

LIVINGSTON UNION SCHOOL DISTRICT

December 13, 2018

REGULAR BOARD MEETING

District Board Room
922 B Street, Livingston

Closed Session: 5:30 P.M.
Public Session: 6:00 P.M.

AGENDA

I. CALL OPEN SESSION TO ORDER

The public is invited to comment on identified items prior to adjournment into closed session. The period for public comments is limited to 15 minutes. The maximum for any one speaker is 3 minutes and are requested to state their name for the record.

II. CLOSED SESSION (DISTRICT OFFICE CONFERENCE ROOM)

A. Conference with Labor Negotiator

District Negotiator: Andrés Zamora, Superintendent
Employee Organization(s): LETA and CSEA

III. RECONVENE TO OPEN SESSION

The Board will reconvene in the District Board Room at 6:00 P.M.

IV. PLEDGE OF ALLEGIANCE

V. REPORT AND/OR ACTION OF CLOSED SESSION ITEMS

The Board will briefly report and/or take action on items discussed in closed session.

VI. ANNUAL ORGANIZATIONAL MEETING

The Board will hold its annual organizational meeting as required by Education Code 35143.

A. Seating of New Board Members and Election of Officers

B. Establishment of Date and Time for Regular Board Meetings

C. Authorization & Verification of Signatures for District Warrants: Resolution No. 7 and 8

D. Approval of Authorization and Verification of Signatures for Fiscal Operations, Contracts and Other District Business: Resolution No. 9

E. Filing of the Statement of Facts Roster of Public Agencies

F. Determine Monthly Compensation Amount Board Members May Receive

G. Declaration by Each Board Member to Receive or Not Receive Monthly Compensation/Health Benefits

H. District Representative for the Merced County School Boards Association Executive Committee

VII. PUBLIC COMMENTS

The public is invited to address the Board at this time on matters not on the agenda but within the Board's jurisdiction. In accordance with the Brown Act, the Board is unable to hold discussion or take action at this time but may refer the issues for further consideration. The period for public comments is limited to 15 minutes. The maximum for any one speaker is 3 minutes and are requested to state their name for the record.

If the public wishes to speak on a specific item listed on the agenda, we ask that you please complete a "Request to be Heard" card and present it to the Superintendent's secretary before your item of interest is presented. The Board President will invite you to speak on the agenda item prior to Board deliberation. In the interest of time and order, each speaker is limited to 3 minutes with a maximum of 15 minutes per agenda item.

VIII. CORRECTIONS TO AND APPROVAL OF AGENDA

IX. REPORTS, SPECIAL PRESENTATIONS, SHOWCASES AND RECOGNITIONS

A. Superintendent's Reports and Updates

X. CONSENT AGENDA

Items listed under Consent Agenda are considered to be routine administrative functions and are acted on by the Board of Education in one motion and one vote. Any item under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of a Board Member or the Superintendent, and considered separately. Information concerning the following items has been provided to the Board for study prior to the Board meeting and is available upon request from the Superintendent's office at 922 B Street. It is understood that the Superintendent recommends approval of all consent items, unless otherwise noted.

- A. Approval of November 8, 2018 Regular Meeting Minutes
- B. Approval of Warrants
- C. Approval of Designated Personnel Items

XI. NEW BUSINESS

A. DISTRICT LCAP UPDATE: ENGLISH LEARNER SERVICES (GOAL 2)

Staff will report on progress and services for English Learners.

B. APPROVAL OF INTERIM FINANCIAL REPORT, FIRST PERIOD 2018/2019

The Board will review the First Interim Financial Report and be requested to adopt positive certification indicating that the District will meet its financial obligations for the 2018/2019 fiscal year and two subsequent years.

XI. NEW BUSINESS, Continued

C. BOARD BYLAW REVISION: BB 9110 "TERMS OF OFFICE"

The Board will be requested to approve revisions to Board Bylaw to comply with new law.

D. DRAFT SCHOOL CALENDAR FOR 2019-2020

A draft of the 2019-2020 school calendar will be presented for discussion.

E. COMMUNICATION, INFORMATION, AND FUTURE AGENDA ITEMS

Governance team members may report on activities such as school visits, meetings, and conferences. Board members may also propose future agenda items and request special reports.

XII. ADJOURNMENT

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's office at 209-394-5421. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting. Special Board meetings are posted 24 hours in advance, therefore, above timelines will not apply.

All documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 922 B Street, Livingston, CA during normal business hours.

Posted: December 7, 2018

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item VI: Annual Organizational Meeting

Board Consideration: Action Information/Discussion

Attachment(s): None

A. Seating of New Board Members

Oath of Office will be administered by Superintendent Zamora to board members, Kanwaldeep Bains, Yolanda Correia, and Rigo Espinoza. Each board member will serve a four-year term.

Election of Officers

The Board is required by education code to annually elect a president, vice president and clerk. Officers will serve for one year, until the first regular board meeting in December 2019. By board policy and education code, the Superintendent serves as secretary.

Recommended Action

Nominations will need to be made for President, Vice President and Clerk and board members will need to vote by ayes or nays. Process must be repeated for each position.

B. Establishment of Date and Time for Regular Board Meetings

Per Education Code, Section 35143, districts must hold an annual organizational meeting to set the day and time of the regular board meetings. Currently, LUSD board meetings are held on the second Thursday of the month at 6:00 p.m.

Recommended Action

To approve setting the regular board meetings on the _____ of each month at _____ p.m.
(first, second, or third) (day of the week) (time)

C. Authorization and Verification of Signatures for District Warrants: Resolution No. 7 & 8

The Board will need to delegate responsibility for approval/signature of authorized personnel to sign orders on the funds of this district and designate number of authorized signatures required on the warrant register. Said signatures may be by a majority of the board members, or by person(s) authorized by the board to sign in its name (EC 42362). Said signatures have been delegated by the Governing Board to be Superintendent, Chief Business Official, Board member, etc. (EC42632/42633). Currently two signatures are required.

Recommended Action

To adopt Resolution No. 7 and 8 requiring two signatures on the warrant register and authorize the Superintendent, Fiscal Services Director or Assistant Superintendent as authorized personnel to sign orders on the funds of the district and in the name of this Governing School Board.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item VI: Annual Organizational Meeting, Continued

Board Consideration: Action Information/Discussion

Attachment(s): None

D. Approval of Authorization and Verification of Signatures for Fiscal Operations, Contracts and Other District Business: Resolution No. 9

This is the annual verification of the Superintendent as the official representative of the District in the approval of contracts, personnel matters, forms, and/or reports relative to the routine operation of the District. The Fiscal Director and Assistant Superintendent of Instruction and Pupil Services are listed as backup in the absence of the Superintendent, contingent upon prior approval. (pgs. 3.1-3.3)

Recommended Action

To approve Resolution No. 9 authorizing and verifying signatures for fiscal operations, contracts, personnel matters and other routine district business.

E. Filing of the Statement of Facts Roster of Public Agencies

Government Code Section 53051 requires all public agencies to file with the Secretary of State and the County Clerk the names, addresses, and titles of board members if there are any changes. Its purpose is to protect the District under the California Tort Claims Act that limits the length of time a person can file a claim against the District and its representatives.

Recommended Action

To approve the filing of the Statement of Facts Roster of Public Agencies indicating changes in the Governing Board.

F. Determine Monthly Compensation Amount Board Members May Receive

LUSD Board Bylaw 9250 states that each year during its organizational meeting, the Governing Board will determine the amount of compensation board members may elect to receive per month. The current monthly compensation is \$265.00. The last increase made in December 2017 was less than one percent (0.15%). Pursuant to Education Code §35120(e), the Governing Board may increase the compensation rate in an amount not to exceed five percent, based on the present monthly rate of compensation.

Recommended Action

To determine and approve whether to keep the monthly rate at \$265.00 or increase it by no more than five percent.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item VI: Annual Organizational Meeting, Continued

Board Consideration: Action Information/Discussion

Attachment(s): Resolution No. 9—2018/2019 (pgs. 3.1 – 3.3)

G. Declaration by Each Board Member to Receive or Not Receive Monthly Compensation/Health Benefits

In accordance with Education Code and Board Bylaw, board members may elect to receive a monthly compensation or participate in the District’s health and welfare benefit program, or elect not to receive either one.

Pursuant to SISC bylaws, elected board members who elect to participate in the District’s health and welfare benefit program may enroll with benefits taking effective in January. Seated board members currently enrolled in the District’s health and welfare benefit program may elect to continue without any lapse of coverage. However, board members may disenroll from the District’s health and welfare benefit program at any time and request the compensation option instead.

Recommended Action

Declaration by each board member whether to receive monthly compensation, participate in the District’s health and welfare benefit program, or elect not to receive either one.

H. District Representative for the Merced County School Boards Association Executive Committee

Each governing board selects a member to serve as its representative on the Merced County School Boards Association (MCSBA) Executive Board. The term for the selected representative shall be two years commencing on January 1, 2019 to January 1, 2021. The committee meets once or twice annually to plan MCSBA activities and events. Currently, Trustee Land, is the District’s representative.

Recommended Action

To appoint Trustee _____ to serve as the district’s representative on the MCSBA Executive Committee, term beginning on January 1, 2019 thru January 1, 2021.

Resolution of the Governing Board of the
Livingston Union School District

Resolution No. 9—2018/2019

**“AUTHORIZATION AND VERIFICATION OF SIGNATURES
FOR WARRANTS AND DISTRICT BUSINESS”**

1. Authorize the Superintendent and the Director of Fiscal Services in the Superintendent’s absence, to submit to the State and to sign food services forms relative to the National School Lunch Program Agreement permitting the District to receive surplus commodities, free and reduced meal and lunch subsidies.
2. Authorize the Superintendent and Director of Fiscal Services to sign Purchase Orders.
3. Authorize the Superintendent to sign Federal, State, and local reports, including J-18/19 Attendance Reports.
4. Authorize establishment of special bank accounts and disbursement of funds by checks:
 - a. Revolving Fund - authorized signatures: Superintendent and Director of Fiscal Services. Two signatures are required.
 - b. Food Services Revolving Fund – authorized signatures: Superintendent, Director of Fiscal Services or Director of Food Services. Two signatures are required.
 - c. Student Body Account - authorized signatures: Superintendent and Director of Fiscal Services. Two signatures are required.
5. Authorize the Superintendent to sign preliminary certificated and classified offers of employment, develop/revise employee job descriptions as needed, make certificated and classified personnel assignments/ reassignments/transfers, determine employee’s placement on the salary schedule, and accept resignations on behalf of the Board. Approval of employment contracts will be ratified by Board action.
6. Authorize the Superintendent and the Director of Fiscal Services, in the Superintendent’s absence, to make such budgetary transfers, including cash transfers, as may be necessary to permit payment of the obligations of the Livingston Union School District.
7. Authorize the Superintendent and the Director of Fiscal Services, in the Superintendent’s absence, to make such intra-budgetary transfers and revisions as necessary to cover expenditures resulting from Board authorized projects.
8. Authorize the Superintendent to transfer from the General Fund to the Deferred Maintenance Fund amounts of monies as specified in the annual budget of the District.
9. Authorize the Superintendent to sign the deferred maintenance California State Applications and Grants, and Federal, State and local reports.

10. Authorize the Superintendent to approve and sign agreements pertaining to developer impact fees, tax sheltered annuities, district sponsored health, vision and dental contracts, and health benefits warrant registers, and consultant services.
11. Authorize the Superintendent to approve and sign Student Teaching Agreements with California State University, Fresno; California State University, Stanislaus; and/or Chapman College and other colleges which may require such approval.
12. Authorize the Superintendent and the Director of Fiscal Services, in the Superintendent's absence, to adjust allocations to categorical programs in the General Fund budget to keep anticipated income and expenditures compatible with changes in entitlements.
13. Authorize the Superintendent, as required by Education Code, to advertise for bids for supplies, equipment and work to be done, within the confines of the budget. All major bids exceeding the amounts stipulated by Education Code will be ratified by Board action.
14. Authorize the Superintendent to sign change orders related to modernization of facilities or new construction projects and to file "Notices of Completion."
15. Authorize the Superintendent to sign contracts for materials, equipment and services, within the confines of the budget.
16. Authorize the Superintendent to accept any gift, grant, or donation of money, property, or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program so long as the gift does not directly or indirectly impair the district's authority to make decisions in the best interest of its students and complies with the conditions set forth in Board Policy 3290 "Gifts, Grants and Bequests". Said gift, grant or donation will be ratified by Board action at a subsequent board meeting.
17. Authorize the Superintendent to sign payroll registers.
18. Authorize the Director of Fiscal Services and Assistant Superintendent of Instruction and Pupil Services to sign, in the absence of the Superintendent and with the Superintendent's prior approval, any and all of the above listed forms, documents, and reports.

Adopted by the Board of Trustees of the Livingston Union School District on this 13th day of December, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Vernon Boyd, Trustee

Kanwaldeep Bains, Trustee

Rigo Espinoza, Trustee

Yolanda Correia, Trustee

Anne Land, Trustee

Andrés Zamora, Superintendent/Secretary

SIGNATURES OF AUTHORIZED PERSONNEL

The following signatures, whose printed name appears below, are authorized to sign the foregoing forms, documents, and reports for the Livingston Union School District.

Andrés Zamora, Superintendent

Sara Crawley, Fiscal Services Director

Kuljinder Sekhon,
Assistant Superintendent, Instruction and Pupil Services

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item IX: Reports, Special Presentations, Showcases and Recognitions

Board Consideration: Action Information/Discussion

Enclosure(s): Calendar of Events and Enrollment Report

- A. Superintendent's Reports and Updates:** Superintendent Zamora and staff will verbally report on various "district happenings," which are not included in written reports and are of importance and of interest to the Board.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item X: Consent Agenda

Board Consideration: Action Information/Discussion

Attachment(s): Attachment A (pg. 5.1)

Enclosure(s): November 8, 2018 Regular Meeting Minutes and Warrant Register

A. Approval of Minutes: November 8, 2018 regular meeting minutes enclosed.

B. Approval of Warrants: Warrant register for the month of December.

C. Approval of Designated Personnel Items: See Attachment A (pg. 5.1)

Recommended Action

To approve consent agenda.

ATTACHMENT A

Livingston Union School District Consent Agenda – Personnel Items Board Meeting – December 13, 2018

Public Employees: Certificated

Resignations/Retirements:

Alejandro Fregoso, Teacher, Livingston Middle School, Retirement, effective 12/31/18.

Public Employees: Classified

A. Employment Approval:

1. Lucy Gonzalez, Instructional Aide, Livingston Middle School, Employment, effective 11/5/18.
2. Linda Thao, CDC Aide, Prusso Child Development Center, Employment, effective 11/5/18.

B. Resignations/Retirements:

1. Gabriela Roa De Razo, Cafeteria Monitor, Resignation, effective 10/29/18.
2. Esther Rodriguez, School Cook, Campus Park, Resignation, effective 12/7/18.
3. Ruth Solorio, Parent Liaison, District, Resignation, effective 12/14/18.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item XI, A: District LCAP Update: English Learner Services (Goal 2)

Board Consideration: Action Information/Discussion

Enclosure(s): 2018-2019 English Learner Report

Background

English Learners compose 46% of Livingston Union School District’s current enrollment for 2018-19. LUSD ensures the learning needs of English Learners are met by providing students Designated and Integrated ELD to support their acquisition into the English Language. The new English Learner Roadmap Policy has set the direction for English Learners in California and the new EL assessment, ELPAC is aligned to the ELD Standards and provides instructional implications to support the English Learners. Data acquired from various assessments guide the district’s professional development and next steps to ensure the learning needs of English Learners are addressed.

Discussion

The attached written summary comprises the importance of serving the learning needs of English Learner students according to federal and state guidelines, data analysis using state and local assessments, and the support and professional development provided to meet the academic development in English.

Recommended Action:

No action required. Presented for information and discussion only.

*Presented to the Governing School Board on December 13, 2018
By Jennifer Yacoub, Ed.D., Coordinator of English Learners*

English Learner Services



“Learning another language is not only learning different words for the same things, but learning another way to think about things.” Flora Lewis

Introductions

The education of English Language Learners is impacted by policies at the federal, state and local level. The guidelines established at all levels ensure that English Learners are provided with high quality services that will support students’ language proficiency while preparing them for College and Career Readiness. California recently adopted the English Learner Roadmap (July 2017), which is designed to articulate a vision and direction for English Learners of the state and maps out four principles that provide direction. Please see *Appendix A* for examples of the four principles outlined below.

- Principle #1: Assets-oriented and Needs Responsive Schools
- Principle #2: Intellectual Quality of Instruction and Meaningful Access
- Principle #3: System Conditions that Support Effectiveness
- Principle #4: Alignment and Articulation within and Across Systems

Livingston Union School District (LUSD) not only adheres to these guidelines but also ensures its English Learners’ academic needs are prioritized as mentioned in its Local Control Accountability Plan (LCAP). LCAP Goal 2 prioritizes English Learners indicating, “*Students learning English as a second language will have increased access and support while in the core program as measured by participation in intervention and support services.*” For LUSD’s program offerings for English Learners please see *Appendix B*.

Definition of English Learners

The definition of an English Learner as defined by *California Department of Education (CDE)* is, “English learner students are those students for whom there is a report (of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only) have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.”

English Learner Identification Guidelines and Assessment

A Home Language Survey (HLS) is filled out by the parent/guardian during student’s initial enrollment in a public school. If the survey indicates a second language spoken at home, a student is given the Initial *English Language Proficiency Assessments for California (ELPAC)* to determine his/her language status. The **Initial ELPAC** is a screener which officially identifies students as English Learners or Initial Fluent English Proficient (IFEP). The students identified as IFEP are immediately given English Only status. The students identified as English Learners begin their instructional journey into English Language Development (ELD) proficiency through Integrated and Designated ELD structures in their daily classroom instruction. Teachers use the ELD Standards to guide instruction and align those with other content areas. Between the months of February to May, the English Learners take the **ELPAC Summative Assessment** to determine progression in their language acquisition. The results are based on three indicators: **Overall Score, Overall Oral Language Score, and Overall Written Language Score**. The student reports show students Overall ELPAC Levels on a rubric scale of 1-4:

- ❖ Level 1: Beginning Stage
- ❖ Level 2: Somewhat Developed
- ❖ Level 3: Moderately Developed
- ❖ Level 4: Well-Developed

In addition, these levels are interpreted and aligned to the three ELD Standards Proficiency Levels of:

- ❖ Emerging Level: Requires Substantial Linguistic Support
- ❖ Expanding Level: Required Moderate linguistic Support
- ❖ Bridging Level: Requires Light Linguistic Support

English Learner Reclassification

Administrators, teachers and parents work collaboratively to support the students in acquiring and attaining English Proficiency. Through this process, students are prepared for the Reclassification and Monitoring steps into their language proficiency. The Reclassification Criteria is created and updated by the ELL Committee working collaboratively with the ELD Coordinator and administration to ensure that guidelines are thorough and aligned to state expectations, consistent, and realistic for all English Learners. Livingston Union School District’s Reclassification Criteria follows four guidelines required by the state of California:

1. Student proficiency on the ELPAC must be a 3 or 4 on the Oral, Written and Overall Language Proficiency.
2. Students must meet the criteria determined for Basic Skills in English
3. Teacher Evaluation of Academic Achievement
4. Parent Consultation and Consent

Following Reclassification, students will be monitored for four years to follow progress and continued success in English Language Proficiency.

LUSD Demographics

LUSD's current **2018-19** total TK-8th grade enrollment is **2,468** students and **1,135 (46%)** are English Learners. We have a total of **557** students who are considered Reclassified English Proficient (RFEP) and **34** Newcomers.

DATA OVERVIEW FOR ENGLISH LEARNERS

English Language Proficiency Assessments for California (ELPAC) and Reclassification

The 2017-18 school year was the first year that our English Learners took the English Language Proficiency Assessments for California (ELPAC) Summative Assessment and these are the first results of student outcomes. Prior to the 2017-18 school year, the state required the California English Language Development Test (CELDT). The assessments are different and scoring results are very different. For the purposes of this report, we are only going to report on the ELPAC since this will be the new California Assessment. In future years, we will have enough data to show comparison results. In addition, we will use this data to inform instruction and identify students for reclassification.

2017-18 ELPAC Summative Baseline Scores 1,219 LUSD Students

ELPAC Levels	Percentage of students
Beginning Stage	11%
Somewhat Developed	19%
Moderately Developed	37%
Well Developed	34%

Students Redesignated "Fluent English Proficient"

School Year	# of students Redesignated FEP
2015-2016	118 out of 1,333
2016-2017	222 out of 1,255
2017-2018	179 out of 1258

Summary

The results of the ELPAC Summative indicate that 71% of students are in the Moderately to Well Developed levels of English Language Development. These are students that are working towards English Proficiency and possible Reclassification if they meet all the other criteria. As indicated in the Reclassification data, we have fewer students reclassified as compared to 2016-17 school year; however, this is due to the criteria changes in reclassification. In 2017-18 school year, 14% of our students were reclassified.

CAASPP Data

CAASPP data reporting identifies ELs and R-FEPs separately. The below data is a combination of ELs and R-FEPs for LUSD and Merced County.

CAASPP English Language Arts

Grade Level	LUSD's % met or exceeded standard 2016	Merced County's % met or exceeded standard 2016	LUSD's % met or exceeded standard 2017	Merced County's % met or exceeded standard 2017	LUSD's % met or exceeded standard 2018	Merced County's % met or exceeded standard 2018
3rd	75%	74%	94%	77%	73%	77%
4th	80%	71%	71%	73%	90%	77%
5th	74%	72%	51%	62%	53%	69%
6th	48%	54%	37%	58%	42%	54%
7th	44%	43%	45%	47%	48%	55%
8th	40%	53%	33%	43%	33%	43%

Summary

- Overall, there is an increase of students meeting or exceeding standards in 2018 as compared to 2017 school year, with the exception of third grade, which shows a decline in results. Also in 8th grade, the results indicate no difference from year to year.
- LUSD fourth, fifth, sixth and seventh grades show improvement in scores as compared to 2017.
- LUSD's fourth grade English Learners show a significant increase on the ELA portion of the CAASPP as compared to the Merced County.
- Eighth grade scores do not show a change in both the county and LUSD overtime.

CAASPP Mathematics

Grade Level	LUSD's % met or exceeded standard 2016	Merced County's % met or exceeded standard 2016	LUSD's % met or exceeded standard 2017	Merced County's % met or exceeded standard 2017	LUSD's % met or exceeded standard 2018	Merced County's % met or exceeded standard 2018
3rd	65%	78%	93%	79%	80%	76%
4th	50%	53%	44%	54%	76%	58%
5th	27%	35%	16%	34%	28%	37%
6th	25%	32%	26%	38%	30%	35%
7th	17%	26%	29%	29%	29%	34%
8th	21%	29%	12%	23%	20%	26%

Summary

- LUSD's third and fourth grade students continue to show a higher percentage of students meeting or exceeding standards compared to Merced County. In third grade, it is 4% higher than the county and in fourth grade, it is 18% higher than the county.
- Merced County continues to show an increase in grades fifth, sixth, seventh and eighth as compared to LUSD.

District Local Benchmarks

As we review data for English Learners, it is critical that we look at Local Benchmarks to review and monitor progress throughout the year so that we can gauge academic needs and differentiate instruction to support those needs. For the purposes of this report, we will review the results of our First and Second grade benchmarks for English Language Arts and Mathematics. For Third through Eighth Grades, we will review the Interim Assessment Blocks (IAB). The student testing window for these benchmarks was October 29 to November 16 of 2018. The current testing system allows teachers to receive immediate feedback to inform their instruction and support students' academic needs.

First and Second Grade ELA and Math Benchmark Results of English Learners (First Reporting Period October 29-November 16, 2018) Mean percentage of students meeting standards

First Grade ELA Benchmark	First Grade Math Benchmark	Second Grade ELA Benchmark	Second Grade Math Benchmark
62.6%	68.4%	46.2%	55%

Summary

- The first grade English Learner students show a higher percentage meeting and exceeding standards on their first ELA and Math Benchmarks of this school year.
- EL performance level in second grade Math is 9% higher than English Language Arts.

Elementary Interim Assessment Block (IAB) (3rd to 5th grades) ELA

Within the CAASPP scoring system, there are scale scores that are referenced for student results and those scale scores are within ranges that identify student performance levels. The state targets for English Language Arts and Math are indicated in the charts below. These are the minimum targets that the state looks at for "standards met" in ELA and Math. The state target included in the graphs below are different for each grade level and content area. Although the state has not provided scores for IABs, we are using the same targets as if the IAB is a product of the CAASPP assessment system.

English Language Arts (ELA)

3rd Grade ELA ELL vs. All	State's Target	ELL Fall 2018 IAB	RFEP Fall 2018 IAB	ALL Fall 2018 IAB
Campus Park	2432	2316	2387	2342
Selma Herndon	2432	2409	2403	2408
Yamato Colony	2432	2326	2427	2377

4th Grade ELA ELL vs. All	State's Target	ELL Fall 2018 IAB	RFEP Fall 2018 IAB	ALL Fall 2018 IAB
Campus Park	2473	2422	2500	2446
Selma Herndon	2473	2406	2492	2446
Yamato Colony	2473	2424	2514	2458

5th Grade ELA ELL vs. All	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2018
Campus Park	2502	2445	2508	2469
Selma Herndon	2502	2407	2536	2468
Yamato Colony	2502	2419	2535	2473

Summary of Elementary Interim Assessment Blocks for ELA (3rd to 5th Grades)

Overall, the results of the assessments inform us that our reclassified students (RFEP) perform at a higher rate than our overall student population including ELL students. The celebration here is that our RFEP students were once ELL students, which we may conclude that when our students exit their EL status, they show continued growth and progress. Also, it is evident that our RFEP students in grades 4th and 5th at all the schools scored higher than the state target. In addition, the scores show an indication that Yamato's 3rd grade ELL students are 4 points from state target with highest scores.

Elementary Interim Assessment Block (IAB) (3rd to 5th grades) Math

MATH

3rd Grade Math ELL vs. All	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2018
Campus Park	2436	2322	2376	2338
Selma Herndon	2436	2390	2441	2403
Yamato Colony	2436	2421	2542	2450

4th Grade Math ELL vs. All	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2018
Campus Park	2485	2445	2506	2469
Selma Herndon	2485	2428	2511	2464
Yamato Colony	2485	2500	2564	2530

5th Grade Math ELL vs. All	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2018
Campus Park	2528	2446	2516	2471
Selma Herndon	2528	2445	2559	2505
Yamato Colony	2528	2448	2488	2465

Summary of Elementary Interim Assessment Blocks for Math (IAB)s

Overall, the results of the assessments in Math also inform us that our reclassified students (RFEP) perform at a higher rate than our overall student population including ELL students.

- Selma Herndon and Yamato RFEP students scored higher than the state target in all third to fifth grades. Campus Park RFEP students scored higher than the state target in fourth grade and very close to state target in fifth grade.
- Yamato's third grade ELL students are 15 points from meeting the state target. In addition, their fourth ELL students scored 15 points higher than the state target.

Middle School Interim Assessment Block (IAB) (6th to 8th Grades) ELA and Math

ENGLISH LANGUAGE ARTS (ELA)

LMS 6th Grade ELA (Brief Writes IAB)*	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2018
	2531	2482	2634	2557

LMS 7th Grade ELA (ELA Performance Task)*	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2018
	2552	2568	2657	2645

LMS 8th Grade ELA (Read Literary Texts)	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2018
	2567	2459	2588	2558

**The students scores are based on the Performance Tasks and Brief Writes, which are scored by the teachers and could be subjective to interpretation of the scoring system.*

MATH

LMS 6th Gr. Math (Ratios and Proportional Relationships)	State's Target	ELL Students Fall 2018 IAB	RFEP Students Fall 2018 IAB	All Students Fall 2011
	2552	2409	2496	2462

LMS 7th Gr. Math (The Number System)	State's Target	ELL Students Fall 2018 IA	RFEP Students Fall 2018 IAB	All Students Fall 2018
	2567	2420	2530	2499

LMS 8th Gr. Math (Expressions and Equations)	State's Target	ELL Students Fall 2018 IA	RFEP Students Fall 2018 IAB	All Students Fall 201
	2586	2400	2505	2478

Summary of Middle School ELA and Math

- In ELA, 6th - 8th grade students, RFEP groups scored higher than the state target.
- In ELA, the 7th grade ELL students scored 16 points higher than the state targets.
- In Math, 7th grade RFEP students are 37 points away from the state target.

Summary of EL Support

- Primary improvement strategy is improving daily instruction for English Learner students.
- Teachers are continuing to provide designated time for language based instruction along with integration in all content areas.
- Dual Language Academy (DLA) is at all sites.
- Academic clinicians continue to provide a push-in model of intervention and after school support.
- Technology integration to support ELL students is continuing to expand. The ELD Coordinator is working with the Technology Director to extend technology instructionally guiding English Learners to develop their language fluency.
- School sites continue to implement academic conferences with individual teachers and grade levels regarding EL performance on CAASPP, STAR Reading, IAB, etc., and next steps.
- This year, the schools have developed site-based professional development plans.

Professional Development for Continuous Improvement

Professional development is provided through collaboration of numerous efforts to ensure that all those working with English Learners are provided with ample opportunities to learn and implement effective instructional strategies with a deeper focus on standards based teaching. The professional development opportunities are organized and provided in collaboration with district and site administrators, site instructional coaches, and teachers across the district.

- Teachers continue to receive training on ELD/ELA frameworks and standards, EL strategies by Site Academic Coaches and ELL Coordinator.
- Classroom walk throughs with the coaches during Designated ELD times to calibrate instructional delivery.
- Site coaches are supporting teachers with implementation and planning of standards-based instruction.
- The ELL Coordinator met with site principals to review their ELL Demographics and Data in the beginning of the school year.
- Sites received specific training for sites on ELPAC Assessments and implications for instruction. This is an endeavor that will continue throughout the school year.
- Para-professionals, Tutors, and Academic Clinicians continue to receive training in ELD instructional strategies and how to work with the push-in model to support students in the classroom.
- ELL Coordinator continues to do walkthroughs at all sites and gives feedback specific to the instruction that is related to Designated and Integrated ELD.
- The teachers are provided with specific training on ELD standards and instructional strategies on site scheduled early release days.
- The DLA collaborations are facilitated by the ELL Coordinator and the emphasis this year is on Standards-based teaching and backwards mapping of instruction.
- Parent trainings are offered in various venues such as 6th grade Cub Day, Coffee Connections, and DELAC.
- The ELL Coordinator will conduct an 8 week parent training session on Early Literacy for Tk-2 grade parents.
- The Instructional Resource Teachers (IRTs) are trained in the ELPAC assessments and regular follow-up on facilitation of district and state assessments help to keep everyone abreast of expectations.
- All elementary sites are implementing various components of Literacy Development which is essential in supporting our English Learners to acquire reading skills in English.

Professional Development for Continuous Improvement, Continued

- Parents of English Learners are also provided opportunities to attend workshops like California Association of Bilingual Education (CABE) in addition to our own district Parent Academy, which provides parents with ample learning opportunities throughout the school year.
- LUSD networks with the Central Valley Dual Language Consortium and is very collaborative in the Consortium's efforts to support dual language education within the Central Valley Region. Teachers and administrators attended the DLA site visits, Grade Alike meetings, and Summer institute. In January, LUSD will be hosting educators from neighboring districts to visit the DLA program and its successes.
- The Special Education Team is updated on the ELPAC assessment and the needs of ELL students in the Special Education program.

Appendix A

Federal Guidelines

Federal and state laws mandate that school districts provide English language instruction with appropriate educational services. U.S. Department of Justice (Civil Rights Division) and Department of Education (Office for Civil Rights) set clear guidance for states and school districts to ensure that ELs are identified in a timely manner, and are supported in their learning of the English language and the core content. Furthermore, teachers who teach English Learners must have appropriate training, knowledge and skills to teach ELLs. English Learners are not only taught by qualified staff members, but the curriculum they are taught should be standards-aligned, grade level appropriate with an emphasis on language acquisition. (*U.S. Department of Justice and U.S. Department of Education*)

State of California English Learner Roadmap Policy (July 2017)

“This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools.” (*California Dept. of Education*)

“English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.” (California Dept. of Education)

Four Principles are established for Local Education Agency (LEA)s to follow and use as their guidelines to support English Learners:

Principle 1: Assets Oriented and Needs-Responsive Schools:

- Language and cultures as assets
- English Learner profile
- School Climate
- Family and school partnerships
- English Learners with Disabilities

Principle 2: Intellectual Quality of Instruction and Meaningful Access

- Integrated and Designated English Language Development (ELD)
- Intellectually Rich and Standards-based Curriculum
- High Expectations
- Access to Full Curriculum
- Use of Students’ Home Language
- Rigorous Instructional Materials
- Program choice (i.e. DLA program to support their language needs)

Principle 3: System Conditions that Support Effectiveness

- Leadership
- Adequate Resources
- Assessments
- Professional Development

Principle 4: Alignment and Articulation Within and Across Systems

- Alignment and articulation across grade levels from early childhood through elementary and secondary levels onto graduation
- Providing Extra Resources
- Coherency--Across the schools within the district

Appendix B

LUSD’s Program Offerings

LUSD adheres to federal and state guidelines. It offers three types of programmatic support for English Learners. One programmatic support is providing ELs with English Language Development during a designated time. Another is that ELD is integrated in all content areas including science, mathematics, and social studies. The third option is students participating in the dual language program in which English Learners in that program also received Designated ELD.

Every year LUSD ensures that teachers have the skills, knowledge, and training to teach English Learners. LUSD continues to examine the California ELD Standards. These standards clearly define the “knowledge, skills, and abilities” that ELL students need to have to attain grade level academic success. Teacher trainings focus on strategies that allow teachers to deliver designated and integrated ELD. California English Language Arts/English Language Development Framework clearly states, “*Therefore, ELs are provided support for academic language development in core content courses (integrated ELD) and specialized support (designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs’ linguistic and academic needs are fully met.*” LUSD, like other school districts, focused on the Designated ELD instruction, however, with the adoption of the new ELA/ELD frameworks by the State Board of Education prompted LUSD to delve into the integrated component. The Integrated ELD approach was introduced to LUSD teachers three years ago, and each year the professional development trainings have geared into going deeper into language integration in instruction of all academic areas.

Federal and state guidelines also emphasize on appropriate curriculum for English Learners. Therefore, LUSD has ensured ELs are provided standards-aligned instructional materials by adopting programs that are approved by State Board of Education. The district’s recently adopted math and English language arts programs meet these guidelines. Furthermore, staff is also getting training on California’s English Language Arts/English Language Development Framework which consists of great detail on how to teach English Learners.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item XI, B: Approval of Interim Financial Report, First Period 2018/2019

Board Consideration: Action Information/Discussion

Enclosure(s): 2018/2019 First Interim Summary Report; Complete Report on CD

Background

Education Code §42131 requires districts to perform twice a year formal budget reviews and certify as to their fiscal solvency. The purpose of these financial reports is to assure the Governing Board, the County Office of Education, and the State Superintendent and Controller that the District is able to meet its financial obligations for the remainder of the fiscal year and for two subsequent fiscal years.

Discussion

One of three certifications must be designated by the school district when certifying their fiscal stability: 1) Positive - district will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years; 2) Qualified – district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years; 3) Negative – based on current projections, district will be unable to meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal year. Based on the review of our fiscal records, the District will be able to file a “positive certification” with the Merced County Office of Education, upon Board approval.

Included in your packet is the summary report of the major components of the 2018/2019 First Interim Report. During the meeting the Superintendent and Fiscal Director will review the changes that have occurred to the budget since last reported, the multi-year projections assumptions, status of the different components of the general fund budget and address your questions.

Recommended Action

To approve the first interim report providing positive certification that the District will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item XI, C: Board Bylaw Revision: BB 9110 "Terms of Office"

Board Consideration: Action Information/Discussion

Attachment(s): Board Bylaw 9110 (pg. 8.1)

Background

Existing "Education" Code provisions require newly-elected school and community college district board members to be seated on the first Friday in December. However, "Election" Code states during even-year elections, county election officials have up to 30 days after Election Day to certify voting results. Thus, clashing with Education Code provisions because certification of the vote could occur after the dates for seating new board members. This would require governing boards to abide by the Education Code and seat new members before election results are certified; or ignore the Education Code and wait until the certification of votes to seat new board members.

Discussion

Effective January 1, 2019, Assembly Bill (AB) 2449 changes the date that members of governing board of education for county, school or community college districts take office to the second Friday in December.

Recommended Action

To approve proposed revisions to the board bylaw to reflect new law taking effect January 2019.

TERMS OF OFFICE

The Governing Board shall consist of five members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each even-numbered year.

The term of office for members elected in regular elections shall be four years, commencing on the ~~first~~ **second** Friday in December ~~next succeeding~~ **following** their election. (Education Code 5017)

*(cf. 9223 - Filling Vacancies)
(cf. 9224 - Oath or Affirmation)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)*

~~Board member terms expire four years after their initial election on the first Friday in December following the election of new members. (Education Code 5000)~~

~~A~~ **A** Board members whose terms ~~has~~ **has** ~~have~~ **have** expired shall continue to discharge the duties of ~~the~~ office until ~~his/her~~ **their** successors ~~has~~ **has** ~~have~~ **have** qualified by taking the oath of office. (Government Code 1302, 1360; Education Code 5017)

*(cf. 9220 - Governing Board Elections)
(cf. 9223 - Filling Vacancies)
(cf. 9224 - Oath or Affirmation)
(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)*

Legal Reference:

- EDUCATION CODE
- 5000-5033 Election of school district board members
- 35010 Control of district
- 35012 Board members; number, election and terms
- 35107 Eligibility
- GOVERNMENT CODE
- 1302 Continuance in office until qualification of successor
- 1303 Exercising functions of office without having qualified
- 1360 Necessity of taking constitutional oath

Bylaw
adopted: June 12, 1990
revised: October 15, 2015
revised:

LIVINGSTON UNION SCHOOL DISTRICT
Livingston, California

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

December 13, 2018

Agenda Item XI, D: Draft School Calendar for 2019-2020

Board Consideration: Action Information/Discussion

Attachment(s): DRAFT 2019-2020 School Calendar (pg. 9.1)

Background

An official school calendar is adopted annually by the Governing Board. As in the past, the district purposely tries to mirror the Merced Union High School District's calendar to accommodate families with children in both school districts.

Discussion

Attached is a draft of the 2019-2020 school calendar. This draft is presented only for the purpose of initiating board discussion and input. A final draft for Board approval is anticipated in January.

Recommended Action

Presented for discussion and input only.

**LIVINGSTON UNION SCHOOL DISTRICT
2019-2020 SCHOOL CALENDAR**

DRAFT B

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SCHOOL CALENDAR		
July	31	First Day for New Teachers
August	8	First Day for All Teachers
August	13	First Day of School
June	3	Last Day for Students/ Graduation Day
June	4	Last Day for Teachers
180 Instructional Days		
184 Days for All Teachers		
187 Days for New Teachers		

OBSERVED HOLIDAYS AND RECESSES		
July	4	Independence Day
September	2	Labor Day
November	11	Veterans Day
November	25-29	Board Declared Recess
November	28	Thanksgiving Day
November	29	In Lieu of Admission Day
Dec 23 - Jan 10		Winter Recess
December	24	Christmas Eve Observed
December	25	Christmas Day
December	31	New Year's Eve (12 Mo. Empl. Only)
January	1	New Year's Day
January	20	M.L.King Jr.'s Day
February	14	Lincoln's Bday Observed
February	17	President's Day (Observed)
April	10-17	Spring Recess
May	25	Memorial Day

	INS. DAYS	PROF. DAYS	
July	0	0	1
Aug	14	17	19
Sept	20	20	20
Oct	23	23	23
Nov	15	15	15
Dec	15	15	15
Jan	14	14	14
Feb	18	18	18
Mar	22	22	22
Apr	16	16	16
May	20	20	20
June	3	4	4
	<u>180</u>	<u>184</u>	<u>187</u>
			New Tchrs

- Regular Instructional Day
- First and Last Day of School
- Holiday for Personnel and Students
- Board declared recess for students, instructional aides, school clerical, and teachers.
- Voluntary Professional Development Day (Tentative)
- Non-Instructional Day - New Teachers
- Non-instructional Day - All Certificated Staff
- Early Release Day for Students - Collaboration/Prof. Development Day for Certificated Staff
- Early Release Day for Students