

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

**LOS BANOS UNIFIED SCHOOL DISTRICT
GOVERNING BOARD OF EDUCATION
REGULAR MEETING
Los Banos City Council Chambers
520 J Street – Los Banos, CA 93635
Thursday, July 13, 2017
7:00 PM - Regular Meeting**

AGENDA

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

I. OPENING BUSINESS

A. Call Public Session to Order

B. Roll Call of Board Members Present

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

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]

VI. **REPORTS**

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

VII. **OLD BUSINESS**

VIII. **NEW BUSINESS**

- A. Provisional Internship Permit (Page 5)

5 Min.

It is recommended the Board approve a Provisional Internship Permit for the following teachers:

1. Flores, Maya – Science Teacher, Foundational Science - Los Banos Junior High
2. Costello, Micah – Elementary Teacher, Grade 6 - Lorena Falasco Elementary
3. DeMoss, Kate – Elementary Teacher, Grade 6 - Charleston Elementary
4. Fuentes, Douglas – Special Education Teacher, Mild/Moderate – Los Banos Junior High
5. Mairiono, Staci – Elementary Teacher, Grade 4 - Lorena Falasco Elementary
6. Wills, Stevie – Science Teacher - Biology – Los Banos Junior High

Motion by _____ Seconded by _____

Proposed Action: Approve Agenda

IX. CONSENT CALENDAR

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

- A. Approval of Minutes
Regular Meeting on June 8, 2017 (Page 18)
Special Meeting on June 15, 2017 (Page 25)

- B. Personnel Actions
 - 1. Report of Certificated Staffing Actions (Page 27)
 - 2. Report of Classified Staffing Actions (Page 28)

- C. Monthly Fiscal Report (Page 29)

The monthly Fiscal Report is provided for Board information

- D. Paid Prep. Department Chair and PAR Stipends (Page 37)

It is recommended the Board approve employee stipends for Paid Prep Period, Department Chair assignments and PAR Panel.

- E. Williams Complaint Summary (Page 40)

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

- F. New Courses (Second Reading) (Page 42)

It is recommended the Board adopt the following new course: *Success 101*.

- G. 2017-18 Consolidated Application (Page 60)

It is recommended the Board approve the 2017-18 Consolidated Application

- H. 2017-18 Annual Adoption of Common Core State Standards (Page 62)

It is recommended the Board approve the Common Core State Standards (CCSS) as adopted by the California Department of Education (CDE) for the 2016-17 school year.

- I. Agricultural Career Technical Education Incentive Grants, PHS & LBHS (Page 63)

It is recommended the Board approve the 2017-18 Agricultural Career Technical Education Incentive Grant funding applications for Los Banos and Pacheco High Schools.

- J. Contracts/Agreements/Proposals
 1. Santa Cruz County Office of Ed. Outdoor Science School (CE), Oct. 2-7, 2017 (Page 70)
 2. 2017-2020 School Resource Officer Agreement (Page 74)
 3. Brandman University Student Teacher Agreement (Page 83)

- K. Out of State/Overnight Travel
 1. CE 6th Graders, Santa Cruz County Outdoor Science Camp, Oct. 2-6, 2017 (Page 92)
 2. LBHS FFA Officer Retreat, Groveland, CA, July 25-27, 2017 (Page 93)
 3. LBHS Girls' Volleyball, Reno, NV August 31-Sept. 3, 2017 (Page 94)
 4. LBHS Girls' Tennis, Clovis September 8-9, 2017 (Page 95)
 5. HME Teacher, SDE National Conference, Las Vegas, NV July 10- July 14, 2017 (Page 96)

- L. Approval/Ratification of Warrants

Motion By _____ Seconded By _____

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

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

XI **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: **Provisional Internship Permit**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve a Provisional Internship Permit, which will allow the following assignment for the 2017-18 school year.

BACKGROUND INFORMATION:

1. Flores, Maya – Science Teacher, Foundational Science - Los Banos Junior High
2. Costello, Micah – Elementary Teacher, Grade 6 - Lorena Falasco Elementary
3. DeMoss, Kate – Elementary Teacher, Grade 6 - Charleston Elementary
4. Fuentes, Douglas – Special Education Teacher, Mild/Moderate – Los Banos Junior High
5. Mairiono, Staci – Elementary Teacher, Grade 4 - Lorena Falasco Elementary
6. Wills, Stevie – Science Teacher - Biology – Los Banos Junior High

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

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

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

None

ORIGINATOR: Tammie Calzadillas, Assistant Superintendent Human Resources

Date: July 13, 2017

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

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

Name of Applicant MAYA FLORES

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

Multiple Subject

Single Subject - Specify subject(s): FOUNDATIONAL SCIENCE

Education Specialist - Specify specialty area(s): _____

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

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

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

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

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

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) LBUSD Job Fair 3-25-17

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

Public School District

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

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

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

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

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

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

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

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

Applicant Signature _____

Employing Agency Certification

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

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

Signature Jammié Calzadilla, B.Ed., D.

Title Assistant Superintendent, Human Resources

Date _____



VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

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

Name of Applicant MICAH COSTELLO

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

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

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

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

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

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

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

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) LBUSD Job Fair 1-20-16

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

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

(continued)

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

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

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
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6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

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

Applicant Signature _____

Employing Agency Certification

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

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

Signature _____

Title **Assistant Superintendent, Human Resources** _____

Date _____

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

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

Name of Applicant KATE DEMOSS

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

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

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

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

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

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

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

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) LBUSD Job Fair 3-25-17

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

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

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

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

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

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
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I certify under penalty of perjury that I need to complete NCLB core area subject matter to enroll in an intern program for the education specialist preliminary credential

Applicant Signature _____

Employing Agency Certification

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

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

Signature Jamiee Cabadillas

Title Assistant Superintendent, Human Resources

Date _____



VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

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

Name of Applicant DOUG FUENTES

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

- Multiple Subject
- Single Subject - Specify subject(s): _____
- Education Specialist - Specify specialty area(s): MILD/MODERATE

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

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

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

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

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

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) LBUSD Job Fair 1-20-16

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
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- Public School District**
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(continued)

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

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

Applicant Signature _____

Employing Agency Certification

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

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

Signature _____

Title **Assistant Superintendent, Human Resources** _____

Date _____



VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

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

Name of Applicant STACI MAIRIONO

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

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

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

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

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

Applicant Signature _____

Employing Agency Certification

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

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

Signature _____

Title **Assistant Superintendent, Human Resources** _____

Date _____



VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

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

Name of Applicant STEVIE WILLS

SSN _____

Name of Employing Agency LOS BANOS UNIFIED SCHOOL DISTRICT

County/District/CDS Code 24 -65755

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

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Applicant Signature _____

Employing Agency Certification

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

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

Signature _____

Title **Assistant Superintendent, Human Resources** _____

Date _____

LOS BANOS UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF EDUCATION
June 8, 2017

City Hall
Council Chambers

| | |
|---|-------------------------------|
| Mr. Parreira called the meeting to order at 5:30 P.M. | Call to Order |
| PRESENT: Mr. Areias, Ms. Benton, Ms. Goin-Soares, Mr. Martinez (5:33), Mr. Munoz, Mr. Parreira, Ms. Smith (5:34) | Roll Call |
| A study session was held at 5:30 P.M. for the Local Control Accountability Plan and the 2016-17 Budget. | Study Session |
| A closed session was held at 6:15 P.M. for: 1. Conference with Labor Negotiator (Section 54957.6) Agency Negotiators: Dean Bubar, Tammie Calzadillas, Paul Enos and Paula Mastrangelo; Employee Organization: CSEA (No action) 2. Public Employee: Discipline/Dismissal/Release/Reassignment (Section 54957) (Action) 3. Claim Against the District (Section 910): Government Claim filed by Stephen Garcia (Action) | Closed Session |
| The regular session was opened at 7:05 P.M. | Regular Session |
| The audience was led in the Pledge of Allegiance by Jason Walsh, LBTA President, followed by a moment of silence in memory of District employee, Ralph Zuniga. | Pledge of Allegiance |
| On a motion by Member Areias, seconded by Member Benton, Trustees approved the agenda as submitted. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried. | Approval of Agenda |
| Mr. Parreira came forward and recognized Mr. Dean Bubar for his service as Acting Superintendent for the last fourteen months. He thanked him for his leadership and guidance, acknowledging that he continued to do his job as Assistant Superintendent of Business while taking on the role of Acting Superintendent during very trying times for the District. | Recognition/ Introductions |
| Mr. Andrew Meza, Green Valley Charter School Principal, came forward and requested that the Petition Renewal for Green Valley Charter be placed back on the agenda. He requested the Board look at the new petition renewal and how GVC had addressed the concerns the Board had at the time of denial. He also stated GVC recently received student SBAC test results and they show improvement. He said he hopes with that information and a new revised petition renewal, the board will reconsider their decision to deny the petition. | Public Forum |
| Jason Walsh, LBTA President, came forward and said it has been a pleasure to work with Mr. Bubar as Acting Superintendent, thanked him for his hard work and said he looks forward to continuing to work together. He announced the LBTA spring election results, thanking the newly elected officers and representatives for their dedication and service. He said he has come to realize that there are many moving parts to our District and all these parts are needed and very important to the success | LBTA Report |

of the education of our students and keeping the District running smoothly. He said recent studies show that students who are below grade level in reading regress during the summer months and that reading for 20 minutes a day can help prevent that regression. He encouraged all parents to enroll their students in a summer reading program at the local library or Westside Union Elementary School. He commended WUES for having a summer reading program and encouraged other school sites to do the same. He then read his message in Spanish.

No Report

CSEA Report

Mr. Bubar introduced and welcomed new Volta Elementary School Principal, Mr. Matthew Thomas. He offered his condolences on behalf of the District to the family of Ralph Zuniga stating he was sorry for their loss. He congratulated all graduates and stated that he attended two graduations, commending Pacheco High School Principal, Mr. Sutton and San Luis High School Principal, Mr. Meas for outstanding graduation ceremonies. He thanked the Board for recognizing his service as Acting Superintendent.

Superintendent's Report

Mr. Tom Worthy, Director of Facilities, Maintenance and Transportation, came forward and provided an update on the addition to Mercey Springs Elementary School.

Facilities Report

Ms. Benton offered her condolences to the family of Ralph Zuniga and to the staff at PHS, saying he will be missed. She said she enjoyed the PHS and LBHS FFA Banquets, congratulated Scholarship recipients and thanked the generous donors. She attended open house at Miano Elementary School, attended LBJH band concert and congratulated Ms. Curutchague, Spanish teacher at LBHS, for a wonderful Cultural Wax Museum performance by her students. She thanked Mr. Bubar for all of the work he has done. Mr. Munoz attended graduation ceremonies at PHS, LBJH and SLHS. He congratulated all graduates, saying he is very proud of all of them and hopes they all reach their goals. Mr. Areias said he attended graduations, scholarship awards night, banquets, and many school site visits. He thanked principals, teachers and all employees wishing them a wonderful summer. Ms. Smith said she attended scholarship award night and graduations, thanking the sites for inviting her. She shared that she had received upsetting news that the Los Banos Enterprise requested all of her district email with Tommy Jones and previous Board Members. She said that she has never been investigated by Merced County or questioned by the Merced County District Attorney. She said that she feels they are trying to wrap up the case and tie her to it. She said she works hard for a living, is proud of it and has never taken anything from the District. She said that she has a problem with the LB Enterprise requesting this because it will cost the District a lot of money. She wishes they had come directly to her rather than the District and her employer. She said she is worried about what this has done to her reputation, feels the Enterprise should pay for this rather than the District and wishes they would go away leaving her alone. Ms. Goin-Soares congratulated all of the seniors and thanked staff that guided them along the way. She was very impressed with the number of scholarships awarded and thanked the community that gives so much to the students. She wished everyone a wonderful summer. Mr. Martinez thanked everyone for acknowledging the recent loss of Ralph Zuniga. He thanked Mr. Bubar for his sacrificial time as Superintendent. He said he attended PHS and the LBJH graduation and it was awesome. He thanked the teachers and administration for all

Trustee Reports

of their hard work in helping the students to reach this goal. He read an email that he recently sent out to Board Members and the Superintendent on behalf of the Green Valley Charter School requesting to place the Revised Charter School Petition Renewal on the agenda. He made a motion to rescind the action taken by the Board on February 9, 2017 to deny the Green Valley Charter School Petition and Member Munoz seconded the motion. Mr. Parreira explained the Board could not rescind the vote because the County has taken action and denied the petition, which sends the appeal to the State Board level and LBUSD has no jurisdiction over the State level. After much discussion Mr. Parreira said the motion was out of order. Mr. Martinez then made a motion to call a special meeting to review the revised petition; again Mr. Parreira denied the motion stating the petition is out of the Districts' jurisdiction and therefore the motion was out of order. Mr. Parreira stressed the importance of following legal counsel advice. Mr. Parreira said he attended the FFA Banquets at both high schools, was very impressed with PHS Aggie Showcase and enjoyed seeing all of projects made by students. He said the numerous elementary open house events he went to were well attended and very nice. He said he was very impressed with the LBE fourth grade mission projects and the LBHS cultural wax museum performance. He said the site Flag Day Ceremonies were very impressive, thanked the VFW for participating and thanked all Veterans for their service. He reported that he attended a City Council meeting, gave an update on recent mitigation agreements, and encouraged everyone to educate themselves on upcoming development that will impact our city and District. He thanked Mr. Bubar for his service as Acting Superintendent and offered his condolences to the family of Ralph Zuniga.

Mr. Paul Enos, Assistant Superintendent of Secondary Education provided information on the final draft of the Local Control Accountability Plan (LCAP). Mr. Parreira opened a public hearing at 7:58 P.M. to receive comments from the public on the Local Control Accountability Plan. No one came forward and the hearing was closed at 7:59 P.M. The LCAP is slated for adoption at a Board meeting on June 15, 2017. LCAP Report

Mr. Don Laursen, Director of Fiscal Services, presented information on the 2017-18 proposed budget. Mr. Parreira opened a public hearing at 7:59 P.M. to receive comments from the public on the budget; no one came forward and the public hearing was closed at 8:00 P.M. The budget is scheduled for adoption at a meeting on June 15, 2017. 2017-18 Budget Report

On motion by Member Areias, seconded by Member Martinez, Trustees adopted Resolution #10-17 as required by legislation that established the Education Protection Account. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried. Education Protection Account

Mr. Parreira opened a public hearing at 8:03 P.M. regarding the Disclosure of Collective Bargaining Agreement; no one came forward and the public hearing was closed at 8:04 P.M. On a motion of Member Benton, seconded by Member Goin-Soares, Trustees approved the CSEA Disclosure of Collective Bargaining Agreement. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried. CSEA DCBA

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| <p>On motion by Member Goin-Soares, seconded by Member Smith, Trustees approved the agreed upon Memorandum of Understanding (MOU) with the Classified School Employees Association (CSEA) outlining the specific actions taken as a result of the Job Classification and Compensation Study. Included in the MOU are the following: Updated Job Descriptions for all CSEA employees and an updated salary schedule. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p> | CSEA MOU |
| <p>Mr. Parreira opened a public hearing at 8:12 P.M. regarding the findings of the April 2017 School Facility Needs Analysis. There were no public comments and the hearing was closed at 8:13 P.M. On a Motion of Member Areias, seconded by Member Goin-Soares, Trustees adopted Resolution #09-17 accepting the findings of the School Facility Needs Analysis and increasing residential fees from \$4.80 to \$5.34 per square foot, effective immediately. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p> | Level II Developer Fee Adjustment |
| <p>On motion by Member Areias, seconded by Member Benton, Trustees adopted the revised schedule for 2017 Board meetings as submitted. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p> | Revised 2017 Board Meeting Schedule |
| <p>On motion by Member Areias, seconded by Member Martinez, Trustees adopted Resolutions #11-17, #12-17, #13-17, #14-17 and #15-17 approving identified certificated staff to teach outside of their credential authorization per Education Code #44258.3 and Section #44258.7 C & D. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p> | Authorization of Teaching Assignments |
| <p>On motion by Member Areias, seconded by Member Goin-Soares, Trustees approved Provisional Internship Permits for the following teachers: Levingston, Stacy – Elementary Teacher, Kindergarten- Miano Elementary, Cotta, Casey – Elementary Teacher, Grade 6-Lorena Falasco Elementary, Phillips, Elizabeth – Art Teacher, Los Banos High School, Ulloa, Efrain – History Teacher, Creekside Junior High, Voglin, Valerie – Elementary Teacher, Kindergarten – Mercey Springs Elementary. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p> | Provisional Internship Permits |
| <p>Ms. Nancy Velador, English Language Coordinator and the District English Learner Task Force provided a report on the academic achievement of the English Learners, District wide strategies used to eliminate the language gap and future plans to best serve all English Learners to enable them to meet or exceed District Goals.</p> | District English Learner Task Force Report |
| <p>On a motion by Member Areias, seconded by Member Martinez, Trustees declared their intent to adopt the following new course: <i>Success 101</i>. Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p> | New Course Adoption (First Reading) |
| <p>On motion by Member Goin-Soares, seconded by Member Smith, Trustees approved renewal of the 2017-18 Contract #CSPP-7296 between the California Department of Education and LBUSD for the California Preschool Program: and to adopt Resolution #16-17, authorizing designated personnel to sign contract documents. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.</p> | Pre-School Contract Renewal |

On a motion by Member Areias, seconded by Member Benton, Trustees approved Change Orders: CO1 Grover - Grover Landscaping, CO 1 Vanden - Vanden Bos Electrical, and CO 1 JTS Const. - JTS Construction for Mercey Springs Elementary. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.

Mercey Springs
Change Orders

On a motion of Member Benton, seconded by Member Martinez, Trustees approved the Consent Calendar as submitted. Ayes: Areias, Benton, Goin-Soares, Martinez, Munoz, Parreira, Smith; Noes: 0; Absent: 0. Motion carried.

CONSENT
CALENDAR

Trustees approved minutes of the: Regular Meeting held on May 11, 2017.

Minutes

Certificated Appointments: Guido, Kerri – 4th Grade Teacher, Mercey Springs Elementary – effective 8/1/2017; Menezes, Jeanette – Special Education Teacher, Los Banos High - effective 8/1/2017; DeFreitas, Justin – 6th Grade Teacher, Volta Elementary – effective 8/1/2017; McComb, Shannon – 3rd Grade Teacher –Mercey Springs Elementary – effective 8/1/2017; Borba, Susan – 4th Grade Teacher - Miano Elementary-effective 8/1/2017; Pickerell, Steve – Special Education Teacher, Pacheco High School – 8/1/2017 ; Thomas, Matthew - Principal, Volta Elementary – effective 7/1/2017; Resigned: Vierra, Marissa – Elementary Teacher, Lorena Falasco Elementary-effective 6/30/2017; Brinlee, Kelli – Elementary Teacher, Lorena Falasco Elementary-effective 6/30/2017; Lafferty, Kevin – English Teacher, Creekside Junior High – effective 6/30/2017; Aguilar, Lucia – Pre School Teacher – effective 6/30/2017 ; Conrardy, Stephanie – Art Teacher – Los Banos High School – effective 6/30/2017; Rutledge, Amanda – 6th Grade Teacher – Miano Elementary – effective 6/30/2017; Rios, Dulce – Science Teacher – Los Banos Junior High – effective 6/30/2017; Released: Besecker, Kyle – English Teacher - Los Banos Junior High – effective 6/30/2017; Palafox, Heidi – English Teacher – Los Banos High School – effective 6/30/2017; Retired: Rittenmyer, George – Psychologist – District Wide – effective 6/30/2017; Classified New Hires: Morales, Enedilia – LEAP, Instructional Aide (4.5 Hrs); Promotional: Brandi, Rosemary – FS, Food Service Worker V (8.0 Hrs); Escobar, Erica – LBE, Secretary II (8.0 Hrs); Carlos, Emma – LBE, Clerk Typist (8.0 Hrs); Guzman,; Sonia – MSE, Bilingual Clerical Aide; Rivera, Alma – MSE, Secretary II (8.0 Hrs); Silva, Linda – SS, Clerk Typist (8.0 Hrs); Woitas, Gina – LBE, Secretary IV (8.0 Hrs); Retired: Cisneros, Frank, LBJH, Custodian – Effective 7/31/2017; Cortez, Sally – RME, Bilingual Clerical Aide – Effective 7/22/2017; Resigned: Martinez, Rosemary – Instructional Aide – Effective 6/2/2017.

Personnel Actions

The monthly Fiscal Report was submitted for Board information.

Fiscal Report

Trustees approved the course content revision for: *Digital Media Arts*.

Course Revision

Trustees approved the course title change from *Physical Science* to *Introduction to Physical Science*.

Course Title
Change

Trustees approved the District Film list adding “*Concussion*”, “*Under the Same Moon*”, “*Rudy*”, “*Cesar Chavez*” and “*Unbroken*” to the Los Banos Junior High School film list.

District Film List

| | |
|--|---------------------------------|
| Trustees adopted the following new courses: <i>AP Environmental Science</i> and <i>AP Psychology</i> . | New Course |
| Trustees approved Debbie Arrieta and Paul J. Enos as the District representatives that have authorization to issue work permits to eligible students. | Work Permit Authorization |
| Trustees designate Veli Gurgen, LBHS Principal; Joseph Barcellos, LBHS Athletic Director; Ms. April Latta, LBHS Learning Director; Daniel Sutton, PHS Principal; Charles Pikas, PHS Athletic Director and Daniel Elizalde, PHS Assistant Principal as the District's California Interscholastic Federation (C.I.F.) league representatives for the 2017-18 school year. | CIF League Representation |
| Trustees approved the following agreements/proposals: MCOE, 2017-18 Media Services; ATX Learning Inc., Speech Therapy Service; MCOE, Jack L. Boyd Outdoor School (MSE); MCOE, Jack L. Boyd Outdoor School (LBE); MCOE, Jack L. Boyd Outdoor School (HME); Agreement, Teachers College of San Joaquin, Student Teacher Agreement. | Agreements/Contracts |
| Trustees approved the following overnight/out-of-state travel: HME Teacher, STEM Conference, Kissimmee, FL June 11-15, 2017; MSE 6 th Graders, Jack L. Boyd Outdoor School, May 21-25, 2018; LBE 6 th Graders, Jack L. Boyd Outdoor School, March 20-23, 2018; HME 6 th Graders, Jack L. Boyd Outdoor School, October 2-6, 2017; LBE Teachers, iTeach 1 st Grade Conference, Las Vegas, NV, July 10-14, 2017; PHS FFA Officer Retreat, Gold Country Camp Ground, June 13-16, 2017. | Travel |
| Trustees approved the warrants for payment. | Warrants |
| On motion by Member Areias, seconded by Member Goin-Soares, Trustees adopted Resolution #17-17 to immediately suspend without pay and dismiss a permanent certificated employee. | Reporting Closed Session Action |
| On motion by Member Areias, seconded by Member Benton, Trustees denied: Claim Against the District (Section 910): Government Claim filed by Stephen Garcia. | |
| Mr. Areias asked for a Facilities Committee Meeting to discuss what could be done to improve the looks of Loftin Stadium. Mr. Bubar stated that constant use of the facility is an issue and he will schedule a meeting. Ms. Smith asked if the LBE back parking lot could be repaired. Mr. Bubar stated that the cost for a new parking lot is not in the budget. Mr. Worthy stated that they do repair the pot-holes on a regular basis. Mr. Bubar reminded everyone that many site facilities throughout the District are in need of repair, but the need for student housing has taken precedence. | Future Agenda Items |
| A closed session was held at 8:43 P.M. for discussion regarding a parental complaint of a district employee. | Closed Session |
| The meeting was adjourned by Mr. Parreira at 9:20 P.M. | Adjournment |

SECRETARY

**LOS BANOS UNIFIED SCHOOL DISTRICT
MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF EDUCATION
June 15, 2017**

District Office
Board Room

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

Call to Order

PRESENT: Mr. Areias, Ms. Benton, Ms. Goin-Soares, Mr. Munoz, Mr. Parreira, Ms. Smith (5:02)

Roll Call

ABSENT: Mr. Martinez

The audience was led in the Pledge of Allegiance by Paul Enos, Assistant Superintendent Secondary Education.

Pledge of
Allegiance

On motion by Member Areias, seconded by Member Benton, Trustees approved the agenda as submitted. Ayes: Areias, Benton, Goin-Soares, Munoz, Parreira, Smith; Noes: 0; Absent: Martinez. Motion carried

Approval of
Agenda

Mr. Enos asked the Board to approve the final draft of the LCAP with a few minor changes. On motion by Member Areias, seconded by Member Smith, Trustees approved the Local Control Accountability Plan as submitted. Ayes: Areias, Benton, Goin-Soares, Munoz, Parreira, Smith; Noes: 0; Absent: Martinez. Motion carried

2017-18 LCAP
Approval

Mr. Laursen asked the Board to adopt the 2017-18 Budget. Mr. Bubar said the State Budget has not been signed and any changes that would affect this budget would appear at 1st Interim. On motion by Member Areias, seconded by Member Smith, Trustees adopted the 2017-18 Budget as submitted. Ayes: Areias, Benton, Goin-Soares, Munoz, Parreira, Smith; Noes: 0; Absent: Martinez. Motion carried

2017-18 Budget
Adoption

On motion by Member Smith, seconded by Member Goin-Soares, Trustees approved renewal of the 2017-18 Contract #CSPP-7046 between the California Department of Education and LBUSD for the California Preschool Program: and adopted Resolution #19-17, authorizing designated personnel to sign contract documents. Ayes: Areias, Benton, Goin-Soares, Munoz, Parreira, Smith; Noes: 0; Absent: Martinez. Motion carried

Pre-School
Contract Renewal

On a motion by Member Areias, seconded by Member Goin-Soares, Trustees approved the adopted Resolution #18-17 approving the piggyback agreement for the purchase of furniture and equipment with Office City (\$111,871) for Mercey Springs Elementary School Addition. Ayes: Areias, Benton, Goin-Soares, Munoz, Parreira, Smith; Noes: 0; Absent: Martinez. Motion carried.

MSE Furniture
Piggyback Contract

On a motion by Member Smith, seconded by Member Benton, Trustees approved the Change Orders from JTS Construction for Mercey Springs Elementary. Ayes: Areias, Benton, Goin-Soares, Munoz, Parreira, Smith; Noes: 0; Absent: Martinez. Motion carried MSC Change Order

On a motion of Member Goin-Soares, seconded by Member Areias, Trustees approved the Consent Calendar as submitted. Ayes: Areias, Benton, Goin-Soares, Munoz, Parreira, Smith; Noes: 0; Absent: Martinez. Motion carried Consent Calendar

Trustees approved the following agreements/proposals: CSBA Manual Maintenance Service and GAMUT License Agreement and Lozano Smith, Legal Service Agreement. Agreements/
Contracts

The meeting was adjourned by Mr. Parreira at 5:12 P.M. Adjournment

Superintendent

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

Tammie Calzadillas, Assistant Superintendent

REPORT OF CERTIFICATED EMPLOYMENT

APPOINTMENT:

Berrelleza, Isabel – Math Teacher, Creekside Junior High- effective 8/1/2017
Blomquist, Christine – 4th Grade Teacher, Lorena Falasco Elementary – effective 8/1/2017
Broussard, Justin – Science Teacher, Pacheco High School – effective 8/1/2017
Cardenas, Tina – Spec Education Teacher, Pacheco High School – effective 8/1/2017
Brown, Lucinda – Math Teacher, Creekside Junior High – effective 8/1/2017
Carruth, Joanne – English Teacher, Los Banos High – effective 8/1/2017
Contreras, Jessica – 6th Grade Teacher, Miano Elementary – effective 8/1/2017
Davalos, Aida – 5th grade Teacher, Volta Elementary – effective 8/1/2018
Dietz, Darcy – Math Teacher, Creekside Junior High – effective 8/1/2017
Duran, Staci – Kindergarten Teacher, Los Banos Elementary – effective 8/1/2017
Freitas, Keith – Phycologist, District Wide – effective 07/01/2017
Garcia, Manuel – Science Teacher, Los Banos Junior High – effective 8/1/2017
Green, Hannah – Spanish Teacher, Pacheco High School – effective 8/1/2017
Henley, Mark – Social Science Teacher, Pacheco High School – effective 8/01/2017
Hernandez, David – Counselor, Los Banos Junior High – effective 8/01/2017
Hernandez, Deidre – 4th Grade Teacher, Mercey Springs Elementary – effective 8/01/2017
Johnson, Christine – 3rd Grade Teacher, Westside Elementary – effective 8/01/2017
Lagos, Roxanna – 6th Grade Teacher, Miano Elementary – effective 8/01/2017
Molina, Alexandria – Kindergarten Teacher, Lorena Falasco Elementary – effective 8/01/2017
Parkes, Daniel – Math Teacher, Pacheco High School – effective 8/01/2017
Ramirez, Manuel – Counselor, Creekside Junior High – effective 8/1/2017
Steig, Shelby – Speech Therapist, District Wide – effective 8/1/2017
Stubbs, Cori – 1st Grade Teacher, Henry Miller elementary –effective 8/1/2017
Taylor, Paulina – English Teacher, Creekside Junior High – effective 8/1/2017

EXTRA DUTY

Joey Barcellos-Athletic Director-LBHS, Activities Director-LBHS, Cross Country Coach-LBHS
Erin Degough-Scholarship Advisor-LBHS, Ila Nelson-Scholarship Advisor, Yearbook Advisor-
PHS, Rogelio Garibay-Band Director-PHS, Shelly Weathers-Theatre Director-LBHS, Deborah
Germinaro-Theatre Director-PHS, Kim McCulloch-Yearbook Advisor-LBHS, Lorinda Sanchez-
Head Varsity Basketball Coach Girls-PHS, Brian Clark-Band Director-LBJH, Cliff Brand-Band
Director-CSJH, Tony Robledo-Athletic Director-LBJH, Manuel tom Farias-Choir Director-
LBHS, Carlos Rodriguez-Athletic Trainer/Equipment-LBHS, Barry Reardon-Decathlon Coach-
LBHS, Karen Norris-Activities Director-LBJH, Dayna Watkins-Pentathlon Coach-LBJH, Kathy
Barlett- Pentathlon Coach-CSJH, Chris Helbling-Choir Director-PHS.

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

Tammie Calzadillas, Assistant Superintendent

REPORT OF CLASSIFIED EMPLOYMENT FOR BOARD APPROVAL – July 13, 2017

New Hires:

Blythe, Dustin – CJHS, Custodian (8.0 Hrs)
Ramsour, Samuel – MSE, Custodian (8.0 Hrs)
Ruiz Mendoza, Victor – CJHS, Custodian (8.0 Hrs)

Appointments:

Garay, Robert – VE, Head Custodian (8.0 Hrs)
Sousa, Donalda – RME, Paraprofessional (1.0 Hrs)
Todd, Willie – RME, Paraprofessional (1.5 Hrs)

Promotional:

Araiza, Yolanda – LBJH, Registrar (8.0 Hrs)
Garcia, Guadalupe – PHS, Secretary (8.0 Hrs)
Medrano, Lupe – LBHS – Secretary (8.0 Hrs)
Rivera, Alma – MSE, Office Specialist (8.0 Hrs)
Salha, Arlene – LBJH, Administrative Assistant (8.0 Hrs)
Silva, Patrick – LBJH, Campus Security (8.0 Hrs)

Retired:

Chavarria, Teresa – LBE, Office Assistant - Effective 8/4/2017
Garcia, Debra – LBE, Administrative Secretary – Effective 8/8/2017
Lloyd, Martie – LBE, Office Specialist – Effective 8/2/2017
Conlin, Madeline – FS, Child Nutrition Specialist – Effective 8/18/2017

Resigned:

Calderon, Ravon – Behavior Support Assistant – Effective 6/30/2017
Davis, Patrick – Paraprofessional – Effective 6/30/2017
Hernandez de Cornejo, Laura – Paraprofessional – Effective 6/30/2017
Moore, Lori – Behavior Support Assistant – Effective 6/30/2017
Reed, Jessica – Behavior Support Assistant – Effective 5/26/2017

Termination:

Loredo, Mercedes – LEAP – Effective 5/26/2017
Orozco, Jena – LEAP – Effective 5/26/2017

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: July 13, 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 : | 98,020,196.00 | 379,361.00 | 98,399,557.00 | 89,374,488.00 | 9,025,069.00 | 90.82 |
| | FEDERAL REVENUES : | 5,318,775.00 | 1,379,217.00 | 6,697,992.00 | 3,771,721.51 | 2,926,270.49 | 56.31 |
| | OTHER STATE REVENUES : | 11,361,639.00 | 2,291,842.00 | 13,653,481.00 | 9,058,912.23 | 4,594,568.77 | 66.34 |
| | OTHER LOCAL REVENUES : | 674,599.00 | 729,077.00 | 1,403,676.00 | 1,414,574.48 | 10,898.48 | 100.77 |
| * TOTAL YEAR TO DATE REVENUES | | * * 115,375,209.00 * | 4,779,497.00 | * 120,154,706.00 * | 103,619,696.22 | * 16,535,009.78 * | 86.23 |

| | | | | | | | |
|-----------------------------------|--------------------------------|----------------------|--------------|--------------------|---------------|-------------------|--------|
| EXPENDITURE DETAIL | | | | | | | |
| | CERTIFICATED SALARIES : | 47,682,801.00 | 363,166.00 | 48,045,967.00 | 42,627,392.28 | 5,418,574.72 | 88.72 |
| | CLASSIFIED SALARIES : | 14,477,683.00 | 921,455.00 | 15,399,138.00 | 14,489,106.99 | 910,031.01 | 94.09 |
| | EMPLOYEE BENEFITS : | 29,358,417.00 | 646,367.00 | 30,004,784.00 | 23,718,848.20 | 6,285,935.80 | 79.05 |
| | BOOKS AND SUPPLIES : | 8,498,186.00 | 1,930,103.00 | 10,428,289.00 | 5,424,619.86 | 5,003,669.14 | 52.01 |
| | SERVICES, OTHER OPER. EXPENSE: | 7,072,701.00 | 1,480,532.00 | 8,553,233.00 | 7,180,209.22 | 1,373,023.78 | 83.94 |
| | CAPITAL OUTLAY : | 2,092,950.00 | 1,042,040.00 | 3,134,990.00 | 2,455,349.06 | 679,640.94 | 78.32 |
| | OTHER OUTGOING : | 1,475,000.00 | 112,322.00 | 1,362,678.00 | 1,509,274.84 | 146,596.84 | 110.75 |
| | DIRECT SUPPORT/INDIRECT COSTS: | .00 | 421,702.00 | 421,702.00 | .00 | 421,702.00 | 0.00 |
| | PRIOR YEAR EXPENDITURE : | 1,062,381.00 | 134,878.00 | 1,197,259.00 | 1,197,093.76 | 165.24 | 99.98 |
| * TOTAL YEAR TO DATE EXPENDITURES | | * * 111,720,119.00 * | 5,984,517.00 | * 117,704,636.00 * | 98,601,894.21 | * 19,102,741.79 * | 83.77 |

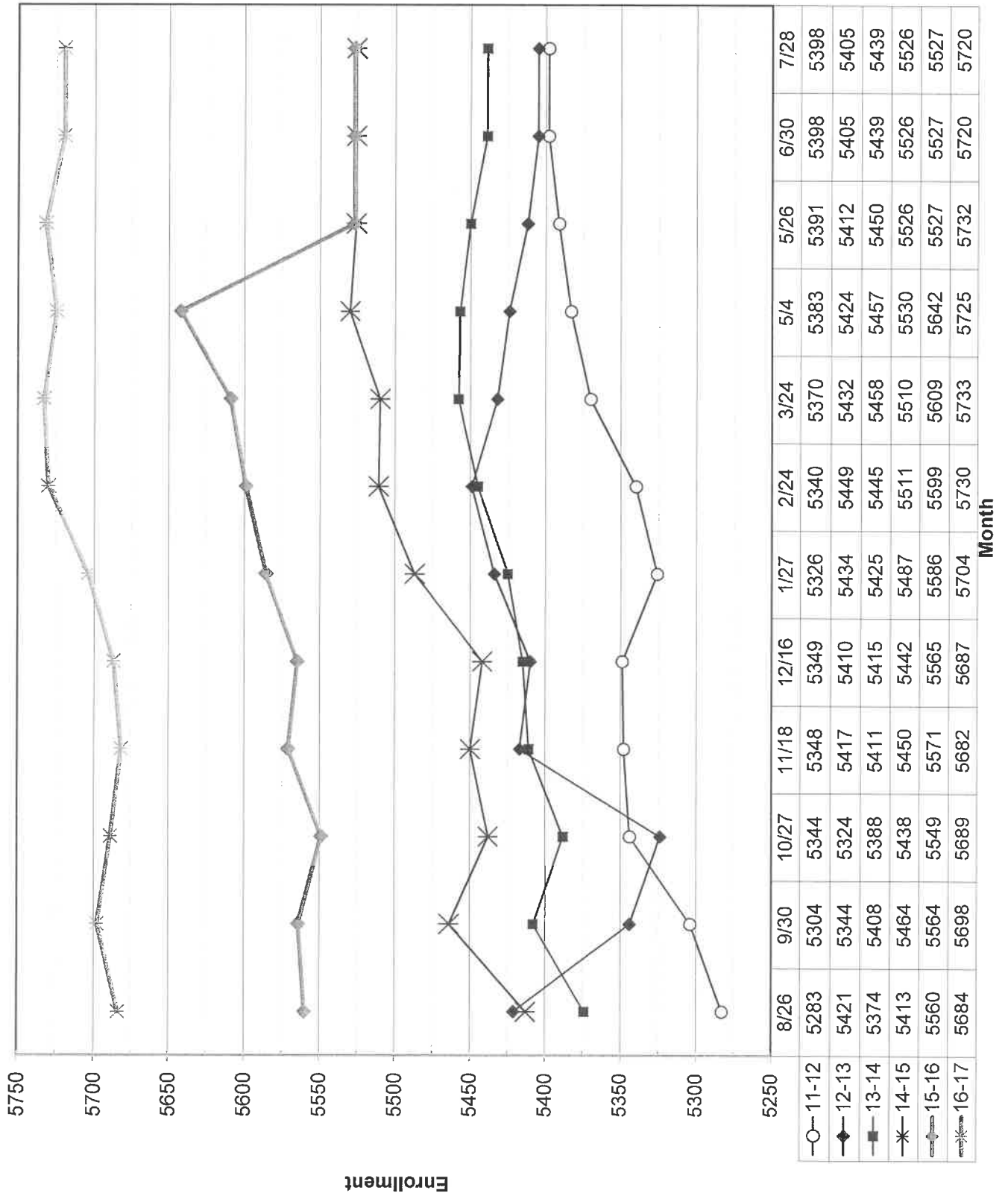
| | | | | | | | |
|--------------------------------------|--------------------------------|------------------|-----------|------------------|--------------|-----|---------|
| OTHER FINANCING SOURCES (USES) | | | | | | | |
| | INTERFUND TRANSFERS - OUT : | 3,500,000.00 | 16,899.00 | 3,516,899.00 | 3,516,898.92 | .08 | 99.99 |
| | CONTRIB.- RESTRICTED PROGRAMS: | .00 | | .00 | .00 | .00 | NO BDGT |
| * TOTAL YEAR TO DATE OTHER FINANCING | | * 3,500,000.00 * | 16,899.00 | * 3,516,899.00 * | 3,516,898.92 | .08 | * 99.99 |

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

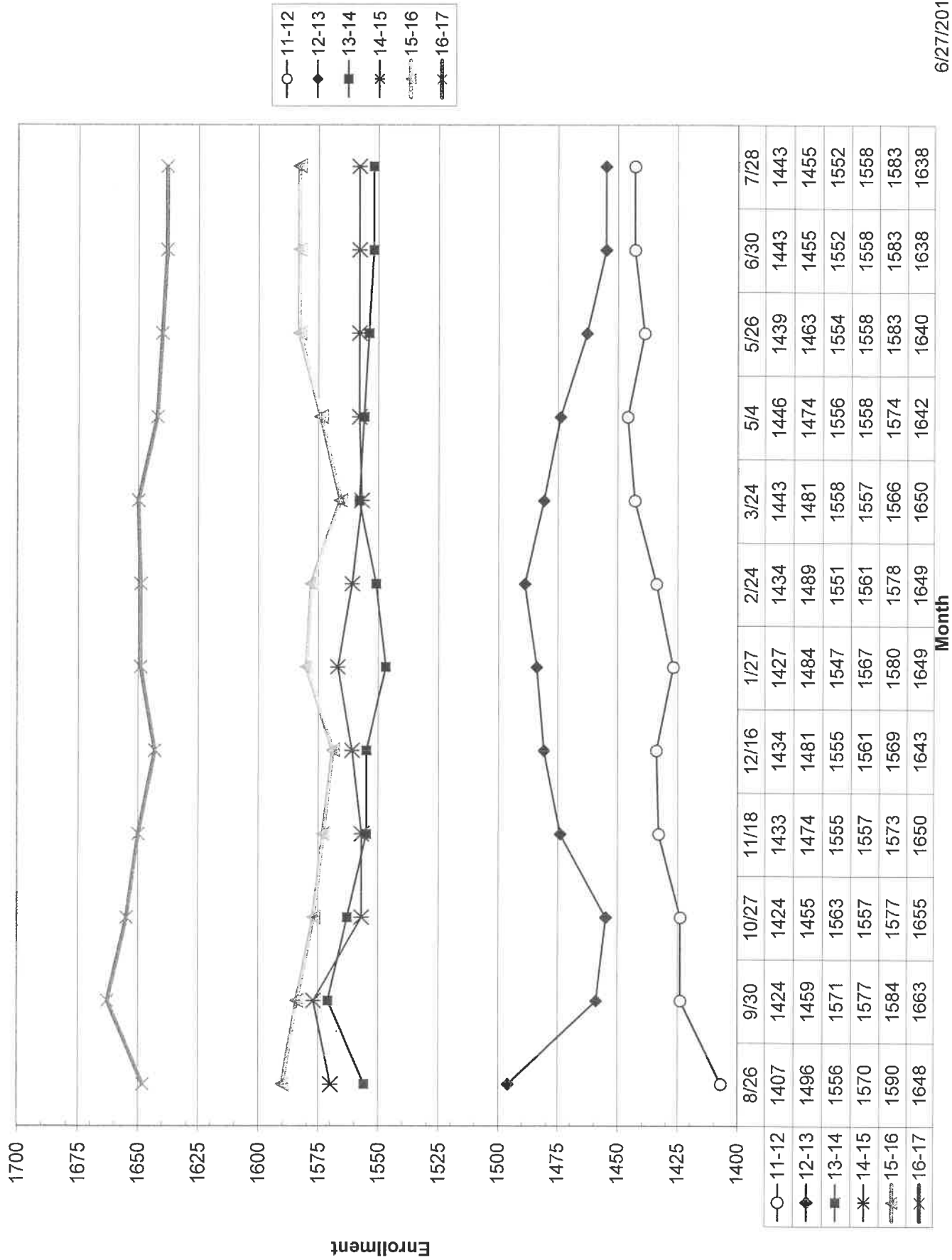
| OBJECT NUMBER | DESCRIPTION | BEGINNING BALANCE | YEAR TO DATE ACTIVITY | ENDING BALANCE |
|----------------------------------|--------------------------------|-------------------|-----------------------|-----------------|
| FUND RECONCILIATION | | | | |
| ASSETS AND LIABILITIES : | | | | |
| 9110 | CASH IN COUNTY TREASURY | 12,047,838.33 | 771,171.09- | 11,276,667.24 |
| 9130 | REVOLVING CASH ACCOUNT | 24,850.00 | 50.00 | 24,900.00 |
| 9135 | CASH W/ FISCAL AGENT | 5.06- | 5.06 | .00 |
| 9210 | ACCOUNTS RECEIVABLE PRIOR YEAR | 3,287,454.67 | 3,287,454.67- | .00 |
| 9310 | DUE FROM OTHER FUNDS | 298,187.81 | 298,187.81- | .00 |
| 9340 | OTHER CURRENT ASSETS | 2,250.00 | .00 | 2,250.00 |
| 9510 | ACCOUNTS PAYABLE CURRENT LIAB | 2,711,416.34- | 2,652,916.93 | 58,499.41- |
| 9522 | STRS REF EXCESS CONTRIBUTION | 160.31- | 6.41- | 166.72- |
| 9550 | USE TAX LIABILITY | 11,138.50- | 1,566.60- | 12,705.10- |
| 9553 | REPAY | 1,169.58 | 3,541.37- | 2,371.79- |
| 9554 | INSURANCE | 9,583.84 | 1,515,925.01 | 1,525,508.85 |
| 9556 | MISC DISTRICT VOL-DEDS (1) | | 5,449.65 | 5,449.65 |
| 9557 | Refunds of PERS, STRS, SS, MED | | 440.56- | 440.56- |
| 9564 | RETIREE LIABILITY | 99,663.30- | 81,908.89 | 17,754.41- |
| 9567 | INSURANCE MISCELLANEOUS | .18- | 135.84 | 135.66 |
| 9610 | DUE TO OTHER FUNDS | 22,614.73- | 22,614.73 | .00 |
| 9650 | UNEARNED (DEFERRED) REVENUE | 533,181.79- | 533,181.79 | .00 |
| * NET YEAR TO DATE FUND BALANCE | ** | 12,293,154.02 * | 449,819.39 * | 12,742,973.41 * |
| * EXCESS REVENUES/(EXPENDITURES) | ** | 12,293,154.02 * | 449,819.39 * | 12,742,973.41 * |

| OBJECT NUMBER | DESCRIPTION | ADOPTED BUDGET | BUDGET ADJUSTMENTS | CURRENT BUDGET | INCOME/ EXPENSE | BUDGET BALANCE | BUDGET % USED |
|---|----------------------------------|----------------|--------------------|----------------|-----------------|----------------|---------------|
| REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE | | | | | | | |
| A. | REVENUES | 115,375,209.00 | 4,779,497.00 | 120,154,706.00 | 103,619,696.22 | 16,535,009.78 | 86.23 |
| B. | EXPENDITURES | 111,720,119.00 | 5,984,517.00 | 117,704,636.00 | 98,601,894.21 | 19,102,741.79 | 83.77 |
| C. | EXCESS REVENUES (EXPENDITURES) | 3,655,090.00 | 1,205,020.00- | 2,450,070.00 | 5,017,802.01 | 2,567,732.01- | 204.80 |
| D. | OTHER FINANCING SOURCES (USES) | 3,500,000.00- | 16,899.00- | 3,516,899.00- | 3,516,898.92- | .08- | 99.99 |
| E. | NET CHANGE IN FUND BALANCE | 155,090.00 | 1,221,919.00- | 1,066,829.00- | 1,500,903.09 | 2,567,732.09- | 0.00 |
| 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 | 155,090.00 | 1,221,919.00- | 1,066,829.00- | 1,500,903.09 | 2,567,732.09- | 0.00 |

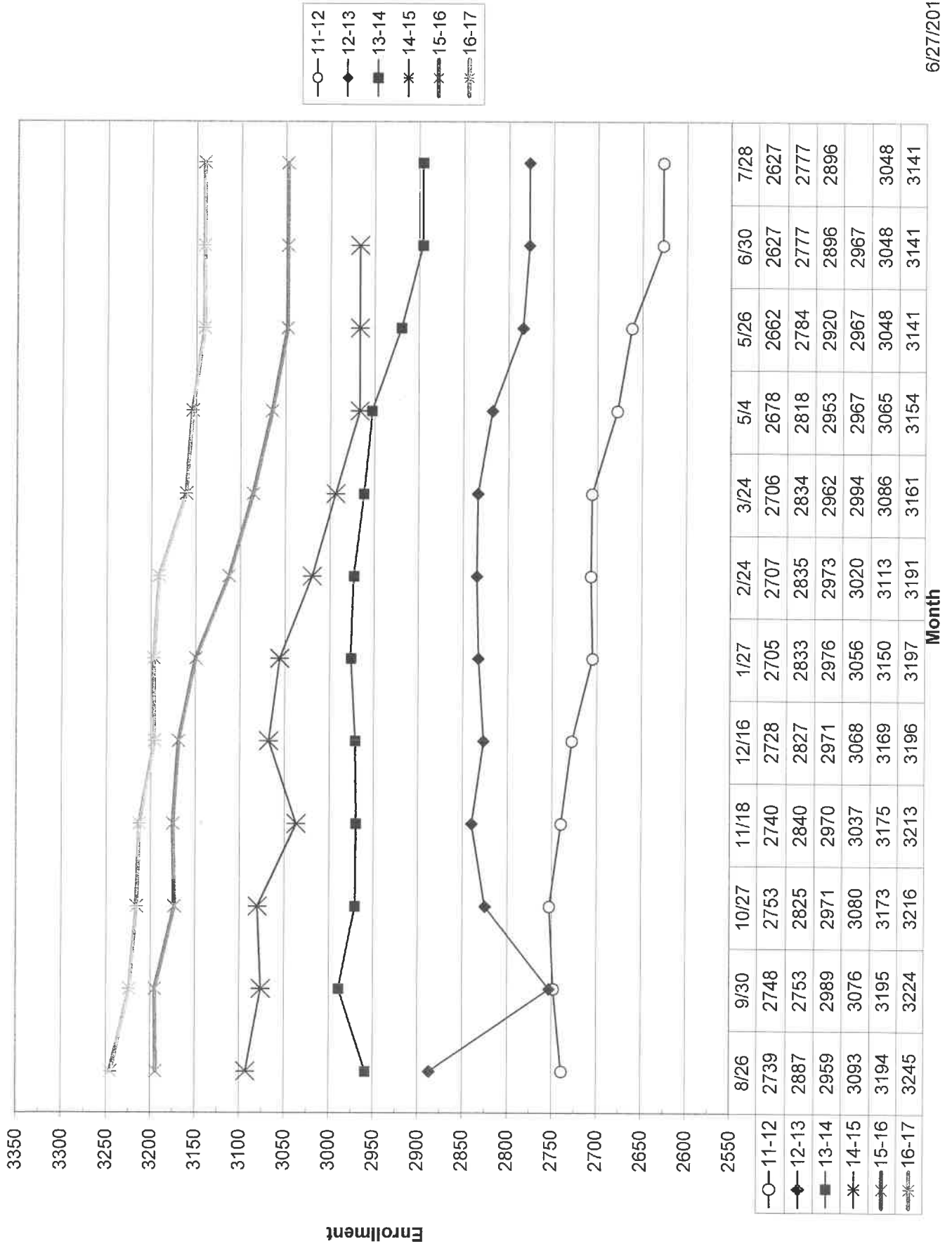
K-6 Enrollment (including SDC) by Month



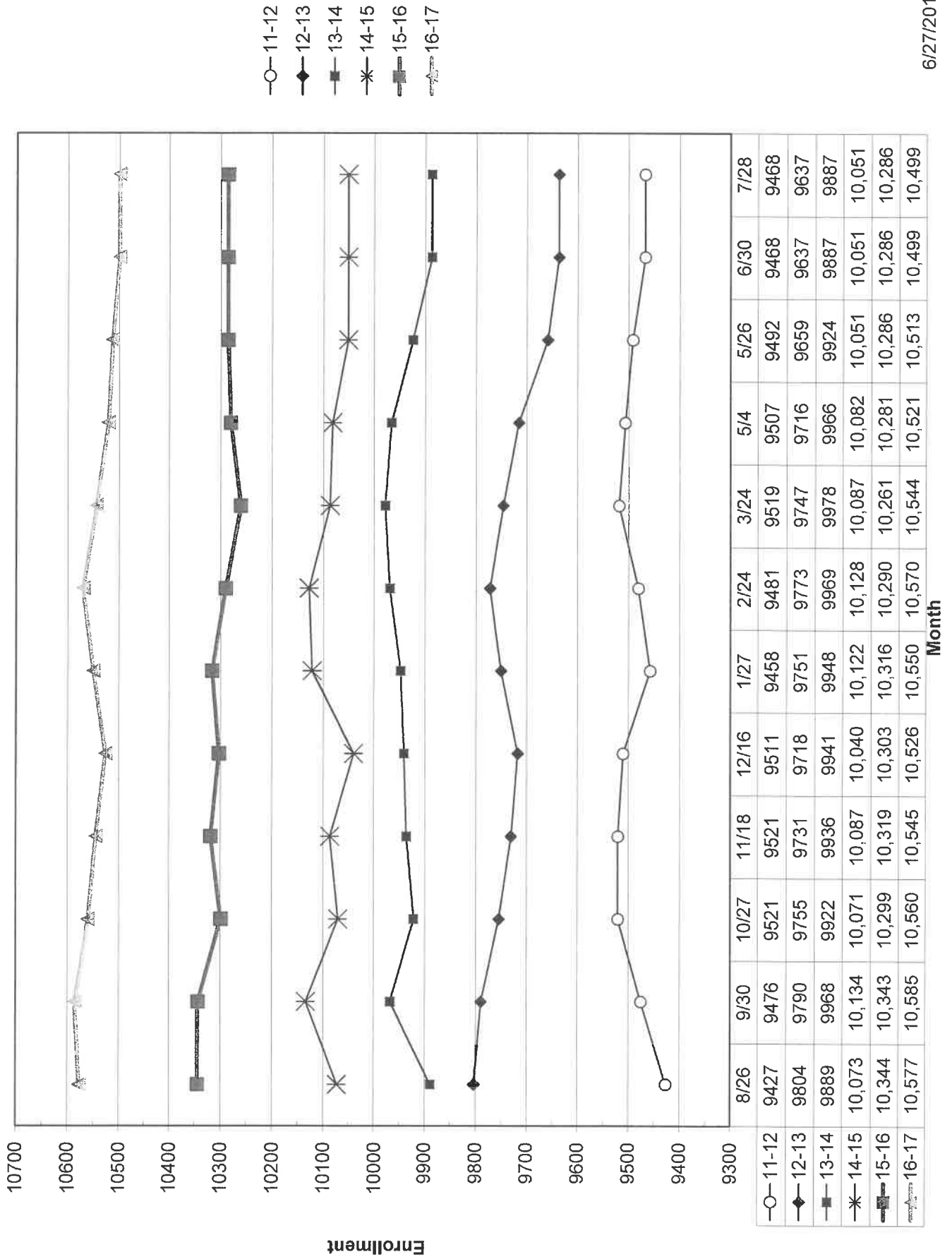
7-8 Enrollment (including SDC)



9-12 Enrollment (including SDC)



K-12 Enrollment (including SDC) by Month



Los Banos Unified School District
2016-2017 Developer Fees

| | 2014-15 | Monthly % | Cumulative % | 2015-16 | Monthly % | Cumulative % | 2016-17 | Monthly % | Cumulative % |
|-------|--------------|-----------|--------------|----------------|-----------|--------------|----------------|-----------|--------------|
| JUL | \$117,386.08 | 12.91% | 12.91% | \$109,941.25 | 7.48% | 7.48% | \$5,731.20 | 0.25% | 0.25% |
| AUG | \$78,003.40 | 8.58% | 21.48% | \$105,310.08 | 7.17% | 14.65% | \$26,649.18 | 1.18% | 1.44% |
| SEP | \$77,550.43 | 8.53% | 30.01% | \$37,320.27 | 2.54% | 17.19% | \$47,479.74 | 2.11% | 3.54% |
| OCT | \$185,797.66 | 20.43% | 50.43% | \$19,825.11 | 1.35% | 18.54% | \$51,686.41 | 2.29% | 5.83% |
| NOV | \$111,157.12 | 12.22% | 62.65% | \$28,945.89 | 1.97% | 20.51% | \$186,628.12 | 8.28% | 14.11% |
| DEC | \$272,878.32 | 30.00% | 92.65% | \$82,174.85 | 5.59% | 26.11% | \$60,503.79 | 2.68% | 16.79% |
| JAN | \$50,405.07 | 5.54% | 98.19% | | 0.00% | 26.11% | \$365,848.48 | 16.22% | 33.01% |
| FEB | \$1,345.14 | 0.15% | 98.34% | \$61,428.06 | 4.18% | 30.29% | \$273,114.28 | 12.11% | 45.12% |
| MAR | | 0.00% | 98.34% | \$111,836.09 | 7.61% | 37.90% | \$165,196.51 | 7.32% | 52.45% |
| APR | | 0.00% | 98.34% | \$304,266.24 | 20.71% | 58.61% | \$145,515.82 | 6.45% | 58.90% |
| MAY | | 0.00% | 98.34% | \$436,037.69 | 29.68% | 88.29% | \$787,362.62 | 34.91% | 93.81% |
| JUN | \$15,090.57 | 1.66% | 100.00% | \$171,996.03 | 11.71% | 100.00% | \$139,560.84 | 6.19% | 100.00% |
| TOTAL | \$909,613.79 | 100.00% | | \$1,469,081.56 | 100.00% | | \$2,255,276.99 | 100.00% | |
| | | | | | | | | | |
| | 513,000.00 | | | 250,000.00 | | | 250,000.00 | | |

Board Reference Material

SUBJECT TITLE: Paid Prep, Department Chairs and PAR Stipend

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the updated list of employees who have accepted a Paid Prep period, Department Chair and PAR Panel Assignments. List is attached for the 2017-18 school year.

BACKGROUND INFORMATION:

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

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

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

None

ORIGINATOR: Tammie Calzadillas, Assistant Superintendent Human Resources

Date: July 13, 2017

| PAID PREPS 2017-18 | | | |
|----------------------------------|--------------|-------------|-------------------|
| LAST | FIRST | SITE | SUBJECT |
| ARAMBEL | ROBERT | LBHS | GEOGRAPHY |
| BARCELLOS | JOEY | LBHS | ROP |
| BARCELLOS | ALEXANDRA | CJHS | REG ADV |
| BELL | CHRIS | CJHS | AMBASSADOR |
| BETHAM | SANDRA | PHS | ECO/GOV |
| BETHAM | JOHN | PHS | PE |
| BETSCHART | JON | LBHS | PHYS SCI |
| COZZI | HEATHER | LBHS | OCP |
| FALASCHI | SONIA | LBHS | AG PHYSICAL SCI |
| GARABAY | ROGELIO | PHS | MUSIC |
| GARBER | CHARLES | LBHS | HISTORY |
| GERMINARO | DEBORAH | PHS | ENGLISH |
| GOMES | BILLY | PHS | MATH |
| GREEN | CIERRA | PHS | ENGLISH |
| HALVERSON | CLIFF | LBHS | PHYSICS |
| HAMMARI | STEVEN | LBHS | WEB DESIGN |
| HARTLEY | DAVID | CJHS | ART |
| HELBLING | CHRIS | PHS | MUSIC |
| HILL | RODNEY | LBHS | AGRICULTURE |
| JONES | EVON | LBJH | MATH |
| LINDBLOM | CHRIS | PHS | ENGLISH |
| MABE | CODY | CJHS | REG ADV |
| MCCOY | JOEL | PHS | MATH |
| NARVAEZ | JOSEFINA | LBJH | MATH |
| NOIA | JOHN | LBHS | FRENCH 1 |
| PERKINS | MICHAEL | PHS | WORLD HISTORY |
| PIKAS | CHARLES | PHS | ASB |
| QUEVEDO | CHRISTINE | CSJH | YEARBOOK |
| ROBLEDO | TONY | LBJH | HISTORY |
| SALCIDO | CHRISTINE | PHS | MATH |
| SANDOVAL | ANABELA | LBHS | SPANISH 1 |
| SEABORN | VERONICA | LBHS | MATH |
| SMITH | MARILYN | PHS | REMEDIAL MATH |
| TODD | KELLY | CJHS | HISTORY |
| WEATHERS | SHELLY | LBHS | DRAMA |
| WEBSTER | ANDREE | LBJH | MATH |
| WILSON | HOWARD | CJHS | REG ADV |
| FARIA | MANUEL | LBHS | MUSIC |
| | | | |
| DEPARTMENT CHAIRS 2017-18 | | | |
| CHRISTIANSEN | BRENNA | JHS | ELA/ELD |
| ALEXANDER | EMILY | CJHS | SPEC ED |
| ARAICA | SUSAN | JHS | SCIENCE |
| BARGER | LAURA | PHS | PE |
| CALDERON | RODRIGO | PHS | FOREIGN LANGUAGES |

Board Reference Material

SUBJECT TITLE: Williams Quarterly Complaint Report Summary

REQUESTED ACTION: Approve

Action X Discussion/Information

RECOMMENDATION:

It is recommended that the Board approve the April – June 2017 complaint summary as submitted.

BACKGROUND INFORMATION:

Education Code 35186 requires a school district to report summarized data on the nature and resolution of all Williams Complaints on a quarterly basis to the County Superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

The general complaint summary areas include Textbooks & Instructional Materials, Facilities, and Teacher Vacancy & Misassignments. At this time, there are no pending complaints with the district.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Compliance in Nature

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT:

None

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent, Elementary Education
DATE: July 13, 2017

| Quarterly Uniform Complaint Report Summary for Submission to Merced County Office of Education | | | | | | | | | | | | | |
|---|--------------------------|----------------------------|-------------------------------------|--------------------------|----------------------------|-------------------------------------|--------------------------|---------------------------------|-------------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
| Quarter Covered by this Report | | ___ January to March | | X ___ April to June | | ___ July to September | | ___ October to December | | 2017 | | | |
| Textbooks & Instructional Materials: <i>Enter zero in any cell that does not apply.</i> | | | | Facilities: | | | | Teacher Vacancy & Misassignment | | | | Totals | |
| # of complaints received in quarter | # of complaints resolved | # of complaints unresolved | # of complaints received in quarter | # of complaints resolved | # of complaints unresolved | # of complaints received in quarter | # of complaints resolved | # of complaints unresolved | # of complaints received in quarter | # of complaints resolved | # of complaints unresolved | # of complaints resolved | # of complaints unresolved |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Submitted by: Paula Mastrangelo | | | | | | | | | | | | | |
| Title: Assistant Superintendent | | | | | | | | | | | | | |
| School District: Los Banos Unified | | | | | | | | | | | | | |
| Telephone: 209-826-3801 extension 7007 | | | | | | | | | | | | | |
| PLEASE RETURN VIA E-MAIL NO LATER THAN August 1, 2017, TO: Heather Woody - Merced County Office of Education - hwoody@mcoe.org | | | | | | | | | | | | | |

Board Reference Material

SUBJECT TITLE: New Course: Success 101 (Second Reading)

REQUESTED ACTION: Declare Intent to Adopt

Action X

Discussion/Information _____

RECOMMENDATION

It is recommended the Board adopt the elective course *Success 101* for the District.

BACKGROUND INFORMATION:

This course will assist the incoming freshmen in transitioning to high school by providing an effective curriculum that provides them college and career readiness skills.

The District Secondary Curriculum Council, at its May 11th, 2017 meeting reviewed and approved the course.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

There is no identified opposition.

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

Instructional Materials; \$ 1,226.00 (LCAP funds) with workbooks costing \$120.00 annually

ORIGINATOR: Paul J. Enos, Asst. Superintendent – Secondary Education

DATE: July 13, 2017

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

| | | | |
|--------------------------------------|------------------------------|----------------|--|
| Course Title: | Success 101 | | |
| Grade Level: | 9 | Course Number: | |
| Principal or Designee Approval Date: | | | |
| Type of Credit / What Department: | Elective - Interdisciplinary | | |
| Credential Required / Available: | Interdisciplinary | | |

| | |
|-------------------------|-----------------------|
| Originating School: | Los Banos High School |
| Originating Department: | |
| Originating Teacher: | Veli Gurgen |

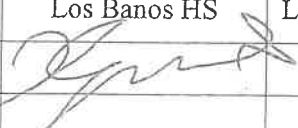

This action involves a:

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

Rationale for action:

| |
|--|
| This course will assist the incoming freshmen in transitioning to high school by providing an effective curriculum that provides them college and career readiness skills. |
|--|


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

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

Curriculum Council Approval:

Secondary Area Administrator

Board Approval:

 _____
Date 6/8/17

LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria

1. Course Identification

| | | | |
|--|------|---|--|
| Course Title: Success 101 | | Grade Level: 9 | |
| Course length/Credits: <input type="checkbox"/> 1 semester (5 credits) <input checked="" type="checkbox"/> 1 year (10 credits) <input type="checkbox"/> 2 years (20 credits) <input type="checkbox"/> Other: | | Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Multiple Credit <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | Weighted GPA (Advanced Placement or International Baccalaureate course)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Max. Credits: | | Submitting for UC A-G? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Subject area requirement: _____ Specify Letter and Subject Area | |
| Department Area <input type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> History-Social Science <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other: | | Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other: | |
| Prerequisites: | None | | |
| Co-requisites: | None | | |
| <i>for office use only</i> | | | |
| SIS Course # | | Board of Education Approval Date | |
| Transcript Title/Abbreviation | | | |

FORM B

LOS BANOS UNIFIED SCHOOL DISTRICT Course Syllabus / Outline Criteria

1. Course Identification

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

2. Course Description

This course guides students through a decision-making process that will help them envision and plan for a future that is productive, achievable, and stimulating. The culmination of this process is the development of an online detailed 10 year career and educational plan that will create a pathway for students to reach their career and academic goals. The 10 year plan ensures that critical thinking skills will be utilized through a systematic approach to career development by examining values, interests, skills, life roles, personality types, personal self-management, decision-making and goal-setting throughout the life span. A student's personalized 10 year plan can be used for advisory and academic coaching purposes and provides focus and motivation to succeed in college, at work, and in life.

3. Course Goals and/or Major Student Outcomes

Learning Objectives:

- To help students realize that success does not come just from daydreaming, but from combining a vision with appropriate and necessary actions.
- To have students begin imagining the kind of future they would find most satisfying.
- To illustrate that work is not just a way to earn a living, but an important part of the most people's identity.
- To allow students to recognize the scope and diversity of every their accomplishments on a daily basis.
- To help students identify their own decision-making patterns and evaluate their effectiveness.
- To introduce students to public speaking.

- To help students discover the many layers of qualities and characteristics that make up their unique identity, and to help appreciate how knowing this identity is a necessary and ongoing part of any rewarding life.
- To help students learn to identify and articulate those things that are extremely important to them on an emotional level.
- To help students clarify which work values are most meaningful in their own lives.
- To help students identify and understand their work behavioral style as an important trait to consider when evaluating their interests.
- To help students identify their strengths in order to increase their self-esteem.
- To help students identify the skills they have developed over the years.
- To help students identify and understand standard skills categories.
- To help students identify and evaluate their roles, occupations, and vocations.
- To make students more aware of the messages-verbal and otherwise- they get from society and from significant people in their lives, and to help them understand how

these messages can affect the way they feel about their future or their potential.

- To teach students Maslow's hierarchy of needs and help them understand its impact on their identity and self-esteem.
- To help students identify an overall goal or mission for their lives.
- To teach students to project into the future and to realize the diversity of lifestyle options open to them.
- To help students identify the components of a balanced lifestyle.
- To help students understand and identify their needs and to appreciate the desirability of having a balanced internal and external, personal and professional, private and public life.
- To personalize the balanced lifestyle evaluation process and help students realize the effect outside forces can have on a person's life.

- To give students a realistic view of how many financial considerations will be important when deciding on a career path.
- To learn to budget the more common way-by having a total figure available and allocating that figure among the line items.
- To have students learn to budget the way most people do-by taking a given income and deciding how it should be allocated. An added observation will be the impact of career choice on lifestyle.
- To recognize the causes of poverty and to reduce the chances of becoming a poverty statistic.
- To explore the myth that money can make you happy.
- To help students learn that there are sacrifices as well as rewards associated with every job and every lifestyle. To help the students evaluate both aspects of any career they are considering and to decide whether or not it would be a wise choice.
- To help students recognize the rewards and sacrifices of specific careers as they relate to values.
- To demonstrate that values not satisfied on the job can be met with appropriate after-hours activities.
- To demonstrate the financial payoff-over a lifetime-of an investment in education.
- To help students gain specific information about the costs and rewards of various jobs from people they know.
- To help students realize that in order to meet long-term goals they will have to make short-term sacrifices, and to provide a decision-making model that will help them keep their goals in mind.

- To help students narrow their career choices by first considering the general job characteristics that are most important to them, and then by being creative in thinking of jobs that meet their requirements.
- To give students an opportunity to consider job preferences in terms of structured or unstructured employment, and to analyze their level of anxiety tolerance in relation to working.
- To help students evaluate whether their attitudes, characteristics, and skills are more consistent with those of an employer or of an employee.
- To help students sort out their own feelings about status as it relates to job selection.

- To help students understand the 12 career interests areas and the types of jobs in each area.

- To help students make some tentative career choices based on their own personality traits.
- To help students learn library and research skills as they begin to gather information about potential careers.
- To help students begin thinking about-and actually experiencing-what it would be like to spend a typical day at the job of their choice.
- To give students practice in writing a business letter and conducting an interview, and to allow them to see first hand what it might be like to spend a day at a particular job.
- To help students decide whether the careers they are considering are good matches for their personalities and working styles.

- To help students discern the difference between long and short term goals and learn to take their hopes for that future into account when making daily decisions.
- To help students determine the effect of these realities on the outcome for any of the options being considered.
- To help students evaluate the pros and cons and the likelihood of success of different choices.
- To show students how their own resources, wants, and needs should enter into the process of making major life decisions.
- To help students evaluate their decision-making strategies, their strengths, and their weaknesses.

- To help students identify and apply the problem-solving techniques as presented in the text.
- To introduce students to a process for writing quantitative goals and objectives.

- Students examine some of the reasons people use for not doing what they want to do, or can do, evaluate those excuses and determine what might be done to avoid using them.
- To help students evaluate excuses and reframe them so that they are accepting the responsibility for their problems and also opening new avenues for solving them.
- To expose students to some of the statistics regarding teen pregnancy, dropping out of school, and substance abuse.
- To allow students to examine some common problems and then project into the future to consider the possible long-term consequences of present actions.
- To help students personalize the effect of dropping out of school on their eventual job satisfaction.
- To enable students to comprehend the financial costs of bad habits.
- To help students understand how flexibility high salary relate to mixing career and family, and to have young woman consider how non-traditional careers may be the best option.
- To help students learn an evaluation technique to be used before acting rashly in abandoning a dream or plan.
- To help students overcome fears by seeing themselves be successful at whatever makes them anxious.
- To expose students to a hierarchical approach to conquering anxieties.
- To give students an opportunity, in a third-person situation, to make long-range plans for the success of someone who reasonable be expected to fail.
- To help students understand the power of affirmation in changing self-limiting

attitudes.

- To recognize and evaluate the characteristics and attitudes of excellence.
 - To help students realize that action is necessary to achieve any goal.
 - To clarify the concept of the work ethic and help students see how it relates to their lives.
 - To demonstrate the attitudes that will be most in demand for workers in the future.
-
- To give students experience in writing a personal resume.
 - To give students experience in conducting informational interviews.
 - To give students experience in filling out job applications.
 - To provide information on, and experience in, being interviewed for a job.
 - To help students gain information on how to deal with two facets of a job search-dealing with rejection and accepting a job.
 - To help students gain an understanding of mentoring and encourage them to watch for opportunities to have or be a mentor.
-
- Students will create an individualized learning plan for their future.
 - Students will learn study skill steps to becoming a self-directed learner.
 - Students will research learning tools and settings that make the most sense for their learning goal.
 - Students will improve their reading strategies to become better note takers with the intention of better retention of new information.
 - Students will understand that doing well requires preparation and will create a plan to help eliminate anxiety.
 - Students will learn better time management strategies to help them achieve their learning goal.
-
- Students will learn to analyze change as it relates to their work, personal values and the economic realities.
 - Students will understand the difference between the need for a job change and the need for personal change
 - Students will learn to plan for changes, financially and emotionally.
 - Students will learn to identify individuals who can support their change process
 - Students will develop a plan for change and consider options for career changes
 - Students will conduct online research to identify the best format for writing a resume
-
- Students will understand how to conduct an informational interview
 - Students will learn the do's and don'ts of job interviews as well as some questions that can be asked
 - Students will practice filling out job applications
-
- Students will conduct a final review of their career interest survey and decision making rubrics to determine the best career for them.
 - Students will reflect back on the Education and Training 10 year plan they created and understand life-long learning for the 21st Century.
 - Students will have defined their 10 year goal and written their 10 year action plans to get there, taking education, living arrangements, employment and finances into account.

- Students will have defined their own personal definition of success.
- Students will learn how to read a community college catalog
- Students will understand the graduation requirements, competency requirements and course descriptions from the local community college
- Students will research majors and degrees available to them at the community college
- Students will complete a CSEP draft for General education, Associate Degree, CSU, UC or private University
- Students will complete a final CSEP draft (transfer to degree works-plan)

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

| Objectives | Standards |
|------------|-----------|
| | |

5. Course Outline

Chapter 1- My Future

Chapter 1 Goal: To get students to start thinking about an ideal future.

Learning Objectives:

- To help students realize that success does not come just from daydreaming, but from combining a vision with appropriate and necessary actions.
- To have students begin imagining the kind of future they would find most satisfying.
- To illustrate that work is not just a way to earn a living, but an important part of the most people's identity.
- To allow students to recognize the scope and diversity of every their accomplishments on a daily basis.
- To help students identify their own decision-making patterns and evaluate their effectiveness.
- To introduce students to public speaking.

Sample Assignment:

Breaking the Ice Speech: The students will produce a 3 minute introductory speech that describes themselves to the class. They will learn the basics of public speaking and focus on tone of voice, body language, and listening skills. Students will begin the process by drafting speaker's notes and brainstorming personal topics to potentially describe such as: full name, place of birth, favorite hobbies, favorite foods, heroes, favorite sports teams, and plan for the future. Students will then organize that information onto note cards that they can effectively use during the speech. Student will learn the importance of a cohesive introduction, conclusion, and effective transitions. This speech will also serve as a team building exercise and initial experience with public speaking. Students will gain confidence and build a safe environment though this first speech. The skills learned through delivering this speech will form the foundation for future

speeches.

Chapter 2- Who am I?

Chapter 2 Goal: To help students begin to answer the question "Who am I?"

Learning Objectives:

- To help students discover the many layers of qualities and characteristics that make up their unique identity, and to help appreciate how knowing this identity is a necessary and ongoing part of any rewarding life.
- To help students learn to identify and articulate those things that are extremely important to them on an emotional level.
- To help students clarify which work values are most meaningful in their own lives.
- To help students identify and understand their work behavioral style as an important trait to consider when evaluating their interests.
- To help students identify their strengths in order to increase their self-esteem.
- To help students identify the skills they have developed over the years.
- To help students identify and understand standard skills categories.
- To help students identify and evaluate their roles, occupations, and vocations.
- To make students more aware of the messages-verbal and otherwise- they get from society and from significant people in their lives, and to help them understand how these messages can affect the way they feel about their future or their potential.

Sample Assignment:

Media Messages: Students will analyze various print advertisements and video clips from popular television shows and movies according to a rubric created by their peer group (prior assignment), noting the characterizations, stereotypes, and underlying messages in the media. Students will perform a silent gallery walking noting their comments for several examples. They will then discuss in groups the stereotypes and messages projected and how the messages in these media affect them. Students will remake the ad or short video in a different way in a more positive way and then present their work to the class. Students will analyze the work of other groups.

Chapter 3- What Do I Want?

Chapter 3 Goal: To help students answer the question "What do I want?" by considering their ideal lifestyle.

Learning Objectives:

- To teach students Maslow's hierarchy of needs and help them understand its impact on their identity and self-esteem.
- To help students identify an overall goal or mission of their lives.
- To teach students to project into the future and to realize the diversity of lifestyle options open to them.
- To help students identify the components of a balanced lifestyle.
- To help students understand and identify their needs and to appreciate the desirability of having a balanced internal and external, personal and professional, private and public

life.

- To personalize the balanced lifestyle evaluation process and help students realize the effect outside forces can have on a person's life.

Sample Assignment:

Mission Statement: After reading and analyzing various mission statements of current and past successful people such as Oprah Winfrey, Abraham Lincoln, and Dain Blanton, students will create their own mission statement based on their self analysis in the course so far. Students will then present their statement to the class and explain why it is applicable.

Chapter 4-Cost of Living

Chapter 4 Goal: To instill an understand of the costs of any given lifestyle-financial costs, as well as psychological costs and the costs in terms of commitment to a given career.

Learning Objectives:

- To give students a realistic view of how many financial considerations will be important when deciding on a career path.
- To learn to budget the more common way-by having a total figure available and allocating that figure among the line items.
- To have students learn to budget the way most people do-by taking a given income and deciding how it should be allocated. An added observation will be the impact of career choice on lifestyle.
- To recognize the causes of poverty and to reduce the chances of becoming a poverty statistic.
- To explore the myth that money can make you happy.
- To help students learn that there are sacrifices as well as rewards associated with every job and every lifestyle. To help the students evaluate both aspects of any career they are considering and to decide whether or not it would be a wise choice.
- To help students recognize the rewards and sacrifices of specific careers as they relate to values.
- To demonstrate that values not satisfied on the job can be met with appropriate after-hours activities.
- To demonstrate the financial payoff-over a lifetime-of an investment in education.
- To help students gain specific information about the costs and rewards of various jobs from people they know.
- To help students realize that in order to meet long-term goals they will have to make short-term sacrifices, and to provide a decision-making model that will help them keep their goals in mind.

Sample Assignment:

Budget: Students will create a family profile of their future family and then create a realistic monthly and yearly budget (in a spreadsheet) for their desired lifestyle that includes items like mortgages, food, entertainment, vehicles, vacations, utilities, childcare, and other life expenses. Students will use actual prices of commodities as found in local store ads, on family bills, and online research. Students will then present their budgets to the class.

Chapter 5- What am I Looking for?

Chapter 5 Goal: To have students take a look at the general characteristics they hope to find in a job before they begin considering a specific career.

Learning Objectives:

- To help students narrow their career choices by first considering the general job characteristics that are most important to them, and then by being creative in thinking of jobs that meet their requirements.
- To give students an opportunity to consider job preferences in terms of structured or unstructured employment, and to analyze their level of anxiety tolerance in relation to working.
- To help students evaluate whether their attitudes, characteristics, and skills are more consistent with those of an employer or of an employee.
- To help students sort out their own feelings about status as it relates to job selection.

Sample Assignment:

Reflective Essay: Students will read several articles that key on the topic of how difficult and miserable it can be to have stayed in a job for many years and not be happy about their life because the job doesn't match their personal needs. We will also have a class discussion after the readings. Students will write a reflective essay (2 page minimum) about their desired career, giving factual information about the career and relating the work and work environment to their own attitudes, characteristics, and skills discovered in the last chapter. Emphasis on proper organization, thesis, spelling, and punctuation will be emphasized and checked for by the teacher for this assignment in order to strengthen the students writing skills.

Chapter 6- Research Careers

Chapter 6 Goal: To guide students in completing a three-step process in order to arrive at a career decision they will for the remainder of the book.

Learning Objectives:

- To help students understand the 12 career interests areas and the types of jobs in each area.
- To help students make some tentative career choices based on their own personality traits.
- To help students learn library and research skills as they begin to gather information about potential careers.
- To help students begin thinking about-and actually experiencing-what it would be like to spend a typical day at the job of their choice.
- To give students practice in writing a business letter and conducting an interview, and to allow them to see first hand what it might be like to spend a day at a particular job.
- To help students decide whether the careers they are considering are good matches for their personalities and working styles.

Sample Assignment:

Career Interest Surveys: Students will complete three career interest surveys for not only the student's first career choice, but also including two alternative career choices for the student. Students will go online to conduct a detailed researched assignment that really allows a student to determine if they are truly compatible with the career that they chose. Half of the students typically realize that they are no longer interested in their first career choice after determining they are not fully compatible with it. After this assignment, students will present to the class their findings of what they learned about themselves during this research assignment.

Chapter 7,8,9-Goal Setting and Problem Solving

Chapter 7 Goal: To help students understand two important points about decision making-that making a decision is making a choice, and that most decisions can be changed.

Learning Objectives:

- To help students discern the difference between long and short term goals and learn to take their hopes for that future into account when making daily decisions.
- To help students determine the effect of these realities on the outcome for any of the options being considered.
- To help students evaluate the pros and cons and the likelihood of success of different choices.
- To show students how their own resources, wants, and needs should enter into the process of making major life decisions.
- To help students evaluate their decision-making strategies, their strengths, and their weaknesses.

Chapter 8 Goal: To help students make the plans, learn the skills, and acquire the tools they will need to realize their dreams.

Learning Objectives:

- To help students identify and apply the problem-solving techniques as presented in the text.
- To introduce students to a process for writing quantitative goals and objectives.

Chapter 9 Goal: Students learn that problems are a fact of life that must be faced head-on if they are to be overcome. Since they are responsible for their own lives, it is up to them to overcome any limitations they perceive.

Learning Objectives:

- Students examine some of the reasons people use for not doing what they want to do, or can do, evaluate those excuses and determine what might be done to avoid using them.
- To help students evaluate excuses and reframe them so that they are accepting the responsibility for their problems and also opening new avenues for solving them.
- To expose students to some of the statistics regarding teen pregnancy, dropping out of school, and substance abuse.
- To allow students to examine some common problems and then project into the future to consider the possible long-term consequences of present actions.
- To help students personalize the effect of dropping out of school on their eventual job

satisfaction.

- To enable students to comprehend the financial costs of bad habits.
- To help students understand how flexibility high salary relate to mixing career and family, and to have young woman consider how non-traditional careers may be the best option.
- To help students learn an evaluation technique to be used before acting rashly in abandoning a dream or plan.
- To help students overcome fears by seeing themselves be successful at whatever makes them anxious.
- To expose students to a hierarchical approach to conquering anxieties.
- To give students an opportunity, in a third-person situation, to make long-range plans for the success of someone who reasonable be expected to fail.

Chapter 10-Attitude is Everything

Chapter 10 Goal: To instill the attitudes that lead to success, as defined by each individual.

Learning Objectives:

- To help students understand the power of affirmation in changing self-limiting attitudes.
- To recognize and evaluate the characteristics and attitudes of excellence.
- To help students realize that action is necessary to achieve any goal.
- To clarify the concept of the work ethic and help students see how it relates to their lives.
- To demonstrate the attitudes that will be most in demand for workers in the future.

Sample Assignment:

Analyzing Attitudes Fit for the Workplace: In this unit, students will form small groups and will be given several case studies in which they are to analyze and determine as the employer of that organization which attitudes are desired and not wanted in their organization. A student will then report their findings for one of the case studies to the class and explain their analysis.

Chapter 11-Job Hunting Skills

Chapter 11 Goal: To introduce students to some of the most basic job hunting skills-writing resumes, locating jobs, research interviews, filling out applications, and job interviews.

Learning Objectives:

- To give students experience in writing a personal resume.
- To give students experience in conducting informational interviews.
- To give students experience in filling out job applications.
- To provide information on, and experience in, being interviewed for a job.
- To help students gain information on how to deal with two facets of a job search-dealing with rejection and accepting a job.
- To help students gain an understanding of mentoring and encourage them to watch for

opportunities to have or be a mentor.

Sample Assignment:

Filling out a Job Application: Students will be given the opportunity to practice on filling out a job application both hand written and online to gain the experience and familiarity with job applying experience. Before this tasks, students will be required to gathering all pertaining information such as home address, mother's maiden name, etc.(since most job applications ask for this). We will then debrief by having each student stand up at their desk to share the experience they had in this process.

Chapter 12 – Study skills for a life-long learner

- Students will create an individualized learning plan for their future.
- Students will learn study skill steps to becoming a self-directed learner.
- Students will research learning tools and settings that make the most sense for their learning goal.
- Students will improve their reading strategies to become better note takers with the intention of better retention of new information.
- Students will understand that doing well requires preparation and will create a plan to help eliminate anxiety.
- Students will learn better time management strategies to help them achieve their learning goal.

Sample Assignment

The students will complete a learning plan rubric where they identify their learning goal and research learning tools that will help them read for comprehension, reflect and understand, demonstrate expertise and explore project based learning opportunities.

Chapter 13 – Making Changes

- Students will learn to analyze change as it relates to their work, personal values and the economic realities.
- Students will understand the difference between the need for a job change and the need for personal change
- Students will learn to plan for changes, financially and emotionally.
- Students will learn to identify individuals who can support their change process
- Students will develop a plan for change and consider options for career changes

Sample Assignment

The students will create an action plan with goals and objectives for career change as they transition from their primary career interest survey to a secondary career interest survey.

Chapter 14 – Beginning the Job Search

- Students will conduct online research to identify the best format for writing a resume

- Students will understand how to conduct an informational interview
- Students will learn the do's and don'ts of job interviews as well as some questions that can be asked
- Students will practice filling out job applications

Sample Assignment

Students evaluate professional resume's to gain a better understanding of quality and formatting so they can prepare their own personal resume. Using what they learn from sample resumes, the students will update their skills inventory chart and complete a properly formatted resume for personal use.

Chapter 15 – Where Do You Go from Here?

- Students will conduct a final review of their career interest survey and decision making rubrics to determine the best career for them.
- Students will reflect back on the Education and Training 10 year plan they created and understand life-long learning for the 21st Century.
- Students will have defined their 10 year goal and written their 10 year action plans to get there, taking education, living arrangements, employment and finances into account.
- Students will have defined their own personal definition of success.

Sample Assignment

Student will update and complete their Online 10 year plan that will follow them for the next 10 years to make sure they stay on the pathway to success.

Post Secondary Educational Plan

- Students will learn how to read a community college catalog
- Students will understand the graduation requirements, competency requirements and course descriptions from the local community college
- Students will research majors and degrees available to them at the community college
- Students will complete a CSEP draft for General education, Associate Degree, CSU, UC or private University
- Students will complete a final CSEP draft (transfer to degree works-plan)

6. Texts & Supplemental Instructional Materials

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

| Title/Publisher | Copyright Date | ISBN: | Funding Source | Cost Per Item | QTY | Total Cost |
|---|----------------|------------|----------------|---------------|-----|----------------|
| Career Choices: A Guide for Teens and Young Adults: Who Am I? What Do I want? How Do I Get It? | 2013 | 1878787020 | | \$17.99 | 60 | \$1079 |
| Career Choices Workbook and Portfolio | 2011 | 187878708X | | \$2.00 | 60 | \$120 annually |
| My10yearPlan.com: Online 10-Year Plan & Portfolio | | | | | | |
| Possibilities: A Supplemental Anthology for Career Choices (Fifty Short Stories, Essays, Poems, Plays and Speeches From Renowned Authors) | | 1878787144 | | \$0.25 | 60 | \$15 |
| Instructor's and Counselor's Guide for Career Choices : An Interdisciplinary Curriculum for High Schools and College | | 1878787047 | | | 3 | |

7. Key Assignments

- **Breaking the Ice Speech:** The students will produce a 3 minute introductory speech that describes themselves to the class. They will learn the basics of public speaking and focus on tone of voice, body language, and listening skills. Students will begin the process by drafting speaker's notes and brainstorming personal topics to potentially describe such as: full name, place of birth, favorite hobbies, favorite foods, heroes, favorite sports teams, and plan for the future. Students will then organize that information onto note cards that they can effectively use during the speech. Student will learn the importance of a cohesive introduction, conclusion, and effective transitions. This speech will also serve as a team building exercise and initial experience with public speaking. Students will gain confidence and build a safe environment though this first speech. The skills learned through delivering this speech will form the foundation for future speeches.
- **Media Messages:** Students will analyze various print advertisements and video clips from popular television shows and movies according to a rubric created by their peer group (prior assignment), noting the characterizations, stereotypes, and underlying messages in the media. Students will perform a silent gallery walking noting their comments for several examples. they will then discuss in group s the stereotypes and messages projected and how the messages in these media effect them. Students will remake the ad or short video in a different way in a more positive way and then present their work to the class. Students will analyze the

work of other groups.

- Mission Statement: After reading and analyzing various mission statements of current and past successful people such as Oprah Winfrey, Abraham Lincoln, and Dain Blanton, students will create their own mission statement based on their self analysis in the course so far. Students will then present their statement to the class and explain why it is applicable.
- Budget: Students will create a family profile of their future family and then create a realistic monthly and yearly budget (in a spreadsheet) for their desired lifestyle that includes items like mortgages, food, entertainment, vehicles, vacations, utilities, childcare, and other life expenses. Students will use actual prices of commodities as found in local store ads, on family bills, and online research. Students will then present their budgets to the class.
- Reflective Essay: Students will read several articles that key on the topic of how difficult and miserable it can be to have stayed in a job for many years and not be happy about their life because the job doesn't match their personal needs. We will also have a class discussion after the readings. Students will write a reflective essay (2 page minimum) about their desired career, giving factual information about the career and relating the work and work environment to their own attitudes, characteristics, and skills discovered in the last chapter. Emphasis on proper organization, thesis, spelling, and punctuation will be emphasized and checked for by the teacher for this assignment in order to strengthen the students writing skills.
- Career Interest Surveys: Students will complete three career interest surveys for not only the student's first career choice, but also including two alternative career choices for the student. Students will go online to conduct a detailed researched assignment that really allows a student to determine if they are truly compatible with the career that they chose. Half of the students typically realize that they are no longer interested in their first career choice after determining they are not fully compatible with it. After this assignment, students will present to the class their findings of what they learned about themselves during this research assignment.
- Analyzing Attitudes Fit for the Workplace: In this unit, students will form small groups and will be given several case studies in which they are to analyze and determine as the employer of that organization which attitudes are desired and not wanted in their organization. A student will then report their findings for one of the case studies to the class and explain their analysis.
- Filling out a Job Application: Students will be given the opportunity to practice on filling out a job application both hand written and online to gain the experience and familiarity with job applying experience. Before this tasks, students will be required to gathering all pertaining information such as home address, mother's maiden name, etc.(since most job applications ask for this). We will then debrief by having each student stand up at their desk to share the experience they had in this process.
- The students will complete a learning plan rubric where the identify their learning goal and research learning tools that will help them read for comprehension, reflect and understand, demonstrate expertise and explore project based learning opportunities.
- The students will create an action plan with goals and objectives for career change as they transition from their primary career interest survey to a secondary career interest survey.
- Students evaluate professional resume's to gain a better understanding of quality and formatting so they can prepare their own personal resume. Using what they learn from sample resumes, the students will update their skills inventory chart and

complete a properly formatted resume for personal use.

- Student will update and complete their Online 10 year plan that will follow them for the next 10 years to make sure they stay on the pathway to success.

8. Instructional Methods and/or Strategies

- Explicit Direct Instruction
- Collaborative Learning
- Group-Based Learning

9. Assessment Methods and/or Tools

- Portfolios
- Surveys
- Speeches
- Projects

10. Honors Designation (*Honors Courses Only*)

applicable, enter a comment. (Maximum 500 characters)

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Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

* Title I Part A (Basic Grant):
ESSA Sec. 1111 et seq.
SACS 3010 No Yes

* Title II Part A (Supporting Effective Instruction):
ESEA Sec. 2104
SACS 4035 No Yes

* Title III Part A Immigrant:
ESEA Sec. 3102
SACS 4201 No Yes

* Title III Part A English Learner:
ESEA Sec. 3102
SACS 4203 No Yes

Title V, Part B Subpart 2 Rural and Low-Income Grant:
ESSA Sec. 5221 SACS 4126
CAUTION: The release of Title V funds for direct-funded charter schools (DFCs) is contingent upon resolving a technical issue of DFC reporting between the CDE and the ED. No Yes

Last Saved: Paula Mastrangelo (mastrangelop), 7/4/2017 9:58 AM, Certified

[Save] [Return to List]

Education Data Office | ConApp@cde.ca.gov | 916-319-0297
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Board Reference Material

SUBJECT TITLE: 2017-18 Annual Adoption of Common Core State Standards

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the Common Core State Standards (CCSS) as adopted by the California Department of Education (CDE) for the 2017-18 school year.

BACKGROUND INFORMATION:

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a high-quality education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace. LBUSD teachers have written our own Units of Instruction that reflect the CCSS and have been teaching these units since the beginning of the 2013-14 school year.

This is an extensive document and is available on the following website: www.cde.ca.gov/re/cc

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This action supports Board Goals #1 Promote educational success for all students..., #2 ...ready to enter a four-year university...ready to enter technical school or workforce, and #3 Create and sustain inspirational learning environments...

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

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

There is no cost for this action.

ORIGINATOR: Paul Enos and Paula Mastrangelo, Assistant Superintendents

Date: July 13, 2017

Board Reference Material

SUBJECT TITLE: Agricultural Career Technical Education Incentive Grant For Los Banos High School and Pacheco High School

REQUESTED ACTION: Approve

Action X

Discussion/Information_____

RECOMMENDATION:

It is recommended that the Board approve the Ag Career Technical Education Incentive Grant applications for funding.

BACKGROUND INFORMATION:

The Agriculture Career Technical Education Incentive Grant was established to support the goals and objectives of agriculture programs in the State of California. The grant provides funding to programs to support curriculum development and provide class supplies for the year. The grant is based on a number of criteria that must be met in order to receive funding from the state. There are five parts to the grant including nine quality criteria that are evaluated by regional supervisors on a yearly basis. Programs receive a thorough review every three years to make sure the program is meeting the requirements of the grant. Funding is provided based on the program meeting all of the quality criteria for the grant. To meet the grant requirements, the district is required to provide matching funds from non-salaried Agricultural Education Programs.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

N/A

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (including impact on school facilities):

PHS: \$38,696.00

LBHS: \$38,552.00

ORIGINATOR: Paul J. Enos, Assistant Superintendent – Secondary Education

Date: July 13, 2017

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2017-18 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2017)

DATES OF PROJECT DURATION - JULY 1, 2017, TO JUNE 30, 2018

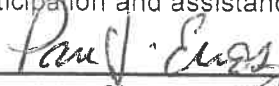
Los Banos High School

Los Banos Unified School District

(School Site)

(District)


Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.




 Signature of Authorized Agent

Assistant Superintendent

 Title



 Signature of Agriculture Teacher
 Responsible for the Program



 Signature of Principal

Contact Phone Number: 209-826-3801

Date of Approval of Local Agency Board: _____

| | | |
|--------------------------|--------------------|--------------------|
| Funds Requested - Part I | <u>\$5,000.00</u> | |
| Part II | <u>\$3,552.00</u> | |
| Part III | <u>\$30,000.00</u> | |
| Part IV | <u>\$0.00</u> | |
| Total | | <u>\$38,552.00</u> |

Number of Different Agriculture Teachers at Site: 5

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

| Quality Criteria | Will Meet Criteria | Variance Requested |
|--|-----------------------|-----------------------|
| 1. Curriculum and Instruction | <u>X</u> | _____ |
| 2. Leadership and Citizenship Development | <u>X</u> | _____ |
| 3. Practical Application of Occupational Skills | <u>X</u> | _____ |
| 4. Qualified and Competent Personnel | <u>X</u> | _____ |
| 5. Facilities, Equipment, and Materials | <u>X</u> | _____ |
| 6. Community, Business, and Industry Involvement | <u>X</u> | _____ |
| 7. Career Guidance | <u>X</u> | _____ |
| 8. Program Promotion | <u>X</u> | _____ |
| 9. Program Accountability and Planning | <u>X</u> | _____ |

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART V - FINANCIAL SCHEDULE

Part A

| Line | Acct. No. | Classification | A Description of Item for Which Funds Will be Expended | B Incentive Grant Funds | C Matching Funds |
|------|-----------|--|---|----------------------------|---------------------|
| 1 | 4000 | Books & Supplies | | 28,452.00 | 28,452.00 |
| 2 | | | Subtotal for 4000 | \$28,452.00 | \$28,452.00 |
| 3 | 5000 | Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation | 1. Repair amd Maint. | 3,000.00 | 3,000.00 |
| 4 | | | 2. school farm Garb | 700.00 | 700.00 |
| 5 | | | 3. School Farm Elec | 900.00 | 900.00 |
| 6 | | | 4. Travel and Conf. | 2,000.00 | 2,000.00 |
| | | | 5. Fuel | 2,500.00 | 2,500.00 |
| 7 | | | 6. Transportation | 1,000.00 | 1,000.00 |
| 8 | | | Subtotal for 5000 | \$10,100.00 | \$10,100.00 |
| 9 | 6000 | Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment | 1. | | |
| 10 | | | 2. | | |
| 11 | | | 3. | | |
| | | | 4. | | |
| 12 | | | 5. | | |
| 13 | | | Subtotal for 6000 | \$0.00 | \$0.00 |
| 14 | | | Total for 4000-6000 Lines 2, 8, 13 | \$38,552.00 | \$38,552.00 |

TOTAL 2017-18 Incentive Grant Allocation:

\$38,552.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

| Line | Acct No. | Classification | A Description of Item for Which Funds Were Expended | B Incentive Grant Funds | C Amount of Salary and Benefits |
|------|----------|----------------|--|----------------------------|------------------------------------|
| 15 | 1000 | Salaries | Teachers' Summer Service Salaries | | |
| 16 | 1000 | Salaries | Teachers' Salaries for Project Supervision Period | | |
| 17 | 3000 | Benefits | Benefits for the Above Items (1000) | | |
| 18 | | | TOTAL | | \$0.00 |

TOTAL Amount of Waiver Requested:

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2017-18 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2017)

DATES OF PROJECT DURATION - JULY 1, 2017, TO JUNE 30, 2018

Pacheco High School

Los Banos Unified School District

(School Site)

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Paul J. Chis
 Signature of Authorized Agent

Assistant Superintendent
 Title

Carla Freeman
 Signature of Agriculture Teacher
 Responsible for the Program

D. Smith
 Signature of Principal

Contact Phone Number: 209-827-4506

Date of Approval of Local Agency Board:

| | |
|--------------------------|--------------------|
| Funds Requested - Part I | \$5,000.00 |
| Part II | \$3,696.00 |
| Part III | \$30,000.00 |
| Part IV | \$0.00 |
| Total | \$38,696.00 |

Number of Different Agriculture Teachers at Site: 5

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

| Quality Criteria | Will Meet Criteria | Variance Requested |
|--|--------------------|--------------------|
| 1. Curriculum and Instruction | x | |
| 2. Leadership and Citizenship Development | x | |
| 3. Practical Application of Occupational Skills | x | |
| 4. Qualified and Competent Personnel | x | |
| 5. Facilities, Equipment, and Materials | x | |
| 6. Community, Business, and Industry Involvement | x | |
| 7. Career Guidance | x | |
| 8. Program Promotion | x | |
| 9. Program Accountability and Planning | x | |

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART V - FINANCIAL SCHEDULE

Part A

| Line | Acct. No. | Classification | A Description of Item for Which Funds Will be Expended | B Incentive Grant Funds | C Matching Funds |
|------|-----------|--|---|----------------------------|---------------------|
| 1 | 4000 | Books & Supplies | | 30,696.00 | 30,696.00 |
| 2 | | | Subtotal for 4000 | \$30,696.00 | \$30,696.00 |
| 3 | 5000 | Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation | 1. Rentals and Lease | 1,800.00 | 1,800.00 |
| 4 | | | 2. Fuel | 1,500.00 | 1,500.00 |
| 5 | | | 3. PGE/Waste | 1,500.00 | 1,500.00 |
| 6 | | | 4. Repairs | 1,500.00 | 1,500.00 |
| | | | 5. Field Trips | 500.00 | 500.00 |
| 7 | | | 6. Conference | 1,200.00 | 1,200.00 |
| 8 | | | Subtotal for 5000 | \$8,000.00 | \$8,000.00 |
| 9 | 6000 | Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment | 1. | | |
| 10 | | | 2. | | |
| 11 | | | 3. | | |
| | | | 4. | | |
| 12 | | | 5. | | |
| 13 | | | Subtotal for 6000 | \$0.00 | \$0.00 |
| 14 | | | Total for 4000-6000 Lines 2, 8, 13 | \$38,696.00 | \$38,696.00 |

TOTAL 2017-18 Incentive Grant Allocation: \$38,696.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

| Line | Acct No. | Classification | A Description of Item for Which Funds Were Expended | B Incentive Grant Funds | C Amount of Salary and Benefits |
|------|----------|----------------|--|----------------------------|------------------------------------|
| 15 | 1000 | Salaries | Teachers' Summer Service Salaries | | |
| 16 | 1000 | Salaries | Teachers' Salaries for Project Supervision Period | | |
| 17 | 3000 | Benefits | Benefits for the Above Items (1000) | | |
| 18 | | | TOTAL | | \$0.00 |

TOTAL Amount of Waiver Requested: \$0.00

Board Reference Material

SUBJECT TITLE: **Agreement: Santa Cruz County Office of Education and CE**

REQUESTED ACTION: Approve

 Action X

 Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the agreement between the Santa Cruz County Office of Education and the Los Banos Unified School District for the use of the Santa Cruz County Outdoor Science School by Charleston Elementary from October 2-6, 2017.

BACKGROUND INFORMATION:

Charleston Elementary School’s 6th grade class plans to attend the Santa Cruz County Outdoor Science School from October 2-6, 2017. The District must have an agreement in place with the Santa Cruz County Office of Education prior to attendance.

The Santa Cruz County Outdoor Science School is a residential outdoor science and environmental education program for 6th grade students from schools throughout California. The subject area most emphasized in this hands-on learning experience is the science of ecology, the relationship between living things and their environment. From an understanding of basic ecological concepts, it is hoped that a deeper concern and sense of responsibility for the environment will result. The students will be immersed in nature and science for 4 full days in this outdoor environmental facility. They will be participating in standards based/outdoor curriculum that also supports the instruction of the California 6th grade content standards for science.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

Board Goal #11: Continue to collaborate with other agencies to provide extended educational opportunities for students, and effective community use of school facilities.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified

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

LBUSD will provide \$15/ADA (estimate only: enrollment 400x\$15 = \$6000.00) to be used to help fund this outdoor science experience.

No impact on school district facilities

ORIGINATOR: Lou S. Ruiz, Principal, Charleston Elementary School

DATE: June 13, 2017

SANTA CRUZ COUNTY OFFICE OF EDUCATION
Michael C. Watkins, Superintendent
400 Encinal St. Santa Cruz, CA 95060

AGREEMENT

SANTA CRUZ COUNTY OUTDOOR SCIENCE SCHOOL

This agreement is entered into this 22nd day of June by and between the office of Santa Cruz County Superintendent of Schools, hereafter called "Superintendent" and Los Banos Unified School District in Merced County, hereinafter called "District."

WHEREAS, section 8700-8707, 8760-8764, 8767-8769, 1700, 1703, 35160-35160.2, 35330 and 35335 of the Education Code of the State of California authorizes the County Superintendent of Schools to contract with school district to provide programs and classes in outdoor science and conservation education to pupils in the district; and

WHEREAS, said Education Codes further authorize school district to participate in such program provided under contract with the County Superintendent of Schools upon payment by the district of the actual cost of providing such programs or classes;

NOW, THEREFORE, pursuant to such authority and in consideration of the mutual premises herein contained, the parties hereto agree as follow:

1. Superintendent agrees to conduct a program of outdoor science and conservation education during the school year 2017-2018
2. a. District agrees to participate with a minimum of 55 students of its fifth or sixth grade classes in said program during the Fall and/or Spring of the 2017-2018 school year and further agrees to pay the amount due according to the attached fee schedule. Payment is expected within 30 days of participation unless a prior arrangement has been made. A Purchase Order number, or other appropriate authorization from the district, is to be attached to the signed acceptance form.
b. District agrees to have at least one *District-certificated teacher* per thirty (35) students in attendance at the Outdoor Science School.
c. District also agrees to pay \$35.00 for each teacher participating in the mandatory pre-session Classroom Teacher In-service.
d. If a student is unable to complete the program in which s/he is participating after arrival at the Outdoor Science School for any reason other than injury, illness, or family emergency, his/her absence shall not reduce the fee.
3. The District recognizes this activity is a school sponsored field trip and as such, agrees to provide transportation to and from the Outdoor Science School for all students, teachers and other personnel from that district participating in the program pursuant to this agreement, including accepting responsibility for transportation of students needing medical treatment due to injury and students who have been suspended from the Outdoor Science School program for infraction of the ground rules.
4. The District may share responsibility for the recruiting of the volunteer high school students that aid in the supervision of the visiting students. If the District recruits adults, the District shall submit an affidavit confirming a current Live Scan Fingerprint clearance 30 days in advance of participation for said adult volunteer.
5. The District shall give Superintendent at least thirty (30) days written notice if, for any reason, the guaranteed number of students will not attend. If, for any reason, more than 5% of the guaranteed number of students do not attend as agreed, and the written notification requirement, as indicated above, has not been met, the District will be held liable and will be billed for those program costs for

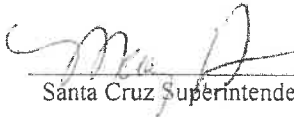
each non-attending student. If the District does follow the written notification requirement, the District will be exonerated from liability under this agreement to the extent it cannot fulfill the guaranteed number of students.

6. District agrees that students and adult personnel will adhere to the Outdoor Science School Ground Rules. If an infraction occurs, the Superintendent reserves the right to exclude offender from the program.

7. Superintendent agrees to indemnify and save District harmless from and against any and all claims arising from any act, omission, or negligence of Superintendent or its contractors, licensees, agents, servants, or employees or arising from any accident, injury, or damage whatsoever caused to any person or property arising out of or in any way connected with the program of outdoor science and conservation education being offered by Superintendent, excluding claims arising from loss or injury due to any act, omission, or negligence of District with respect to matters for which District is responsible. District, in turn, agrees to indemnify and save superintendent harmless from and against any and all claims arising from any act, omission, or negligence of District from an accident, injury, or damage whatsoever caused to any person or property arising out of or in connection with providing transportation to participants to and from the Outdoor Science School.

8. It is understood and agreed to by the parties hereto that Superintendent will exercise general supervision of the program and will employ the necessary personnel for that purpose.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date above written



Santa Cruz Superintendent of Schools (or Designee)

School District: Los Banos Unified Of Merced County

Signature

Title

Date

Attachments: Statement of Policy
 Attendance Dates
 Tuition Schedules

SANTA CRUZ COUNTY RESIDENT OUTDOOR SCIENCE SCHOOL

STATEMENT OF POLICY

This is to advise you that our school district's children participate in the Santa Cruz County Office of Education Program on a tuition basis with the variable fees ranging from zero to \$399.00, depending on the number of days attending, school's location (in or out of county), and the number of staff members needed to meet supervision requirements. No separate charge is made for meals served. While participating in the program, all children are served the same food regardless of the tuition paid, with no segregation or discrimination being made because of race, creed, sex, or national origin. All children are treated equally under our policy of operation, regardless of parents' ability to pay.

Name of District _____

Authorized Signature _____

Date _____

Board Reference Material

SUBJECT TITLE: **2017-20 School Resource Officers Agreement**

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the 2017-20 Agreement with the City of Los Banos for two School Resource Officers (SRO's).

BACKGROUND INFORMATION:

The presence of a uniformed officer is vital to the safety of students and staff at the Los Banos campuses, because the officer demonstrates to the parents and public of the community that the District is serious about sustaining safe and drug free campuses, because the officer is an immediate connection to additional law enforcement and fire services, if needed, District Administration recommends the District approve the agreement with the City of Los Banos for the 2017-20 school years.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS ?

This item is supported by Board Goal number 3: Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

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

For many years the S.R.O. position has been jointly funded by the City and District. This year the City is funding 20%, with the District picking up the larger portion. Total compensation is \$271,287; the District's share is \$217,029 which will be charged to the general fund.

ORIGINATOR: Paul J. Enos, Assistant Superintendent, Secondary Education
Date: July 13, 2017

**AGREEMENT BETWEEN THE CITY OF LOS BANOS
AND THE LOS BANOS UNIFIED SCHOOL DISTRICT
TO PARTICIPATE IN THE SCHOOL RESOURCE OFFICER
PROGRAM
JULY 1, 2017 – JUNE 30, 2020**

THIS AGREEMENT entered into this ____day of _____, 2017, by and between the Los Banos Unified School District, a public school district, (DISTRICT) and the City of Los Banos, a municipal corporation, (CITY).

RECITALS

WHEREAS, CITY is a municipal corporation duly organized and validly existing under the Constitution and the laws of the State of California.

WHEREAS, DISTRICT is a political subdivision of the State of California located in Merced County, California, and is organized and exists pursuant to the laws of the State of California.

WHEREAS, the CITY and the DISTRICT wish to engage in a program to acquaint school children with Law Enforcement Officers and promote relations and respect between youth and Law Enforcement.

WHEREAS, CITY employs sworn peace officers specially trained, experienced and competent to provide the Services available through the School Resource Officer Program.

WHEREAS, for the last several years, the CITY and the DISTRICT have funded a School Resource Officer Program (Program) whereby the CITY has provided sworn peace officers to District Facilities.

WHEREAS, the Program enhances campus safety and fosters a positive rapport between police, school administrators, faculty, students, and parents.

WHEREAS, DISTRICT is authorized to enter into this Agreement pursuant to the laws of the State of California.

WHEREAS, the parties desire to continue the Program on the terms and in the manner provided in this Agreement.

AGREEMENT

NOW, THEREFORE, the CITY and the DISTRICT mutually agree as follows:

1. TERM. The term of this Agreement shall commence on July 1, 2017. This AGREEMENT shall expire on June 30, 2020, unless terminated as specified in Section 6.

2. CITY SERVICES. In addition to other duties specified in this Agreement, CITY shall do the following:

a. The CITY will provide two (2) full time sworn peace officers with the Los Banos Police Department to serve as School Resource Officer's during the traditional school year, to include one School Resource Officer during summer school.

b. The Police Officers assigned to serve as School Resource Officers shall receive appropriate training in the Program.

c. The School Resource Officers shall serve under the direct supervisory control of the Chief of Police or his/her designed subordinate. The School Resource Officer supervisor will coordinate the services of the School Resource Officer with DISTRICT and school site staff.

d. To the extent permitted by law, Los Banos Police Department and DISTRICT will regularly exchange information about criminal activity and crime trends in the community and at school sites.

e. The School Resource Officers shall continue to participate in other types of training, meetings, etc., when deemed appropriate by the Chief of Police.

f. In order to maintain the patrol skills of the Officer assigned as School Resource Officers it may be necessary for the CITY, in its sole discretion, to temporarily remove the Officers from the Program and in that event assign a temporary replacement for the School Resource Officer.

3. DISTRICT DUTIES. In addition to other duties specified in this Agreement, DISTRICT shall do the following:

a. DISTRICT will designate a staff member to serve as liaison to the Los Banos Police Department to facilitate communication between DISTRICT personnel and the School Resource Officers and coordinate the Officers activities with DISTRICT activities and events.

b. DISTRICT personnel shall cooperate with the School Resource Officers to facilitate his/her performance pursuant to this Agreement.

c. DISTRICT shall provide the School Resource Officers with a place to work, furniture, necessary supplies and phone service.

4. OPERATION PROCEDURES AND FUNDING.

a. The School Resource Officer's shall remain a CITY employee with all the rights and benefits of all other employees of his/her classification. Further, such Officers shall be covered by the CITY's workers' compensation insurance while serving as School Resource Officer.

b. In the event of a disaster or unusual occurrence, the School Resource Officers may be temporarily removed from the program to supplement police requirements. In the event of such occurrence, the DISTRICT's share of the cost for the program shall be reduced by the Officers salary for the number of hours lost to the program.

c. The Officer will not be replaced nor will the DISTRICT share of cost be reduced during times when the School Resource Officers are off work on vacation, C.T.O., sick leave, or job injury. Planned time off, such as vacations and C.T.O. shall be coordinated with the School Superintendent or his/her designee and the Chief of Police or his/her designee.

d. DISTRICT agrees to share the cost of the SRO Program with the CITY for the services provided in this agreement. DISTRICT shall pay CITY eighty percent (80%) of the total annual compensation paid the Officer[s] by CITY which is calculated at 217,029.00 ($\$271,287.00 \times .80$) for the 2017-2018 school year. The term "total compensation" includes salary, benefits, and incentives as budgeted by the CITY on July 1, of each year during the term of this Agreement. DISTRICT shall pay its share of the total compensation one half on December 1 and one half on May 1 of each year during the term of this Agreement. On July 1, 2018 and July 1, 2019, CITY shall provide the DISTRICT with the calculation of the DISTRICT's share of the total compensation for the ensuing school year.

e. The DISTRICT may request the CITY to provide additional services by an Officer during evening or weekend events such as School Board Meetings and Football Games or other DISTRICT-sponsored events. DISTRICT shall pay CITY all costs that CITY incurs (including total compensation) in providing additional services as requested by the District, with the understanding that CITY is generally required to pay Officers at least one and one-half (1-1/2) times their regular rate of pay for overtime plus 7.65% for Social Security and MediCare contribution. DISTRICT shall pay for supplemental services within thirty (30) days of receipt of an invoice from CITY.

5. INDEMNIFICATION.

a. **District Obligations.** DISTRICT agrees to defend, indemnify and hold CITY, its elected and appointed officials, officers, and employees harmless against and from any and all losses, claims, actions, damages, expenses or liabilities, including reasonable attorney's fees, arising out of or in any way connected with the DISTRICT's negligent performance of this Agreement. DISTRICT assumes workers' compensation liability for injury or death of its officers, agents, employees and volunteers, and assumes no workers' compensation responsibility for the elected and appointed officials, officers, and employees of the CITY.

b. **City's Obligations.** CITY agrees to defend, indemnify and hold DISTRICT, its officers, agent, employees and volunteers harmless against and from any and all losses, claims, actions, damages, expenses or liabilities, including reasonable attorney's fees, arising out of or in any way connected with CITY's negligent performance of this Agreement. CITY assumes worker's compensation liability for injury or death of its elected and appointed officials, officers, and employees, and assumes no workers' compensation responsibility for the officers, agents, employees and volunteers of the DISTRICT

6. TERMINATION. DISTRICT or CITY may terminate this Agreement without cause anytime after the Effective Date, by giving a thirty (30) day written notice to the other party. In the event of termination, DISTRICT shall compensate CITY for Services performed to the date of termination. CITY shall continue to provide Services after notice to terminate and during the thirty (30) day notice period unless DISTRICT, in the notice, requests CITY not perform Services. The notice shall be deemed given when personally delivered to the DISTRICT or CITY representative or three (3) days after the date the notice is deposited in the United States mail, first-class postage paid, and addressed to the appropriate representative as specified in this Agreement.

7. NOTICE / REPRESENTATIVES.

The CITY and DISTRICT have designated the following representatives to receive notices and act in their agency's behalf in the administration of this Agreement.

CITY

Chief of Police
Los Banos Police Department
945 5th Street
Los Banos, CA 93635

DISTRICT

Superintendent
Los Banos Unified School District
1717 South 11th Street
Los Banos, CA 93635

8. ASSIGNMENT. This Agreement is personal to the CITY and DISTRICT and is not assignable without the other party's prior written consent.

9. SUCCESSORS AND ASSIGNS. This Agreement shall bind the successors and assigns of the parties hereto.

10. MODIFICATIONS. The terms and conditions of this Agreement may be modified or changed only by written mutual consent of the parties.

11. SEVERABILITY. If any term, provision, covenant or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall continue in full force and effect.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the date and year first above written.

CITY:

City of Los Banos,
a municipal corporation

By: 

Alex Terrazas,
City Manager

DISTRICT:

Los Banos Unified School District,
a public school district


By: _____
Dr. Mark Marshall,
Superintendent

ATTEST:

By: 

Lucille Mallonee,
City Clerk

APPROVED AS TO FORM:

By: 

William A. Vaughn,
City Attorney

Board Reference Material

SUBJECT TITLE: **Student Teacher Agreement**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve a Student Teaching Agreement with Brandman University for the 2017-18 school year.

BACKGROUND INFORMATION:

Brandman University Education programs are accredited by the National Council for the Accreditation of Teacher Education. Each student teacher is to work under the direct and continuing supervision of a Brandman University Student Teacher Supervisor and Support Provider who will provide general support at the classroom level.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Supports Board Goal #7: Recruit, hire, train and retrain administrative, instructional and classified staff that will provide the best educational environment for the students of Los Banos Unified School District.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

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

None.

ORIGINATOR: Tammie Calzadillas, Assistant Superintendent of Human Resources
Date: July 13, 2017

SUPERVISED FIELDWORK AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University Modesto Campus.

| | | | |
|--------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| TEACHER EDUCATION | <input checked="" type="checkbox"/> | SCHOOL PSYCHOLOGY | <input checked="" type="checkbox"/> |
| SCHOOL COUNSELING | <input checked="" type="checkbox"/> | EDUCATION ADMINISTRATION | <input type="checkbox"/> |

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Los Banos Unified School District, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.
- D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

- G. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Los Banos Unified School District
 1717 South 11th Street
 Los Banos, CA 93635
 Attn: Rochelle Creighton, Personnel Tech
 Tel: (209) 826-3801

UNIVERSITY CONTACT INFORMATION:

Brandman University
 16355 Laguna Canyon Road
 Irvine, CA 92618
 Attn: School of Education, Dean
 Fax: (800) 775-0128

- K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- M. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- N. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective July 28, 2017 and shall continue in full force and effect through July 27, 2020. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: _____
 Name: _____
 Title: _____
 Date: _____

UNIVERSITY: Signature: _____
 Name: Phillip L. Doolittle
 Title: Executive Vice Chancellor of Finance and
 Administration and Chief Financial Officer
 Date: _____

Appendix A
Payment for Master Teachers for Teacher Education Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

- (a) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.
- (b) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instruction Credential (Special Education) candidates.

METHOD OF PAYMENT: Stipend is to be paid directly to the Master Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the MASTER TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the MASTER TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNVIERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Appendix B
Specific Supervision Requirements for Each Program

Teacher Education Fieldwork:

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their master teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or

other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

I. Specific Supervision Requirements School Psychology Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:

- a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.

Board Reference Material

SUBJECT TITLE: **Student Overnight travel**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve travel for Charleston Elementary School 6th Grade students to attend an outdoor education trip to Santa Cruz County Outdoor Science School from **October 2-6, 2017**.

BACKGROUND INFORMATION:

The Santa Cruz County Outdoor Science School is a residential outdoor science and environmental education program for 5th / 6th grade students from schools throughout California. The subject area most emphasized in this hands-on learning experience is the science of ecology, the relationship between living things and their environment. From an understanding of basic ecological concepts, it is hoped that a deeper concern and sense of responsibility for the environment will result. The students will be immersed in nature and science for 4 full days in this outdoor environmental facility. They will be participating in standards based/outdoor curriculum that also supports the instruction of the California 6th grade content standards for science.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Board Goal #3: Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning by providing:

Board Goal #11: Continue to collaborate with other agencies to provide extended educational opportunities for students, and effective community use of school facilities.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified

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

LBUSD will provide \$15/ADA to be used to help fund this outdoor science experience.

All other expenses for this activity will be raised by the 6th grade classes with the help of parents and the Charleston Elementary Parent Club.

LBUSD contribution = \$15/ADA (estimate only: enrollment 400x\$15 = \$6000.00)

Substitutes for teachers: None

ORIGINATOR: Lou S. Ruiz, Principal, Charleston Elementary School

DATE: July 13, 2017

Board Reference Material

SUBJECT TITLE: **Student Overnight Travel**

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve overnight travel for the Los Banos High School FFA officer team to attend the annual Officer's Retreat on July 25 – 27, 2017 at Groveland, CA.

BACKGROUND INFORMATION:

The retreat is for new officers to plan activities for the 2017-2018 school year and to participate in leadership and team building activities. The students will be chaperoned by three advisors.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

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

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

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: July 13, 2017

Board Reference Material

SUBJECT TITLE: Student Overnight Travel

REQUESTED ACTION:

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve overnight, out-of-state travel for the Los Banos High School Varsity Girls' Volleyball team to participate in the High Sierra Volleyball Invitation.

BACKGROUND INFORMATION:

The Varsity Volleyball Team is requesting approval of a trip to Reno/Sparks, Nevada from August 31st to September 3rd, 2017.

Tentative Schedule:

Depart from Los Banos on Thursday, August 31, 2017 at 2:00 p.m.

Arrive in Reno at approximately 7:00 p.m.

Play 3 matches on Friday, September 1, 2017.

Play 6 matches on Saturday, September 2, 2017.

Depart from Reno on Sunday, September 3, 2017 at 8:00 a.m.

Arrive in Los Banos at approximately 12:00 noon.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

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

This trip will not have a financial impact on the District. The Los Banos High School Student Body Volleyball account will be responsible for all costs associated with this trip.

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: July 13, 2017

Board Reference Material

SUBJECT TITLE: Student Overnight Travel

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve student overnight travel for the Los Banos High School Varsity Girls' Tennis Team to attend a tennis tournament on September 8 – 9, 2017 in Clovis, California.

BACKGROUND INFORMATION:

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

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

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

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

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

10-12 players would attend.

1 Coach

1 Parent Driver

Entry Fee \$250.00

Lodging \$400.00

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

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: July 13, 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 SDE National Conference in Las Vegas, NV, July 10 – 14, 2017.

BACKGROUND INFORMATION:

By attending the conference, Maria will have the opportunity to collaborate with teachers from all around the United States and learn cooperative learning strategies.

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 \$1200; any excess amount will be covered by the employee.

ORIGINATOR: Jason Waltman, Principal, Henry Miller Elementary School

DATE: July 13, 2017