (Page 131)
Special Board Meeting, October 14, 2017 (Page 136)
- B. Personnel Actions
1. Report of Certificated Staffing Actions (Page 137)
2. Report of Classified Staffing Actions (Page 138)

C. Monthly Fiscal Report (Page 139)

The monthly Fiscal Report is provided for informational purposes.

D. Quarterly SISC GASB 45 Trust Investment Report (Page 148)

The annual GASB 45 Trust Investment Report is submitted for information

E. New Job Description (Page 152)

It is recommended the Board approve the new job description for the Preschool Development Program Director.

F. Student Organization Review/Approval (Page 156)

It is recommended the Board approve the updated list of student organizations/clubs from Los Banos High School to include the addition of:

1. Public Speaking and Communications Club
2. Biology Club
3. Community Improvement Club

G. Agreements/Contracts

1. LDA Partners, Loftin Stadium Project (Page 159)
2. Global Modular Inc., Loftin Stadium Modular's (Page 163)

H. Overnight/Out-of-State Travel

1. PHS FFA (Page 166)
 - MFE/ALA Conference Jan. 21-22, Monterey, CA
 - Chico State Field Day March 9-10 Chico, CA
 - State FFA Convention April 22-25 Anaheim, CA
 - Cal Poly State Finals May 4-5 San Luis Obispo, CA
 - Officer Retreat June 13-15 Pinecrest, CA
2. LBHS Varsity Girls' Wrestling (Page 167)
 - Napa Valley Girls Classic: Napa, CA, January 4-5, 2018
 - Sac-Joaquin Girls Regional's: Location TBD, February 2-3, 2018
 - Sac-Joaquin Girls Masters: Stockton, CA, February 15-16, 2018
 - Girls CIF State Wrestling Championships: Visalia, CA, February 22-23, 2018
3. LBHS Varsity Boys' Wrestling (Page 168)
 - December 28-29, 2017: California Coast Classic, Aptos
 - February 3, 2018: Sac-Joaquin Section Div. IV Dual Team Championship, Stockton
 - February 15-16, 2018: Boys' Divisional, Foothill High School
 - February 22-23, 2018: Sac-Joaquin Sections Masters, Stockton
 - March 1-2, 2018: CIF State Championship, Bakersfield
4. HME Teacher, Teach It Conference, Charlotte, NC, December 11-12, 2017 (Page 169)
5. CJH MESA college road trip, November 20-22, 2017 (Page 170)

I. Obsolete Books (Page 171)

It is recommended the Board declare specific library books and/or textbooks as obsolete and dispose of in accordance with Board Policy #3270.

J. Disposal of Obsolete Electronic Equipment (Page 184)

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

K. Disposal of Obsolete Equipment (Page 186)

It is recommended the Board approve the removal and trade-in process of Bus #20 and #27. These buses will be replaced with two new school buses purchased from Bus West.

L. Approval/Ratification of Warrants

Motion By _____ Seconded By _____

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

IX. **REPORTING CLOSED SESSION ACTION**

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

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

XI. **CLOSED SESSION** (If necessary)

XII. **REPORTING CLOSED SESSION ACTION** (If necessary)

The Board will report action taken in closed session.

XIII. **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: Williams Settlement Report

REQUESTED ACTION: None, Information Only

Action _____

Discussion/Information X

RECOMMENDATION:

No action required; information only.

BACKGROUND INFORMATION:

California *Education Code* Section 1240 requires the County Superintendent of Schools provide an annual report to any Governing Board whose schools were identified to be visited in Merced County pursuant to the Williams Settlement. Sites were reviewed in areas that included sufficiency of textbooks and instructional materials; health and safety of facilities; and the monitoring and reviewing of teacher vacancies and misassignments.

The County is required to present the information they have collected directly to the School Board, rather than just presenting their yearly findings in writing.

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:

Repair work or textbook purchases will be funded out of appropriate accounts.

ORIGINATOR: Mark Marshall, Ed.D., Superintendent

DATE: November 16, 2017

Board Reference Material

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

REQUESTED ACTION: Declare Intent to Adopt

 Action X

 Discussion/Information _____

RECOMMENDATION:

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

BACKGROUND INFORMATION:

The Governance Handbook was developed in March 2006 by Board members with assistance from California School Boards Association. At the October 14, 2017 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: November 16, 2017



Los Banos Unified School District Draft Governance Handbook

Revised October 14, 2017

Board of Trustees

Anthony Parreira, *President*
Dennis Areias, *Vice President*
Margaret Benton, *Clerk*
Megan Goin-Soares, *Member*
Ray Martinez, *Member*
Gary Munoz, *Member*
Marlene Smith, *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
Governance Roles and Responsibilities.....	5
The Role of the Board and Superintendent.....	5
Governance Team Responsibilities.....	6
What the Board Needs from the Superintendent.....	7
What the Superintendent Needs from the Board.....	7
What Board Members Need from Each Other.....	7
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:

- Improve our district – the academics
- Produce well-rounded children who are educated by teaching knowledge and wisdom.
- Present a Board to the public that respects each other and works toward a common goal – what is best for our students.
- Have the facilities that we need to accomplish our goals for students.
- Carefully monitor our budget; to show fiscal responsibility
- Leave a positive legacy
- 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
- 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.
5. Make sure that our words and actions are one and the same.
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. Avoid abstaining from voting unless 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 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 Rational

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 _____, 2017

Anthony Parreira, Board President

Dennis Areias, Vice President

Margaret Benton, Clerk

Megan Goin-Soares, Trustee

Ray Martinez, Trustee

Gary Munoz, Trustee

Marlene Smith, Trustee

Mark E. Marshall, Ed.D., Superintendent

Board Reference Material

SUBJECT TITLE: Annual Organizational Meeting

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve Thursday, December 14, 2017 as the date of its annual Organizational Meeting.

BACKGROUND INFORMATION:

Education Code Section 35143 requires districts hold an annual organizational meeting within 15 days of the first Friday in December and must be set by the Board at its regular meeting held prior to December 1st.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

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

None.

ORIGINATOR: Mark Marshall, Ed.D., Superintendent

Date: November 16, 2017

Board Reference Material

SUBJECT TITLE: 2017-2018 Single Plans for Student Achievement

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended that the Board approve the 2017-2018 Single Plans for Student Achievement.

BACKGROUND INFORMATION:

Annually, the Los Banos Unified School District approves the school single plans for student achievement that have been approved by School Site Councils and forwarded to the Board. The plans outline the activities and expenditures for supplemental state and federal funding provided through the Consolidated Application for Funding Categorical Aid Programs. Each school in submitting its document declares it has been reviewed and updated by the School Site Council and meets the intent of site plan requirements. Plans address the following programs:

Local Control Funding Formula (LCFF) Supplemental and Concentration Grant

Economic Impact Aid ... Carryover only

Title I (Part A) Educationally Disadvantaged Youth

Title I (Part A) Parent Involvement ... this is a reservation from the total Title I, Part A allocation

Title III Limited English Proficient Students

The following sites are submitting their plans for approval at this time:

Westside Union	R. M. Miano Elementary	Creekside Junior High
Los Banos Elementary	Lorena Falasco Elementary	
Volta Elementary	Henry Miller Elementary	
Charleston Elementary	Los Banos Junior High School	
Los Banos High School	San Luis High School	
Pacheco High School	Merced Springs Elementary	

In submitting these plans to the District, each school agrees to operate each program as required by the state requirements.

Site single plans are available in the office of the Elementary Assistant Superintendent for review by the Board. Once approved, Plans are posted on the District website.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT:

Sites without approved plans for the 2017-2018 school year will not be able to spend allocated funds from the supplemental categorical programs for the 2017-2018 school year.

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent Elementary Education

DATE: November 16, 2017

Board Reference Material

SUBJECT TITLE: **2018-19 School Calendars (First Reading)**

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the 2018-2019 school calendars.

BACKGROUND INFORMATION:

The 2018-2019 calendar reflects a traditional schedule of 180 instructional days with the first day of school beginning on August 9, 2018 for secondary grades and August 10, 2018 for elementary grades; ending June 6, 2019 and June 7, 2019 respectively. This calendar also reflects three (3) staff development days throughout the school year. These days are August 7, 2018, October 29, 2018 and February 1, 2019.

The calendar for San Luis High School and Crossroads also reflects a traditional schedule of 180 days with the first day of school on July 17, 2018. San Luis High School and Crossroads operate on a six-week cycle.

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

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT:

N/A

ORIGINATOR: Tammie Calzadillas, Ed.D., Assistant Superintendent, Human Resources
DATE: November 16, 2017

LOS BANOS UNIFIED SCHOOL DISTRICT

2018-2019 School Calendar

All Wednesdays Are Minimum Days for all Elementary Schools

July 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

- Holidays**
- September 3
 - November 12 (observed)
 - November 19-23
 - Dec. 21 - Jan. 11
 - January 21
 - February 11
 - February 18
 - March 25-29
 - April 19-22
 - May 3
 - May 27

- Labor Day
- Veteran's Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Day
- Lincoln Day
- Washington Day
- Spring Break
- April Recess
- May Day
- Memorial Day

- Report Card Periods**
- Grades TK-6
 - 1st Trimester Ends - November 2 (59)
 - 2nd Trimester Ends - March 1 (59)
 - 3rd Trimester Ends - June 7 (62)
 - Grades 7-8
 - 1st Trimester Ends - November 2 (60)
 - 2nd Trimester Ends - March 1 (59)
 - 3rd Trimester Ends - June 6 (61)
 - High Schools
 - 1st Quarter Ends - October 12 (46)
 - 2nd Quarter Ends - December 21 (43)
 - 3rd Quarter Ends - March 22 (46)
 - 4th Quarter Ends - June 7 (45)

- Kindergarten Registration**
- February 25 thru March 1, 2019
- Graduations**
- Pacheco High School - June 7 - 8:00 PM
 - Los Banos High - June 7 - 8:00 PM

Board Adopted: vertex42 calendar

★ Oct. 31, Mar. 6, and May 29 - Elementary Report Card Prep Days

San Luis High School / Crossroads

2018-2019 School Calendar

July 2018

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

August 2018

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

September 2018

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

October 2018

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

November 2018

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

December 2018

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

January 2019

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

February 2019

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

March 2019

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

April 2019








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

May 2019

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

June 2019

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

-  Holiday
-  Minimum Day
-  PLC (Professional Learning Communities) - SLHS (student minimum day)
-  PLC (Professional Learning Communities) - Crossroads (student minimum day)
-  First and Last Day of School
-  Secondary Teacher Prep
-  Staff Development Day (non-student contact day)

Holidays/Staff Development Days

- August 6 and 8 School Holiday
- August 7 Staff Development
- September 3 - 7 Term 1 Break
- October 22 - 26 Term 2 Break
- October 29 Staff Development
- November 12 Veteran's Day
- November 19 - 23 Thanksgiving
- December 24 - January 11 Winter Break
- January 21 Martin Luther King Jr Day
- February 1 Staff Development
- February 11 Lincoln's Birthday
- February 18 Washington Day
- February 25 - March 1 Term 4 Break
- April 15 - 22 Term 5 (Spring) Break
- May 3 May Day Holiday
- May 27 Memorial Day

Report Card Periods

- Term 1 Ends - August 31, 2018
- Term 2 Ends - October 19, 2018
- Term 3 Ends - December 21, 2018
- Term 4 Ends - February 22, 2019
- Term 5 Ends - April 12, 2019
- Term 6 Ends - June 5, 2019

Graduation

- San Luis High School**
- June 6, 2019
- Crossroads**
- June 6, 2019

180 school days
185 teacher days

Board Reference Material

SUBJECT TITLE: Signatures on Warrant Registers

REQUESTED ACTION: Adopt Resolution

Action X Discussion/Information

RECOMMENDATION:

It is recommended the Board adopt Resolution #28-17 authorizing the Superintendent, Assistant Superintendent of Administrative Services, Assistant Superintendent of Human Resources, Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education and the Director of Fiscal Services as authorized signatories for orders drawn on District funds.

BACKGROUND INFORMATION:

This action is an annual requirement from the Merced County Office of Education, which requires updating due to recent personnel changes.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

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

None.

ORIGINATOR: Don Laursen, Assistant Superintendent, Administrative Services
Date: November 16, 2017

LOS BANOS UNIFIED SCHOOL DISTRICT
1717 S. Eleventh Street
Los Banos, California 93635

RESOLUTION # 28-17

RESOLVED, that warrants shall be honored by the County Superintendent of Schools and the County Auditor with authorization by 1 signature on the warrant register. Said signatures have been delegated by the Governing Board to be the Superintendent, Assistant Superintendent of Administrative Services, Assistant Superintendent of Human Resources, Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education and Director of Fiscal Services. (Education Code 42362)

Signatures of authorized personnel to sign orders on the funds of this district in the name of the Board of Trustees: (Education Code 42363)

Mark Marshall

Don Laursen

Tammie Calzadillas

Paula Mastrangelo

Paul Enos

Amer Iqbal

IN WITNESS WHEREOF, we the Governing Board of the Los Banos Unified School District of Merced County do hereby adopt this resolution at a regular meeting of said Board the 16th day of November, 2017.

The foregoing is signatures are hereby verified.

Ayes _____

Noes _____

Absent _____

Abstain _____

Secretary, Board of Education
Los Banos Unified School District

Board Reference Material

SUBJECT TITLE: District Representative, MCSIG

REQUESTED ACTION: Designate

Action X Discussion/Information

RECOMMENDATION:

It is recommended the Board adopt Resolution #27-17 designating Don Laursen as the District’s representative and Amer Iqbal as the alternate to the Merced County Schools Insurance Group.

BACKGROUND INFORMATION:

This is an annual appointment required by the JPA guidelines to adopt the attached resolution.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVE/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities:

None

ORIGINATOR: Don Laursen, Assistant Superintendent, Administrative Services
DATE: November 16, 2017

**Los Banos Unified School District
1717 S. Eleventh Street
Los Banos, California 93635**

Resolution # 27-17

Merced County Schools' Insurance Group

WHEREAS, TITLE 1, Division 7, Chapter 5, Article I, (Section 6500 et. seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, California law authorizes school districts and Joint Powers Authorities to establish self-funded programs; and

WHEREAS, districts in California determined there was a need and formed a self-funded system for Workers' Compensation coverage by combining their respective efforts to establish, operate and maintain a Joint Powers Authority for self-funding for Workers' Compensation coverage; and

NOW, THEREFORE, BE IT RESOLVED, that:

Los Banos Unified School District Board designates Don Laursen as its representative to the Governing Board of the Merced County Schools Insurance Group.

Los Banos Unified School District Board designates Amer Iqbal as the alternate representative to the Governing Board of the Merced County Schools Insurance Group.

Passed and adopted this 16th day of November, 2017, by the following vote:

Ayes _____

Noes _____

Absent _____

Abstain _____

Dr. Mark Marshall
Secretary, Board of Trustees
Los Banos Unified School District

Board Reference Material

SUBJECT TITLE: Authorized Signatures

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the Dr. Mark Marshall, Ed.D., Superintendent, Don Laursen, Assistant Superintendent of Administrative Services, Tammie Calzadillas, Ed.D. Assistant Superintendent of Human Resources, Paula Mastrangelo Assistant Superintendent of Elementary Education, Paul Enos, Assistant Superintendent of Secondary Education and Amer Iqbal, Director of Fiscal Services as authorized signatures for District Revolving Funds, Clearing Account and Children’s Welfare Fund.

BACKGROUND INFORMATION:

This action is necessary to update District bank accounts.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

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

None.

ORIGINATOR: Don Laursen, Assistant Superintendent, Administrative Services
Date: November 16, 2017

Board Reference Material

SUBJECT TITLE: Policy Changes/Updates (First Reading)

REQUESTED ACTION: Review

Action _____ Discussion/Information X

RECOMMENDATION:

It is recommended that the Board review the following Board Policies as submitted.

BACKGROUND INFORMATION:

This is a part of routine policy update and Manual Maintenance program. This is the first reading of the October 2017 updated policies. These policies address mandated legal changes. The updates are primarily legal requirements and/or changes in the law. Below are the specific reasons for the policy updates. BP 3513.4 Drugs and Alcohol Free Schools, AR 5113.11 Attendance Supervision, BP/AR 5113.12 District School Attendance Review Board-SARB and BP/AR 1113(a) District and School Web Sites are **NEW** policies to the district.

BP 0400	Comprehensive Plan
BP/AR 0460	Local Control and Accountability Plan-LCAP
BP 3513.4	Drugs and Alcohol Free Schools- New Policy
BP/AR 5113.1	Chronic Absence and Truancy
BP/AR 1113 (a)	District and School Web Sites
AR 5113.11	Attendance Supervision- New Policy
BP/AR 5113.12	District School Attendance Review Board-SARB- New Policy
BP 5131.6	Alcohol and Other Drugs
AR 6173.1	Educations for Foster Youth
BB 9150	Student Board Members

BP 0400 - Comprehensive Plans
(BP revised)

Policy updated to include the local control and accountability plan (LCAP) as a comprehensive plan of the district and to emphasize the need for consistency among the documents that set direction for the district.

BP/AR 0460 - Local Control and Accountability Plan
(BP/AR revised)

Policy and regulation updated to delete references to 5 CCR 15497.5 (repealed) which formerly contained the LCAP template. The LCAP template continues to be approved by the State Board of Education and is available on the California Department of Education (CDE) web site. Policy also adds a definition of "numerically significant student subgroups" whose needs must be addressed in the LCAP. Regulation also deletes requirement to use the state's Academic Performance Index (API) as a measure of student achievement, as the API has been replaced by a new state accountability system.

BP 3513.4 - Drug and Alcohol Free Schools

(BP added)

New policy prohibits the possession, use, or sale of drugs or alcohol by any person on district property and addresses enforcement and discipline for violations of this policy. Policy also reflects **NEW LAW (Proposition 64, 2016)** which prohibits any person from possessing, smoking, or ingesting cannabis on school grounds while children are present.

BP/AR 5113.1 - Chronic Absence and Truancy

(BP/AR revised)

Policy updated to reflect the inclusion of a chronic absence indicator in the California School Dashboard effective in the fall of 2018, add examples of interventions for attendance problems, and delete section on "School Attendance Review Board" since that material is now covered in BP/AR 5113.12 - District School Attendance Review Board. Regulation updated to delete references to 5 CCR 15497.5 (repealed), which formerly contained the LCAP template that is now available on the CDE web site, and to delete section on the appointment and general duties of attendance supervisors, now covered in AR 5113.11 - Attendance Supervision.

BP/AR 1113(a) - District and School Web Sites

(BP/AR revised)

Policy updated to (1) clarify the district's responsibility to make district and school web sites accessible to individuals with disabilities; (2) reflect laws prohibiting web site operators from using web site information to amass a profile about a student, engage in targeted advertising to students, or sell or disclose a student's information, including **NEW LAW (AB 2799, 2016)** which prohibits such activities for web sites used primarily for preschool and prekindergarten purposes; and (3) clarify options related to posting student photographs on district and school web sites together with their names. Regulation updated to (1) add section on "Design Standards," including standards for web site accessibility to individuals with disabilities; (2) reflect **NEW LAW (AB 2257, 2016)** which requires posting a prominent, direct link to the current board meeting agenda or to an integrated agenda management platform, effective January 1, 2019; and (3) clarify requirements related to posting copyrighted material.

AR 5113.11 - Attendance Supervision

(AR added)

New regulation addresses the appointment of a district attendance supervisor and reflects **NEW LAW (AB 2815, 2016)** which expresses the Legislature's intent that the attendance supervisor fulfills specified duties.

BP/AR 5113.12 - District School Attendance Review Board

(BP/AR added)

New policy and regulation are for use by districts that have established their own local school attendance review board (SARB), and reflect the basic purposes, functions, and operations of the SARB.

BP 5131.6 - Alcohol and Other Drugs

(BP revised)

Policy updated to reflect the goals and purposes of the federal Student Support and Academic Enrichment Grants program, as established by the Every Student Succeeds Act. Policy also deletes material on drug and alcohol master plans and county primary prevention programs, since the related laws repealed on their own terms.

AR 6173.1 - Education for Foster Youth

(AR revised)

Regulation updated to reflect the Every Student Succeeds Act, which amends the definition of a foster youth's "best interest" and requires districts and child welfare agencies to come to an agreement as to how transportation will be provided to enable foster youth to attend their school of origin.

BB 9150 Student Board Members
(BB revised)

Assembly Bill (AB) 261 amends Education Code section 35012, subdivision (d) to provide all student board members preferential voting rights, along with Senate Bill (SB) 468 amends Education Code section 35012 to require that school districts provide open meeting materials to student board members at the same time as other school board members.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity is operational in nature.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT:

None

ORIGINATOR: Dr. Mark Marshall, Superintendent
DATE: November 16, 2017

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0400(a)

COMPREHENSIVE PLANS

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement, and provide stability in district operations, **and be aligned to ensure consistency among district approaches for student academic growth and achievement.**

~~The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive~~ **Comprehensive plans adopted by the district shall include the local control and accountability plan (LCAP) and other plans required by law or determined by the Board to be in the best interest of the district.** Such plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)
(cf. 1112 - Media Relations)
~~*(cf. 2140 - Evaluation of the Superintendent)*~~
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
(cf. 6171 - Title I Programs)
~~*(cf. 6190 - Evaluation of the Instructional Program)*~~
(cf. 7110 - Facilities Master Plan)

~~Comprehensive plans may be subject to review and approval by the Board.~~

The process for developing comprehensive plans shall ~~invite~~ **include** broad participation of school and community representatives. Committees may, **and when required by law shall,** be appointed to assist in the development of **such** plans. **District comprehensive plans are subject to review and approval by the Board.** ~~Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.~~

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)

(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

BP 0400(b)

COMPREHENSIVE PLANS (continued)

Note: In certain situations, school-level plans are required. For example, each school that participates in specified state and/or federal categorical programs must establish a school site council for the purpose of developing and approving a single plan for student achievement pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils. In districts with over 2,500 average daily attendance, each school must develop a school safety plan pursuant to Education Code 32281 and 32286; see BP/AR 0450 - Comprehensive Safety Plan. Other school-level plans may be required by law or Board policy or developed at the discretion of the school site.

~~In addition, s~~School-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, ~~district vision~~, Board policies, **district** administrative regulations, **the district vision, the LCAP**, and **other** districtwide plans. School plans may **shall** be subject to review and approval of the Superintendent or designee and/or the Board, **except when law or Board policy requires Board approval of the plan.**

(cf. 0420 - School Plans/Site Councils)

Comprehensive plans shall be available to the public, and shall be reviewed and updated at regular intervals as specified within the plan or required by law.

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

35035 Powers and duties of the superintendent

35291 Rules (power of governing board)

39831.3 Transportation safety plan

52060-52077 Local control and accountability plan

56195-56195.10 Comprehensive local plans for special education

56205-56208 Requirements for special education plan

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

560 Civil defense and disaster preparedness plans

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

(6/85 2/98) 10/17

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: The following policy is **optional**. Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the local control funding formula); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, and effective governance and leadership. See the accompanying administrative regulation for further information about the required content of the LCAP.

~~The LCAP is a key component of the state accountability system. Pursuant to Education Code 52064.5, the State Board of Education (SBE) has adopted evaluation rubrics (called the "California School Dashboard") which will assist districts in evaluating their progress toward the goals in their LCAP. Under the flexibility provided by the federal Every Student Succeeds Act (ESSA) (P.L. 114-95), California has begun to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and school improvement and support.~~

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

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

~~Note: A template for the LCAP and related requirements are contained in 5 CCR 15494-15497.5. According to California Department of Education (CDE) correspondence dated January 18, 2017, for the 2017-18 school year, districts scheduled for Federal Program Monitoring and/or applying for Title III funds must also complete an LCAP Addendum that was developed by the CDE to ensure alignment of local, state, and federal planning efforts. Districts may use an electronic template, accessible on the CDE's web site, to create their LCAP. Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. An electronic version of the template is available on the California Department of Education's (CDE) web site.~~

The Board shall adopt a districtwide local control and accountability plan (LCAP), ~~following~~ **based on the template provided in 5 CCR 15497.5 adopted by the State Board of Education**,

that addresses the state priorities in Education Code 52060 and any local

BP 0460(b)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, **52064**; 5 CCR ~~15497.5-15494-15497~~)

(cf. 3100 - Budget)

Note: Education Code 52060 requires that the LCAP include annual goals to be achieved for all students and for each numerically significant student subgroup as defined in Education Code 52052. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the SBE. In addition, several state priorities address programs and services for "unduplicated students," as defined in Education Code 42238.01-42238.02.

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

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

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, or as otherwise defined by the Superintendent of Public Instruction (SPI). (Education Code 52052)

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

(cf. 6173 - Education for Homeless Children)

~~Note: Education Code 52062 requires the district to ensure that the specific actions included in the LCAP are consistent with strategies in the single plan for student achievement (SPSA) submitted by each school pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils for SPSA requirements. In addition, the LCAP template in 5 CCR 15497.5 allows for the LCAP to be supplemented with information contained in other plans, including the Title I local educational agency plan required by 20 USC 6312 (see BP/AR 6171 - Title I Programs).~~

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

BP 0460(c)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(cf. 0420 - School Plans/Site Councils)

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

(cf. 0400 - Comprehensive Plans)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

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

Note: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, students with disabilities, socioeconomically disadvantaged students, English learners, foster youth, and homeless students, when there are at least 30 students in the subgroup (or 15 foster youth or homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval of the SBE. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the

groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations.

The district may expand the following paragraph to reflect district practice.

BP 0460(d)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

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

(cf. 1220 - Citizen Advisory Committees)

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 6020 - Parent Involvement)

Public Review and Input

Note: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee that is composed of a majority of parents/guardians and includes at least one parent/guardian of an unduplicated student. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board is required to establish an English learner parent advisory committee which, pursuant to 5 CCR 15495 as amended, must include a majority of parents/guardians of English learners. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15945. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by the law.

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

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

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

Note: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

BP 0460(e)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

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

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Education Code 305, ~~as amended by Proposition 58 (November 2016) and effective July 1, 2017,~~ the LCAP parent and community engagement process must include solicitation of input as described in the following paragraph. Also see BP/AR 6174 - Education for English Language Learners for further information regarding the types of language acquisition programs that may be offered to students.

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

Note: Pursuant to Education Code 42127, the Board ~~cannot~~ **must not** adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

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

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

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

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

BP 0460(f)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Submission of Plan to County Superintendent of Schools

Note: Education Code 52070 requires the district to submit the LCAP to the County Superintendent. The County Superintendent may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. He/she is required to approve the LCAP on or before October 8 if he/she determines that (1) the LCAP adheres to the template in ~~5 CCR 15497.5~~ adopted by the SBE; (2) the district budget includes expenditures sufficient to implement the specific actions in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

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

Monitoring Progress

Note: The following **optional** paragraph may be revised to reflect the district's timeline for reviewing ~~evaluations~~ of the progress and effectiveness of strategies included in the LCAP. ~~Such reports~~ should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The California School Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance ~~based on evaluation rubrics adopted by the~~

~~State Board of Education pursuant to Education Code 52064.5~~ **reported on the California School Dashboard.** Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

BP 0460(g)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Technical Assistance/Intervention

Note: Pursuant to Education Code 52071, the Board may, at its discretion and at the district's expense, request technical assistance as described in items #1-3 below. In addition, the County Superintendent is required to provide such technical assistance whenever he/she does not approve the district's LCAP and/or the district fails to improve student achievement across more than one state priority described in Education Code 52060, as determined using the ~~SBE evaluation rubric~~ **Dashboard.**

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

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities, and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

Note: Education Code 52072 provides that the SPI, with approval of the SBE, may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's

recommendations or that the district's inadequate performance is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

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

1. Revision of the district's LCAP

BP 0460(h)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
15494-15497.5 **15497** Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

LCFF Frequently Asked Questions

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

Every Student Succeeds Act—Update #6, January 18, 2017

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

California Career Technical Education Model Curriculum Standards, 2013

Management Resources continued: (see next page)

BP 0460(i)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Management Resources: (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS (continued)

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

WEB SITES

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

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

California School Dashboard: <http://www.caschooldashboard.org>

(4/15 3/17) 10/17

CSBA Sample

Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about plan development and monitoring.

Goals and Actions Addressing State and Local Priorities

Note: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, as amended by AB 104 (Ch. 13, Statutes of 2015), a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the State Board of Education (SBE).

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy.

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

- c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, **and students with disabilities**

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

Note: Pursuant to Education Code 52060, the LCAP must address student achievement as measured by specified indicators, including the Academic Performance Index (API), as applicable. However, the API has been replaced by the California School Dashboard, which examines the performance of schools, districts, and defined student groups on measures of academic performance, high school graduation rate, English learner progress, college/career preparation, suspension rate, and chronic absenteeism. Thus, item #1d below does not include the API. Districts may use data from the Dashboard, along with the other specified indicators, to develop goals related to student achievement.

- d. Student achievement, as measured by all of the following as applicable:
- (1) Statewide assessments of student achievement
 - ~~(2) Academic Performance Index~~
 - ~~(3)~~ (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

- (4)-(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

AR 0460(c)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- (5) (4) The English learner reclassification rate
- (6) (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- (7) (6) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

~~*(cf. 6146.1 - High School Graduation Requirements)*~~
~~*(cf. 5113.1 - Chronic Absence and Truancy)*~~
~~*(cf. 5147 - Dropout Prevention)*~~
(cf. 6146.1 - High School Graduation Requirements)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and

concentration **grant** funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

AR 0460(d)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

Note: In addition to goals aligned with the state priorities described in item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. **Optional** item #2 below may be revised to reflect local priorities.

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

Note: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the SPI, with approval of the SBE and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code

52060)

(cf. 0510 - School Accountability Report Card)

Increase or Improvement in Services for Unduplicated Students

Note: The following section is for use by districts that receive LCFF supplemental and/or concentration **grant** funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated

AR 0460(e)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

students; see BP 3100 - Budget. 5 CCR 15494-15496, as amended by Register 2015, No. 2, specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve 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. (5 CCR 15494-15496)

~~Note: Whenever a district chooses to expend supplemental or concentration funds on a districtwide or schoolwide basis, it is required pursuant to 5 CCR 15496, as amended by Register 2015, No. 2, to include the following components in its LCAP.~~

When the district expends supplemental and/or concentration **grant** funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (5 CCR 15496)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template in ~~5-CCR 15497.5~~ **adopted by the SBE** and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP

AR 0460(f)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment

Note: Pursuant to Education Code 52061, the annual update to the LCAP must include expenditures for specific actions included in the LCAP and expenditures serving unduplicated students. Education Code 52061 requires that the expenditures specified in items #3-4 below be classified in accordance with the California School Accounting Manual.

3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

Note: Education Code 52065 requires the district to post its LCAP and annual update or revisions to the LCAP on the district web site. In addition, the County Superintendent of Schools is required to post all district LCAPs, or links to those plans, on the county office of education web site and to transmit all such plans to the SPI, who will then post links to all plans on the California Department of Education web site.

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

(4/15 10/15) 10/17

Policy Reference UPDATE Service

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CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3513.4(a)

DRUG AND ALCOHOL FREE SCHOOLS

Note: The following policy prohibits the possession, use, or sale of drugs or alcohol by any person on district property. For policy addressing the prevention and intervention of alcohol and drug use among students, see BP 5131.6 - Alcohol and Other Drugs. For policy prohibiting employees from possessing, using, or being under the influence of a controlled substance in the workplace, see BP 4020 - Drug and Alcohol Free Workplace.

The Governing Board recognizes the need to keep district schools free of drugs and alcohol in order to create a safe and healthy environment conducive to learning and promote student health and well-being. The Board prohibits the possession, use, or sale of drugs and alcohol at any time in district-owned or leased buildings, on district property, and in district vehicles, unless otherwise permitted by law.

(cf. 1325 - Advertising and Promotion)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 6142.8 - Comprehensive Health Education)

The following substances are prohibited on all district property:

1. Any substance which may not lawfully be possessed, used, or sold in California

Note: Although Health and Safety Code 11362.1, as amended by Proposition 64 (2016), authorizes persons age 21 years and older to possess and use specified amounts of cannabis, Health and Safety Code 11362.3 prohibits possession or use of cannabis by persons under age 21 and prohibits all persons from possessing, smoking, or ingesting cannabis or cannabis products on the grounds of a school, day care center, or youth center while children are present.

2. Cannabis or cannabis products (Health and Safety Code 11362.3; 21 USC 812, 844)

Note: Pursuant to Business and Professions Code 25608, it is a misdemeanor to possess, consume, sell, give, or deliver any alcoholic beverage to any person in a school building or on school grounds unless a specified exception applies. Such exceptions include, but are not limited to, alcohol served during a special event, pursuant to a license or permit obtained under the Alcohol Beverage Control Act, at district-owned facilities at a time when students are not present. Districts that do not allow any of the specified exceptions should revise item #3 accordingly. See AR 1330 - Use of School Facilities.

3. Alcoholic beverages, unless approved by the Superintendent or designee for limited purposes specified in Business and Professions Code 25608

BP 3513.4(b)

DRUG AND ALCOHOL FREE SCHOOLS (continued)

(cf. 1330 - Use of School Facilities)

(cf. 1330.1 - Joint Use Agreements)

Note: Pursuant to various state laws, prescribed medication may be administered at school with written statements from the student's parent/guardian and authorized health care provider; see BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions. However, Health and Safety Code 11362.79 prohibits a person who has been authorized for medical use of cannabis from smoking cannabis on the grounds of or within 1,000 feet of a school, recreation center, or youth center or on a school bus, and Health and Safety Code 11362.3 prohibits cannabis on district property while children are present as noted in item #2 above. In addition, federal law (21 USC 812, 844) continues to prohibit the possession of cannabis, even by medical users.

Prescription medication, except for prescribed cannabis, may be administered at school in accordance with law, district policy and regulations, and written statements by the parent/guardian and the student's authorized health care provider as applicable.

(cf. 5141.21 - Administering Medications and Monitoring Health Conditions)

Information about the district's drug- and alcohol-free schools policy and the consequences for violations shall be communicated clearly to employees, parents/guardians, students, and the community.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate the possession, use, or sale of alcohol and other drugs and related paraphernalia in district facilities, on district property, in district vehicles, or at school-sponsored activities. As appropriate, he/she may direct anyone violating this policy to leave school property and/or refer the matter to law enforcement.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

(cf. 5145.12 - Search and Seizure)

Students and employees who violate the terms of this policy may be subject to discipline and/or referred to assistance programs in accordance with law and Board policy.

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

(cf. 4117.7/4217.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

BP 3513.4(c)

DRUG AND ALCOHOL FREE SCHOOLS (continued)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Legal Reference:

EDUCATION CODE

44940 Compulsory leave of absence for certificated persons
44940.5 Procedures when employees are placed on compulsory leave of absence
45123 Employment after conviction of controlled substance offense
45304 Compulsory leave of absence for classified persons
48900 Suspension or expulsion (grounds)
48900.5 Suspension, limitation on imposition; exception
48901 Smoking or use of tobacco prohibited
48901.5 Prohibition of electronic signaling devices
48902 Notification of law enforcement authorities; civil or criminal immunity
48909 Narcotics or other hallucinogenic drugs
48915 Expulsion; particular circumstances

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

8350-8357 Drug-free workplace

HEALTH AND SAFETY CODE

11053-11058 Standards and schedules
11353.6 Juvenile Drug Trafficking and Schoolyard Act
11362.1 Possession and use of cannabis, persons age 21 and over
11362.3 Limitations on possession and use of cannabis
11362.79 Limitations on medical use of cannabis
104559 Tobacco use prohibition

PENAL CODE

13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

UNITED STATES CODE, TITLE 20

7101-7122 Student Support and Academic Enrichment Grants

UNITED STATES CODE, TITLE 21

812 Schedules of controlled substances

844 Penalties for possession of controlled substance

UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

COURT DECISIONS

Ross v. RagingWire Telecommunications, Inc., 42 Cal. 4th 920 (2008)

Policy Reference UPDATE Service
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CSBA Sample Board Policy

Students

BP 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

Note: The following **optional** policy addresses both chronic absence, which refers to students missing an excessive number of school days for any reason, whether excused or unexcused, and truancy, which refers to students missing school and/or being tardy without a valid excuse. Education Code 48260 defines a "valid excuse" for purposes of classifying students as truants; see the accompanying administrative regulation. Also see BP/AR 5113 - Absences and Excuses for information about methods of verification of student absences.

The Governing Board believes that ~~excessive absenteeism, whether caused by excused or unexcused absences~~ **whatever the cause**, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

(cf. 5113.11 - Attendance Supervision)

Note: The following paragraph may be revised to reflect district practice. Districts must monitor unexcused absences for the purpose of identifying students who are classified as truants pursuant to Education Code 48260-48273. In addition, Education Code 52060 requires districts to include the rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (LCAP); (see BP/AR 0460 - Local Control and Accountability Plan), **and chronic absence will be one of the state accountability indicators in the California School Dashboard beginning in the fall of 2018 (see BP 0500 - Accountability).** Pursuant to ~~5 CCR 15497.5, as added by Register 2015, No. 2, the chronic absence rate reported in the LCAP is~~ **Pursuant to the LCAP template adopted by the State Board of Education, "chronic absence" is the number of students who are absent on 10 percent or more of the school days in the academic year (July 1 through June 30) divided by the total enrollment during the academic year.**

Other tools to calculate chronic absence are available, such as the [District Attendance Tracking Tool](#) and [School Attendance Tracking Tool](#) from Attendance Works.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates ~~for all district students~~ **districtwide**, for each school, and **disaggregated** for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be ~~disaggregated and~~ used in the development of annual goals and specific actions for student attendance and engagement ~~and for inclusion~~ **to be included** in the district's local control and accountability plan and other applicable school and district plans.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

BP 5113.1(b)

CHRONIC ABSENCE AND TRUANCY (continued)

(cf. 0500 - Accountability)

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5126 - Awards for Achievement)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)

Note: In developing strategies for addressing chronic absence and truancy, districts may consider reasons for absences given by individual students as well as survey data using tools such as the [California Healthy Kids Survey](#) and/or the [California School Climate, Health, and Learning Survey System](#) available from WestEd.

The Superintendent or designee shall ~~work~~ **consult** with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. ~~He/she also~~ **The Superintendent or designee** may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ~~ensure that~~ **make** alternative educational programs and ~~nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.~~

(cf. 1020 - Youth Services)
(cf. 5030 - Student Wellness)
(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention)
(cf. 6158 - Independent Study)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)

BP 5113.1(c)

CHRONIC ABSENCE AND TRUANCY (continued)

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Note: State law establishes a series of interventions that the district is required or authorized to impose depending on the number of truanancies committed by a student; see the accompanying administrative regulation. Habitually truant students, as defined in Education Code 48262, may be referred to a school attendance review board (SARB) if established by the county office of education or to a SARB established by the district Governing Board pursuant to Education Code 48321; **see BP/AR 5113.12 - District School Attendance Review Board**. Instead of the SARB process, students may be referred to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6. Education Code 48264.5 authorizes, but does not require, students who continue to be truant after receiving these interventions to be referred to a juvenile court. Parents/guardians of students who are identified as truants may be subject to penalties pursuant to Education Code 48293, Penal Code 270.1, and/or Penal Code 272.

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

Note: Education Code 48900 expresses legislative intent that alternatives to suspension or expulsion be used with students who are truant, tardy, or otherwise absent from assigned school activities; see BP 5144 - Discipline and BP 5144.1 - Suspension and Expulsion/Due Process.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her ~~out-of-school~~ suspension or expulsion. Alternative ~~disciplinary~~ strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall periodically report to the Board regarding the district's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to make changes as needed.

As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in ~~identification~~ the determination of how to best allocate available community resources.

[SECTION ON "SCHOOL ATTENDANCE REVIEW BOARD" DELETED]

BP 5113.1(d)

CHRONIC ABSENCE AND TRUANCY (continued)

Legal Reference:

EDUCATION CODE

1740-~~1742~~ *Employment of personnel to supervise attendance (county superintendent)*

37223 *Weekend classes*

~~41601~~ *Reports of average daily attendance*

46000 *Records (attendance)*

46010-46014 *Absences*

46110-46119 *Attendance in kindergarten and elementary schools*

46140-46147 *Attendance in junior high and high schools*

48200-48208 *Children ages 6-18 (compulsory full-time attendance)*

48225.5 *Work permits, entertainment and allied industries*

48240-48246 *Supervisors of attendance*

48260-48273 *Truants*

48290-48297 *Failure to comply; complaints against parents*

48320-48325 *School attendance review boards*

48340-48341 *Improvement of student attendance*

48400-48403 *Compulsory continuation education*

48900 *Suspension and expulsion*

49067 *Unexcused absences as cause of failing grade*

52052 *Academic Performance Index; numerically significant student subgroups*

60901 *Chronic absence*

GOVERNMENT CODE

54950-54963 *The Ralph M. Brown Act*

PENAL CODE

270.1 *Chronic truancy; parent/guardian misdemeanor*

272 *Parent/guardian duty to supervise and control minor child; criminal liability for truancy*

830.1 *Peace officers*

VEHICLE CODE

13202.7 *Driving privileges; minors; suspension or delay for habitual truancy*

WELFARE AND INSTITUTIONS CODE

256-258 *Juvenile hearing officer*

601-601.4 *Habitually truant minors*

11253.5 *Compulsory school attendance*

CODE OF REGULATIONS, TITLE 5

306 *Explanation of absence*

420-421 *Record of verification of absence due to illness and other causes*

~~15497.5~~ *Local control and accountability plan template*

COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources:

CSBA PUBLICATIONS

Attendance Awareness Month, Fact Sheet, September 2014

ATTENDANCE WORKS PUBLICATIONS

Count Us In! Working Together to Show that Every School Day Matters, 2014

The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014

Management Resources continued: (see next page)

BP 5113.1(e)

CHRONIC ABSENCE AND TRUANCY (continued)

Management Resources: (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

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

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

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

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.cal-schls.wested.org>

(11/12 4/15) 10/17

Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

Students

AR 5113.11(a)

ATTENDANCE SUPERVISION

Note: The following optional administrative regulation is for use by districts that appoint their own attendance supervisor and may be revised to reflect district practice. Pursuant to Education Code 48242 and 48243, the district may appoint an attendance supervisor or may jointly employ an attendance supervisor with one or more other districts. Alternatively, pursuant to Education Code 48244, the district may contract with the County Superintendent of Schools for the supervision of attendance of district students. AB 2815 (Ch. 829, Statutes of 2016) amended Education Code 48244 to delete the requirement that the County Board of Education approve the district's contract with the County Superintendent.

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240)

Note: Pursuant to Education Code 48245, the following paragraph is applicable to any district with an average daily attendance of 1,000 or more, according to the annual school report of the last preceding school year.

The Superintendent or designee shall ensure that any person appointed as an attendance supervisor has been certificated for the work by the County Board of Education. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.2 - Work Permits)
(cf. 6184 - Continuation Education)

Note: Items #1-5 below may be revised to reflect district practice. Education Code 48240, as amended by AB 2815 (Ch. 829, Statutes of 2016), states the Legislature's intent that attendance supervisors fulfill the following duties.

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following: (Education Code 48240)

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance

AR 5113.11(b)

ATTENDANCE SUPERVISION (continued)

2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)

3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions

5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

(cf. 0500 - Accountability)

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student
2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics

(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.6 - Visual and Performing Arts)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance

(cf. 5126 - Awards for Achievement)

4. Referral of the student to a school nurse, school counselor, school psychologist,

AR 5113.11(c)

ATTENDANCE SUPERVISION (continued)

school social worker, and other student support personnel for case management and counseling

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services

(cf. 1020 - Youth Services)

6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and his/her parents/guardians or caregivers

(cf. 6164.5 - Student Success Teams)

7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management

8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

9. Referral of the student to a school attendance review board established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263

(cf. 5113.12 - District School Attendance Review Board)

10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Note: The following optional paragraph may be revised to reflect district practice. Among the primary roles of the attendance supervisor are the accurate tracking of student attendance and monitoring of chronic absence in order to identify students at risk. Pursuant to Education Code 52060, districts are required to include rates of school attendance, chronic absence, dropout, and graduation, as applicable,

AR 5113.11(d)

ATTENDANCE SUPERVISION (continued)

in their local control and accountability plan (see BP/AR 0460 - Local Control and Accountability Plan), and chronic absence is one of the state accountability indicators in the California School Dashboard (see BP 0500 - Accountability).

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent of more of the school days in the school year, and dropout.

(cf. 5147 - Dropout Prevention)

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

52060-52077 Local control and accountability plan

60901 Chronic absence

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

WELFARE AND INSTITUTIONS CODE

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes

Management Resources: (see next page)

AR 5113.11(e)

ATTENDANCE SUPERVISION (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

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

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

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

10/17

CSBA Sample Board Policy

Community Relations

BP 1113(a)

DISTRICT AND SCHOOL WEB SITES

Note: The following optional policy is for use by districts that maintain their own web site(s) and may be revised to reflect district practice. District strategies for effective use of web sites may be incorporated into the district's comprehensive communications plan; see BP 1100 - Communication with the Public.

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

(cf. 0000 - Vision)
(cf. 0440 - District Technology Plan)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1114 - District-Sponsored Social Media)
(cf. 6020 - Parent Involvement)

Design Standards

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

Note: Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134), the district must ensure that individuals with disabilities are not discriminated against or excluded from participation in public services, programs, or activities. A U.S. Department of Justice (USDOJ) technical assistance publication, Accessibility of State and Local Government Websites to People with Disabilities, affirms that this statute applies to district-sponsored web sites. **Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134) and Section 504 of the Rehabilitation Act of 1973 (29 USC 705, 794; 34 CFR 104.1-104.39), districts have an obligation to provide an equal opportunity to individuals with disabilities to participate in and receive the benefits of the educational program, and must provide accommodations or modifications when necessary to ensure equal treatment. Such obligations have been interpreted by the U.S. Department of Education's Office for Civil Rights (OCR) to include the requirement that district web sites be accessible to individuals with disabilities. See the OCR's June 2010 and May 2011 Dear Colleague Letters. Thus, the districts should must consider the needs of individuals with disabilities and identify features that would enable such persons to access all the information on district and school web sites.** For example, hearing-impaired individuals may not be able to access information in Internet videos or other multimedia presentations that do not have captions, and visually impaired individuals who use screen readers or other assistive technology may not be able to "read" images or photographs without corresponding text. Examples of technical standards for web site accessibility are available from the World Wide Web Consortium, the California Department of Education's standards for state web sites, and other sources.

DISTRICT AND SCHOOL WEB SITES (continued)

The ~~USDOJ's~~ **A U.S. Department of Justice** technical assistance publication, **Accessibility of State and Local Government Websites to People with Disabilities**, states that an agency with an ~~inaccessible web site~~ **a web site that is otherwise inaccessible to individuals with disabilities** may also meet its legal obligations by providing an alternative accessible way for ~~individuals with disabilities~~ **them** to use the programs or services (e.g., a staffed telephone information line), but points out that these alternatives are unlikely to provide an equal degree of access in terms of hours of operation or range of options and programs available. **See the accompanying administrative regulation for accessibility guidelines.**

The district's design standards shall address the accessibility of district-sponsored **and school** web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

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

Guidelines for Web Site Content

The Superintendent or designee shall develop content guidelines for district and school web sites and ~~shall assign staff to review and approve content prior to posting.~~

Note: ~~The district may determine whether or not to post advertising of a commercial nature on district and school web sites. The following optional paragraph provides that the district will apply the same policy it has established for advertising in school sponsored publications (see BP 1325 - Advertising and Promotion) and may be revised to reflect district practice.~~ **The following optional paragraph ensures consistency of district policies regarding advertising and may be revised to reflect district practice.**

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

(cf. 1325 - Advertising and Promotion)

Privacy Rights

Note: Business and Professions Code 22580-22582 prohibit an operator of a web site from knowingly using, disclosing, compiling, or allowing a third party to use, disclose, or compile the personal information of a minor for the purpose of marketing or advertising specified types of products or services. Business and Professions Code 22584-22585 prohibit the operator of a web site that provides services to K-12 students from selling or disclosing specified student information or knowingly using that student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a student. Business and Professions Code 22586, as added by AB 2799 (Ch. 620, Statutes of 2016), provides a similar prohibition for the operator of a web site used, designed, and marketed primarily for preschool or prekindergarten purposes from knowingly engaging in specified activities, including targeted advertising, selling or disclosing a student's information, and using specified information to amass a profile about a

student except in furtherance of preschool or prekindergarten purposes. See BP 5125 - Student Records for further information regarding protection of student information.

BP 1113(c)

DISTRICT AND SCHOOL WEB SITES (continued)

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Note: The following **optional** paragraph may be revised to reflect district practice. The district should carefully consider whether to place personally identifiable information on district or school web sites since release of such information may put individuals, including students, at risk and also may violate Education Code 49073 which prohibits disclosure of student directory information to any private profit-making entity; see BP/AR/E 5125.1 - Release of Directory Information.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

(cf. 5125.1 - Release of Directory Information)

Note: The following options address the use of students' photographs on district or school web sites. Option 1 is for use by districts that, pursuant to Education Code 49061 and 34 CFR 99.3, ~~have included~~ photographs in the definition of directory information, as specified in AR 5125.1 - Release of Directory Information, and ~~thus allow parents/guardians the opportunity to request that their child's photograph not be released~~ **publish student photographs along with their names unless a parent/guardian requested in writing that no photographs of their child be released** without their prior written consent. Option 2 is for use by districts that do not wish to allow students' photographs to be published along with their names ~~without~~ **unless** specific consent **for such publication is received from the parent/guardian.**

OPTION 1: ~~Photographs of individual students may be published, together with their names, except when their~~ **The district regards photographs as a category of directory information that would not generally be considered harmful or an invasion of privacy if disclosed. Therefore, a student's photograph, together with his/her name, may be published on district or school web sites unless the student's** parent/guardian has notified the district in writing to not release the student's photograph without prior written consent, in accordance with BP/AR 5125.1 - Release of Directory Information.

OPTION 2: ~~Because of the wide accessibility of the Internet and potential risk to students,~~ Photographs of individual students shall not be published **on district or school web sites with**

~~their names~~ **accompanied by the student's name** or other personally identifiable information without the prior written consent of the student's parent/guardian.

Note: The remainder of this policy is for use by all districts.

BP 1113(d)

DISTRICT AND SCHOOL WEB SITES (continued)

If students' names are not included, ~~p~~Photographs of **individual students** or groups of students, such as at a school event, may be published **on school or district web sites** ~~provided that students' names are not included.~~

Note: The following optional paragraph may be revised to reflect district practice. It is recommended that districts not post employees' home addresses, personal telephone numbers, or personal email addresses on district or school web sites, in order to maintain employee privacy and safety. If such information is posted, employees should be informed that using a personal account or device to receive communications regarding district business does not categorically exclude these records from disclosure upon request under the California Public Records Act (Government Code 6250-6270), pursuant to the California Supreme Court's decision in City of San Jose v. Superior Court. See BP 1340 - Access to District Records, AR 3580 - District Records, and BB 9012 - Board Member Electronic Communications.

Staff ~~members'~~ **Employees'** home addresses, ~~or~~ **personal** telephone numbers, **and personal email addresses** shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

(cf. 3515.3 - District Police/Security Department)

Legal Reference:

EDUCATION CODE

- 35182.5 Contracts for advertising*
- 35258 Internet access to school accountability report cards*
- 48907 Exercise of free expression; rules and regulations*
- 48950 Speech and other communication*
- 49061 Definitions, directory information*
- 49073 Release of directory information*

60048 *Commercial brand names, contracts or logos*
BUSINESS AND PROFESSIONS CODE
22580-22582 Digital privacy
22584-22585 Student Online Personal Information Protection Act
22586 Preschool and prekindergarten privacy

Legal Reference continued: (see next page)

BP 1113(e)

DISTRICT AND SCHOOL WEB SITES (continued)

Legal Reference: (continued)

GOVERNMENT CODE

3307.5 *Publishing identity of public safety officers*
6254.21 *Publishing addresses and telephone numbers of officials*
6254.24 *Definition of public safety official*
11135 *Nondiscrimination; accessibility to state web sites*

PENAL CODE

14029.5 *Prohibition against publishing personal information of person in witness protection program*

UNITED STATES CODE, TITLE 17

101-1101 Federal copyright law

101-122 Subject matter and scope of copyright

504 Penalties for copyright infringement

UNITED STATES CODE, TITLE 20

1232g *Federal Family Educational Rights and Privacy Act*

UNITED STATES CODE, TITLE 29

705 Definitions; Vocational Rehabilitation Act

794 *Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 *Children's Online Privacy*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

104.1-104.61 Nondiscrimination on the basis of disability

COURT DECISIONS

City of San Jose v. Superior Court, (2017) 2 Cal.5th 608

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

Management Resources:

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, May 26, 2011

Joint Dear Colleague Letter: Electronic Book Readers, June 2010

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

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

California Department of Education, Web Accessibility Standards:
<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>
California School Public Relations Association: <http://www.calspra.org>
U.S. Department of Education, Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr>
U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>
World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

(7/07 7/11) 10/17

Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

Community Relations

AR 1113(a)

DISTRICT AND SCHOOL WEB SITES

Note: The following optional administrative regulation is for use by districts that maintain their own web site(s) and ~~may~~ should be revised to reflect district practice.

Design Standards

The Superintendent or designee shall develop design standards for district and school web sites that include, but are not limited to, guidelines to ensure the clear organization of the material, readability of the font type and size, and simplicity of the navigation structure linking the content on the web site. Such standards shall take into consideration the ease of use on a wide range of devices.

Note: Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134) and Section 504 of the Rehabilitation Act of 1973 (29 USC 705, 794; 34 CFR 104.1-104.39), districts have an obligation to provide an equal opportunity to individuals with disabilities to participate in and receive the benefits of the educational program. Such obligations have been interpreted by the U.S. Department of Education's Office for Civil Rights (OCR) to include the requirement that district web sites be accessible to individuals with disabilities. See the OCR's June 2010 and May 2011 Dear Colleague Letters.

While there are no explicit standards detailed in law or regulations addressing accessible features, the World Wide Web Consortium's Web Content Accessibility Guidelines 2.0 and Web Accessibility Initiative Accessible Rich Internet Applications Suite are widely used tools that may serve as guidelines for district and school web sites. Additionally, examples of technical standards for accessibility are available on the California Department of Education's web site.

In accordance with the requirements of the Americans with Disabilities Act and Section 504 of the federal Rehabilitation Act of 1973, district and school web sites shall contain features that ensure accessibility for individuals with disabilities, which may include, but are not limited to, captions for videos and multimedia presentations, text alternatives to images, provision of sufficient time to use the content, avoidance of flashing images, adequate contrast in visual presentations, and/or other features that meet applicable standards for web site accessibility. The Superintendent or designee shall regularly review district and school web sites and modify them as needed to ensure legal compliance with accessibility standards.

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

~~Guidelines for Web Site Content~~

Note: The following section may be revised to reflect district practice.

DISTRICT AND SCHOOL WEB SITES (continued)

For all Governing Board meetings occurring on and after January 1, 2019, Government Code 54954.2, as amended by AB 2257 (Ch. 265, Statutes of 2016), requires the district to post a "prominent, direct link" to the current Board meeting agenda on the primary homepage of the district's web site. However, districts that use an integrated agenda management platform (i.e., a web site dedicated to providing the entirety of the agenda information for the Board) are exempt from this requirement if a direct link to the platform is posted on the homepage and the current agenda is the first agenda available at the top of the platform. Government Code 54954.2 specifies that agendas posted either through a direct link or through use of an integrated agenda management platform must be (1) retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications; (2) platform independent and machine readable; and (3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

As applicable, ~~d~~District and school web sites shall provide current information regarding ~~district/school programs, activities, and operations. Such information shall be appropriate for both internal and external audiences and may include~~ **the district's mission and goals, district/school programs and operations,** ~~district/~~~~or~~ school news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.

(cf. 0440 - District Technology Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
~~*(cf. 1112 - Media Relations)*~~
~~*(cf. 6020 - Parent Involvement)*~~
(cf. 9322 - Agenda/Meeting Materials)

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Note: In determining ~~who will be allowed~~ **whether to limit or allow the ability of certain groups or individuals** to provide content for district or school web sites, districts should consult with legal counsel on matters pertaining to protected speech and equal access; ~~In the event of litigation on this issue, one approach a court might use would be to draw analogies with protections that currently exist for the print medium (see BP/AR 5145.2 - Freedom of Speech/Expression and) and regulations regarding equal access (see BP/AR 6145.5 - Student Organizations and Equal Access).~~

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

Note: Federal copyright law (17 USC 107 106) grants a copyright owner the exclusive rights to reproduce, distribute, make derivative works of, publicly perform, or publicly display the copyrighted work or to authorize others to do so. However, pursuant to 17 USC 107, "fair use" (i.e., the

AR 1113(c)

DISTRICT AND SCHOOL WEB SITES (continued)

reproduction of limited portions of copyrighted materials without the copyright owner's permission) is allowed for such purposes as criticism, comment, news reporting, teaching, scholarship, or research; and the courts have generally provided that teachers, students, and schools are allowed to make "fair use" of published materials for instructional purposes in situations which are not likely to deprive a publisher or an author of income; see BP/AR 6162.6 - Use of Copyrighted Materials. **Even if use of certain copyrighted materials in the district meets the criteria for a fair use exception, Unless there is a clear statement that text, art, or photos that are not clearly stated to be in the "public domain" and available for free use such material should not be replicated on a district or school web site without prior permission of the copyright owner of the copyright.**

~~The Superintendent or designee shall ensure that copyright laws are not violated in the use of materials on district and school web sites. If any copyrighted material is posted a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted. —~~ **Any copyrighted material to be posted on a district or school web site shall be submitted to the Superintendent or Designee to gether with the permission of the copyright owner to reprint the material. Any copyrighted material submitted with the copyright owner's permission shall only be posted on a district or school web sit if the superintendent or designee determines that the material is in the public domain or the intended use meets the criteria for fair use or another exception pursuant to 17 USC 107-122. When any copyright owner and, as necessary, shall note that permission to reprint the material was granted.**

(cf. 4132/4232/4332 - Publication or Creation of Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

Roles and Responsibilities

Any employee assigned as a district or school webmaster shall be responsible for the uploading of material to the web site(s) upon approval of the Superintendent or designee. He/she shall **review district and school web sites** to ensure consistency of the material with district standards, regularly check links for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.

The Superintendent or designee may assign additional staff members to conduct an editorial reviews of all materials submitted for publication on district or school web sites and to make corrections as needed in spelling, grammar, or accuracy of content.

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.

AR 1113(d)

DISTRICT AND SCHOOL WEB SITES (continued)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Security

The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

(3/00 7/11) 10/17

Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

Students

AR 5113.11(a)

ATTENDANCE SUPERVISION

Note: The following optional administrative regulation is for use by districts that appoint their own attendance supervisor and may be revised to reflect district practice. Pursuant to Education Code 48242 and 48243, the district may appoint an attendance supervisor or may jointly employ an attendance supervisor with one or more other districts. Alternatively, pursuant to Education Code 48244, the district may contract with the County Superintendent of Schools for the supervision of attendance of district students. AB 2815 (Ch. 829, Statutes of 2016) amended Education Code 48244 to delete the requirement that the County Board of Education approve the district's contract with the County Superintendent.

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240)

Note: Pursuant to Education Code 48245, the following paragraph is applicable to any district with an average daily attendance of 1,000 or more, according to the annual school report of the last preceding school year.

The Superintendent or designee shall ensure that any person appointed as an attendance supervisor has been certificated for the work by the County Board of Education. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.2 - Work Permits)

(cf. 6184 - Continuation Education)

Note: Items #1-5 below may be revised to reflect district practice. Education Code 48240, as amended by AB 2815 (Ch. 829, Statutes of 2016), states the Legislature's intent that attendance supervisors fulfill the following duties.

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following: (Education Code 48240)

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance

AR 5113.11(b)

ATTENDANCE SUPERVISION (continued)

2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)

3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions

5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

(cf. 0500 - Accountability)

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student

2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.6 - Visual and Performing Arts)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance

(cf. 5126 - Awards for Achievement)

4. Referral of the student to a school nurse, school counselor, school psychologist,

AR 5113.11(c)

ATTENDANCE SUPERVISION (continued)

school social worker, and other student support personnel for case management and counseling

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services

(cf. 1020 - Youth Services)

6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and his/her parents/guardians or caregivers

(cf. 6164.5 - Student Success Teams)

7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management

8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

9. Referral of the student to a school attendance review board established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263

(cf. 5113.12 - District School Attendance Review Board)

10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Note: The following optional paragraph may be revised to reflect district practice. Among the primary roles of the attendance supervisor are the accurate tracking of student attendance and monitoring of chronic absence in order to identify students at risk. Pursuant to Education Code 52060, districts are required to include rates of school attendance, chronic absence, dropout, and graduation, as applicable.

AR 5113.11(d)

ATTENDANCE SUPERVISION (continued)

in their local control and accountability plan (see BP/AR 0460 - Local Control and Accountability Plan), and chronic absence is one of the state accountability indicators in the California School Dashboard (see BP 0500 - Accountability).

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent or more of the school days in the school year, and dropout.

(cf. 5147 - Dropout Prevention)

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

52060-52077 Local control and accountability plan

60901 Chronic absence

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

WELFARE AND INSTITUTIONS CODE

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

Management Resources: (see next page)

AR 5113.11(e)

ATTENDANCE SUPERVISION (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

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

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

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

CSBA Sample Board Policy

Students

BP 5113.12(a)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD

Note: The following Board policy is for use by districts that have established their own school attendance review board (SARB), in addition to or instead of a county office of education SARB, as authorized pursuant to Education Code 48321. If a district desires to establish a local SARB but a county SARB exists, the district must contact the county SARB chairperson to request permission to form a local SARB. If no county SARB exists, the Governing Board may establish a local SARB which operates in the same manner and under the same authority as a county SARB. For further information about procedures for addressing truancy, including, but not limited to, circumstances that require referral to a SARB, see BP/AR 5113.1 - Chronic Absence and Truancy.

Pursuant to Education Code 48240-48244, the district may appoint a district employee to serve as an attendance supervisor, jointly employ an attendance supervisor with one or more other districts, or contract with the County Superintendent of Schools for the supervision of attendance of district students. The duties of the attendance supervisor, as specified in Education Code 48240, include duties related to compulsory full-time education and truancy. See AR 5113.11 - Attendance Supervision.

The Governing Board recognizes that poor school attendance and behavior problems negatively impact student achievement and put students at greater risk of dropping out of school. The Superintendent or designee shall establish a comprehensive and integrated system for the early identification of attendance problems and shall implement strategies to encourage students' attendance. After other interventions have been exhausted, students with a pattern of unexcused absences may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)
(cf. 5147 - Dropout Prevention)

Note: The following optional paragraph is based on a goal stated in Education Code 48322.

The SARB shall maintain a continuing inventory of community resources, including alternative educational programs.

The Superintendent or designee shall collaborate with the SARB and appropriate community agencies, including, but not limited to, law enforcement agencies, child welfare agencies, and health services, to provide school-based and/or community-based interventions tailored to the specific needs of the student.

(cf. 1020 - Youth Services)

(cf. 5030 - Student Wellness)
(cf. 5126 - Awards for Achievement)
(cf. 5131 - Conduct)

BP 5113.12(b)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6158 - Independent Study)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

The Board shall appoint members to the district's SARB, who may include a parent/guardian as well as representatives of various agencies including, but not limited to, school districts; the county probation department; the county welfare department; the County Superintendent of Schools; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall provide support to improve student attendance and behavior through proactive efforts focused on building positive school environments and improved school connectedness, early identification and immediate intervention to re-engage students with poor attendance or behavior, and intensive intervention with students and families to address severe or persistent attendance or behavior issues.

Note: Pursuant to Education Code 48324, if a county SARB exists, the district's SARB must be governed by rules and regulations consistent with the rules and regulations established by the county SARB or by other legal requirements. In the absence of a county SARB, the local SARB has the authority to set rules and regulations consistent with law. The following paragraph may be revised to reflect district practice.

SARBs are also subject to the open meeting requirements of the Brown Act (Government Code 54950-54963), including notice requirements, except that meetings may be held in closed session when considering matters related to individual students; see the accompanying administrative regulation.

The district's SARB shall operate in accordance with Education Code 48320-48325, the Brown Act (Government Code 54950-54963), and the bylaws of the SARB.

BP 5113.12(c)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

Note: The California Department of Education's School Attendance Review Board Handbook includes a sample report form for meeting the following requirements of Education Code 48273. The report includes the composition of the SARB; the numbers and types of referrals (i.e., attendance and/or behavior); total number of students referred to the SARB and number of students by grade level, gender, and race/ethnicity; and the disposition of the referrals, including the number of cases referred to courts or other agencies. According to the handbook, the annual report should also be provided to member organizations of the SARB.

The SARB shall collect data and annually report outcomes on SARB referrals to the Governing Board, Superintendent or designee, and County Superintendent of Schools. (Education Code 48273)

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

1980-1986 County community school

46010-46014 Absences

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

48660-48666 Community day school

49067 Unexcused absences as cause of failing grade

CODE OF CIVIL PROCEDURE

1985-1997 Production of evidence; means of production

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy

830.1 Peace officers

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

256-258 Juvenile hearing officer

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources: (see next page)

BP 5113.12(d)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

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

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

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

10/17

CSBA Sample Administrative Regulation

Students

AR 5113.12(a)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD

Note: The following administrative regulation is for use by districts that have established their own school attendance review board (SARB), in addition to or instead of a county SARB, as authorized pursuant to Education Code 48321. Requirements for the composition and basic duties of the SARB are contained in Education Code 48320-48325. In addition, the following administrative regulation reflects information and best practices in the California Department of Education's (CDE) School Attendance Review Board Handbook, available on CDE's web site. The district should revise the following regulation to reflect district practice and, if applicable, procedures established by the county SARB.

Upon receiving a referral of a student with attendance and/or behavior problems, a designated member of the school attendance review board (SARB) shall review the case and may meet with school personnel to determine whether the school has provided sufficient information about the student's attendance record or behavior. If the referral is complete and is an appropriate matter for the SARB to consider, the SARB chairperson shall provide written notification to the student's parents/guardians stating the reasons a referral has been made, explaining the SARB process, advising whether additional information is needed, and describing school-level interventions that have previously been attempted.

The SARB shall meet with the student and his/her parents/guardians, give them an opportunity to present their understanding of the problem, and discuss the school and/or community resources appropriate for the student's circumstances.

Note: The CDE's School Attendance Review Board Handbook clarifies that SARBs are subject to the open meeting requirements of the Brown Act (Government Code 54950-54963), including notice requirements, but that meetings may be held in closed session when considering matters related to individual students.

Any SARB meeting to consider matters related to an individual student shall be held in closed session unless the parent/guardian requests, in writing, that the meeting be held in open session.

(cf. 9321 - Closed Session Purposes and Agendas)

The SARB shall have access to relevant student records, but shall not provide access to others without written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5125 - Student Records)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

For the limited purpose of making a proper disposition of the referral of a student, the SARB may issue subpoenas pursuant to Code of Civil Procedure 1985-1997 or may request the juvenile court to issue subpoenas to require the attendance of the student, parents/guardians or other person having control of the student, the school authority referring the student, or any other person who has pertinent or material information concerning the matter. The SARB shall not issue any subpoena that includes a request for production of written materials, but may request a juvenile court to issue such subpoena for the production of written materials. (Education Code 48263, 48321.5)

Note: The CDE's School Attendance Review Board Handbook provides a sample School Site, Student and Parent Agreement that may be used to formalize the directives of the SARB.

The SARB shall issue written directives stating the responsibilities of all persons involved, detailed resource referrals, and follow-up dates for the school's reports on the student's progress. The written directives shall include an agreement that the student will attend school or improve classroom behavior as applicable, and shall be signed by the student, his/her parents/guardians, the SARB chairperson, and the Superintendent or designee.

When referred by the SARB, a student may be assigned to a community day school or a county community school. (Education Code 1981, 48662)

(cf. 6185 - Community Day School)

At any time it deems proper, the SARB may require the student or his/her parents/guardians to furnish satisfactory evidence of participation in any available community services that the student or parents/guardians have been directed to use. (Education Code 48263)

Based on progress reports submitted by the school, the SARB may terminate the agreement upon the successful completion of the terms of the agreement, extend the time for completion of the agreement, or schedule another meeting with the student and his/her parents/guardians.

Note: Pursuant to Education Code 48263, if the SARB determines that available community services cannot resolve the student's problem or if the student and/or the student's parents/guardians have failed to respond to the SARB's directives, the SARB may notify the district attorney and/or the probation officer, if the district attorney or the probation office has elected to participate in the truancy mediation program. If the district attorney or the probation office has not elected to participate in the truancy mediation program, the SARB may direct the County Superintendent of Schools to request a petition to the juvenile court, upon which the juvenile court will hear all evidence related to the petition and will bring about a proper disposition of the case. The following paragraph may be revised to reflect the appropriate authority to be notified.

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

If the student's attendance or behavior problems cannot be resolved by the SARB, or if the student and/or the student's parents/guardians continually and willfully fail to respond to SARB directives or the services provided, the student or parents/guardians shall be referred to the appropriate agency, including law enforcement agencies when necessary. (Education Code 48263, 48290-48291)

CSBA Sample Administrative Regulation

Students

AR 5113.12(a)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD

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DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

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DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

If the student's attendance or behavior problems cannot be resolved by the SARB, or if the student and/or the student's parents/guardians continually and willfully fail to respond to SARB directives or the services provided, the student or parents/guardians shall be referred to the appropriate agency, including law enforcement agencies when necessary. (Education Code 48263, 48290-48291)

CSBA Sample Board Policy

Students

BP 5131.6(a)

ALCOHOL AND OTHER DRUGS

Note: The following policy and accompanying administrative regulation reflect the purpose and goals of the Safe and Drug-Free Schools and Communities Act, 20 USC 7101-7184, as reauthorized by the No Child Left Behind Act. In addition, Health and Safety Code 11998.1 states the legislative intent that every school district have updated drug and alcohol abuse policies and procedures, including disciplinary procedures, to be given to all students, employees and parents/guardians.

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. ~~The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.~~ The Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5137 - Positive School Climate)

Note: The Every Student Succeeds Act (P.L. 114-95) amended 20 USC 7101-7122 to establish the Student Support and Academic Enrichment Grants program, which may be used for several specified purposes including activities to improve school conditions for student learning. For participating districts, 20 USC 7118 requires parent/guardian involvement in program activities and encourages partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity. 20 USC 7116 specifies stakeholder groups that must be consulted in the development of the grant application, including parents/guardians, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (e.g., law enforcement, juvenile court, child welfare agency, public housing agency), Indian tribes or tribal organization, charter school leaders and staff, and others with relevant and demonstrated expertise in alcohol and drug prevention and intervention.

In addition, Education Code 51268 encourages districts to collaborate with county offices of education in the provision of education programs for alcohol and drug prevention and to coordinate program planning and implementation with health, social services, criminal justice, education, and other entities.

The following paragraph may be revised to reflect district practice.

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of education, community-based organizations, health providers, law

ALCOHOL AND OTHER DRUGS (continued)

institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

Note: Items #1-4 below reflect some of the types of programs that may be funded through the Student Support and Academic Enrichment Grants program pursuant to 20 USC 7118, as amended by P.L. 114-95, and may be revised to reflect district practice.

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

(cf. 5131.62 - Tobacco)

2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals

(cf. 5141.6 - School Health Services)

BP 5131.6(c)

ALCOHOL AND OTHER DRUGS (continued)

4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Note: Districts applying for funds under the Safe and Drug-Free Schools and Communities Act are required to develop a program to meet the "principles of effectiveness" as set forth in 20 USC 7105. The following paragraph is based on these principles and should be modified to reflect district practice.

~~The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.~~

~~The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of *alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.~~

~~*(cf. 5131.61 - Drug Testing)*~~

~~*(cf. 5131.62 - Tobacco)*~~

~~*(cf. 5131.63 - Steroids)*~~

~~Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.~~

~~*(cf. 5137 - Positive School Climate)*~~

Note: Health and Safety Code 11998.1 recommends that each school site have a citizen advisory committee on alcohol and other drug use. The following paragraph is optional.

~~The Board encourages the establishment of site level advisory groups to assist in promoting alcohol and drug free schools.~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~

Note: ~~Education Code 51268 encourages collaborative programs between districts and county offices of education. In addition, county primary prevention programs authorized by Health and Safety Code 11965-11965.5 emphasize a partnership between schools and the community. The following paragraph should be revised to reflect district practice.~~

~~The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.~~

BP 5131.6(d)

ALCOHOL AND OTHER DRUGS (continued)

(cf. 1020 - Youth Services)

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

~~The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.~~

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Note: Pursuant to 20 USC 7114 and 7162, drug prevention programs supported by the federal Safe and Drug-Free Schools and Communities Act must convey a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful. In addition, Health and Safety Code 11999.2 and 11999.3 specify that a state agency may not allocate funds for a drug or alcohol-related program without written assurance that all aspects of the program reinforce the "no unlawful use" message. No aspect of the program may include a message on "responsible use" of drugs or alcohol if such use is unlawful.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful **prohibited**. Instruction shall not include the concept of **any message on** responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

(cf. 4131 – Staff Development)

Intervention, Referral, and Student Assistance Programs

Note: Pursuant to 20 USC ~~7115~~ **7118**, as amended by P.L. 114-95, programs which may be funded under the ~~Safe and Drug-Free Schools and Communities Act~~ **Student Support and Academic Enrichment Grants program** include programs of counseling, mentoring, referral services, and other student assistance programs. The following section may be revised to reflect district practice.

In addition, Education Code 215 mandates that any district serving grades 7-12 adopt a suicide prevention policy which contains measures and strategies for addressing the needs of high-risk groups, including, but not limited to, youth with substance use disorders. See BP/AR 5141.52 - Suicide Prevention.

BP 5131.6(e)

ALCOHOL AND OTHER DRUGS (continued)

The Superintendent or designee shall inform sSchool staff, students, and parents/guardians ~~shall be informed~~ about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

(cf. 5141.52 - Suicide Prevention)

Enforcement/Discipline

~~The Superintendent or designee shall take appropriate action to eliminate~~ **Students shall not** possession, use, or sale of ~~sell~~ alcohol and **or** other drugs and related paraphernalia on school grounds or at school-sponsored activities.

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131 - Conduct)

(cf. 5131.61 - Drug Testing)

(cf. 5131.63 - Steroids)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

(cf. 5145.12 - Search and Seizure)

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

Note: Pursuant to Education Code 48900, a student's unlawful possession, use, sale, or furnishing of alcohol or a controlled substance is a ground for suspension or expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process. Education Code 48915 requires immediate suspension and mandates expulsion for any student who sells or provides alcohol or other drugs at school or while under school jurisdiction. In addition, Education Code 48902 requires districts to notify law enforcement of any acts which may involve the possession or sale of narcotics or a controlled substance. See AR 5144.1 - Suspension and Expulsion/Due Process language reflecting these requirements. However, when suspension and expulsion are not mandated, districts should consider whether it is appropriate to use an alternative discipline that maintains safety and order on campus and corrects student misbehavior without unnecessarily excluding students from school or discouraging them from seeking assistance for substance abuse.

~~Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition,~~

BP 5131.6(f)

ALCOHOL AND OTHER DRUGS (continued)

~~such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics~~

Any student found selling a controlled substance listed in Health and Safety Code 11053-11058 shall be expelled in accordance with BP/AR 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6145 - Extracurricular and Cocurricular Activities)

Program Evaluation

Note: Pursuant to 20 USC 7116, as amended by P.L. 114-95, an application for Student Support and Academic Enrichment Grants must include a description of how the district will periodically evaluate program effectiveness based on identified program objectives and outcomes. The following paragraph may be revised to reflect district practice.

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors. **periodically report to the Board on the effectiveness of district activities in achieving identified objectives and outcomes. (20 USC 7116)**

(cf. 0500 - Accountability)

Legal Reference: (see next page)

BP 5131.6(g)

ALCOHOL AND OTHER DRUGS (continued)

Legal Reference:

EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student
44645 In-service training anabolic steroids
48900 Suspension or expulsion (grounds)
48900.5 Suspension, limitation on imposition; exception
48901 Smoking or use of tobacco prohibited
48901.5 Prohibition of electronic signaling devices
48902 Notification of law enforcement authorities; civil or criminal immunity
48909 Narcotics or other hallucinogenic drugs
48915 Expulsion; particular circumstances
49602 Confidentiality of pupil information
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51210 Areas of study
51220 Areas of study, grades 7 to 12
51260-51269 Drug education
60041 Instructional materials
60110-60115 Instructional materials on alcohol and drug education

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs and marijuana
11053-11058 Standards and schedules
11353.6 Juvenile Drug Trafficking and Schoolyard Act
11357 Unauthorized possession of marijuana; possession in school or on school grounds
11361.5 Destruction of arrest or conviction records
11372.7 Drug program fund; uses
11802 Joint school-community alcohol abuse primary education and prevention program
~~11965-11969 The School-Community Primary Prevention Program~~

~~11998-11998.3 Drug and Alcohol Abuse Master Plans~~
~~11999-11999.3 Alcohol and drug program funding; no unlawful use~~
~~124175-124200 Adolescent family life program~~
PENAL CODE
~~13860-13864 Suppression of drug abuse in schools~~
VEHICLE CODE
~~13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;~~
WELFARE AND INSTITUTIONS CODE
~~828 Disclosure of information re minors~~
~~828.1 Disclosure of criminal records; protection of vulnerable staff & students~~
UNITED STATES CODE, TITLE 20
~~5812 National education goals~~
~~7101-7184 Safe and Drug-Free Schools and Communities Act~~
7101-7122 Student Support and Academic Enrichment Grants

Management Resources: (see next page)

BP 5131.6(h)

ALCOHOL AND OTHER DRUGS (continued)

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:
<http://www.cde.ca.gov/ls/he/at>

California Healthy Kids: <http://www.californiahealthykids.org>

~~U.S. Department of Education, Office of Safe and Drug-Free Schools:~~
~~<http://www.ed.gov/about/offices/list/osdfs/index.html>~~

Office of Safe and Healthy Students: <https://www2.ed.gov/about/offices/list/ose/osh>

(2/96 7/04) 10/17

CSBA Sample Administrative Regulation

Instruction

AR 6173.1(a)

EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Note: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is ~~some other~~ **another** school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine **which school is the school of origin. This determination shall be made** in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and **in shall be based on** the best interests of the foster youth, ~~which school is the school of origin.~~ (Education Code 48853.5)

Note: Education Code 48850 expresses the legislative intent that the "best interests" of a foster youth include educational stability as well as placement in the least restrictive educational program, as provided below.

In addition, pursuant to 20 USC 6311, determination of a student's "best interest" requires consideration of all factors relating to the student's best interest, including the appropriateness of the current educational setting and the proximity to the school in which the student is enrolled at the time of placement.

Best interest means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, **the proximity to the school at the time of placement, appropriateness of the educational setting,** educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education

EDUCATION FOR FOSTER YOUTH (continued)

District Liaison

Note: Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth. This person may be the same individual designated as the liaison for homeless students as required by 42 USC 11432; see AR 6173 - Education for Homeless Children. In addition, Education Code 48853.5 requires that, for districts operating a foster youth services program, the liaison be affiliated with that program. The duties of the liaison are as specified below.

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Assistant Superintendent Secondary

(position or title)

1717 S. Eleventh Street

(address)

208-826-3801

(phone number)

Penos@losbanosusd.k12.ca.us

(email)

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

Note: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school; see the section below entitled "Transfer of Coursework and Credits."

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5125 - Student Records)
(cf. 6146.3 - Reciprocity of Academic Credit)

AR 6173.1(c)

EDUCATION FOR FOSTER YOUTH (continued)

Note: Pursuant to Education Code 48853.5, 48911, 48915.5, and 48918.1, the district liaison is required to invite or notify a foster youth's attorney and the appropriate official of the county child welfare agency in certain circumstances when expulsion-related proceedings are pending against the foster youth. For specific situations requiring such invitation or notice, see AR 5144.1 - Suspension and Expulsion/Due Process.

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Note: Items #4-8 below are **optional** and should be modified to reflect district practice.

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)
(cf. 5148.2 - Before/After School Programs)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

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

Note: **Optional** item #7 establishes the responsibility of the district liaison to collaborate with other local agencies to coordinate services for foster youth.

AR 6173.1(d)

EDUCATION FOR FOSTER YOUTH (continued)

Education Code 42920.5-42921, as amended by AB 854 (Ch. 781, Statutes of 2015), establish the Foster Youth Services Coordinating Program and provide funding for a county office of education or consortium of county offices of education to coordinate educational support for foster youth among the districts within their jurisdiction. As part of the program, such county offices must develop and implement a coordinating plan for purposes of establishing guiding principles and protocols to provide supports for foster care students. To the extent possible, such a plan must include, but shall **is** not be limited to, a description of how the program will establish ongoing collaboration among local educational agencies, county child welfare agencies, and county probation departments to determine the proper educational placement of foster youth. In addition, pursuant to Education Code 42921, if a district annually certifies in writing that it is unable, using any other state, federal, local, or private funds, to provide tutoring, mentoring, and counseling for foster youth, it may enter into a temporary agreement with the foster youth services coordinating program to provide those services, if the program has established such services.

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)
(cf. 5113.1 - Chronic Absence and Truancy)

Note: The following **optional** item facilitates the annual update of the local control and accountability plan required pursuant to Education Code 52060; see BP/AR 0460 - Local Control and Accountability Plan.

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

Note: The following paragraph is **optional**. Because the district's liaison for foster youth often has additional duties pertaining to other programs, CSBA's policy brief Education Foster Youth: Best Practices and Board Considerations recommends periodic evaluation of the liaison's caseload to determine whether he/she is able to adequately fulfill his/her duties with respect to foster youth.

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

AR 6173.1(e)

EDUCATION FOR FOSTER YOUTH (continued)

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

Note: Pursuant to Education Code 48853, a district is required to educate foster youth in the least restrictive environment necessary for their educational achievement. However, a district may be discharged from this obligation when the parent/guardian or other person with **holding** the right to make educational decisions for the foster youth unilaterally decides to place the foster youth in another educational program and provides the district a written statement as specified in item #2 below.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate educational program is a special education program, if applicable.
 - c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

Note: Pursuant to Education Code 48853.5, a foster youth may continue his/her education in the school of origin under the circumstances stated below. Elementary and high school districts should delete any item (#3b or c) that is not applicable to the grade levels served by the district.

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.

AR 6173.1(f)

EDUCATION FOR FOSTER YOUTH (continued)

- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
- d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

Note: Pursuant to Education Code 48853.5, a district is required to immediately enroll any foster youth transferring into the district even when the foster youth has outstanding fees or fines due to the last school attended or the district has not received the foster youth's academic and medical records, as listed in items #1-3 below. However, pursuant to Health and Safety Code 120341, if a district does not receive a foster youth's

immunization records prior to enrolling him/her, the district must take steps, after the foster youth is enrolled, to obtain his/her immunization records or ensure that he/she is properly immunized. See BP/AR 5141.31 - Immunizations.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

AR 6173.1(g)

EDUCATION FOR FOSTER YOUTH (continued)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Note: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, the district shall use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect district practice.

If the foster youth or a person with **holding** the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the

youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

Note: Pursuant to Education Code 48853.5, a district may, but is not required to, provide transportation to enable a foster youth to attend a school or school district of origin, except when it is otherwise required by federal law or pursuant to the individualized education program of a student with a disability. In accordance with 20 USC 6312, as amended by the Every Student Succeeds Act (P.L. 114-95), districts are mandated to collaborate with the local child welfare agency to develop clear written procedures governing how transportation will be provided, arranged, and funded to enable foster youth to attend their school of origin, when it is in their best interest to do so. The local child welfare agency may reimburse the district for any additional costs of such transportation, or the district may agree to pay for or share the costs with the child welfare agency. The following section may be revised to reflect the procedures established in collaboration with the child welfare agency, or such procedures may be incorporated into a memorandum of understanding or other document. An example of when transportation might be required under federal law is when a foster youth is homeless, pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435).

AR 6173.1(h)

EDUCATION FOR FOSTER YOUTH (continued)

~~Option 1 is for use by districts that do not provide transportation. Option 2 is for use by districts that choose to provide transportation to foster youth to and from their school of origin and may be revised to reflect district practice.~~

~~**OPTION 1:** The district shall not be responsible for providing transportation to and from the school of origin.~~

~~**OPTION 2:** Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.~~

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable foster youth to remain in their school of origin, for the duration of their time in foster care, when it is in their best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

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

Transfer of Coursework and Credits

Note: The following section is for use by districts maintaining high schools. Education Code 51225.2 addresses the transferability of coursework and credits completed by foster youth, as provided below.

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

AR 6173.1(i)

EDUCATION FOR FOSTER YOUTH (continued)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Note: Although Education Code 51225.2 requires districts to award partial credits to foster youth who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council (CCWC), in its Partial Credit Model Policy and Practice Recommendations available on its web site, recommends the approach specified in the following **optional** paragraph, which may be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

Note: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

~~Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), provides that the administration of the California High School Exit Examination and the requirement that each student completing grade 12 successfully pass the exam as a condition of receiving a diploma or a condition from graduation from high school are suspended for the 2015-16, 2016-17, and 2017-18 school years.~~

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

AR 6173.1(j)

EDUCATION FOR FOSTER YOUTH (continued)

~~Note: Education Code 51225.1 exempts any foster youth who transfers into the district or between district schools any time after completion of the student's second year of high school from locally established high school graduation requirements. The district is required to notify the student, the person holding rights to make educational decisions for the student, and the district liaison of the availability of this exemption and whether the student qualifies for it. As amended by AB 1166 (Ch. 171, Statutes of 2015), Education Code 51225.1 provides that, if the district fails to provide this notification, the student will be eligible for the exemption once he/she is notified, even if that notification is received after the student is no longer under the court's jurisdiction, if the student otherwise qualifies for the exemption.~~

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district

shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

AR 6173.1(k)

EDUCATION FOR FOSTER YOUTH (continued)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

Note: Education Code 48850 provides that, when a foster youth's residence changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Note: ~~As amended by AB 379 (Ch. 772, Statutes of 2015),~~ Education Code 48853, 49069.5, 51225.1, and 51225.2 require that the district's annual uniform complaint procedures notification include specified information regarding the educational rights of foster youth. See AR 1312.3 - Uniform Complaint Procedures for further information regarding this notification. Education Code 48853.5, ~~as amended by AB 379,~~ requires the California Department of Education (CDE), in consultation with the California Foster Youth Education Task Force, to develop a standardized notice of the educational rights of foster youth and to post that notice on its web site.

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

AR 6173.1(l)

EDUCATION FOR FOSTER YOUTH (continued)

(cf. 5145.6 - Parental Notifications)

Note: ~~AB 379 (Ch. 772, Statutes of 2015) amended~~ Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 ~~to provide that complaints of noncompliance with specified requirements related to the education of foster youth may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687.~~ As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint **alleging** that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

(12/13 12/15) 10/17

Policy Reference UPDATE Service

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CSBA Sample

Board Bylaw

Student Board Members

BB 9150

Board Bylaws

***Note: The following optional board bylaw is for use by any district maintaining one or more high schools. When petitioned by the district's high school students pursuant to Education Code 35012, the Governing Board is required to order the inclusion of at least one student on the Board and, at its discretion, may include more than one student Board member. In the absence of any such petition, the Board may, on its own authority, order the inclusion of a student member on the Board. ***

The Governing Board believes that engaging the student body and seeking its input and feedback regarding the district's educational programs and activities are vital to achieving the district's mission of educating district students. In order to enhance communication between the Governing Board and the student body and to engage students in the district's educational programs and operations, the Board encourages the involvement of high school students in district governance. The inclusion of one or more student representatives on the Board shall be ordered upon receipt of a student petition in accordance with Education Code 35012 or may be ordered at any time at the discretion of the Board.

The term of a student Board member shall be one year, commencing on July 1 of each year. A student Board member shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

Petition

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. This petition, or a separate petition submitted after students have been appointed to the Board, also may include a request to allow preferential voting for student Board members. (Education Code 35012)

Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. (Education Code 35012)

To be eligible for consideration by the Board, the petition for student representation or the petition for preferential voting shall contain the signatures of no less than 500 regularly enrolled high school students, or no less than 10 percent of the number of regularly enrolled high school students, whichever is less. (Education Code 35012)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of a student member on the Board or shall act to allow preferential voting for the student Board member, as applicable. (Education Code 35012)

***Note: Education Code 35012, as amended by SB 532 (Ch. 317, Statutes of 2015), requires a majority vote of all voting members of the Board in order to eliminate a student Board member position. The motion must be listed as a public agenda item for a Board meeting prior to the motion being voted upon. ***

Once established, the student Board member position shall remain in effect until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. (Education Code 35012)

Selection of Student Board Member

Student Board members shall be elected by the students enrolled in the high school or high schools in accordance with procedures prescribed by the Board. (Education Code 35012)

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

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

(cf. 6145 - Extracurricular and Co curricular Activities)

Role and Responsibilities of Student Board Members

The term of a student Board member shall be one year, commencing on July 1. (Education Code 35012)

A student Board member shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

(cf. 9321 - Closed Session Purposes and Agendas)

A student Board member shall be recognized at Board meetings as a full member and shall be seated with other members of the Board. In addition, a student Board member shall receive all materials presented to other Board members except those related to closed sessions, and he/she may participate in questioning witnesses and discussing issues. (Education Code 35012)

(cf. 9322 - Agenda/Meeting Materials)

When a student petition has requested preferential voting rights for student Board members or when the Board has granted preferential voting rights, a student Board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

(cf. 9324 - Minutes and Recordings)

A student Board member may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

(cf. 9323.2 - Actions by the Board)

A student Board member shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)

(cf. 3350 - Travel Expenses)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

Student Board Member Development

As necessary, the Superintendent or designee shall, at district expense, provide learning opportunities to student Board members, through trainings, workshops, and conferences, to enhance their knowledge, understanding, and performance of their Board responsibilities.

The Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student members to State Board of Education

35012 Board members; number, election and terms; student members

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

Management Resources:

WEB SITES

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

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

National School Boards Association: <http://www.nsba.org>

(3/93 7/11) 12/15

LOS BANOS UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF EDUCATION
October 12, 2017

City Hall
Council Chambers

Mr. Parreira called the meeting to order at 6:15 P.M.

Call to Order

PRESENT: Mr. Areias, Ms. Benton, Ms. Goin-Soares, Mr. Martinez, Mr. Parreira, Ms. Smith

Roll Call

ABSENT: Mr. Munoz

A closed session was held at 6:15 P.M. for: Student Discipline, Cases: ##5501207 and #9672789330, Case #8178349228 was removed.

Closed Session

Public Employee: Discipline/Dismissal/Release/Reassignment (Section 54957) Litigation Settlement, Section 54956.9(a) of the California Government Code

The regular session was opened at 7:03 P.M.

Regular Session

The audience was led in the Pledge of Allegiance by Assistant Superintendent, Elementary Education, Ms. Paula Mastrangelo, followed by a moment of silence in memory of Ms. Margaret Schaefer, mother of Board Member Margaret Benton.

Pledge of Allegiance

On a motion by Member Benton, seconded by Member Martinez, Trustees approved the agenda as submitted adding Item C, #3 Litigation Settlement, removing Item VI, "A" Student Report, changing Item VII, "B" CAASPP to *official* results and corrections to Item VIII, "B" Certificated Report. Ayes: Mr. Areias; Benton, Goin-Soares, Martinez, Parreira, Smith; Noes: 0; Absent: Munoz. Motion carried.

Approval of Agenda

Students from R.M. Miano Elementary School came forward to remind Board Members that October is National Bully Prevention Month. They presented Board Members with t-shirts with the RME motto "Be a Buddy, Not a Bully".

Public Forum

Ms. Patricia Ramos Anderson, President of the League of United Latin American Citizens (LULAC) said she is pleased to be back in Los Banos working with the Community and District. She is excited to see the new Board going through though this transition, training, bonding and getting to know each other. She feels it is important to stand as a united front working towards improving student education and test scores. She said we are a partnership: community, parents, schools, staff, Board and Superintendent. She said that we need to support each other not undermine each other. She said the District faces the challenge of not only test scores, but gang intervention and both need long term and short term solutions. She said there are resources and grants available and she looks forward to working together to address these issues in our Community and District.

Dr. Marshall introduced the new Administrators for 2017-18 school year.

Recognition / Introductions

No Report

Student Report

Jason Walsh, LBTA President came forward and congratulated Mr. Laursen the new Assistant Superintendent of Administrative Services. He said that Mr. Bubar will be missed but he is confident that Mr. Laursen will do a good job. He gave Board Members a save the date for the Annual LBTA School Board Dinner to be held January 29, 2018.

LBTA Report

No Report

CSEA Report

Dr. Marshall said that October was a very busy month. He acknowledged October 2nd as National Custodian Day and recognized the custodians as the unsung heroes of the District. He said he recently had the opportunity to attend a very productive Early Education Meeting in Merced, commenting that early intervention is the key to closing the student achievement gap. He reminded everyone that it is Bully Awareness Month. He said he attended a Buddy Bench presentation at LBE; will be attending the PHS Homecoming Parade, congratulated the LBHS Tennis Team on their 100th Win, reminded the Board that October 14th is a Special New Beginnings Board Meeting Workshop, invited everyone to attend the October 19th Community Café at LFE, and said he is looking forward to being a judge for the Red Ribbon Week poster contest at WUES.

Superintendent's Report

No Report

Facilities Report

Mr. Parreira thanked RME for the t-shirts, offered condolences to Margaret Benton and congratulated the LBHS Tennis team. Mr. Areias said school is off to a good start. He said Charleston AG Day was a success and reminded everyone that there is a very important item on the agenda regarding funding options for needed facilities. Ms. Benton gave an update on the Hwy 152 and 11th Street crossing and thanked Dr. Marshall for authorizing a crossing guard until this matter is resolved. She said the installation of a flashing light or a stop light is approximately four years away. She encouraged everyone to contact Caltrans and voice their concern regarding the timeframe for installation, stressing children's safety is paramount. She congratulated the PHS Culinary Arts class for the wonderful food at the Meet and Greet, congratulated the LBHS Girls Tennis Team, thanked RME for the t-shirts and encouraged parents to talk with their children regarding bullying. Mr. Martinez offered his condolences to Ms. Benton and congratulated all of the new administrators. He said he attended the LBE "No Bully Zone" bench presentation, commended RME for their anti-bullying efforts, congratulated the LBHS Tennis Team and encouraged volunteers to help with the LFE Jump Start Reading Program. He said he is very excited about upcoming events in the district and encouraged everyone to work as a team. Ms. Goin-Soares thanked the Charleston Elementary School Parents Club for a great Fall Carnival. She reported that she recently was a guest speaker at RME and talked with students about bullying and social media safety. While she was there she visited classrooms and she thanked RME for the t-shirts. She commended the school site crossing guards as unsung heroes. Ms. Smith offered her condolences to Ms. Benton. She said she regrets that due to her work hours, she is unable to attend the many site events held during the day. She said the Meet and Greet was wonderful, MCSBA Conference in Monterey was very informative and looks forward the upcoming district events. She invited everyone to attend the NAACP Meetings and will share the dates once they become available.

Trustee Reports

LBHS Girls Tennis team and Coach Lynn Barcellos were introduced and congratulated for their 100th win.

<p>Dr. Marshall gave a brief update on the state of the district facilities, the money needed to build new facilities, update existing facilities and the possibility of pursuing a Bond. He introduced Adam Bauer, Fieldman, Rolapp & Associates Inc. who gave a presentation on the Bond process and recommended the District hire True North to conduct a survey. On motion by Member Areias, seconded by Member Martinez, Trustees approved the recommendation of the Facilities Committee to hire True North Research, Inc., to conduct a baseline bond feasibility research survey. Ayes: Mr. Areias; Benton, Goin-Soares, Martinez, Parreira, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Bond Measure and Survey Firm Agreement</p>
<p>Dr. Marshall provided a report on the official results from the Spring 2017 administration of the Smarter Balanced Assessment Consortium (SBAC) through the California Assessment of Student Performance and Progress (CAASPP) System.</p>	<p>2017 CAASPP</p>
<p>On motion by Member Areias, seconded by Member Benton, Trustees adopted Resolution # 25-17 approving the authorized District Representatives with the Office of Public School Construction (OPSC). Ayes: Mr. Areias; Benton, Goin-Soares, Martinez, Parreira, Smith; Noes: 0; Absent: Munoz. Motion carried.</p>	<p>Authorized Signatures</p>
<p>On motion by Member Benton, seconded by Member Goin-Soares, Trustees approved the Consent Calendar as submitted with corrections to the Certificated Staffing Report. Ayes: Mr. Areias; Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p>	<p>CONSENT CALENDAR</p>
<p>Trustees approved minutes of the: Special Meeting held on September 9, 2017 and the Regular Meeting held on September 14, 2017.</p>	<p>Minutes</p>
<p><u>Certificated Report</u>: Certificated Appointment: Siemiller, Veronica – Learning Director, Los Banos Junior High – effective 10/2/2017; Resigned: Siemiller, Veronica – 5th Grade Teacher, Miano Elementary – effective 9/27/2017, Lynn Celis-Spirit Team Advisor, Los Banos High School-effective 9/29/2017; Extra Duty Appointments: Paul Sievier-Head Soccer Coach-LBHS, Danny Crosby-Head Varsity Basketball Coach-LBHS, Tennis Coach-PHS, Greg Soliz-Head Varsity Volleyball Coach-LBHS, Dario Costa- Asst. Band Director-PHS, Imani Percoats-Asst. Football JV Coach-LBHS, Ronnie Barton-Asst. Varsity Football Coach-PHS, Chris Witt- Asst. Varsity Football Coach-PHS, Gregory Williams- Asst. Varsity Football Coach-PHS, Matthew Singh-Water Polo-Boys-PHS, Kyren DiMarzio-Water Polo-Boys-PHS, David Duke-Water Polo-Girls-PHS, Jordan Macias-Asst. Frosh Football Coach-PHS, Nicole Souza-Spirit Team Advisor-LBJH, Hector Gonzalez-Cross Country Coach-PHS, Christina Quevedo-Memory Book-CJHS, Shellby Stieg-7th Grade Basketball Coach-CJHS, Doug Fuentes-Soccer Coach 7th Grade-LBJH, Carla Cazares-Soccer Coach 8th Grade-LBJH, Mike Bonillas-Golf Coach-LBHS, Barry Reardon-Decathlon Coach-LBHS, Barbara Mello-Asst. Volleyball Coach 7th Grade-LBJH, Aaron Cotta-Pentathlon Advisor-LFE, Danny Crosby-Tennis Coach-Girls-PHS; Classified New Hires: Azevedo, Fatima – LEAP, Paraprofessional (4.5 Hrs), Baughman, Steven – FS, Child Nutrition Supervisor (8.0 Hrs), Herrera, Brittany – LBE, Paraprofessional (1.25 Hrs), Jimenez, Vanessa – FS, Child Nutrition Worker (1.5 Hrs), Leon-Rivera, Marla – LEAP, Paraprofessional (4.5 Hrs), Ramirez, Mary – LEAP, Paraprofessional (4.5 Hrs), Tevis, John – LFE, Custodian (4.0 Hrs); Appointments: Aaron, Christina – FS, Child Nutrition Worker (1.25 Hrs), Casorla, Vanessa – LEAP, Paraprofessional (2.0 Hrs), Duran, Porschesia – RME, Paraprofessional (5.0 Hrs), Gutierrez, Heather – LEAP, Paraprofessional</p>	<p>Personnel Actions</p>

(2.0 Hrs), Juarez, Daniel – TR, Bus Driver (2.0 Hrs), Ua, Carolyn – TR, Bus Driver (2.0 Hrs); Promotional: Laursen, Don – DW, Assistant Superintendent – Administrative Services, Medrano, Lupe – LBHS, Secretary (8.0 Hrs), Moreno, Noreen – WUES, Office Specialist (8.0 Hrs), Retired: Iudice, Virginia – FS, Child Nutrition Site Specialist – Effective 9/29/2017; Resigned: Alvarez, Theresa – FS, Child Nutrition Worker – Effective 9/26/2017, Diaz, Jennifer – LEAP, Paraprofessional – Effective 9/29/2017.

Trustees approved the list of certificated staff to advance horizontally on the certificated salary schedule for the 2017-18 school year. The monthly Fiscal Report was submitted for Board information.	Certificated Advancement Fiscal Report
The annual report of fees collected, interest earned and expenditures for the fiscal year was submitted.	Community Facilities District #2 Annual Report
The annual report of fees collected, interest earned and expenditures for the fiscal year was submitted.	Developer Fees
Trustees approved payment to the Merced County School Board Association for the 2017-2018 dues.	MCSBA Dues
Trustees approved the third quarter Williams Complaint Summary as submitted.	Williams Complaint Summary
Trustees approved the revised Director/Supervisor salary schedules to include the following: Assistant Superintendent Administrative Services to the salary schedule and additional range(s) to the salary schedule to accommodate the salary of the position	Revised Salary Schedule
Trustees adopted the following mandated policies: AR 3516.3 Earthquake Emergency Procedure System-New, BP 3515.7 Firearms on School Grounds-New, BP/AR 0450 Comprehensive Safety Plan, BP/AR 0460 Local Control and Accountability Plan-New, BP/AR 5144.1 Suspension and Expulsion/Due Process, BP/AR 5145.3 Nondiscrimination/Harassment, BP/AR 5145.7 Sexual Harassment.	Policy Change/Update
Trustees approved the donation of \$500 from Dennis and Kirsten Areias to the Creekside Junior High School Ambassador Club.	Donation
Trustees approved the updated list of student organizations/clubs for 2017-18 at Los Banos High School, Pacheco High School, Los Banos Junior High School and Creekside Junior High School.	Annual Student Organizations & Club Review
Trustees approved the following agreements/proposals: MCOE, Business Services/Information Technology Contract and Lane Engineers, Inc., Professional Services Topographic Survey Agreement.	Agreements/ Contracts
Trustees approved the following overnight/out-of-state travel: LBHS Administrator, AP Coordinator Conference, Phoenix, AZ Nov. 4, 2017, LBJH CADA Conference, Reno NV Feb. 28- March 3, 2018 and LBJH MESA College Road Trip, Nov. 20-22, 2017.	Travel

Trustees declared specified electronic equipment as obsolete and authorized disposal in accordance with Board Policy #3270.	Obsolete Equipment
Trustees approved the warrants for payment.	Warrants
On motion by Member Goin-Soares, seconded by Member Areias, Trustees: expelled Student Discipline, Cases: #9672789330 for the remainder of the school year and expelled Student Case #5501207 for 1 calendar year. Both students shall attend Valley Community Day School. Trustees adopted Resolution #26-17 accepting the resignation of a district employee and approved the Litigation Settlement, Section 54956.9(a) of the California Government Code. Ayes: Areias, Benton, Goin-Soares, Martinez, Parreira, Smith; Noes: 0; Absent: Munoz. Motion carried.	Reporting Closed Session
None	Future Agenda Items
The meeting was adjourned by Mr. Parreira at 8:12 P.M.	Adjournment

SECRETARY

LOS BANOS UNIFIED SCHOOL DISTRICT
MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF EDUCATION
October 14, 2017

District Office
Board Room

Mr. Parreira called the meeting to order at 9:05 A.M.	Call to Order
PRESENT: Mr. Areias, Ms. Benton, Ms. Goin-Soares, Mr. Martinez, Mr. Munoz, Mr. Parreira, Ms. Smith	Roll Call
The audience was led in the Pledge of Allegiance by Mr. Anthony Parreira	Pledge of Allegiance
On motion by Member Areias, seconded by Member Goin-Soares, Trustees approved the agenda as submitted. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.	Approval of Agenda
No one came forward to speak.	Public Forum
Trustees and Dr. Marshall held a work study session conducted by CSBA Consultant, Luan Burman Rivera, on governance practices, including unity of purpose, roles, responsibilities, norms and protocols.	Effective Governance Workshop
The meeting was adjourned by Mr. Parreira at 2:55 P.M.	Adjournment

SECRETARY

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

**REPORT OF CERTIFICATED EMPLOYMENT
FOR BOARD APPROVAL – November 16, 2017**

Tammie Calzadillas, Assistant Superintendent

APPOINTMENTS:

Nehme, Nadia – First Grade Teacher, Los Banos Elementary – effective 11/1/2017

McRae, Brad – Fifth Grade Teacher, Los Banos Elementary – effective 11/1/2017

EXTRA DUTY APPOINTMENTS

Jennifer Leyva- Head Soccer Coach Girls-PHS, Marcus McGraw-Head Varsity Basketball Coach-Boys-LBHS, Tyrell Jenkins-Head Varsity Basketball Coach-Boys-PHS, Jose Castro-Head Varsity Wrestling Coach-LBHS, Chuck Castaneda-Head Varsity Wrestling Coach-PHS, Scott Brady-Asst. Varsity football Coach-PHS, Marcee Lander-Volleyball Coach Frosh Girls-PHS, Hannah Green-Volleyball Coach JV Girls-PHS, Chancey Lee-Asst. Football Coach-Frosh-PHS, Josh Solis-Asst. Football Coach-Frosh-PHS, Esteban Mendoza-Asst. Wrestling Coach-LBHS, Manuel Silva-Asst. Wrestling Coach-PHS, Jordan Macias-Asst. Wrestling Coach-PHS, Shirley Brand-Flag Team Advisor-CJHS, Anthony Silva-Athletic Trainer/Equipment-LBHS, Carla Cazares-7th Grade Girls Basketball Coach-LBJH, Erica Franco-8th Grade Girls Basketball Coach-LBJH, Cody Mabe- 8th Grade Basketball Coach- CJHS, Robert Smith- 7th Grade Asst. Basketball Coach-LBJH, Kelly Todd-8th Grade Asst. Basketball Coach, Samantha Brand-Boys Soccer Coach-LBHS, Sergio De Alba-Pentathlon-RME, Jim Keller-Pentathlon-MSE, Gerardo Reyes-JV Girls Basketball Coach-LBHS, Peter Costello- JV Girls Basketball Coach-PHS, John Wes Wing- Boys Soccer Coach-PHS, Gonzalo Rodriguez-JV Boys Basketball Coach-LBHS

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

Tammie Calzadillas, Assistant Superintendent

**REPORT OF CLASSIFIED EMPLOYMENT
FOR BOARD APPROVAL – November 16, 2017**

New Hires:

Iqbal, Amer – DO, Director of Fiscal Services (8.0 Hrs)
Mendoza, Esteban – LBJH, Campus Security (6.0 Hrs)

Appointments:

Promotional:

Aaron, Christina – FS, Child Nutrition Worker (7.0 Hrs)
Duke, Evangelina – FS, Child Nutrition Site Specialist (8.0 Hrs)

Retired:

Resigned:

Termination:

Castaneda, Adriana – SS – Effective 10/31/2017

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: Don Laursen, Director of Fiscal Services
Date: November 16, 2017

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 :	105,774,890.00		105,774,890.00	25,944,811.94	79,830,078.06	24.52
	FEDERAL REVENUES :	5,112,500.00	1,780,698.00	6,893,198.00	1,436,224.68	5,456,973.32	20.83
	OTHER STATE REVENUES :	9,958,703.00	585,489.00	10,544,192.00	1,533,943.56	9,010,248.44	14.54
	OTHER LOCAL REVENUES :	810,000.00	82,091.00	892,091.00	290,216.02	601,874.98	32.53
* TOTAL YEAR TO DATE REVENUES		* * 121,656,093.00 *	2,448,278.00 *	124,104,371.00 *	29,205,196.20 *	94,899,174.80 *	23.53

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	50,790,534.00	205,146.00-	50,585,388.00	16,131,689.81	34,453,698.19	31.89
	CLASSIFIED SALARIES :	18,669,563.00	539,217.00-	18,130,346.00	6,432,360.77	11,697,985.23	35.47
	EMPLOYEE BENEFITS :	32,862,412.00	77,540.00-	32,784,872.00	9,487,727.55	23,297,144.45	28.93
	BOOKS AND SUPPLIES :	8,607,083.00	3,283,745.00	11,890,828.00	1,451,504.00	10,439,324.00	12.20
	SERVICES, OTHER OPER. EXPENSE:	7,205,527.00	411,092.00	7,616,619.00	3,398,287.65	4,218,331.35	44.61
	CAPITAL OUTLAY :	784,594.00	135,628.00	920,222.00	447,452.16	472,769.84	48.62
	OTHER OUTGOING :	1,640,000.00	35,043.00	1,675,043.00	314,478.00	1,360,565.00	18.77
	DIRECT SUPPORT/INDIRECT COSTS:	381,000.00-	56,681.00	324,319.00-	.00	324,319.00-	0.00
	PRIOR YEAR EXPENDITURE :	1,122,003.00		1,122,003.00	568,196.20	553,806.80	50.64
* TOTAL YEAR TO DATE EXPENDITURES		* * 121,300,716.00 *	3,100,286.00 *	124,401,002.00 *	38,231,696.14 *	86,169,305.86 *	30.73

OTHER FINANCING SOURCES (USES)							
	INTERFUND TRANSFERS - OUT :	.00		.00	17,930.47-	17,930.47	NO BDGT
	CONTRIB.- RESTRICTED PROGRAMS:	.00	85,015.00-	85,015.00-	.00	85,015.00-	0.00
* TOTAL YEAR TO DATE OTHER FINANCING		* .00 *	85,015.00-*	85,015.00-*	17,930.47-*	67,084.53-*	21.09

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	15,458,309.41	7,995,205.24-	7,463,104.17
9130	REVOLVING CASH ACCOUNT	24,900.00	100.00	25,000.00
9135	CASH W/ FISCAL AGENT		40.51-	40.51-
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	2,444,314.72	1,543,812.36-	900,502.36
9310	DUE FROM OTHER FUNDS	301,893.89	301,893.89-	.00
9319	DUE FROM OTHER FUNDS - SET UP		30,000.00	30,000.00
9340	OTHER CURRENT ASSETS	2,250.00	.00	2,250.00
9510	ACCOUNTS PAYABLE CURRENT LIAB	2,731,275.67-	1,959,284.22	771,991.45-
9522	STRS REF EXCESS CONTRIBUTION	166.72-	719.53-	886.25-
9550	USE TAX LIABILITY	12,932.46-	9,787.35	3,145.11-
9553	REPAY		2,852.86	2,852.86
9554	INSURANCE	5,066.81	803,281.38	808,348.19
9556	MISC DISTRICT VOL-DEDS (1)	100.80	6,462.25-	6,361.45-
9557	Refunds of PERS, STRS, SS, MED		.09	.09
9564	RETIREE LIABILITY	17,754.41-	3,953.72-	21,708.13-
9567	INSURANCE MISCELLANEOUS	105.98	2,875.76	2,981.74
9569	STALE DATED PAYROLL WARRANTS		963.10-	963.10-
9610	DUE TO OTHER FUNDS	438.53-	438.53	.00
9640	CURRENT LOANS (TRANS)		2,000,000.00-	2,000,000.00-
9650	UNEARNED (DEFERRED) REVENUE	555,843.72-	.00	555,843.72-

* NET YEAR TO DATE FUND BALANCE	**	14,918,530.10 *	9,044,430.41-*	5,874,099.69 *

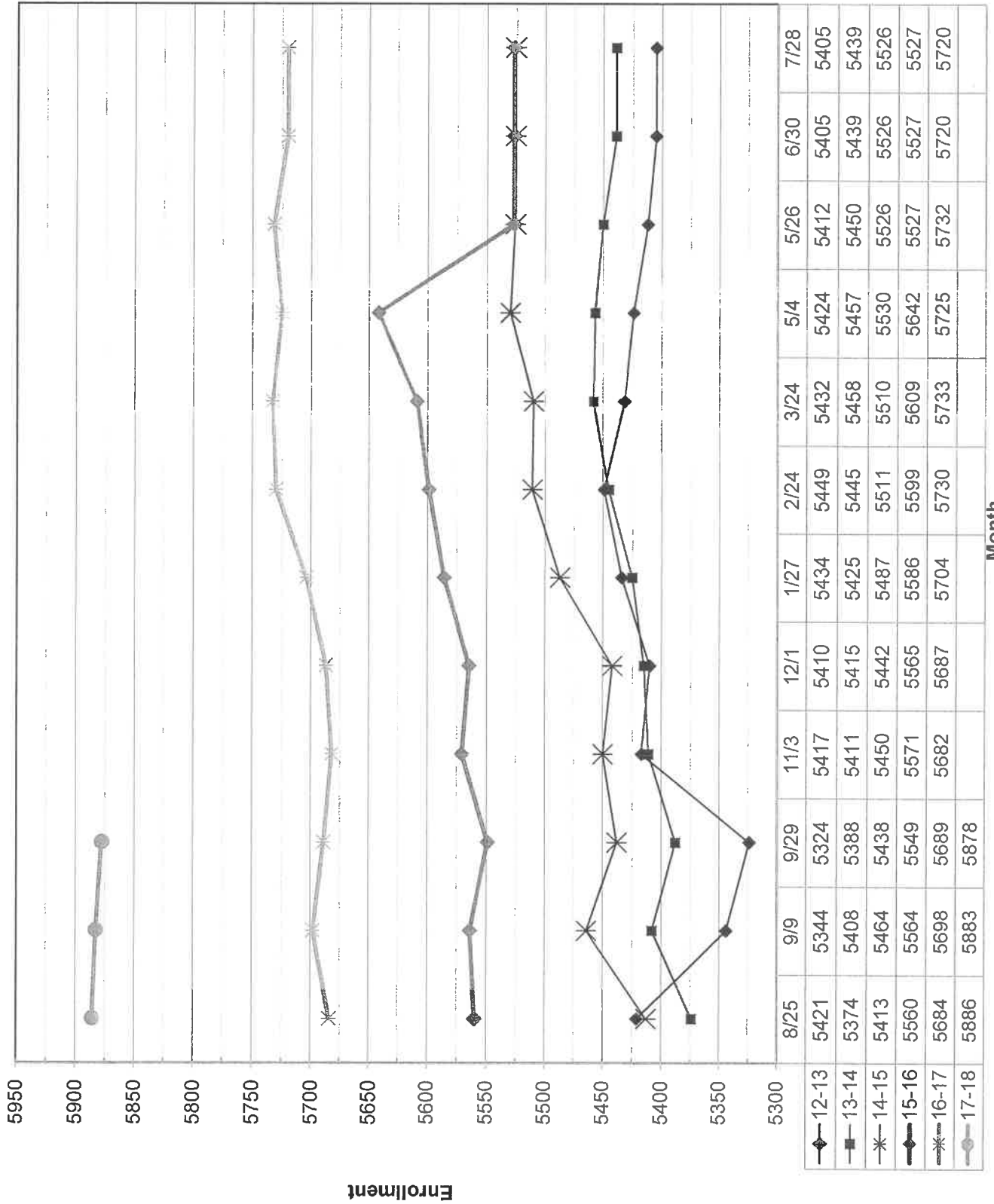
* EXCESS REVENUES/(EXPENDITURES)	**	14,918,530.10 *	9,044,430.41-*	5,874,099.69 *

UNRESTRICTED/RESTRICTED COMBINED

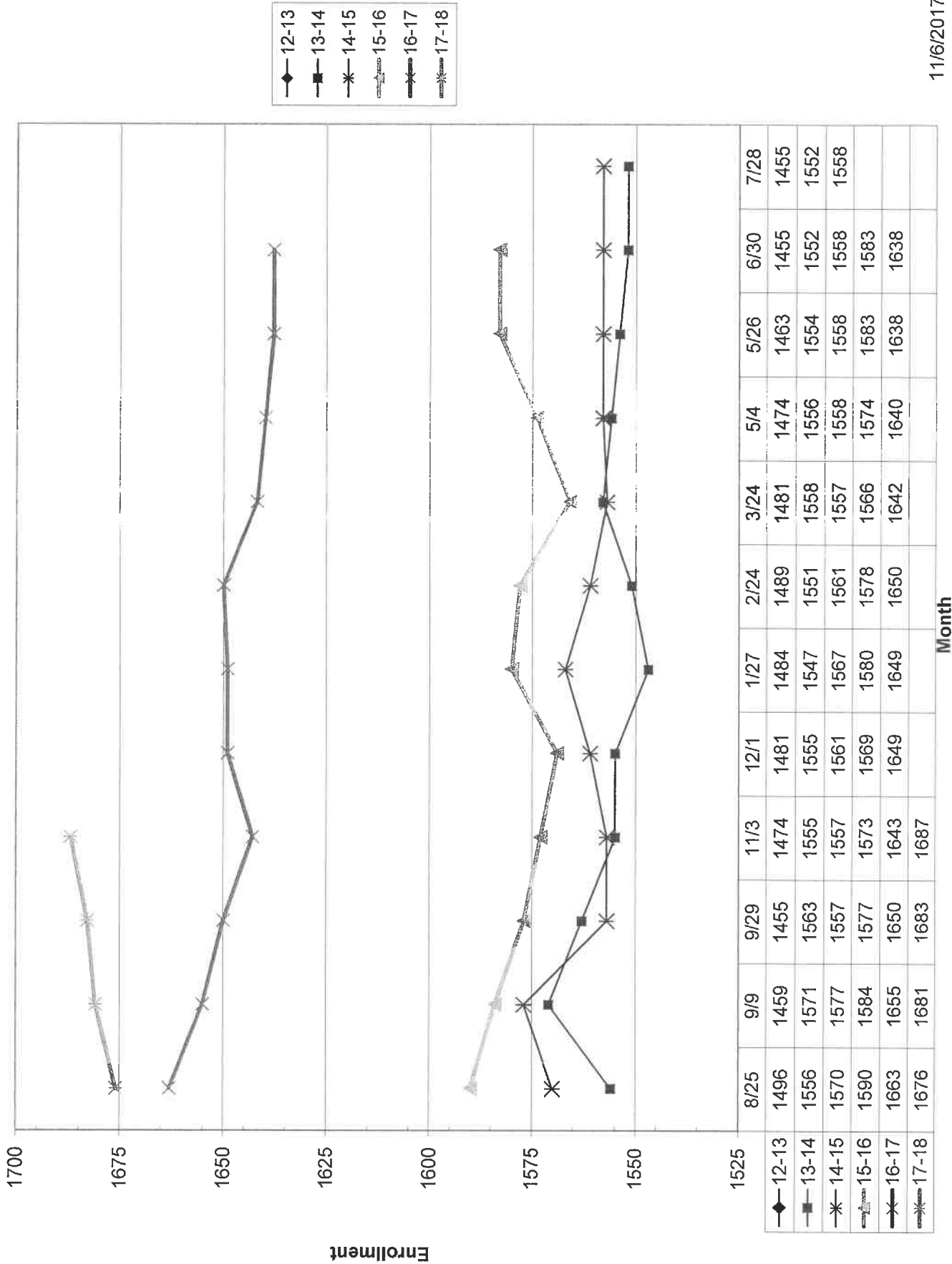
FUND: 01 GENERAL FUND/COUNTY SSF

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	121,656,093.00	2,448,278.00	124,104,371.00	29,205,196.20	94,899,174.80	23.53
B.	EXPENDITURES	121,300,716.00	3,100,286.00	124,401,002.00	38,231,696.14	86,169,305.86	30.73
C.	EXCESS REVENUES (EXPENDITURES)	355,377.00	652,008.00-	296,631.00-	9,026,499.94-	8,729,868.94	3043.00
D.	OTHER FINANCING SOURCES (USES)	.00	85,015.00-	85,015.00-	17,930.47-	67,084.53-	21.09
E.	NET CHANGE IN FUND BALANCE	355,377.00	737,023.00-	381,646.00-	9,044,430.41-	8,662,784.41	2369.84
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	355,377.00	737,023.00-	381,646.00-	9,044,430.41-	8,662,784.41	2369.84

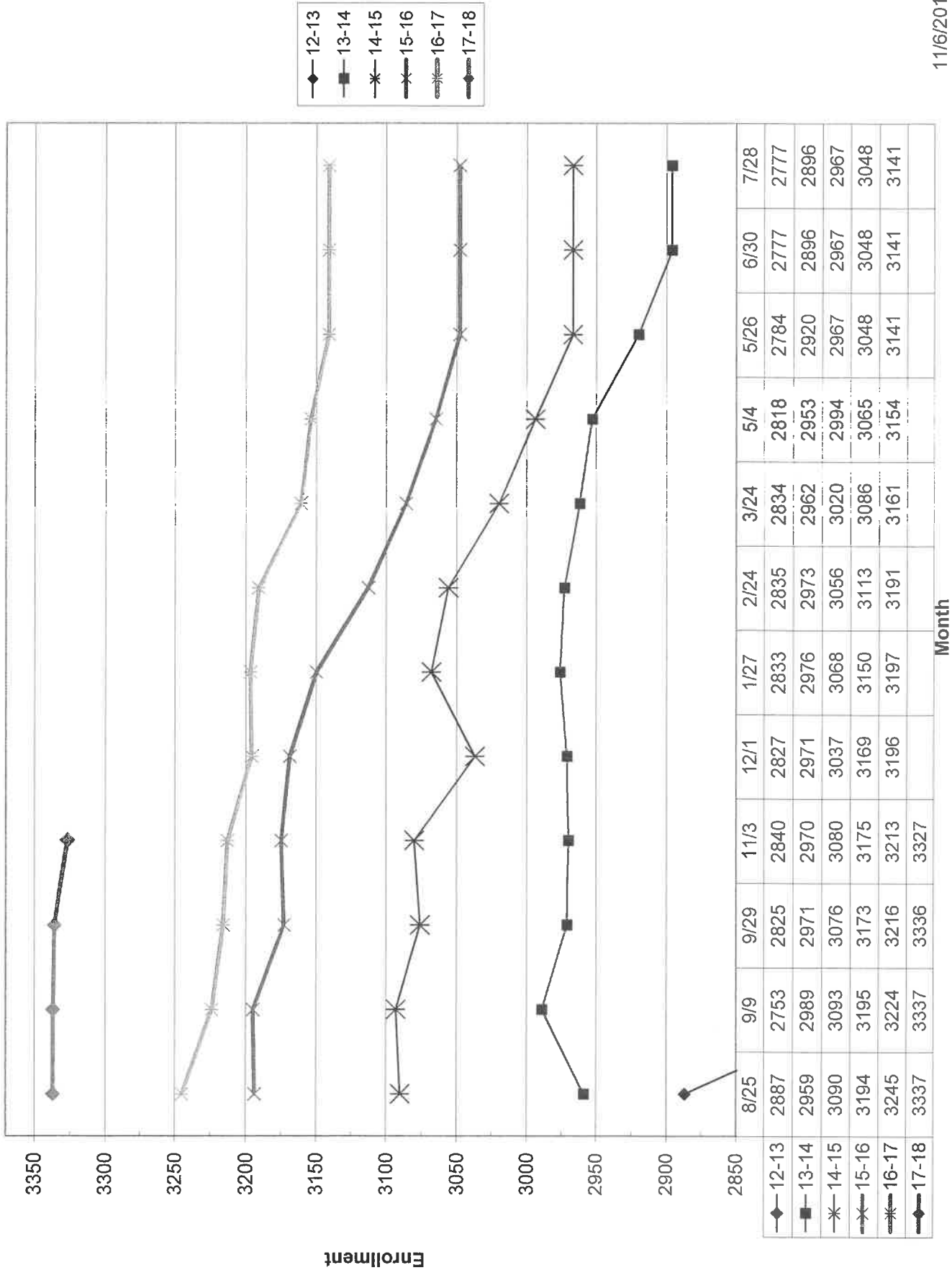
K-6 Enrollment (including SDC) by Month



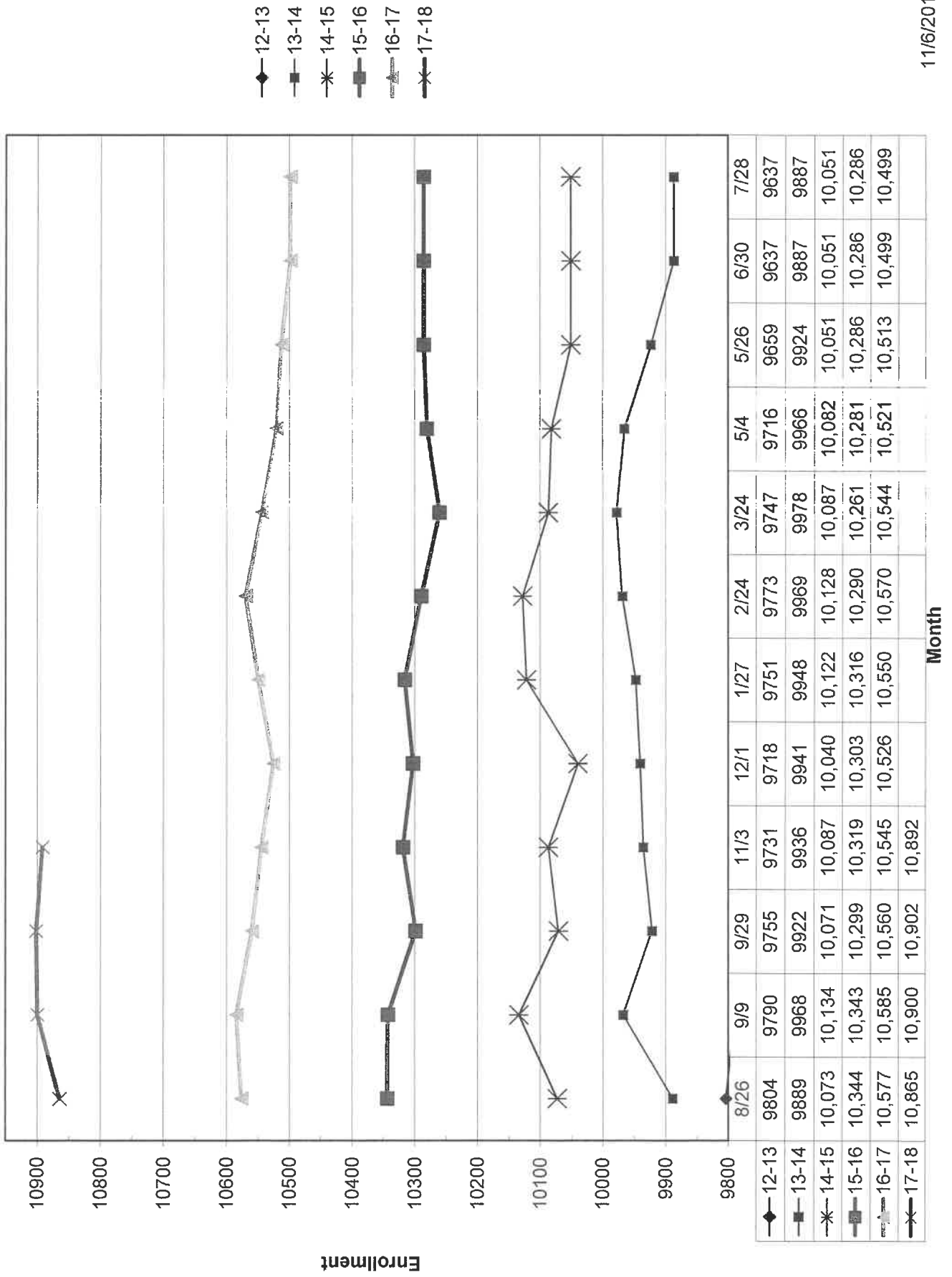
7-8 Enrollment (including SDC)



9-12 Enrollment (including SDC)



K-12 Enrollment (including SDC) by Month



Los Banos Unified School District
2017-2018 Developer Fees

	2014-15	Monthly %	Cumulative %	2015-16	Monthly %	Cumulative %	2016-17	Monthly %	Cumulative %	2017-18	Monthly %	Cumulative %
JUL	\$117,386.08	12.91%	12.91%	\$109,941.25	7.48%	7.48%	\$5,731.20	0.25%	0.25%	\$274,657.79	27.69%	27.69%
AUG	\$78,003.40	8.58%	21.48%	\$105,310.08	7.17%	14.65%	\$26,649.18	1.16%	1.41%	\$208,796.85	21.05%	48.74%
SEP	\$77,550.43	8.53%	30.01%	\$37,320.27	2.54%	17.19%	\$47,479.74	2.07%	3.48%	\$255,404.32	25.75%	74.48%
OCT	\$185,797.66	20.43%	50.43%	\$19,825.11	1.35%	18.54%	\$51,686.41	2.25%	5.74%	\$218,715.47	22.05%	96.53%
NOV	\$111,157.12	12.22%	62.65%	\$28,945.89	1.97%	20.51%	\$186,628.12	8.14%	13.88%	\$34,416.30	3.47%	100.00%
DEC	\$272,878.32	30.00%	92.65%	\$82,174.85	5.59%	26.11%	\$60,503.79	2.64%	16.51%		0.00%	100.00%
JAN	\$50,405.07	5.54%	98.19%		0.00%	26.11%	\$365,848.48	15.95%	32.47%		0.00%	100.00%
FEB	\$1,345.14	0.15%	98.34%	\$61,428.06	4.18%	30.29%	\$273,114.28	11.91%	44.38%		0.00%	100.00%
MAR		0.00%	98.34%	\$111,836.09	7.61%	37.90%	\$165,196.51	7.20%	51.58%		0.00%	100.00%
APR		0.00%	98.34%	\$304,266.24	20.71%	58.61%	\$145,515.82	6.35%	57.93%		0.00%	100.00%
MAY		0.00%	98.34%	\$436,037.69	29.68%	88.29%	\$787,362.62	34.34%	92.27%		0.00%	100.00%
JUN	\$15,090.57	1.66%	100.00%	\$171,996.03	11.71%	100.00%	\$177,319.04	7.73%	100.00%		0.00%	100.00%
TOTAL	\$909,613.79	100.00%		\$1,469,081.56	100.00%		\$2,293,035.19	100.00%		\$991,990.73	100.00%	
	513,000.00			250,000.00			250,000.00			250,000.00		

Board Reference Material

SUBJECT TITLE: SISC GASB 45 Trust Investment Report

REQUESTED ACTION: None (report)

Action _____ Discussion/Information X

BACKGROUND INFORMATION:

Attached for review is the most recent GASB 45 Investment Trust Report from Self Insured Schools of California (SISC), our GASB 45 Trust Administrator. It reflects the current balance of funds invested in the Trust, and the return on that investment.

The SISC GASB 45 Trust was established by the Board as a means of meeting its future Other Post Employment Benefits (OPEB) liability and represents the District's commitment to that financial responsibility. The Trust is actively managed and invested in public capital markets to seek a higher rate of return than the District could obtain through the county treasury. For the quarter ended 09/30/16 the Trust earned 3.38%.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This action supports Board goal #10: To maintain sufficient reserves to insure fiscal stability in the budget year and for the next two projected fiscal years.

ALTERNATIVES/IDENTIFIED OPPOSITION:

The Board could pay for all the future liabilities as they occurred, using current revenues available at that time. By establishing the Trust, the District's ability to meet its future liabilities and its credit rating in the financial markets is greatly improved.

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

The Trust investment provides a reserve established to meet expected future post-employment retirement obligations. The amount in the Trust will be used exclusively for that purpose.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services
Date: November 16, 2017



October 13, 2017

TO: SISC GASB 45 Trust Participating Employers

FROM: Kim A Sloan, CPA, Chief Financial Officer
Self-Insured Schools of California

SUBJ: **SISC GASB 45**
Statement for Quarter Ending September 30, 2017

Your statement for the quarter ending **September 30, 2017** is now available on the SISC website. The statements provide information about your district's transaction activity and investment performance. A summary of the quarterly return is provided below. The detailed asset allocation and investment report will be provided after review by our Board of Directors on December 21, 2017. During the quarter, SISC invested in non-correlating assets. Due to timing of the purchases, fees for these investments were charged separately. Your quarterly statement will present an amount shown as "other expense" for your proportional share of these fees. However, SISC will show a corresponding reversal of these fees on your December 31, 2017 quarterly statement; resulting in no charge to your district.

	<u>July-September 2017 Quarter</u>
SISC GASB 45	3.19%

Additional commentary provided by our investment manager, Fred Bayles, Graystone Consulting, is presented below:

Depending on your perspective, you could describe today's investment environment as either a merry-go-round or a roller coaster. First, the low volatility and steady grind higher makes us feel like we're on the former—a boring ride with nothing much to do. However, you could just as easily argue we've never experienced such volatility in the "news" cycle thanks to social media, cable television and the internet. So which is it?

We think we have a little of both, which is why global equity markets have continued to work their way higher this year. The "news" keeps it exciting but the market continues to move upward with little volatility because fundamentals support it. First, economic data remain solid, with the second quarter recording the fastest global GDP growth in more than 5 years. Importantly, global economic growth is all happening at the same time with every region contributing. Second, corporate earnings are exceptionally strong and broadly distributed. Finally, central banks do not have to overreact, which keeps financial conditions accommodative. This has been our recipe all year for the bull market we are now enjoying---and it's not over yet.

While we enjoy the bull, we are ever presently mindful of the opposite... and have been adding to non-correlating asset classes in the GASB 45 Trust in addition to adding more exposure to emerging markets and intermediate credit fixed income. Non-correlating assets tend to not give us volatility in a volatile market and will dampen a decline should we get one...and we will...eventually. So for now we enjoy the ride but we keep an eye in the rear view mirror.

If you have any questions, please contact Nancy Russo at narusso@kern.org, or (661) 636-4654.

Mailing address: P.O. Box 1808, Bakersfield, CA 93303-1808 <http://www.kern.org/sisc/>
Street address: 2000 K Street, Bakersfield, CA 93301 (661) 636-4710

A Joint Powers Authority administered by the Kern County Superintendent of Schools Office, Mary C. Barlow, Superintendent

**SISC OPEB Trust – Moderate Growth
2000 K Street – P.O. Box 1808
Bakersfield, CA 93303-1808**

Statement for July 1, 2017 – September 30, 2017

Los Banos Unified School District
Don Laursen
1717 S. Eleventh Street
Los Banos, CA 93635

Final

ACCOUNT SUMMARY

	Beginning Date	Ending Date	No. of Days Invested	No. of Days In Quarter	Amount Invested	Weighted Average
Beginning Account Value	7/01/2017	9/30/2017	92	92	\$4,019,535.02	\$4,019,535.02
Distribution	7/14/2017	9/30/2017	79	92	(\$20,289.80)	(\$17,422.76)
Contributions	7/20/2017	9/30/2017	73	92	\$97,027.05	\$76,988.85
Distribution	7/25/2017	9/30/2017	68	92	(\$30,878.60)	(\$22,823.31)
Distribution	7/28/2017	9/30/2017	65	92	(\$18,878.16)	(\$13,337.83)
Contributions	8/01/2017	9/30/2017	61	92	\$7,820.34	\$5,185.23
Contributions	8/07/2017	9/30/2017	55	92	\$90,773.98	\$54,267.05
SISC Admin Fee	8/09/2017	9/30/2017	53	92	(\$502.44)	(\$289.45)
Trustee Fees	8/09/2017	9/30/2017	53	92	(\$502.44)	(\$289.45)
Other Expense	8/11/2017	9/30/2017	51	92	(\$612.25)	(\$339.40)
Distribution	8/30/2017	9/30/2017	32	92	(\$29,546.70)	(\$10,277.11)
Contributions	8/31/2017	9/30/2017	31	92	\$7,599.24	\$2,560.61
Distribution	9/08/2017	9/30/2017	23	92	(\$18,878.16)	(\$4,719.54)
Contributions	9/12/2017	9/30/2017	19	92	\$92,252.05	\$19,052.05
Distribution	9/25/2017	9/30/2017	6	92	(\$35,257.80)	(\$2,299.42)
Contributions	9/29/2017	9/30/2017	2	92	\$19,086.64	\$414.93

SISC OPEB Trust – Moderate Growth
2000 K Street – P.O. Box 1808
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Statement for July 1, 2017 – September 30, 2017

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ACCOUNT SUMMARY

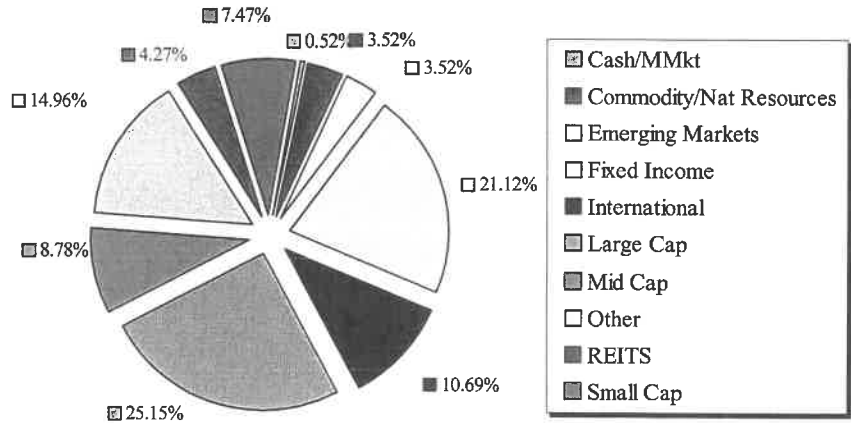
Beginning Date	Ending Date	No. of Days Invested	No. of Days In Quarter	Amount Invested	Weighted Average
				\$4,178,747.97	\$4,106,205.47
	Ending Account Value at 09-30-17			\$4,309,940.91	
	Amount Invested			\$4,178,747.97	
	Return on Investment (\$)			\$131,192.94	
	Weighted Average Balance			\$4,106,205.47	
	Quarterly Return on Investment:			3.19%	

TOTAL POOL

Ending Account Market Value: **\$209,016,637.27**

Investment Allocation

Cash/MMkt	0.52%
Fixed Income	21.12%
Large Cap	25.15%
Mid Cap	8.78%
Small Cap	7.47%
International	10.69%
Commodity/Nat Resource	3.52%
REITS	4.27%
Emerging Markets	3.52%
Other	14.96%
	100.00%



Your account performance was calculated using a weighted rate of return based on the level and timing of cash flows in and out of the Trust.

Board Reference Material

SUBJECT TITLE: Program Director of Preschool Programs

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve a new job description for Program Director of Preschool Programs. The California State Preschool Program differs from K-12 education in operations including program curriculum, enrollment, attendance, budget, fiscal reports, facility, licensing, evaluation and accountability to the State of California. It is recommended that the LBUSD employ a full-time Program Director with a background in child development and experience in managing child development programs.

BACKGROUND INFORMATION:

The Board previously approved a job description for a part-time Program Director of Preschool Programs. Due to the continued growth of the preschool programs and the ongoing need for program leadership and supervision, the program is in need of a full-time Program Director to ensure compliance, oversight and support to staff, students and parents. The State grant that funds the preschool program will also fund this position in its entirety.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None at this time.

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

The Child Development State grant provides the funding for the position.

ORIGINATOR: Tammie Calzadillas, Ed.D., Assistant Superintendent
Date: November 16, 2017

Program Director of Preschool Program

Purpose Statement

The job of Program Director of Preschool Program is done for the purpose/s of directing preschool programs and services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to Assistant Superintendent Elementary Education

Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, auditors, public agencies, community members, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a wide variety of sources (e.g. staff, public agencies, etc.) for the purpose of implementing policies and procedures and/or monitoring program components.
- Directs department operations; the maintenance of services and the implementation of new programs and/or processes for the purpose of providing services within established timeframes and in compliance with related requirements.
- Facilitates meetings, workshops, seminars, etc. (e.g. professional development for preschool staff; monthly QRIS meeting; regulatory requirements, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Oversees funding for preschool program from the state (e.g. budget allocations, expenditures, fund balances and related financial activities, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Participates in a variety of meetings (e.g. workshops, inter and intra district committees, community and public agencies, seminars, conferences, as well as Board meetings to seek approval for how budget is appropriated, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.
- Performs personnel administrative functions (e.g. hiring, counseling, training, supervising, evaluating, providing professional development opportunities, etc.) for the purpose of maintaining necessary staffing, enhancing productivity of staff, and ensuring necessary department/program outcomes are achieved.
- Prepares a wide variety of often complex materials (e.g. state action plans developed as result of ECERS, Early Childhood Environmental Rating Scale, budgets, funding requests, reports, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Presents information on a variety of topics related to administrative responsibilities (e.g. financial information, overviews of programs/services, policies and procedures, etc.) for the purpose of providing general information, training others, implementing actions, etc.
- Researches a variety of topics (e.g. grants, community service organizations, etc.) for the purpose of being knowledgeable on trends and changes and/or making recommendations.
- Responds to inquiries of staff, district personnel, other professional organizations, etc. for the purpose of providing information and/or direction as may be required.

- Serves as a resource to district personnel and as a liaison to community agencies (e.g. district committees, interagency boards, state superintendent, etc.) for the purpose of explaining procedures conveying and/or receiving information as needed for the planning, developing and evaluating of services related to child care.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; and administering personnel policies and procedures; and coordinating with other agencies.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; standard business practices; teaching strategies; working with families; and stages of child development.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field is required.

Education: Masters degree in job-related area.

Equivalency:

Required Testing:

TB Clearance

Certificates and Licenses

Early Childhood Education Certificate

Continuing Educ. / Training:

Clearances

Criminal Justice Fingerprint/Background Clearance
TB Screen

FLSA Status

Approval Date

Salary Grade

Exempt

Board Reference Material

SUBJECT TITLE: **Student Organization Review and Approval**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the following three (3) clubs for Los Banos High School:

1. Public Speaking and Communications Club
2. Biology Club
3. Community Improvement Club

BACKGROUND INFORMATION:

In order for a club to be recognized at the school site, it is required to have an approved constitution and advisor. The club must then receive a positive affirmation from both the ASB Advisor and site principal. The club will then be voted upon and approved by the Associated Student Body (ASB). After the ASB takes action, the club must then be forwarded to the district for approval and then to the Board.

A number of legal actions have taken place which further defines key concepts as they relate to clubs and organizations. The Federal Equal Access Act (20 USC 4071-4074) applies specifically to secondary schools. Pursuant to this Act, a district with a limited open forum must allow equal access to any student-initiated group in a secondary school wishing to conduct a meeting, without regard to the religious, political, philosophical, or other content of the speech at such meetings. Basically, if a district permits any non-curriculum-related student groups to meet on a school premises during non-instructional time, then, regardless of any policy to the contrary, it has created a "limited open forum."

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Indirectly supports Board goals-student organizations reinforce the instructional program giving students practice in democratic self-government.

ALTERNATIVES/IDENTIFIED OPPOSITION:

Some community members may not like the formation of certain clubs because they do not align with their religious, political, or philosophical beliefs. However, in a limited open forum, if the club follows the established rules and regulations they must be allowed to form.

SPECIFIC FINANCIAL IMPACT:

None

ORIGINATOR: Veli Gurgun, Principal, Los Banos High School
DATE: November 16, 2017

X	Photography Club	9/13/2007	Trinidad Gallegos/Josh Danner
X	Portuguese Honor Society	11/18/2004	John Noia
	Public Speaking and Communications Club	11/16/2017	Joanne Patino
X	ROP Medical Occupations Club	9/14/2006	Maria Guintini
	Science Demo Team		Jon Betschart
	Soroptimist Club	11/18/2004	Linda Head
X	Spanish Honor Society (Sociedad Honoraria Hispanica)	11/18/2004	Jeannette Aguilar, Claudia Curutchague
X	Tagalog Club	4/11/2013	John Noia
X	Tiger Cubs Club	9/11/2014	Shelly Weathers
X	TAP	9/12/2013	Patty Lewis
X	Tiger Pride Club	9/13/2007	Joseph Barcellos

Board Reference Material

SUBJECT TITLE: Agreement: LDA Partners for the Loftin Stadium Project

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the agreement with LDA Partners for the Loftin Stadium project.

BACKGROUND INFORMATION:

The proposed project includes design and construction administration services for the placement of two modular changing rooms to be located on the north and south sides of Loftin Stadium.

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):

\$32,000 from Capital Improvement Fund 40.

ORIGINATOR: Mark Marshall, Ed.D., Superintendent

Date: November 16, 2017



26 October 2017

Dr. Mark Marshall
Los Banos Unified School District
1717 S. Eleventh Street
Los Banos, CA 93635

Re: Loftin Stadium Modular Changing Rooms– Exhibit A

Dear Dr. Marshall:

Thank you for the opportunity to meet with you and your team, and to submit the enclosed proposal for architectural design, engineering and construction support services for the Loftin Stadium Modular Changing Rooms project.

Amended Project Scope:

The proposed project includes design & construction administration services for the placement of 2 modular changing rooms to be located on the north and south sides of Loftin Stadium. The District will contract with a modular supplier to deliver and install the buildings. Improvements will include Fire Alarm and Access improvements to include path of travel and parking stall improvements. The project will be processed through DSA.

Design/ Construction Documents

- Prepare and further develop Conceptual Drawings to greater detail to achieve complete Construction Document package to include:
 - Architectural Design & Specification Documents
 - Civil Engineering design and Documents.
 - Electrical engineering and Fire Alarm
- Preparation of final Construction Documents and Specifications for Bid.
- Provide clarification to Bid items, respond to bidding inquiries, prepare addenda as required.

Construction Administration

- Provide construction administration services as requested to observe construction, attend meetings, review submittals, etc., throughout construction. This proposal defines an allocation of up to 25 hours of construction administration services. All additional services will be provided on an hourly basis, in accordance with the enclosed schedules.

Exclusions

Scope of work for this proposal shall not include:

1. Soils Investigations, testing, or reports. To be provided by the Owner, if required.
2. Hazardous materials investigations, surveys or abatement.
3. All reproduction costs.
4. Any fees required by this work.
5. Revisions to plans beyond the initial revisions contemplated herein. Any revisions beyond those contemplated will be performed on an hourly basis, in accordance with the schedule listed herein.
6. Construction administration services beyond those listed herein. [Additional Construction Administration Services to be billed in accordance with the attached schedule.]
7. Additional services beyond those listed herein.
8. LDA Partners, LLP cannot assume responsibility for construction means, methods, techniques, sequences or procedures, safety precautions, programs connected with the work, or for acts and omissions by the Contractor, subcontractors, or others.

9. Additional services caused by project delays or interruption.
10. Additional services caused by Contractor errors or default in executing the construction project in a proper or timely manner.
11. Fire Sprinkler Design
12. Upgrades or rerouting to the existing storm drain system or other wet utilities.
13. LDA Partners, LLP will not be providing inspections or testing before, during or after construction.

Basic Services

Design & approval (Pre – Design, Plans & Working Drawings)	\$ 25,000
Bidding & Construction Administration:	\$ 4,500
<u>Project Completion/ Construction Closeout:</u>	<u>\$ 2,500</u>
Total	\$ 32,000

Should our services be required in addition to these allocations, all additional services will be provided on an hourly basis, in accordance with the following schedule:

Principal Architect:	\$200.00/hour
Project Architect/Manager:	\$175.00/hour
Draftsperson:	\$135.00/hour
Clerical/Staff:	\$ 95.00/hour

Should the project be terminated or extended beyond sixty days from the date of this proposal, the Architect shall be compensated for all services performed to date.

All work will be billed on a monthly basis for service performed to date.

Reimbursable expenses are in addition to the compensation for basic services and shall include the actual expenditures made by the Architect and his employees in the interest of the project, at cost plus 10%. Reimbursable expenses shall be billed and are itemized as follows:

- Reproduction Costs
- Shipping/Postage
- Travel outside of San Joaquin County

All monthly billings not paid within 60 days shall be considered past due, and shall accrue interest from the 61st day at a rate of 1-1/2% per month or 18% per annum.

The Architect, may at his discretion terminate services if payments are not made within 60 days. Changes to the scope of work shall be subject to renegotiation. This proposal is subject to renegotiation if not agreed upon within sixty (60) days. The Owner agrees to defend, indemnify, and hold the Architect, his employees, and consultants harmless from any claim or third party claim related to services for the investigation of or remedial work related to asbestos, toxic, hazardous, and/or dangerous materials resulting from the services provided by the Architect pursuant to this Agreement.

The Americans with Disabilities Act is Federal legislation, not building code. The law provides for the enforcement through either private lawsuits or Justice Department action. Therefore, the compliance with the ADA is a legal matter, not a design responsibility. The design professional will endeavor to assist the District in their responsibility to comply with the requirements of the ADA throughout the design of the facility through California Title 24. However, the design professional is not responsible for failure to comply with these regulations.

Should any litigation be commenced between the parties hereto concerning any provision of this Agreement or the rights and obligations of either in relation thereto, the party, the Owner, or the Architect, prevailing in such litigation shall be entitled, in addition to such other relief as may be granted, to a reasonable sum as and for attorney's fees and court costs as incurred in such litigation, as determined by a court of competent jurisdiction.

If this proposal is acceptable, please initiate your Standard Form Contract for review and execution. Thank you for your interest in our firm for your project. If you have any questions, please let me know.

Cordially,

A handwritten signature in black ink, appearing to read 'Eric Wohle', written in a cursive style.

Eric W. Wohle, A.I.A., LEED ap
Partner

Board Reference Material

SUBJECT TITLE: Agreement: Global Modular Inc., for the Loftin Stadium Project

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the proposal from Global Modular for two pre-owned refurbished modular classrooms for the Loftin Stadium project.

BACKGROUND INFORMATION:

The proposal includes two modular changing rooms to be located on the north and south sides of Loftin Stadium.

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):

\$107,013.70 from Capital Improvement Fund 40.

ORIGINATOR: Mark Marshall, Ed.D., Superintendent

Date: November 16, 2017



450 Commerce Ave, Atwater CA95301

QUOTATION
October 31, 2017,

Los Banos Unified School District
Attention: Donald Laursen
Director of Fiscal Services
1717 S. 11th Street
Los Banos, CA 93653

(209) 826-3801

Re: (2) Pre-Owned Refurbished 24x40 DSA Modular Classroom(s)

Building Type: ModTech Certified Pre-Owned Refurbished DSA Modular Classroom set on a pressure treated wood foundation with Deck and Ramp assemblies.

Buildings Quoted Have been approved by DSA on a previous project and will be accompanied by Approved plans and close out documents.

Specifications: see below-Buildings are refurbished.

24x40 Modular Classroom purchase price **each:** \$50,000.00
\$1,433.85 (Tax)
\$51,433.85 Each

Total for (2) **\$102,867.70**

Option 1: remove windows and frame in total of (4) 4x8 windows add: \$4,146.00

Payment Terms

25% due upon execution of contract
35% due upon start of building referb
30% due upon delivery
10% due upon completion and customer sign-off

Building Specifications Each

1. Building(s) provided are steel frame structures with steel perimeter frames
2. Flooring 1 1/8 T/G New VCT with 4" cove base-color to be determined by customer
3. The exterior finish duratemp wood siding or equal color to be determined by customer
4. The ceiling provided is a T-grid system with 2'x4' T-8 lights installed per code
5. Wood framed walls

6. Interior wall finish is ½”tackboard (painted) over ½” Gypsum thru-out – paint color selection to be determined by customer
7. Front and rear overhangs v
8. (2) each dual pane windows (removed, framed in and covered with interior tack board and exterior duratemp siding if option 1 selected)
9. (1) Each 3’x7’ hollow metal exterior door w/frames w/schlage A-70 locks.
10. The building is equipped with single phase electrical sub panel with breaker
11. Data and Misc. low voltage – Global will provide back boxes and conduit.
12. (1) fire extinguisher placed at door
13. (1) Each 3 1/2 –ton wall mounted electric HVAC unit with supply ducting and return at wall.
14. (1) Each ADA compliant deck and ramp will be provided.
15. Building will be set on a pressure treated DSA approved wood berm foundation system

Clarifications and Exceptions

Clarifications & Exceptions

- Unless otherwise noted, building is quoted with standard features and finishes
- **Global** is not responsible for delays beyond our control
- Price quoted assumes ready access to level site with large truck and trailer (fence removal by others)
- Building/Foundation/Deck/Ramp plans provided by **Global**, all applications, plan approval and inspection costs by others
- All site utility connections by others including main distribution panel and transformers
- Site preparation of building pad by others
- Delivery time will be determined when notice to proceed is issued
- Price does not include any Architectural fees
- **Global** will not be responsible for the removal and re-installation of any Architectural barrier
- Main electrical distribution panel and transformer by others
- Fire alarm system and FAC interface (if required) by others
- All low voltage systems, including telephone, and data by others. (**Global** installs conduit and back box’s)
- Fire sprinkler system (if required) by others
- It is assumed that building components can be delivered and set utilizing normal equipment and practices.
- All local submittals, permits, testing and fees required.

Quotation submitted by: Duane Hamilton

ACCEPTANCE AND PRICING

The proposal is only good as long as supplies last. In order to secure building a down payment will be needed along with signed proposal.

Accepted by: _____

Date: _____

Board Reference Material

SUBJECT TITLE: Student Overnight Travel

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve Pacheco High School FFA overnight travel for the following events:

MFE/ALA Conference Jan 21-22 Monterey, CA
Chico State Field Day March 9-10 Chico, CA
State FFA Convention April 22-25 Anaheim, CA
Cal Poly State Finals May 4-5 San Luis Obispo, CA
Officer Retreat June 13-15 Pinecrest, CA

BACKGROUND INFORMATION:

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

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

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

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

ORIGINATOR: Daniel Sutton, Principal, Pacheco High School
Date: November 16, 2017

Board Reference Material

SUBJECT TITLE: Overnight Travel: Varsity Girls Wrestling

REQUESTED ACTION:

Action X Discussion/Information_____

RECOMMENDATION:

It is recommended the Board approve overnight travel for Los Banos High School Varsity Girls' Wrestling and teachers for the following 2017-18 activities:

1. Napa Valley Girls Classic: Napa, CA, January 4-5, 2018
2. Sac-Joaquin Girls Regionals: Location TBD, February 2-3, 2018
3. Sac-Joaquin Girls Masters: Stockton, CA, February 15-16, 2018
4. Girls CIF State Wrestling Championships: Visalia, CA, February 22-23, 2018

BACKGROUND INFORMATION:

During the regular season, our female members compete most often against male competitors at regular co-ed wrestling tournaments. These prestigious tournaments listed above are expected to attract California's best female high school wrestlers, and give our girls the opportunity to test their skills before possibly qualifying and competing in the National Championship in the post-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 Board approval.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

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

Transportation (1 or 2 suburbans, depending on the event) to be paid from Athletics. Overnight lodging for regular season tournaments is paid by the Wrestling Club Student Body account. Lodging for post-season tournaments is paid from Athletics.

ORIGINATOR: Veli Gurgun, Principal, Los Banos High School
Date: November 16, 2017

Board Reference Material

SUBJECT TITLE: Varsity Boys Wrestling Overnight Travel

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the following student overnight travel requests:

The wrestling team will be competing at the following tournaments, which may include the need to stay overnight (2 coaches will supervise at each event):

- December 28-29, 2017: California Coast Classic, Aptos
- February 3, 2018: Sac-Joaquin Section Div. IV Dual Team Championship, Stockton
- February 15-16, 2018: Boys' Divisional, Foothill High School
- February 22-23, 2018: Sac-Joaquin Sections Masters, Stockton
- March 1-2, 2018: CIF State Championship, Bakersfield

BACKGROUND INFORMATION:

All of the tournaments are part of the varsity wrestling schedule; these are the best competitions that is commensurate with the skill and abilities of our wrestlers.

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 approval from the Board.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified

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

Transportation (1 or 2 suburbans, depending on the event) to be paid from Athletics. Overnight lodging for regular season tournaments is paid by the Wrestling Club Student Body account. Lodging for post-season tournaments is paid from Athletics.

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: November 16, 2017

Board Reference Material

SUBJECT TITLE: **Teacher Out-of-State Travel**

REQUESTED ACTION: Approve

 Action X

 Discussion/Information

RECOMMENDATION:

It is recommended the Board approve travel for Maria Hernandez to attend the Teach it! Conference in Charlotte, NC, December 11 – 12, 2017.

BACKGROUND INFORMATION:

This conference is geared solely for Kindergarten teachers. Maria will also have the opportunity to collaborate with teachers from all around the United States.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not support a specific Board goal. All teacher out-of-state travel requires prior Board approval.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

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

There is no fiscal impact to the District; the trip is funded by Los Banos Teachers Association up to \$1800; any excess amount will be covered by the employee.

ORIGINATOR: Jason Waltman, Principal, Henry Miller Elementary School

DATE: November 16, 2017

Board Reference Material

SUBJECT TITLE: **Obsolete Books**

REQUESTED ACTION: Declare specific Library and Textbooks obsolete and dispose of consistent with BP 3270

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board declare specific library books and textbooks obsolete and dispose of consistent with BP 3270.

BACKGROUND INFORMATION:

Under Board Policy #3270 the Board may declare instructional materials obsolete and dispose of them in a number of prescribed ways.

Henry Miller Elementary School has developed a list of library books and/or texts that are no longer serviceable and useable in their library and or instructional program.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is a procedural matter that does not support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

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

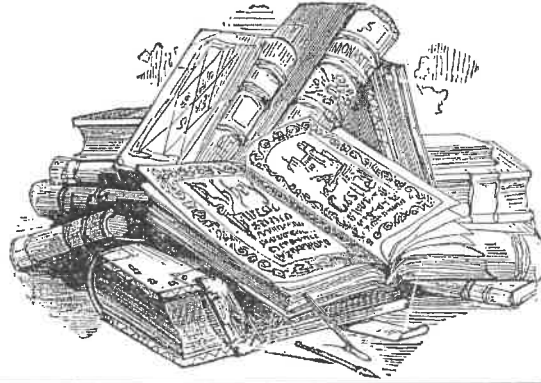
Surplus of undistributed obsolete instructional materials that are usable for educational purposes may be donated to any governing board, county free library of other state institution; any United States public agency or institution; any nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing literacy. They also may be sold to any organization that agrees to use the materials for educational purposes. (Educational Code 60510)

Any organization, agency or institution receiving obsolete instructional materials from the district shall certify to the Board that it agrees to use the materials for educational purposes and make no charge to any persons to whom the materials are given or lent. (Education Code 60511)

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent, Elementary Education
DATE: November 16, 2017

LOS BANOS UNIFIED SCHOOL DISTRICT

Los Banos, Ca 93635



Attached list of withdrawn titles submitted for board approved.

Date 10-19-17

Signature Isaci Marques

Site HME

Site Principal Jason Waltman

Jason Waltman Jason Waltman / Mastrangelo

LBUSD Board of Trustees _____



Henry Miller Elementary Library

View All

Destiny Administrator

Logout

Help

Settings

Home Dashboard Catalog Circulation Reports Back Office

Messages

Check Out Text

Check Out

Check Out Text

Check In

Check In Text

Renew

Holds/ILL

Fines

Copy Status

Patron Status

Offline Circulation

Library Information

Textbook Information

Reset

How do I... ?

To Patron

By Class

To Teacher

Find

Go

Find Patron

Find Copy

Only my patrons Only search Patron Names Only Active

WITHDRAWN (Room: P 900)

View Classes

Edit Patron

Checked Out Library: 44 / Textbooks: 116

Overdue Library: 41 / Textbooks: 0

Holds Ready 0

Fines Library: \$0.00 / Textbooks: \$0.00 Patron: \$0.00

Grade Level

Homeroom

Teacher

Track

Grade

Internet Permission

Only today's check outs

Print Receipt

Items Out

Due Date	Title	Price	Checked Out	
6/2/2018	Ancient Civilizations (Copy: X 20249)	\$50.00	6/14/2017	Renew Lost
6/2/2018	building background dvd (Copy: X 21431)		10/19/2017	Renew Lost
6/2/2018	Dark water rising (Copy: X 21639)		6/9/2017	Renew Lost
6/2/2018	Dark water rising (Copy: X 21641)		6/9/2017	Renew Lost
6/2/2018	Dark water rising (Copy: X 21642)		6/9/2017	Renew Lost
6/2/2018	Dark water rising (Copy: X 21643)		6/9/2017	Renew Lost
6/2/2018	Dark water rising (Copy: X 21644)		6/9/2017	Renew Lost
6/2/2018	Dark water rising (Copy: X 21645)		6/9/2017	Renew Lost
6/2/2018	Dark water rising (Copy: X 21645)		6/9/2017	Renew









	X 21646)		<input type="button" value="Lost"/>
6/2/2018	Dark water rising (Copy: X 21648)	6/9/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	Dark water rising (Copy: X 21649)	6/9/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	Dark water rising (Copy: X 21650)	6/9/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	GO MATH KINDER! Reteach, Enrich, Planning, Assesment, Smarter Bal. & Strategic (Copy: X 21594)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM Above Level Readers/Gr 3 (Copy: X 23463)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM Below Leveled Readers/3 (Copy: X 23449)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM California Reading Content Readers Gr.1 (Copy: X 22039)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD 2nd Grade Content Readers (Copy: X 22051)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD 5th Grade Content Reader (Copy: X 22054)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD 5th Grade Content Reader (Copy: X 22055)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Adapted Reader Kit (Copy: X 21364)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Adapted Reader Kit 4th (Copy: X 21420)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Adapted Reader Kit 4th (Copy: X 21421)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Adapted Reader Kit 4th (Copy: X 21425)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Adapted Reader Kit 4th (Copy: X 21428)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Adapted Reader Kit 6th (Copy: X 21460)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Language Support Readers 4th (Copy: X 21386)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Language Support Readers 4th (Copy: X 21414)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Language Support Readers 4th (Copy: X 21417)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	HM ELD Language	10/19/2017	<input type="button" value="Renew"/>

		Support Readers 4th (Copy: X 21418)		<input type="button" value="Lost"/>
6/2/2018		HM ELD Language Support Readers 4th (Copy: X 21419)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM ELD Language Support Readers 6th (Copy: X 21461)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21329)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21330)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21332)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21333)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21334)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21335)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21336)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21337)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM English Language Development Grade 1 (Copy: X 21338)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Rder/ ELL 5 (Copy: X 23447)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Reader/Language/Grd3 (Copy: X 23466)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Readers/ Grd 1 (Copy: X 22439)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Readers/Grd 1/5-10 (Copy: X 22334)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Readers/Grd 5/ 1-6 (Copy: X 22507)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Readers/Grd 6/ theme 1-6 (Copy: X 22543)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Readers/Grd2/Above Level (Copy: X 22492)	\$705.60 10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/2/2018		HM Leveled Readers/Grd4/LSE (Copy: X 22737)	10/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>

6/2/2018	HM Leveled Readers/Grd4/LSE (Copy: X 22751)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Leveled Readers/Grd4/LSE (Copy: X 23615)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Leveled Readers/On Level/Grd 3 (Copy: X 23465)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Leveled Reading/Grd2/On Level (Copy: X 22469)	\$705.60	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Practice Readers/Gde1/On My Way (Copy: X 22318)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Practice Readers/Gde1/On My Way (Copy: X 22374)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Read Theme Pack Grd 1 (Copy: X 23318)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Read Theme Pack Grd 1 (Copy: X 23319)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Read Theme Pack Grd 1 (Copy: X 23326)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Read Theme Pack Grd 1 (Copy: X 23327)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	HM Vocabulary Readers/Grd4 (Copy: X 23255)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Leveled Readers on Level Set 25 Titles W Te 4 (Copy: X 22721)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Leveled Readers on Level Set 25 Titles W Te 4 (Copy: X 22723)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Leveled Readers on Level Set 25 Titles W Te 4 (Copy: X 22725)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Leveled Readers on Level Set 25 Titles W Te 4 (Copy: X 22731)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Lightning Thief (Copy: X 21561)	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Lightning Thief (Copy: X 21562)	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Lightning Thief (Copy: X 21563)	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Lightning Thief (Copy: X 21564)	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Lightning Thief (Copy: X 21565)	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Lightning Thief (Copy: X 21566)	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>

					<input type="button" value="Lost"/>
6/2/2018	 Lightning Thief (Copy: X 21567 	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Lightning Thief (Copy: X 21569 	\$7.99	6/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading Above Level Set Levels S-W 4 (Copy: X 22713)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading Above Level Set Levels S-W 4 (Copy: X 22717)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading Above Level Set Levels S-W 4 (Copy: X 22727)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading Below Level Readers 24 Titles 6 Copies Ea 2 (Copy: X 22331)	\$705.60	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15778)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15779)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15780)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15781)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15782)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15783)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15784)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 15785)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 16010)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Phonics library Grade K (Copy: X 22421)	\$212.67	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Readers library Grade 4 (Copy: X 13422)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Readers library Grade 4 (Copy: X 23239)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	 Reading California Readers library Grade 4 (Copy: X 23240)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>

6/2/2018	Reading California Readers library Grade 4 (Copy: X 23243)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading California Readers library Grade 4 (Copy: X 23246)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading California Readers library Grade 4 (Copy: X 23247)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading California Readers library Grade 4 (Copy: X 23250)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading California Readers library Grade 4 (Copy: X 23251)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading California Readers library Grade 4 (Copy: X 23253)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading California Readers library Grade 4 (Copy: X 23254)		10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers Below Level Collection 1 (Copy: X 22367)	\$529.20	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers Below Level Collection 1 (Copy: X 22570)	\$529.20	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers Below Level Set 4 (Copy: X 22741)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers Below Level Set 4 (Copy: X 22743)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers Below Level Set 4 (Copy: X 22747)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers Below Level Set 4 (Copy: X 23613)	\$735.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers on Level {6 Pack} (Copy: X 22686)	\$352.80	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Leveled Readers on Level {6 Pack} (Copy: X 22705)	\$352.80	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading on My Way Practice Readers {Package} K (Copy: X 22423)	\$104.75	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	Reading Vocabulary Readers Complete Kit K (Copy: X 22424)	\$882.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	R.O.L.A. (Copy: X 10522)		8/9/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	R.O.L.A. (Copy: X 16772)		8/8/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
6/2/2018	R.O.L.A. (Copy: X 6888)		8/9/2017	<input type="button" value="Renew"/>	

6/2/2018	 R.O.L.A. (Copy: X 7520)	8/9/2017	<input type="button" value="Lost"/>
			<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	 R.O.L.A. (Copy: X 7521)	8/15/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	 R.O.L.A. (Copy: X 7530)	8/9/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	 R.O.L.A. (Copy: X 7533)	8/9/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	 R.O.L.A. (Copy: X 7551)	8/9/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	 R.O.L.A. (Copy: X 7559)	8/9/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	 Science Fusion K (Copy: X 21603)	\$859.38 10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>
6/2/2018	 Third Grade Readers/America (Copy: X 23329)	10/19/2017	<input type="button" value="Renew"/>
			<input type="button" value="Lost"/>



Henry Miller Elementary Library

View All

Destiny Administrator

Logout

Help

Storage

Home Dashboard Catalog Circulation Reports Back Office

Messages

Check Out

Check Out

Check Out Text

Check In

Check In Text

Renew

Holds/ILL

Fines

Copy Status

Patron Status

Offline Circulation

Library Information

Textbook Information

Reset

How do I... ?

To Patron By Homeroom

Find [input] Go Find Patron Find Copy Add Title

Only my patrons Only search Patron Names Only Active Patrons Due Dates

WITHDRAWN (Room: P 900)

Edit Patron

Checked Out Library: 44 / Textbooks: 116

Grade Level

Overdue Library: 41 / Textbooks: 0

Homeroom

Holds Ready 0

Teacher

Fines Library: \$0.00 / Textbooks: \$0.00 Patron: \$0.00

Track

Grade

Internet Permission

Only today's check outs Print Receipt

Items Out

Table with columns: Due Date, Title, Call Number, Price, Checked Out, Renew, Lost. Contains 5 rows of item data.

			Check Out			
		Christmas adventure (Copy: T 72357)	Brown			<input type="button" value="Lost"/>
1/17/2017		The fire of Ares. (Copy: T 70857)	PB F Ford	\$3.00	1/3/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
1/18/2017		Junie B. Jones is (almost) a flower girl (Copy: T 70910)	PB E Park	\$3.00	1/4/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
3/7/2017		Sleepy bear (Copy: T 33421)	E Dabcovich	\$8.57	2/21/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
3/27/2017		Hurry, Santa! (Copy: T 70622)	E Sykes	\$12.00	3/13/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
3/27/2017		Night in the haunted tower (Copy: T 70986)	PB F West	\$3.00	3/13/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
4/4/2017		Wayside School gets a little stranger (Copy: T 70589)	PB F Sachar	\$3.00	3/21/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
4/6/2017		Red-eyed tree frogs (Copy: T 33062)	E 597.8 Netherton	\$15.95	3/23/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
4/25/2017		At the beach (Copy: T 70802)	E 551.45 Rau	\$15.95	4/11/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
4/27/2017		Super diaper baby 2 : the invasion of the potty snatchers (Copy: T 73433)	PB F Pilkey	\$3.00	4/13/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
5/19/2017		Guinness World Records, 2012 (Copy: T 71874)	031.02 Guinness	\$26.00	5/19/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
5/31/2017		Dreams come true (Copy: T 70880)	PB F Chapman	\$3.00	5/17/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/9/2017		Apples, apples, apples (Copy: T 60627)	PB E Wallace	\$5.95	5/26/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/14/2017		A circle of seasons (Copy: T 6965)	E 811 Livingston	\$13.25	5/31/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/14/2017		The earth atlas (Copy: T 46481)	Ref 912 Van Rose	\$10.00	6/14/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/14/2017		The World Book atlas. (Copy: T 18190)	Ref 912 World	\$60.00	6/14/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>
6/19/2017		Kits, cats, lions, and tigers : stories, poems, and	SC Hopkins	\$10.00	6/5/2017	<input type="button" value="Renew"/> <input type="button" value="Lost"/>

		verse (Copy: T 46596)						
6/19/2017		Salt River times (Copy: T 46594)	SC Mayne	\$10.00	6/5/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
6/19/2017		Ten tall tales (Copy: T 31095)	SC Bird	\$11.21	6/5/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
6/28/2017		Atlas of the world (Copy: T 47524)	REF 912 Oxford	\$149.96	6/14/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/10/2017		Julie Krone, fearless jockey (Copy: T 33619)	E 798.4 Spence	\$14.95	7/27/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/10/2017		The night before Christmas (Copy: T 20625)	E 811 Moore	\$14.44	7/27/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/10/2017		The night before Christmas (Copy: T 38888)	E 811 Moore	\$15.00	7/27/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/10/2017		The night before Christmas (Copy: T 38889)	E 811 Moore	\$15.00	7/27/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/10/2017		The night before Christmas (Copy: T 71944)	E 811 Moore	\$13.50	7/27/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/24/2017		Strike three, you're dead (Copy: T 72553)	PB F Berk	\$5.99	8/10/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/28/2017		A friend for dear dragon (Copy: T 37520)	E Hillert	\$9.02	8/14/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/31/2017		Changes for Molly : a winter story (Copy: T 33827)	E Tripp	\$8.85	8/17/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
8/31/2017		Molly's surprise : a Christmas story (Copy: T 31754)	E Tripp	\$8.75	8/17/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
9/7/2017		Red-eyed tree frog (Copy: T 72191)	PB E 597.87 Cowley	\$6.99	8/24/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
9/8/2017		Street machines. (Copy: T 71253)	PB E Street Machines	\$5.00	8/25/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
9/8/2017		Sunflower Life Cycle (Copy: T 72347)	PB E 583 Bauer	\$3.00	8/25/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	
9/22/2017		When moms attack! (Copy: T 70920)	PB F Ostrow	\$5.00	9/8/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>	

9/25/2017	The Berenstain Bears and the G-rax bones (Copy: T 36807)	PB Berenstain	\$3.99	9/11/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
9/25/2017	Ghosthunters and the totally moldy baroness! (Copy: T 70263)	PB F Funke	\$8.00	9/11/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
10/4/2017	Earth (Copy: T 20506)	E 550 Kipp	\$15.00	9/20/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
10/11/2017	Come to school, dear dragon (Copy: T 37507)	E Hillert	\$16.50	9/27/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
10/27/2017	A very special critter (Copy: T 70740)	PB E Mayer	\$3.00	10/13/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
11/2/2017	The baby-sitter 3 (Copy: T 70717)	PB F Stine	\$4.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>
11/2/2017	iAm famous! (Copy: T 70767)	PB F McElroy	\$5.00	10/19/2017	<input type="button" value="Renew"/>	<input type="button" value="Lost"/>

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: November 16, 2017

Site:

Date:

	TYPE	DESCRIPTION (MAKE & MODEL)	SERIAL #	QTY	DIST. #	STATUS*
EX.	Copier	Minolta EP 4320	3113122	1	07302	Beyond Repair
1	Projector	Sanyo PLC-XW250	69914900	4	9192	Obsolete
2			69914878		9209	Obsolete
3			69913165		9189	Obsolete
4			69915830		9219	Obsolete
5	Monitor	HP L1710	CNC920QLLF	4	None	Obsolete
6			CNC920QLFH		None	Obsolete
7			CNC920QLLF		None	Obsolete
8			CNC920QLLG		None	Obsolete
9	Monitor	HP L1750	3CQ8412RT4	6	None	Obsolete
10			3CQ84719VR		None	Obsolete
11			3CQ8412RT7		None	Obsolete
12			3CQ84719VP		None	Obsolete
13			3CQ84129DW		None	Obsolete
14			3CQ8412RSR		None	Obsolete
15	Radio	Califone 2395 Radio	BD04822	1	None	Obsolete
16	Desktop Tower	HP Compaq dc5800 Microtower	MXL8511FXP	1	None	Obsolete
17	DVD/CR	Emerson EWD2204 Player	U13433719	1	None	Beyond Repair
18	Printer	HP 4100 Laserjet Printer	USBNJ13196	2	1898	Beyond Repair
19			USGNK14644		None	Beyond Repair
20	Printer	Lexmark E120	994GBFD	2	None	Beyond Repair
21			9948B15		None	Beyond Repair
22	Printer	HP Color Laserjet CP2025	CNBSF04891	1	None	Beyond Repair
23						

*STATUS:

GOOD

REPAIR NEEDED

BEYOND REPAIR

Board Reference Material

SUBJECT TITLE: Disposal of Obsolete Equipment

REQUESTED ACTION: Approval

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the removal and trade-in process of Bus #20 and #27. These buses will be replaced with two new school buses purchased from Bus West.

BACKGROUND INFORMATION:

Bus #20 and #27 are 2004 Ford Lewis-Thomas buses that are 13 years old and are in desperate need of being replaced. The district will purchase two 2018 Thomas Built, Saf-T-Liner C2 Buses from Bus West in which they have offered to accept the old buses as trade-in's at \$500 for each bus.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

N/A

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

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

The total trade-in amount will be \$1,000 and will reduce the total cost of the two new buses from \$292,124.65 to \$291,124.65.

ORIGINATOR: Tom Worthy, Director of Facilities, Operations, and Transportation
Date: November 16, 2017

LOS BANOS UNIFIED SCHOOL DISTRICT OBSOLETE BUS LIST				
VEHICLE	YEAR	MAKE	VIN #	PLATE
B-20	2004	FORD LEWIS-THOMAS	1FDXE45P94HA86862	1089704
B-27	2004	FORD LEWIS-THOMAS	1FDXE45P74HA86861	1089559